

Section 1—Values and Concerns Across the Asia Region

Aims

The section aims to assist participants to:

- Understand the purpose and nature of the text *Voices and Values: Citizenship in Asia*.
- Explore ways of developing an appreciation of the diversity of value systems across the Asia region.
- Examine some of the ‘social concerns’ of citizens in the Asian region in relation to values.

Introduction

The workshop introduces participants to the text *Voices and Values: Citizenship in Asia*. It is designed to assist participants to connect with their own value systems and the dominant values within Australian society. A greater awareness and consciousness of personal and national value systems in Australia will enable participants to engage more broadly and more sensitively with other value systems and social concerns within the Asian region.

Planning for Delivery

Allow time at the end of the section for participants to suggest how they would adapt it to suit their own context. Particularly encourage reflection about the emphasis necessary to adjust for their own State or Territory curriculum guidelines and their own teaching and facilitation styles in professional development.

Expertise Required

Presenters require:

- Familiarity with the text *Voices and Values: Citizenship in Asia*.
- An understanding of values education.

Resources Required

- OHTs 1.1–1.5
 - Resources 1.1–1.8
 - Video: *Asia Scope Volume 1*
 - Blank overhead transparencies and overhead pens.
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Bibliography

Asia Scope Volume One: Towards Understanding Asia: The People, Their Cultures and Environments, Curriculum Corporation.

A segmented video which covers historical development of the Asian region and the major influences shaping many Asian nations. The section on Society has three segments on the social structures in China, Thailand and Singapore.

Tremblay, Helene 1994 Families of the World Vol II: East Asia, South East Asia and the Pacific, Camden Publishing, 2nd edition.

A unique and rich collection of daily life stories of families in the Asia region. Each family situation is set out as a daily timetable. Several different family case studies are given for some countries, such as Indonesia and China.

Available from: The Global Learning Centre, 102 McDonald Road, Windsor, Queensland 4030. Tel: (07) 3857 6666, Fax: (07) 3857 2173.

My Sky My Home.

A video which explores the story of two 12-year-old boys living in Jakarta who develop a friendship. Unpacks a range of issues around values.

Available (for loan) from: The Global Learning Centre, 102 McDonald Road, Windsor, Queensland 4030. Tel: (07) 3857 6666, Fax: (07) 3857 2173.

Delivering the section

1. Introduction

Introduce the section using **OHT 1.1: 'Aims of the section'**.

2. Overview of *Voices and Values*

Present an overview of *Voices and Values: Citizenship in Asia* using **OHT 1.2: 'An Overview of the Text'** and **OHT 1.3: 'Overview of Content Framework'**. Distribute copies of **Resource 1.1: 'Detail of Content'** and discuss.

3. National Values

Distribute **Resource 1.2: 'Values of the Peoples of Asia'**. Invite participants to move around the group exchanging names with other people and exchanging 'national values' to complete the boxes. Examples which can be given to participants could include: 'The people of Thailand value their king' or 'The people of India value the Ganges River as sacred'.

Conclude the activity when the first person has all their boxes filled in.

Ask participants to consider the following questions in open forum:

- How similar or diverse are the national values which were named?
- What influenced our choices in naming these values?
- What factors influence national value systems?

Assist participants to note that some of the factors influencing value systems in the region include: political and cultural contexts, experience of colonisation, dominant religious beliefs, economic development and security, the impact of modernisation and relations with the West.

Point out that the activity is drawing generalisations about countries in the region from participants. It may be appropriate to enquire about whether stereotypes of the region emerged.

4. Individual and National Values (Optional)

Using **Resource 1.3: 'Individual and National Values'**, invite each participant to list the ten priority values he or she holds as an individual. Once the task is complete, participants work in pairs to share their lists with each other.

Then ask participants to use **Resource 1.3** again to list what they perceive are ten predominant values that Australian citizens might share. Collect the completed sheets for collation during other activities.

5. Indonesian and Australian Values

Introduce **OHT 1.4: 'Indonesian and Australian Values'** and explain that these data result from a survey of Indonesian undergraduates.

