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กรณีประเทศไทย และสิงคโปร์



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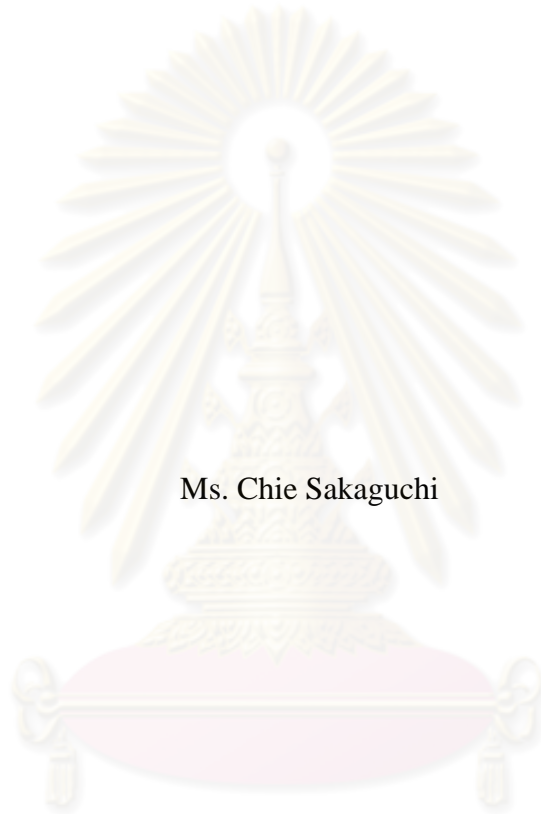
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SECONDARY SCHOOL SOCIAL STUDIES CURRICULUM  
COMPARISON FOR MUTUAL UNDERSTANDING:  
CASES OF THAILAND AND SINGAPORE



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งานวิจัยนี้มีจุดประสงค์เพื่อศึกษาเนื้อหาสังคมศึกษาที่เกี่ยวข้องกับความเข้าใจร่วมกันที่  
 ปรากฏในหลักสูตรสังคมศึกษาและในหนังสือเรียนของประเทศไทยและสิงคโปร์ และเพื่อ  
 เปรียบเทียบมโนทัศน์เพื่อความเข้าใจร่วมกันที่ปรากฏในหลักสูตรสังคมศึกษาและในหนังสือเรียน  
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 หนังสือเรียนสังคมศึกษา

ผลการวิจัยพบว่า ประเทศไทยมีการนำเสนอประเด็นความเข้าใจร่วมกัน โดยนำเสนอผ่านเนื้อหา  
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มโนทัศน์สำคัญที่หลักสูตรสังคมศึกษาของไทยและสิงคโปร์เสนอคล้ายคลึงกัน คือ การสร้าง  
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The objectives of this research were to find out the specific contents for mutual understanding in secondary school social studies curricula and textbooks in Thailand and Singapore, and to compare the specific concepts of social studies curricula and textbooks contents in Thailand and Singapore. The research was documentary research, and curricula and textbooks were examined to analyze the contents concerning mutual understanding.

In the case of Thailand, the research outcomes showed the specific contents for mutual understanding as follows: Buddhism and other religions, importance of the different beliefs, world peace, morality, good deeds and values, politics and governance system of Thailand and the world, foreign policies, international relationships, culture of Thailand and different regions, Eastern and Western cultures, world history and events, geographic features, and global environmental crises. The case of Singapore presented following contents: global competition, welcoming foreign talents, overseas ventures, world peace and stability, multi-racial society and harmony and different races, languages and religions, world events, different national types among India, Southeast Asian countries and China, geographic features, environmental crises and friendly relations with different races and religions.

The common concepts found in Thailand and Singapore curricula were: creating peace, harmonious and friendly relations among differences, social and political systems of the world and foreign relationships, geographic features, current international problems, different regions and historical events, different religions and cultures in different regions. The differences were found that Thai curriculum presented concepts of important values in the society, religion as guideline for living in the society, religious minorities; while Singapore presented concepts of benefits of maintaining relations with other countries, human activities at the global level, racial diversity and consideration to the differences.

Field of study: Southeast Asian Studies  
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Student's Signature   
Principal Advisor's Signature 

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## ABBREVIATIONS

APCEIU	Asia-Pacific Center of Education for International Understanding
ASEAN	Association of South-East Asian Nations
CME	Civics and Moral Education Subject in Singapore
EMU	Education for Mutual Understanding in Northern Ireland
EP	English Program in Thai education system
ESD	Education for Suitable Development
GCE-N	Singapore Cambridge General Certificate of Education-Normal
GCE-O	Singapore Cambridge General Certificate of Education-Ordinary
IBE	International Bureau of Education
MOE	Ministry of Education
NICC	Northern Ireland Curriculum Council
OEC	Office of the Education Council, Ministry of Education, Thailand
PSLE	Primary School Leaving Examination
SEAMEO	Southeast Asian Ministers of Education Organizations
UN	United Nations
UNESCO	United Nations Economic Social and Cultural Organization
UNICEF	United Nations Children's Fund

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# CHAPTER I

## INTRODUCTION

*“Educating children in a spirit of internationalism begins by fostering respect and understanding for neighbouring” (Zoya A. Malkova, 1981)*

### 1.1 Background and importance of the research

Cooperation or integration among Southeast Asian countries is undoubtedly important, not only for those countries concerned but for the whole world over. It is no exaggeration to say that one of the development factors of Southeast Asia is brought from the attempt for the regional integration such as Association of South-East Asian Nations (ASEAN) which is composed of ten countries and there are many subordinated organizations in Southeast Asia. European Union (EU) is an example of the regional integration, however the diversities in the rational structure, religion and culture are the outstanding features of the ASEAN are more typical than in EU. Therefore, the remarkable development of Southeast Asia for several decades has been received with surprise and reverence in the world.

However, it is not difficult to suppose that such diversities bring out some conflicts or obstruction for further development. The unresolved problems between the nations or races might be the restriction for the further growth. For instance, there are still frictions such as the movement of the separatism in Southern parts of Thailand, and the border problem between Thailand and Cambodia which concerns the world heritage.

Southeast Asian region is the convergence of the countries in one part of continent basically. Thus a similarity of the geographic feature can be found in



Southeast Asia. However, there are many differences in the government and political structures, economic systems and various religions. Therefore, the importance of understanding, tolerance and respect to differences is beyond discussion for the growth of this region. What is the effective approach to mutual understanding and maturity of this unity which are demanded in the international relationship?

A great deal of effort has been made on the resolution of the conflict from historical, political and economic aspects. However, what seems to be lacking is the educational aspect. The National Council for the Social Studies in the United States defines the meaning of global perspective at the educational area. Cushner says that (2003: 154) "Education for a global perspective helps individuals better comprehend their own condition in the community and world and make more accurate and effective judgments about other people and about common issues". He also emphasizes that a global perspective is needed to live effectively in a world possessing limited natural resources and characterized by ethnic diversity, cultural pluralism, and increasing interdependence. As one of the impressive interpretations for the meaning of global education, Hayden (2006: 5) states "the study of curricula perspectives and issues of cultural diversity, human rights, and prejudice reduction".

From above points, global perspective at the educational area may be worthwhile for understanding each other and creating international relationship.

The research would pick secondary school up from many education systems. All countries in Southeast Asia have secondary level as an advanced of the elementary school. It is supposed that lower secondary education makes fundamental knowledge about global issues, and then that knowledge would be expanded at upper secondary education. Higher education level such as university is more limited and subdivided into

special field than secondary school, and it is beyond general and compulsory education. Thus, secondary school education is suitable to be a case study for the research.

In addition to this, social studies subject is the study of 'social' issue in a literal sense. It means that social studies helps students "develop attitudes of tolerance and sympathy towards other countries and other races" (UNESCO, 1959: 58-59). For instance, geography is taught as the study of man in his environment, and where the curriculum allows space and time for the consideration of events and movements in history outside the national scene. Wronski indicates the feature of social studies as an integrated subject (Wronski, 1981). He says that students must make use of more than one academic discipline: history, geography, economics and perhaps other social and behavioral sciences when the course of resolving the issue. It means an integrated approach would be needed to solve social problems and issues with many dimensions. For example, it is difficult to deal adequately with the history of any nation without introducing some basic geographic factors that have influenced historical development. Thus, students can obtain the integrated knowledge through social studies curriculum in each field.

Education based on curriculum is connected with the daily lives of students directly. The content of instruction in history, geography, moral education and other subjects can make the stated curriculum come alive. These connections also give the teacher an opportunity to learn the cultural backgrounds and cultural diversity (Banks et al, 2005). This opinion points the curriculum should be one of the frameworks of achievement the national policies and aims.

These observations suggest a viewpoint of the research. Social studies shows the direction of national scheme and objective to develop in its people a feeling of national member. That is to say, social studies subject may have perspectives and aims towards international issues and attitude to the relationship among other countries widely as a

part of the national schemes. In fact, social studies deals with the relationship between other societies and nations, international history, and the significance of intercultural communication in the global community. All of this amount to showing that social studies curriculum analysis can include the attitude and subject matters of international relationships in the global society in each country clear up. Therefore, it is appropriate to pick social studies subject up to find curriculum contents for mutual understanding.

As it has mentioned before, understanding to the differences is significant issue for the growth of Southeast Asia region. At that, Thailand and Singapore which represent the diversity of Southeast Asia would be examined as objective countries. The comparison of these two countries is manageable to survey because both countries are located in Southeast Asian region, while the different results will appear because of different origins, histories, races, religions and cultures.

Thailand is located in the middle of Indochina peninsula and borders on several countries while Singapore is a small island at the southern extremity of the peninsula. The country of Thailand is the third largest in Southeast Asian countries with rich soil, but Singapore is the smallest one without enough natural resources. Thailand is a famous Buddhist country and most of the population is Buddhist, besides a lot of Muslims who keep strong link with Malay origin live in the Southern parts. Therefore, it is supposed that any concern for the minority is done in education in Thailand. Singapore is the most developed country in Southeast Asia, so it is assumed to have been keeping high education quality as well. And mainly three races: Chinese, Malay and Indies are composed of Singapore. Thus the educational policy is expected to settle as to that diversity. As a country which accepts a lot of immigrants might be important meaning for education policy decision as well.

Education is one of the most fundamental components of every nation. A national scheme, aim and future prospect should be accomplished through education for the nation. The substance of education reflects national character clearly, therefore the investigation of education and its curriculum is meaningful. The research will make clear that the attitude towards international relationships of each country.

## **1.2 Objectives of the research**

Main objectives of the research are as follows:

1. To find out the specific contents for mutual understanding in secondary school social studies curricula and textbooks in Thailand and Singapore
2. To compare the specific concepts of social studies curricula and textbook contents in Thailand and Singapore

## **1.3 Scope of the study**

This research assesses social studies curricula and textbooks for further progress of international relationships in cases of Thailand and Singapore which would show the diversity of Southeast Asian countries. The research covers secondary school as an education level, then investigates the specific study contents of social studies curricula and textbooks which may describe the direction of the nation is proceeding in the global society. Both lower secondary education and upper secondary education are checked and seen for curriculum analysis. For textbook analysis, lower secondary grade 1 and upper secondary grade 1 are investigated in the case of Thailand, and then lower secondary grade 1 and 3, upper secondary grade 4 are investigated in the case of Singapore.

## **1.4 Definition of the research**

### **1.4.1 Concept of mutual understanding**

‘Mutual understanding’ would be the keyword of this research. However, it is a word with many shades of meaning. So, it should be defined the specific meaning of mutual understanding which is related to the analysis. Based on this framework, research methodology will be also produced.

Smith and Robinson (1992, 1996) introduce an example of solving conflict between two different societies in the Northern Ireland. The discord between two communities, as Catholic or Nationalist and Protestant or Unionist has been problem for a long time. Their different religious practices or political aspirations, do not use violence as a means of resolving disputes, however the existence of separate institutions to serve these two communities has focused attention on the relationship between social policies and the dynamics of the conflict. To resolve this issue from educational aspect, the Ministry of Education in Northern Ireland has introduced ‘Education for Mutual Understanding (EMU)’ as an educational reform from 1990s. It has started to provide students with new opportunities to build up relationships based on confidence and friendship to meet and to learn to trust Protestants and Catholics people each other through many policies such as the creation of ‘integrated schools’ which are attended by both Catholic and Protestant children.

Based on this movement, the former Northern Ireland Curriculum Council (NICC) defined that Education for Mutual Understanding was about self-respect, and respect for others, and the improvement of relationships between people of differing



cultural traditions. It explains the meaning of mutual understanding clear that ‘learning to live with differences in a spirit of acceptance, fairness and mutual respect’.

UNESCO Education sector working document “The global Initiative towards Education for All, A Framework for Mutual Understanding”(2001) emphasizes that education is the critical force in creating tolerance, respect for diversity and peaceful understanding – a purpose which has gained even more significance in light of recent developments on the world scene.

From these references, the word of ‘mutual understanding’ can be defined as understanding, tolerance and respect.

#### **1.4.2 Indicators of the analysis**

To find specific study contents for mutual understanding in social studies, three indicators of classification in terms of mutual understanding at the global society are settled. These are ‘world issues and creating peace’, ‘differences of region, people and religion’, and ‘features of cultural tradition’.

‘World issues and creating peace’ means the field of study which is connected to the current political situation and operation for peace at the global level. This indicator may cover social and political systems of the world, the effort to create world peace, to be free from prejudice, friendly and harmonious relations among different races and countries, and current international problems.

‘Differences of other region, race and religion’ shows historical events and geographic features of other regions which include differences of race and region.

'Features of cultural tradition' indicates different cultures which are concerned to cultural tradition, and different cultures in daily lives in the past and present which make features of the society directly.

### **1.5 Literature review**

A large number of studies has been made on the importance of making international relationships and mutual understanding at the educational area. UNESCO recommended the importance of education for international understanding at "Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms" in a conference in 1974. It explained that "the terms 'international understanding', 'co-operation' and 'peace' are to be considered as an indivisible whole based on the principle of friendly relations between peoples and States having different social and political systems and on the respect for human rights and fundamental freedoms." And, it summarized the relation of education and understanding such as "Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace." This aspect of UNESCO conference in 1974 has been becoming still a guideline of many researches to the concept of mutual understanding in education. Delors (1996) also underlies the concrete thought of the mutual understanding. It says "...the far-reaching changes in the traditional patterns of life require of us a better understanding of other people and the world at large; they demand mutual understanding, peaceful interchange and, indeed, harmony – the very things that are most lacking in our world today" (Delors, 1996:

21-22). By teachers' resource book of APCEIU (Asian Pacific Center of Education for International Understanding) (2004), the movement for a culture of peace, centering on resolution of conflicts in troubled regions, and on understanding and tolerance of other races, cultures and religions, has been the main priority of UNESCO work since 1992. So, they promote the governmental organizations to educate the public to recognize and practice peace, tolerance, human rights, democracy and sustainable development, taking up of the movement towards mutual understanding.

