

ASEAN WORK PLAN ON EDUCATION 2021-2025

No	Activities	Indicator	Lead	Potential Partners	2021	2022	2023	2024	2025	Reference
Outcome 1. Developed ASEAN awareness, including resilient and environmentally responsible education practices										
Output 1.1. Knowledge on ASEAN is updated and strengthened through school curricula and media campaigns										
1.1.1.	Develop guidelines and tools to promote ASEAN awareness in various education programmes and levels, including TVET, student mobility programmes, and academic research collaboration, by the member states and ASEAN entities.	<ul style="list-style-type: none"> The ASEAN curriculum sourcebook's availability in the national languages of the ASEAN countries and, if needed, the localised and multiple delivery methods. The availability of a report on the implementation of the ASEAN curriculum sourcebook, including feedback from teachers and students. The number of teachers and students benefitting from the ASEAN curriculum sourcebook 	Myanmar							
1.1.2.	Organise education activities to raise the awareness of and engage youth volunteers, exchanged students and students involved in mobility programmes.	<ul style="list-style-type: none"> The number of activities on ASEAN promotion targeting youth volunteers, exchange students and students of mobility programmes. An increased number of male and female students and male and female young scholars have an advanced understanding of ASEAN. 	Malaysia, Thailand, Singapore							
1.1.3.	Organise media and information literacy to promote peace education, moderation values and combat fake news.	<ul style="list-style-type: none"> The implementation of school-based campaigns on cyber-wellness, anti-cyberbullying and anti-online sexual exploitation. The promotion of media literacy in schools to combat fake news and radicalisation. The availability and the utilisation of regional sectoral guidelines for peace education in ASEAN. 	Philippines	SEAMEO CHAT, SPAFA						ACRF, CoP initiative [Thrust 6]

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Output 1.2. Resilience, including mental health and wellbeing of teachers and students, and environmentally responsible practices through education are promoted										
1.2.1.	Organise a policy dialogue with education and Disaster Risks Reduction (DRR) sectors to further integrate safe-school initiatives into national education, monitoring systems, and regional coordination mechanisms.	<ul style="list-style-type: none"> Increased policy commitments from the AMS on the integration of safe school initiatives The number of schools benefitting from the safe school initiatives The inter-sectoral and regional coordinated technical and financial resources to expand education content to respond to multi-hazard settings. 	Cambodia	DMHA						ASEAN Safe Schools Initiative: Progress, Achievement, Recommendation to be considered for inclusion in the ASEAN Work Plan on Education 2021-2025
1.2.2.	Facilitate the integration of environmental education (EE) into various school activities, lessons, and curricula to align with the Education for Sustainable Development.	<ul style="list-style-type: none"> Mainstreamed EE in school learning as part of schools' subject-based or thematic curriculum, co-curriculum or extra-curriculum. Measured impacts of EE content on learners' knowledge, attitude and practices. EE materials as a subject- or thematic-based teaching materials and extra-curricular activities. 	Indonesia	Environment Division [AWGEE], OECD						ASCC Blueprint, C. sustainability, C4. sustainable consumption
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 Out-of-School Children and Youth (OOSCY)										
Output 2.1. Regional policy, partnership, and monitoring mechanisms are in place to support wider access to quality early childhood care and education, school readiness and comprehensive Early Childhood Care and Education (ECCE) services										
2.1.1.	Convene strategic partners in a regional forum on ECCE to coordinate policy commitments, strengthen national investment and ensure equitable, gender-sensitive, inclusive and comprehensive ECCE services.	<ul style="list-style-type: none"> The number of partners engaged and taking part in the regional ECCE forum. Strengthened regional commitments to ensure equitable, gender-sensitive, inclusive and comprehensive ECCE services. Resources allocated (financial, policy, guidelines) to support regional initiatives on ECCE. 	Lao PDR, Indonesia	ARNEC, UNICEF, UNESCO, SEAMEO CECCEP, OECD						(1) ASCC Blueprint, KRA: B2. Equitable Access For All, SM: IV. Greater Access to Basic Social Services; (2) Bangkok Declaration on Advancing Partnership in Education for 2030 Agenda for Sustainable Development in ASEAN, 2019; (3) SDG 4.2; (4) UNCRC

