Matrix of ASEAN Plus Three Plan of Action on Education 2018-2025

SUB-SECTOR: BASIC EDUCATION

KEY PRIORITY/STRATEGY: Promoting inclusive education through inclusive schools and other education delivery modalities such as alternative learning system, Special Education, and Distance Education.

No	Projects/Activities	Performance Indicators	Expected Outputs	Lead Country	Timeline	
					2018-2021	**2022-2025**
1	Develop a platform on early childhood education in APT countries	• To establish a sharing platform on early childhood education in APT countries • Organize a workshop to share and exchange information on early childhood education in APT countries	• To collect modules on early childhood education from APT countries • Design a platform for early childhood education in APT countries	Thailand	• Collect modules • Organize a workshop in 2021	Organize a workshop to sharing an outcome
2	Develop and implement models of inclusive schools and special education for learners with disabilities	• To establish a sharing platform on inclusive programmes focusing on special needs education from each ASEAN and APT country. • To share and exchange strategies and models for special needs education through seminar for participants from ASEAN and APT countries • Number of workshops and conference organised	• Sharing of Best Practices on Inclusive Programme focusing on Special Needs Education among ASEAN policy makers and practitioners • Adopt and adapt implementable strategies tailored to the specific needs of the respective ASEAN countries.	Viet Nam (inclusive school model and special education for disabilities model)	To organise ASEAN Special Needs Education Workshops in 2020	To organise ASEAN Special Needs Education Conference in 2022.
3	Develop Framework for Accreditation and Equivalency for Inclusive Basic Education	• Number of Regional Consultative Workshops conducted (2) • Regional Policy Framework for Accreditation and Equivalency for Inclusive Education accepted and approved by SOM-ED	Accepted an approved Regional Policy Framework for Accreditation and Equivalency for Inclusive Education	Philippines	Organize Regional scoping and Situation Analysis workshop	Organize Regional Policy Forum on Accreditation and Equivalency and develop

No	Projects/Activities	Performance Indicators	Expected Outputs	Lead Country	Timeline	
						implementation strategy
4	Develop of evidence and statistical capacity enhancement on OOSCY	a. A report on Situational Analysis on OOSCY – Involves collating and collecting key information of the OOSCY landscape in each AMS via a survey-for-information b. Three Workshops will be conducted on (i) capacity building; (ii) training of trainers for key personnel; (iii) national technical workshops. c. A report on outcome assessment and indicators	a. Enhanced knowledge and evidence base on the profiles and barriers related to OOSCY in ASEAN b. Enhanced understanding on the effective monitoring systems of OOSCY c. Strengthened capacity for effective monitoring and evaluation of OOSCY (including data production, processing, analysis and utilization)	Malaysia	• Situational Analysis Workshops	• Workshop Outcome assessment and Indicators
5	Develop and implement regional policy framework on anti-bullying and child protection	• Number of Regional Consultative Workshops conducted (2) • Regional Policy Framework on Anti-Bullying and Child Protection accepted and approved by SOM-ED	Accepted an approved Regional Policy Framework on Anti-Bullying and Child Protection for Inclusive Education	Philippines	Organize Regional scoping and Situation Analysis workshop	Organize Regional Policy Forum on Anti-Bullying and Child Protection and develop implementation strategy

KEY PRIORITY/STRATEGY: Improving quality of teacher, school leaders and administrators through relevant capacity building programmes.

No	Projects/Activities	Performance Indicators	Expected Outputs	Lead Country	Timeline	
					2018-2021	2022-2025
6	Develop professional development courses for teachers on the 21st century skills, such as digital literacy and numeracy skills, critical thinking and problem solving, creativity and	**Indicator 1** (quantitative): Numbers of Teacher CPD Framework in place in APT. **Indicator 2** (quantitative + qualitative): Numbers of identified best practices of teacher CPD programmes	**Output 1**: Survey Report on Situational analysis: No. of Teacher CPD Framework in place. **Output 2**: Survey Report on Needs Analysis: issues, challenges & priority areas.	Brunei Darussalam, ROK	Activities **Planning stage**: A1: Carrying out situational analysis and needs analysis	Activities **Sustainability**: D1: Conducting survey on course