For the role of social studies in order to create international relationships, "International meeting of experts on the role of social studies in education for peace and respect human rights" (23-29, May 1976, Kellogg Center Michigan State University) reports general observations and significance matter of social studies substance in order to foster international awareness in education. This report describes that students should learn the different social and political systems which operate in the world and about the issues which may lead to world conflicts, rapid exhaustion by environmental crises, geographical variations and historical changes in human culture, and then the major events and trends in the universal history of the human. It also refers the consequence of each subject matter. History makes the efforts to view and treat the history of mankind from a global perspective and approach to study. Geography can make a major contribution to education for peace, international understanding and respect since geography covers numerous ways in which all people are linked together in the global system on the earth.

As an area study, APCEIU annual report (vol.3, 2007) describes the differences among Asia-Pacific countries and other nations across the world in terms of cultural integration and issues of cultural diversity are at the forefront of issues in the region.

Babacan and Babacan state in their report that “ethnicity or cultural diversity is relevant to different dimensions of education. To respect the differences between ethnic groups, inter-group communication and cooperation are therefore important.” (Babacan and Babacan, 2007: 7).

These researches have produced the significance of mutual understanding and international relationships at the educational area, and the role of social studies for mutual understanding. Although a lot of studies have been made on them, little is known about the specific connection with social studies curriculum and mutual understanding, and then what kinds of topics or contents are taught. In other word, little attention has been given to the specific features of social studies in terms of implementation for mutual understanding actually, like curriculum and textbook-based studies. “Social Studies in Singapore: Contradiction and Control” (Adler, 2005) describes the current problems of social studies curriculum. And “Curriculum planning, development and reform” (Ampra and Thaithae, 1999) also shows the situation of significant issue and future prospect of current curriculum. However, the aspect from concrete study issues seems to be lacking. Therefore, it is meaningful to find specific study contents of mutual understanding by curricula and textbooks analysis in social studies. In addition to this, no studies have ever tried to make a comparison between two countries in Southeast Asia. Comparative studies might be help to survey the features of education in this region As mentioned in the previous part, comparison of Thailand and Singapore is manageable to survey because both countries are located in Southeast Asian region, while the different results will appear because of different origins, histories, races, religions and cultures.

## **1.6 Research methodology**

### **1.6.1 Historical and educational background**

The documentary research part is divided into historical and educational background investigation, and curricula, textbooks analysis. The historical and educational background refers to books, journals, the data from MOE, UN and related organizations such as UNESCO, International Bureau of Education (IBE), APECIU, Southeast Asian Ministers of Education Organization (SEAMEO), research papers and electronic data from the internet. The contents are considered to look over the inclusive information of basic history, then general education policy, administration, schooling system, curriculum implementation, and basic information of social studies subject of two countries. These reviews would bring the recognition of current educational situation in each country. In addition, it will support the main analysis part.

### **1.6.2 Curriculum and textbooks for analysis**

The newest curricula are taken in each country. For textbooks analysis of Thailand, documents are picked English textbooks up. These textbooks are used in English Program (EP) schools that most of the subjects are taught in English. For textbooks analysis of Singapore, documents are chosen by selected textbooks lists of MOE Singapore.



Table 1: Lists of social studies curricula used in the research

<b>Thailand</b>		<b>Year of Implementation</b>
1	Contents and Standards of Learning for Social Studies, Religion and Culture	B.E. 2544 (A.D. 2001)
<b>Singapore</b>		<b>Year of Implementation</b>
1	Social Studies Syllabus (Lower Secondary Normal (Technical))	2005
2	History Syllabus (Lower Secondary Special, Express, Normal Academic Course)	2006
3	Geography Syllabus (Lower Secondary)	2006
4	Civics and Moral Education Syllabus(Secondary)	2007

Table 2: Lists of social studies textbooks used in the research

<b>Thailand</b>		
1	SOCIAL STUDIES 31101 (Secondary grade 1)	(Yothinburana School textbook, compiled by Thongbai Tangnoy)
2	SOCIAL STUDIES OUR COUNTRY: THAILAND, SOC 41101 (Secondary grade 4)	(Samsenwittayalai School, compiled and edited by Asst. Prof. Dr. Sompoet Panawas)
<b>Singapore</b>		
1	One World, The Essential Social Studies Resource A (social studies textbook)	FEDERAL, 2002
2	Crisis and Conflict, An Enquiry Approach to Modern World History (history textbook)	Marshall Cavendish Education, 2007
3	Earth Our Home 1 (geography textbook for secondary grade 1)	Marshall Cavendish Education, 2006
4	Earth Our Home 3 (geography textbook for secondary grade 3)	Marshall Cavendish Education, 2007
5	Earth Our Home 4 (geography textbook for secondary grade 4)	Marshall Cavendish Education, 2008

### **1.6.3 Analysis of the data**

The research would be carried out as follows.

Firstly, general information, history, education system and policy, and general aims and implementation of social studies in each country are surveyed in Chapter II. The role of curricula to accomplish the national scheme and objective would be discussed as well. These results would be the basis of main argument.

Secondly, specific contents for mutual understanding concepts would be found from curricula and textbooks according to the indicators which are fixed in previous paragraph. Each topic would be classified under the most accordant indicator: 'world issues and creating peace' or 'differences of region, people and religion' or 'features of cultural tradition' by several issues.

Lastly, the features of each indicator and its contents in terms of mutual understanding would be analyzed.

### **1.6.4 Comparison of the data**

The examined data of two countries would be compared. The similarities and differences between two countries are checked and seen at here. From the examined results, the answer for what education and social studies curriculum are occurred for mutual understanding may be highlighted. The results would be presented in the table of description finally.

### **1.6.5 Presentation of the research findings**

The research findings of documentary research of two countries and its comparison are gathered and presented in the table. It is going to lead up to the evaluation and recommendation into the present situation of social studies curriculum for mutual understanding.

### **1.7 Limitation of the research**

One of the limitations of research is language ability of the researcher. By that limitation, the researcher had to use the translated textbooks which are used in EP schools in Thailand for textbooks analysis instead of original Thai language version. There are no official social studies textbooks in English by MOE Thailand at present. Therefore, EP schools make textbooks by translating into English by school themselves or they collect several documents from some books in English. Because of this reason, a number of textbooks for analysis were limited. Also, these textbooks are not completely followed the Thai original curriculum. Thus, the information of English textbooks might be inadequate to analysis.

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Figure 1: Conceptual framework

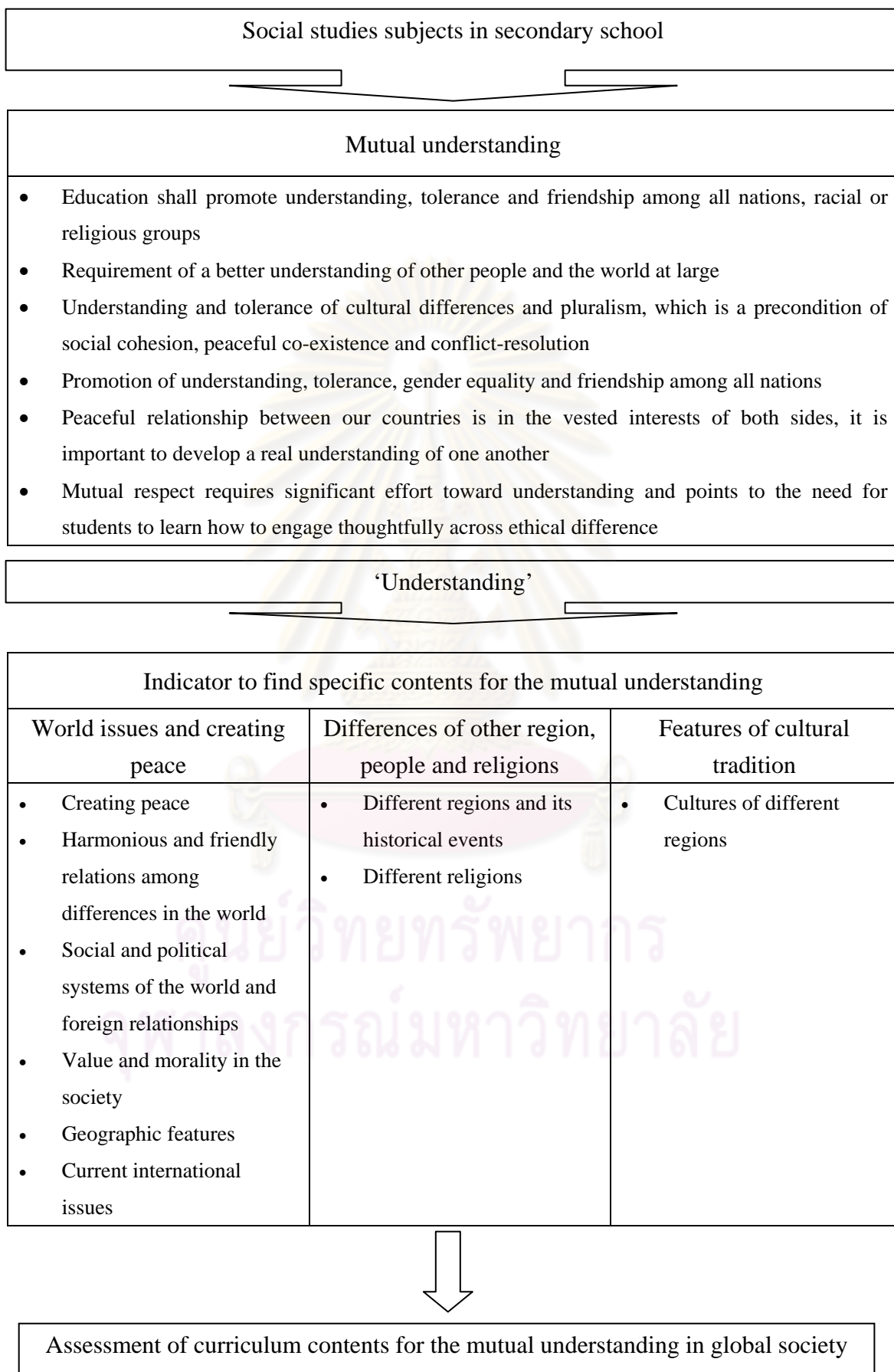
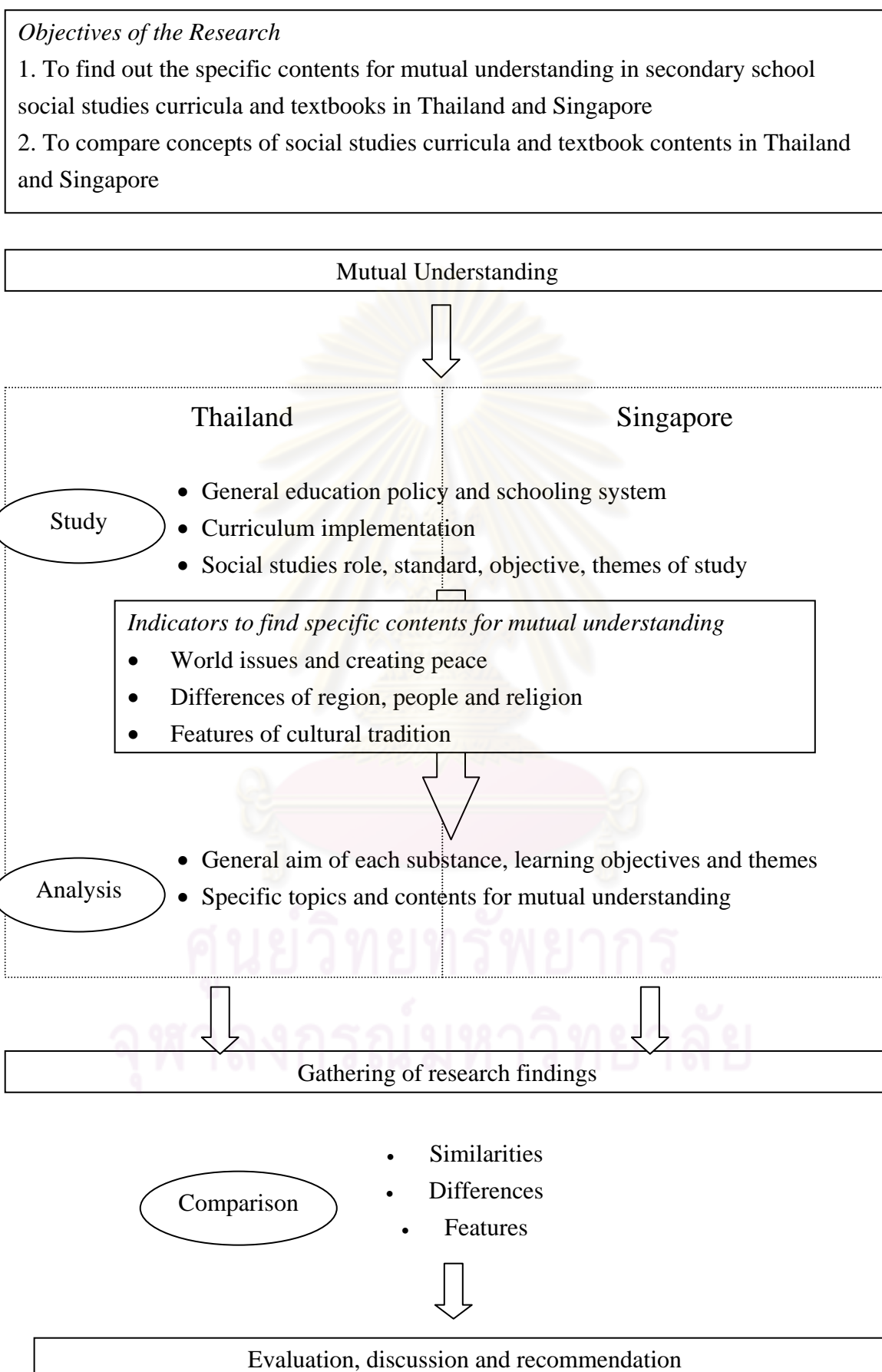


Figure 2: Research Design



## CHAPTER II

### HISTORICAL AND EDUCATIONAL BACKGROUND

In this chapter, general information, history, education policies, administration, schooling systems, curriculum implementation, and general aims and implementation of social studies of Thailand and Singapore would be described. This paper is focusing on the secondary school, thus the related information of secondary schools is emphasized.