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2.1.2.	Promote equitable access to quality ECCE including in mitigating the impacts of crises.	<ul style="list-style-type: none"> Initiatives to promote and advance regional responses to ECCE, especially in time of crises. The availability of regional strategies and coordinated support to the provision of comprehensive ECCE services, especially during and post-crisis situation. 	Cambodia	ARNEC, UNICEF, UNESCO, SEAMEO CECCEP, OECD						(1) Bangkok Declaration on Advancing Partnership in Education for 2030 Agenda for Sustainable Development in ASEAN, 2019; (2) ASEAN Comprehensive Recovery Framework; (3) ASEAN ECCDE Quality Standards; (4) SDG 4.2; (5) UNCRC
Output 2.2. Enhanced regional and national education policy and technical capacities in ensuring and providing learning opportunities, including for Out-of-school Children and Youth (OOSCY)										
2.2.1.	Support the development of the ASEAN Equivalency Framework for Basic Education	<ul style="list-style-type: none"> The availability of mapping analysis on existing national equivalency systems. Increased personnel's capacities as the results of experience exchange, field visits and mentoring initiatives. The number of personnel benefitting from the capacity building activities. Pilot intervention implementation. The availability of the ASEAN equivalency framework for basic education. 	Philippines, Cambodia	UNICEF, UNESCO, UNHCR						Regional Action Plan for Out-of-School Children and Youth; Annex 8 - Project Proposal PH.
2.2.2.	Enhance ASEAN's systems and frameworks in monitoring OOSCY disaggregated based on economic, gender, special needs status and other socio-economic and cultural backgrounds	<ul style="list-style-type: none"> The availability of OOSCY situation analysis reflecting disparities, such as economic, gender, special needs status, and other socio-cultural backgrounds. The availability of capacity building design, activity plans, target and materials. The number of personnel benefitting from the capacity building activities. The number of ASEAN countries with an advanced education information system to monitor the OOSCY and their integration into the education system. 	Malaysia	UNICEF, UNESCO, UNHCR						Regional Action Plan for the Out-of-School Children and Youth; Annex 6 - Project Proposal MY

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2.2.3.	Establish and implement media-based communication strategies to engage the general public, academia, and media on gender equality, inclusive education and other OOSCY issues, including the impacts of the pandemic and different types of crises.	<ul style="list-style-type: none"> The availability of communication strategies on media-based campaigns, including social media. The availability of a communication toolkit and references to help media to report and broadcast OOSCY issues. The convening of the OOSCY Conference. Policy commitment generated from policy fora with Heads of Government or Education Ministers. The nomination of ASEAN OOSCY Ambassadors (AOA) or other key influencers. The Involvement of the OOSCY in the campaign The number of beneficiaries reached: media, academics, and policymakers/officials. the number of academic manuscripts on the topic of ASEAN OOSCY published in reputable publications. Media coverage or broadcasts on OOSCY. 	Thailand	UNICEF, UNESCO,						Regional Action Plan for the Out-of-School Children and Youth; Annex 7 - Project Proposal TH.
2.2.4.	Facilitate the mobilisation of volunteering and outreach activities to foster gender equality, inclusive education for marginalised groups in ASEAN	<ul style="list-style-type: none"> The number of volunteers and civil society organisation participants engaged in supporting the provision of quality and relevant educational experiences for OOSCY. Number of OOSCY outreached through volunteering mechanisms. 	Malaysia	UNICEF, UNESCO, UNHCR						Regional Action Plan for the Out-of-School Children and Youth;
2.2.5.	Enhance policy frameworks and accreditation systems that connect cross-border, flexible, non-formal and alternative education with formal schooling [Activity line under IAI - NDG Project]	<ul style="list-style-type: none"> The availability of data on the scale of OOSCY in Cambodia, Myanmar, Lao PDR and Viet Nam and reasons behind OOSCY specific to the countries' context (i.e. disaggregated by gender, economic, special needs, and other socio-economic and cultural statuses). The number of national monitoring systems reviewed. Report from the research, including results and recommendations. Enhanced policy framework and accreditation systems based on the research and recommendations 	Myanmar	Good Neighbour, UNESCO, OECD						IAI - NDG

