ESD CONCEPTS IN THE SOUTHEAST ASIAN SOCIAL STUDIES CURRICULUM

Research Studies Unit
Southeast Asian Ministers of Education Organization Regional Center for Educational Innovation and Technology (SEAMEO INNOTECH)

Presenter: Mary Sylvette T. Gunigundo, Ph.D.
Research Associate Specialist

Regional Seminar on Education for Sustainable Development (ESD) in Action in Asia-Pacific under the Mobile Training Team (MTT) Project
12-14 July 2010, Bangkok, Thailand
<table>
<thead>
<tr>
<th>Activity</th>
<th>Funding</th>
<th>Period</th>
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<tbody>
<tr>
<td>Programmes in Southeast Asia</td>
<td>$500.00</td>
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<tr>
<td>Regional Research Workshop on “Integrating ESD Concepts in the Southeast</td>
<td>SEAMEO INNOTECH Regional Education Program (SIREP)</td>
<td>Apr – Oct 2010</td>
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<tr>
<td>Asian Secondary Education Social Studies Curriculum”</td>
<td>$25,000.00</td>
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Why Social Studies?

- It deals with human behaviors and interactions of the past and the present aiming to develop individuals to become responsible and effective citizens today thus, creating a better tomorrow for the next generations.
Why Social Studies?

- It deals with the development of the heart of a learner and yet it seems that it is the most overlooked or neglected subject area in the basic education curriculum.
PHASE I

Rapid Assessment of Social Studies Curriculum in the Basic Education Programmes in Southeast Asia

*With funds from UNESCO Bangkok Japanese Funds-in-Trust*
Objective

- To get a regional overview of the social studies curriculum in basic education programs in Southeast Asia in terms of:
  - Goals
  - Content Areas
  - Contact Time
  - Challenges
# Methodology

<table>
<thead>
<tr>
<th>Design</th>
<th>Survey Research</th>
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<tr>
<td>Unit of Analysis</td>
<td>Southeast Asian Region</td>
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<tr>
<th>Respondents</th>
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<tr>
<td>• 10 School Heads of basic education schools representing Brunei Darussalam, Cambodia, Indonesia, Lao PDR, Malaysia, Philippines, Singapore, Thailand, Timor-Leste, and Vietnam</td>
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<td>• Respondents were scholars for a capacity building training being conducted by SEAMEO INNOTECH during the time of the research</td>
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<thead>
<tr>
<th>Instrument</th>
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<tr>
<td>Survey Questionnaire on Social Studies Curriculum (SQSSC)</td>
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<thead>
<tr>
<th>Data Analysis</th>
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<tbody>
<tr>
<td>- Frequency</td>
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<tr>
<td>- Content analysis of qualitative data</td>
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</table>
Findings

1. Goals
2. Content
3. Contact Time
4. Challenges
The goals of social studies include:

- To develop nationalism, inculcating a sense of belonging and love of country
- To promote nation-building and build citizenship
- To develop loyalty and good values and help develop learners to be better persons
- To enhance the capacity of learners to communicate or interact with others not only from within their societies, but also from outside their societies
Content Areas: Primary

- The following are the content areas in the social studies curriculum at the primary level:
  - 100% - national history; government & leaders; current events
  - 90% - geography; culture
  - 80% - environment; traditions and practices
  - 70% - values
  - 60% - religion; society & its people
  - 50% - economy/products
  - 40% - ASEAN civilizations & culture
  - 30% - work & professions; diseases
The following are the content areas in the social studies curriculum at the secondary level:

- 90% - national history; geography
- 80% - environment; values
- 70% - national current events; society & its culture
- 60% - ASEAN civilizations & culture; economy/products; religion; traditions & practices; culture; government & leaders; good manners/behaviors
- 50% - global current events; livelihood
- 40% - work & professions
Contact Time

- The contact time varies from less than one hour per day to more than an hour.
  - At the primary level, it is less than one hour per day
  - At the secondary level, it is more than an hour per day
- The other respondents could not determine contact time because social studies is integrated in other subject areas
Challenges

- Social studies has wide content areas, but only limited time is allotted to teaching it.
- There is not enough number of well-trained social studies teachers.
- Social studies teachers are not well-compensated.
- Parents don’t know the importance of social studies. They prefer their children to study science and mathematics instead.
PHASE II

Regional Research Workshop on “Integrating ESD Concepts in the Southeast Asian Secondary Education Social Studies Curriculum”

(With funds from SEAMEO INNOTECH Regional Education Program)
General Objective

- To develop sample lesson exemplars for secondary education social studies along the ESD pillars

Specific Objective

- To study the secondary education social studies curriculum in Southeast Asia in terms of content areas and some aspects of ESD implementation
## Methodology