#### 2.1 Basic information of Thailand

##### 2.1.1 General information, history, education policy, administration and current stream

###### -General information

The kingdom of Thailand is the country which is placed in the middle of Indochina peninsula with 513,115 Km square. Total population is 63,444,000 (2006) and annual population growth rate is 0.8% (2005). The population under 14 years old is 20% (2005). The gross domestic product per capita (GDP) is 2,539 US dollars.

###### -History of Thailand

The Thais began migrating from southern China in the early part of the Christian era. At first they formed a number of city-states in the northern part of Thailand. Gradually the Thais migrated further south to the broad and fertile central plains.



Sukhothai was the first Thai kingdom founded in 1238. Sukhothai period was the most flourishing period of Thailand. It gained independence in 1238 and quickly expanded its boundary of influence.

The capital of the Thai Kingdom was found in Ayutthaya in 1350. The Thai kings of Ayutthaya became powerful in the 14th and 15th centuries. Ayutthaya's territory was expanded immediately, especially northward towards Sukhothai and eastward towards the Khmer capital of Angkor.

The Burmese invaded Ayutthaya again in 1765. This time Burmese caused much fear to Thais. After the capital fell in their hands for two years, the Burmese effectiveness could not further hold the kingdom. Phaya Taksin ruled the new capital of Thonburi on the bank of Chao Phraya River, opposite Bangkok. Thais regained control of their country and thus scattered themselves to the provinces in the north and central part of Thailand.

After the fall of Ayutthaya, General Taksin chased away the Burmese troops. After the Burmese were gone, he decided to build a new capital along the Chaopraya River and named it Thonburi. King Taksin has reined a peaceful country for over 15 years and extended diplomatic relationship with many countries from overseas including China. Unfortunately, Thonburi was collapsed because of the coup in 1782 by General Chakri.

General Chakri became the first king of the Chakri dynasty, Rama I, ruling from 1782 to 1809. This is the beginning of present dynasty which is called Rattanakosin Period. King Chulalongkorn, Rama V (1869-1910) continued his father's tradition of reform, abolishing slavery and improving the public welfare and administrative system. Compulsory education and other educational reforms were introduced by King Vajiravudh, Rama VI (1910-1925). The name of country was changed from Siam to

Thailand in 1939. His Majesty King Bhumibol Adunlayadej Rama IV has been come to the throne since 1946.

#### -Basic information of education

By the data of 2006, 92% of children are enrolled in pre-primary school, 94% of children are in primary school, 75% of students are in secondary school, then 46% of students are in tertiary education. About literacy ability, 93.9% of adults (elder than 15 years old) and 98.1 % of youth (under 14 years old) are literate. The government spends 25.0% of total expenditure to education, and 34 % of expense is for primary education.

#### -Education policy

The remarkable education act namely the National Education Act B.E. 2542 (A.D. 1999) states the basic education policy as following. According to Section 6 and 7 of the Act, “Education shall aim at the full development of the Thai people in all aspects: physical and mental health; intellect; knowledge; morality; integrity; and desirable way of life so as to be able to live happily with other people. The learning process shall aim at inculcating sound awareness of politics; democratic system of government under a constitutional monarchy; ability to protect and promote their rights, responsibilities, freedom, respect of the rule of law, equality, and human promotion of religion, art, national culture, sports, local wisdom, Thai wisdom and universal knowledge, inculcating ability to preserve natural resources and the environment; ability to earn a living; self-reliance; creativity; acquiring thirst for knowledge and capability of self-learning on a continuous basis.”

#### -Administration

The responsibility for the first educational management is under the mandate of the Office of the Prime Minister, the Ministry of Education, and the Ministry of Interior. The Ministry of Education is responsible at all levels, from pre-primary to secondary, post-secondary, and tertiary education level.

The present administrative system is parallel to all other sectors of public administration characterized by the three-level structures: the central or national level, the provincial level, and the local level. At the central level, policies and plans are formulated both at national and ministerial levels. At the provincial level, educational development plans, provincial five-year plans, annual plans and operational plans are prepared and implemented by the agencies involved. The local authorities are also responsible for the formulation of local education policies and plans as well as the management of education in their locality.

#### -Current stream

The constitution in 1997 which has significant meaning in development precept in Thailand specifies that education shall be used for manpower development. It is taken over the ideology in the concept of the 1999 National Education Act and the eighth National Educational Development Plan from 1997 to 2001. Royal Thai Government and the Ministry of Education rank with the purpose of education which is used as a process for developing manpower consistently in that plans.

The 1999 National Education Act specifies in Article 27 that the Commission for Basic Education shall determine the core curriculum for basic education that aims to preserve Thai identity. Its goals are good citizenship, desirable ways of life, and livelihood as well as for further education, while basic education institutes shall prepare details of the curriculum in parts dealing with community problems, local wisdom, and

desirable characteristics for being good members of their family, community, society, and the nation. The Department of Curriculum and Instruction Development has already drafted the Basic Education Core Curriculum in line with the 1997 Constitution of Thailand, the 1999 National Education Act, national policies, and socioeconomic and political conditions. Educational institutes shall apply the core curriculum in preparing institute curricula relevant to particular local conditions.

The new structure for education and learning reform was put in place in 2002. “Education for All” (EFA) conformed to the timeframe for the National Education Plan 2002-2016. Policy directions related to the development of secondary education are defined as “equal rights and opportunities of nine-year compulsory education and twelve-year basic education” In addition to this, ‘decentralization’ has been a key area of the reform process. In 2003, this process led to the establishment of 175 Education Service Area’s. At school level, further decentralized responsibilities include committees responsible for academic, budget, personnel and general administrative matters.

At this moment, the Ministry of Education is providing Four-Year Action Plan 2005-2008. This plan was developed in such a way that it corresponded to key issues that were declared in the Government Four-Year Action Plan of the same period. Education targets in the plan are; (a) attainment by 50% of the labour force of at least lower secondary education; (b) an average total schooling of 9.5 years among the Thai population; and (c) availability of caravans to all villages in order to ensure access to schooling.

### 2.1.2 Schooling system

The schooling system consists of 6-3-3-4, six years of primary school, three years of lower secondary school, three years of upper secondary or vocational school then four years of tertiary level education. The first nine years from primary school to lower secondary school is compulsory education, and tuition fee is free until upper secondary school. This paper mainly focuses on secondary education, thus the following review would be elaborated on that.

The age of the students in lower secondary school is 12 to 14 years old. The Ministry of education adopts the school district system to choose three schools in the district, then students are chosen by an examination or drawing. The compulsory subjects are classified into several subject groups; Thai language, mathematics, science and technology, social studies, religions and culture, health and physical education, visual arts, music and performing arts, work and vocation, and foreign languages.

After graduation from lower secondary school, students go up to upper secondary school or vocational school in three years, the age of 15 to 18. At upper secondary education, only Thai language, social studies and physical education become compulsory subjects. Science and vocational training are elective compulsory subjects, and mathematics, health education, arts, foreign language and other several subjects are elective subjects. There are also many vocational schools such as technology, agriculture, commerce, and polytechnic. In the data of 2007, approximately 50% students go up to a higher school after the compulsory education.

### 2.1.3 Curriculum implementation

Curriculum development and research fall under the responsibility of OEC; the Office of the Education Council, and OBEC; Office of the Basic Education Commission of MOE. The current 2001 Basic Education Curriculum has been developed in line with the decentralization policy as mentioned in previous paragraph, and allows flexibility for local schools to select and teach subjects that are appropriate to their local communities.

The curriculum for lower secondary level aims to create students awareness of their potential and skills; to develop basic skills for higher learning and life pursuits; and to create balance in knowledge, capabilities, morality, and accountability to society. As for upper secondary level, it aims to expand general knowledge and specific skills, especially about science and technology; to stimulate creative thinking and the ability to pursue further education

As mentioned in previous paragraph, the 1999 National Education act has drafted basic education core curriculum in line. The basic education curriculum aims to produce learners who are good persons, possess knowledge and capability, and enjoy learning. The learning contents are classified into some subject groups, that are Thai language, mathematics, science and technology, social studies including religions and culture, health and physical education, visual arts, music and performing arts, work and vocation, and foreign languages. The topics can be grouped, one of that states about the importance of knowledge about oneself and relationship between oneself and society (one's family, one's community, one's nation, and the global society) as well as knowledge about history and background of the Thai society, and the democratic system of government with the Monarch as the Supreme Head of State. Understanding and studying of the relationship with society including international one is required in the



curriculum in Thailand. Other groups which are scientific and technological knowledge and skills, Knowledge about religions, arts and culture, studies of Thai wisdom, and applications of local wisdom, mathematical and language knowledge, Knowledge and skills in carrying out honest occupations and in living happily are seemed significant aims in the curriculum as well.

Also, the position of curriculum which respects the idea of “instilling attitudes and values regarding mutual dependence, tolerance, respect for others, socialization and peace” is one of the strong points in the curriculum.

#### **2.1.4 General aims and implementation of social studies**

Social studies subject in Thailand is called ‘Sankom-suksa, Sasana and Watannatam’ that means ‘Social studies, Religion and Culture’ in Thai language. It is divided into five fields: (a) Religion, Morality and Ethics, (b) Responsibilities as a citizen, cultures and life in society, (c) Economics, (d) History, and (e) Geography. This subject is compulsory for all the secondary school students. Here, it is written as ‘social studies’ simply. And, the word ‘subject substance’ or ‘substance’ indicates a part of field of (a) to (e) of social studies.

Social studies curriculum is divided into four levels: Grade 1 to Grade 3, Grade 4 to Grade 6 (from Grade 1 to Grade 6 is primary education), Grade 7 to Grade 9 and Grade 10 to Grade 12 (from Grade 7 to Grade 12 is secondary education). The scope and sequence of learning are settled in each level. Here, Grade 7 to Grade 12 is focused on basically.

Grade 7 to Grade 9 level develops from the primary school level. Learners are expected to have some background in the history of regions in the world as integrated knowledge. Also, they should explore subjects of their liking as provided by the school.

Social studies at this level aims at providing learners with skills important for thoughtful thinkers. Therefore, emphasis should be placed on learning and expressing opinions about current social issues.

Learning experiences expand from primary school level to secondary school level. Learners should know much about the world from the study of their own country in contrast with other Eastern countries in order to develop the idea of living together in one world.

Apart from Eastern countries, learners should broaden their knowledge of Western countries as well. Regions of the world should be studied simultaneously as they are studying about Thailand, Asia, Oceania, Africa, Europe, North America and South America. The study should cover geography, history, society, cultures, politics, values, religion and morality, using historical and sociological approaches, from past to the present and foreshadowing the future. Questions for this level are as follows:

- What is the environment like? (Geography)
- What is their social order? (Politics)
- How other people live their lives? (Economics)
- How have the societies changed from past to present? (History)

At the level of Grade 10 to Grade 12, social studies are broader and more far-reaching. The study should focus on making learners strong citizens in a democratic society. Content of study should emphasize the history, geography, politics, economics, religions and morality of Thailand and of the world in order to promote learners'

potential to further their studies, to be good citizens and to understand Thailand and world societies.

Study at this level should be divided into subjects and let learners choose their own subjects. A subject may either consist of single or combined content, cover learning experiences from various sources and several learning criteria. The division into subjects focuses on social studies at this level as it promotes critical thinking skills. Issues of study should be broad, use different sources of knowledge and require analysis of the sources. In this way, learners will be able to manage their own study and life. Study at this level will significantly affect the development of good citizens in a democratic country with the King as the head of state.

## **2.2 Basic information of Singapore**

### **2.2.1 General information, history, education policy, administration and current stream**

#### **-General information**

Republic of Singapore is the country which is placed in the extremity of Indochina peninsula with 683 Km square. Total population is 4,381,905 (2006) and annual population growth rate is 2.4% (2005).

#### **-History of Singapore**

Singapore was mentioned in the Javanese Nagarakretagama of 1365 as Temasek or Sea Town. A third-century account described Singapore as Pu-luo-chung or island at the end of a peninsula. Although its Sanskrit name Singapura (means 'Lion City') was

commonly used by the end of the 14th century, written accounts on ancient Singapore are sketchy.

Singapore caught in the struggle between Siam, and the Java-based Majapahit Empire for control of the Malay Peninsula in the 14th century. In the early 15th century, Singapore was a Thai vassal state, but the Malacca Sultanate which Iskandar had founded quickly extended its authority over the island. After the Portuguese seizure of Malacca in 1511, the Malay admiral fled to Singapura and established a new capital at Johor Lama.

In 1819, Singapore was established as a trading station by Sir Stamford Raffles under an agreement between the British East India Company and the Sultan of Johor and the Malay ruler of the island. In 1824, Singapore was ceded in perpetuity to the East India Company by the Sultan.

During World War II, Singapore was occupied by the Japanese forces from 1942 to 1945. Following the surrender of Japan, Singapore was re-occupied by the Allied Forces.

In August 1958, the State of Singapore Act was passed in the United Kingdom Parliament providing for the establishment of the State of Singapore. Singapore achieved internal self-government on 3 June 1959. On 1 September 1962, 73 percent of the electorate voted in favor of merger with Malaysia. Singapore became a part of the Federation of Malaysia on 16 September 1963. The union was short-lived and Singapore separated from Malaysia on 9 August 1965 becoming a fully independent and sovereign nation.

-Basic information of education

By the data of 2006, 93 % of children are in primary school, 69 % of students are in secondary school, then 25 % of students are in tertiary education. About literacy

ability, 94, 2 % of adults (elder than 15 years old) and 99, 7 % of youth (under 14 years old) are literate. The government spends 18, 2 % of total expenditure to education, and 43 % expense is for secondary education. The gross domestic product per capita is 25,191 US dollars (2005).

#### -Basic education policy

The aim of the education system in Singapore is to bring out the best in all children, provide them with knowledge and skills to earn a living, and develop them into good citizens. For achievement of that aim, Singapore education policy determines that education should equip students with the skills and knowledge as well as the right values and attitudes to assure the livelihood of the individual and the country's survival and success. So, pupils must learn to be self-reliant, yet able to work closely with others; individually competitive, yet with a strong social conscience. They have to be flexible in mind and outlook to adapt constantly to a rapidly changing world. Pupils also owe to develop a sense of shared identity and destiny, the instinct to defend Singapore's national interests, and the resolve and confidence to stand together as one people, to overcome threats and challenges. Pupils should know their own cultural heritages and mother tongues. At the same time, they must learn to understand and respect the different racial, religious, cultural, and language backgrounds of their fellow citizens in the multi-racial society, the government describes. So, the famous bilingual policy requires all students to learn not only English and but also their mother tongues. This enables the students to be proficient in English, which is the language of commerce, technology and administration, and their mother tongue for the language of their cultural heritage. This empowers succeeding generations to remain relevant in the globalised world while ensuring that they preserve the richness of their cultural roots.