innovation, cross-cultural and collaboration and global citizenship	amongst APT by looking at evidence synthesis iteration on Teacher Professional Learning and Development that promote teacher learning in ways that impact on students' outcomes.			surveys as comparative studies to identify issues and/or challenges (data collection).	evaluation for APT countries.
	Indicator 3 (qualitative): A policy and guideline to develop and implement the Professional development courses for teachers on 21st century skills is established.	**Output 3**: A robust and sophisticated mechanism (policy and guidelines) to develop and implement the Professional development courses for teachers on 21st century skills		A2: Organising several workshops to **identify, prioritise and develop** Professional development courses for teachers on 21st century skills	**D2:** Conducting risk analysis and recommending mitigated solutions for those risks and any potential risks in the future.
	Indicator 4 (quantitative): Number of workshops to **identify, prioritise and develop** Professional development courses for teacher on 21st century skills	**Output 4**: Publication of Training modules courses on 21st century skills based on priority areas for Teachers' professional development.		**Implementation stage:**	
	Indicator 5 (quantitative): Number of trainings, workshop and core seminars on Professional development courses for teacher on 21st century skills.	**Output 5:** Report from trainings, workshops and core seminars on Professional development courses for teacher on 21st century skills.		B1: Conduct trainings, workshops and core seminars on Professional development courses for teacher on 21st century skills.	
	Indicator 6 (quantitative): Number meetings on sharing best practices for better learning outcomes for students.	**Output 6**: Report on outcomes of meetings on sharing best practices for better learning outcomes for students.		B2: Conduct meetings on sharing best practices for better learning	
	Indicator 7 (qualitative): Number of reports on monitoring and evaluation	**Output 7:** Report on monitoring and evaluation stages.			

		Indicator 8 (qualitative): Number of reports on Sustainability of the Professional development courses for 21st Century skills for APT countries.	**Output 8:** Report on Sustainability of the Professional development courses for 21st Century skills for APT countries based on course evaluation, issues, challenges and risk analysis. **Expected outcomes (long term):** **Outcomes 1**: Accepted and Approved A Standard (Regional) Professional development courses for 21st Century skills Framework and Guidelines For APT countries. **Outcome 2**: Accepted and approved Accreditation and Qualification Professional development courses for 21st Century skills for APT countries.		outcomes for students. **Monitoring and Evaluation stage:** C1: Quarterly interim report. C2: Annual progress report. C3: Monitoring and evaluating aspects of the project for review and amendments (achievements, milestones, progress checks).	
7	Accelerate the embedding of cross-cutting concerns into basic curriculum such as disaster risk reduction and management, peace education, sexuality education, justice and human rights using existing tools for embedding. (CROSS-SECTORAL)	Policy Forum of APT Countries on DRR and management, Peace Education and Reproductive health education.	• Adopted regional framework on DRR and management, Peace Education and Reproductive health education • Implementation roadmap on DRR and management, Peace Education and	Indonesia	2019	2022

			Reproductive health education		
		Focus Group Discussions of leading experts from stakeholders of the APT countries in embedding DRR and management, Peace Education and Reproductive health education into basic curriculum and design framework for Training of Trainer (ToT).	• Number of guidebooks and standards on embedding DRR and management, Peace Education and Reproductive health education into basic curriculum • Framework and programme structures for ToT	2019	2022
		Workshop on developing modules in embedding DRR and Management, Peace Education and Reproductive health education into basic curriculum (primary and secondary level).	• Modules for teachers in the primary and secondary education. • Teaching and learning toolkits for embedding DRR and management, Peace Education and Reproductive health education in the primary and secondary education.	2019	2022
		Conducting Training of Trainers specialised in the DRR and management, peace education and reproductive health education.	• Number of trainings on DRR and Management, Peace Education and Reproductive health education • Number of trainers specialized in DRR and Management, Peace Education and Reproductive health education	2020-2021	2022-2025