<table>
<thead>
<tr>
<th>Design</th>
<th>Participatory Action Research: Reflect, Plan, Act</th>
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<tbody>
<tr>
<td>Data Collection Method</td>
<td>Country Reports Workshop Outputs Small Group Discussions</td>
</tr>
<tr>
<td>Sampling</td>
<td>Seven SEAMEO Member Countries: Brunei Darussalam, Indonesia, Malaysia, Philippines, Singapore, Thailand, Vietnam</td>
</tr>
<tr>
<td></td>
<td>Profile of Representatives: Curriculum Specialists/Education Officers from the different Ministries of Education</td>
</tr>
<tr>
<td>Data Analysis</td>
<td>Content Analysis</td>
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</table>
Phases of the Workshop

I – Country Reports
- Policies and Practices on ESD Integration
- Status of ESD Integration in the Secondary Education Social Studies Curriculum

II – Thematic Workshop Sessions
- Society
- Environment
- Economy
- Culture

III - Lesson Exemplars Development
- Society
- Environment
- Economy
- Culture
Keynote Speaker

Dr. Lourdes R. Quisumbing
Founding President
UNESCO-Asia Pacific Network for International Education and Values Education (APNIEVE)

Resource Person

Dr. Anwar Al Said
Programme Specialist for Educational Planning and Management
UNESCO-Indonesia

“Re-orienting Education to Address ESD – ESD in Action”
Overall Workshop Facilitator

Dr. Chan Lean Heng
Associate Professor
School of Social Sciences
Science University of Malaysia

“Reorienting Education to Address Sustainable Development”
Workshop Facilitator

Dr. Ethel Agnes P. Valenzuela
Research Specialist/Head
Research Studies Unit
SEAMEO INNOTECH
Resource Speaker

Mr. Ramon Tuazon
President
Asian Institute of Journalism and Communication

“Toolkit Development, Module Preparation, and Lesson Exemplars Development”
Resource Speaker

Dr. Rene Romero
Professor
Philippine Normal University

Thematic Workshop 1
(Society):
“Integrating EIU and Peace Concepts in the Southeast Asian Social Studies Curriculum”
Resource Speaker

Dr. Merle Tan
Director
University of the Philippines
National Institute for Science and Mathematics Education Development

Thematic Workshop 2 (Environment):
“Ecological Integrity and Disaster Preparedness”
Resource Speaker

Ms. Ana Elzy Ofreneo
Director
Education and Research Office, Commission on Human Rights of the Philippines

Thematic Workshop 3 (Economy):
“24+ years of Human Rights Education”
Resource Speaker

Prof. Maria Eljie M. Mabunga
Assistant Professor
Philippine Normal University

Thematic Workshop 3
(Economy):
“Integrating Democracy and Governance Issues in the Social Studies Curriculum”
Resource Speaker

Dr. Chan Lean Heng
Associate Professor
School of Social Sciences
Science University of Malaysia

Thematic Workshop 4 (Culture):
“Preserving Our Values, Culture and Heritage: Creating a Culture of Sustainability”
Initial Findings

1. ESD policy support
2. Existence
3. Goals
4. Content Areas
5. ESD Concepts
6. Challenges
ESD Policy Support

- The participating SEAMEO member countries have ESD policy support. ESD implementation has consciously been incorporated into their educational strategic plans.
Existence

- The participating SEAMEO member countries have secondary education social studies curriculum except Brunei Darussalam which is still developing its curriculum which they plan to implement in 2012.
Goal

- The major goal of social studies is to develop a strong sense of nationalism and love for country towards nation building, anchored on a national philosophy or vision.
<table>
<thead>
<tr>
<th>Country</th>
<th>Content Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brunei Darussalam</td>
<td>Secondary Vocational Program: 3Rs – Reduce, Recycle, &amp; Reuse; Waste Management; Job Opportunities in the 3Rs Proposed Lower Secondary: My Country; Our Heritage; Consumerism; Economics &amp; Sustainability; Managing Our Environment; Tourism &amp; Hospitality; Globalisation</td>
</tr>
<tr>
<td>Indonesia</td>
<td>Civic Education; Geography; Economy; History; Religious Study</td>
</tr>
<tr>
<td>Malaysia</td>
<td>History; Geography; Civics &amp; Citizenship; Moral Education; Basic Economics</td>
</tr>
<tr>
<td>Philippines</td>
<td>Philippine History &amp; Government; Asian Studies; World History; Economics</td>
</tr>
</tbody>
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# Content Areas