#### -Administration system

The Ministry of Education directs the formulation and implementation of education policies. It has control of the development and administration of the Government and Government-aided primary schools, secondary schools and junior colleges. It also supervises private schools.

#### -The current stream

In 1997, the Ministry of Education embarked on a systemic review of the curriculum to incorporate the three initiatives, namely thinking skills, national education and information technology. Contents reduction for the national social studies syllabus was carried out in 1998 to free up more time for the incorporation of these initiatives. The content reduced syllabus which was implemented in 1999.

The Ministry of Education has been moving towards an education system that is more flexible and diverse in recent years. They show that the aim of education is to provide students with greater choices to meet their different interests and ways of learning. Being able to choose what and how students learn will encourage them to take greater ownership of their learning. And for giving students more broad-based education to ensure their all round or holistic development, is other significant roles as well.

The Compulsory Education Act (Cap51) was passed by parliament in October 2000 and compulsory education is being implemented from January 2003. According to the Cap51, a child of compulsory school age is from six to fifteen. This act also provided for the establishment of a body known as the Compulsory Education Board. The duties of the Board include investigations whether the provisions of the act or any regulations have been contravened and to make recommendations on their enforcement.



### 2.2.2 Schooling system

The system consists of 6-4-2 or 6-5-3, six year of primary school, four or five years of secondary school, and two or three years of several kinds of post secondary schools. However, the period of completion depends on the course. Students can move from one course to another course based on their performance and the assessment of their principals and teachers. The compulsory education is only six years of primary school which has started from academic year 2003 as mentioned in previous paragraph.

Before students finish their primary education course, all of them must take an examination which name is PSLE; Primary School Leaving Examination, and the course in secondary school would be distributed by the result of PSLE.

Secondary education is divided to three courses; Special course, Express course and Normal course. Normal course is more classified to Academic course called N (A) and Technical course called N (T). The approximately ratio of three courses is 7%, 46%, and 47%. The special course is advanced than other courses, and each course has its own examination before graduation. The students in Special course and Express course have an examination which name is GCE-O; Singapore Cambridge General Certificate of Education -Ordinary, and for Normal course, the students have an examination of GCE-N; Singapore Cambridge General Certificate of Education -Normal as well.

The subjects matter in Special course, Express course and Normal academic course is English, English literature, mother tongue, mathematics, science, technology, history, geography, moral education, homework, arts and design, physical education and music. In the Normal technology course, students study English, basic mother tongue, social studies, mathematics and computer. After graduation, students go up to the higher

school, such as junior college for the university, poly technique for the technological or commercial field and ITE; institute of technical education to be a technician.

### **2.2.3 Curriculum implementation in Singapore**

The Ministry of Education pretends that one of the strength points of general curriculum is the collective and participative nature of decision making on curriculum matters. Although certain agencies are responsible for the school curriculum, the actual planning, development and other related activities are shared out. The national curriculum is an integrated curriculum emphasizing on the holistic development of the students. It provides opportunities for the students to develop basic skills, knowledge, values, attitudes, interests and talents.

The Ministry of Education expresses to the fundamental philosophy of the education as the circle in each education level. For secondary school education level, a circle covers the content-based subject disciplines. Let take an example of special/express courses curricula. In the inner circle, centering on life skills ensures that students acquire sound values and skills to take them through life as responsible adults and active citizens. It comprises the non-academic curriculum.

In the middle circle on knowledge skills seeks to develop students' thinking, process and communication skills. This will enable students to analyze and use information and be able to express their thoughts and ideas clearly and effectively. It comprises skills-based subjects.

At the outermost circle covers the content-based subject disciplines i.e. Languages, Humanities & the Arts, and Mathematics & Sciences. It ensures that students have a good grounding in content across different areas of study.

### **2.2.4 General aims and implementation of social studies**

To meet the new challenges of increasingly unpredictable and fast changing world of the 21<sup>st</sup> century, social studies syllabus was reviewed in 2002. The knowledge, skills and values of the revised syllabus provide better understanding of historical and current events, cultures and geography, and enable students to make decisions that will contribute to the improvement of the local and global communities. This subject is placed on the section of Humanities and the Arts.

In this research, the term of ‘Social studies’ can be defined as the synthetic name of different fields of study. Indeed, social studies is composed of four related subjects as follows: social studies (for Normal Technical, N (T) course only), history, geography, civil and moral education (CME). As one of the goals of this subject, MOE Singapore indicates that to develop students into informed citizens who will be able to have a better understanding of national and world issues.

#### **Social studies for lower secondary Normal Technology (N (T)) Course**

Social studies subject is taught for the Normal technology: N (T) course students only. General aims of social studies are classified into five parts as follows:

- To enable students to be aware of our national history and heritage and know our nation’s constraints and the strategies used to overcome these constraints
- To develop skills of information gathering, data analysis and evaluation which are necessary for learners of the 21<sup>st</sup> century
- To engage and challenge all students to maximize their individual talents and capabilities for life-long learning

- To inculcate in students a sense of appreciation and responsibility for the society and environment
- To develop students into informed citizens who will be able to have a better understanding of national and world issues

In addition to this, three specific aims are described in the syllabus as well. These are 'knowledge', 'skills' and 'attitudes'. The aim of 'skills' brings the importance of thinking independently, making informed judgment of issues, interacting and collaborating with others, practicing good oral and written communication skills. And the aim of 'attitudes' takes examples such as demonstrating a sense of pride, showing respect and caring for people and environment, fostering a spirit of creativity.

#### **History for lower secondary Special, Express, Normal Academic (N (A)) course**

History syllabus was reviewed in 2003. This subject is taught for Special Course, Express Course and Normal Academic; N (A) Course students. General aims of history are classified into four parts as follows;

- Enable students to acquire a sound knowledge of and to learn lessons from local and regional history
- Provide cultural ballast for students in a highly globalised world
- Imbue in our students a sense of importance of adapting to regional and international development
- Help our students develop critical thinking skills which are essential for life-long and independent learning

As well as social studies curriculum, three specific aims, ‘knowledge’, ‘skills’, ‘values and attitudes’ are described. The aims of values and attitudes should be noticed especially. History is the subject which is concerned about the past, besides the aims seem to be tried to connect to the modern society and life. For instance, it notes the aims that *‘to appreciate our cultural heritage as well as to develop sensitivity to and an understanding of other cultures’* and *‘to promote an awareness of the influence of external events on Singapore and the interdependence of countries’*.

For the specific objectives, it is mentioned that students should be able to demonstrate a sense of appreciation and responsibility for the quality of the environment at the local and global scales.

### **Geography lower secondary**

Geography syllabus was reviewed in 2003. This subject is taught for Special Course, Express Course and Normal Academic; N (A) Course students. General aims are classified into four parts;

- Stimulate students’ interest in Geography
- Provide a holistic understanding of physical-human relationships
- Develop basic skills in acquiring, communicating and applying geographical knowledge
- Develop an informed concern about the quality of the environment and the future of the human habitat: and thereby enhance students’ sense of responsibility for the care of the Earth and its people

While the basic knowledge of geography is made a point, the relation between earth and human which should be coexisting in the future is also given as one of the aims.

### **Civics and Moral education lower secondary (CME)**

Civics and Moral Education (CME) focuses on developing the moral well-being of students by helping them acquire and live by the values that guide them to make appropriate choices and determine their behavior and attitudes towards themselves, others and the environment. While the family plays a significant role in shaping moral development in a child, the school also plays equally important role in equipping students with knowledge and life skills, and nurturing in students correct attitudes so that he will develop into a morally upright, caring and responsible individual and citizen.

The following considerations were made in the development of the CME;

- Emerging trends that may affect the social environment and norms such as a rapidly ageing population, globalization, international cooperation and competition
- Alignment with the desired outcomes of education in the area of character development and citizenship
- Provision of opportunities for pupils to learn the values and competencies outlined in the framework for social and emotional learning
- Alignment between the needs of students at different developmental stages and pedagogical consideration, e.g. language suitability, selection of topics, design of activities, and interdisciplinary project work and assessment
- Incorporation of education initiatives such as economic literacy and financial literacy

The CME syllabus focuses on six core values as follows:



- Respect
- Responsibility
- Integrity
- Care
- Resilience
- Harmony



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จุฬาลงกรณ์มหาวิทยาลัย

## CHAPTER III

### ANALYSIS OF THE DATA

#### 3.1 Research procedure

In this chapter, the learning theme or learning topic which is related to contents of each indicator would be specified. The concerned concepts and specific study contents from curricula and textbooks would be quoted as case studies of the indicators. These results are presented in the table. The sentences written in italic type are quotation from official curricula of MOE and social studies textbook.

After that, the similarities and differences of two countries would be found by comparison of presented table contents. It is going to be gone ahead to conclude and evaluate.

#### 3.2 Analysis of the data: World issues and creating peace

According to the definition of study in the previous chapter, the indicator of 'world issues and creating peace' may be covered by the topics of social and political systems in the world, effort to create world peace, freedom from prejudice, friendly and harmonious relations among different races and countries, and current international problems. These topics are subdivided into six issues as follows: (1) creating peace, (2) harmonious and friendly relations among differences in the world, (3) social and political systems of the world and foreign relationships, (4) value and morality in the society, (5) geographic features, and (6) current international problems. Based on these issues, related parts in curricula or textbooks are quoted and analyzed to find specific study contents for mutual understanding.

### 3.2.1 Thailand

#### (1) Creating peace

The effort of creating peace and related contents are mentioned through several substances in social studies curricula. The specific words of ‘international’, ‘world’ and ‘global’ are found in curricula in terms of creating peace.

In the substance of **Religion, morality and ethics** shows below learning contents and outcomes in the curriculum. ‘Importance of the different beliefs to eliminate discrepancies’ and ‘lead peaceful and harmonious lives’ can be specific study contents.

Substance: **Religion, morality and ethics**

Learning contents and outcomes 1.2

*: Students will be able to see the importance of the values and social ethics that underlie different beliefs and behaviors of each person in order to eliminate discrepancies and lead peaceful and harmonious lives*

The substance of **History** describes below learning contents and outcomes. It states the specific contents of ‘facilitation of mutual aid’ and ‘world peace’.

Substance: **History**

Learning contents and outcomes 4.2

*: Students will be able to analyze human creations that lead to cooperation in order to facilitate mutual aid and world peace*

The substance of **Responsibilities as a citizen, cultures and life in society** states below learning contents and outcomes. It says ‘behavior as good citizens of the national and international level’ and ‘protecting human rights those concerning the peaceful in Thailand and the world’.

Substance: **Responsibilities as a citizen, cultures and life in society**

Learning contents and outcomes 2.1

*: Students will be able to behave themselves as good citizens in a democratic society both in the national and the international level while supporting other people to do so*

*: Join in protecting human rights, especially those concerning the peaceful in Thailand and the world.*

## (2) Harmonious and friendly relations among differences in the world

This issue presents the cooperation, harmony and friendship for creating relationships among differences in the world. For example, it is described that ‘understand Buddhism or their religion’ which means other religions are also covered as well as Buddhism.

In the substance of **Religion, morality and ethics** shows below learning criterion, contents and outcomes as specific study contents in terms of religion. These are ‘importance of Buddhism or their religion’, ‘religious principles as guidelines for living in harmony with others’ and ‘respect for Buddhism or their religions’.

Substance: **Religion, moral and ethics**

Criterion1.1

*The student should be able to understand the history, importance and principles of Buddhism or of their religion, and to practically apply this knowledge as a code of behavior in living with others.*

Learning contents and outcomes 1.1

*: Students will be able to select religious principles as guidelines for living in harmony with others in society reasonably and peacefully*

Criterion1.2

*The student should have faith in morality, good deeds, good values and respect for Buddhism or their religions.*

Learning contents and outcomes 1.2

*: Students will be able to see the importance of the values and social ethics that underlie different beliefs and behaviors of each person in order to eliminate discrepancies and lead peaceful and harmonious lives*

“**Social studies textbook**” (Yothinburana School textbook) presents the particular textbook content concerned to the criterion 1.1, ‘*the Buddhist way for solutions to social problems*’. This content explains the way of solving the problem with Buddhism practices. The textbook observes the history and actual practice very carefully, not only for the religious knowledge but also for the percept of life through the chapter of Buddhism.

(3) Social and political systems of the world and foreign relationships

The issues concerned about social and political systems and foreign relationships among other countries are mentioned in substances of **Responsibilities as a citizen, cultures and life in society**, and **History** as world issues. The specific study topics are quoted as follows.

In **Responsibilities as a citizen, cultures and life in society**, the specific study content is ‘political and governmental systems in Thailand and the world’.

Substance: **Responsibilities as a citizen, cultures and life in society**

Criterion 2.2

*Students should understand the political and governmental systems currently used in society, have faith in and maintain the country’s democratic government with the King as the head of state*

Learning contents and outcomes 2.2

*: Students will be able to analyze the current political and governmental systems of Thailand and of the world’s communities that affect people’s lives and international relations*

“**Our country: Thailand**” (Samsenwittayalai School textbook) treats the particular learning topic of this criteria. The topic of ‘Government’ describes the relations with other countries through foreign policies and historical issues. Foreign policy towards trade, such as safeguarding national security, diversifying and expanding markets for Thai exports are picked up with the relations to major powers as the United States, China, and Japan. The relations with neighboring Indochinese countries such as Vietnam, Laos and Cambodia are also mentioned with the former Soviet Union and its

historical issue in the middle of 1970s. From these examples, it is possible to say that ‘foreign policy towards trade’, ‘relations with Thailand and major powers such as US, China and Japan’ and ‘relations with Thailand and neighboring Indochinese countries’ are the specific topics for this issue.

In the substance of **History**, it is presented that ‘development of the social structure and relationship between Thailand and neighboring countries’ as the specific study content.

Substance: **History**

Learning contents and outcomes 4.3

*: Students will be able to know and understand the development of the economy, politics, government, society, arts and culture and relationship between Thailand and its neighboring countries*

“**Our country: Thailand**” (Samsenwittayalai School textbook) deals with ‘Chinese business families’ at ‘National and Urban Structures: Class and Status’ as a specific study content. It states that Chinese economic elites’ history which has been influenced Thai economy, politics, social structure and status. It is certain that Chinese existence is beyond a disregard in Thai society for a long time.

