



ASEAN 5-Year Work Plan on Education (2011-2015)



one vision
one identity
one community



ASEAN 5-YEAR WORK PLAN ON EDUCATION (2011–2015)

**The ASEAN Secretariat
Jakarta**

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Acronyms

AEC	ASEAN Economic Community
AMS	ASEAN Member States
APSC	ASEAN Political-Security Community
ASCC	ASEAN Socio-Cultural Community
ASEAN	Association of Southeast Asian Nations
ASED	ASEAN Education Ministers Meeting
AUN	ASEAN University Network
EFA	Education For All
MDG	Millennium Development Goals
SEAMEO	Southeast Asian Ministers of Education Organisation
SEA-SPF	South East Asia School Principal Forum
SOM-ED	Senior Officials Meeting on Education
WPE	Work Plan on Education

Introduction

Introduction

Education is the heart of development. It helps people build productive lives and cohesive societies. On the ground this means getting all children to school and delivering a high quality education. It means that teachers need to be well educated, trained and equipped with materials which reflect the history and heritage of the nation. It means making everyone literate. It requires a strong university sector that has world class teaching, learning and research. It demands a vocational education and training system that is responsive to and shapes the demands of the people and the economy.

Education, labor, and scientific research are increasingly borderless. Interest in and the practice of cross-border cooperation in the delivery of education is spreading across the ASEAN region as stakeholders grasp that sharing ideas about educational strategies adds value to and supports the survival of educational institutions. In addition, the increasing mobility of graduates—who now compete for jobs in countries other than their own—highlights the need for cultivating a regional perspective on curricula, instructional quality, and institutional standards.

The context of regional diversity and disparities among countries of the region poses challenges under the ASEAN Vision 2020 for which the issue of cross-border education has emerged as a growing area of concern and opportunity. Cross-border education will play an important and growing role in strengthening the region's capability and participation in the global economy, and in the transference of ideas, technologies, and understanding of people and cultures. It will benefit from improved transparency of regulations, qualifications recognition and quality improvements for both national systems and regional interaction. Cooperation on systemic reform of cross-border education will benefit all countries in the region.

While the universities of the United States and Europe have long dominated scientific research, the rapidly emerging economies of the ASEAN region are building research capacity and extending research enterprises across borders to tap multiple sources of funding, spread financial risk, and sustain knowledge among researchers. In sum, to remain viable, universities in ASEAN must compete in globalised arenas; regional cooperation offers a way for them to calibrate their offerings with those of competitors and build relationships in the international community that help them deliver effective educational services in a borderless environment.

Introduction

ASEAN is keen to develop with Member States an analytical Work Plan that is dynamic and motivating, fostering regional cooperation and sustained growth through advances in the education sector. ASEAN will facilitate dialogue on experiences in education reform in the region to complement the work of ASEAN University Network (AUN), Southeast Asian Ministers of Education Organisation (SEAMEO), and international organisations and agencies,¹ and will assist educational institutions, ministries, and other stakeholders in forging partnerships for regional cooperation.

Regional cooperation in education will help ASEAN Member States (AMS) enhance regional competitiveness and prosperity. Key partners will be the ASEAN University Network (AUN) and Southeast Asian Ministers of Education Organisation (SEAMEO), which established by charter in November 1995 and 30 November 1965 respectively. SEAMEO's mission is to promote cooperation in education, science, and culture in Southeast Asia; foster understanding, cooperation, and unity of purpose among its member countries; use networks and partnerships to improve the quality of life in member countries; provide an intellectual forum for policymakers and experts; and promote sustainable development of human resources. ASEAN University Network (AUN) is an autonomous organisation, established under an umbrella of ASEAN and the mandate of Ministers responsible for higher education in AMS, dealing with the promotion of human resource development in the field of higher education within ASEAN and with its Dialogue Partners.

This ASEAN 5-year Work Plan on Education (WPE) (2011-2015) clarifies ASEAN's role as a regional partner in the education sector. The ASEAN 5-Year WPE (2011-2015) will support ASEAN programmes that raise awareness of regional identity; promote access to and improve the quality of primary, secondary and tertiary education; support regional mobility programmes for students, teachers, and faculty and strategies for internationalisation of education; and support for other ASEAN sectoral bodies with an interest in education.²

1 United Nations Children Fund (UNICEF), United Nations Educational, Scientific, and Cultural Organisation (UNESCO), United States Agency for International Development (USAID).

2 For example, the ASEAN Senior Officials on the Environment (ASOEN); the ASEAN Committee on Disaster Management (ACDM); the ASEAN Senior Officers' Meeting for Social Welfare and Development (SOMSWD); the ASEAN Task Force on AIDS (ATFOA); and ASEAN Intergovernmental Commission on Human Rights (AICHR).

The page features a light gray background with a large white curved shape at the bottom. Overlapping the bottom edge of the white shape are three curved, overlapping bands of color: a thick blue band, a yellow band, and a red band. The text is centered within the white curved area.