Ask participants to consider the following questions (which also appear on **OHT 3.4**):

- What are the differences and similarities perceived by the Indonesians surveyed between themselves and Australians?
 - What is your reaction to the Indonesian view of Australian values?
 - Why might Indonesians have such perceptions and how accurate are they?
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It may be appropriate to ask participants to suggest factors which could influence perceptions, such as the role of print and television media, tourist destinations and tourist contact.

6. Family Values

Distribute **Resource 1.4: 'Learning Responsibility—Cambodia'**. Read the text aloud and ask participants to circle key words or phrases which indicate the family values reflected in the story.

Invite participants to read the two other extracts in **Resource 1.5: 'Family Values'** and circle key words or phrases which indicate the family values reflected.

Discuss the various family values identified. Raise with participants the question of whether it would be reasonable to suggest that most people in China (or Burma) would share the values identified. Also discuss reasons for participants' opinions.

Assist participants to note that conflict has emerged in Burma, for example, because of a clash of values; different interest groups will not necessarily hold the same set of values; there may be diversity in thinking but a value may have been normalised in society; education levels, occupation and geopolitical context will be influences in values priorities as will be the case in China and elsewhere.

7. Values in Singapore

Show the section about Singapore from the video *Asia Scope Volume One, Part Three: Society*. (The section takes about 10 minutes.)

Divide participants into three groups to watch three different aspects of the video. Use **OHT 1.5: 'Asia Scope: Singapore Group Focus Questions'** to allocate the following three questions:

1. What values has the Government of Singapore either reaffirmed or tried to infuse amongst its people?
2. How are family-based values portrayed?
3. What appear to be some of the social concerns shared by the people?

Allow each group time to discuss a response to its focus question. Then ask each group briefly to outline its perspective.

8. 'Asian' Values

Distribute **Resource 1.6: 'Asian Values: Do they Exist?'** Ask participants to work in pairs to summarise the arguments presented for and against the proposition. Also ask participants to consider their own views and reasons for those views.

Then ask participants to report to the whole group and discuss reports.

Introduce into the discussion the question of whether the notion of 'Asian Values' serves to reinforce generalisations about uniformity and 'sameness' with the region. Also ask participants to consider whether Australians share Pamela Tan's view and why they do or do not.

9. Social Concerns of Students in Japan (Optional)

Organise for participants to work in pairs. Cut up copies of **Resource 1.7: 'Social Concerns of Students in Japan'** into individual 'social concerns' and provide each pair with a set. Invite pairs to place these in the order in which they think they would be ranked by Japanese students.

When pairs have completed the task, refer to the results of an actual survey of Japanese students on p.23 of 'Voices & Values'. Discuss the accuracy of predictions and whether Australian students are likely to be surprised by the results. Also discuss ways in which Australian students might rank similar 'social concerns'.

10. Individual and Social Concerns

Organise for participants to work in small groups and distribute **Resource 1.8: 'Consensus on Social Concerns'**. Ask participants to complete the 'Individual concerns' section first and then to come to a group consensus about the top five social concerns. Provide each group with an overhead transparency sheet to list its top five concerns and to nominate reasons for those concerns.

11. Conclusion

Conclude the section by providing feedback on an overhead transparency about the group's collated results of the top ten individual values and top ten national values gathered at the beginning of the section. Discuss the following:

- What values does it seem that we share with our neighbours in Asia?
 - Is there anything distinctive about 'Australian' values and concerns?
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OHT 1.1

Aims of the section

The section aims to assist you to:

- **Understand the purpose and nature of the text *Voices and Values: Citizenship in Asia*.**
 - **Explore ways of developing an appreciation of the diversity of value systems across the Asia region.**
 - **Examine some of the ‘social concerns’ of citizens in the Asian region in relation to values.**
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OHT 1.2

An Overview of the Text

The text *Voices and Values: Citizenship in Asia...*

- **...explores notions of what it means to be a citizen in the Asia region.**
- **...is both thematic and country specific.**
- **...is source-based to encourage an 'enquiry approach'.**
- **...is designed as a multi-purpose, complementary text for Australian secondary school students in Years 7–10.**
- **...has a content framework based on the emphases outlined in *Studies of Asia: A Statement for Australian Schools*.**
- **...uses the voices of young people as the means to engage students.**

It can be used to...