(4) Value and morality in the society

The issue concerned about social value and morality are mentioned in substances of **Religion, morality and ethics** and **Responsibilities as a citizen, cultures and life in society** as follows. It is appeared and mentioned with good and bad deeds, and religious practice such as mind practice and meditation as the important value in Thailand.

In **Religion, morality and ethics** mentions ‘faith in morality, good deeds and good values’ and ‘value and importance of mind practice and meditation’ as specific study contents.

Substance: **Religion, morality and ethics**

Criterion1.2



*The student should have faith in morality, good deeds, good values and respect for Buddhism or their religions.*

#### Learning contents and outcomes 1.2

*: Students will be able to recognize the results of good and bad deeds from studying and analyzing situations in order to choose ways to behave themselves in accordance with codes of morality*

*: Students will be able to believe and realize the value and importance of mind practice and meditation, to use it in daily life*

In the substance of **Responsibilities as a citizen, cultures and life in society**, ‘following the laws concerning the community, the nation and the global society’ is presented as one of the study contents in terms of social value in Thailand.

Substance: **Responsibilities as a citizen, cultures and life in society**

#### Criterion 2.1

*Students should be able to behave themselves as good citizens according to Thai laws, culture and traditions so that they can live peacefully with other people in the national and international community*

#### Learning contents and outcomes 2.1

*: Follow the laws concerning themselves, the family, the community, the nation and the global society*

One typical study topic can be found in “**Social studies textbook**” (Yothinburana School textbook). It treats the promotion of religion and Thai values, and it indicates that international values that focus more on materialism have had a strong influence on the new Thai generation since they are getting to begin to see the strong effect of Western culture. It continues to say that the educational systems and religious institutions should try harder to promote Thai culture and values. This learning topic is an example of a comparison of ‘values in traditional Thai society and current international society’.

## (5) Geographic features

The geographic features are mentioned in substances of **History** and **Geography** as follows. The specific study topics in both substances are ‘geographic features in the region of world from the past to the present’, and ‘various environments both in Thailand and around the world’.

### Substance: **History**

#### Criterion 4.2

*Students should understand human development from the past to the present the perspective of important relationships and transitions of events, and be able to analyze their consequences*

#### Learning contents and outcomes 4.2

*: Students will be able to understand geographical features that influence the development of human beings in regions of the world, both past and present*

### Substance: **Geography**

#### Criterion 5.1

*Students should understand the physical characteristics of the earth, realize the relationship among all things in each segment in the system of nature, be able to use maps and geographical tools to search for geographical information and apply this understanding in practical situations*

#### Learning contents and outcomes 5.1

*: Students will be able to synthesize geographical information under the influence of various environment, which create particular characteristics or phenomena both in Thailand and around the world*

## (6) Current international problems

Current international problems as the world issues are described in the substance of **Geography**. It is mainly focused on environmental crises in the world and its influences. The specific study contents are ‘interaction between human beings and the physical environment’, ‘national and global environmental crises, ethos and measures’,

‘preserving natural resources and environment’ and ‘solution of environmental problems’.

Substance: **Geography**

Criterion 5.2

*Students should understand the interaction between human beings and the physical environment, which lead to cultural manifestations. They should have an awareness of the importance of preserving natural resources and the environment in order to achieve sustainable development*

Learning contents and outcomes 5.2

*: Students will be able to analyze national and global environmental crises, ethos and measures to prevent them and to solve domestic and international environmental problems, grasp the roles of organizations and cooperation both within and outside the country)*

*: Students will be able to understand and propose ways to solve environmental problems, adopt appropriate values and lifestyles to preserve the environment of the country and of the world*

As another example of the topic of world issue in geography, **“Our country: Thailand”** (Samsenwittayalai School textbook) takes the contents of ‘boundaries problems’. Thailand shares boundaries with Burma, Malaysia, Laos and Cambodia. Thus problems of boundaries were occurred in some areas, especially along Thailand’s eastern borders with Laos and Cambodia were in dispute in the late 1980s, the topic mentioned. Meanwhile, boundary disputes with Malaysia and Burma were handled more cooperatively. This topic also treats illegal smuggling and trade at the boundary areas. These are typical issues of Thailand because of the location of country.

### 3.2.2 Singapore

(1) Creating peace

Creating peace is mentioned in substances of **Civil and moral education (CME)** as follows. The specific study topics are focused on the international cooperation, world peace and stability, friendly relationships in the global communities. As following

quotations show the specific study contents of ‘being a caring member of the global community’, ‘contribution to the international community’, ‘importance of maintaining peace and stability in the nation and the world’, ‘benefits of having peace and stability in the world’, and ‘playing a responsible role in the international organizations’.

Substance: **CME**

Value 4: Care

Topic

*Being a caring member of the global community*

Learning objective

*: Understand the importance of caring for the global community*

*: Demonstrate ways to be a caring member of the global community*

Scope

*: A caring member of the global community is one who is concerned about world issues and is willing to contribute to the well-being of the international community*

*: A global community made up of caring and responsible members enhances world peace and stability*

*: Promoting friendly relations with others in the international communities e.g. developing diplomatic relations with other nations, playing a responsible role in the United Nations, and participating in student exchange programs*

Value 6: Harmony

Topic

*Promoting peace and stability in the nation and the world*

Learning objectives

*: Appreciate the importance of maintaining peace and stability in our nation and the world*

*: Identify ways of promoting peace in the nation and the world*

Scope

*: A peaceful and stable nation brings many benefits for its citizens and is essential for the country’s survival and progress. Having peace and stability in the world benefits all nations as we become more interconnected*

## (2) Harmonious and friendly relations among differences in the world

In this issue, curriculum mentions the importance of harmonious and friendly relations for Singapore itself and for the world. The substance of **Social studies** and **History** present the advantage in its ties to the global society. On the other hand, the substance of **CME** mentions the importance of maintaining harmonious relationships among governments, political leaders and corporations around the world. According to the below quotation from curricula and textbook, the specific study contents are as follows: ‘role in regional and international organizations e.g. ASEAN and UN’, ‘benefits of maintaining good relations with other countries’, ‘global competition’, ‘welcoming foreign talent’, ‘overseas ventures’ and ‘harmonious relationship and stable around the world’.

Substance: **Social studies**

Topics<sup>2</sup>

*Defending our nation*

Learning contents<sup>2</sup>

: *Singapore and the family of nations*

Learning outcomes<sup>2</sup>

: *Describe Singapore’s role in regional and international organizations e.g. ASEAN and UN*

: *Explain the benefits of maintaining good relations with other countries*

Substance: **History**

Theme 6: Looking ahead

Topics

: *Staying competitive in the 21<sup>st</sup> century*

Learning contents

: *Going global, staying rooted*

Learning outcomes

: *Explain the need for Singapore to remain globally competitive*

: *Understand the need to develop a sense of rootedness in Singaporeans*

**“Crisis and Conflict, An Enquiry Approach to Modern World History”**

(history textbook) mentions to the specific learning contents which are to remain global competition, to welcome foreign talent to overcome economic constraints, to venture abroad, are all Singapore need and advantage.

Substance: **CME**

Value 6: Harmony

Topic

*Promoting peace and stability in the nation and the world*

Scope

*: A peaceful and stable nation is characterized by harmonious relationships among its citizens and between the government and its citizens. A peaceful and stable world involves maintaining harmonious relationships among governments, political leaders and corporations around the world*

(3) Social and political systems of the world and foreign relationships

The issues concerned about social and political systems and foreign relationships between other countries are mainly mentioned in substance of **History** as world issues. The specific study topics quoted from curricula and textbooks are as follows: ‘importance of trade to Singapore’, ‘immigrants’ and ‘need to establish ties with other countries for the survival and success of the nation’.

Substance: **History**

Unit 8: Growth and development of Singapore as a British Settlement before World War II, 1892-1942

Learning content

*: Contributions of the immigrants*

*: Impact of the world events before World War II on Singapore*

Learning outcomes

*: Explain the importance of trade to Singapore*

*: Describe the contributions of key personalities and immigrants to the growth and development of Singapore*



## Unit 10: The nation-building years, 1965-1971

### Learning content

*: Nation-building efforts in independent Singapore*

### Learning outcomes

*: explain Singapore's need to establish ties with other countries*

*: identify the key values, attitudes and skills Singaporeans need in order to ensure the survival and success of the nation*

### (4) Value and morality in the society

There are no related contents of this issue in curricula and textbooks of Singapore.

### (5) Geographic features and current international problems

Geographic features and current international problems are described in the substance of **Geography**, especially mentioned to environmental problems at the local, regional and global level. The specific study contents are as follows: 'impact of human activities on the environment', 'protecting and conserving the environment', 'land supply, water resource', 'pollution, global warming, ozone depletion', and 'worldwide industry, tourism and development'.

Substance: **Geography**

Theme V: Managing the changing environment

### Learning content

*: The impact of human activities on the environment at local, regional and global scales*

*: Protecting and conserving the environment at different levels; individual, national, international*

*: Land supply, water resources, pollution, global warming and ozone depletion*

“**Earth our home**” (Geography textbook, secondary grade 1, 3, 4) covers global environmental destructions as mentioned above. In addition to this, ‘industry, tourism

and development in the world which interact with geographic elements' are also given as examples of study contents. The impact of global industrial shifts, the positive and negative influences of the growth of tourism around the world, reasons for uneven development in the world are presented from the aspect of geography.

### 3.2.3 Analysis

The curriculum of Thailand shows various contents in terms of world issues and creating peace. Especially, the contents about creating peace are found by the substance of **Religion, morality and ethics**. It is possible to analyze that this substance aims to teach the importance of the peace, harmony and good relationships in the world. The substance of **Responsibilities as a citizen, cultures and life in society** presents political and social systems in Thailand and the world, then it also describes some countries and regions such as the United States, China, Japan, and neighboring countries which are regarded as important relations for Thailand.

The curriculum of Singapore also has some contents. **CME** treats the specific contents for creating peace, harmony and stability in the world. The role of Singapore as a member of the global community is described, while the advantage in its ties to the global society is presented as well.

Both countries present the contents of geographic features and current international problems in the substance of **Geography** with some typical topics such as pollution, global warming, ozone depletion and preserving natural resources.

The curriculum of Thailand mentions social values and morality for living in the society with an emphasis on the significant role of religion. On the other hand, Singapore does not present specific contents about value and morality in the society. The substance of **CME** in Singapore states benefits of maintaining relationships with other countries.

### 3.3 Analysis of the data: Differences of region, people and religion

According to the definition of study, the indicator of 'differences of region, people and religion' is mainly concerned to historical events and geographic features of other regions which include differences of race and religion. The study of history treats perspectives and ways of life of various man kinds, like different regions, people and

religions from their own society. And, geography covers the study of global system which all people linked in the world. These topics are subdivided into two issues as follows: (1) different region and its historical events, and (2) different religions. Based on these issues, related parts in curricula or textbooks are quoted to find specific study contents for mutual understanding.

### 3.3.1 Thailand

#### (1) Different region and its historical events

This issue is presented in the substance of **History** as following quotations. The specific study content ‘geographic features that influence the development of human beings of the world’ is stated in terms of human development in the regions of the world from the past to the present. It also mentions to the content of ‘changes of lifestyles of people in Thailand and other parts of the world’ to study and discuss of different parts of the world by historical approach.

In connection with above contents, ‘historical events of Thai and international history’ is described in terms of the study of different region.

Substance: **History**

#### Criterion 4.1

*Students should understand the significance and importance of time and historical periods and be able to use an historical approach rationally and systematically analyze situations*

#### Learning contents and outcomes 4.1

*: Students will be able to recognize the changes of lifestyles of people in Thailand compared to those in other parts of the world*

*: Students will be able to analyze, compare and contrast historical events in the study of Thai and international history*

#### Criterion 4.2

*Students should understand human development from the past to the present the perspective of important relationships and transitions of events, and be able to analyze their consequences*

## Learning contents and outcomes 4.2

*: Students will be able to understand geographical features that influence the development of human beings in regions of the world, both past and present*

### (2) Different religions

The substance of **Religion, morality and ethics** presents the different religions, beliefs and behaviors as mentioned in the previous indicator. ‘Buddhism or other religions’ is described as specific contents.

#### Substance: **Religion, morality and ethics**

##### Criterion 1.1

*The student should be able to understand the history, importance and principles of Buddhism or of their religion, and to practically apply this knowledge as a code of behavior in living with others.*

On the other hand, **“Our Country: Thailand”** (Samsenwittayalai School textbook) describes the specific study topic of ‘religious minorities’. It mentions about the religious affiliation of the Chinese who retain the mixture of Confucian social ethics, Mahayana Buddhist doctrine and so on. Then the topic also refers to Islam, its origin, faith and practice which can be seen in the Southern provinces in Thailand. It refers to the effort of the National Council for Muslims for the education and interior in Islamic issues. Christianity, Hinduism and Sikhism are also appeared in this topic as religious minorities in Thailand.

### 3.3.2 Singapore

#### (1) Different region and its historical events

Different region and international history are presented in the substance of **History**. The former part of curriculum has a common theme of ‘Ancient India, Southeast Asia and China: Connecting with the Past’. Through the study of histories in India, Southeast Asian countries and China, students will be able to explain different types of social structures, civilization ways, cultures and religions then its interactions

through trade and diplomacy which have been given the impact to Singapore. This structure of curriculum is reflected in the attitude towards history subject. The specific study contents in this issue are ‘various forms of governments’, ‘different types of social structures the different types of contacts and interactions’ among India, Southeast Asia and China in the ancient periods, and ‘impact of world events before World War II’, ‘impact of Japanese occupation in World War II’.

**Substance: History**

Common theme of Unit 1 to Unit 6

: Ancient India, Southeast Asia and China: connecting with the past

Unit 3: Government and society

Learning content

: *Nature of government*

Learning outcomes

: *Describe the various forms of governments practiced in ancient India, Southeast Asia and China*

: *Describe the different types of social structures in ancient societies*

Unit 5: Contact and interaction

Learning content

: *Types of contacts and interactions: trade; diplomacy; territorial expansion*

Learning outcomes

: *Describe the different types of contacts and interactions that took place in ancient India, Southeast Asia and China*

Unit 8: Growth and development of Singapore as a British Settlement before World War II, 1892-1942

Learning content

: *Impact of the world events before World War II on Singapore*

Learning outcomes

: *Explain the impact of world events on the development of Singapore*

Unit 9: The turbulent years, 1942-1965

Learning content

*: World War II and its impact on Singapore*

Learning outcomes

*: Describe the political, economic and social impact of Japanese occupation on Singapore*

**“Crisis and Conflict, An Enquiry Approach to Modern World History”**

(History textbook) devotes one fifth of total pages to “fascist Japan and Japanese occupation in Southeast Asia at the World War II” into very details. It is possible to regard that the curriculum intends to teach students a lesson from one of the worst past histories.