1. ASEAN's Commitment to Education: Background



1. ASEAN's Commitment to Education: Background

ASEAN Cooperation Framework in Education

The mandate for education cooperation in ASEAN came from the ASEAN Declaration, the ASEAN Vision 2020 and the ASEAN Charter which call for an onward looking region, living in prosperity, peace and stability, bonded together in partnership and dynamic development. The ASEAN Charter further stipulates that one of the purposes of ASEAN is “to develop human resources through closer cooperation in education and life-long learning, and in science and technology, for the empowerment of the peoples of ASEAN and for the strengthening of the ASEAN Community”.

The education sector is therefore central to the ASEAN's commitment to build the ASEAN Community by 2015 as envisioned by ASEAN Leaders. The ASEAN Community comprises three pillars, namely the ASEAN Political-Security Community (APSC), ASEAN Economic Community (AEC) and the ASEAN Socio-Cultural Community (ASCC).

Under the Cha-Am Hua Hin Declaration on Strengthening Cooperation on Education to Achieve An ASEAN Caring and Sharing Community adopted in October 24th, 2009 at the 15th ASEAN Summit in Cha-am Hua Hin, the education sector is expected to contribute to the establishment of a socially responsible ASEAN Community, one in which citizens share a common identity and dwell in a society that enhances the well-being, livelihood, and welfare of all people. Education is also expected to enhance the competitiveness of individual Member States and ASEAN as a whole by developing human resources, an attribute of all three pillars of the ASEAN Community. The provisions of actions of the Cha-Am Hua Hin Declaration on Strengthening Cooperation on Education to Achieve An ASEAN Caring and Sharing Community are presented in Table 1-1.

In addition, the ASEAN Leaders' Statement on Human Resources and Skills Development for Economic Recovery and Sustainable Growth adopted in October 28th, 2010 at the 17th ASEAN Summit in Ha Noi further reinforced their commitment to foster technical cooperation and capacity-building activities in ASEAN; promote tripartite and public-sector cooperation; enhance the quality of skills of workers in all AMS; and promote Lifelong Learning.

ASEAN's Commitment to Education: Background

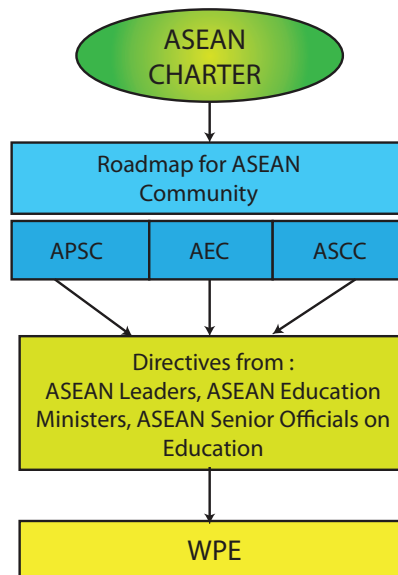
Strategic Direction for ASEAN Cooperation in Education

The development of the ASEAN 5-Year WPE (2011-2015) drew impetus from the decision of the Fourth ASEAN Education Ministers Meeting (4th ASED) held on 5-8 April 2009 in Phuket. At this Meeting, the Ministers considered the importance of having a work plan to guide the work of the Senior Officials Meeting on Education (SOM-ED) in an integrated manner towards the building of an ASEAN Community by 2015. The work plan would serve as the framework to strengthen, deepen and widen educational cooperation within ASEAN and with the Plus Three Countries, the East Asia Summit (EAS) participating countries and other ASEAN Dialogue Partners.

The flow between the ASEAN Charter and the emergence of the ASEAN 5-Year WPE (2011-2015) is depicted in Exhibit 1.1.

The Original Chart

Evolutionary ASEAN Charter to WPE (2011-2015)



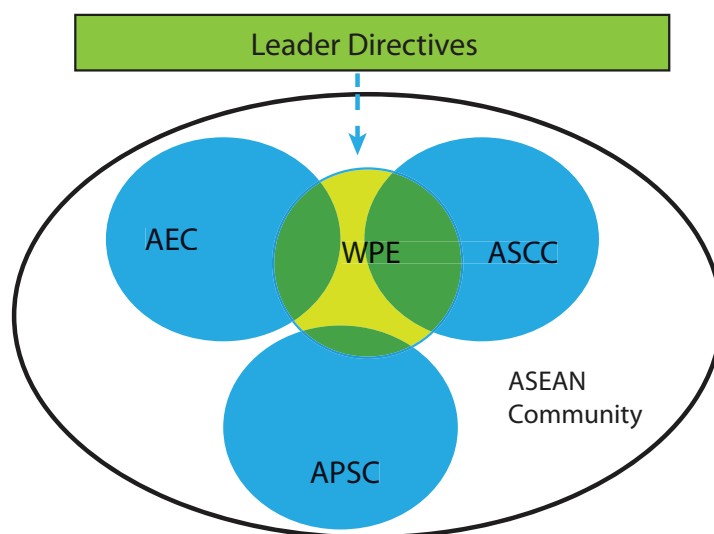
The ASEAN Vision 2020 affirmed an outward-looking pivotal role for ASEAN in the international community, advancing ASEAN's common interests. To this extent, ASEAN pursues active cooperation with its strategic partners (Dialogue Partners, Development Partners, etc.) through various cooperation platforms.