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Output 2.3. Improved learning effectiveness and inclusiveness at basic education and secondary levels through the promotion of 21st-century skills, learning metrics, digital transformation and teacher competency framework										
2.3.1.	Support the implementation of learning metrics and learning transformation in mathematics, reading, writing and global citizenship at the basic education level.	<ul style="list-style-type: none"> Results from the in-person TAG meeting reflected in the annual report Results from the Annual National Team Workshops The availability of updated framework, methodology, procedures and instruments for SEA-PLM 2023 The availability of teaching and monitoring tools The number of officials benefitting from the capacity building activities The number of countries participating in SEA-PLM 2023 and other regional thematic studies at the primary and secondary level. 	Viet Nam	SEAMES (SEA-PLM), UNESCO, UNICEF						Monitoring and Developing ASEAN Basic Education: Southeast Asia Primary Learning Metrics (SEA-PLM) Programme
2.3.2.	Develop capacities to enable participation in international testing as part of the SEA-PLM Programme	<ul style="list-style-type: none"> The availability of need-assessment on capacity development Design of capacity development activities Implementation of capacity development initiatives The number of officials, based on country, benefitted from the capacity development initiatives. Strengthened regional capacities in organising SEA-PLM surveys, learning monitoring and capacity building activities. The implementation of the Annual National Team Meeting 	Viet Nam	SEAMES (SEA-PLM), UNESCO, UNICEF, KICE, KEDI, OECD						
2.3.3.	Facilitate policy dialogue and exchange around learning and assessment for basic education level	<ul style="list-style-type: none"> Implementation of at least two (2) learning policy conferences Annual regional steering committee meeting Publication and dissemination of four academic articles 	Viet Nam, Indonesia	SEAMES (SEA-PLM), UNESCO, UNICEF, KICE, KEDI, OECD						

No	Activities	Indicator	Lead	Potential Partners	2021	2022	2023	2024	2025	Reference
2.3.4.	Improve female and male teachers' leadership capacity and competencies, including competencies related to teaching 21 st -century skills and remote teaching and learning.	<ul style="list-style-type: none"> Regional commitment to a policy platform engaging and empower teachers in the region The availability of a report on the utilisation and impacts of the teacher competency framework The number of female and male teachers benefitting from teacher capacity building programmes A regional review of key learning outcomes related to teaching digital and 21st-century skills A regional review of existing policies, frameworks and investments around education and skills (Promote a contextualised understanding of 21st-century skills that is meaningful for adolescents and youth and aligned with the interests of national economies) At least two (2) regional thematic studies documenting best practices (Evidence from thematic areas: 21st-century skills development; pathways for girls' empowerment; industry, digitalisation and youth engagement; development of typologies for public-private partnerships for skills development; the impact of social and environmental factors on the educational attainment of adolescents. Remote teaching and learning resources to be used in no-technology and low-technology contexts. Regional toolkit for high-quality remote teaching and learning. Reviewed existing regional teacher competency framework. 	Brunei Darussalam, Singapore, Indonesia	Global Partnership for Education; Teach for All, OECD						SEA-TCF; IAI Work Plan IV; ACRF; Bangkok Declaration on Advancing Partnership in Education for 2030 Agenda for Sustainable Development in ASEAN, 2019
2.3.5.	Facilitate the expansion of access to quality English language instruction in basic education	<ul style="list-style-type: none"> Provision of support to train English primary education teachers. The number of female and male teachers benefitting from training on English teaching at the primary level. The number of female and male primary education students benefitting from learning English. 	Malaysia							

