

ASEAN WORK PLAN ON EDUCATION 2026–2030



one vision
one identity
one community

ASEAN WORK PLAN ON EDUCATION 2026–2030

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ASEAN Work Plan on Education 2026–2030

Jakarta: ASEAN Secretariat, July 2026

370.959

1. ASEAN–Education–Programmes
2. Implementation–Monitoring and Evaluation–Resource Mobilisation

ASEAN: A Community of Opportunities for All

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ASEAN WORK PLAN ON EDUCATION 2026–2030

The ASEAN Secretariat
2026

CONTENTS

Abbreviations	6
Foreword	7
Acknowledgements	8
Executive Summary	9
Introduction	12
Chapter 1: Situation Analysis	13
Progress Achieved	15
Remaining Challenges	17
Cross-Cutting Trends Shaping ASEAN Education	19
Chapter 2: Goal and Outcomes	21
ASEAN Vision and the priorities for education	23
The goal, major outcomes, and key indicators of the Work Plan	27
Annex—SOM-ED Survey Responses	30
Chapter 3: Programmes	31
Introduction to the Chapter	33
Programme 1A: Early Childhood Care and Education: Equitable access and participation	36
Programme 1B: Early Childhood Care and Education: Quality of teaching and learning	37
Programme 2A: Basic education (primary and secondary): Equitable access and participation	38
Programme 2B: Basic education (primary and secondary): Quality of teaching and learning	40
Programme 3A: Technical and Vocational Education and Training: Expansion and equitable access	43
Programme 3B: Technical and Vocational Education and Training: Quality and relevance	44
Programme 4A: Higher Education: Expansion and equitable access	45
Programme 4B: Higher Education: Quality and relevance	46
Programme 5A: Effective policy-formulation, governance, and management: Policy-formulation	48
Programme 5B: Effective policy-formulation, governance, and management: Capacity-development	50
Programme 5C: Effective policy-formulation, governance, and management: Partnerships	50
Programme 6: Regional cooperation	52
Chapter 4: Implementation, Monitoring & Evaluation, Resource Mobilisation and Communication	56
Principles for effective implementation, monitoring, and evaluation	58
Implementation arrangements: roles and responsibilities of key actors	60
Monitoring and Evaluation processes and actors	61
Resource mobilisation	63
Annex 1—Activity Matrix	64

ABBREVIATIONS

4Ps	Public–Private–People–Partnerships	ISCED	International Standard Classification of Education
ACMP	ASEAN Communications Master Plan	M&E	Monitoring and Evaluation
AEC	ASEAN Economic Community	NEET	Not in Employment, Education and Training
AI	Artificial Intelligence	NGO	Non-Governmental Organisation
AMS	ASEAN Member States	OOSCY	Out-of-School Children and Youth
AQAN	ASEAN Quality Assurance Network	P2A	Passage to ASEAN
AQRFC	ASEAN Qualifications Reference Framework Committee	PISA	Programme for International Student Assessment
ASCC	ASEAN Socio-Cultural Community	QA	Quality Assurance
ASEAN	Association of Southeast Asian Nations	RIHED	Regional Centre for Higher Education and Development
AUN	ASEAN University Network	RPL	Recognition of Prior Learning
CET	Continuing Education and Training	SDG 4	Sustainable Development Goal 4 (Education 2030)
CSO	Civil Society Organisation	SEA-PLM	Southeast Asia Primary Learning Metrics
DRR	Disaster Risk Reduction	SEAMEO	Southeast Asian Ministers of Education Organization
ECCE	Early Childhood Care and Education	SOCA	Senior Officials Committee for the ASEAN Socio-Cultural Community
ECCD	Early Childhood Care, Development and Education	SOC-COM	ASCC Senior Officials Coordinating Conference Meeting
ECE	Early Childhood Education	SOM-ED	ASEAN Senior Officials Meeting on Education
EdTech	Education Technology	STEM	Science, Technology, Engineering, and Mathematics
GDP	Gross Domestic Product	TVET	Technical and Vocational Education and Training
HE	Higher Education	UIS	UNESCO Institute for Statistics
ICT	Information and Communication Technology	UNESCO	United Nations Educational, Scientific, and Cultural Organization
IFFEd	International Finance Facility for Education		

FOREWORD

Education is central to ASEAN’s aspiration to build a resilient, innovative, dynamic, and people-centred Community.

As the region moves forward under the ASEAN Community Vision 2045, the *ASEAN Work Plan on Education 2026–2030* reaffirms our shared commitment to strengthening inclusive, forward-looking, and responsive education systems that meet the diverse needs of all learners across ASEAN.

This Work Plan has been developed at a critical moment in time for education in the region. ASEAN Member States have made important progress in expanding access, deepening regional cooperation, and advancing key reforms in areas such as Early Childhood Care and Education (ECCE), digital transformation, higher education, and Technical and Vocational Education and Training (TVET).

Yet, significant challenges remain.

ASEAN continues to experience persistent inequalities in access to education and learning outcomes, skills mismatches, uneven system capacity and financing pressures, to name a few.

These challenges are further intensified by the urgency to ensure that learners are well-equipped to tackle the rapidly evolving technological, social, economic, and environmental shifts.

The *ASEAN Work Plan on Education 2026–2030* responds to these challenges through a shared regional framework for action. It seeks to support Member States in building inclusive, comprehensive, and transformative education systems that promote equitable access and participation, enhance the relevance of education to sustainable development and the future of work, improve learning outcomes and learner well-being, strengthen evidence-based governance and accountability, deepen regional cooperation, and foster a stronger sense of ASEAN identity and belonging.

The Work Plan also recognises the growing importance of digital technologies—including Artificial Intelligence (AI)—in shaping the future of education. It affirms the need to harness these opportunities in ways that are responsible, safe, and equitable, while ensuring that education continues to nurture well-rounded, resilient, and values-driven individuals. In doing so, the Work Plan highlights the importance of partnership across governments, education institutions, communities, the private sector, and ASEAN bodies and mechanisms.

As a regional framework, this Work Plan reflects both ASEAN’s shared ambitions and the diversity of its Member States. Its successful implementation will depend on sustained collaboration, mutual learning, effective resource mobilisation, and a strong commitment to monitoring progress and translating priorities into action.

We commend all those who have contributed to the development of this Work Plan. We also call upon Member States, regional partners, development partners, education stakeholders, including civil society and the private sector, to actively support its implementation in the years ahead.

We encourage all stakeholders not only to build on existing achievements and good practices, but also to work collectively to address persistent and emerging challenges in education across the region. Through this collective effort, ASEAN can further strengthen its education systems towards a shared regional future where together, we champion prosperity, social cohesion, and resilience for all.

ACKNOWLEDGEMENTS

Development of the *ASEAN Work Plan on Education 2026–2030* was led by the ASEAN Senior Officials Meeting on Education (SOM-ED) with coordination efforts from the ASEAN Secretariat, and technical support from UNESCO. Deep appreciation is also extended to the SOM-ED Focal Points and representatives from all ASEAN Member States for their guidance, substantive inputs, as well as active engagement throughout the consultation and drafting process.

The generous support of the Government of the United Kingdom in facilitating the development of the Work Plan is gratefully acknowledged, through funding from the Foreign, Commonwealth and Development Office (FCDO) via the UK Mission to ASEAN, under the ASEAN-UK Supporting the Advancement of Girls' Education (SAGE) Programme.

The Work Plan benefited from a series of regional consultations, technical discussions, and written reviews involving government representatives, the ASEAN Secretariat, UNESCO, and development partners. Their contributions helped ensure that the Work Plan reflects regional priorities, emerging education trends, and the shared commitment of ASEAN Member States to strengthen inclusive, equitable, resilient, and future-oriented education systems.

Special appreciation is also extended to participating partner organisations and technical experts who shared knowledge, evidence, and perspectives during the development process. Their contributions helped to enrich the analysis of priority areas, sharpen the strategic direction of the Work Plan, and identify possible areas for collaboration in implementation, monitoring, and resource mobilisation.

This Work Plan is the result of a collaborative effort, and its preparation reflects the strong regional ownership and partnership that underpin ASEAN cooperation in education.



Credit: Ministry of Education (MoE) and Ministry of Higher Education (MoHE) of Malaysia

EXECUTIVE SUMMARY



Credit: Ministry of Education (MoE) and Ministry of Higher Education (MoHE) of Malaysia

The *ASEAN Work Plan on Education 2026–2030* (hereafter, the “Work Plan”) seeks to guide regional cooperation in education and support ASEAN Member States in strengthening their education systems through a shared framework of priorities, outcomes, programmes, and strategies for the period 2026–2030. It has been developed at a critical juncture for education in the region, as ASEAN advances the implementation of the ASEAN Community Vision 2045 and its accompanying strategic plans.

Against this backdrop, education plays a central role in building a resilient, innovative, dynamic, and people-centred ASEAN by promoting inclusive and transformative learning systems, preparing a highly skilled and competitive workforce, and fostering a stronger sense of ASEAN identity and belonging.

The Work Plan aligns with the ASEAN Community Vision 2045 and is informed primarily by the *ASEAN Socio-Cultural Community Strategic Plan 2026–2030*. It builds on a foundation of previous initiatives and regional inputs: the *ASEAN Work Plan on Education 2021–2025*, recent ASEAN declarations and initiatives

in education, a UNESCO regional stocktaking, the UIS State of Education in ASEAN Report, consultations with ASEAN Member States, and survey results from the August 2025 20th ASEAN Senior Officials Meeting on Education (SOM-ED). Globally, the Work Plan supports commitments to the Sustainable Development Goal 4 (SDG 4).

The education landscape in ASEAN has seen important progress in recent years. ASEAN Member States have expanded access to basic education, strengthened efforts to reduce the number of out-of-school children and youth, advanced ECCE, and deepened cooperation in higher education. Member States have also promoted technical and vocational education and training as part of a broader response to changing labour market needs.

At the same time, the region continues to face persistent and interrelated challenges. This includes uneven learning outcomes, inequalities in access and participation, skills mismatches, teacher quality and deployment issues, digital divides, limited readiness for the responsible use of AI in education, and growing

pressures on education financing. These challenges are compounded by wider megatrends such as demographic change, climate vulnerability, rapid digital transformation, and the evolving nature of work.

Against this backdrop, the goal of the Work Plan is **to collectively build inclusive, comprehensive, and transformative education systems across the region, characterised by a conducive learning environment that makes proper, responsible, and safe use of digital technologies, including AI, to develop well-rounded and resilient individuals, a highly skilled and competitive workforce, and to foster an ASEAN identity that embodies shared ASEAN values.**

To achieve this goal, the Work Plan identifies six major outcomes to be met.

First, it seeks to ensure equitable access and inclusive participation across all educational levels and to achieve lifelong learning, with particular focus on Early Childhood Education (ECE), support for out-of-school children and youth, girls and women, and flexible lifelong learning pathways.

Second, it aims to strengthen the relevance and responsiveness of education by expanding TVET, digital competencies, climate preparedness. This is critical to achieve sustainable social and economic progress.

Third, it seeks to enhance learning outcomes and learner well-being, focusing on foundational learning, teacher professionalism, 21st-century skills, and social-emotional learning.

Fourth, it aims to strengthen evidence-based policy formulation and implementation, system governance, and accountability, including through better use of data, stronger institutional capacity, and more effective partnerships.

Fifth, it promotes regional cooperation, knowledge sharing, and resource mobilisation to strengthen ASEAN's role in building more effective education systems.

Sixth, it seeks to deepen the sense of ASEAN identity and the spirit of belonging among learners, youth, and other stakeholders across the region.

These six outcomes **address the unfinished agenda of the previous Work Plan—especially in relation to equitable participation, quality, and implementation capacity—in addition to responding to new and growing priorities.** Survey results discussed by SOM-ED indicate that TVET, Work Plan implementation, and higher education have gained prominence. Skills mismatches, teacher quality, and the wide-ranging impact of digitalisation, as well as AI, are among the most pressing concerns ahead.

The Work Plan, therefore, combines attention to foundational system challenges with a stronger orientation towards future-readiness, labour market relevance, and regional integration.

The Work Plan is operationalised through six broad programmes presented in Chapter 3.

The first four programmes correspond to key sub-sectors of the education system: Early Childhood Education, Basic Education, TVET, and higher education. Each of these is further divided into two sub-programmes addressing equitable access and participation, and quality or relevance, respectively.

The remaining two programmes—the fifth and sixth—provide institutional and regional support.

The fifth programme focuses on effective policy formulation, governance, and management (with sub-programmes on policy formulation, capacity development, and partnerships).

Finally, the sixth programme addresses regional cooperation, including knowledge exchange, harmonisation, mobility, and collaborative action across ASEAN.

Cross-cutting priorities such as lifelong learning, digital transformation, climate resilience, and ASEAN identity are integrated across the different programmes rather than treated as stand-alone chapters.

Each programme consists of activities led by ASEAN Member States as laid out in the Activity Matrix, functioning as a “live document” updated annually. This Matrix will facilitate progress tracking towards achieving the six outcomes.

At the broader level, the Work Plan contributes to some of the outcomes of the ASCC Strategic Plan¹ and ASEAN Connectivity Strategic Plan.²

Its contribution will be monitored through the Work Plan’s accompanying Results Framework which maps the Work Plan’s outcomes and priority actions against relevant regional indicators.

In particular, the Work Plan’s supports the education-related KPIs (total of 45) under the ASCC Strategic Plan, including those related to equitable access, lifelong learning, skills development, digital transformation, inclusion, and resilience in education systems. In relation to the ASEAN Connectivity Strategic Plan, the Work Plan’s contributes particularly to Strategic Area 3 on Digital Innovation and Strategic Area 6 on People-to-People Connectivity.

Implementation of the Work Plan will rely on coordinated action by ASEAN Member States, the ASEAN Secretariat, SOM-ED, and related ASEAN

sectoral bodies, as well as dialogue and development partners, education institutions, communities, and the private sector.

The monitoring and evaluation process will be aligned with established ASCC reporting and coordination mechanisms, guided by a “results framework” to track progress and promote accountability. Resource mobilisation is recognised as a shared responsibility of ASEAN Member States and the ASEAN Secretariat, supported by partnerships and through communication efforts to strengthen visibility, ownership, and commitment.

Overall, the *ASEAN Work Plan on Education 2026–2030* provides a common regional framework to support more coherent and collaborative action in education over the next five years.

By addressing persistent inequities, improving learning and relevance, strengthening governance, and deepening regional cooperation and ASEAN belonging, it aims to contribute to stronger education systems and the broader aspirations of the ASEAN Community Vision 2045.

¹ The ASCC Strategic Plan 2026–2035 outlines the strategic measures and accompanying KPIs across the different sectors under the ASCC pillars, including Education. It also includes KPIs where education intersects with other sectors such as youth, culture, and labour. Its overarching objective is to boost social development and environmental protection towards a Resilient, Innovative, Dynamic, and People-Centred ASEAN.

² The ASEAN Connectivity Strategic Plan 2026–2035 outlines the strategic measures and accompanying activities KPIs across six focus areas (sustainable infrastructure, smart urban development, digital innovation, logistics, regulatory excellence, and people mobility) towards a Resilient, Inclusive and Connected ASEAN.

INTRODUCTION

The *ASEAN Work Plan on Education 2026–2030* is developed at a critical juncture for education in the region and constitutes a key pillar of ASEAN’s efforts to realise the overarching goals of the ASEAN Community Vision 2045, which envisions a “Resilient, Innovative, Dynamic, and People-Centred ASEAN”.

In alignment with this vision, **the Work Plan contributes to realising a caring, inclusive, and interconnected ASEAN, where education plays a central role in building social cohesion, empowering youth, and preparing a highly skilled and competitive labour force.**

The ASEAN Community Vision 2045 underscores the need to “optimise demographic bonus” through inclusive and transformative education systems, enabling all learners to participate meaningfully in economic, civic, and social life. It calls for comprehensive education that enhances human security, supports decent work, and fosters a shared ASEAN identity grounded in cultural diversity and mutual respect.

This Work Plan was developed through a consultative and iterative process led by ASEAN with technical support from UNESCO. The process included a regional stocktaking of education systems, policy priorities, and emerging trends across ASEAN Member States, as well as a series of consultations and review processes involving Member States, the ASEAN Secretariat, and relevant partners. This approach ensured that the Work Plan was designed to reflect regional priorities, respond to national contexts, and promote shared ownership of its implementation.



Credit: Ministry of Education (MoE) of the Kingdom of Thailand

CHAPTER 1

SITUATION ANALYSIS

- 1.1 Progress Achieved
- 1.2 Remaining Challenges
- 1.3 Cross-Cutting Trends Shaping ASEAN Education



CHAPTER 1

CHAPTER 1

Situation Analysis

The recent evolution to the current state of education systems in ASEAN forms the background to development of the Work Plan as well as its major goals, outcomes, and programmes.

This Chapter offers a summary of that evolution. It draws upon key findings from the ASEAN regional Stocktaking and Analysis which was prepared by UNESCO in 2025, the recent UNESCO Institute for Statistics (UIS) report entitled *The State of Education in ASEAN*³, consultations with ASEAN Member States and partners, and global education frameworks. These inputs provide a robust evidence base, ensuring that the Work Plan is grounded in both regional realities and global trends.

While ASEAN Member States have made considerable progress in expanding access and enhancing regional cooperation in education, the education sector continues to face multifaceted and evolving challenges, including persistent equity gaps, foundational learning deficits, skills mismatches, and the need for more resilient and future-ready education systems.

Building on the progress and lessons from the previous Work Plan (2021–2025), the *ASEAN Work Plan on Education 2026–2030* seeks to respond to these emerging priorities and challenges. In doing so, it aims to translate aspirations of the ASEAN Community Vision 2045 into concrete education strategies and collaborative programmes to strengthen regional education efforts in support of ASEAN's long-term goals of prosperity, equity, and social cohesion.

1.1 PROGRESS ACHIEVED

In the decade leading up to the new Work Plan, ASEAN Member States have made substantial progress in strengthening their education systems and deepening regional collaboration.

In the decade leading up to the new Work Plan, ASEAN Member States have made substantial progress in strengthening their education systems and deepening regional collaboration.

One of the most notable achievements lies in expanding access to basic education. Most countries in the region have maintained high net enrolment rates in primary education, with many reaching or exceeding 95%.

Participation in lower secondary education has also improved, with the out-of-school rate across ASEAN declining from 24% in 2000 to 11% in 2023. These improvements in participation have been supported by targeted efforts to reach **Out-of-School Children and Youth (OOSCY)** through inclusive education policies

under the overall strategic guidance of the ASEAN Declaration on OOSCY. Regional commitments, including the 2025 Langkawi Joint Statement on ASEAN Out-of-School Children and Youth, have reinforced collective action to reduce the number of OOSCY and promote equitable learning opportunities.

The advancement of **ECCE** has been another major ASEAN commitment, affirmed by the *ASEAN Leaders' Declaration on ECCE* in Southeast Asia, adopted at the 43rd ASEAN Summit in 2023. This Declaration calls for accelerated access to high-quality, inclusive ECCE, especially for the most vulnerable children. A key regional mechanism advancing these priorities is the ASEAN Early Childhood Care, Development and Education (ECCD) Quality Standards, which

³ UNESCO Institute for Statistics (UIS). *The State of Education in ASEAN: A Regional Report*. Expected to be published in 2026. This report is the source for all statistical data in this chapter, except if otherwise indicated.

provide a shared framework for improving the quality, accessibility, and inclusivity of ECCE services. More recently, in response to the escalating climate crisis, the 2024 Vientiane Ministerial Statement on Equity, Access, and Environment highlights the urgent need to integrate climate resilience and environmental stewardship into ECCE operations, pedagogy, and infrastructure. The emphasis on ECCE is also justified by the significant impact the sub-sector has on learning throughout a child's schooling and, accordingly, on human capital enhancement for the region. Latest UIS data show that regional net enrolment rate in organised learning for children one year before starting primary school rose from approximately 65% in 2003 to 88% in 2019.