ASEAN's Commitment to Education: Background

As stipulated in the ASEAN Charter and the Roadmap for an ASEAN Community (2009-2015), Education falls under the ASCC pillar. Although Education falls more directly under the ASCC, there are overlapping areas between Education and the other two pillars – AEC and ASCC. The relationship between the ASEAN 5-Year WPE (2011-2015) and the three pillars of the ASEAN Community is depicted in Exhibit 1.2.

Exhibit 1.2

WPE 2011-2015 within Pillars of ASEAN Community



As stated in the ASCC Blueprint, activities for achieving the ASCC focus on human development, social welfare and protection, social justice and rights, environmental sustainability, ASEAN identity, and narrowing the development gap. To advance education in ASEAN, the ASCC Blueprint identifies the following focus in its strategic objective:

- Putting education on ASEAN's development agenda and creating a knowledge-based society;
- Achieving universal access to primary education;
- Promoting early child care and development; and
- Raising youth awareness of an ASEAN identity rooted in friendship and cooperation.

The ASCC Blueprint further identifies 28 actions which are relevant to the work of SOM-ED/ASED. In their implementations, SOM-ED leads 16 of these actions (i-xii and xvi-xix), while the rest are led by other ASEAN sectoral bodies. The 28 relevant actions are presented in [Annex 1-1](#).

ASEAN’s Commitment to Education: Background

Education also figures in the AEC Blueprint. The AEC Blueprint section on facilitating the free flow of skilled labor calls for ASEAN to harmonise and standardise related services as follows:

- Enhance cooperation among the ASEAN University Network (AUN) Member Universities to increase the regional mobility of students and faculty.
- Develop core competencies and qualifications for job/occupational and trainer skills required in priority and other service sectors.
- Strengthen the research capabilities of each member state by promoting skills, job placement, and information networks among Member States.

Table 1-1

Provisions of the Cha’am Hua Hin Declaration on Education

Community Pillar	Education Actions
Political-Security	<p>PROMOTE better understanding and appreciation of the ASEAN Charter through the school curriculum on ASEAN and disseminating the ASEAN Charter which has been translated into ASEAN national languages.</p> <p>GIVE greater emphasis on the principles of democracy, respect for human right and peace-oriented values in the school curriculum.</p> <p>PROMOTE better understanding and appreciation of different cultures, customs and faiths in the region among teachers through training and exchange programmes and establishment of an online database on this subject.</p> <p>CONDUCT a regular school leaders’ forum as a platform for exchanging views on various regional issues in ASEAN, building their capacity and networking. We acknowledge the existing Southeast Asia School Principals’ Forum (SEA-SPF).</p>
Economic	<p>DEVELOP national skills framework in ASEAN Member States as an incremental approach towards an ASEAN skills recognition framework.</p> <p>PROMOTE greater mobility of students by developing a regional catalogue of information materials of education offered in ASEAN Member States.</p>