		Implementation of DRR and Management, Peace Education and Reproductive health education into teaching and learning in the classroom.	• Number of teaching and learning toolkits such as videos and lesson plans • Develop school models for DRR and Management, Peace Education and Reproductive health education		2021	2022-2025
		Dissemination of best practices on the implementation of DRR and Management, Peace Education and Reproductive health education in classrooms for teachers and educational personnel.	• Number of lesson plans • Number of teachers and educational personnel (TEP) participated		2021	2022-2025
		Competition on best practices of embedding DRR and Management, Peace Education and Reproductive health education into classroom.	• Three best practices implementation on each level (3 primary, 3 junior high, 3 senior high)		-	2022, 2024
		Sharing best practices on DRR and Management, Peace Education and Reproductive health education.	• Annual conferences and expos		2021	2022-2025
8	Develop training programmes/ courses for school leaders and administrators including digital literacy in APT countries	• Number of school leaders and administrators attending training courses from ASEAN and APT countries • Number of collaborated programmes (e.g. professional dialogues/seminar, etc)	• School leaders and administrators develop networking and are informed about Educational Leadership and Management best practices in APT countries	Malaysia	2 workshops	2 seminars

KEY PRIORITY/STRATEGY: Developing digital learning strategy for students and teachers through the use of technology

No	Projects/Activities	Performance Indicators	Expected Outputs	Lead Country	Timeline	
					2018-2021	2022-2025
9	Develop online learning resource portal for teachers to share and access digital learning materials, including lesson exemplars and session guides	Policy Forum in developing framework for online courses materials.	Framework for enrichment online courses materials.	Indonesia	2019	-
		Developing online courses materials.	Online courses materials		2019-2021 (annually)	2019-2021 (annually)
		Strengthening online learning resources portal.	Number of participants Number of courses		2019-2021 (annually)	2019-2021 (annually)

SUB-SECTOR: HIGHER EDUCATION

KEY PRIORITY/STRATEGY: Boosting student mobility to improve quality of education, and promote mutual understanding and awareness among APT countries

No	Projects/Activities	Performance Indicators	Expected Outputs	Lead Country	Timeline	
					2018-2021	2022-2025
10	Develop mechanism to facilitate student mobility in APT countries	Number of students from APT countries studying abroad in the region Holding of APTWGs	Strengthening people- to people connectivity Development of global mindset among students Enhancement of student mobility and quality assurance of higher education in APT region Enhancement of student mobility through Collaborative Education Programs	Japan PRC ROK	APTWGs - Aug. 2018: 6th APTWG in Myanmar, - 2019: 7th APTWG in Singapore	
11	Provide scholarship within ASEAN and within Plus 3 Countries	Number of students from APT countries studying abroad in the region	Strengthening people- to people connectivity Development of global mindset among students Harmonization and internationalization of Higher Education within APT region	Japan PRC ROK		
12	Strengthen quality assurance activities in APT countries	Holding of APTWGs	Enhancement of student mobility and quality assurance of higher education in APT region	AUN (AUN-QA) Japan ROK	APTWGs - Aug. 2018: 6th APTWG in Myanmar, - 2019: 7th APTWG in Singapore	

| 13 | Sustain and expand existing exchange program/activities and initiatives under APT framework | Number of participants from APT countries.

Program/ activities agreed by participating universities for promotion of academic collaboration and student mobility across APT region. | Sustainability and expansion of the ASEAN+3 exchange program/activities under the ASEAN+3 University Network (ASEAN+3 UNet) such as, but not limited to the followings:
• ASEAN+3 Rectors' Meeting
• ASEAN+3 Heads of International Relations Office Meeting
• ASEAN+3 Educational Forum and Young Speakers' Contest
• ASEAN+3 Youth Cultural Forum | AUN
PRC
ROK | √ | √ |

*APTWG (the Working Group on Student Mobility and Quality Assurance of Higher Education among ASEAN Plus Three Countries) is an intergovernmental meeting established under the ASEAN Plus Three Education Ministers' Meeting, with the aim of promoting student mobility and quality assurance of higher education amongst the ASEAN Plus Three countries. The Working Group has been organized regularly since 2013 and will continue to be held at least once a year to facilitate intergovernmental policy dialogue and pursue the possibility of effective collaboration which will contribute to improving quality of higher education exchange in the region.