Six ASEAN countries now report rates above 80%, including Singapore, Thailand, Viet Nam, and Indonesia, at approximately 90% and upwards.

A useful indicator which reflects the quality of ECCE—namely the proportion of children aged 24–59 months who are developmentally on track in the domains of health, learning, and psychosocial well-being—is only collected by seven ASEAN Member States. It reveals encouraging progress, with five countries reporting that more than 70% of children are developmentally on track. However, more comprehensive data are needed.

Improving learning outcomes, with specific attention to **foundational learning**, has gained significant momentum across ASEAN. In response, the Southeast Asia Primary Learning Metrics (SEA-PLM) was initiated to enhance learning assessment and data-informed decision-making. Developed specifically for ASEAN countries, SEA-PLM responds to the need for reliable data on student learning and provides a regionally tailored framework to monitor and strengthen student learning in primary education. The creation of SEA-PLM not only aims to generate learning data, but to also promote greater analysis and use of data by the education sector and workforce, from the central ministries to local schools—fostering a culture of evidence-based education policies, strategy and planning.

Alongside strengthened teacher training programmes, ASEAN has advanced the integration of **21st-century skills**—such as critical thinking and **digital literacy**—into primary and secondary education curricula. This commitment is reflected in recent initiatives such as the *Declaration on the Digital Transformation of Education Systems in ASEAN*, the *ASEAN Digital Literacy Programme*, and the *Digital Master Plan*.

The central role of digital transformation as a cross-cutting priority is reinforced by the Consolidated Strategy on the Fourth Industrial Revolution for ASEAN which declares that “It is imperative for digital transformations to occur at every stage (namely early, secondary, higher, vocational, and continuing education) to ensure that the future of a digital ASEAN is people oriented, people-centred, and in line with the ASEAN Vision 2025 and beyond.”

In higher education, gross enrolment rate across ASEAN increased from just over 30% in 2012 to 41.7% in 2023, showing stronger growth compared to Southern Asia (30.01%) and gradually approaching East Asia's 62%. ASEAN has launched a range of initiatives, with a focus on **higher education harmonisation** and lifelong learning.

One of the most important recent efforts is the *Roadmap on the ASEAN Higher Education Space 2025*, which promotes student mobility, mutual recognition of qualifications, and collaborative research to create a more integrated and competitive regional higher education space, maximising the existing regional platforms such as AUN, Passage to ASEAN (P2A), SEAMEO RIHED and SHARE Scholarship Programme.

TVET has been another important area of regional cooperation in recent years. The ASEAN Declaration on Human Resources Development for the Changing World of Work and its accompanying Roadmap emphasise the need to equip individuals with future-relevant skills, supporting lifelong learning and adaptability. The ASEAN TVET Council was established to coordinate, monitor, and support innovations in regional programmes that support the advancement of TVET.

To further complement these efforts, frameworks such as the ASEAN Qualifications Reference Framework enhance regional mobility and integration by enabling the comparison and recognition of qualifications across all education and training sectors. Strengthening of TVET involves closer collaboration with private sector partners to ensure TVET programmes meet labour market needs and provide emerging skills. In five of the ten reporting ASEAN Member States—Indonesia, the Philippines, Thailand, Viet Nam, and Timor-Leste—at least 20% of upper secondary students are pursuing vocational pathways.

This effort further contributes to the wider regional trend where the share of 15–24-year-olds in vocational education jumped from approximately 2% in 2000 to over 7% in 2019, exceeding the Asia-Pacific average of under 3%.

The **linkage between education and employment** is central to the Joint Recommendation resulting

from the ASEAN Regional Dialogue on Young People's Skills, Employability and Transition to Decent Work (2023). The Joint Recommendation emphasises the urgent need to equip young people, especially girls and vulnerable youth, with inclusive, flexible, and future-ready learning pathways, including alternative education, digital and green skills, and 21st-century competencies to navigate evolving labour markets. It calls for stronger cross-sector collaboration, public-private partnerships, and responsive youth employment policies that create decent jobs, expand work-based learning, promote entrepreneurship, and invest in digital infrastructure, green transitions, and social protection.

Meaningful youth participation was highlighted as central, ensuring young people are equal partners in policy and programme design, with particular focus on gender equality, mental health, and addressing barriers facing underserved groups.

1.2 REMAINING CHALLENGES

Despite notable progress across ASEAN education systems, a number of persistent and emerging challenges continue to hinder equitable, inclusive, and high-quality learning opportunities. These challenges are multidimensional and interlinked, covering different levels and sub-sectors of education.



Credit: Ministry of Education (MoE) of Malaysia

Although access to and completion of primary and secondary education have expanded significantly, foundational learning remains highly uneven across the region, with large disparities across countries and education levels. Singapore, Viet Nam, and Malaysia report that over half of students meet minimum proficiency benchmarks in reading and mathematics at the primary level, with Singapore's rates near universal and Viet Nam performing particularly well in maths. Several other ASEAN Member States, including Lao PDR, Myanmar, and Cambodia, have less than 20% of students reaching the minimum proficiency level.

Equity and inclusion remain key areas requiring further attention. According to a recent UIS analysis,

gender gaps in ASEAN shift across education levels, with boys becoming increasingly vulnerable to low achievement and early dropout, particularly in the upper grades of compulsory education.

Urban-rural divides remain consistently significant, and wealth-based gaps are the most persistent, with children from wealthier households more likely to access, complete, and learn at all levels of education.

Other factors such as disability, immigration status, and linguistic background further compound disadvantages for many learners. These patterns highlight that achieving more equitable education in ASEAN will require policies that systematically address overlapping forms of exclusion. Some countries, such as Thailand and Cambodia, have made important progress through flexible and non-formal education pathways.

Challenges related to teacher quality and uneven deployment continue to undermine learning outcomes, especially in rural and underserved areas.

While most countries report high shares of qualified and trained educators, increased academic credentials have not translated into effective classroom practice. Pedagogical training remains insufficient. This gap is most acute at the pre-primary level, where less than half of these teachers received relevant training, driving up pupil-to-trained teacher ratios beyond 50:1. Beyond training deficiencies, weak incentive structures, limited career progression, and insufficient support for new or transitioning teachers fuel low motivation and high turnover.

While most countries record attrition rates between 3–6% for primary school teachers, Myanmar and Viet Nam report rates above 10%, a clear indicator of retention struggles.

The rapid digital transformation of education has exposed significant disparities in infrastructure, access,

and system readiness. While more digitally advanced systems such as Singapore, Brunei, and Malaysia have begun exploring AI-driven tools and adaptive platforms, countries like Lao PDR, Myanmar, and Timor-Leste continue to face pedagogical-purpose connectivity and device shortages.

Across the region, insufficient digital training for teachers, low digital literacy among students, and underutilisation of data systems remain barriers to effective and equitable digital learning. Policies and governance frameworks for AI in education and data privacy are still at a relatively early stage of development.

Finally, education financing in the ASEAN region has weakened in recent years, raising concerns about countries' ability to sustain progress toward SDG 4. The regional average share of total government expenditure allocated to education peaked at 15.85% in 2017 and has since declined sharply, falling to 11.46% by 2023—well below the internationally recommended benchmark of 15–20%.

This downward trend, accelerated by the COVID-19 pandemic and ongoing fiscal pressures, is evident across most ASEAN countries, with many slipping below previously achieved levels. At the same time, most countries in the region do not meet the international benchmark of 4–6% spend of GDP on education. The overall trend indicates that education investment has not kept pace with either expanding fiscal space or increasing national income in several ASEAN countries.

Within constrained budgets, public spending continues to prioritise primary and secondary education, while investment in pre-primary education and TVET remains limited, and tertiary education receives moderate but stable funding.

1.3 CROSS-CUTTING TRENDS SHAPING ASEAN EDUCATION

In addition to diverse national contexts and policy priorities, ASEAN education systems are increasingly shaped by a set of cross-cutting regional and global megatrends. These shifts are transforming how education is accessed, delivered, and governed across the region, carrying profound implications for the development, implementation, and monitoring of education policies at all levels.

Demographic and socioeconomic dynamics are among the most prominent forces that are reshaping education. Rapid urbanisation, population ageing in some Member States, and a growing youth demographic in others are reshaping demand for education services. As urban areas expand, rural-urban disparities in both access and learning outcomes persist, while internal migration patterns and cross-border mobility complicate the delivery of equitable and inclusive education, particularly in border zones and conflict-affected regions. At the same time, rising middle-income aspirations are placing greater pressure on education systems to offer not just basic access, but also quality, relevance, and pathways to upward mobility.

ASEAN countries are also confronting the broader global learning crisis. Results from international assessments such as SEA-PLM and PISA indicate that a large share of learners across the region are not meeting minimum proficiency levels in foundational subjects like reading and mathematics.

These learning gaps have been further deepened by the impacts of the COVID-19 pandemic which disproportionately affected already-vulnerable groups. The need to strengthen foundational learning has become a central concern globally, emphasised by initiatives like the 2022 UN Transforming Education Summit. This global momentum is echoed by the national education agendas of ASEAN countries, many of which are strengthening their focus on early-grade literacy and numeracy as central components of education development.

Digital transformation is another major force shaping the future of education in the region. Educational Technology, digital learning ecosystems, and emerging AI-powered tools are rapidly changing how education is delivered and experienced.

While these innovations offer new opportunities for personalisation, engagement, and efficiency, they also risk widening existing inequalities if digital access and skills are not equitably distributed. Many countries are investing in national Educational Technology strategies, teacher professional development, and digital literacy frameworks, but progress remains uneven. Regional collaboration through ASEAN declarations, shared frameworks, and joint initiatives has become increasingly important for ensuring inclusive and ethical integration of technology into education.

The region also faces increasing challenges due to climate change and environmental vulnerabilities. The frequency and severity of natural disasters, such as typhoons and floods, pose serious threats to school infrastructure, student and educator safety, and education continuity, especially in disaster-prone and low-lying areas. Education systems are being called upon to play a dual role: building physical resilience through climate-proof infrastructure and fostering environmental awareness through curriculum reform (sustainability in and through education).

Several countries, such as Cambodia, Indonesia, and Singapore, have taken early steps toward integrating climate education, disaster risk reduction, and green skills into teaching and learning processes.

The shifting nature of work, driven by the Fourth Industrial Revolution, automation and global economic disruptions, has created new uncertainties for education-to-employment transitions. Traditional models of skill formation and workforce readiness are being challenged by the demand for a broader range of transversal, digital, and green skills, and by the unpredictability of the labour market.

Many ASEAN Member States are now working to align their TVET and adult education and lifelong learning systems with fast-evolving labour market demands, often in collaboration with industry partners. However, scaling such efforts remains a challenge, particularly in contexts where institutional linkages between education providers and employers are still at an early stage.

Finally, education policy and planning in ASEAN are increasingly embedded within a larger context of regional and global cooperation. Global initiatives like the Greening Education Partnership and the Global Coalition for Foundational Learning provide strategic support for national reforms. At the regional level, mechanisms like the ASEAN TVET Council, the SEA-PLM initiative, and the SHARE scholarship programme continue to facilitate standard-setting, policy dialogue, and shared learning. These platforms serve as a vital foundation for deeper harmonisation and joint action under the new *ASEAN Work Plan on Education 2026–2030*.



Credit: Ministry of Primary and Secondary Education (MoPSE) of the Republic of Indonesia

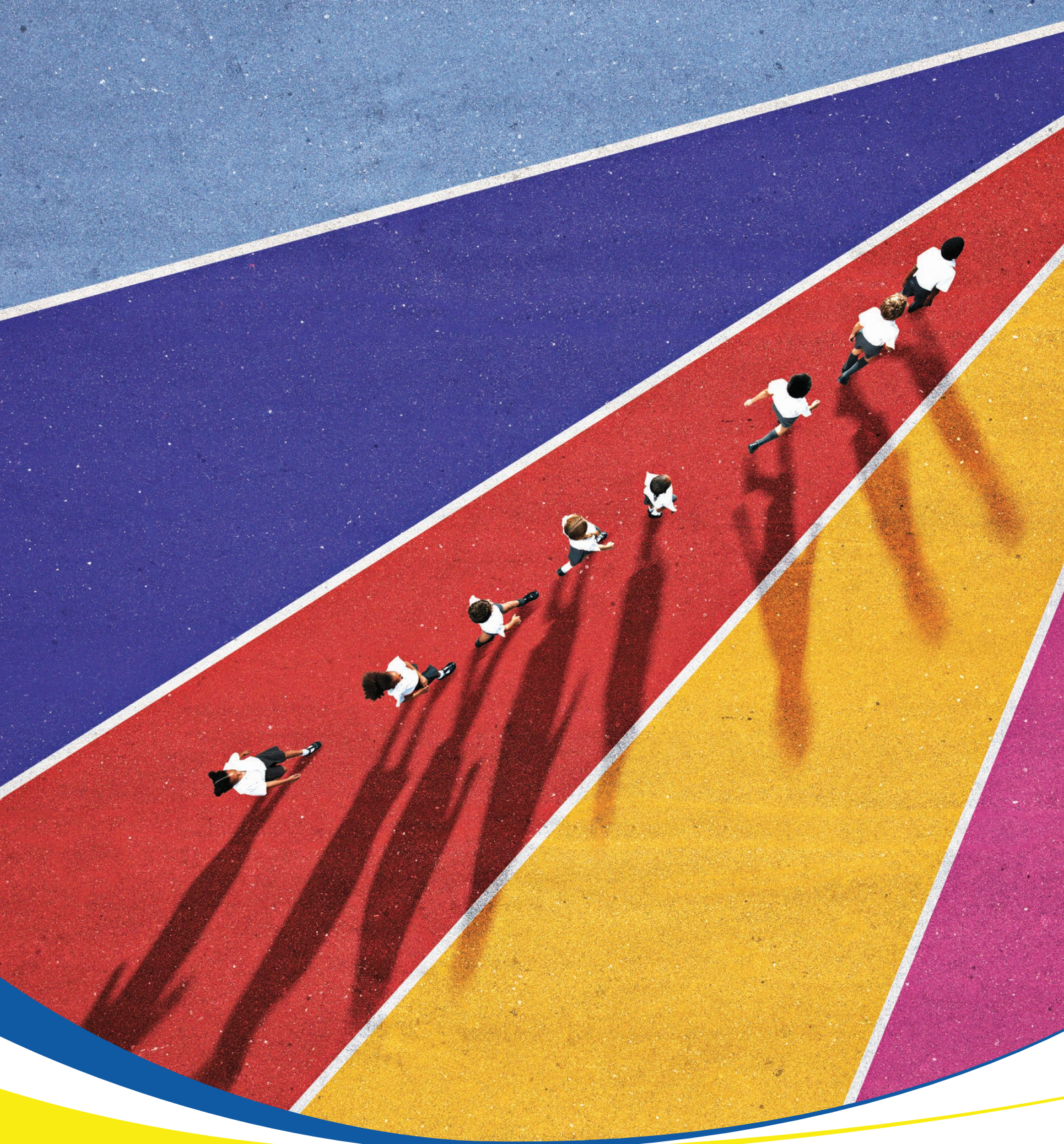
CHAPTER 2

GOAL AND OUTCOMES

2.1 ASEAN Vision and the Priorities for Education

2.2 The Goal, Major Outcomes, and Key Indicators

2.3 Annex—SOM-ED Survey Responses



CHAPTER 2

CHAPTER 2

Goal and Outcomes

2.1 ASEAN VISION AND THE PRIORITIES FOR EDUCATION

The Work Plan 2026–2030 forms part of the efforts by ASEAN to construct a “Resilient, Innovative, Dynamic, and People-Centred ASEAN”, as defined by the ASEAN Community Vision 2045, adopted by the 46th ASEAN Summit in May 2025. The Vision aims to make ASEAN the epicentre of growth and innovation through an inclusive, comprehensive, and transformative education in a conducive learning environment to develop a highly skilled and competitive labour force.

The Community Vision emphasises a **participatory process** driven by the “active participation by the people”. Crucially, it champions **gender equity, ensuring** “women are empowered to participate fully and effectively in ASEAN Community-building and realise their full potential in its decision-making processes”.

At its heart, this vision builds on a **common ASEAN belonging**—forging an adaptive “Community with a shared ASEAN identity” that actively preserves its distinctive cultural heritage, arts, and traditions.

The Vision therefore calls for “enhanced **institutional capacity** and effectiveness”, urging ASEAN organs to increase decisiveness and responsiveness under a strengthened Secretariat with effective cross-sectoral and cross-pillar coordination to ensure this vision is realised.

This Community Vision is accompanied by various strategic plans for the 2026–2030 period, namely for the political security, economic, and socio-cultural communities.

The Community Vision and its three strategic plans emphasise distinct regional characteristics of the ASEAN Community that shape the education system, informing the guiding principles and priorities of

this Work Plan. Chief among these documents is the Socio-Cultural Community Strategic Plan, which serves as the primary framework for identifying key priorities. This foundation is further enriched by several critical inputs; the preceding Work Plan on Education, an overview of the different initiatives by ASEAN in recent years, and the results of a survey among participants in the SOM-ED meeting in August 2025.

At the same time, the *ASEAN Work Plan on Education 2026–2030* is developed within the global context and is respectful of the commitments expressed in the Sustainable Development Goals, in particular SDG 4.



Credit: UNESCO

PRIORITIES IN EDUCATION, BASED ON THE ASCC STRATEGIC PLAN

There are several strategic measures in the ASCC Strategic Plan that are relevant to education. Its results framework offers an overview of these measures and the SOM-ED meeting in August 2025 has identified those that are relevant to education and where SOM-ED is lead or co-lead. On this basis, a number of broad priorities for the education sector can be formulated. Details of these strategic measures will further feed into the Programmes of the Work Plan, presented in Chapter 3.

An analysis of the strategic measures in the ASCC Strategic Plan allows to identify six broad priorities. For each of these, key strategic measures are mentioned as illustrations:

STRENGTHEN RELEVANCE OF EDUCATION TO SOCIO-ECONOMIC DEVELOPMENT AND EMPLOYMENT

- Increase human resource competencies, competitiveness and resilience for the future-ready workforce, including through lifelong learning and skills development.
- Enhance ASEAN human resource competitiveness and digital literacy for future workforce by leveraging technological transformation.
- Improve and expand inclusive education and employment for all by broadening access to high-quality basic education and TVET to create job opportunities for all, with special emphasis on women and girls.

This priority is also present in the Economic Community Strategic Plan, which has as one objective to “advance ASEAN-wide and ASEAN-ready training and employment efforts”, through different strategies, including “regional continuing education and training (CET) services ecosystem and platforms to promote lifelong learning”.

UNIVERSALISE ACCESS TO BASIC EDUCATION TO ACHIEVE EQUITY, INCLUDING FOR YOUTH

- Accelerate children’s access to and participation in affordable, quality, and inclusive ECCE and

foundational learning, particularly for people in vulnerable situations.

- Expand inclusive access to quality digital learning for teachers and learners, including youth not in employment, education and training (NEET) in support of lifelong learning and TVET.

The Economic Community Strategic Plan supports this priority as it points at the need to “Enhance financial literacy among underserved, vulnerable, and marginalised communities” as a strategy to enhance the participation of vulnerable and marginalised communities in regional economic integration.

IMPROVE QUALITY OF TEACHING AND LEARNING

- Ensure teachers, trainers, and educators are able to develop the relevant and adaptive learner-centred pedagogical practices and digital literacy skills needed for remote, online, and blended teaching.
- Enhance the quality and competitiveness, including through internationalisation of higher education institutions and training institutions.
- Improve policy formulation, governance, and management.
- Promote open education data and transparent statistics while ensuring the safety and privacy of individuals with special attention to children and youth.