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2.3.6.	Facilitate human and institutional transformation through teacher's capacity building on digital, online teaching and learning system, especially in Cambodia, Lao PDR, Myanmar and Viet Nam	<ul style="list-style-type: none"> The availability of digital instructional learning for teachers as well as students Distribution of digital teaching and learning materials The availability of baseline and endline report on digitalised learning for female and male teachers and female and male students, including those with special needs, minority backgrounds, from rural areas, conflict areas and IDP camps for OOSCY. 	Myanmar	Global Partnership for Education; Teach for All						IAI Work Plan IV; Joint Statement Conference on the Digital Transformation of Education Systems throughout ASEAN, 2020
Outcome 3. Enhanced regional capacity in higher education as part of lifelong learning provision, including the harmonisation of ASEAN higher education										
Output 3.1. Strengthened role of Higher Education Institutions (HEIs) in lifelong learning through the provision of flexible, innovative, multi-disciplinary, cross-border education and research collaboration										
3.1.1.	Establish policy forum to coordinate initiatives, monitor the regional achievements, barriers, and provide direction on the provision of access to higher education, including through digital transformation means	<ul style="list-style-type: none"> A report on access and quality of higher education The availability of strategies and mechanisms on improving access to quality higher education. Identified structural barriers and removal strategies to increase participation of underprivileged groups. Promotion of digital learning platform in higher education. 	Philippines	SEAMEO RIHED, AUN						Bangkok Declaration on Advancing Partnership in Education for 2030 Agenda for Sustainable Development in ASEAN, 2019
Output 3.2. Sustained and strengthened ASEAN capacity in higher education harmonisation through strategies, mechanisms, and scholarship provision										

No	Activities	Indicator	Lead	Potential Partners	2021	2022	2023	2024	2025	Reference
3.2.1.	Organise and convene a series of policy dialogues on ASEAN higher education mobility	<ul style="list-style-type: none"> The number of high officials engaged on the roadmap of HE regional harmonisation The availability of document reflecting ASEAN's commitment to higher education harmonisation The availability of roadmap on higher education harmonisation. Development of communities of practice to support higher education's regionalisation at the national level, including the Special Interest Groups on Higher Education Mobility. The availability of strategies, capabilities and resources to support higher education. harmonisation. Strengthened Monitoring, Evaluation and Learning (MEL). Commitment to sustain the outcomes of EU SHARE's result areas. 	SOM-ED Chair	WGAHEM, AUN, SEAMEO RIHED, EU SHARE						The Kuala Lumpur Declaration on Higher Education, 2015; EU Support to Higher Education in the ASEAN region, 14th SOMED 2019
3.2.2.	Support the Qualifications Frameworks (QF) and the Quality Assurance (QA) initiatives and tools to promote collaboration, joint programming, transnational education and mobility among Higher Education Institutions	<ul style="list-style-type: none"> Sufficient resources and capacity of ASEAN Quality Assurance Network (AQAN) Further adoption of ASEAN Quality Assurance Framework (AQAF) and ASEAN Qualifications Reference Framework (AQRf) by all stakeholders Enhanced capacity of training providers on Outcome-Based Education (OBE) for HEIs. 	SOM-ED Chair	WGAHEM, AQAN, AUN, SEAMEO RIHED, UNESCO, EU SHARE						The Kuala Lumpur Declaration on Higher Education, 2015; EU Support to Higher Education in the ASEAN region, 14th SOMED 2019
3.2.3.	Design and institutionalise an ASEAN-wide digital Credit Transfer System (CTS) to support ASEAN student mobility through dialogues with organisations that share similar experiences, skills and resource management capacity	<ul style="list-style-type: none"> Identification of resources and capacities required to manage the CTS platform and scholarships Consultation workshops to engage potential ASEAN entities, identify the division of labour and reporting mechanism. Consultation workshops to engage potential ASEAN entities, identify the division of labour and reporting mechanism. Establishment of Communities of Practice related to the recognition of academic credit and Outcome-Based Education 	SOM-ED Chair	WGAHEM, AUN, EU SHARE, SEAMES						The Kuala Lumpur Declaration on Higher Education, 2015, EU Support to Higher Education in the ASEAN region, 14th SOMED 2019