<table>
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<tr>
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</table>
| Singapore | **Lower Secondary:** Journey to Nationhood; Growth of Singapore; Governing Singapore; Living in Peace & Harmony; Managing our Environment; Looking Ahead  
**Upper Secondary:** Singapore-As a Nation in the World; Understanding Governance; Conflict & Harmony in Multi-Ethnic Societies; Managing International Relations; **Sustaining Economic Development**; Facing Challenges & Change |
<p>| Thailand  | Religion, Morality &amp; Ethics; <a href="#">Civics, Culture &amp; Living</a>; Economics; <a href="#">History</a>; <a href="#">Geography</a> |
| Vietnam   | Literature; <a href="#">History</a>; <a href="#">Geography</a>; Citizenship Study; Foreign Language |</p>
<table>
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<tr>
<th>Country</th>
<th>Concepts/Activities</th>
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<tbody>
<tr>
<td>Brunei Darussalam</td>
<td>3Rs – Reduce, Recycle, Reuse</td>
</tr>
<tr>
<td>Indonesia</td>
<td>School health units, boy scout, environment-friendly school program, environment-safe program, honest-system school canteen, education of life skill and entrepreneurship, education of culture and nation character</td>
</tr>
<tr>
<td>Malaysia</td>
<td>Environmental Education Programmes – learning stations, environmental awareness camp, WIRA ALAM project, scrap book competition, river watch, environmental cadets/brigade, environmental-themed competition, environmental materials, environmental awareness workshop</td>
</tr>
</tbody>
</table>
## ESD Concepts/Activities

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<tr>
<th>Country</th>
<th>Concepts/Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Philippines</td>
<td>Environmental education, human rights, peace education, gender equality, quality education, education for all</td>
</tr>
<tr>
<td>Singapore</td>
<td>Annual Schools Green Audit Awards; Green Transport Week; Green Labeling Scheme; Happy Toilet Programme; National LOO (Let’s Observe Ourselves) Campaign; Nature Walks, Nature Education, Ecological Care of the Water Body; Environmental Champions; Water Ambassadors</td>
</tr>
</tbody>
</table>
## ESD Concepts/Activities

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<tr>
<th>Country</th>
<th>Concepts/Activities</th>
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</thead>
<tbody>
<tr>
<td>Thailand</td>
<td>Sufficiency Economy School Project; Strengthening Environmental Education in Thailand Project; Participatory Learning Leading to Community Development; Schools Ecological Footprint Challenge; Buddhist-Oriented Schools Project</td>
</tr>
</tbody>
</table>
| Vietnam  | Concepts: Interdependence, diversity, citizenship & stewardship, rights & responsibilities, equity & justice, carrying capacity, uncertainty & precaution  
Activities: “Two No’s – Say No to Negative Phenomena and Exaggerated Achievements in Education”; Friendly Schools and Active Students |
Challenges: Country A

1. The science curriculum developers are involved in ESD initiatives. However, the social studies curriculum developers are left out that is why their knowledge and understanding of ESD are limited.

2. There is lack of:
   - ESD experts who can train teachers;
   - public awareness of ESD; and
   - commitment to actively participate from all stakeholders.
Challenges: Country B

1. Teachers know the ESD concepts individually, but they do not know how to relate them with sustainable development.

2. Because ESD is not really a subject, school administrators, teachers, parents, & students do not give it much importance.

3. Teachers are not given incentives and so they regard ESD integration as an extra burden to their already heavy workload.

4. Teachers do not have proper training in integrating ESD.

5. There is no specific financial support from the national government to fund ESD programmes.
Challenges: Country C

- ESD integration across disciplines means additional budget to train implementers. However, there is no additional budget coming from the government.
The current definition of sustainable development focuses on environmental education and economic development only. There is a need to redefine sustainable development in order to create a more balanced curriculum.
Challenges: Country E

1. The technical vocational education program has been neglected in the ESD campaign.
2. There is no alignment between curriculum reforms and in-service trainings.
3. There is a shortage of:
   - teachers to meet school population growth
   - skillful teachers especially in remote areas
4. There is insufficient classrooms and study facilities.
5. There is limited budget for teacher development.
Initial Conclusions

- ESD concepts are integrated in the secondary education curriculum, but not necessarily in social studies alone, but across other academic subjects.
- Many of the ESD activities are being implemented outside the classroom, but not necessarily handled by the social studies teachers.
- Almost all of the ESD activities are on environmental education.
Initial Conclusions

- Social studies seems to be an “ignored” or “unpopular” subject.
- There is a lack of pre-service and in-service training programs for social studies teachers.
ESD Toolkit: A Social Studies Teacher’s Guide

1. Overview of ESD
2. Points for Consideration in Integrating ESD in Social Studies Curriculum in Southeast Asian Region
3. ESD Curriculum Maps on the ESD Pillars
4. Sample Lesson Exemplars
5. Resource Pack for ESD
Unexpected Outcomes

- Through the workshop, the level of awareness of the participants was raised from basic awareness to creative awareness.
- Based on the action plans they have submitted, they realized that there is a problem in the state of secondary education social studies curriculum in their countries and actions need to be taken to address these problems.
  - Conduct echo-trainings/workshops for education officers, teachers, parents, and students
  - Meet with other curriculum development officers
  - Review and revise existing social studies curriculum
Thank you very much.

Maraming salamat po.