*In the same way, the Political Security Community Strategic Plan recognises the importance of **institutional strengthening** to implement the Community Vision and strategic plans: “a Community that is anchored on ASEAN Centrality with enhanced institutional capacity and effectiveness, with ASEAN organs, bodies and mechanisms that are more decisive, responsive and timely as well as future-ready in addressing global and regional challenges, supported by a strengthened ASEAN Secretariat”. A similar objective is present in the Economic Community Strategic Plan, which aims at strengthening capabilities in data collection and analysis to enable effective policymaking.*

DEEPEN COOPERATION AND PARTNERSHIPS

- Promote regional cooperation in education, training, and research, strengthening ASEAN's role in regional and global research network.
- Encourage the government, private sector and community to develop a system of continuous training and re-training to support community engagement, lifelong learning and workforce development.
- Strengthen the roles of education, family, and community in fostering digital literacy, ethical AI awareness, and responsible ICT use.

The Economic Community Strategic Plan also identifies “intensifying partnerships among public sector, private industries, academia, and civil societies” as a key objective to building “an Inclusive, Participatory, and Collaborative Community, leaving no one behind”.



Credit: UNESCO

PRIORITIES OF THE PREVIOUS WORK PLAN

The Work Plan on Education 2021–2025 had defined five outcomes:

- ▶ **Outcome 1.** Developed **ASEAN awareness**, including resilient and environmentally responsible education practices.
- ▶ **Outcome 2.** Enhanced regional capacity in promoting and ensuring access for girls and boys to **quality learning from pre-school to secondary level**, including among OOSCY.
- ▶ **Outcome 3.** Enhanced regional capacity in **higher education** as part of lifelong learning provision, including the harmonisation of ASEAN higher education.
- ▶ **Outcome 4.** Enhanced access to quality initial and continuing **TVET** that is responsive to changing labour market demands.
- ▶ **Outcome 5.** Effective ASEAN education Work Plan implementation through improved **coordination, knowledge management and M&E system**.

ASEAN INITIATIVES IN EDUCATION, AND THEIR IMPLICATION FOR THE CHOICE OF PRIORITIES

Chapter 1 highlights a range of regional initiatives implemented during the 2021–2025 period that supported education development across ASEAN. The priorities identified in this Work Plan build upon these efforts. Initiatives related to OOSCY, ECCE, foundational learning and assessment, digital transformation, higher education harmonisation, and TVET cooperation have generated important experience and lessons that inform the strategic direction for 2026–2030.

RESULTS FROM THE SURVEY ON THE CHOICE OF PRIORITIES

Government representatives in the SOM-ED meeting in August 2025 responded to a survey on the choice of priorities for the Work Plan. The highlights of their replies are presented hereafter, while some detailed responses are in the annex.

They were asked to indicate the continued relevance of the five outcomes of the 2021–2025 Work Plan. Two points came to the fore. First, while all outcomes remain relevant, “enhancing access to TVET” has gained the most in relevance, followed by “enhancing work plan implementation” and “higher education, as part of life-long learning”. Second, respondents disagreed about the relevance of access to preschool, primary and secondary school (about one third considering it as more relevant and another third as less relevant), reflecting the differences between countries in progress towards universal basic education.

Several other questions were forward-looking. One question presented several megatrends in the ASEAN Community Vision 2045 that will influence ASEAN’s development. Respondents were asked to indicate the three most important for the 2026–2030 Education Work Plan. All agreed on “Digitalisation and its impacts on the future of work, Cybersecurity and AI”, and two-thirds identified “Natural disasters; Climate change, environmental degradation, biodiversity loss and transition to a green economy”. All the other megatrends, including “Inclusion of vulnerable and marginalised groups”, “Empowerment of women and youth”, and “ASEAN Connectivity”, were suggested by one-third or fewer. Responses to the question on the importance of five potential future priority areas are in line with the above (see Annex).

A final question enquired about the importance of the five future challenges. Among these, “Skills mismatch with labour market needs” was rated highest, while “Teacher shortages and quality gaps” was also strongly emphasised. The three others (Learning losses and foundational skills post-COVID; Inequalities in access and outcomes (gender and for different disadvantaged groups); and Digital divide and unequal access to technology) scored lower.

MAJOR IMPLICATIONS FROM THE RECENT EVOLUTION OF THE EDUCATION SYSTEM

The ASEAN Work Plan on Education 2026–2030 is grounded in the key achievements, persistent challenges, and emerging trends outlined in Chapter 1 and the preceding sections. It responds to the urgent need to accelerate learning progress, close equity gaps,

and build more resilient and future-ready education systems across the region.

The six Outcomes, that are presented hereafter, aim to address today’s most pressing policy gaps while anticipating the skills, systems, and transformations needed to navigate tomorrow’s uncertainties.

Persistent gaps in participation, weaknesses in teaching standards, and the need for robust system management have emerged as region-wide challenges that require sustained attention. These have been reflected in the renewed emphasis on:

- ▶ **Equitable access and participation (Outcome 1)**, ensuring all learners, regardless of level, remain in the system;
- ▶ **Quality of teaching and learning (Outcome 3)**, focused on foundational learning and teacher performance; and
- ▶ **Policy-formulation, governance, and management (Outcome 4)**, which targets efficient financing, data availability, and effective partnerships.

These outcomes seek to address the unfinished work of the 2021–2025 Work Plan, particularly in response to lessons learned, regionally and globally, during that period and the necessity of strong foundational systems.

At the same time, the Work Plan recognises the importance of preparing learners for a shifting employment landscape while fostering a cohesive regional community. Three outcome areas reflect these emerging priorities:

- ▶ **Relevance (Outcome 2)**, which addresses the demand for certified skills in emerging fields (such as technology and digitalisation) through increased TVET participation and high-quality tertiary education, including in STEM;
- ▶ **Regional cooperation (Outcome 5)**, ensuring knowledge and resources are effectively shared through partnerships; and
- ▶ **ASEAN identity (Outcome 6)**, cultivating a deepened sense of ownership and engagement among the region’s youth.

2.2 THE GOAL, MAJOR OUTCOMES, AND KEY INDICATORS OF THE WORK PLAN

GOAL

The goal of the Work Plan is: To collectively build inclusive, comprehensive, and transformative education systems across the region characterised by a conducive learning environment that makes proper, responsible, and safe use of digital technologies, including AI, to develop well-rounded and resilient individuals and a highly skilled and competitive workforce, and to foster an ASEAN identity that embodies shared ASEAN values.

OUTCOMES

The Work Plan has six major outcomes:⁴

OUTCOME 1

Ensure equitable access to and inclusive participation in all levels of education and throughout life

Specific attention to:

- Accelerate children's access to and participation in affordable, quality, and inclusive Early Childhood Education.
- Provide support to out-of-school children and youth.
- Increase access to opportunities for girls and women in education, including Science, Technology, Engineering, Arts, and Mathematics.
- Strengthen the development of lifelong learning, including through the development of flexible learning pathways, learning cities, and communities.

OUTCOME 2

Strengthen relevance and responsiveness of education to sustainable social and economic development, contributing to a future-ready, productive workforce

Specific attention to:

- Expand the offer of Technical and Vocational Education and Training.
- Offer a curriculum experience that provides learners with technical and technological knowledge, literacy, numeracy, and digital competencies, and managerial skills, and prepares them for active participation in the green economy.
- Leverage technological transformation, in particular digital technology, and Artificial Intelligence to better prepare learners for the future.
- Integrate resilience and preparedness for climate change into education policies and strategies and in teacher training and curricula.

⁴ The term « outcomes » is the one used in the WP 2021–2025. Other similar documents use different terms. The AEC Strategic Plan uses “strategic goals”; the WP 2021–2025 for Youth refers to “priority areas”. For the sake of continuity, we use the term “outcomes”.

OUTCOME 3**Enhance learning outcomes and learner well-being, with a strong focus on foundational learning****Specific attention to:**

- Strengthen professionalism of teachers, trainers, and educators through effective and equitable pre-service and in-service training, communities of practice, and peer networks.
- Implement strategies that have a demonstrable effect on learning, especially foundational learning.
- Integrate 21st-century skills such as critical thinking, digital literacy, and use of Artificial Intelligence into teacher training and all curricula.
- Deepen the focus on student well-being and social-emotional learning in the curricula, instructional materials, and pedagogies.

OUTCOME 4**Strengthen evidence-based policy formulation and implementation, system governance, and accountability****Specific attention to:**

- Leverage digital transformation to promote the use of research, open education data and statistics while ensuring the safety and privacy of individuals with special attention to children and youth.
- Enhance inclusive partnerships and cooperation with the private sector to better respond to social and economic demands.
- Strengthen the capacity of national and regional institutions and agencies to deliver high-quality services.

OUTCOME 5**Promote cross-pillar and cross-sectoral regional cooperation, knowledge sharing, and resource mobilisation, strengthening ASEAN's role in building more effective education systems****Specific attention to:**

- Encourage regional collaboration and cooperation between government, private sector, ASEAN Dialogue and Development Partners, and communities to facilitate knowledge sharing and effective resource mobilisation.
- Intensify exchange of successful practices and mutual learning through action by decisive and responsive ASEAN organs, bodies, and mechanisms.

OUTCOME 6**Deepen the sense of ASEAN identity and the spirit of belonging to ASEAN Community amongst learners, children, youths, and all stakeholders****Specific attention to:**

- Promote the knowledge of political, legal system, history, culture and religion and faiths of ASEAN Member States to foster a culture of respect for all, unity in diversity, and a common identity.
- Support ASEAN entities leading integration activities, including cross-border mobility and internship programmes.

OUTCOME INDICATORS OF THE WORK PLAN

The outcomes of the Work Plan and its activities (as laid out in the activity matrix) will be monitored and evaluated by a set of 16 key outcome indicators. To ensure that the collection and analysis of these indicators do not create additional and parallel work requirements, they have been chosen from among two sets that ASEAN Member States have already agreed to report on. **First, global indicators for SDG 4 that have been included in the Asia-Pacific SDG Mid-Term Review⁵ and additional regional benchmark indicators for Asia and the Pacific that appear in the same report. These indicators are underlined.** Second, several indicators (*in italics*) are taken from the results framework **of the ASCC Strategic Plan**. Other indicators in the same framework are used to monitor the programmes presented in Chapter 3. Finally, one indicator is added, which is not part of either of these two sources.

All indicators, where relevant, will be disaggregated by level of education, sex, and geographical location (urban or rural), and, where data are available, by level of income and for students with disabilities.

OUTCOME	INDICATORS
1. Ensure equitable access to and inclusive participation in all levels of education and throughout life	▶ <u>Net enrolment rate in organised learning one year before primary</u> ▶ <u>Out-of-school rate—(a) Primary school age (b) Lower secondary school age (c) Upper secondary school age</u> ▶ <i>NEET rate among youth aged 15–24</i>
2. Strengthen relevance and responsiveness of education to sustainable social and economic development, contributing to a future-ready, productive workforce	▶ <u>Participation rate of youth and adults in formal and non-formal education and training</u> ▶ <u>Participation rate in technical vocational education programmes</u> ▶ <u>% of graduates from Science, Technology, Engineering, and Mathematics programmes in tertiary education</u> ▶ <i>% of employees with relevant skills to current and future industry needs gained through training programmes</i>
3. Enhanced learning outcomes and learner well-being, with a strong focus on foundational learning	▶ <u>Completion rate—(a) Primary (b) Lower secondary (c) Upper secondary</u> ▶ <u>Minimum learning proficiency in (i) reading and (ii) mathematics—(a) Early primary grades (b) End of primary (c) End of lower secondary</u>
4. Strengthen evidence-based policy-formulation and implementation, system governance and accountability	▶ <i>Number of ASEAN Member States with policies or frameworks to promote inclusive access to education, training and employment</i> ▶ <i>% of vocational or higher education and entrepreneurship programmes co-designed with industry or employers</i> ▶ <u>Education expenditure—(a) as share of total public expenditure; (b) as share of gross domestic product</u>
5. Promote cross-pillar and cross-sectoral regional cooperation, knowledge sharing, and resource mobilisation, strengthening ASEAN's role in building more effective education systems	▶ <i>Total value of resources mobilised through cross-pillar and cross-sectoral partnerships and collaboration</i> ▶ <i>Number of students and faculty participating in mobility programmes organised through ASEAN structures</i>
6. Deepen the sense of ASEAN identity and the spirit of belonging to the ASEAN Community amongst learners, children, youths and all stakeholders	▶ <i>Number of people reporting improved awareness and understanding of culture of respect for all, unity in diversity, and ASEAN identity resulting from the mainstreaming of ASEAN-related content into education institutions' curricula</i> ▶ <i>Increase in the level of understanding and knowledge about ASEAN and the Member States socio-cultural landscape</i>

⁵The total set of global indicators is broader, but countries do not report on all due to scarcity of data.

2.3 ANNEX

RESPONSES TO SELECTED SURVEY QUESTIONS ADMINISTERED TO SOM-ED (12 RESPONDENTS)

Question 1: The ASEAN Work Plan on Education 2021–2025 has the following major outcomes. Could you, for each outcome, indicate how relevant this outcome remains for the 2026–2030 period?

Enhanced access to quality initial and continuing TVET that is responsive to changing labour market demands.



Enhanced regional capacity in promoting and ensuring access for girls and boys to quality learning from pre-school to secondary level, including among Out-of-School Children and Youth.



Effective ASEAN education work plan implementation through improved coordination, knowledge management and M&E system.



Enhanced regional capacity in higher education as part of lifelong learning provision, including the harmonisation of ASEAN higher education.



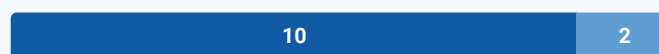
Developed ASEAN awareness, including resilient and environmentally responsible education practices.



■ More relevant than before
 ■ Remains equally relevant
 ■ Some relevance, but less than before
 ■ Not relevant anymore

Question 2: The following are priority areas that the education systems in ASEAN may face in the future. Can you indicate, on a scale of 1 to 5, how important these areas are (1= not important to 5 = very important)?

Ethical Use of Digital Technologies and AI.



Climate Education and Environmental Sustainability
Education Financing and Equity-Based Budgeting.



Mental Health, Well-being, and School Safety.



Lifelong Learning and Recognition of Non-Formal & Informal Learning.



Ethical Use of Digital Technologies and AI.



■ 5
 ■ 4
 ■ 3
 ■ 2
 ■ 1

CHAPTER 3

PROGRAMMES

3.1 Introduction to the Chapter

Programme 1A Early Childhood Care and Education: Equitable access and participation

Programme 1B Early Childhood Care and Education: Quality of teaching and learning

Programme 2A Basic Education (primary and secondary): Equitable access and participation

Programme 2B Basic Education (primary and secondary): Quality of teaching and learning

Programme 3A Technical and Vocational Education and Training: Expansion and equitable access

Programme 3B Technical and Vocational Education and Training: Quality and relevance

Programme 4A Higher Education: Expansion and equitable access

Programme 4B Higher Education: Quality and relevance

Programme 5A Effective policy-formulation, governance, and management: Policy-formulation

Programme 5B Effective policy-formulation, governance, and management: Capacity-development

Programme 5C Effective policy-formulation, governance, and management: Partnerships

Programme 6 Regional cooperation



CHAPTER 3

CHAPTER 3

Programmes

3.1 INTRODUCTION TO THE CHAPTER

OVERVIEW OF PROGRAMMES



Credit: Ministry of Higher Education, Science, and Technology (MoHESST) of the Republic of Indonesia

This Chapter outlines how the overarching goal and outcomes of the Work Plan (presented in Chapter 2) will be achieved by activities tagged to the different programmes and explains how each programme is structured.

Each of the first four programmes relates to a sub-sector of the education system, respectively Early Childhood Education, Basic Education (covering primary and secondary schooling), TVET, and higher education. Establishing a dedicated Early Childhood Education programme underscores both the importance of this sub-sector for students' long-term success and its relative underdevelopment as compared to basic education. Each programme includes two sub-programmes: one addressing access and participation, and the other, quality and relevance. The strategic emphasis of these sub-programmes varies by sub-sectors.

- ▶ Programmes on Early Childhood Education and Basic Education concentrate on equity in access and participation, as much progress towards universalising access has been achieved; the programmes on TVET and HE aim at further expansion, while keeping equity as a main principle.
- ▶ The objective of relevance is more of a concern for TVET and HE, while quality of teaching and learning, and foundational learning in particular, is central to Early Childhood Education and Basic Education.

The fifth programme is focused on effective policy formulation, governance, and management. It includes three sub-programmes which encompass three main region-wide strategies for improvement, namely:

- ▶ How can the use of evidence, including in monitoring and evaluation systems, improve policy formulation?
- ▶ How to strengthen the capacities of regional and national education stakeholders to implement policies and plans?
- ▶ What partnerships are beneficial and how can they be strengthened?

The sixth and final programme is focused on deepening regional cooperation through activities that develop regional knowledge platforms and harmonise policies and frameworks in TVET and higher education for greater mobility and equivalency.

The Chapter is therefore structured as follows:

- ▶ **Early Childhood Education**
 - a. Equitable access and participation
 - b. Quality of teaching and learning
- ▶ **Basic education (primary and secondary)**
 - a. Equitable access and participation
 - b. Quality of teaching and learning
- ▶ **Technical and Vocational Education and Training**
 - a. Expansion and equitable access
 - b. Quality and relevance
- ▶ **Higher Education**
 - a. Expansion and equitable access
 - b. Quality and relevance
- ▶ **Effective policy-formulation, governance, and management**
 - a. Policy-formulation (use of data in policy formulation)
 - b. Capacity-development
 - c. Partnerships
- ▶ **Regional cooperation**

While comprehensive, this structure does not explicitly address several critical priorities high on national and regional agendas across most ASEAN Member States. This is in particular the case for lifelong learning.

The creation of an effective lifelong learning system has implications for different sub-sectors, in particular upper-secondary, TVET, and higher education, and different strategies in these programmes aim at the creation of such a system. Consequently, there are several cross-cutting issues (for instance digital education; climate resilience; ASEAN belonging) that are integrated into the different programmes.

As mentioned above, these programmes aim to achieve the six outcomes of the Work Plan. The alignment between these programmes and the Plan outcomes is mapped in the Table below.

Relationship between Outcomes of the Work Plan, the Programmes and their sub-programmes

PROGRAMMES and SUB-PROGRAMMES	WORK PLAN OUTCOMES					
	Outcome 1: Equitable access & inclusive participation	Outcome 2: Relevance of education	Outcome 3: Improve learning	Outcome 4: Improve policy-formulation & governance	Outcome 5: Promote cross-pillar regional cooperation	Outcome 6: Deepen sense of ASEAN identity
1A–ECCE: Equitable access	•					•
1B–ECCE: Quality			•			•
2A–Basic Education: Equitable access	•					•
2B–Basic Education: Quality		•	•			•
3A–TVET: Expansion & access	•					•
3B–TVET: Quality & relevance		•	•			•
4A–Higher Ed: Expansion & access	•					•
4B–Higher Ed: Quality & relevance		•	•			•
5–Policy Formulation, Governance & Management				•		•
6–Regional Cooperation					•	•

The difference between the outcomes of the Work Plan, as presented in Chapter 2, and the objectives in the Chapter 3 programmes is as follows. The Work Plan outcomes guide all education stakeholders (ministries, agencies, and other actors) who together work towards their achievement. The objectives of the programmes in Chapter 3 are more specific to some ministries and agencies, as most of them are sub-sectoral or focus on a specific strategy or theme.

THE INTERNAL STRUCTURE OF EACH PROGRAMME

Each programme follows a similar structure.

- ▶ Context and Rationale: Short explanation of why the programme is important.
- ▶ Programme objective(s): The results that this programme of the Work Plan aims to achieve within five years and that are linked to the overall goal and outcomes.
- ▶ Programme Indicators.
- ▶ Strategic outputs: to achieve the programme objectives, several strategies are identified, and for each strategy, an output is formulated.
- ▶ Output indicator(s).
- ▶ Interventions that help achieve the strategic output.
- ▶ Specific activities that operationalise the strategies and help deliver the strategic output.
- ▶ Lead country, entity and potential partners.