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3.2.4.	Establish an ASEAN-branded Scholarship scheme for all ASEAN member states using management and funding mechanism to be determined by AMS	<ul style="list-style-type: none"> Results from consultation meetings with the member states, including on aligning with domestic regulations and programmes Engagement of the private sector and dialogue partners on the possibility of resource contribution The availability of a funding mechanism Scholarship management entity. The number of scholarship awardees [by gender, special needs, economic and other relevant backgrounds]. Inclusion of mobility alumni in the formulation and development process of the ASEAN branded scholarship. Establishment of Monitoring, Evaluation and Learning (MEL) mechanism to track the efficacy of mobility scholarship. 	SOM-ED Chair	WGAHEM, AUN, EU SHARE, SEAMES						The Kuala Lumpur Declaration on Higher Education, 2015; EU Support to Higher Education in the ASEAN region, 14 th SOM-ED 2019
3.2.5.	Support Cambodia, Lao PDR, Myanmar and Viet Nam to reduce barriers restricting intra-regional higher education student mobility into the countries	<ul style="list-style-type: none"> The availability of analysis on higher education students' mobility barriers in Cambodia, Lao PDR, Myanmar and Viet Nam The availability of student mobility-friendly policy Technical assistance to HEIs to reduce mobility barriers Technical assistance to provide English language medium programmes The higher inbound student mobility rate 	Myanmar	WGAHEM, AUN, SEAMEO RIHED, EU SHARE						IAI Work Plan
3.2.6.	Support initiatives that strengthen universities' capacity building in management and leadership, teaching, research and cross-border higher education [including joint supervision and fellowship programme]	<ul style="list-style-type: none"> The availability of programme design on capacity development, including mentoring The availability of international staff exchange and guest lecture opportunities The availability of guideline for joint supervision The availability of guideline for fellowship recruitment The availability of programme implementation report Estimates on the number of beneficiaries 	Lao PDR	AUN, SEAMEO RIHED, EU SHARE						GMS-UC, SEAMEO RIHED

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3.2.7.	Promote inter and intra-regional student exchange programmes through Face-to-Face and/or virtual or online.	<ul style="list-style-type: none"> The availability of hosting standards for the ASEAN Student Exchange Programme (ASEP) Participation of Female and Male ASEAN students in international exchange programmes Lessons learnt from existing student mobility programmes. 	Indonesia	AUN, SEAMEO RIHED, EU SHARE						
Outcome 4. Enhanced access to quality initial and continuing Technical and Vocational Education and Training (TVET) that is responsive to changing labour market demands										
Output 4.1. Strengthened regional cooperation and exchanges on TVET governance and TVET systems reform										
4.1.1.	Advance cross-sectoral agenda-setting, cooperation and policy coherence such as through the ASEAN TVET Council	<ul style="list-style-type: none"> Coordinated cross-sectoral and inter-ministerial policy plans, programmes and data among different sectors working on TVET Improved collective ASEAN responses on emerging issues on TVET The greater evidence-base in TVET policy development Stronger public-private partnership and engagement Improved utilisation of integrated regional TVET platforms (i.e., Sea-Vet. Net) for the region 	Philippines	ASEAN TVET Council, SEAMEO VOCTECH, GIZ						Roadmap of the ASEAN Declaration on Human Resources Development for the Changing World of Work
4.1.2.	Promote research and knowledge development on TVET, including analysis of labour market demands and skill needs at the national level	<ul style="list-style-type: none"> Completion of analysis of the utilisation of current labour market information systems from data collection, governance and forecasting. Completion of the analysis of the overall TVET system in ten AMS. Completion of analysis of the effectiveness of the TVET curriculum development to the labour market. The availability of case studies on promising TVET programmes and best practices, including improving gender equality and inclusivity. The availability of the comprehensive regional report. 	Philippines	SLOM, KRIVET, ASEAN Connectivity Division, SEOM, GIZ, OECD						TEAM Project – ROK Fund; Component 1