ASEAN’s Commitment to Education: Background

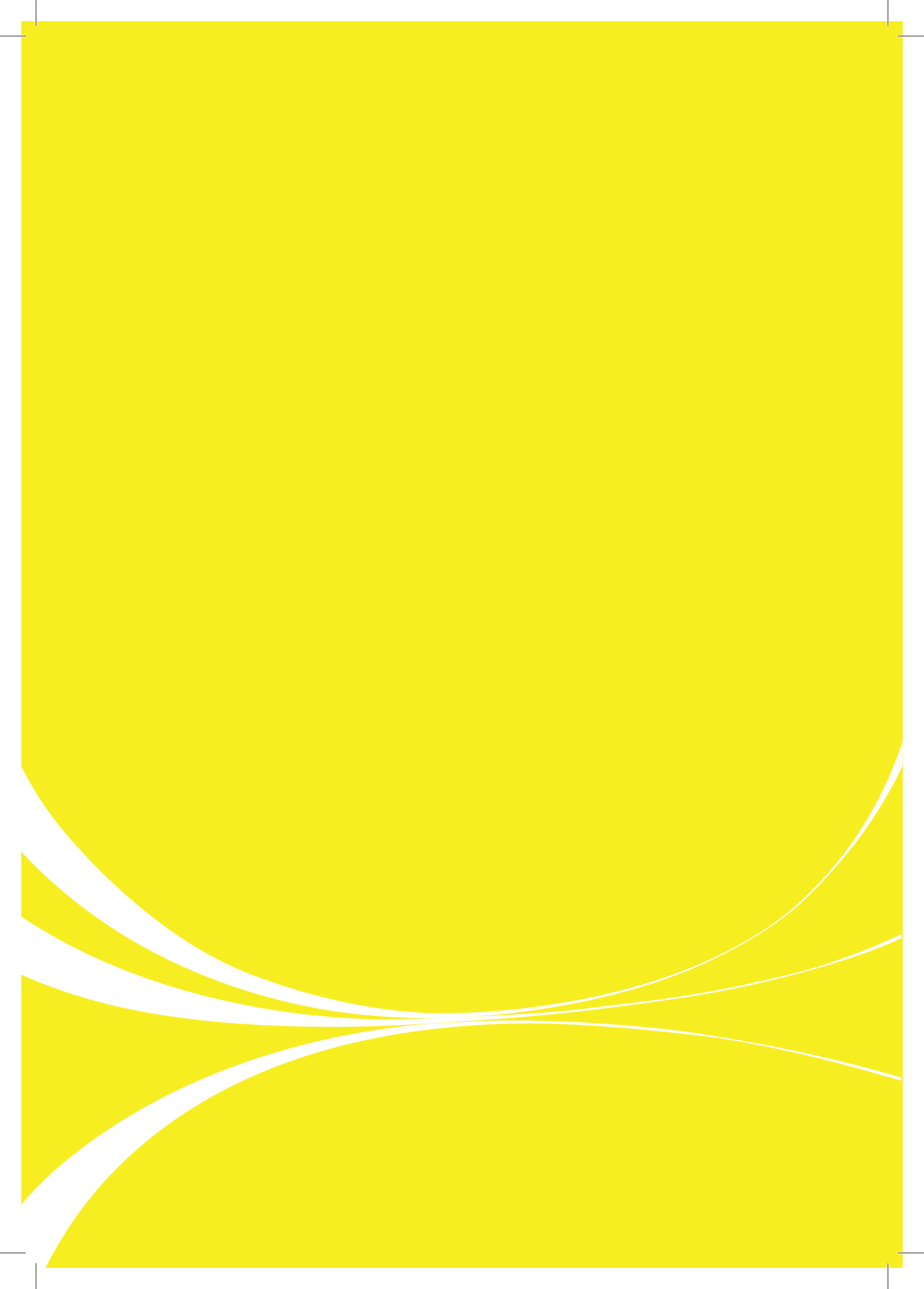
Community Pillar	Education Actions
Economic	<p>SUPPORT greater mobility of skilled workers in the ASEAN region through regional cooperation mechanisms among ASEAN Member States to be accompanied by efforts to safeguard and improve educational and professional standards.</p> <p>DEVELOP an ASEAN competency-based occupational standard aimed at supporting the development of ASEAN human resources that are regionally and globally competitive and meet the needs of industries in coordination with the ASEAN Labour Ministers Meeting (ALMM) process.</p> <p>ENCOURAGE the development of a common standard of competencies for vocational and secondary education as a base for benchmarking with a view to promote mutual recognition.</p>
Socio-Cultural	<p>DEVELOP a common content on ASEAN for schools as a reference for teacher training and teaching.</p> <p>OFFER graduate courses on ASEAN arts and cultures in universities.</p> <p>OFFER ASEAN languages as optional foreign language subjects in schools.</p> <p>PROMOTE regional outreach programmes aimed at raising ASEAN awareness among our youth. We acknowledge the existing outreach programmes, such as the ASEAN School Tour, ASEAN Student Exchange Programmes, ASEAN Youth Cultural Forum; ASEAN University Youth Summit, AUN Educational Forum and Young Speakers Contest.</p> <p>SUPPORT wider access of rural communities to quality education by establishing an ASEAN community-based programme for young volunteers to support the learning centers in rural areas and for indigenous people in Member States.</p> <p>PROMOTE life-long learning in ASEAN Member States in support of the Educational for All (EFA).</p> <p>ESTABLISH an ASEAN educational research convention to promote collaborative research and development (R&D) in the region and as a platform for researchers from Member States to exchange views on various regional issues and concerns.</p>

ASEAN's Commitment to Education: Background

Community Pillar	Education Actions
Socio-Cultural	<p>PROMOTE better understanding and awareness of various environmental issues and concerns in the ASEAN region by integrating it in school curriculum and presenting "ASEAN Green School" awards.</p> <p>AGREE that ASEAN Member States should consider sharing their resources and consider establishing a regional education development fund to ensure adequate financial support to implement the recommended actions.</p>



2. Work Plan Overview



2. Work Plan Overview

Objective and Priorities

The framework presented herein organises the objective and strategic priorities of the ASEAN 5-Year WPE (2011-2015). As stated, the ASEAN 5-Year WPE (2011-2015) reflects and incorporates the vision of the ASEAN Charter, the Blueprint for the ASCC which stipulates a focus on Education, and various Leaders' Statements (see Exhibit 1.1).

The overall objective of ASEAN cooperation on education is to build toward the vision of an ASEAN education sector in which individual Member States' education sectors offer progressive, systemic and organisational capacities, practices, and programmes that support and promote ASEAN's education access and quality as well as the region's competitiveness in the global market.

This purpose was first expressed in the 4th ASED Joint Statement (2009), which noted that facilitating regional integration requires working with “educators and other organisations to provide a favourable environment for educational growth and employment creation” and giving “priority to capacity-building in order to develop a productive, competent, and competitive workforce.”

Multidimensional, the education sector requires a range of interventions clustered in four strategic priorities, which are intertwined:

- **ASEAN awareness**—to support ASEAN in its central mission of raising awareness of regional identity
- **Access to quality education**—to ensure a relevant and effective education for all citizens, especially the marginalised, throughout their life-time, providing appropriate standards, and allowing member states to measure skills and competencies against established standards.
- **Cross-border mobility and internationalisation of education**—to promote regional sharing, cultivate a regional perspective among Member States and contribute to the spirit of regional unity and excellence.