The last two elements (specific activities and lead country, entity and potential partners) are not reflected here, but in the Activity Matrix (refer to Annex) of the Work Plan. The Activity Matrix facilitates the collection of input from ASEAN Member States on the specific activities they would like to lead and the implementation timeline, as well as the tracking of progress made. It is structured as follows: (1) Programmes (2) Programme Objectives (3) Activities (4) Lead Country (5) ASEAN entity and Partners and (6) Implementation Timeline.

CONTENT OF THE PROGRAMMES

The content of the programmes is based mainly on the different engagements by the ASEAN Community, reflected in declarations, statements, strategic plans, and the like. The different consultations among Member States and partners have provided further inputs. In addition, an analysis of education policies and plans from ASEAN Member States identifies common programmes and strategies. Recommendations from reports on education in the region by ASEAN partners and international agencies are a further source of inspiration. The programmes and their strategies also respond to the challenges identified in Chapter 1 and the lessons learnt from the implementation of policies and plans during previous years.

All indicators, where relevant, will be disaggregated by sex and by geographical location (urban or rural), and where data are available, by level of income. Ultimately, the Work Plan **strives** to find a balance between the need for a comprehensive monitoring and evaluation system and the resources and effort required to collect and analyse a large set of indicators. Therefore, as much as possible, the indicators are chosen from among two sources, as is the case for the outcome indicators presented in Chapter 2: the global indicators that countries are expected to report on and that are presented for instance in the Asia-Pacific SDG Mid-Term Review (these are underlined) and the **indicators in the M&E framework of the ASCC Strategic Plan** (which are in *italics*). Where required, other indicators are proposed in normal font.

PROGRAMME 1A

EARLY CHILDHOOD CARE AND EDUCATION: EQUITABLE ACCESS AND PARTICIPATION

This programme focuses on equitable and inclusive access to quality ECCE, with particular attention to children from disadvantaged and hard-to-reach communities. While access to ECCE has improved across the region, persistent disparities prevent early learning from fully serving as a foundation for lifelong development. Bridging these gaps is essential to ensuring that all children benefit from at least one year of high-quality pre-primary education.

The strategies reflect the need for comprehensive and context-sensitive approaches to expanding enrolment and participation. Innovative and affordable delivery models are promoted to respond to diverse national contexts, while compensatory programmes target children most at risk of exclusion. Creating welcoming and child-friendly physical spaces helps strengthen participation and retention. At the same time, the programme recognises the growing role of digital technology in extending access and supporting inclusion. Access to technology primarily supports educators, caregivers, and systems (e.g. communication with families, access to guidance and resources), while ensuring that any child-facing use remains strictly developmentally appropriate, limited, and evidence-informed.

PROGRAMME OBJECTIVE(S)		PROGRAMME INDICATORS
Objective 1A.1: Equitable and inclusive access to quality ECCE is expanded		► <u>Net enrolment rate in organised learning one year before primary</u>
Objective 1A.2: Full access to one year of pre-primary education is ensured		► <i>Ratio of teacher to educator per child.</i>
		► % of centres with regular access to digital tools and platforms

Strategic Output	Output Indicator(s)	Interventions
Output 1: Innovative and affordable strategies to enhance access to ECCE are developed	<i>% of pupils with access to nutritious meals and clean water while at the centre</i>	To develop innovative approaches to ECCE delivery, such as mobile creches, workplace-based and community-based programmes, and flexible scheduling
		To support the integration of ECCE delivery with complementary health, nutrition, and protection services, particularly for children living in disadvantaged and vulnerable environments
Output 2: Compensatory programmes for those most in need are designed	Number of ASEAN Member States with compensatory programmes	To design support programmes, including financial support, free ECCE services, scholarships, and free transport for parents from low-income families
Output 3: Physical spaces are made conducive to safe learning	<u>% of pupils in centres with Basic Sanitation Facilities</u> <u>% of pupils in centres with adapted Infrastructure & Materials for Students with Disabilities</u>	To devise physical space and infrastructure-focused initiatives that provide safe, clean, healthy, sustainable and green spaces for care and learning and that are resilient to the risks associated with climate change and other hazards
		To propose interventions that increase accessibility for children with disabilities
Output 4: Access to technology is widened	<i>Proportion of adopted online and blended teaching methods</i>	To map out affordable and reliable technology for teachers and caregivers so that they can reach out with age-appropriate materials to all children regardless of their socioeconomic status or geographical location
		To elaborate digital tools and platforms to improve access to ECCE resources for children and families, with strong safeguards

PROGRAMME 1B

EARLY CHILDHOOD CARE AND EDUCATION: QUALITY OF TEACHING AND LEARNING

This programme focuses on strengthening the quality of ECCE. Expanding access to ECCE must go hand-in-hand with sustained improvements in quality as the developmental benefits of early learning depend fundamentally on what children experience in ECCE settings. Therefore, the programme aims to ensure that ECCE provision across the region is child-centred, developmentally appropriate, and responsive to diverse linguistic, cultural, and learning needs, while building a competent and valued ECCE workforce.

The strategies address quality from multiple and mutually reinforcing dimensions. Child-centred curricula and pedagogical approaches, including appropriate teaching practices and language support, are promoted to ensure meaningful and inclusive learning experiences. Digital technology is leveraged to enrich teaching and learning through high-quality content that complements face-to-face interactions, with careful attention to online safety and age appropriateness, while keeping pedagogy grounded in play-based, socio-emotional learning. Central to the programme is the development of a competent and motivated ECCE workforce, supported through regional competency frameworks, pre-service and in-service training, and clear professional development pathways. These efforts are reinforced by supervision, targeted support, and quality assurance mechanisms to promote continuous improvement and accountability.

PROGRAMME OBJECTIVE(S)

Objective 1B.1: Quality of ECCE programmes and learning experiences is enhanced

Objective 1B.2: A competent, valued, diverse, and well-supported ECCE workforce is built

PROGRAMME INDICATORS

- ▶ *% of children, including those in vulnerable situations, who meet age-appropriate development milestones while enrolled in ECCE*
- ▶ *% of parents satisfied with ECCE service quality*
- ▶ *of educators demonstrating improved digital literacy competencies*

Strategic Output	Output Indicator(s)	Interventions
Output 1: Child-centred curriculum and pedagogy are developed	Number of ASEAN Member States that have developed a curriculum aligned with ASEAN's objectives	To support appropriate teaching practices that accelerate and nurture children's physical, cognitive, social, and emotional health and well-being
		To design curriculum and pedagogy that are play-based, child-centred, culturally responsive and based on local knowledge
		To design curriculum and pedagogy that are gender-responsive and socially inclusive
		To design curriculum and pedagogy that prepare for future crises such as climate change, promote global citizenship and sustainable development, and protect children's rights
		To promote language support to assist children whose mother tongue is different from the language of instruction in school
Output 2: Digital technology is made available	% of teachers with access to internet and computers for pedagogical purposes <i>Number of digital learning hubs or centres established, including in remote and rural areas across ASEAN</i>	To support training for ECCE professionals on integrating technology effectively and ethically into their teaching practices
		To propose high-quality digital learning content that complements and supports in-person ECCE experiences
		To develop comprehensive digital safety training programmes for teachers, parents, and children
		To integrate measures to address online safety in all relevant interventions

Strategic Output	Output Indicator(s)	Interventions
Output 3: Competent and motivated teaching force is built	<u>% of trained ECCE professionals</u> <i>% of teachers who completed and utilised digital and online pedagogical training courses in teaching and learning processes</i>	To formulate a regional competency framework for an inclusive ECCE workforce
		To support pre-service and in-service training for the ECCE workforce, focusing on child rights, sustainable development, gender-responsive and socially inclusive curriculum and pedagogy practices
		To provide teachers and administrators with the necessary competencies, tools and approaches to infuse climate-related topics into ECCE
		To map out career and professional learning development, and leadership opportunities for professionals
		To promote safe and supportive working conditions for workforce, including recognition, professional development opportunities, and work-related protections
Output 4: Supervision, support and quality assurance are improved	Number of ASEAN Member States that use the Early Childhood Development Index 2030 or established regional quality assurance guideline	To design robust quality improvement systems with continuous monitoring, evaluation, and tailored support, ensuring accountability and sustained progress toward excellence
		To support the roll out of systems for regular measuring of quality of services, social-emotional development of children, and school readiness, using the Early Childhood Development Index 2030
		To establish the ECCE quality framework, ensuring alignment with global benchmarks to guarantee equitable and high-quality services for all children

PROGRAMME 2A

BASIC EDUCATION (PRIMARY AND SECONDARY): EQUITABLE ACCESS AND PARTICIPATION

All ASEAN Member States have made significant progress with the expansion of the school system so that they achieve near-universal enrolment in primary and secondary education. However, this does not always translate into full participation and completion. Students drop out at different stages, and the number of out-of-school children and youth remains a critical concern in several Member States. Those most at risk include children with disabilities, ethnic and linguistic minorities, children affected by conflict and emergencies, and learners from low-income households. Addressing these disparities is essential to preventing dropout and to reducing the number of out-of-school children and youth.

The strategies aim to remove structural, socio-economic, and contextual barriers to participation. Aligning curricula and pedagogy between Early Childhood Education and the first years of primary school helps ensure continuity in learning and reduces early disengagement. Investment in safe, inclusive, climate-resilient, and accessible school environments supports attendance and retention, particularly for learners with disabilities.

Diversified modes of delivery are promoted to respond to different contexts and learner needs, including remote and underserved areas. Digital resources are used to support access and learning continuity, with strong attention to student safety, wellbeing, and the risk of exclusion linked to over-reliance on online platforms. For out-of-school children and youth, targeted strategies focus on teacher competencies, policy support for re-entry and completion, and advocacy measures, including equivalency frameworks and alternative and flexible learning pathways.

Finally, equity-based education financing mechanisms aim at ensuring that necessary funding for these strategies is available.

PROGRAMME OBJECTIVE(S)

Objective 2A.1: Universal access to primary and secondary education is ensured

Objective 2A.2: Participation by those in vulnerable situations is increased, with particular attention to children with disabilities, ethnic and linguistic minorities (as appropriate), children affected by conflict and emergencies, low-income families, and disadvantaged local communities

Objective 2A.3: Comprehensive programmes are designed to integrate or reintegrate out-of-school children and youth into education

PROGRAMME INDICATORS

- ▶ [Net enrolment rate in primary and secondary education](#)
- ▶ [Completion rate for primary, lower secondary, and upper secondary](#)
- ▶ [Out-of-school rate -](#)
 (a) [x school age](#)
 (b) [Lower secondary school age](#)
 (c) [Upper secondary school age](#)

Output	Output Indicator(s)	Interventions
Output 1: Implementation of inclusive and learning-centred curriculum and teaching practices is improved	% of schools implementing learner-centred and inclusive teaching approaches	To enhance curriculum and teacher capacity to improve equitable access and participation in primary and secondary education
Output 2: School space, environment and resources are improved	% of pupils in schools with single-sex basic sanitation facilities % of pupils in schools with adapted infrastructure & materials for students with disabilities	To envision physical and psycho-social space and infrastructure-focused initiatives that provide safe, clean, healthy, sustainable and green spaces for care and learning
		To identify minimum standards of accessibility to physical environment and other facilities and services in schools
		To identify standards for infrastructure that is resilient to the risks associated with climate change
		To identify standards for inclusive and quality education provision with respect to teaching and learning materials, and information and communication technology (ICT) that are accessible to all
		To support interventions that increase accessibility for children with disabilities
Output 3: Different modes of delivery, appropriate to different contexts, are provided	% of primary, lower and upper secondary schools connected to the internet	To set up on-line platforms
		To map out offline digital learning solutions to schools that are not yet connected to the Internet
		To promote use of traditional media, printable content, and low-tech delivery channels such as mobile phones, television, radio, SMS
Output 4: Equitable and sustainable provision of digital tools is increased, and their ethical and safe use is guaranteed	% of students who access digital learning infrastructures	To conceive e-learning devices to schools and free or affordable devices for learners' use at home, taking into account principles of equity and sustainability
		To extend internet and electrical infrastructure through collaboration with relevant ministries and relevant private partners, to ensure that all learners can participate in digital learning
		To enhance online safety of all children including by equipping them with knowledge and information to navigate safely online
		To address risks to children, including discrimination, child sexual abuse and exploitation, bullying, hate speech, and other harmful content
		To leverage digital platforms to deliver content on child online protection to teachers, caregivers, and children
		To support teachers and caregivers to help children stay safe while learning online at school and at home

Strategic Output	Output Indicator(s)	Interventions
Output 5: Policy support and advocacy strategies for completion of or re-entry into education are implemented	<u>Out-of-school rate–</u> <u>(a) Lower secondary school age</u> <u>(b) Upper secondary school age</u>	To propose a framework for equivalency arrangements on basic education, including the recognition, validation, and accreditation of the knowledge, skills, qualifications and competencies acquired through formal and non-formal education
		To identify gender responsive measures to reduce drop out
		To design alternative and flexible Learning Pathways, including modular and self-paced programmes and study-work dual programmes, to reintegrate OOSCY
		To support professional development programmes for teachers to design and implement strategies, which: (i) address the needs of OOSCY, (ii) instil positive attitudes among them, (iii) assist teachers involved in helping children and youth with special needs
		To develop advocacy materials and media strategies for preventing and reducing OOSCY, including awareness-raising on international conventions related to inclusive quality education
Output 6: Community-based interventions implemented, reviewed and upscaled	Number of disadvantaged or marginalised beneficiaries reached through supported volunteering, outreach activities, community learning centres, and mobile units	To support implementation of volunteering and outreach activities to help disadvantaged or marginalised groups
		To support community learning centres and mobile units for remote and crisis-affected populations
Output 7: Education financing mechanisms with formula and equity-based approaches are developed	Number of ASEAN Member States with equity-based funding formula applied in the education budget allocation process	To assist with the formulation of equity budgets for marginalised and underserved populations, with formulas to adjust for socio-economic inequalities and specific needs of students with disabilities, ethnic minorities, low-income households and other marginalised groups
		To enhance systems for monitoring of over- or under-spending from an equity lens

PROGRAMME 2B

BASIC EDUCATION (PRIMARY AND SECONDARY): QUALITY OF TEACHING AND LEARNING

This programme focuses on improving learning outcomes and strengthening the quality of teaching and learning in primary and secondary education. While access to basic education has expanded across the region, learning outcomes remain uneven, as evidenced by national, regional, and international assessments.

The strategies are organised around four mutually reinforcing areas: teacher competencies and motivation; curriculum and assessment; pedagogical practices for foundational learning; and learning resources and infrastructure.

The programme promotes a comprehensive teacher professional development system that focuses on learner-centred and gender-sensitive pedagogical practices across face-to-face, remote, and hybrid environments, as well as on competencies for inclusive education.

Digital transformation actively shapes curriculum design, assessment practices, and the strengthening of teachers' digital competencies, while ensuring that technology is used to complement sound pedagogy rather than replace it. Evidence-based approaches to foundational learning are prioritised to address early learning gaps, supported by effective assessment systems that inform classroom practice and policy development. These efforts are reinforced by investments in quality printed and digital learning resources, safe and conducive learning environments, and infrastructure that supports digital transformation.

Across all strategies, particularly those with regard to digital modalities and resources, attention is given to **equity, sustainability, and learner safety**.

PROGRAMME OBJECTIVE(S)

Objective 2B.1: Learning as demonstrated by results on national, regional, and international assessments is improved

Objective 2B.2: Teacher performance, with particular attention to the delivery of inclusive education is improved

Objective 2B.3: Learning solutions are supporting the development of a full range of skills for life, work, and sustainable development

Objective 2B.4: Facilitate ASEAN knowledge-sharing and collaboration on policies and best practices for gifted education

PROGRAMME INDICATORS

- ▶ [% of pupils meeting minimum proficiency in reading and mathematics in primary at different grades](#)
- ▶ [% of students at the end of lower secondary education achieving at least a minimum proficiency level in reading and mathematics](#)
- ▶ *% of educators demonstrating improved digital literacy competencies*

Output	Output Indicator(s)	Interventions
Output 1: Teacher professional development and support system is strengthened	Teacher attrition rates in primary, lower secondary, and upper secondary education % of trained teachers in primary, lower secondary and upper secondary education	To support effective and equitable system constituted of pre-service and in-service teacher training, communities of practice, peer networks, regular supervision and support
		To deepen focus on learner-centred pedagogical practices needed for remote, online, and blended teaching
		To enhance access to advisory and counselling support network within and beyond the teaching profession to address students' and teachers' emotional and psychological needs, especially when dealing with students from challenging household environments
Output 2: Teachers' competencies to deliver quality and inclusive education are enhanced	% of primary, lower and upper secondary teachers who use computers and internet for pedagogical purposes	To design training on learner-centred digital pedagogical practices
		To equip teachers with knowledge and skills to navigate safely online
		To support communities of practice and peer networks that facilitate the improvement of digital literacy and pedagogy skills
		To define standards on teacher quality, training, knowledge sharing, exchange and networking of teachers within ASEAN to deliver inclusive education
		To support training on appropriate learner-centred pedagogy tailored to the diverse needs of students, with attention to gender-sensitive teaching practices
Output 3: Curriculum, pedagogy, and assessment are improved, in alignment with digital transformation	<i>% of teachers who completed and utilised digital and online pedagogical training courses in teaching and learning processes</i>	To strengthen the adoption of a life course approach in curriculum development, increasing learner autonomy, recognising young people as co-creators of their learning and teachers as collaborative lifelong learners
		To strengthen the adoption and integration of emerging digital technologies
		To conceive digital learning solutions and competency standard to improve learning outcomes and support the development of a full range of skills for life, work, and sustainable development, including green skills and 21st century skills
		To establish or participate in rigorous, quality learning assessments (e.g. SEA-PLM, PISA), ensuring alignment with global benchmark, regional standards and national curricula

Strategic Output	Output Indicator(s)	Interventions
		To support teachers to develop and utilise appropriate formative assessments to support the learning needs and pathways of all children To promote effective use of assessments to monitor child progress and develop and improve learning policies and appropriate pedagogies To map out formative digital assessments and item banks, that measure all learning including, but not limited to, foundational, transferable, digital skills and competencies acquired in formal, non-formal and informal settings
Output 4: Foundational learning is improved	<u>% of pupils meeting minimum proficiency in reading and mathematics in early grades of primary</u>	To promote evidence-based pedagogical strategies to improve literacy and numeracy outcomes, in particular structured pedagogy and “teaching at the right level” To develop materials to be used in structured pedagogy and “teaching at the right level”, such as teacher lesson plans and student learning materials To design catch-up or remedial programmes for children identified as falling behind or at risk of falling behind
Output 5: Infrastructure to support digital transformation is expanded, including quality and accessible printed and digital learning resources	<i>Number of digital learning hubs or centres established, including in remote and rural areas across ASEAN</i> <i>Proportion of adopted online and blended teaching method</i>	To map out learning resources that are open-access, free-to-use, have clear entry points for learners, teachers, and caregivers in support of lifelong learning To develop shared repository of learning resources (learning materials, lesson plans, assessments, templates, classroom activities, content delivery platforms, and other resources) which can be easily adapted to varying national and local contexts To develop and provide inclusive and appropriate teaching-learning materials To increase access to low-cost or free internet for education platforms, learning resources, and other relevant resources and tools for schools and all learners To promote use of existing devices and online and offline initiatives to support learning for children and young people
Output 6: Learning environments are made safer and more conducive to learning	Number of ASEAN Member States who use the ASEAN Comprehensive Safe School Guideline	To update ASEAN Comprehensive Safe School Guideline to strengthen capacities to adapt to climate change and prevent disasters To create a violence-free (including bullying-free), safe, inclusive and gender responsive learning environment To strengthen coordination with other social sectors, like health and nutrition, to support children’s health and nutrition status to increase their focus on learning
Output 7: ASEAN knowledge-sharing and collaboration on policies and best practices for gifted education are established	Number of regional knowledge-sharing activities conducted on gifted education	Organise regional dialogues, workshops, conferences, or study visits on gifted education policies and practices

PROGRAMME 3A

TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING: EXPANSION AND EQUITABLE ACCESS

This programme seeks to expand access to TVET and to strengthen its recognition as a well-rounded, complete, and viable pathway for skills development. As labour market and skills demands evolve across ASEAN, equitable access to TVET is essential to ensuring that all learners, regardless of circumstances, can acquire relevant competencies for employment, entrepreneurship, and lifelong learning. Accordingly, the programme pays attention to those of school-going age, and to youth and adults who seek upskilling and training opportunities.