KEY PRIORITY/STRATEGY: Serving socio-economic community needs through university-industry-community cooperation

No	Projects/Activities	Performance Indicators	Expected Outputs	Lead Country	Timeline	
					2018-2021	2022-2025
14	Development of curriculum between universities and industries	Platforms/activities for sharing of issues and best practices in creativity, cultural education and arts, and the prospects of creative industries in the region	Policy development/curriculum on creativity, cultural education and arts programming in higher education in collaboration with industries	AUN (in culture and arts area) Philippines	√	√
15	Develop APT University-Industry partnership for sustainable society/development in the region	University – Industry partnership activities and programs to be conducted Academic collaboration with university and industry for sustainable development	Utilization of outcomes through Collaborative Education Programs for the development of the region Curriculum design/activities in sustainability	AUN Japan Philippines	√	√
16	Develop community engagement program	Regional Conference Youth Volunteerism Publication on community engagement	Promoting greater university-industry-community collaborations to uplift the quality of life for ASEAN and Asian communities	AUN (AUN USR&S Thematic Network) Philippines	√	√

		Regional Award for the Development of Community Engagement	Community engagement projects to improve the livelihood of communities			

KEY PRIORITY/STRATEGY: Promoting access to education through the use of ICT

No	Projects/Activities	Performance Indicators	Expected Outputs	Lead Country	Timeline	
					2018-2021	2022-2025
17	Develop and manage e-learning resources for public (under ACU initiative)	Number of institutions and contents utilizing ACU-OER	Expand access to ACU-OER to support e-learning experiences of AMS and ROK Provide platform to develop and share e-learning contents of AMS and ROK	ROK Indonesia	Managing and Operating ACU-OER Plan to support IT Infrastructure for ACU	ACU as Educational Platform for higher education in AMS and ROK
18	Promote e-learning opportunities/platform for various educational needs including skill/career improvement (under ACU initiative)	Number of partner universities aiming to share the e-learning experiences	Expand e-learning opportunities to partner universities in AMS and ROK Build cooperative platform for industry and academy relationship of AMS and ROK to promote various e-learning needs	ROK Indonesia	workshops for sharing e-learning experiences Organize cooperative relationship of institutions	Organize committee(s) for various level of e-learning programs
19	Develop ASEAN Cyber University initiative	e-learning conference for higher education in ASEAN and ROK	Develop and share ACU Model and the establishment strategy with AMS and ROK Build higher education network of AMS and ROK through e-learning and ICT	ROK Indonesia	Meetings[1]: SCM, AACA, WGM	Organize ACU Preparatory Board and WGM(s)

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[1] SCM (Steering Committee Meeting), AACA (ASEAN Advisory Committee for ACU Project), WGM (Working Group Meeting)

KEY PRIORITY/STRATEGY: Strengthen Inter-Institutional Cooperation to promote networking and research development among institutions and authorities

No	Projects/Activities	Performance Indicators	Expected Outputs	Lead Country	Timeline	
					2018-2021	2022-2025
20	Develop research collaboration among universities in APT countries	Collaborative activities and programs to be conducted Number of meetings/workshops for strengthening research collaboration in specific areas due to mutual interest of the APT universities. Expand existing ASEAN research projects to Plus Three countries.	Strengthening network and enhancing search collaboration through Collaborative Education Programs A pool of experts/ researchers in specific areas of cooperation. Research papers/ projects	Japan AUN (through Thematic Networks) in certain areas: • ASEAN Economic Community • health promotion • ecological education and culture • disability and public policy • culture and arts • sustainable city and urban development • human rights and peace education PRC: • big data and AI • agriculture and hydraulic engineering • road and railway engineering	√	√
21	Develop capacity building activities	Implementation of the the Greater Mekong Sub-Region University Consortium (GMS-UC) project	Enhancement of capacity of Universities	Japan		
22	Build scholar network	Activities/platforms to enhance networking and sharing of academic works in multi sectoral areas	Promoting network of scholars and researchers among ASEAN and East Asia	AUN (focusing on ASEAN and East Asian studies) Philippines	√	√