- **...integrate an Asian perspective into SOSE/HSIE theme-based units.**
 - **...integrate an Asian perspective into Civics and Citizenship Education.**
 - **...complement country-specific studies of Asia which have a 'citizenship' perspective.**
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OHT 1.3

Overview of Content Framework

The sections of *Voices and Values: Citizenship in Asia* are:

- 1. Citizens Count!**
- 2. Caring for the Earth**
- 3. Indonesian Unity in Diversity**
- 4. National Identity**
- 5. Japanese Style**
- 6. Chinese Family Matters**

The ‘Stay Tuned!’ sections of student activities contain:

- Comprehension**
 - Investigation**
 - Analysis**
 - Communication**
 - Role play**
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OHT 1.4

Indonesian and Australian Values

Value	Importance to Indonesians (out of 10)	Importance to Australians (out of 10)
Religion	9	3
Manners	7	5
Tolerance	5	8
Respect for elders	7	5
Education	9	8
Openness	3	9
Acceptance	8	3
Family Ties	8	3
Neighbourhood	9	5
Money	6	8

Source: *Voices and Values: Citizenship in Asia*, p 13

- **What are the differences and similarities perceived by the Indonesians surveyed between themselves and Australians?**
- **What is your reaction to the Indonesian view of Australian values?**
- **Why might Indonesians have such perceptions and how accurate are they?**

Resource 1. 1

Detail of Content—Voices and Values: Citizenship in Asia

1. Citizens Count!

- Differing notions of citizenship (Examples from Vietnam, Thailand, Sri Lanka and the Philippines)
- Ideas of cooperation and responsibility (Examples from Cambodia, Bangladesh, Burma and Korea)
- Social Concerns
- Asian Values
- Collective Actions (Examples from India, Indonesia, Singapore and Japan)

2. Caring for the Earth

- Environmental problems
- Young peoples' response (Examples from: India, Philippines and Thailand)

3. Indonesian Unity in Diversity

- The Pancasila
- Islam
- Indonesian and Australian values
- Mutual co-operation

4. National Identity

- Constitutions
- National symbols
- National heroes

5. Japanese Style

- Learning citizenship through school
- Social concerns of students
- Change in families
- A social issue: care for the elderly

6. Chinese Family Matters

- Confucian values and revolutionary change
 - Traditional family structure
 - Rural and urban families
 - The 'One Child Policy'
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Resource 1.2

Values of the Peoples of Asia

Cambodia	Japan	China	Indonesia
Name:	Name:	Name:	Name:

Bhutan	India	Korea	Malaysia
Name:	Name:	Name:	Name:

Burma	Thailand	Vietnam	Pakistan
Name:	Name:	Name:	Name:

Bangladesh	Sri Lanka	Philippines	Nepal
Name:	Name:	Name:	Name:

Resource 1.3**Individual and National Values**

Individual Values (Significant values I hold personally.)	National Values (Significant values held by Australians generally.)
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.

Resource 1.4

Learning Responsibility—Cambodia

Pann Chanthan is a 13-year-old who lives with her family in Chrop Ampil Village in Kandal Province, Cambodia. Her parents are farmers and she is one of four children. The others are eight-year-old Chanta, Chanrath, who is five, and Ran, who is the youngest at three. In the morning before school starts, Chanthan does a number of different jobs for which she is responsible while her parents are working in the fields.

‘While her parents are busy, 13-year-old Chanthan carries Ran in a krama sling from her shoulder like her mother... Having put her brother to sleep, Chanthan goes to pick fruit...’

[At school] children are taught... practical skills they will need in a country that is 90 percent rural. They work in the school’s garden...between harvests they learn cooking and sewing. The profit from their harvest will...buy more school books.’