The strategies focus on widening participation and reducing barriers to entry. Expansion of the TVET network, including the integration of entrepreneurship education and digital literacy in secondary education, aims to increase access and relevance. Flexible delivery modes and recognition of prior learning support the inclusion of learners with diverse backgrounds and experiences. Targeted efforts aim to improve the image and status of TVET, while increasing participation by women and girls demands, among other things, safe learning environments and dedicated pathways.

PROGRAMME OBJECTIVE(S)

Objective 3A.1: The offer of and enrolment in technical and vocational education and training is expanded and diversified

Objective 3A.2: Recognition of TVET as a full and viable route for developing relevant skills and qualifications is strengthened

Objective 3A.3: All children and youth have access to TVET whatever their personal circumstances

PROGRAMME INDICATORS

- ▶ [% of 15–24-year-olds in vocational education](#)
- ▶ [Participation rate of youth and adults in formal and non-formal education and training](#)
- ▶ [% of youth and women from low-income households who enrol in and complete vocational training](#)
- ▶ [% of workforce or population who has completed certified continuous training or re-training programme within a given year](#)

Output	Output Indicator(s)	Interventions
Output 1: The TVET network is expanded, with specific attention to women and girls	% of students in schools with adapted infrastructure & materials for students with disabilities % of students in schools with single-sex basic sanitation facilities	To support development of TVET programmes and courses
		To promote integration of entrepreneurship education and digital literacy in TVET curricula
		To contribute to increasing enrolment in TVET programmes by women and girls, including through dedicated pathways
		To support creation of a conducive TVET learning environment
Output 2: The offer of TVET is made more flexible, including for lifelong learning	Availability of flexible and accessible learning opportunities, such as online courses, micro-credentials, and vocational training, especially for those in vulnerable situation and those in the informal economy	To design alternative and flexible modes of TVET delivery by TVET institutions and skills development centres
		To define alternative and flexible assessment and certification modalities, including through micro-credentials
		To support adoption of Recognition of Prior Learning
		To promote mentorship and structured transitions into the workforce to support lifelong learning and career development
Output 3: Image and status of TVET are improved	% of students in lower and upper secondary education who are enrolled in vocational programmes	To promote TVET as a viable choice of education through demonstration of earning potentials and career development
		To strengthen the linkage between TVET and higher education, including through smoother pathways between the two

PROGRAMME 3B

TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING: QUALITY AND RELEVANCE

This programme aims to strengthen the quality and relevance of TVET to meet evolving economic needs and enhance employability. As ASEAN economies transform, TVET systems must respond effectively to changing skills demands in order to support regional competitiveness.

The strategies focus on strengthening linkages between TVET and ASEAN's evolving economic landscape, including the digital economy, and adaptation to climate change. Leveraging labour market information supports evidence-based planning and system responsiveness. The programme prioritises attracting and developing competent TVET teachers, instructors, and trainers, including through collaboration with enterprises. Quality assurance is reinforced through regional cooperation among qualification frameworks and accreditation bodies, while curricula and programmes are updated to prepare learners for future crises, including climate change, and to promote sustainable development, in collaboration with employers.

PROGRAMME OBJECTIVE(S)		PROGRAMME INDICATORS
Objective 3B.1: TVET is strengthened as a viable education pathway in synergy with academic pathways to meet economic requirements, and enhance employability Objective 3B.2: The growing demand for relevant skills, competencies, and credentials is increasingly met, enhancing regional competitiveness		▶ <i>% of workers with skills in emerging fields such as technology, digitalisation, managerial skills numeracy AI, data analytic and cybersecurity</i> ▶ <i>employment rates of graduates in sectors that demand advanced digital skills</i>
Output	Output Indicator(s)	Interventions
Output 1: Labour Market Information is effectively used	Number of ASEAN Member States with effective Labour Market Information Systems	To enhance Labour market information systems and skills forecasting
		To guide TVET systems and TVET institutions to adapt and respond to emerging trends, changing demand and future of work
Output 2: Recruitment and training of TVET teachers, instructors, and trainers is enhanced	% of TVET teachers with required training and experience	To design strategies to attract the competent teachers, instructors, and trainers to join in TVET
		To support organisation of training programmes including school- and centre-based training
		To promote collaboration with companies and enterprises to offer training
		To develop regional or international exchange programmes for TVET teachers and trainers
Output 3: TVET curricula, courses and programmes are enhanced	<i>Number of graduates embarking on integrated internship or apprenticeship programmes aligned with labour market demands</i>	To strengthen attention to knowledge and skills that prepare for future crises such as climate change and promote global citizenship and sustainable development
		To promote institutionalisation of cooperation with leadership of business and industry to develop programmes and courses
		To support integration and application for work-based learning experiences from enterprise-based education, apprenticeships, dual training, and internships

Output	Output Indicator(s)	Interventions
Output 4: Quality Assurance is promoted	<i>Improvement in the quality and regional alignment of TVET standards to enhance digital literacy and industry-relevant competencies among students</i>	To update the ASEAN Qualification Framework by adding occupations, including lower skill work
		To share information about the network of TVET qualification framework, accreditation, and assurance agencies, as well as information about TVET institutions and accredited training programmes to support mutual recognition of TVET qualifications among ASEAN Member States

PROGRAMME 4A

HIGHER EDUCATION: EXPANSION AND EQUITABLE ACCESS

This programme aims to expand higher education provision in line with the evolving needs of the economy and society, while ensuring equitable access to quality higher education.

Targeted support programmes, including access to education technologies, scholarships, and non-monetary measures, are promoted to better support learners in vulnerable situations. Gender-inclusive policies and leadership pathways aim to address persistent gender disparities in participation and academic leadership. Greater flexibility is encouraged through the design of alternative and flexible learning pathways, including the recognition and validation of prior experiential learning, to accommodate diverse learner profiles and promote lifelong learning.

Some region-wide initiatives, aimed for instance at increasing mobility, are mentioned under Programme 6.

PROGRAMME OBJECTIVE(S)		PROGRAMME INDICATORS
Objective 4A.1: The offer of higher education is expanded and diversified Objective 4A.2: Equitable access to quality higher education has improved, with specific attention to the most disadvantaged groups		▶ <i>% of youth and women from low-income households who enrol in and complete higher education</i> ▶ Gross enrolment ratio for tertiary education ▶ Gross graduation ratio from first degree programmes (ISCED 6 and 7) in tertiary education
Output	Output Indicator(s)	Interventions
Output 1: Focused support programmes are designed	% of students receiving scholarships from different sources of funding	To support equitable financial assistance mechanisms to promote access to higher education institutions, including national level policies that provide reduction of higher education tuition in disadvantaged area and scholarship provisions to HE for disadvantaged population
		To strengthen provision of education technologies and digital transformation tools to disadvantaged groups
		To design non-monetary instruments to increase focus on people in vulnerable situations
Output 2: Gender-balanced policies and leadership pathways in higher education are developed	% of female students in STEM fields	To promote initiatives that empower women as key drivers of innovation and sustainable development
		To support policies that support females to choose STEM programmes

Output	Output Indicator(s)	Interventions
Output 3: Flexible education pathways are designed	Number of ASEAN Member States with functioning RPL systems	To support implementation of recognition, validation and accreditation of individuals' prior learning
		To design flexible education pathways to include formal, informal, and non-formal learning to provide broader access and progressive pathways to promote lifelong learning especially for the people in vulnerable situations

PROGRAMME 4B

HIGHER EDUCATION: QUALITY AND RELEVANCE

This programme focuses on strengthening the quality and relevance of higher education, to allow it to play a central role in knowledge creation and innovation, and to be a key driver of sustainable green growth, and long-term regional resilience.

The strategies support systemic improvements at both institutional and regional levels. Strengthening institutional leadership, such as through cross-border mobility, enhances governance and academic quality. Digital transformation is promoted through investments in infrastructure and efforts to bridge the digital divide.

Networking among higher education providers fosters innovation and research collaboration, while curriculum and research initiatives on planetary health position higher education institutions at the forefront of responses to environmental challenges. A final strategy aims to strengthen ASEAN-wide quality assurance mechanisms, including via broader access to established credit transfer systems. Complementary initiatives to enhance mutual recognition of qualifications and regional mobility are detailed in Programme 6.

PROGRAMME OBJECTIVE(S) Objective 4B.1: Quality of higher education is enhanced Objective 4B.2: Higher Education and Research Institutions are strengthened, to drive knowledge creation, and advance human development to support peace and sustainable green growth.	PROGRAMME INDICATORS ▶ <i>Number of ASEAN universities and research institutions ranked among the top 500 in major global university and research rankings</i> ▶ % of graduates from Science, Technology, Engineering and Mathematics programmes in tertiary education
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Output	Output Indicator(s)	Interventions
Output 1: Leadership and talent development is improved	% of leaders and professionals in tertiary education with required qualifications and experience	To advance leadership and talent development in higher education institutions, through capacity building programmes and cross-border mobility initiatives
		To support leadership training programmes in change management
Output 2: Digital transformation enhances quality of higher education	% of faculty demonstrating improved digital literacy competencies	To enhance digital infrastructure, emphasising ethical practices
		To contribute to bridge digital divide in higher education ecosystem to enhance connectivity, foster innovation, boost economic resilience, and ensure sustainable progress

Output	Output Indicator(s)	Interventions
Output 3: Networking and partnerships are strengthened	<i>% of faculty engaged in international research collaborations, exchanges, or visiting professorships</i>	To create and strengthen networks among higher education providers to foster innovation, collaboration, and continuous improvement in academic standards and institutional performance
		To promote research collaborations and higher education programmes that nurture academic research and foster innovations coming from within the ASEAN region
		To promote community service in higher education
Output 4: Research and curriculum innovation responds to emerging challenges	<i>Number of joint research and publication among and between ASEAN universities and research institutions with major global universities and research institutions</i>	To strengthen Higher Learning Institutions to become key drivers of knowledge, innovation, and action to address pressing environmental challenges and ensure the resilience of our region
		To support integration of planetary health principles into curricula, research, and institutional strategies
		To design curricula that foster values-based, purpose driven, entrepreneurial, and adaptive learners equipped to address global sustainability challenges
		To create, through Learning and Knowledge Exchange, a robust ecosystem of knowledge, research, data, and policy development materials to drive evidence-based decision-making
Output 5: Quality assurance of higher education is more effective	Number of ASEAN Member States implementing regional QA standards	To establish ASEAN-wide quality assurance mechanisms and cross-border recognition of qualifications via ASEAN Qualifications Reference Framework Committee (AQRFC) and ASEAN Quality Assurance Network (AQAN), to promote mutual recognition and mobility
		To broaden access to existing successful credit transfer systems
		To simplify the development and implementation of Mutual Recognition agreements

PROGRAMME 5A

EFFECTIVE POLICY-FORMULATION, GOVERNANCE, AND MANAGEMENT: POLICY-FORMULATION

Education systems are becoming increasingly complex and shaped by digital transformation, climate change, and evolving financing constraints. This programme aims to strengthen the enabling environment for the development of effective education policies and strategic plans, grounded in evidence and responsive to emerging challenges.

The strategies concentrate on improving the availability, quality, and use of data and research throughout the policy cycle. Strengthened information management systems, including open education data policies and interoperable digital platforms, support timely and reliable decision-making. Evidence-based policy formulation relies on the systematic use of data and research for planning, resource allocation, and rapid evaluation of innovative interventions, particularly in the area of education technology. These efforts are complemented by practical tools and platforms for policy dialogue, as well as strengthened policy monitoring and evaluation systems, to support continuous learning and improvement.

PROGRAMME OBJECTIVE(S)		PROGRAMME INDICATORS
Objective 5A.1: The environment is more supportive of the development of effective policies and strategic plans. Objective 5A.2: Research and data are used more in the design of education policies		▶ % of core education indicators available in Member States ▶ Share of total government expenditure allocated to education ▶ Expenditure on education as a % of gross domestic product (GDP)
Output	Output Indicator(s)	Interventions
Output 1: Information Management Systems are effective in shaping policies	<i>Accessibility and utilisation of open access data such as census data, survey and education related statistics in compliance with international data privacy and safety standards</i>	To support policies calling for open education data and transparent statistics at the institutional (school, TVET centre, university...) and administrative levels
		To support policies calling for interoperability among relevant management information-systems nation-wide (e.g. demographic databases or climate DRR databases)
		To support policies on data privacy and protection, including how data should be captured, stored and encoded to protect sensitive data
		To build digital technology to enhance national and institutional level management information systems (collection, aggregation, analysis and use of data and information)
Output 2: High-quality research and data are produced regularly	Number of ASEAN Member States that produce an on-line statistical yearbook in time	To support the collection of education financing data, covering action on all levels of education, all geographies, all excluded groups
		To promote research and data collection with a specific focus on climate resilience and environmental risks for young children, climate resilience and environmental sustainability
		To develop global and regional benchmarking: integrate benchmark indicators into national frameworks, with appropriate mechanisms and processes to regularly generate data

Output	Output Indicator(s)	Interventions
Output 3: Data and research is used for evidence-based policy recommendations, planning and resource allocation	<i>Utilisation of research to support national and regional development</i>	To support regular publication of statistical digests with analysis of evolution of education system and evaluation reports on performance of education system and implementation of policies and plans
		To foster AI-powered predictive analytics and data utilisation: use of machine learning models e.g. to identify children at risk of dropping out, analyse socioeconomic and learning patterns, and implement targeted early intervention programmes
		To undertake rapid evaluations of innovative interventions, in particular in EdTech, to guide scaling up
		To participate in research on the impact of different quality improvement strategies and characteristics of service delivery on learning outcomes, to feed into policy formulation
		To design early warning systems to identify and support the most vulnerable populations and learners
Output 4: Tools for and advice on policy formulation are developed	<i>Number of new policies adopted to protect children and youth data and privacy in the education sector</i>	To create templates of policies addressing digital transformation of education, equity, intellectual property, inclusivity, devices and connectivity, among others
		To support the development of policies and plans to adapt the education system to climate change
		To promote participation of teachers and learners in the design, monitoring and evaluation of policies (e.g. education technology policies) to draw on their experiences and ensure that solutions are designed to fit their context
		To create platforms for policy dialogue: platforms to bridge the gap between research, practice, and policymaking, transforming research findings and stakeholder consensus into actionable policies
Output 5: Policy monitoring and evaluation systems are strengthened	Number of ASEAN Member States who produce a regular monitoring or evaluation report related to their education system	To design standards to improve the monitoring and evaluation systems of ICT initiatives undertaken in education
		To strengthen bodies to evaluate education technology, engaging with all actors that can carry out independent and impartial research and setting clear evaluation standards and criteria
		To design monitoring system in order to evaluate and improve delivery of services
		To support monitoring and evaluation of the impact of key initiatives, including the effect of EdTech on student learning

PROGRAMME 5B

EFFECTIVE POLICY-FORMULATION, GOVERNANCE, AND MANAGEMENT: CAPACITY-DEVELOPMENT

This programme aims to strengthen the capacities required for effective education governance at national and regional levels. Equipping education decision-makers at central and decentralised levels, government stakeholders, and school administrators with the appropriate competencies is essential to effectively translating policies and plans into sustained positive results. The programme also seeks to strengthen regional institutions so they can act as credible and sustainable leaders within their respective domains.

The strategies reinforce both individual and institutional capacities. Professional development initiatives, joint forums, and exchange programmes support the development of relevant competencies among education decision-makers across the region. At the institutional level, regional organisations are strengthened through digital platforms for cooperation, research dissemination, and the sharing of best practices. These efforts are complemented by outreach and engagement initiatives that encourage stakeholder support and participation in education transformation.

PROGRAMME OBJECTIVE(S)		PROGRAMME INDICATORS
Objective 5B.1: Regional institutions have become effective and sustainable leaders in their relevant domains		► % of institutions demonstrating improved competencies in priority areas as measured through pre- and post-assessment, or self-assessment against a competency framework
Output	Output Indicator(s)	Interventions
Output 1: Regional organisations have become more digitally effective	Number of regional organisations with effective digital platform	To establish digital platform for cooperation, knowledge exchange (researches), and sharing of best practices
Output 2: Support by stakeholders is deepened	Number of ASEAN Member States who developed such strategies or campaigns	To develop communication strategies, media and advocacy campaigns, and outreach programmes to facilitate, inform and encourage engagement in the transformation of education

PROGRAMME 5C

EFFECTIVE POLICY-FORMULATION, GOVERNANCE, AND MANAGEMENT: PARTNERSHIPS

Effective education delivery and reform increasingly depend on collaboration among ministries and agencies, as well as on meaningful engagement with the private sector, civil society, communities, academia, families, and learners. Strengthening such partnerships fosters more coherent, inclusive, and responsive governance frameworks.

The strategies promote sustained multi-sectoral cooperation across government and with external partners. Collaboration with relevant ministries supports coordinated action on cross-cutting priorities such as digital transformation and student well-being. Partnerships with the private sector, including business and industry, can contribute to standards development, training delivery, and innovative financing mechanisms such as public-private partnerships and blended financing.

Engagement with NGOs and civil society organisations leverages local knowledge and implementation capacity, while cooperation with development partners drives the co-design of regional initiatives. Partnerships with parents and families strengthen community ownership and accountability. To sustain these diverse alliances, the programme deploys targeted measures to build capacity, ensure long-term sustainability, and align partnership arrangements with their intended goals.

PROGRAMME OBJECTIVE(S)

Objective 5C.1: Cross-sectoral cooperation is expanded through participatory approaches involving a variety of stakeholders

Objective 5C.2: Multi-sectoral governance is strengthened across different ministries and agencies

PROGRAMME INDICATORS

- ▶ *Total value of resources mobilised through regional partnerships and collaboration*
- ▶ *Number of ASEAN Member States have integrated lifelong learning frameworks into their national education and TVET policies.*

Output	Output Indicator(s)	Interventions
Output 1: Multi-sectoral governance is strengthened	Number of ASEAN Member States with collaborative mechanisms on education that integrate different ministries	To promote systems for sustained collaboration with relevant ministries (Education, Finance, ICT and Telecommunications, and Infrastructure) on digital transformation of education
		To promote systems for sustained collaboration among government ministries and agencies (such as education, health, social welfare), civil society organisations, community, and the private sector to support ECCE
		To develop frameworks for national and regional multi-sectoral action plans for policy implementation
Output 2: Partnerships with the private sector are more effective	<i>% of vocational or higher education and entrepreneurship programmes co-designed with industry or employers and accessible to people in vulnerable situations</i> <i>Number of curricula and learning materials updated on green jobs and green skills with the participation of the private sector</i>	To build partnerships with the private sector, mobile network operators to support connectivity and affordable or free access to data, content, platforms, and tools for learning
		To foster participation of business and industry in standards development and training delivery through defined and established public-private cooperation formats and mechanisms
		To foster partnerships with technology companies, educational technology providers, and other relevant industries to access innovative technologies, expertise, and resources that can support digital transformation efforts
		To develop corporate social responsibility initiatives that support educational development: strategic partnerships that align business objectives with education and training goals
		To promote innovative financing mechanisms, such as public-private partnerships, social impact bonds, and blended financing models
Output 3: Partnerships with NGOs, CSOs, parents and families are intensified	Number of ASEAN Member States where non-government actors participate in education dialogue and reform processes	To participate in networks of NGOs and CSOs to leverage their expertise and local knowledge
		To engage with professional organisations and research associations to share knowledge and exchange best practices, e.g. on focused on educational technology and digital learning
		To design partnerships with youth-led organisations, community-based providers, women-led enterprises, and skills accelerators to co-design and deliver career guidance, apprenticeships, and entrepreneurship ecosystems
		To promote collaboration with parents and caregivers to promote nurturing, inclusive, and gender-responsive parenting practices with specific attention but not limited to Early Childhood Education

Output	Output Indicator(s)	Interventions
Output 4: Cooperation with development	Amount of resources mobilised from development partners for education by ASEAN	To deepen interaction with local education groups or the equivalent to allow for regular exchange on programmes and projects, and appropriate technical support
		To lead joint development of multilateral and bilateral regional projects
		To collaborate with partners through innovative financing mechanisms (results-based finance, International Finance Facility for Education–IFFEd)
Output 5: Partnership development and sustainability are effectively supported	Number of ASEAN Member States that systematically implement policies or strategies to support partners	To establish clear roles and responsibilities for stakeholders
		To empower partners through resources, training and materials (in particular equip parents and caregivers with knowledge, pedagogical, and parenting skills to support early childhood care and development)
		To undertake advocacies and local campaigns to inculcate a spirit of enhanced partnership
		To create incentives that enhance financial mobilisation and leverage resources

PROGRAMME 6

REGIONAL COOPERATION

This programme aims to strengthen collaboration among ASEAN Member States for the benefit of national education systems, deepening a shared sense of ASEAN identity and commitment to ASEAN values. Regional cooperation serves as a vital platform for collective learning, mutual support, and coordinated action on common challenges, and contributes to a more inclusive and interconnected education ecosystem across Southeast Asia.