SUB-SECTOR: TVET
KEY PRIORITY/STRATEGY: Strengthening TVET Quality Assurance

No	Projects/Activities	Performance Indicators	Expected Outputs	Lead Country	Timeline	
					2018-2021	2022-2025
23	Establish an APT TVET professional learning community and network for the sharing of best practices in curriculum development, pedagogy, etc.	- The number of participants (conference, outreach and network meetings) - The number of TVET Interactions among members	- Knowledge and awareness enhancement of TVET Issue and trend - Capacity building of TVET policy and program - National TVET system competency Development	ROK Malaysia		
24	Document and share country practices on professionalising TVET educators	• Document/Report on country practices on professionalizing TVET Educators submitted • Number of conference/symposia on country practices on professionalizing TVET Educators organised • Strategies and models on country practices on professionalizing TVET Educators shared with ASEAN Plus Three countries	• Document/Report (*i.e factors, issues, strengths and weaknesses*) on country practices on professionalizing TVET Educators • ASEAN Plus Three experience/strategies on professionalizing TVET Educators • Recommendations on the enhancement of curriculum on TVET Teacher Education within the context of ASEAN integration gathered	Philippines/TESDA	Documentation/research on country best practices on professionalizing TVET Educators (2020)	Conference on sharing country strategies/ practices on enhancing the curriculum on professionalizing TVET Educators (2022)

25	Conduct study/stocktaking on APT countries' TVET reform efforts (e.g. on systems, policies, mechanisms and process) aligned with the requirements of 4IR to ensure Industry 4.0-ready human capital	• Number of National and Regional Consultative Workshops conducted • ASEAN and APT country TVET requirement IR4.0 analysis through number of dialogues. • Capacity Development for TVET Policymakers, practitioners and researchers • Comparative studies on the readiness of the TVET sectors for 4IR.	• Sharing of Best Practices on TVET 4.0 curriculum alignment to ASEAN policy makers and practitioners • Adopt and adapt implementable strategies tailored to the specific needs of the respective ASEAN countries. • Proposed mechanisms and policies for the alignment of TVET with 4IR. • Publications on TVET and IR4.0	Cambodia	Submit project proposal and to conduct studies and consultation Workshops in 2019-2021	To organise ASEAN plus three Conference in 2022 and publication.

KEY PRIORITY/STRATEGY: Developing an Education-Government-Industry ecosystem for a coordinated response to Industry 4.0

No	Projects/Activities	Performance Indicators	Expected Outputs	Lead Country	Timeline	
					2018-2021	2022-2025
26	Document and share country practices in fostering nexus between education and industries	• Improved regional TVET quality	• Increased number of student apprentices	Indonesia PRC	2020	2021
			• Increased number of industries involved in the apprenticeship/internship programme		2019	2020
			• Joint promotion of TVET system in the Southeast Asian countries to improve TVET credibility and increased number of TVET students		2019	2020
		• Strengthening vocational education and training competency through	• Strengthening partnership with industry associations		2020	2025

			Timeline	
industry-based curricula and learning materials	• Synchronization of the curricula in the face of industrial revolution 4.0		2020	2025
	• Sharing TVET exchanges in the areas of students, contents, learning material and practices among APT countries.		2020	2025
• Harmonising TVET standards at national and regional levels	• Increased number of students with international certifications		2020	2022
	• TVET scholarship programmes from APT countries for teachers, education personnel and students		2020	2022
• Number of best practices, which will be distributed through a sharing-basis process among AMS and Plus Three countries	• Partnership model including participation from university, industry and government		Providing the documents of best practices in the form of report, videos, and white paper.	Providing the documents of best practices in the form of report, videos, and white paper.
	• Numbers of industries who collaborate with education institution			