(2) Different religions and races

Multi-racial and diverse society is a typical issue in Singapore, and it is presented in the substance of **Social studies** and **CME**. Each substance emphasizes different races, religions and the importance of its harmony. ‘Multi-racial society’, ‘cultural diversity’, ‘respect for members of society irrespective of race, language or religion’, ‘importance of racial and religious harmony’, and ‘be sensitive in our interaction with people of different races and religions’ are the specific study contents. The substance of **History** also states the specific content of ‘impact of religions and philosophies’ with an emphasis of many kinds of religions.

Substance: **Social studies**

Theme 4: Living in peace and harmony

Topics1

*Living in multi-racial Singapore*

Learning contents1

*The making of a multi-racial society*

*Challenges of a multi-racial society*

Learning outcomes1

*: Appreciate our cultural diversity*

*: Show respect for members of society irrespective of race, language or religion*

*: Understand the importance of racial harmony*



“**One World**” (Social Studies textbook A, for ‘O’ level) describes 17 examples of the national and international issues as the specific contents of this topic. Some cases show the struggle between discord and harmony inside the nation. For instance, Northern Ireland is taught as an example of the country with two different religions. Also, the history of Berlin until the Berlin wall has demolished is described as a successful case of two different regions (West Berlin and East Berlin) work together to build a strong country.

Substance: **History**

Unit 4: Culture

Learning content1

*: Impact of religions and philosophies: Hinduism; Buddhism; Islam; Taoism; Confucianism; Legalism*

Learning outcomes1

*: Explain how religions and philosophies influenced ancient societies and political systems*

Substance: **CME**

Value 1: Respect

Topic

*Respect for the beliefs and traditions of others*

Learning objectives

*: Understand the need to be sensitive in our interaction with people of different races and religions*

Scope

*: Being humble, and not insisting that our own beliefs and customs are better than those of others*

Concepts

*: Racial and religious harmony, declaration of religious harmony, social cohesion*

### 3.3.3 Analysis

Both countries treat the issue of different regions and historical events in the substance of **History**. However, they have different frameworks with which they study the world. Thailand presents history by region-based like Thailand and neighboring countries, Eastern parts and Western parts of the world, and Thailand and the world. Singapore describes history through the framework of India, Southeast Asia and China which surround Singapore.

Singapore has typical concepts with respect to multi-racial society and its diversity in the substance of **Social studies** and **CME**. It emphasizes to be sensitive and respect with people of different races and religions. Thailand states the other religions as religious ‘minorities’ except for Buddhism.

### 3.4 Analysis of the data: Features of cultural tradition

The indicator of ‘features of cultural tradition’ is connected to different cultures. This field is concerned to cultural tradition and values which have historical and ethical background are connected to modern society, different cultures in daily lives in the past and present which make features of the society directly. The issue for the analysis of this indicator is (1) cultures of different regions.

#### 3.4.1 Thailand

##### (1) Cultures of different regions

Cultures in different regions are presented in **History**. The specific content of ‘cultures in Thailand and of neighboring countries’ and ‘Eastern culture and Western culture’ are the specific contents.

Substance: **History**

Criterion 4.2

*Students should understand human development from the past to the present the perspective of important relationships and transitions of events, and be able to analyze their consequences*

#### Learning contents and outcomes 4.2

*: Students will be able to understand the development of eastern and western cultures, which influence Thailand in economic, political, social, social, technological, and international terms*

#### Criterion 4.3

*Students should be able to understand the history, culture and traditional wisdom of Thailand. They should feel proud to maintain the national identity of Thailand*

#### Learning contents and outcomes 4.3

*: Students will be able to know and understand the development of the economy, politics, government, society, arts and culture and relationship between Thailand and its neighboring countries (7-9)*

### 3.4.2 Singapore

#### (1) Cultures of different regions

As well as the indicator of differences of region, people and religion, the issue of culture in different regions is presented in the substance of **History**. Specifically, 'cultural and scientific development in ancient civilizations' is mentioned as specific study contents.

Substance: **History**

Unit 4: Culture

Learning content2

*: Artistic and scientific developments in ancient India, Southeast Asia and China*

Learning outcomes2

*: Explain the factors for the cultural and scientific development in ancient civilizations*

### 3.4.3 Analysis

Both countries treat cultures of different regions. It is mainly described in the substance of **History**. Thailand presents this content by regional frameworks of Thailand and neighboring countries, and Eastern cultures and Western cultures. Singapore presents cultural and scientific development of surrounding countries in the ancient periods.

### 3.5 Summary and comparison of the research findings

The analysis of the curricula and textbooks presents the specific study contents for mutual understanding. The results of research findings are the answers for main objectives which are (1) to find out the specific contents for mutual understanding in secondary school social studies curricula and textbooks in Thailand and Singapore, and (2) to compare concepts of mutual understanding in social studies curricula and textbooks contents in Thailand and Singapore.

#### 3.5.1 Thailand

##### **World issues and creating peace**

- Importance of the different beliefs to eliminate discrepancies
- Lead peaceful and harmonious lives
- Facilitation of mutual aid
- World peace
- Behavior as good citizens of the national and international level
- Protecting human rights for peace in Thailand and the world
- Importance of Buddhism or their religion
- Religious principles as guidelines for living in harmony with others
- Respect for Buddhism or their religions
- Buddhism way for solutions to social problems
- Political and governmental systems in Thailand and the world
- Foreign policy towards trade
- Relations with Thailand and major powers such as US, China and Japan
- Relations with Thailand and neighboring Indochinese countries

- Development of the social structure and relationship between Thailand and neighboring countries
- Chinese business families
- Faith in morality, good deeds and good values
- Value and importance of mind practice and meditation of the religion
- Following the laws concerning the community, the nation and the global society
- Values in traditional Thai society and current international society
- Geographic features in the world from the past to the present
- Various environments both in Thailand and the world
- Interaction between human beings and the physical environment
- Environmental crises, ethos and measures
- Preserving natural resources and environment
- Solution of environmental problems
- Boundaries problems

#### **Differences of region, people and religion**

- Geographic features that influence the development of human beings of the world
- Changes of lifestyles of people in Thailand and other parts of the world
- Historical events of Thai and international history
- Buddhism or other religions
- Religious minorities

#### **Features of cultural tradition**

- Cultures in Thailand and of neighboring countries
- Eastern culture and Western culture

#### **3.5.2 Singapore**

##### **World issues and creating peace**

- Being a caring member of the global community
- Contribution to the international community
- Importance of maintaining peace and stability in the nation and the world
- Benefits of having peace and stability in the world
- Playing a responsible role in the international organizations

- Role in regional and international organizations e.g. ASEAN and UN
- Benefits of maintaining good relations with other countries
- Global competition
- Welcoming foreign talent
- Overseas ventures
- Harmonious relationship and stability around the world
- Importance of the trade to Singapore
- Immigrants
- Need to establish ties with other countries for the survival and success of the nation
- Impact of human activities on the environment
- Protecting and conserving the environment
- Land availability, water supply
- Pollution, global warming, ozone depletion
- Worldwide industry, tourism and development

#### **Differences of region, people and religion**

- Various forms of governments of India, Southeast Asia and China in the ancient periods
- Different types of social structures the different types of contacts and interactions of India, Southeast Asia and China in the ancient periods
- Impact of world events before World War II
- Impact of Japanese occupation in World War II
- Multi-racial society
- Cultural diversity
- Respect for members of society irrespective of race, language or religion
- Importance of racial and religious harmony
- Being sensitive in our interaction with people of different races and religions
- Impact of religions and philosophies

#### **Features of cultural tradition**

- Cultural and scientific development in the ancient India, Southeast Asia and China



### 3.5.3 Comparison

The purpose of this section is to find similarities and differences of two countries. The content which includes some common words or concepts between two countries would be apportioned into ‘similarities’ table. If there is no similar word or concept in the other country, it is apportioned into ‘differences’ table.

**Table 3: World issues and creating peace; Similarities**

Thailand	Common concept	Singapore
Importance of the different beliefs to eliminate discrepancies	<i>Creating peace</i>	Being a caring member of the global community
Lead peaceful and harmonious lives		Contribution to the international community
World peace		Importance of maintaining peace and stability in our nation and the world
Behavior as good citizens of the national and international level		Benefits of having peace and stability in the world
Protecting human rights for peace in Thailand and the world		Playing a responsible role in the international organizations
Importance of Buddhism or their religion	<i>Harmonious and friendly relations among differences in the world</i>	Benefits of maintaining good relations with other countries
Respect for Buddhism or their religions		Harmonious relationship and stability around the world
		Importance of racial and religious harmony (from next indicator)
Political and governmental systems in Thailand and the world	<i>Social and political systems of the world and foreign relationships</i>	Role in regional and international organizations e.g. ASEAN and UN
Relations with Thailand and major powers such as US, China and Japan and neighboring Indochinese countries		Importance of trade to Singapore
Development of the social structure and relationship between Thailand and neighboring countries		
Foreign policy towards trade		Immigrants
Chinese business families		
Geographic features in the world from the past to the present	<i>Geographic features</i>	Impact of human activities on the environment
Various environments both in Thailand and around the world		Land availability, water supply
Interaction between human beings and the physical environment	<i>Current international problems</i>	Protecting and conserving the environment

Environmental crises, ethos and measures		Pollution, global warming, ozone depletion
Preserving natural resources and environment		
Solution of environmental problems		
Boundaries problems		

The above table shows similar concepts of study contents. Common concepts of two countries at the indicator of ‘**world issues and creating peace**’ are as follows.

- Creating peace
- Harmonious and friendly relations among differences in the world
- Social and political systems of the world and foreign relationships
- Geographic features
- Current international problems

**Table 4: World issues and creating peace; Differences**

<b>Thailand</b>	<i>concept</i>	<b>Singapore</b>	<i>concept</i>
Morality, good deeds and good values	<i>Important values in the society</i>	Global competition	<i>Benefits of maintaining relationships with other countries</i>
Value and importance of mind practice and meditation of the religion		Welcoming foreign talent	
Values in traditional Thai society and current international society		Overseas ventures	
Following the laws concerning the community, the nation and the global society		Need to establish ties with other countries for the survival and success of the nation	
Facilitation of mutual aid			
Religious principles as guidelines for living in harmony with others	<i>Religion as guideline for living in the society</i>	World wide industry, tourism and development	<i>Human activities at the global level</i>
Buddhism way for solutions to social problems			

The above table shows individual content and its concept in each country at the indicator of ‘**world issues and creating peace**’. Each concept is as follows:

### Thailand

- Important values in the society
- Religion as guideline for living in the society

### Singapore

- Benefits of maintaining relationships with other countries
- Human activities at the global level

**Table 5: Differences of region, people and religion; Similarities**

Thailand	Common concept	Singapore
Geographic features that influence the development of human beings of the world	<i>Different regions and historical events</i>	Various forms of governments of India, Southeast Asia and China in the ancient periods
Changes of lifestyles of people in Thailand and other parts of the world		Different types of social structures and interactions of ancient India, Southeast Asia and China
Historical events of Thai and international history		Impact of world events before World War II and Japanese occupation during World War II
Buddhism or other religions	<i>Different religions</i>	Impact of religions and philosophies

The above table shows similar contents of two countries. Common concept of two countries at the indicator of ‘**differences of region, people and religion**’ is as follows.

- Different regions and historical events
- Different religions

**Table 6: Differences of region, people and religion; Differences**

Thailand	concept	Singapore	concept
Religious minorities	<i>Religious minorities in the society</i>	Multi-racial society	<i>Racial diversity</i>
		Cultural diversity	
		Being sensitive in our interaction with people of different races and religions	<i>Consideration to the differences</i>
Respect for members of society irrespective of race, language of religion			

The above table shows individual content and its concept in each country at the indicator of ‘**differences of region, people and religion**’. Each concept is as follows:

### *Thailand*

- Religious minority in the society

### *Singapore*

- Racial diversity
- Consideration to the differences

**Table 7: Features of cultural tradition; Similarities**

<b>Thailand</b>	<i>Common concept</i>	<b>Singapore</b>
Culture in Thailand and neighboring countries	<i>Cultures of different regions</i>	Cultural and scientific development in ancient India, Southeast Asia and China
Eastern culture and Western culture		

The above table shows similar contents of two countries. Common concept of two countries at the indicator of ‘**features of cultural tradition**’ is as follows:

- Cultures of different regions

The specific contents for mutual understanding of each country, and similarities and differences of two countries have presented. These research findings are evaluated and discussed and it would be reached some recommendations in the next chapter.

## **3.6 Evaluation**

### **3.6.1 Thailand**

In the case of Thailand, general objective of the all curricula states the importance of knowledge about oneself and relationship among oneself and society, one’s family, one’s community, one’s nation and the global society. And also, it says one of the strong points of the curriculum which respects the idea of instilling attitudes and values regarding mutual dependence, tolerance, respect for others, socialization and peace. From these points, it is possible to say that curricula aim to build and grow the realization for mutual understanding. Actually, the research showed a lot of study concepts which concern to the relations with others in the global society. The study

contents for mutual understanding which have specified by indicators are also found over in the curricula and textbooks, such as the concept of creating peace, world history, geographic features and current environmental problems.

Let us take some examples. The words of 'international' and 'global' are used frequently, even the specific world issues or events are not mentioned in detail. On the other hand, the connection of Thailand and the world tends to be taught in detail. The substance of history is approached by regional framework e.g. Thailand and neighboring Indochinese countries, Eastern and Western contexts, and Thailand and the world. Especially, neighboring Indochinese countries, namely Southeast Asian countries are picked up often. It is possible to judge that Thailand considers the importance of these surrounding countries obviously.

Furthermore, the topics concerned about religions and values in the society are presented into very detail. First of all, the existence of **Religion, morality and ethics**, and **Responsibilities as a citizen, cultures and life in society** as independent substances tells the clear attitude towards religion, morality and the role in society. These are regarded as significant issues which should be taught to students through social studies subject.

Having faith in morality, good deeds and good values are described through religious teaching mainly. Also, 'following to the law' and 'be a good citizen in the global society' are presented at the same time. It means the value in Thai is connected to religions. The specific study contents of 'religious principles as guidelines for living with others' and 'Buddhism way for solutions to social problems' show the daily life with religions and its teaching. For social studies in Thailand, religions and morality are inevitable matter to study mutual understanding. Buddhism figures in very significantly in the substance of religions, even though the other religions are also presented.