Under this programme, strategic initiatives promote collaboration through targeted advocacy and awareness-raising, including high-level regional policy dialogues. Regional platforms facilitate the exchange of best practices, joint research, and peer learning, while strategic resource mobilisation and sharing support the implementation of collective priorities. Policy harmonisation efforts, including the development of regional frameworks and common reference tools, strengthen coherence and comparability across education systems. These initiatives are complemented by capacity development for policymakers and people-to-people exchanges, including cross-border academic mobility, which foster sustained regional engagement.

PROGRAMME OBJECTIVE(S)

Objective 6.1: Collaboration between ASEAN Member States is intensified to the benefit of the education systems

Objective 6.2: The sense of ASEAN belonging and the commitment to ASEAN values is deepened through regional collaboration

Objective 6.3: The higher education ecosystem across Southeast Asia is more inclusive and interconnected, fosters collective intelligence, empowers diverse stakeholders, and promotes sustainable living and learning

PROGRAMME INDICATORS

- ▶ *% of youth and students with stronger sense of ASEAN Identity*
- ▶ *Number of regional and global research networks strengthened*

Output	Output Indicator(s)	Interventions
Output 1: Advocacy and Awareness Raising on ASEAN is deepened	Number of private sectors companies that integrate ASEAN branding into their corporate social responsibility (CSR) initiatives or marketing campaigns	To establish regional campaigns targeting policymakers and stakeholders, e.g. in ECCE and OOSCY
		To organise policy forums and high-level roundtables
		To engage media and community leaders to strengthen messaging around education
		To establish ASEAN Working Group on STEM education
Output 2: Knowledge Sharing and Best Practices are more effective	<i>Number of research initiatives and knowledge sharing platforms</i>	To develop and maintain regional knowledge platforms
		To foster regional thought leadership, supporting ASEAN scholars in global research initiatives and establishing ASEAN-led international academic forums and policy platforms under the Common Space Initiative
		To disseminate case studies of successful intervention and innovations
		To organise policy exchange visits and regional forums, e.g. on OOSCY
		To support joint research, regular reporting, sharing of best practices, and effective use of data to guide evidence-based policies and interventions, on educational programmes for OOSCY
		To develop within the Common Space Lab a dynamic and experimental platform that fosters innovation by encouraging the piloting and testing of new ideas
		To develop within the Common Space Lab collaborative initiatives on protection, utilisation and commercialisation of Intellectual Property Rights within higher education Institutions
		To strengthen ASEAN as a Global Knowledge hub: regional and global collaboration through joint research initiatives, student and scholar exchange programmes, and cross border innovation ecosystems with regional and international partners

Output	Output Indicator(s)	Interventions
Output 3: Resource mobilisation and sharing have grown	Amount of resources for regional cooperation programmes and projects	To undertake regional resource mapping
		To increase mobilisation of resources through development partners
		To strengthen regional cooperation and cost-sharing mechanisms
		To enhance ASEAN GEMS by including academic research grants and industrial research fundings (scholarship, mobility and research)
Output 4: Policy harmonisation has become more prevalent	<i>Number of ASEAN Member States with policies or frameworks adopted to promote inclusive access to education and training</i>	To undertake comparative policy reviews among countries
		To propose harmonised standards on key areas, for instance design of a regional framework on use of digital technology in early childhood and primary education to ensure positive impact on young children's development
		To propose harmonised TVET policies and frameworks, including mutual recognition of digital technical qualifications
		To develop a framework for equivalency arrangements on basic education, including recognition, validation, and accreditation of knowledge, skills, qualifications and competencies, and credit transfers between recognised educational institutions and countries
		To set up a skills compendium as a mechanism to align skills and qualifications in ASEAN
		To harmonise quality assurance systems in higher education
		To promote, through the Common space in higher education, inclusive and consensus-driven higher education environment that meets the region's current and future needs by ensuring alignment with strategic priorities

Output	Output Indicator(s)	Interventions
Output 5: Capacity Development for Policymakers is intensified	<i>Number of private sector-led training workshops and seminars for teachers and educators in advanced technologies</i>	To organise regional training and workshops for decision-makers
		To mobilise technical assistance for strategic policy development
		To provide mentoring and leadership development, including for national ECCE focal points
		To support organisations that are active in the development of an ASEAN higher education community, including the ASEAN University Network (AUN), and SEAMEO-RIHED
		To undertake language learning initiatives to foster intercultural understanding and elevate global prominence
Output 6: People-to-people exchange has grown	<i>% of students participating in study abroad or exchange programmes</i>	To promote cross-border academic mobility programmes for faculty and students, internships, and apprenticeships to enhance intra-regional cooperation and people-to-people exchange
		To foster internationalisation of higher education in ASEAN, supporting academic collaboration and exchange to facilitate ASEAN Awareness and ASEAN Integration for full workforce development
		To operationalise an ASEAN-wide credit transfer system to support intra-ASEAN mobility of students
		To harmonise existing regional mobility schemes and establish an ASEAN-branded scholarship to expand cross-border mobility for students and professionals

CHAPTER 4

IMPLEMENTATION, MONITORING & EVALUATION, RESOURCE MOBILISATION AND COMMUNICATION

- 4.1 Principles for effective implementation, monitoring, and evaluation
- 4.2 Implementation arrangements: roles and responsibilities of key actors
- 4.3 Monitoring and Evaluation processes and actors
- 4.4 Resource mobilisation



CHAPTER 4

CHAPTER 4

Implementation, Monitoring & Evaluation, Resource Mobilisation and Communication

This Chapter presents some key elements essential to delivering the Work Plan. It is divided into four sections: the guiding principles for our approach, followed by implementation arrangements, monitoring and evaluation processes, and resource mobilisation strategies. These are preceded by a presentation of key principles that guide the approach to implementation, monitoring, and evaluation.

This Chapter should be read in connection with the sections in the previous Chapter which indicate which country or agency will play the lead in implementing specific programmes and which propose indicators that will be used for the monitoring and evaluation of the Work Plan's implementation.

The principles and processes defined for the *ASEAN Work Plan on Education 2026-2030* are inspired by and in line with those in the *ASCC Strategic Plan 2026–2035*.

4.1 PRINCIPLES FOR EFFECTIVE IMPLEMENTATION, MONITORING, AND EVALUATION

Several principles will guide the implementation, monitoring, and evaluation of the Work Plan. Their overall aim is to establish and maintain transparent, effective, and inclusive mechanisms that will support the achievement of the goals and objectives of the Work Plan and its various programmes at the regional and national levels.



Maximising the Role of ASEAN Organs and Bodies

The Work Plan is a regional undertaking, and its success hinges on the active engagement of relevant ASEAN Organs and Bodies, whose leadership is vital for regional coherence and sustainable actions. Leadership will be exercised through the ASEAN Secretariat and, in particular, the Human Development Directorate. To exercise leadership, it will focus on timely coordination and effective follow-through on agreed priorities. To do so, the ASEAN Secretariat will strengthen its capacities and responsiveness.



Whole-of-ASEAN and Whole-of-Government Approach

Strong and sustained involvement of ASEAN Member States is vital. The Work Plan adopts a modality in which programmes are assigned to a lead country or agency. This approach addresses challenges observed in previous planning cycles, where lack of clear responsibilities or insufficient ownership left initiatives unimplemented. Effective implementation, monitoring, and evaluation also require a whole-of-ASEAN approach to coordination at the national level, ensuring that relevant ministries, agencies, and institutions contribute to and benefit from Work Plan activities.



Inclusivity through Multi-Stakeholder Partnerships

Implementation, monitoring, and evaluation will be supported by a diverse set of partnership and cooperation arrangements designed to encourage broad engagement and sustained participation and to allow for multiple perspectives to be heard. Partnerships may take various forms, such as multi-stakeholder meetings, and shall be grounded in mutual interests, shared benefits, and alignment with the strategic objectives of the Work Plan. Consistent with the ASCC Strategy, cooperation with External Partners and other ASEAN partners will be substantive, practical, and mutually beneficial. Public-private-people partnerships (4Ps), corporate social responsibility initiatives, and social entrepreneurship will be promoted to mobilise expertise, resources, and innovation.



Results-based management

Successful implementation of the Work Plan goes beyond executing planned activities. Fundamentally, it requires achieving expected results. Therefore, monitoring and evaluation will prioritise assessing high-level outcomes over detailed activity and output reporting. Results-based management will be guided by the results framework, with three levels of indicators (see page 62 below) to ensure that all stakeholders work towards the goal of the Work Plan and its six major outcomes.



Exchange, Learning, and Knowledge Sharing

Implementation and M&E processes will create opportunities for ASEAN Member States and stakeholders to exchange insights, data, and best practices. Strengthening cooperation in knowledge sharing is useful for accelerating progress and informing evidence-based policymaking. Coordination efforts will prioritise peer learning, dissemination of lessons learned, and the provision and use of reliable data to monitor progress. To facilitate such exchange, existing ASEAN platforms will be used to their fullest extent. These include, for instance, the Learning Management Platform to be set up by the ADME system and platforms such as AUN, Passage to ASEAN (P2A), and SEAMEO RIHED. Where necessary, new platforms will be developed with an emphasis on accessibility and user-friendliness. Summaries of progress, challenges, and achievements may be publicly shared through these regional platforms to promote collective learning and accountability.



Adaptive Planning and Management

Given the evolving needs, priorities, and circumstances of ASEAN and its Member States, implementation must remain flexible and adaptive. An adaptive approach will allow for timely adjustments as conditions change. Adaptive planning and management aim to minimise risks associated with uncertainty by embracing learning-by-doing, incorporating feedback from stakeholders, and periodically assessing the continued relevance of strategies and programmes. M&E reports will highlight areas for improvement and propose modifications, to ensure that the Work Plan remains responsive to emerging challenges and opportunities.

4.2 IMPLEMENTATION ARRANGEMENTS: ROLES AND RESPONSIBILITIES OF KEY ACTORS

The roles and responsibilities of different actors are in line with what is defined in the ASCC Strategic Plan:

- The ASCC Council, with the support of the Senior Officials Committee for the ASEAN Socio-Cultural Community (SOCA), is responsible for overseeing the realisation of the ASCC Strategic Plan. SOCA and the sectoral bodies shall be responsible for results and outcome-based implementation and the coordination of cross-sectoral and cross-pillar matters.
- The sectoral bodies under the ASCC shall be responsible for operationalising the strategic measures relevant to their mandates by translating them into their respective sectoral policies, strategies, Work Plans, programmes, and projects.

Within this broader framework, the main actors for the implementation of the ASEAN Work Plan on Education are:

The ASEAN Senior Officials' Meeting on Education (SOM-ED) will lead the implementation of the Work Plan. It will provide overall policy direction and strategic oversight for the implementation of the Work Plan, including endorsement of priorities, review of progress, and guidance on adjustments as necessary.

ASEAN Member States, through their respective ministries and national mechanisms, will lead the implementation of agreed programmes and activities at the national level, including development of detailed action plans and allocation of appropriate resources.

Lead countries, as identified in the Work Plan, will spearhead specific regional initiatives in coordination with interested ASEAN Member States and relevant sectoral bodies.

The ASEAN Secretariat will play a facilitating and coordinating role. This includes:

- Supporting SOM-ED meetings and documentation
- Facilitating communication and coordination among ASEAN Member States, sectoral bodies, and partners
- Consolidating information and progress updates for monitoring and reporting purposes
- Supporting alignment of initiatives with ASEAN-level frameworks and commitments
- Within the Secretariat, the relevant division, particularly the Education, Youth, and Sports Division, will contribute within their available capacities

Regional and specialised agencies may provide technical expertise and implementation support in line with their institutional mandates. Development partners will offer financial and technical support, consistent with mutually agreed priorities and cooperation frameworks.

4.3 MONITORING AND EVALUATION PROCESSES AND ACTORS

The monitoring and evaluation (M&E) of the Work Plan fits within and contributes to the broader process of monitoring and evaluation of the ASCC Strategic Plan, described as follows therein: “SOCA will support the ASCC Council to monitor the progress of the implementation of the ASCC Strategic Plan document through the respective ASEAN national secretariats, sectoral bodies, the ASEAN Secretariat and with the support of the ASCC Senior Officials Coordinating Conference Meeting (SOC-COM) towards the achievement of the strategic goals”.

In this context, the M&E of the Work Plan will follow the established ASCC reporting and coordination mechanisms, guided by the following considerations:

- ▶ **Overall Coordination.** The ASEAN Secretariat will facilitate and coordinate the M&E process, working closely with SOM-ED and relevant sectoral bodies.
- ▶ **Annual Reporting and review.** The Division will prepare annual progress summaries, drawing on inputs from programme and strategy leads. The SOM-ED meetings will be utilised to discuss progress, review implementation, and identify follow-up actions.
- ▶ **Alignment with the ASCC Strategic Plan’s Monitoring and Review.** Annual review discussion may be linked to the broader monitoring and reporting processes of the ASCC Strategic Plan and the *ASEAN 2045: Our Shared Future* to ensure coherence.
- ▶ **Synergies with related frameworks.** The M&E of the Work Plan may draw benefit from the M&E activities foreseen for related plans or strategies. For instance, SEAMEO RIHED and the ASEAN Secretariat will track progress on respective initiatives in the Roadmap on the Common Space for higher education.
- ▶ **Mid-term and final evaluation.** The final evaluation of the Work Plan in 2030 will be undertaken as part of the mid-term review of the ASCC Strategic Plan. The final evaluation will focus on long-term outcomes and impact that were achieved since the start of the Work Plan. Its results will feed into the mid-term review of the ASCC Strategic Plan and shall be reported to the Summit, after deliberation and approval by the ASCC Council.
- ▶ **Contribution from related evaluations.** End-term evaluations and reviews of related ASEAN plans or roadmaps can feed into the final evaluation of the Work Plan.
- ▶ **Internal and External Roles.** While routine monitoring will primarily rely on internal mechanisms and Member State reporting, evaluation may involve external expertise, in collaboration with the ASEAN Secretariat as appropriate.
- ▶ **Technical Support.** The ASEAN Secretariat may engage relevant internal and external expertise to assist with the preparation of monitoring, data consolidation, subject to resource availability.
- ▶ **Statistical Support.** The ASEAN Community Statistical System will contribute through its role in the collection, harmonisation and reporting of identified statistical indicators relevant to the Work Plan.

The M&E process will be guided by a “results framework” to track progress and promote accountability. It will be aligned to the Planning, Monitoring, Evaluation and Learning Guideline of the ASCC Strategic Plan, which is being developed at present.

The results framework consists of three levels of indicators:

- ▶ Work Plan Outcome Indicators: these reflect the goal and six outcomes of the Work Plan, presented in Chapter 2.
- ▶ Programme Objective Indicators: these aim to assess the achievement of the programmes presented in Chapter 3.
- ▶ Output Indicators: these assess the implementation of the group of activities that compose a strategy within each programme.
- ▶ Where feasible, the indicators in the framework will be accompanied by baseline and targets.

To lessen the workload and avoid overlap, the choice of indicators is aligned with the M&E frameworks of SDG 4 and of the ASCC Strategic Plan. Wherever possible and relevant, indicators will be disaggregated by gender, location, and income level.

The ASEAN Secretariat, responsible for coordinating the M&E of the Work Plan, will ensure that the results framework is properly coordinated with and feeds into the existing ASCC Monitoring and Evaluation (M&E) System, including the ASCC Database for Monitoring and Evaluation System. This M&E System is managed by the ASEAN Secretariat’s ASCC Monitoring Division of the Analysis and Monitoring Directorate of the ASCC Department for reporting to the Senior Officials Committee for the ASEAN Socio-Cultural Community (SOCA).

In general terms, responsibility for the collection and analysis of the Work Plan’s six major outcomes and Programme Objectives indicators resides with the ASEAN Secretariat, while this responsibility for Strategic Output indicators resides with the country or agency taking the main lead in the activities within that strategy. Most ASEAN Member States have proper systems and competencies in place for monitoring, though less so for evaluation, where further capacity development will be useful.

4.4 RESOURCE MOBILISATION

Resource mobilisation is the shared responsibility of ASEAN Member States and the ASEAN Secretariat. In line with the ASCC Strategic Plan, ASEAN Member States are encouraged to mobilise resources, as appropriate, to support the implementation of the programmes and strategies in this Work Plan, with particular priority given to areas where they exercise leadership. Additionally, relevant sectoral bodies are also encouraged to secure funding and resources from external partners, including international agencies and the private sector, to facilitate effective implementation.

COMMUNICATION AND PUBLIC OUTREACH

ASEAN will strengthen communication and public outreach to support the effective implementation of the Education Work Plan and to enhance awareness of its goals, progress with milestones, and long-term impact. Communication efforts will aim to promote a clear understanding of the Work Plan among stakeholders and to foster their meaningful engagement in its implementation, and to inform and mobilise support from the wider public.

Within the ASEAN Secretariat, the Education, Youth, and Sports Division will collaborate closely with the ASEAN Socio-Cultural Monitoring Division to disseminate information on the Work Plan, including its key programmes, outcomes, and results. Using designated platforms, these divisions will provide regular updates to Member States, sectoral bodies, and the wider public, thereby enhancing transparency, visibility, and accountability throughout implementation.

To maximise impact, ASEAN will build on and strengthen existing communication channels and partnerships, while developing targeted strategies and initiatives adapted to different audiences. These efforts will contribute to a greater appreciation of the role of education in advancing ASEAN Community-building and ensure sustained stakeholder support over the longer term.



Credit: UNESCO

ANNEX 1 • ACTIVITY MATRIX

ASEAN WORK PLAN ON EDUCATION 2026–2030

GOAL

To collectively build inclusive, comprehensive, and transformative education systems across the region characterised by a conducive learning environment that makes proper, responsible, and safe use of digital technologies, including AI, to develop well-rounded and resilient individuals and a highly skilled and competitive workforce, and to foster an ASEAN identity that embodies shared ASEAN values.