Work Plan Overview

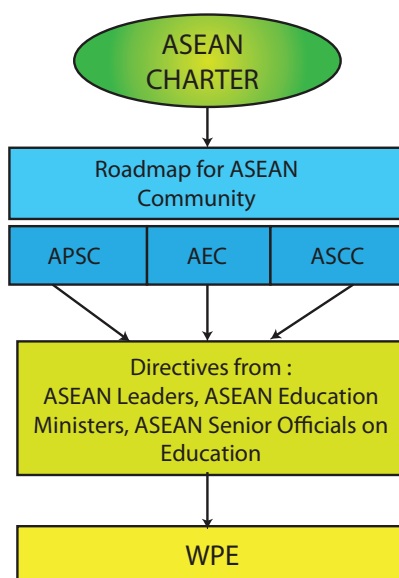
- **Support for other ASEAN sectoral bodies with an interest in education**—this includes promoting sustainable development through environmental education and student participation, promoting human rights education, etc.

Organised around these four priority areas, the ASEAN 5-Year WPE (2011-2015) operates at two levels. One level focuses on individual components of the sector to ensure that each functions well; the other focuses on the sector as a whole to support ASEAN principles enshrined in the ASEAN Charter: peace and stability, sustained economic growth and shared prosperity, cooperation and consensus, rule of law and good governance, and respect for human rights and fundamental freedoms.

Specific interventions/activities are selected on the basis of two criteria: they include programmes already in process or being planned by ASEAN, and they also complement the work of SEAMEO, ASEAN University Network (AUN), dialogue partners and other development partners (e.g. UNICEF, UNESCO, USAID, and others).

The Original Chart

Evolutionary ASEAN Charter to WPE (2011-2015)



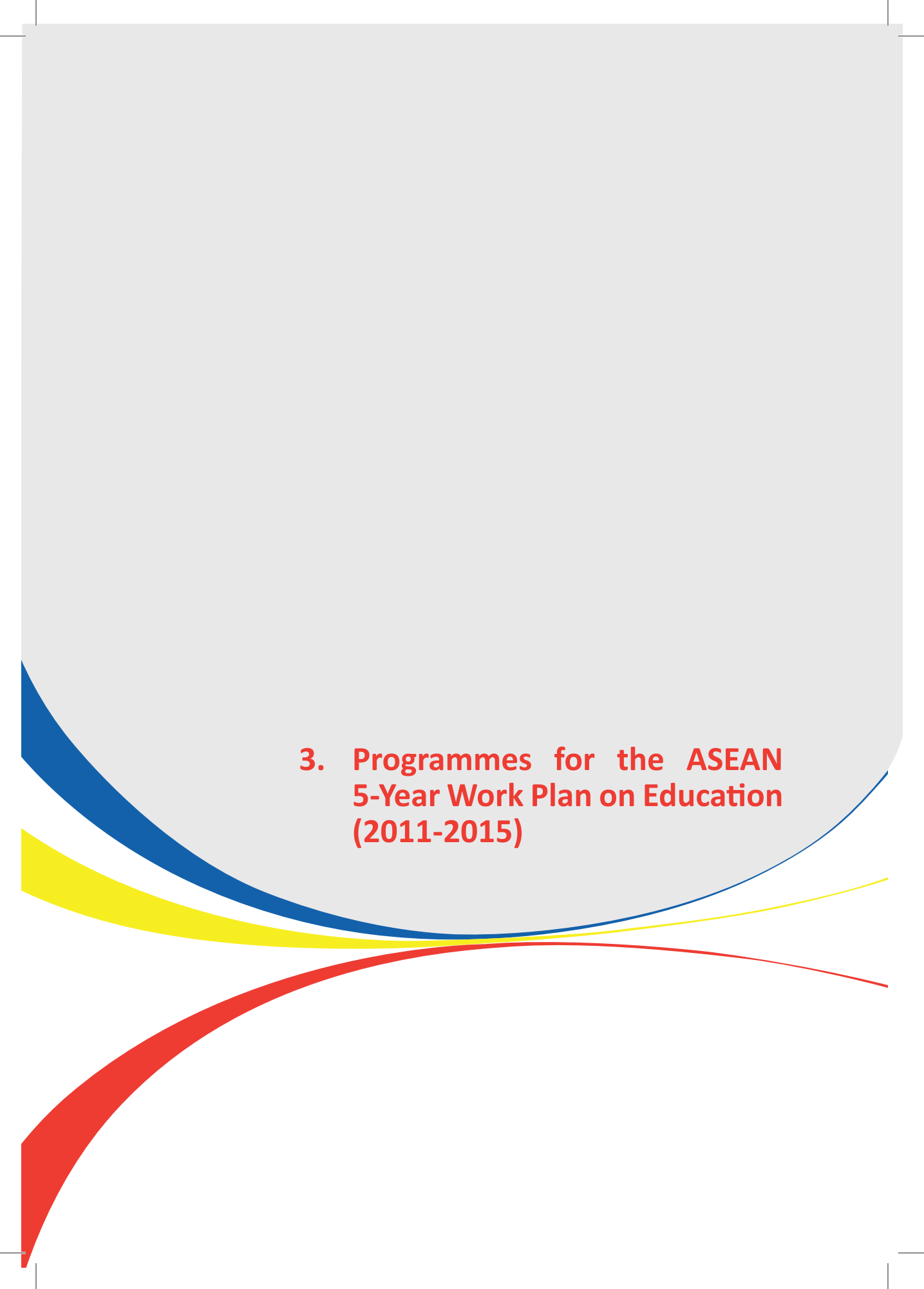
Programme Elements of the Work Plan

ASEAN seeks to share information among Member States' ministries of education, recognise good practices, support implementation of the ASCC, build capacity to ensure that Member States' education sectors function well, and provide a forum for interaction with external partners. The ministries' cooperation programmes therefore comprise a progression of activities, as follows:

- **Convening best practice workshops and conferences** at which Member States can discuss their experiences and cultivate dialogue/cooperation with partners.
- **Collecting baseline information** on sector attributes (e.g., policies, institutional performance, social partners' organisation and actions, workforce development, and networks) in order to benchmark sector performance in the region.
- **Analysing education sector performance** in Member States, using benchmark information and good practice experience, to identify ways to narrow disruptive gaps among Member States.
- **Agreeing on ASEAN framework instruments** in specific areas where consensus makes policy convergence among education ministries possible.
- **Raising awareness of good practices** among ministry officials and building to build their capacity to adapt such practices.
- **Advancing cooperation and ASEAN-level agreements** between education ministries and dialogue and cooperation partners to enrich debate and secure financial and technical resources to develop ministry capacity.
- **Tracking benchmark and progress indicators** to monitor sector evolution and the results of cooperative efforts.
- **Informing** civil society, stakeholders and the general public through the education ministries and the ASEAN Secretariat on progress in cooperation on education.
- **Using information and communication technology** to keep communication efficient and to enable innovative forms of dialogue and training among participants in the Member States.

Education sector cooperation is structured around annual meetings of ASEAN Education Ministers (ASEM) and Senior Education Officials (SEOM-ED). This ASEAN 5-Year WPE (2011–2015) provides a synthesis of all on-going efforts under the SEOM-ED, and its future subsidiary bodies and partners and suggests areas for new engagement.

Work Plan Overview



**3. Programmes for the ASEAN
5-Year Work Plan on Education
(2011-2015)**



3. Programmes for the ASEAN 5-Year Work Plan on Education (2011-2015)

This section presents recommended programmes for the ASEAN 5-Year WPE (2011-2015) by strategic priorities. The programmes related to each of the priority areas of the WPE build upon on-going efforts of ASEAN partners and subsidiary bodies, as are meant to be suggestive, not prescriptive. It is hoped that the ASEAN 5-Year WPE (2011-2015) will be adapted and expanded by AMS for national level implementation as appropriate.

PRIORITY 1—Promoting ASEAN Awareness

ASEAN aims to build the ASEAN identity by promoting awareness and common values at all levels of society and in the education sector. Promoting ASEAN awareness among citizens, particularly youth, through education and culture, is ongoing. Examples of national initiatives being undertaken by AMS to promote ASEAN awareness are included in [Annex 1-2](#).

The strategy for achieving this priority is to encourage and support development of model ASEAN graduate study programmes throughout the region and to build ASEAN studies into the primary and secondary school curriculum as described below. This includes developing model teacher training programmes and instructional materials for the region. Finally, the encouragement of student faculty and cultural exchanges is essential.

Programmes³

- 1-1 ***Supporting the establishment of ASEAN guidelines for promoting ASEAN awareness and common values among pre-school, primary and secondary students.*** This programme would focus on finding the most effective methods for raising awareness and would include suggestions and activities for teachers to make this a part of their instructional programme. The tool-kit could be provided as part of a website or manual. The intent is to provide guidelines, methods and materials to guide Member States in promoting ASEAN awareness.

³ These programmes relate to the key actions stated in the Master Plan on ASEAN Connectivity under the Key Strategies to Enhance People-to-People Connectivity.

Programmes for the ASEAN 5-Year Work Plan on Education (2011-2015)

The guidelines could provide recommendations on (1) integrating ASEAN awareness into the curriculum; (2) regular and extracurricular activities that promote ASEAN; (3) developing and disseminating informative and educational materials; (4) and exploring other activities such as making posters, composing poem or songs, conducting educational tours, etc.

- 1-2 ***Supporting ASEAN curriculum development for Primary and Secondary Education.*** Through curriculum development, primary and secondary students would study ASEAN within a regional perspective. Activities could include examining regional issues that highlight the importance of regional cooperation outlined in the pillars of the ASEAN Community.
- 1-3 ***Supporting capacity development of Ministry of Education staff, teachers, and educators; supporting teacher training and workshops/conferences.*** This programme would focus on providing best practices and innovative programmes, such as virtual learning strategies. This could include incorporating ASEAN awareness in teacher training and pre-service curricula as well as in professional development programmes.
- 1-4 ***Supporting ASEAN Studies Programmes (undergraduate, graduate).*** Graduates from an ASEAN studies programme stimulate information flow in the region and heighten awareness of ASEAN. For example, a model programme under the AUN process is underway and could be strengthened and replicated at other universities in the region. It could also be incorporated into other sectors (such as the medical, health, environmental, hospitality, business, law, etc.) and in teacher education programmes.
- 1-5 ***The establishment of “ASEAN Corner” or celebrating “ASEAN Day” every 8 August.*** The presence of ASEAN in the classroom through the establishment of corners and other activities will make students aware of their regional culture and help them appreciate the diversity of ASEAN.
- 1-6 ***Encouraging student, faculty, sporting and cultural exchanges.*** Already ongoing, these types of exchanges stimulate information sharing among networks of counterparts in AMS. This programme could include activities to expand networks, which would provide ASEAN citizens direct experience with diverse cultures.