### 3.6.2 Singapore

MOE Singapore states one of the aims of education is to equip students with values and attitudes to assure the livelihood of the individual and the country's survival and success. Also, it is provided that students must learn to understand and respect the different racial, religious, cultural and language backgrounds of their fellow citizens in



the multi-racial society. These are connected to the reasons for the contents towards the mutual understanding, especially for the ‘multi-races’, ‘various religions’ and ‘cultural diversity’ are presented well in the curriculum. Singapore includes various races, hence it has to keep the stability among them for maturity of the nation itself. Actually, multi-racial society is one of the biggest issues in Singapore. The content is described within several substances and many parts. It is not only stated the importance of racial diversities itself, but also stepped into the deep consideration to them, such as to respect for members in society irrespective of differences, to be sensitive these differences, and to be humble and not insisting that our own beliefs and customs are better than those of others. These specific contents make the situation and attitude towards their own nation clear.

Good relations with other communities and other nations are significant matter because of the reason which is mentioned in the previous paragraph. Then, friendly relationships with other countries are also required. Singapore is a country which cannot separate itself from other countries to further development, because of the limitation of population, resources and the land. Making good relations with other communities and other nations are therefore significant matter. It is seemed to be related to the word of ‘benefit of Singapore’ is appeared often. Some typical contents such as ‘welcoming foreign talent’, ‘overseas ventures’, ‘importance of trade’, ‘need to establish ties with other countries’ and ‘protecting and conserving the environment’ imply to connect to the benefit of Singapore. ‘Peace and stability’ which indicates the serious desire of Singapore for survival is also described several times. These things mean that Singapore has to regard with any kind of relationship, whether the inside or outside of the nation.

Also, Singapore has features the study contents of historical issue. Firstly, the former part of curriculum of **History** has a common theme of ‘Ancient India, Southeast Asia and China: Connecting with the Past’. This theme is an interesting approach and good illustration of the relationship between Singapore history and the world history. Singapore has been influenced by these big powers which surround Singapore such as India, China and of course Southeast Asian countries. Through the study of their histories, students will be able to explain different types of social structures, civilization ways, cultures and religions then its interactions through trade and diplomacy which have been given the impact to Singapore.



The latter parts of curriculum cover the period from the latter half on 19<sup>th</sup> century to the independence of Singapore. Singapore has been at the mercy of world struggle for the supremacy as well as the other Southeast Asian countries, thus study of the world history is connected to the own country's record directly. The fine division of each unit, such as 'growth and development of Singapore before World War II, 1892-1942' at Unit 8, 'turbulent years, 1942-1965' at Unit 9, then 'nation-building years, 1965-1971' at Unit 10 means a complex stream of Singaporean history.

### **3.6.3 Thailand and Singapore**

Thailand and Singapore are both located in Southeast Asian region while the origins, composed elements, the direction of proceeding to the future are different. Thus some similarities and differences have appeared obviously. For instance, learning content to study about the world peace is found in both counties. Harmonious relationships with others, different races, religions, beliefs and cultures are also presented as learning concepts. In the substance of geography, both countries treat geographic features and environmental problem as current issues of the world.

For the different points, Thailand describes the concepts of important social values and morality of the society in detail while Singapore has no contents about that. Except for Buddhism, Thailand represents the other religions as religious 'minorities'. Furthermore, Singapore emphasizes racial and religious 'diversities'. In fact, multi-racial society and its diversity are stated frequently in curricula of Singapore. While both countries address world events like international history, they have different frameworks with which they study the world. Thailand sets several contexts such as Thailand and neighboring Indochinese countries, Eastern parts and Western parts, then Thailand and the world. Singapore describes substance of history through the ancient India, Southeast Asian countries and China contexts.

## CHAPTER IV

# CONCLUSION

### 4.1 Conclusion

This research was aimed at finding specific study contents for mutual understanding in secondary school social studies curricula and textbooks in Thailand and Singapore, and comparing concepts of mutual understanding in social studies curricula and textbooks contents of two countries. The research findings were concluded as follows.

#### Thailand

In the indicator of **world issues and creating peace**, following contents were found: importance of the different beliefs to eliminate discrepancies, lead peaceful and harmonious lives, facilitation of mutual aid, world peace, behavior as good citizens of the national and international level, protecting human rights for peace in Thailand and the world, importance of Buddhism or their religion, religious principles as guidelines for living in harmony with others, respect for Buddhism or their religions, Buddhism way for solutions to social problems, political and governmental systems in Thailand and the world, foreign policy towards trade, relations with Thailand and major powers such as US, China and Japan, relations with Thailand and neighboring Indochinese countries, development of the social structure and relationship between Thailand and neighboring countries, Chinese business families, faith in morality, good deeds and good values, value and importance of mind practice and meditation of the religion, following the laws concerning the community, the nation and the global society, values in traditional Thai society and current international society, geographic features in the world from the past to the present, various environments both in Thailand and the world, interaction between human beings and the physical environment, environmental crises, ethos and measures, preserving natural resources and environment, solution of environmental problems and boundaries problems.

**Differences of region, people and religion** showed following contents: geographic features that influence the development of human beings of the world, changes of lifestyles of people in Thailand and other parts of the world, historical events of Thai and international history, Buddhism or other religions and religious minorities.

**Features of cultural tradition** presented the specific contents as follows: cultures in Thailand and of neighboring countries, Eastern culture and Western culture.

## Singapore

In the indicator of **world issues and creating peace**, following contents were found: being a caring member of the global community, contribution to the international community, importance of maintaining peace and stability in the nation and the world, benefits of having peace and stability in the world, playing a responsible role in the international organizations, role in regional and international organizations e.g. ASEAN and UN, benefits of maintaining good relations with other countries, global competition, welcoming foreign talent, overseas ventures, harmonious relationship and stability around the world, importance of trade to Singapore, immigrants, need to establish ties with other countries for the survival and success of the nation, impact of human activities on the environment, protecting and conserving the environment, land availability, water supply, pollution, global warming, ozone depletion and worldwide industry, tourism and development.

**Differences of region, people and religion** showed following contents: various forms of governments of India, Southeast Asia and China in the ancient periods, different types of social structures the different types of contacts and interactions in the ancient India. Southeast Asia and China, impact of world events before World War II, impact of Japanese occupation in World War II, multi-racial society, cultural diversity, respect for members of society irrespective of race, language or religion, importance of racial and religious harmony, being sensitive in our interaction with people of different races and religions and impact of religions and philosophies

**Features of cultural tradition** presented the specific contents as follows: cultural and scientific development in the ancient India, Southeast Asia and China.

## **Similarities and differences of two countries**

A plenty of similar study contents were found between two countries. The common concepts of these contents were creating peace, harmonious and friendly relations among differences in the world, social and political systems of the world and foreign relationships, current international problems, different regions and religions, historical events, and cultures of different regions.

On the other hand, some different contents were also presented. Thailand showed the specific concepts of study such as important values in the society, religions as guideline for living in the society, minorities in the society, while Singapore presented benefits of maintaining relationships with other countries, human activities at the global level, racial diversity, consideration to the differences.

### **4.2 Recommendations**

It may be worth to make recommendations towards social studies curricula and the topics of mutual understanding.

From research findings, a plenty of common concepts of study contents for mutual understanding were found. Both countries presented study contents for world peace and stability, different races and religions. These concepts can teach students to stay together with much kind of diversities harmoniously, at the local level and global level as well. Study contents concerning for geographic and environmental features in the world make students' awareness to the importance of cooperation to preserve the earth all people are linked together. Knowing historical backgrounds and cultures of other regions will open students' consciousnesses to differences, and it will be the start of tolerance and respect. Thus, these study concepts should be kept and developed to help mutual understanding in social studies.

On the other hand, individual study contents for mutual understanding of each country also suggest a point of view towards social studies. For example, both countries present study contents which are based on the values and benefit of own country. These results make it clear that the background of each country and the direction of proceeding to the future. This research focused on mutual understanding at educational field which means how one country presents other different countries, regions, people,

religions and its relationships. Therefore, the results highlighted not only the specific study contents but also the values and significant issues in own society and towards other societies.

The recommendations for further research are also come out. For the investigation of the aspect of 'tolerance' and 'respect' which are parts of mutual understanding are working in social studies, research in classrooms is required. Students' abilities, situation of classroom, the way of utilizing a lot of media e.g. movies, TV programs and newspapers which can enhance mutual understanding of students should be also considered for improving study in terms of possibilities of mutual understanding in social studies teaching.

Approaching to mutual understanding through social studies is ongoing. There is no doubt that social studies curricula can support mutual understanding in order to make better relationships with other people, societies, countries, and creating peace in the global society more and ever.



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**APPENDICES**

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## APPENDICES

Appendix A: Table of analysis at ‘World issues and creating peace’

<b>Study contents: Thailand</b>	<b>Thailand</b>	<b>Singapore</b>
Importance of the different beliefs to eliminate discrepancies	✓	✓
Lead peaceful and harmonious lives	✓	✓
Facilitation of mutual aid	✓	
World peace	✓	✓
Behavior as good citizens of the national and international level	✓	✓
Protecting human rights for peace in Thailand and the world	✓	✓
Importance of Buddhism or their religion	✓	✓
Religious principles as guidelines for living in harmony with others	✓	
Respect for Buddhism or their religions	✓	✓
Buddhism way for solutions to social problems	✓	
Political and governmental systems in Thailand and the world	✓	
Foreign policy towards trade	✓	✓
Relations with Thailand and major powers such as US, China and Japan	✓	✓
Relations with Thailand and neighboring Indochinese countries	✓	✓
Development of the social structure and relationship between Thailand and neighboring countries	✓	✓
Chinese business families	✓	✓
Faith in morality, good deeds and good values	✓	
Value and importance of mind practice and meditation of the religion	✓	
Following the laws concerning community, nation and the global society	✓	
Values in traditional Thai society and current international society	✓	
Geographic features in the world from the past to the present	✓	
Various environments both in Thailand and the world	✓	✓
Interaction between human beings and the physical environment	✓	✓
Environmental crises, ethos and measures	✓	✓
Preserving natural resources and environment	✓	✓
Solution of environmental problems	✓	✓
Boundaries problems	✓	✓
<b>Study contents: Singapore</b>	<b>Thailand</b>	<b>Singapore</b>
Being a caring member of the global community	✓	✓
Contribution to the international community	✓	✓
Importance of maintaining peace and stability in the nation and the world	✓	✓



Benefits of having peace and stability in the world		✓
Playing a responsible role in the international organizations	✓	✓
Role in regional and international organizations e.g. ASEAN and UN	✓	✓
Benefits of maintaining good relations with other countries	✓	✓
Global competition		✓
Welcoming foreign talent		✓
Overseas ventures		✓
Harmonious relationship and stable around the world	✓	✓
Importance of the trade to Singapore	✓	✓
Immigrants	✓	✓
Need to establish ties with other countries for the survival and success of the nation		✓
Impact of human activities on the environment	✓	✓
Protecting and conserving the environment	✓	✓
Land availability, water supply	✓	✓
Pollution, global warming, ozone depletion	✓	✓
Worldwide industry, tourism and development		✓

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Appendix B: Table of analysis at 'Differences of region, people, and religion'

<b>Study contents: Thailand</b>	<b>Thailand</b>	<b>Singapore</b>
Geographic features that influence the development of human beings of the world	✓	✓
Changes of lifestyles of people in Thailand and other parts of the world	✓	✓
Historical events of Thai and international history	✓	✓
Buddhism or other religions	✓	✓
Religious minorities	✓	
<b>Study contents: Singapore</b>	<b>Thailand</b>	<b>Singapore</b>
Various forms of governments of India, Southeast Asia and China in the ancient periods	✓	✓
Different types of social structures the different types of contacts and interactions of India. Southeast Asia and China in the ancient periods	✓	✓
Impact of world events before World War II	✓	✓
Impact of Japanese occupation in World War II	✓	✓
Multi-racial society		✓
Cultural diversity		✓
Respect for members of society irrespective of race, language or religion		✓
Importance of racial and religious harmony	✓	✓
Being sensitive in our interaction with people of different races and religions		✓
Impact of religions and philosophies	✓	✓

Appendix C: Table of analysis at 'Features of cultural tradition'

<b>Study contents: Thailand</b>	<b>Thailand</b>	<b>Singapore</b>
Cultures in Thailand and of neighboring countries	✓	✓
Eastern culture and Western culture	✓	✓
<b>Study contents: Singapore</b>	<b>Thailand</b>	<b>Singapore</b>
Cultural and scientific development in ancient India, Southeast Asia and China	✓	✓

## Appendix D: Social studies curricula in Thailand (related parts)

### **Religion, Morality and Ethics**

#### Criterion 1.1

*The student should be able to understand the history, importance and principles of Buddhism or of their religion, and to practically apply this knowledge as a code of behavior in living with others.*

#### Learning contents and outcomes 1.1

*: Students will be able to know and understand the history, meaning, components, importance and scriptures of their own religion, and to analyze the practices of the masters and disciples of religions (Grade 7-9)*

*: Students will be able to select religious principles as guidelines for living in harmony with others in society reasonably and peacefully (Grade 10-12)*

*: Students will be able to analyze the procedure of meditation practice, and know the thinking process in order to use it in daily life and advise others (Grade 10-12)*

#### Criterion 1.2

*The student should have faith in morality, good deeds, good values and respect for Buddhism or their religion.*

#### Learning contents and outcomes 1.2

*: Students will be able to recognize the results of good and bad deeds from studying and analyzing situations in order to choose ways to behave themselves in accordance with codes of morality (10-12)*

*: Students will be able to see the importance of the values and social ethics that underlie different beliefs and behaviors of each person in order to eliminate discrepancies and lead peaceful and harmonious lives (10-12)*

*: Students will be able to believe and realize the value and importance of mind practice and meditation, to use it in daily life (10-12)*

### **Responsibilities as a citizen, cultures and life in society**

#### Criterion 2.1

*Students should be able to behave themselves as good citizens according to Thai laws, culture and traditions so that they can live peacefully with other people in the national and international community*

#### Learning contents and outcomes 2.1

*: Students will be able to behave themselves as good citizens in a democratic society both in the national and the international level while supporting other people to do so (10-12)*

*: Students will be able to behave according to the status, roles, rights, responsibilities and freedom as good citizens of the nation and the global society. Join in protecting human rights, especially those concerning the peaceful in Thailand and the world. Follow the laws concerning themselves, the family, the community, the nation and the global society (10-12)*