OUTCOMES



Credit: UNESCO



Credit: UNESCO

01

Ensure equitable access to and inclusive participation in all levels of education and throughout life

02

Strengthen relevance and responsiveness of education to sustainable social and economic development, contributing to a future-ready, productive workforce

03

Enhance learning outcomes and learner well-being, with a strong focus on foundational learning

04

Strengthen evidence-based policy formulation and implementation, system governance, and accountability

05

Promote cross-pillar and cross-sectoral regional cooperation, knowledge sharing, and resource mobilisation, strengthening ASEAN's role in building more effective education systems

06

Deepen the sense of ASEAN identity and the spirit of belonging to the ASEAN Community amongst learners, children, youths, and all stakeholders

PROGRAMME OBJECTIVES	ACTIVITY	LEAD COUNTRY	ASEAN ENTITY AND PARTNERS	IMPLEMENTATION TIMELINE
1A ECCE (EQUITABLE ACCESS)				
IA.1: Equitable and inclusive access to quality ECCE is expanded	1. Host an official launch event on the ASEAN-SEAMEO Joint Roadmap on ECCE in Southeast Asia	Indonesia	SEAMEO CECCEP	2026
	2. Conduct a regional baseline study on the current state of ECCE (access and quality) in Southeast Asia	Indonesia	SEAMEO CECCEP	2027
	3. Host a seminar on innovative approaches to improve access to quality ECCE	Indonesia	SEAMEO CECCEP	2027
	4. Workshop for Caregivers Skills Training for the Brunei National Intervention Centre for Early Childhood Education	Brunei Darussalam	TBC	2027–2028
	5. Publication of intervention practices for early special needs education from member countries	Brunei Darussalam	TBC	2027–2028
	6. Facilitate a regional workshop on play-based learning transitions	Cambodia	UNESCO, UNICEF, SEAMEO	–
	7. Document and share good practices from Cambodia's ECCD Quality Standards			
IA.2: Full access to one year of pre-primary education is ensured	8. Develop a regional Working Group on ECCE to support regular updates and coordination on policy, financing, and collaboration in ECCE sector	Indonesia	SEAMEO CECCEP, ARNEC, & Tanoto Foundation	2027
1B ECCE (QUALITY)				
IB.1: Quality of ECCE programmes and learning experiences is enhanced	9. Host a seminar on ECCE quality assurance best practices	Indonesia	SEAMEO CECCEP	2028
	10. Develop an ECCE Knowledge Hub website	Indonesia	SEAMEO CECCEP, ARNEC, and Tanoto Foundation	2028–2030
	11. Host training and disseminate module on STEM-Based Learning Innovation for Early Childhood Education	Indonesia	SEAMEO QITEP	2026–2030
IB.2: A competent, valued, diverse, and well-supported ECCE workforce is built	12. Host training programmes for teachers and principals of ECCE units on pedagogy, character education, leadership, and education technology	Indonesia	SEAMEO CECCEP	2026–2030
	13. Host a Learning Policy Forum on ECCE teachers' competencies and qualifications as part of activities within the proposed ECCE Working Group	Indonesia	SEAMEO CECCEP	2028
	14. Host training programmes for teachers and educators on inclusive education	Indonesia	SEAMEO CECCEP	2026–2030
	15. Develop standards for the professionalisation of ECCD Workers	The Philippines	–	2026–2027

PROGRAMME OBJECTIVES	ACTIVITY	LEAD COUNTRY	ASEAN ENTITY AND PARTNERS	IMPLEMENTATION TIMELINE
2A BASIC EDUCATION–(EQUITABLE ACCESS)				
2A.1: Universal access to primary and secondary education is ensured	16. Develop, adopt, and implement the ASEAN Leaders Declaration on Foundational Learning	The Philippines	–	2026–2030
	As ASEAN Co-Lead for Foundational Learning, Cambodia will: • Co-facilitate a regional knowledge exchange on structured pedagogy and “teaching at the right level” approaches, drawing on Cambodia’s National Learning Assessment (NLA) experience • Document and share Cambodia’s evidence-based literacy and numeracy strategies as regional good practice; co-develop a regional toolkit on structured pedagogy; implement for early grade teachers across ASEAN Member States • Contribute existing early grade reading and mathematics materials as models for regional adaptation • Co-develop ASEAN-contextualised teacher lesson plan templates for early grade literacy and numeracy • Share Cambodia’s experience with the Early Grade Reading Assessment (EGRA) and Early Grade Mathematics Assessment (EGMA) as tools for informing material design	Cambodia (co-lead)	UNESCO, UNICEF, SEAMEO, World Bank	–
2A.2: Participation by those in vulnerable situations is increased, with particular attention to children with disabilities, ethnic and linguistic minorities (as appropriate), children affected by conflict and emergencies, low-income families, and disadvantaged local communities	Cambodia as Co Lead will: • Share its national experience designing and implementing remedial learning programmes for out-of-school and at-risk children • Co-develop a regional framework for identifying and supporting children at risk of falling behind using age-appropriate assessment tools • Pilot a catch-up programme model in Cambodia and document learnings for regional replication	Cambodia (co-Lead)	–	2026–2030
• Strengthened institutional digital readiness by supporting regional capacity-building for blended and flexible learning approaches for ASEAN Member States (ACSP 6.7.1)	17. <i>Implement the AI Ready ASEAN Programme, which includes a focus on AI in the classroom</i> 18. <i>Implement ASEAN AI for Youth Empowerment and Development (ASEAN Ahead)–empower youth with AI-driven skills and career pathways so they can compete and thrive in an evolving digital economy while promoting inclusive workforce development across the region</i>	–	ASEAN Foundation	2026–2027
	19. <i>Conduct ASEAN AI Hackathon: Student-focused Event–expected to engage over 1,000 students across ASEAN, enhancing youth connectivity and regional engagement</i>	–	P2A	–

PROGRAMME OBJECTIVES	ACTIVITY	LEAD COUNTRY	ASEAN ENTITY AND PARTNERS	IMPLEMENTATION TIMELINE
2A.3: Comprehensive programmes are designed to integrate or reintegrate out-of-school children and youth into education	20. Organise a Seminar on Sharing Practices towards Zero Dropout (MOE)	Thailand	SEAMEO Centres UNICEF UNESCO	2028–2029
	21. Develop a regional ASEAN Equivalency Framework for non-formal and informal learning, drawing on Cambodia's national Equivalency Programme experience • Mapping existing national equivalency frameworks across ASEAN Member States • Developing a shared regional framework for recognition and validation of non-formal learning • Organising a regional study tour to Cambodia's Community Learning Centers (CLCs) as a best practice model • Piloting equivalency recognition mechanisms in 2–3 ASEAN Member States in Years 1–2	Cambodia	UNESCO, UNICEF, EU, World Bank, SEAMEO	2026–2030
	22. Host a policy dialogue on the optimal use of data to address OOSCY	Indonesia	SEAMOLEC	2027
	23. Host a workshop on innovative OOSCY policy	Indonesia	SEAQIS SEAQIM SEAMOLEC	2028
	24. Host a forum on digital learning in remote areas	Indonesia	SEAMOLEC	2029
2B BASIC EDUCATION (QUALITY)				
2B.1: Learning, as demonstrated by results on national, regional, and international assessments, is improved	25. Organise a Workshop: Policy Trajectory for International Large-Scale Assessment in Southeast Asia: Improving Assessment to Improve Learning for Advancing Basic Education, Hanoi Viet Nam, 14 May 2026	Viet Nam	SEA-PLM Secretariat	2026
	26. <i>Implement Phase 2: SEA-PLM Programme</i>	–	SEA-PLM Secretariat, ROK	2026–2028
	27. <i>Organise Education Consortium on PISA</i>	Brunei Darussalam	OECD	2026–2027
	28. Organise an ASEAN Plus Three STEM Camp for Youth that will facilitate the sharing of knowledge and the application of knowledge to real-world issues and contexts.	Singapore	TBC	2027
	29. <i>Conduct Enhancement Programmes on Urban Farming and Biodiversity Education</i>	Indonesia	SEAMEO BIOTROP	2027–2030

PROGRAMME OBJECTIVES	ACTIVITY	LEAD COUNTRY	ASEAN ENTITY AND PARTNERS	IMPLEMENTATION TIMELINE
2B.2: Teacher performance, with particular attention to the delivery of inclusive education, is improved	30. <i>Develop and Pilot system on Foundational Learning and Numeracy Expertise and Enhancement Programme (FL NEEP)</i>	Malaysia	UNICEF Malaysia SEAMEO	2026–2027
	31. <i>Host teachers' training programmes in digital learning, coding, AI and STEM</i>	Indonesia	SEAMOLEC, SEAQIM	2027–2029
	32. <i>Host Ki Hajar Dewantara Award for the Best Science Teacher in Southeast Asia</i>	Indonesia	SEAMEO QITEP in Science	2027–2028
	33. <i>Host Regional Training on Science Education [Science Classroom Supervision (SCS), Earth and Space Science (ESS), and Environmental Education for Sustainable Development (EESD)]</i>	Indonesia	SEAMEO QITEP in Science	2027–2030
	34. <i>Host Training on Southeast Asian Climate Change Education Programme (SEACEP)</i>	Indonesia	SEAMEO QITEP in Science	2026–2030
	35. <i>ASEAN Teacher Professional Exchange on STEM</i>	Singapore	–	2027
2B.3: Learning solutions are supporting the development of a full range of skills for life, work, and sustainable development	36. <i>Organise an ASEAN AI Forum on the sidelines of the 14th ASED on how AI can be leveraged to enhance teaching and learning and develop students' critical thinking</i>	Singapore	ROK	22 Jul 2026
	37. <i>Organise an ASEAN Leaders in Education Programme International (ASEAN LEPI) course to equip education leaders with a systems-level perspective on the evolving regional landscape. Key focus areas include (i) Enhancing instructional leadership and organisational resilience; (ii) Translating insights into actionable strategies for future-ready schools; and (iii) Engaging in professional dialogue with regional peers</i>	Singapore	–	27 to 31 July 2026–2027 (dates TBC)
	38. <i>Host training programmes on nutrition education</i>	Indonesia	SEAMEO REC FON	2027–2030
	39. <i>Host training and develop module on Integration of Coding and Artificial Intelligence (AI) in STEM Learning</i>	Indonesia	SEAMEO QITEP in Science	2026–2030
	40. <i>Host a regional webinar on best practices of online course implementation in non-formal education featuring experiences from Singapore (advanced national digital learning ecosystem), Malaysia (open and distance learning system), Thailand (community-based digital learning), and Vietnam (scalable online learning platforms)</i>	Indonesia	–	2028

PROGRAMME OBJECTIVES	ACTIVITY	LEAD COUNTRY	ASEAN ENTITY AND PARTNERS	IMPLEMENTATION TIMELINE
	41. Design and disseminate the ASEAN Academic Recovery and Catch-up Programme (ASEAN ARC-UP)	The Philippines	SEAMEO Secretariat, ministries of education, teacher training institutes, development partners, research and academic institutions, etc.	2027–2029
	42. Develop standards to support remediation mechanisms prior to TVET	The Philippines	DepEd, Teacher Education Council	2026
	43. Launch publication on Regional Best Practices and Policy on Artificial Intelligence in Education	Brunei Darussalam	–	2027
	44. <i>Implement ASEAN AI for Youth Empowerment and Development (ASEAN Ahead)–empower youth with AI-driven skills and career pathways so they can compete and thrive in an evolving digital economy while promoting inclusive workforce development across the region</i>	–	ASEAN Foundation	2026–2027
2B.4: Facilitate ASEAN knowledge-sharing and collaboration on policies and best practices for gifted education	45. Conduct Dialogue on Specialised Education for High-Achieving Students Strategy in Southeast Asia	Indonesia	–	2028–2029
3A TVET (EXPANSION AND ACCESS)				
3A.1: The offer of and enrolment in TVET is expanded and diversified	46. Organise International Workshop on Strengthening ASEAN Enterprise–TVET Collaboration	Viet Nam	–	2027–2030
	47. Register and recognise micro-credential courses and providers	The Philippines	–	2026–2030
3A.2: Recognition of TVET as a full and viable route for developing relevant skills and qualifications is strengthened	48. Documentation of the existing bilateral or multilateral business-to-business or government-to-government mutual recognition of skills arrangement on selected occupational areas among some ASEAN Member States, including development process and implementation	The Philippines	International Labour Organization (ILO)	2027
	49. Develop standardised Career Profiling Instrument (CPI) for TVET	The Philippines	–	2026
	50. Developing and implementing a robust and sustainable micro-credentials and a lifelong learning ecosystem: Include stackable short courses aligned with industry needs, recognition of prior learning, and a digital credential platform	Brunei Darussalam	SEAMEO VOCTECH	2028

PROGRAMME OBJECTIVES	ACTIVITY	LEAD COUNTRY	ASEAN ENTITY AND PARTNERS	IMPLEMENTATION TIMELINE
3A.3: All children and youth have access to TVET, whatever their personal circumstances • Cross-sectoral digital inclusion programmes focused on improving education-to-employment pathways for women and youth through edtech solutions (ACSP 3.3.4)	51. <i>Implement ASEAN Best Practice Model for Inclusive TVET:</i> • <i>Inclusive TVET for Learners with Special Needs (ASEAN-iTVET)</i> • <i>Empowering a Future-Ready Workforce of Pupils with Special Needs in ASEAN through Enhanced Marketability, Employability and Sustainable Post-Secondary Study Pathways</i>	Malaysia	Industries, Corporate sectors, GLCs and IO	2027–2030
	52. Conduct ASEAN Knowledge Sharing Forum on Skills Training, Entrepreneurship, and Industry Placement (PKK–PKW Model)	Indonesia	SEAMEO, Industries, Corporate sectors, GLCs and IO	2029
3B TVET (QUALITY AND RELEVANCE)				
3B.1: TVET is strengthened as a viable education pathway in synergy and harmony with academic pathways to meet economic requirements, and enhance employability	53. <i>Implement Capacity Building Programme for ASEAN Member States' TVET Institutions: Building Future-Ready Institutions for ASEAN's Green and Digital Economy (AKEPT)</i>	Malaysia	SCOPE-HE	TBC
	54. <i>Conduct Dialogue on Industry-Based Curricula in TVET to Support Link and Match</i>	Indonesia	–	2027–2029
	55. <i>Organise ASEAN Student Mobility & Green Skills Camps (OVEC)</i> 56. <i>Develop Green Skills Certification & Micro-Credentials (OVEC)</i>	Thailand	UNEVOC SEAMEO VOCTECH	2028–2029
	57. Organise the ASEAN Forum on the Recognition of Prior Learning (RPL)	Viet Nam	–	2027–2030
	58. Conduct the 5th ASEAN TVET Council (ATC) Regional Policy Dialogue	The Philippines	GIZ RECOTwin ILO ADB	2026
	59. <i>Implement ASEAN-SWISS TVET Initiative (ASTI) to improve career opportunities for unemployed youth and low-skilled workers through Work-based Learning</i>	–	GIZ	–
3B.2: The growing demand for relevant skills, competencies, and credentials is increasingly met, enhancing regional competitiveness	60. <i>Implement ASEAN TVET Industry-Immersion Programme for Trainers [Department of Polytechnics and Community College Education (DPCCE), MOHE Malaysia]</i>	Malaysia	ASEAN TVET Council SEAMEO VOCTECH	TBC
	61. Conduct Urban Agriculture and Bio-integrated Farming TVET	Indonesia	SEAMEO BIOTROP, IBTE (Brunei Darussalam)	2026

PROGRAMME OBJECTIVES	ACTIVITY	LEAD COUNTRY	ASEAN ENTITY AND PARTNERS	IMPLEMENTATION TIMELINE
	62. <i>Develop Inclusive Occupational Standards (OVEC)</i> 63. <i>Organise Capacity Building initiatives for Qualification Authorities (OVEC)</i>	Thailand	AQRF Committee Thailand Professional Qualification Institute (TPQI)	2028–2029
	64. <i>Implement ASEAN Data Science Explorers (ADSE)</i>	–	ASEAN Foundation	2026–2027
	65. Conduct the Workshop of the Steering Committee for the Revision of the Standard for In-Company Trainers in ASEAN Countries	The Philippines	GIZ RECOTwin UN Women	2026
	66. Document country practices on professionalising TVET educators	The Philippines	–	2027
	67. Facilitate the development of a regional AI-powered digital skills platform (Digital Skills Coalition (DiSCo))	The Philippines	International Labour Organization (ILO)	2026–2027
4A HIGHER EDUCATION (EXPANSION AND ACCESS)				
4A.1: The offer of Higher Education is expanded and diversified	68. <i>Promote ASEAN scholarships to support ASEAN students to study regionally or internationally (ASEAN, AUN, ACWC, etc.) (ACSP 6.4.1)</i>	–	–	–
	69. <i>Promote cooperation among ASEAN universities to encourage mobility and recognition (ACSP 6.4.2)</i>	Brunei Darussalam	SEAMEO RIHED	2026–2030
	70. <i>Develop bilateral scholarship programmes with ASEAN+3 countries (ACSP 6.4.3)</i>	–	–	–
	71. Organise Regional Workshop on Sharing Experiences in the Development and Recognition of Micro-credentials in ASEAN 72. Develop a Report on ASEAN Countries' Experiences in Developing and Implementing Micro-credential Courses and Establishing National Credit Banks in higher education	Viet Nam	Higher Education Institutions	2027–2030
4A.2: Equitable access to quality higher education has improved, with specific attention to the most disadvantaged groups • <i>Promote awareness and use of existing digital skills frameworks and micro-credentials in ASEAN higher education and TVET systems (ACSP 3.8.2)</i>	73. Implement the Bridging Phase of the Intra-ASEAN Scholarship Programme (IASP) for ASEAN National (MOHE)	Malaysia	–	2026–2027
	74. Utilise the ASEAN–GEMS (Global Exchange for Mobility Exchange Scholarship) platform (MOHE)			2026–2030
	75. <i>Implement the ASEAN Global Exchange for Mobility and Scholarship (GEMS) Platform to facilitate intra-ASEAN student mobility (ACSP 6.4.6)</i>			
	76. <i>Organise regular forums or dialogues for ASEAN higher education partners to promote collaboration on mobility and scholarship programmes under the Common Space Initiative (ACSP 6.4.7)</i>			

PROGRAMME OBJECTIVES	ACTIVITY	LEAD COUNTRY	ASEAN ENTITY AND PARTNERS	IMPLEMENTATION TIMELINE
	77. Implement ASEAN Micro-Credentials Recognition and Credit Transfer Programme (A programme to ensure that short courses, micro-credentials, and modular learning can be recognised within broader national and regional qualifications systems) –[Malaysian Qualification Agency (MQA) and DOHE]	Malaysia	SEAMEO RIHED To be determined with ASEAN Member States' universities	TBC
	78. Host a policy dialogue on Microcredentials and Recognition of Prior Learning higher education	Indonesia	SEAMOLEC	2026
	79. Organise an information-sharing session within the ASEAN Member States on national policy and implementation approaches to widening access to higher education through scholarships, grants, and student financial assistance mechanisms. The session will highlight the Philippines' experience in operationalising the Unified Student Financial Assistance System for Tertiary Education (UniFAST) , the government's central coordinating mechanism for student financial aid, including the implementation of the Free Tuition Law in state universities and colleges	The Philippines	University of the Philippines	2007
	80. Organise a forum that will focus on micro-credentials, transnational higher education, and digital credentials in ASEAN to examine how the ASEAN Member States can recognise emerging forms of learning and how these can support flexible, lifelong, and cross-border mobility	The Philippines	–	2027–2028
	81. Implement the ASEAN GEMS Plus Project Proposal	The Philippines	Education Malaysia Global Services (EMGS)	2027–2030
	82. Implement the ASEAN Ministerial Statement on Access and Sustainable Development in higher education through AI-enabled Teaching and Learning Environment and Digital Transformation and the Creation of the AI Framework in higher education	The Philippines	SEAMEO INNOTECH, SEAMEO RIHED, Industry Partners	2027–2030