No	Activities	Indicator	Lead	Potential Partners	2021	2022	2023	2024	2025	Reference
4.1.3.	Promote a positive image of TVET as a viable career path for female and male learners, including those with special needs.	<ul style="list-style-type: none"> The availability of strategies and materials on TVET image promotion, including success stories, infographics, evidence-based impacts of TVET by gender, special needs and other relevant socio-economic status Engaged relevant institutions, including reputable training institutions, well-known TVET graduates, key figures, etc., to support the image promotion Collated and published inspiring stories on individual/school/system-level successes with TVET. 	Malaysia, Singapore, Indonesia							Roadmap of the ASEAN Declaration on Human Resources Development for the Changing World of Work
4.1.4.	Implement RECOTVET Programme to improve the capacity of ASEAN TVET systems to adapt to the requirements of digitalisation	<ul style="list-style-type: none"> Strategic orientation and practical recommendations for the adjustment of TVET systems of ASEAN, taking account of labour markets and digitalisation requirements. The provision of demand-oriented services for competence development in line with digitalisation requirements by national education and training institutions via the knowledge and learning platform SEA-VET.NET. Facilitated private sector cooperation in TVET to advance the adaptation or modernisation of TVET in ASEAN with a view of digitalisation requirements. A strengthened knowledge base practice regarding effective (re-) qualification measures for people whose employment has been negatively affected by the COVID-19 crisis or digitalisation, focusing on women. 	SOM-ED Chair, ASEC	GIZ, SEAMEO VOCTECH						Roadmap of the ASEAN Declaration on Human Resources Development for the Changing World of Work
Output 4.2. Engaged private sector to support TVET in planning, programme development and implementation as well as resource mobilisation										
4.2.1.	Expand and improve the quality of apprenticeship, teachers and in-company trainers to increase the relevance and effective transfer of skills as well as industry cooperation	<ul style="list-style-type: none"> Dissemination of quality apprenticeship tool kit and other guidelines to companies and students The number of students and private companies benefitting from quality apprenticeship Impacts of quality apprenticeship on reduced skills mismatch, increase complex skills transfer. 	Thailand							Roadmap of the ASEAN Declaration on Human Resources Development for the Changing World of Work

No	Activities	Indicator	Lead	Potential Partners	2021	2022	2023	2024	2025	Reference
4.2.2.	Promote the importance of TVET coordinating body or board co-chaired by the public and private institutions to drive coherent, future-oriented TVET agendas	<ul style="list-style-type: none"> Shared experiences on the benefits of having coordinated policy and demands for better TVET national implementation outcomes The number of countries with national TVET coordinating body with public-private co-chair arrangement 	Thailand	SLOM, RECOTVET, ATC, SEAO VOTTECH						Roadmap of the ASEAN Declaration on Human Resources Development for the Changing World of Work
4.2.3.	Strengthen private sector cooperation in TVET through structured public-private dialogues	<ul style="list-style-type: none"> Improved participation of the private sector in TVET planning Shared experiences on government policy practices and private sector cooperation for TVET programmes The availability of long-term TVET strategies that incorporate the impact of digital transformation on the private sector and TVET system Linkages of TVET schools with companies, including in time of crises Business models that incorporate reskilling and up-skilling of workers are documented and shared. 	Brunei Darussalam, Thailand, Indonesia	SLOM, RECOTVET, ATC, SEAO VOTTECH						Roadmap of the ASEAN Declaration on Human Resources Development for the Changing World of Work
Output 4.3. Improved TVET quality through quality assurance, personnel capacity building, innovations, and mobility for the changing labour market demands										