KEY PRIORITY/STRATEGY: Promoting the image of TVET

No	Projects/Activities	Performance Indicators	Expected Outputs	Lead Country	Timeline	
					2018-2021	2022-2025
27	Collate and publish inspiring stories from APT countries on individual/school/system-level successes with TVET	Publication includes good spread of stories from across APT countries and ranging from individuals to system-level.	Profile TVET successes across APT countries.	Singapore	Collation of stories	Editing and publishing of stories
28	Raise the profile of TVET with appropriate incentives:	Number of certificate for activity participants	More students would have better access to TVET activities	Korea to co-lead with Lao PDR	Cooperative activities	Cooperative activities

	▪ Seek Plus Three countries' assistance to offer internship placements as prizes for winners of ASEAN Skills Competitions ▪ Encourage APT countries to provide scholarships for TVET students	Number of scholarship for TVET activity participation	organized by Plus Three countries More students would take TVET for carrier development	(Korea would provide certificates, and limited amount of scholarship for TVET cooperation participants organized by Korean institutes under a certain project.)	between schools in Korea and ASEAN countries	between schools in Korea and ASEAN countries
29	Organise a study visit programme for ASEAN member states to learn about how to improve vocational students to meet industrial 4.0 and society 5.0: The TVET High official Meeting by follow theme of Thailand's 2019 ASEAN Chairmanship on Advancing Partnership for Sustainability	Number of TVET Networking from ASEAN countries and ASEAN plus Program/ activities agreed by participating TVET organizations for the promotion of collaboration and student mobility across the region. Policy and directions on TVET and best practice of ASEAN Countries The Summary Report of the High Official meeting Platforms/activities for sharing of issues and best practices in TVET The frame work of the linkage of professional competency with ASEAN Standard and International Standard	1. The Linkage of TVET Networking and TVET activity of the region with the manpower development to serve the industry 4.0 2. The linkage of professional competency with ASEAN Standard and International Standard 3. The promoting and supporting of Career path toward the new entrepreneurs	Thailand The Office of the Vocational Education Commission Ministry of Education	August 2019	

SUB-SECTOR: CROSS-CUTTING/SECTORAL

KEY PRIORITY/STRATEGY: Promote capacity building for teacher, faculty members, students, educational personnel

No	Projects/Activities	Performance Indicators	Expected Outputs	Lead Country	Timeline	
					2018-2021	2022-2025
30	Conduct programme such as workshop/training/award programme in the field of cross-cutting areas, including STEM education, Education for Sustainable Development (ESD), Environment, E-co Friendly, Agriculture, etc	Number of participants Number of activities conducted	• Training materials • Referencing framework • Regional standard for cross-cutting subjects • Strengthening capacity of educators • Improvement of management of education institution	Japan	Conduct short-term expert dispatch program in cooperation with SEAMEO Centers Conduct SEAMEO-Japan ESD	
31	Promote Knowledge Sharing Platform such as Educational Exchange Week	Number of activities conducted	• Best practices in the form of published or online documentation • Networking of Educational Personnel	Philippines		

KEY PRIORITY/STRATEGY: Strengthen Network among Governments, Academic and Industries

No	Projects/Activities	Performance Indicators	Expected Outputs	Lead Country	Timeline	
					2018-2021	2022-2025
32	Framework/study on skills mapping	Number of consultations organized Number of knowledge sharing events organised Number of publications on APT best practices	Tool Kits/manual for the linkage, Benefits to the stakeholders, Best Practices/good examples for further replicate or modify to ensure the fitness to national context, etc.	Philippines		
33	Sharing of best practices	Number of publications		Philippines		

		Number of knowledge sharing events organised				
34	Develop networking platform	Number of networking activities organised		Philippines		

KEY PRIORITY/STRATEGY: Developing the exchange platforms

No	Projects/Activities	Performance Indicators	Expected Outputs	Lead Country	Timeline	
					2018-2021	2022-2025
35	Conduct teachers exchange programme	Number of exchange programmes or events organised	Teachers network	Philippines		
36	Establish student exchange/network programme (flagship under APTWG)	Number of exchange programmes or events organised	Students network	Philippines		