Programmes for the ASEAN 5-Year Work Plan on Education (2011-2015)

Table 3-1

PRIORITY 1–Promoting ASEAN Awareness

Goal	ASEAN Identity is Enhanced through Education Sector Programmes					
↑	↑	↑	↑	↑	↑	↑
Programmes	1.1 Supporting the establishment of ASEAN guidelines for promoting ASEAN awareness and common values among pre-school, primary and secondary students.	1.2 Supporting ASEAN curriculum development (primary, secondary).	1.3 Supporting capacity development of MOE staff, teachers, and educators, etc.	1.4 Supporting ASEAN Studies Programmes (undergraduate, graduate).	1.5 The establishment of “ASEAN Corners” or celebrating “ASEAN Day” every 8 August.	1.6 Encouraging student, faculty, sporting and cultural exchanges.
↑	↑	↑	↑	↑	↑	↑
Activities	Incorporate ASEAN awareness into classroom instruction programmes and teacher training at all levels as part of a website and/or manual.	Examine regional issues highlighting importance of regional cooperation. Revise textbooks and develop multimedia materials.	Share best practices and innovative programmes for educators. Develop virtual learning strategies. Implement teacher training programmes and update materials for teachers’ professional development.	Expand ASEAN Studies Programmes for undergraduates and graduates.	Encourage ASEAN Corners in schools and the celebration of ASEAN Day.	Expand current exchange programmes.

Programmes for the ASEAN 5-Year Work Plan on Education (2011-2015)

PRIORITY 2A—Increasing Access to Quality Primary and Secondary Education

The Education for All (EFA) movement is a global commitment to provide quality basic education for children, youth, and adults. It was launched at the World Conference on Education for All in 1990 by UNESCO, UNDP, UNFPA, UNICEF, and the World Bank. AMS have endorsed an “expanded vision of learning” and pledged to universalise primary education and greatly reduce illiteracy by the end of the decade. Ten years later, with many countries far from this goal, the international community met again in Dakar, Senegal, to affirm their commitment to achieving Education for All by 2015 and set six goals for doing so (see Exhibit 3-1).

Exhibit 3-1

Education for All Goals

<p>Goal 1. Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children. ‘</p> <p>Goal 2. Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to, and complete, free and compulsory primary education of good quality.</p> <p>Goal 3. Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programmes.</p> <p>Goal 4. Achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults.</p>	<p>Goal 5. Eliminating gender disparities in primary and secondary education by 2015, and achieving gender equality in education by 2015, with a focus on ensuring girls’ full and equal access to and achievement in basic education of good quality.</p> <p>Goal 6. Improving all aspects of the quality of education and ensuring excellence of all so that recognised and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.</p>
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Programmes for the ASEAN 5-Year Work Plan on Education (2011-2015)

As the lead agency, UNESCO is coordinating international work on these goals. Partners include governments, development agencies, civil society, nongovernmental organisations, and the media. EFA goals contribute to the Millennium Development Goals (MDGs) adopted by 189 countries and the world's leading development institutions in 2000. Two MDGs pertain directly to education but none can be achieved without sustained investment in education. Education provides the skills and knowledge necessary to improve health, livelihoods, and sound environmental practices.

In 2008, a proposal was developed for ASEAN and SEAMEO Secretariats to collaborate with UNESCO in developing programmes under which AMS could attain the EFA goals by 2015. This initiative should focus on “reaching the unreached” and “inclusive education.”⁴ In a Joint Statement issued at the 3rd ASED Meeting held on 15 March 2008, Kuala Lumpur, Malaysia, Ministers requested:

On future cooperation in education, the Ministers agreed that the focus should be on implementing Education for All (EFA) by 2015. In this regard, the Ministers tasked the SEAMEO and the ASEAN Secretariats to organise a workshop on the theme of “reaching the unreached” to share best practices among AMS.

In response, the ASEAN and SEAMEO Secretariats and UNESCO Bangkok have initiated 10 collaborative projects on “reaching the unreached” to bring together the AMS to attain the EFA goals in Southeast Asia.

This section sets out recommended programmes that will increase access to quality education at primary and secondary levels. Although not specifically mentioned, the recommended programmes are intended to support all of the six EFA goals, including those that relate to early childhood education and development, girls' education, life-skills for youth and adults, as well as adult literacy. Also, it is intended that all activities would support both formal and non-formal education, as appropriate.