Source: Tremblay, Helene 1994 *Families of the World Vol II: East Asia, South East Asia and the Pacific*, Camden Publishing, 2nd edition, pp 75–76.

Full text is quoted in *Voices and Values: Citizenship in Asia*, p 3

Resource 1.5

Family Values

Challenging Laws

See page 3 of *Voices and Values: Citizenship in Asia* for the full reference

'My parents always taught us to do the right thing... After the pro-democracy demonstrations were crushed I told my parents that I would have to leave because you could not walk freely inside Burma. It was really painful because I love my parents very much....'

Source: Anonymous student interviewed by John Pilger in Oslo, quoted in *New Internationalist* No. 280, June 1996

A full version of this text is quoted in *Voices and Values: Citizenship in Asia*, p 3

The Zhang Family, Wuhan

Zhang Yan works at a university and was married in 1991. She has a daughter, Lucy who is 20 months old.

'She is the most valuable thing we have. We are currently living at my mother-in-law's house and hope to move into our own apartment next year. My mother-in-law looks after the baby. Lucy will be our only child...I want to teach Lucy about the older things...about how to be a good person.'

Source: Zhang Yan, Wuhan Hubei Province China

A full version of this text is quoted in *Voices and Values: Citizenship in Asia*, p 29

Resource 1.6

Asian Values: Do They Exist?

Viewpoint 1

Asian-origin migrants... bring with them distinct values and these are first and foremost family values. The family is all-important, to be respected and kept together. Naturally family life varies with different people. The important thing, however, is they stick together... The second value that Asians hold dear is education.

Source: Pamela Tan 'Asian values that we can all share' - complete text in *Sydney Morning Herald*, 31 July 1997

Viewpoint 2

'Discipline, hard work, high savings rates, cohesive families, respect for authority, appreciation for education and reverence for the elderly are depicted as Asian... Are these 'Asian Values' exclusively Asian? Surely one could find hard work, frugality and respect for the elderly in other cultures.'

Source: David Aviel, 'Asian Values Western Virtues' - complete text in *The Japan Times*, 2 June 1997.

Viewpoint 3

'Asian values' is a myth... Further, the concept of 'shared Asian values' flies in the face of a region as culturally and politically diverse as East Asia. Indonesia and Malaysia for instance, are Muslim countries with no historic connection to Chinese culture or, for that matter, to Confucianism. The Philippines, essentially a Catholic country and a former Spanish and American colony.....'

Source: Thi Lam, 'The Notion of Asian Values is a Myth' - complete text in *VIET Magazine*, Issue 507.

Viewpoint 4

'Several common features can be found in the peoples' way of thinking centred on these religions (Confucianism, Buddhism & Islam). The first feature is that... in Asia, numerous races, regions, languages and cultural traditions coexist

The second feature is that Asians value 'harmony'...

The third feature is that Asians respect 'self-discipline'...

Source: Shinji Fukukawa 'Asian Dynamism and Values', Dentsu Institute for Human Studies, 31 January 1997.

(All viewpoints are also fully quoted in *Voices and Values: Citizenship in Asia*, p. 5.)

Resource 1.7

Social Concerns of Students in Japan

The condition of nature and the environment in our country.

Crime and violence in our country.

The spread of AIDS and other serious diseases.

The use of nuclear power for energy production.

Alcohol and drug abuse.

The possible outbreak of war near our country.

The employment situation in our country.

Unemployment in our country.

Personal safety within our country's society.

The country's economic situation.

The housing situation in our country.

The increase in the number of foreigners /refugees in our country.

Poverty and discrimination in our country.

Resource 1.8

Consensus on Social Concerns

Select from the following list your top five social concerns:

Personal Safety
Economic Development
Cost of Living
Education and Culture
Moral Civilisation
Health and Welfare
Pollution
Employment
Citizens' Rights
National Security

Individual Concerns	Group Concerns
1. ('most concerned')	1. ('most concerned')
2.	2.
3.	3.
4.	4.
5. ('least concerned')	5. ('least concerned')