PROGRAMME OBJECTIVES	ACTIVITY	LEAD COUNTRY	ASEAN ENTITY AND PARTNERS	IMPLEMENTATION TIMELINE
4B HIGHER EDUCATION (QUALITY AND RELEVANCE)				
4B.1: Quality of higher education is enhanced	83. Conduct workshops and training with participation from ASEAN Member States to strengthen internal and external quality assurance in higher education through learning outcomes, accreditation, and data-based quality management	Lao PDR	Universities, institutions, UNESCO, and ASEAN research networks or Dialogue Partners	2027–2028
	84. <i>Implement Instructional Growth and Navigation for Impactful Teaching Excellence (IGNITE) Programme: focuses on high-impact practices in teaching & learning (AKEPT)</i>	Malaysia	To be determined with the ASEAN Member State institution or training provider	TBC
	85. <i>Implement Global Academic Leadership Excellence Programme (GALEP): focuses on institutional leadership for young leaders in HEIs (AKEPT)</i>	Malaysia	To be determined with the ASEAN Member State institution or training provider	TBC
	86. <i>Implement SheLeads HE-ASEAN : Leadership training for women leaders in higher education institutions in ASEAN Member States (AKEPT)</i>	Malaysia	To be determined with the ASEAN Member State institution or training provider	TBC
	87. <i>Implement ASEAN AI-Ready Educator Programme (AIREP) [Future skills + AI governance programme] - to prepare faculty members to use AI responsibly and effectively in teaching, supervision, research, and academic administration (UTM)</i>	Malaysia	SEAMEO RIHD To be determined with the ASEAN Member State universities	TBC
	88. <i>Develop ASEAN Open Digital Learning Commons (AODLC) To create a shared ASEAN repository of open educational resources (OER), digital teaching toolkits, and multilingual learning materials for higher education (DOHE-USM)</i>	Malaysia	SEAMEO RIHD To be determined with ASEAN Member State universities	TBC
	89. <i>Conduct Programme for Student Mobility and Quality Assurance</i>	Indonesia	–	2026–2029
	90. <i>Conduct forum and initiative on AI in higher education, digital learning, and Transformative Learning</i>	Indonesia	–	2026–2029
	91. <i>Conduct Dialogue on the possibility of Joint and Double Degree within SEAN</i>	Indonesia	–	2026–2029

PROGRAMME OBJECTIVES	ACTIVITY	LEAD COUNTRY	ASEAN ENTITY AND PARTNERS	IMPLEMENTATION TIMELINE
	92. Conduct Dialogue on the shared system and integrated Micro credential within region	Indonesia	–	2026–2029
	93. <i>Conduct Quality Assurance Mechanisms: AUN-QA through</i> • AUN-QA Programme Assessment • AUN-QA Institutional Assessment, • AUN-QA Capacity Building Programmes	–	AUN	2026–2030
	94. <i>Organise Workshop on University's IQA Implementation Utilising AUN-QA IQA Management Toolkit</i>	–	AUN & Partner (e.g AQAN)	2026–2030
	95. <i>Conduct Curriculum design and qualifications management through AUN-QEx</i> 1) AUN-QEx Mastery Training Workshop 2) Development of ASEAN Reference Credit System (ARCS)	–	AUN & Partner (e.g SEAMEO RIHED)	2026–2030
	96. Organise an undergraduate symposium that brings together students across the region to engage with domain experts and undertake project-based learning NUS College will run the Asian Undergraduate Symposium (AUS), which brings together undergraduates from Singapore and across Asia, in particular, ASEAN. The AUS enhances learning outcomes by engaging students in interdisciplinary projects, exposure to domain experts, and applied learning experiences. The programme supports the development of critical thinking, collaboration, and other 21st-century competencies essential for student growth and well-being	Singapore	National University of Singapore (NUS)	Annually (every year from 2026–2030)
	97. Implement the ASEAN Center of Excellence for Teacher Education and Development (ACTED) and CHED	The Philippines	–	2027–2030
4B.2: Higher Education and Research Institutions are strengthened, to drive knowledge creation, and advance human development to support peace and sustainable green growth	98. Organise Higher Education Research for Policy Development Programme through policy dialogues with ASEAN participation to strengthen capacity in scientific research management, develop scientific research databases and a higher-education research website, promote research partnerships and networks, and establish a Citation Index system	Lao PDR	Universities, institutions, UNESCO, and ASEAN research networks, or DPs	2028–2029
	99. <i>Implement AIMS+ (ASEAN Integrated Mobility & Partnership Plus)</i> <i>Transforming AIMS Programme from student exchange programme to ASEAN-wide integrated mobility + academic + research partnership platform. (DOHE-UiTM)</i>	Malaysia	SEAMEO RIHED To be determined with ASEAN Member States' universities	TBC
	100. <i>Implement AIMS-Serve+ (ASEAN International Mobility for Service Learning Plus)</i> —to create a structured ASEAN student exchange model that integrates academic mobility with community service and service-learning. (DOHE-UMS)	Malaysia	SEAMEO RIHED To be determined with ASEAN Member States' universities	TBC

PROGRAMME OBJECTIVES	ACTIVITY	LEAD COUNTRY	ASEAN ENTITY AND PARTNERS	IMPLEMENTATION TIMELINE
	101. <i>Implement ASEAN Faculty Mobility and Visiting Scholars Programme to increase cross-border faculty mobility among ASEAN public universities through short-term academic placements, visiting professorships, teaching attachments, and research residencies. (DOHE-UKM)</i>	Malaysia	SEAMEO RIHED To be determined with the ASEAN Member States' universities	TBC
	102. <i>Implement Enhancement Programmes for ASEAN Higher Education Collaboration on Biodiversity, and Food Security</i>	Indonesia	SEAMEO BIOTROP	2028–2030
	103. Conduct joint research and development initiatives	Indonesia	–	2027–2030
	104. Conduct a Dialogue in Integrating Green Skills and ESD in the Curriculum for Sustainable Economic	Indonesia	–	2027–2030
	105. Implement AUN and AUN-QA Research Development Grant	–	AUN	2026–2030
	106. <i>Conduct Manpower Development digital platforms such as STEMPlus platform (MHESI-NXPO)</i>	Thailand	–	2028–2029
	107. <i>Implement Special Curricula Programme via Higher Education Sandbox Programmes (MHESI-NXPO)</i>	Thailand	Higher Education Institutes	2028–2029
	108. Conduct ASEAN Research Network Conference 2026	–	P2A	2026
5A POLICY & GOVERNANCE				
5A.1: The environment is more supportive of the development of effective policies and strategic plans	109. Host a policy update forum on education in the age of AI and social media	Indonesia	–	2027
	110. Host a seminar on quality assessment in the age of disruptive digital technology	Indonesia	–	2028
	111. Host a Seminar on National Book Systems in Southeast Asia and Indonesia Book Information System (SIBI) as the Digital Book Platform	Indonesia	–	–
	112. Host a seminar on promoting relevant policies to support quality multilingual education	Indonesia	SEAQIL	2029
	113. BIPA (Bahasa Indonesia bagi Penutur Asing) learning facilitation for Southeast Asian countries	Indonesia	SEAQIL Badan Bahasa	2026–2030
	114. Translation of educational enrichment books and other books of strategic value	Indonesia	Badan Bahasa	2028–2030

PROGRAMME OBJECTIVES	ACTIVITY	LEAD COUNTRY	ASEAN ENTITY AND PARTNERS	IMPLEMENTATION TIMELINE
5A.2: Research and data are used more in the design of education policies	115. <i>Conduct Landscape Analysis on School Meals Programme Implemented by ASEAN Member States</i>	Cambodia	WFP and SEAMEO SEARCA	2026–2027
	116. Survey, analyse, and report of the labour force demands for strategic industries (MHESI–NXPO)	Thailand	Ministry of Labors, National Statistical Office, Ministry of Digital Economy and Society	2028–2029
	117. Conduct a Research Study on Building a Biodiversity-Inclusive Future Regional Policy Directions for Southeast Asia	Indonesia	SEAMEO BIOTROP, Tsukuba University, SEAMEO CED Laos, SEAMEO VOCTECH	2026
5B POLICY & GOVERNANCE				
5B.1: Regional institutions have become effective and sustainable leaders in their relevant domains	–	–	–	–
5C POLICY & GOVERNANCE				
5C.1: Cross-sectoral cooperation is expanded through participatory approaches involving a variety of stakeholders	118. Implement other cross-sectoral Activities with ATC, SLOM, Connectivity, and other relevant ASEAN stakeholders	–	ASEAN Secretariat	2026–2030
5C.2: Multi-sectoral governance is strengthened across different ministries and agencies	119. <i>Organise ASEAN+3 and Australia Regional Learning Cities Conference, 25–27 November 2026, Ho Chi Minh City</i>	Viet Nam	UNESCO	2026
6 REGIONAL COOPERATION				
6.1: Collaboration between ASEAN Member States is intensified to the benefit of the education systems	120. Share Best Practices of OOSCY Interventions, particularly the AI-Integrated Student Tracking System (SiPKPM)	Malaysia	UNESCO UNICEF	2027
	121. <i>Implement A Lets Talk About Series– A webinar series and intellectual platform that brings together university leaders, industry experts, and academics from local and international institutions to discuss strategic issues in higher education, innovation, and national as well as regional development. (AKEPT)</i>	Malaysia	SEAMEO RIHED Higher Education Institutions	TBC

PROGRAMME OBJECTIVES	ACTIVITY	LEAD COUNTRY	ASEAN ENTITY AND PARTNERS	IMPLEMENTATION TIMELINE
	122. Organise Regional Policy Forum on Future of Education for Employability (MOE)	Thailand	SEAMEO UNESCO	2028–2029
	123. Organise an international conference that convenes institutional representatives and stakeholders to advance academic and research collaboration while strengthening regional partnerships The Passage to ASEAN (P2A) ⁶ International Conference will bring representatives from Institutes of Higher Education (IHLs) and key stakeholders from the ASEAN region together to discuss regional education and research cooperations and foster closer partnerships between P2A members	Singapore	Temasek Polytechnic (TP)	2027
	124. Organise a webinar to facilitate sharing amongst ASEAN Member States on how Values Education is enacted and designed in their national curriculum and establish a network to facilitate the exchange of information and collaboration across ASEAN Member States in values education	Singapore	–	2026–2027
	125. Organise an ASEAN showcase at the Singapore Youth Festival (SYF) where student performers from the ASEAN Member States will participate in the SYF to deepen students' understanding and appreciation of the rich culture in the region	Singapore	–	2026–2027
	126. In-Country Training on Suboptimal Land Management for Teachers and International Conference at Aurora State College of Technology, Philippines	Indonesia	SEAMEO BIOTROP, Aurora State College of Technology, Philippines	2026
	127. In-Country Training School of Biodiversity for Teachers: Strengthening Biodiversity Education in Timor-Leste	Indonesia	SEAMEO BIOTROP, Kementrian Pertanian Timor Leste	2026

⁶ The P2A is a university and college network established in 2012 to promote student mobility and regional understanding among ASEAN countries. It currently includes over 100 member institutions across the ASEAN Member States.

PROGRAMME OBJECTIVES	ACTIVITY	LEAD COUNTRY	ASEAN ENTITY AND PARTNERS	IMPLEMENTATION TIMELINE
	128. ASEAN Biodiversity Education Network	Indonesia	SEAMEO-BIOTROP	–
	129. Conduct a Policy Dialogue on the ASEAN International Student Attraction Framework, including International Global Talent Services	Indonesia	–	2027–2029
	130. Develop the ASEAN International Student Attraction Framework	Indonesia	–	2027–2029
	131. Conduct an International Conference on Science Education (SICSE)	Indonesia	SEAMEO QITEP in Science	2026–2030
	132. Launch publication on Regional Best Practices and Policy on Greening Education	Brunei Darussalam	–	2027
6.2: The sense of ASEAN belonging and the commitment to ASEAN values is deepened through regional collaboration • Regional exchanges on ASEAN awareness and integration for students, educators and curriculum specialists (ACSP 6.1.7)	133. Organise the ASEAN at 60 Youth Conference. The three-day programme will include discussions on ASEAN and topics such as multilateralism and sustainability, and a simulation of an ASEAN meeting	Singapore	Nanyang Junior College with the S Rajaratnam School of International Studies	2027
	134. Organise the ASEAN@Pre-U Seminar. Selected student delegates from ASEAN will come together to discuss regional issues	Singapore	–	2027

PROGRAMME OBJECTIVES	ACTIVITY	LEAD COUNTRY	ASEAN ENTITY AND PARTNERS	IMPLEMENTATION TIMELINE
	135. Organise a regional youth platform that brings students together to deepen awareness of ASEAN issues and develop leadership capabilities	Singapore	Singapore Polytechnic (SP)	Annually (every year from 2026–2030) 2026: SP organised the Youth Model ASEAN Conference (YMAC) from 7–10 April YMAC 2026 was centred on the theme “Strengthening ASEAN.” The conference brought together 160 local delegates from five Polytechnics, alongside international youth delegates from seven ASEAN nations, to deliberate on the following themes: 1. Strengthening the ASEAN Identity 2. Strengthening Human Capital 3. Harnessing the Silver Wave 4. Enhancing ASEAN Green Connectivity
	136. Organise an ASEAN Student Adventure Camp to give students the opportunity to bond and participate in outdoor activities together	Singapore	TBC	2027
	137. Conduct a Regional Workshop on the Development of the ASEAN Community Engagement Programme (ASEAN-CEP) Cooperation Framework	Indonesia	–	2027–2029
	138. <i>Implement the ASEAN Community Engagement Programme (ASEAN-CEP)</i>	Indonesia	–	2027–2029

PROGRAMME OBJECTIVES	ACTIVITY	LEAD COUNTRY	ASEAN ENTITY AND PARTNERS	IMPLEMENTATION TIMELINE
	139. Conduct Singapore Express (SG Express) is an annual cultural exchange initiative. It establishes a dynamic multinational platform where global and local students unite to share perspectives and build lasting connections	–	P2A	2026
	140. <i>Implement eMpowering Youth Across ASEAN (eYAA)–develop capable, socially responsible ASEAN youth and support them in leading real community projects that create meaningful regional impact</i>	–	ASEAN Foundation	2026–2030
	141. <i>Implement AUN Youth Mobility, Exchanges and Leadership Development Programme</i> • AUN Summer Camp Programme • AUN Educational Forum and Young Speaker Contest • AUN and ASEAN+3 Youth Cultural Forum • ASEAN Student Leader Forum • ASEAN Experiential Learning Programme • AUN Internship Programme	–	AUN	2028–2030
6.3: The higher education ecosystem across Southeast Asia is more inclusive and interconnected, fosters collective intelligence, empowers diverse stakeholders, and promotes sustainable living and learning	142. <i>Implement the Bridging Phase of the Intra-ASEAN Scholarship Programme for ASEAN Nationals</i>	Malaysia	–	2026–2027
	143. <i>Implement ASEAN Higher Education Leadership Forum (ASHELF)–is a platform for ASEAN leaders to share insights on higher education issues in support of the Southeast Asian Higher Education Common Space Roadmap (AKEPT)</i>	Malaysia	Malaysian higher education institutions (TBC) and ASEAN Member States universities and regional organisations	TBC

PROGRAMME OBJECTIVES	ACTIVITY	LEAD COUNTRY	ASEAN ENTITY AND PARTNERS	IMPLEMENTATION TIMELINE
	144. <i>Implement AUN Thematic Networks (20 networks) specialised academic cooperation, joint projects, mobility, knowledge exchange, and capacity building across thematic fields.</i> a. <i>AUN Quality Assurance (AUN-QA)</i> b. <i>AUN Health Promotion Network (AUN-HPN)</i> c. <i>AUN Technology Enhanced Personalised Learning (AUN-TEPL)</i> d. <i>AUN Southeast Asia-Engineering Education Development Network (AUN/SEED-Net)</i> e. <i>AUN University Social Responsibility and Sustainability (AUN USR&S)</i> f. <i>ASEAN University Network on Culture and the Arts (AUN-CA)</i> g. <i>AUN Ecological Education and Culture (AUN-EEC)</i> h. <i>AUN for Business and Economics Network (AUN-BE)</i> i. <i>Libraries of ASEAN University Network (AUNILO)</i> j. <i>AUN Human Rights Education Network (AUN-HRE)</i> k. <i>AUN Disability and Public Policy Network (AUN-DPPnet)</i> l. <i>AUN Student Affairs Network (AUN-SAN)</i> m. <i>AUN University Innovation and Enterprise (AUN-UIE)</i> n. <i>AUN ASEAN Credit Transfer System (AUN-ACTS)</i> o. <i>AUN AEC Thematic Network (AUN-AEC)</i> p. <i>AUN Sustainable City and Urban Development (AUN-SCUD) Network</i> q. <i>AUN Thematic Network on Architectural Design Education and Research in ASEAN (AUN-ADERA)</i> r. <i>AUN Digital Transformation (AUN Dx)</i> s. <i>ASEAN University Network Gender Justice and Inclusion (AUN-GJI)</i> t. <i>ASEAN University Network for Agriculture and Food Security (AUN-AFS)</i>	–	AUN	2028–2030
	145. <i>Implement SCOPE-HE Programme</i>	–	EU and SCOPE-HE	2026–2028

LEGEND



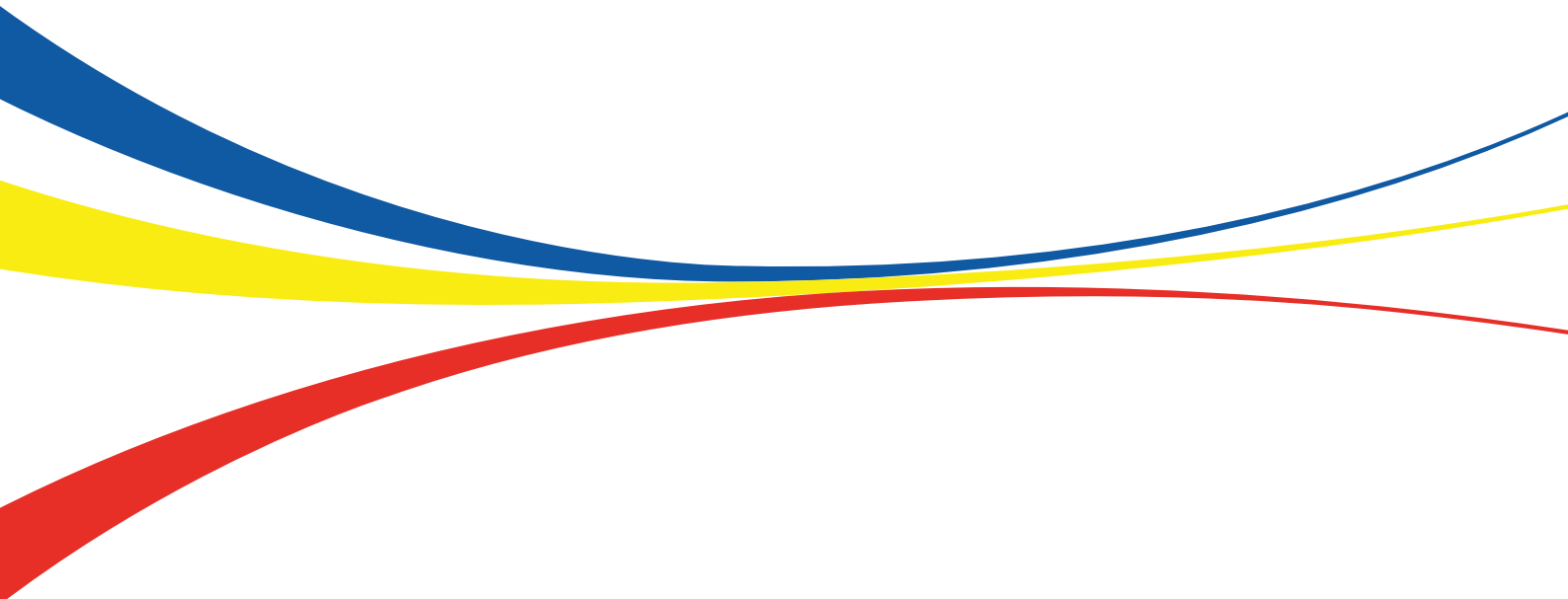
Green—SOM-ED commitments under the ASEAN Connectivity Strategic Plan.



Purple—Programmes and activities implemented by ASEAN entities and ASEAN Dialogue Partners.



Italicised—Programmes (of which specific activities within the programme will contribute to the Work Plan's outcomes and objectives).



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