*: Students will be able to understand social institutions, see the value of Thai traditional wisdom and culture. Compare and contrast the cultures of different regions in Thailand and of neighboring countries to help facilitate mutual understanding (7-9)*

*: Students will be able to creatively analyze and selectively adopt only appropriate cultures, realize the need to improve, develop, preserve and maintain the national cultures (10-12)*

#### Criterion 2.2

*Students should understand the political and governmental systems currently used in society, have faith in and maintain the country's democratic government with the King as the head of state*

#### Learning contents and outcomes 2.2

*: Students will be able to analyze the current political and governmental systems of Thailand and of the world's communities that affect people's lives and international relations (10-12)*

### **History**

#### Criterion 4.1

*Students should understand the significance and importance of time and historical periods and be able to use an historical approach rationally and systematically analyze situations*

#### Learning contents and outcomes 4.1

*: Students will be able to study, gather data and manage the system of information using historical approaches in order to use it in the historical study and discussion of different parts of the world (7-9)*

*: Students will be able to recognize the changes of lifestyles of people in Thailand compared to those in other parts of the world (7-9)*

*: Students will be able to analyze, compare and contrast historical events in the study of Thai and international history (10-12)*

#### Criterion 4.2

*Students should understand human development from the past to the present the perspective of important relationships and transitions of events, and be able to analyze their consequences*

#### Learning contents and outcomes 4.2

*: Students will be able to understand geographical features that influence the development of human beings in regions of the world, both past and present*

*: Students will be able to understand the development of eastern and western cultures, which influence Thailand in economic, political, social, social, technological, and international terms (7-9)*

*: Students will be able to analyze the influence of human being's creations and developments on the world (10-12)*

*: Students will be able to analyze, compare and contrast cultural creations from various sources in the Eastern and Western parts of the world in order to understand the wisdom of people in the past (7-9)*

*: Students will be able to analyze human creations that lead to cooperation in order to facilitate mutual aid and world peace (10-12)*

#### Criterion 4.3

*Students should be able to understand the history, culture and traditional wisdom of Thailand. They should feel proud to maintain the national identity of Thailand*

#### Learning contents and outcomes 4.3

*: Students will be able to know and understand the development of the economy, politics, government, society, arts and culture and relationship between Thailand and its neighboring countries (7-9)*

*: Students will be able to study and analyze exemplary works of both Thai and significant international figures that played roles in the creation of Thai culture and the history of the nation (10-12)*

## Geography

### Criterion 5.1

*Students should understand the physical characteristics of the earth, realize the relationship among all things in each segment in the system of nature, be able to use maps and geographical tools to search for geographical information and apply this understanding in practical situations*

### Learning contents and outcomes 5.1

*: Students will be able to synthesize geographical information under the influence of various environment, which create particular characteristics or phenomena both in Thailand and around the world (10-12)*

### Criterion 5.2

*Students should understand the interaction between human beings and the physical environment, which lead to cultural manifestations. They should have an awareness of the importance of preserving natural resources and the environment in order to achieve sustainable development*

### Learning contents and outcomes 5.2

*: Students will be able to analyze national and global environmental crises, ethos and measures to prevent them and to solve domestic and international environmental problems, grasp the roles of organizations and cooperation both within and outside the country (10-12)*

*: Students will be able to understand and propose ways to solve environmental problems, adopt appropriate values and lifestyles to preserve the environment of the country and of the world (7-9)*

*: Students will be able to have skills in analyzing a particular issue and attempts of man to solve social problems both at the national and international levels. Be aware of the environmental situation of the country and of the world (10-12)*



## Appendix E: Social studies curricula in Singapore (related parts)

### **Social studies for lower secondary Normal Technology (N (T)) Course**

#### **Introduction and general aims**

Social studies subject is taught for the Normal technology: N (T) course students only. General aims of social studies are classified into five parts as follows:

- To enable students to be aware of our national history and heritage and know our nation's constraints and the strategies used to overcome these constraints
- To develop skills of information gathering, data analysis and evaluation which are necessary for learners of the 21<sup>st</sup> century
- To engage and challenge all students to maximize their individual talents and capabilities for life-long learning
- To inculcate in students a sense of appreciation and responsibility for the society and environment
- To develop students into informed citizens who will be able to have a better understanding of national and world issues

In addition to this, three specific aims are described in the syllabus as well. These are 'knowledge', 'skills' and 'attitudes'. The aim of 'skills' brings the importance of thinking independently, making informed judgment of issues, interacting and collaborating with others, practicing good oral and written communication skills. And the aim of 'attitudes' takes examples such as demonstrating a sense of pride, showing respect and caring for people and environment, fostering a spirit of creativity.

#### **Syllabus framework**

The syllabus adopts a thematic framework comprising the following six themes;

Theme 1: Journey to nationhood

Theme 2: Growth of Singapore

Theme 3: Governing Singapore

Theme 4: Living in peace and harmony

Theme 5: Managing our environment

Theme 6: Looking ahead

#### Theme 4: Living in peace and harmony

##### Topics1

*Living in multi-racial Singapore*

##### Learning contents1

*The making of a multi-racial society*

*Challenges of a multi-racial society*

##### Learning outcomes1

- : Appreciate the contributions of our fore- fathers and community leaders to Singapore's development*
- : Appreciate our cultural diversity*
- : Show respect for members of society irrespective of race, language or religion*
- : Understand the importance of racial harmony*
- : Appreciate the need to work at maintaining peace and harmony in our society*

##### Topics2

*Defending our nation*

##### Learning contents2

- : Singapore and the family of nations*

##### Learning outcomes2

- : Describe Singapore's role in regional and international organizations e.g. ASEAN and UN*
- : Explain the benefits of maintaining good relations with other countries*

#### Theme 6: Looking ahead

##### Topics

- : Staying competitive in the 21<sup>st</sup> century*

##### Learning contents

- : Going global, staying rooted*

##### Learning outcomes

- : Explain the need for Singapore to remain globally competitive*
- : Understand the need to develop a sense of rootedness in Singaporeans*

### **History for lower secondary Special, Express, Normal Academic (N (A)) course**

#### **Introduction and general aims**

History syllabus was reviewed in 2003. This subject is taught for Special Course, Express Course and Normal Academic; N (A) Course students. General aims of history are classified into four parts as follows;

- Enable students to acquire a sound knowledge of and to learn lessons from local and regional history
- Provide cultural ballast for students in a highly globalised world
- Imbue in our students a sense of importance of adapting to regional and international development
- Help our students develop critical thinking skills which are essential for life-long and independent learning

As well as social studies curriculum, three specific aims, ‘knowledge’, ‘skills’, ‘values and attitudes’ are described. The aims of values and attitudes should be noticed especially. History is the subject which is concerned about the past, besides the aims seem to be tried to connect to the modern society and life. For instance, it notes the aims that *‘to appreciate our cultural heritage as well as to develop sensitivity to and an understanding of other cultures’* and *‘to promote an awareness of the influence of external events on Singapore and the interdependence of countries’*.

For the specific objectives, it is mentioned that students should be able to demonstrate a sense of appreciation and responsibility for the quality of the environment at the local and global scales.

### **Syllabus framework**

The syllabus adopts a thematic framework comprising the following ten units;

Common theme of Unit 1 to Unit 6

: Ancient India, Southeast Asia and China: connecting with the past

Unit 1: Investigating the Past

Unit 2: Civilizations, kingdoms and empires

Unit 3: Government and society

Unit 4: Culture

Unit 5: Contact and interaction

Unit 6: Threats and responses

Common theme of Unit 7 to Unit 10

: History of Singapore: From settlement to nation, pre 1819 to 1971

Unit 7: Early beginnings, 1300-1819

Unit 8: Growth and development of Singapore as a British settlement before World War II, 1819-1942

Unit 9: The turbulent years 1942-1965

Unit10: The nation-building 1965-1971

Unit 3: Government and society

Learning content

*: Nature of government*

Learning outcomes

*: Describe the various forms of governments practiced in ancient India, Southeast Asia and China*

*: Describe the different types of social structures in ancient societies*

*: Describe the strengths and limitations of the various forms of governments and social structures*

Unit 4: Culture

Learning content1

*: Impact of religions and philosophies: Hinduism; Buddhism; Islam; Taoism; Confucianism; Legalism*

Learning outcomes1

*: Explain how religions and philosophies influenced ancient societies and political systems*

Learning content2

*: Artistic and scientific developments in ancient India, Southeast Asia and China*

Learning outcomes2

*: Explain the factors for the cultural and scientific development in ancient civilizations*

Unit 5: Contact and interaction

Learning content

*: Types of contacts and interactions: trade; diplomacy; territorial expansion*

Learning outcomes

*: Describe the different types of contacts and interactions that took place in ancient India, Southeast Asia and China*

Unit 8: Growth and development of Singapore as a British Settlement before World War II, 1892-1942

Learning content

*: Contributions of the immigrants*

*: Impact of the world events before World War II on Singapore*

Learning outcomes

*: Explain the importance of trade to Singapore*

*: Describe the contributions of key personalities and immigrants to the growth and development of Singapore*

*: Explain the impact of world events on the development of Singapore*

#### Unit 9: The turbulent years, 1942-1965

##### Learning content

*: World War II and its impact on Singapore*

##### Learning outcomes

*: Describe the political, economic and social impact of Japanese occupation on Singapore*

#### Unit 10: The nation-building years, 1965-1971

##### Learning content

*: Nation-building efforts in independent Singapore*

##### Learning outcomes

*: explain Singapore's need to establish ties with other countries*

*: identify the key values, attitudes and skills Singaporeans need in order to ensure the survival and success of the nation*

### **Geography lower secondary**

#### **Introduction and general aims**

Geography syllabus was reviewed in 2003. This subject is taught for Special Course, Express Course and Normal Academic; N (A) Course students. General aims are classified into four parts;

- Stimulate students' interest in Geography
- Provide a holistic understanding of physical-human relationships
- Develop basic skills in acquiring, communicating and applying geographical knowledge
- Develop an informed concern about the quality of the environment and the future of the human habitat: and thereby enhance students' sense of responsibility for the care of the Earth and its people

While the basic knowledge of geography is made a point, the relation between earth and human which should be coexisting in the future is also given as one of the aims.

## Syllabus framework

The syllabus adopts a thematic framework comprising the following five themes. It makes a point of the basic geographic knowledge and environmental issues.

Theme I: Introduction to Geography

Theme II: Understanding the environment

Theme III: The physical environment

Theme IV: The human environment

Theme V: Managing the changing environment

Theme V: Managing the changing environment

Learning content

*: The impact of human activities on the environment at local, regional and global scales*

*: Protecting and conserving the environment at different levels; individual, national, international*

*: Land supply, water resources, pollution, global warming and ozone depletion*

Learning outcomes

*: Explain human's role in managing the changing environment*

*: Describe the impact of human activities on the environment at local, Regional and global scales*

*: Justify the need for protection and conservation of the environment at different level*

## Civics and Moral education (CME) lower secondary

### Introduction and general aims

Civics and Moral Education (CME) focuses on developing the moral well-being of students by helping them acquire and live by the values that guide them to make appropriate choices and determine their behavior and attitudes towards themselves, others and the environment. While the family plays a significant role in shaping moral development in a child, the school also plays equally important role in equipping students with knowledge and life skills, and nurturing in students correct attitudes so that he will develop into a morally upright, caring and responsible individual and citizen.

The following considerations were made in the development of the CME;



- Emerging trends that may affect the social environment and norms such as a rapidly ageing population, globalization, international cooperation and competition
- Alignment with the desired outcomes of education in the area of character development and citizenship
- Provision of opportunities for pupils to learn the values and competencies outlined in the framework for social and emotional learning
- Alignment between the needs of students at different developmental stages and pedagogical consideration, e.g. language suitability, selection of topics, design of activities, and interdisciplinary project work and assessment
- Incorporation of education initiatives such as economic literacy and financial literacy

### **Syllabus framework**

The CME syllabus focuses on six core values as follows:

- Respect
- Responsibility
- Integrity
- Care
- Resilience
- Harmony

These values complement and reinforce shared values, the Singapore family values, the Singapore 21 vision and the national education messages. They will guide students to discern between right and wrong, and will help them to not only make responsible choices, but also become more aware of their role in society. Other values, concepts and attitudes related to these core values e.g. adaptability, entrepreneurship and creativity will also be taught to further reinforce and substantiate students' understanding of the six core values.

Value 1: Respect

Topic

*Respect for the beliefs and traditions of others*

Learning objectives

*: Understand the need to be sensitive in our interaction with people of different races/religions*

Scope

*: Being humble, and not insisting that our own beliefs and customs are better than those of others*

Concepts

*: Racial and religious harmony, declaration of religious harmony, social cohesion*

#### Value 4: Care

##### Topic

*Being a caring member of the global community*

##### Learning objective

*: Understand the importance of caring for the global community*

*: Demonstrate ways to be a caring member of the global community*

##### Scope

*: A caring member of the global community is one who is concerned about world issues and is willing to contribute to the well-being of the international community*

*: A global community made up of caring and responsible members enhances world peace and stability*

*: Promoting friendly relations with others in the international communities e.g. developing diplomatic relations with other nations, playing a responsible role in the United Nations, and participating in student exchange programs*

##### Concepts

*: Compassion, a caring global community, international friendship, volunteerism, world peace*

#### Value 6: Harmony

##### Topic

*Promoting peace and stability in the nation and the world*

##### Learning objectives

*: Appreciate the importance of maintaining peace and stability in our nation and the world*

*: Identify ways of promoting peace in the nation and the world*

##### Scope

*: A peaceful and stable nation brings many benefits for its citizens and is essential for the country's survival and progress. Having peace and stability in the world benefits all nations as we become more interconnected*

*: A peaceful and stable nation is characterized by harmonious relationships among its citizens and between the government and its citizens. A peaceful and stable world involves maintaining harmonious relationships among governments, political leaders and corporations around the world*

##### Concepts

*: Harmony, peace, diplomacy, social awareness, relationship management*

## BIOGRAPHY

Chie Sakaguchi was born in Japan's Chiba prefecture, Japan in 1983. In 2006, she obtained her Bachelor's of Education from the Department of Secondary School Teaching of Chiba University. She majored in Japanese and acquired secondary school teaching certificates in Japanese and social studies in 2006. She has worked as a Japanese language teacher at the Islamic College of Thailand since 2006. In 2007, she enrolled in the Master's program in Southeast Asian Studies at Chulalongkorn University, Thailand.



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