No	Activities	Indicator	Lead	Potential Partners	2021	2022	2023	2024	2025	Reference
4.3.1.	Ensure quality TVET through leadership, regional exchanges and resources to support quality assurance mechanisms, including in promoting inclusive female and male workers' mobility and cross-border internship	<ul style="list-style-type: none"> Leadership in providing policy orientation and committed resources are in place. Streamlined quality assurance of TVET based on several key references Alignment of TVET with ASEAN Qualifications Reference Frameworks, including Mutual Recognition Arrangement (MRA) and Mutual Recognition Skills (MRS) Use of the Regional TVET Teacher Standards for ASEAN as a reference for TVET teachers' competencies and professional development A study on the development of a Model for linkages between selected Thailand qualifications and ASEAN Member Countries qualifications based on AQRF (2022) 	Brunei Darussalam, Thailand	Co-led with Thailand						Roadmap of the ASEAN Declaration on Human Resources Development for the Changing World of Work
4.3.2.	Strengthen the capacities of TVET personnel training institutions to equip female and male teachers and students with transversal skills, digital competencies, and other skills to adapt to the digitisation technologies and automation demand (Future of Work)	<ul style="list-style-type: none"> Financial and technical support on material development and capacity building opportunities are available. Implementation of capacity strengthening initiatives The number of institutions that benefitted from the capacity strengthening initiatives 	Lao PDR							Roadmap of the ASEAN Declaration on Human Resources Development for the Changing World of Work
4.3.3.	Support TVET regional mobility to strengthen the comparability of selected sectors in ASEAN and reduce the gap between the demand and supply in skills [TEAM Project]	<ul style="list-style-type: none"> At least five (5) selected priority sectors and ten (10) model programmes. The availability of TVET mobility tools Commitments generated through policy dialogues and roundtable discussions The number of faculty, practitioners, and personnel benefitting from the capacity building initiatives 	SOM-ED Chair	KCCI, Koreatech						TEAM Project, Component 2
Outcome 5. Effective ASEAN education work plan implementation through improved coordination, knowledge management and M&E system										

No	Activities	Indicator	Lead	Potential Partners	2021	2022	2023	2024	2025	Reference
Output 5.1. Strengthened regional coordination of education programmes and effective resource allocation										
5.1.1.	Initiate policy and technical consultation on ASEAN education programming and programme feedback	<ul style="list-style-type: none"> The availability of a programme reporting mechanism or platform that allow overall reporting on progress and identification of emerging priorities and challenges Commitments on improving ASEAN education capacity, including Knowledge Management and M&E The availability of an institutional strategy and plan on improving ASEAN's programme coordination, Knowledge Management, and M&E 	ASEC	SEAMES, AUN						
5.1.2.	Engage partners to support ASEAN's capacity in education policy formulation, coordination and M&E capacity	<ul style="list-style-type: none"> Discussions with donors or partners to address ASEAN's needs in improving policy formulation, coordination and M&E capacity The availability of sufficient funds, technical expertise or other resources to support ASEAN's education programming capacity 	ASEC							
Output 5.2. Established knowledge management and M&E system to support the implementation of the ASEAN Education Work Plan										
5.2.1.	Increase regional efforts in improving the quality of data generated by programmes from activities in the work plan and other relevant data if needed through collaboration with other global, regional and national organisations	<ul style="list-style-type: none"> The availability of systematic information management mechanism [validation, storage, access] for progress, results, publication and other types of resources related to the achievement of ASEAN's Education Work Plan on Education The availability of quality data (output, results, and other relevant information) from the work plan implementation 	ASEC	UNESCO UIS, OECD						
5.2.2.	Design a system to monitor ASEAN Education work plan implementation and evaluate results	<ul style="list-style-type: none"> The availability of ASEAN education programme design (scope, mechanism, reporting and coordination with other divisions responsible for M&E) Financial, technical support for the M&E system Review on performance of M&E system 	ASEC	OECD						

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5.2.3.	Provide continuous technical support on review and analysis to generate recommendations for the consideration of SOM-ED and the Mid-Term Review of the Work Plan	<ul style="list-style-type: none">The availability of monitored activities or project evaluation to support ASEAN's planning mechanismTechnical support to facilitate Mid-Term Review and the development of Education Work Plan	ASEC							
5.2.4.	Provide a periodical (annual) report on ASEAN work plan on education as well as other relevant trends and cooperation highlights	Publication and dissemination of the periodical report	ASEC	OECD, SEAMES						