Programmes

2-1 ***Sharing best practices in promoting universal and equal access to quality education through partnership programmes and technical assistance; benchmarking; NGO, private sector, and community initiatives; tracking mechanisms for students at risk of dropping out and collaborative gathering of data for use in planning.*** One of ASEAN's strength is its ability to bring Member States together to share information. In education, the sharing of best

4 The “unreached” include indigenous peoples and children living in difficult circumstances—on the streets, as laborers, prostitutes, and as armed recruits in conflict-affected areas.

Programmes for the ASEAN 5-Year Work Plan on Education (2011-2015)

practices would encourage and strengthen regional planning, data collection, programme development, training and evaluation strategies given resource constraints

- 2-2 ***Documenting and sharing practices for “reaching the unreached.”*** Educating children in underserved areas is crucial to each Member State’s education programme. This programme would provide guidance and expertise in reaching marginal and underserved populations and would focus on improving classroom instruction for underserved population groups.
- 2-3 ***Incorporating effective approaches for systematic teacher development programmes and use of relevant data for planning, policy formulation and recommendations.*** A good education consists in part of teachers who deliver provocative lesson plans that impart to students the skills necessary for progress. Good teachers, with requisite skills are needed and often in short supply in remote areas as well for serving the educational needs of underserved population groups in both urban and rural areas, as well as for minority groups. Using appropriate approaches for increasing the supply of quality teachers, programme activities would include sharing innovative, interactive approaches to teaching and exploring the role of the teacher as mentor and learning facilitator.
- 2-4 ***Using university and corporate social responsibility programmes to broaden access to education.*** Such programmes can help establish service learning and outreach activities that broaden access to education. Establish, support, and promote a regional system to track the “unreached.”

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Table 3-2

PRIORITY 2A—Education Programmes that Increase Access to Quality Education

Goal	Education bodies have capabilities to strengthen access to education			
↑	↑	↑	↑	↑
Programmes	<p>2.1 Sharing best practices in promoting universal and equal access to quality education through</p> <ul style="list-style-type: none"> • Partnership programmes and technical assistance; • Benchmarking; • NGO, private sector, and community initiatives; • Tracking mechanisms for students at risk of dropping out; • Collaborative gathering of data for use in planning. 	<p>2.2 Documenting and sharing practices for “reaching the unreached”.</p>	<p>2.3 Incorporating effective approaches for systematic teacher development programmes and use of relevant data for planning, policy formulation and recommendations.</p>	<p>2.4 Using university and corporate social responsibility programmes to broaden access to education.</p>
↑	↑	↑	↑	↑
Activities	<p>Hold workshops on the discussion and sharing of best practices.</p>	<p>Provide guidance and expertise in reaching marginalized and underserved populations, both for formal and non-formal education. Provide examples of how to improve classroom instruction for underserved population groups.</p>	<p>Organise capacity building initiative to improve classroom instruction. Hold workshops to discuss innovative/ interactive teaching approaches.</p>	<p>Organise service learning and outreach activities.</p>

PRIORITY 2B—Increasing the Quality of Education—Performance Standards, Lifelong Learning and Professional Development

Improving the quality and relevance of primary and secondary education is central to reform initiatives in all Member States. This entails supporting both formal and non-formal education equally, articulating clear academic standards and defining and rewarding excellent teachers. Creating opportunities for lifelong learning to enable all peoples to succeed through education, is a central element of this priority. The recommended strategy includes supporting ongoing quality assurance initiatives and adding value to new and innovative approaches to training teachers and educational leaders and providing them with lifelong opportunities for professional development. Finally, the use of information and communication technologies would be encouraged and supported. The Master Plan on ASEAN Connectivity lays out some areas of synergistic work where internet connectivity and use of ICT for education could add value to improving the access and quality of education in the region.

Academic Standards and Instructional Excellence

The quality of education is affected by information systems; educational processes involving goals for learning, curriculum development, and teaching–learning strategies; assessment; professional development and evaluation; vision and leadership; and proper allocation and use of resources. Diagnostic instruments would be developed to allow schools to examine the quality of their programmes; model schools in the region could be developed; and ASEAN could provide awards for exemplary instructional programmes and schools.

Quality Assurance

The *internationalisation* and globalisation of education, especially the rapid development of cross-border education, has made establishing a robust framework for quality assurance and recognition of qualifications urgent. *Quality assurance* is the systematic review of programmes for acceptable standards of education, scholarship, and infrastructure. Recognition means that competent authorities recognise as valid foreign certificates, diplomas, and degrees of higher education and grant the bearers of such the same rights as enjoyed by persons who possess comparable national qualifications.

Regional actions in this area focus on providing information and capacity to empower stakeholders to make informed decisions about education quality standards at all levels. This initiative aims to provide information that protects students from inadequate learning resources and low-quality provisions. ASEAN could provide an overview of outstanding

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assurance programmes in the region and suggest guidelines for a quality assurance process. It could also support a yearly conference.

Quality assurance, involving rigorous and timely performance tracking and accountability, should focus on not only tertiary education but also basic education.

Teacher Training and Professional Development of Teachers

Effective teachers are the cornerstone of education. On a daily basis, they build the foundation for sustainable development, nurturing each student's capacity and desire to learn. Without teachers, EFA by 2015 would not succeed, nor would students at all levels gain learning outcomes and skills relevant for the 21st century.

ASEAN promotes the development of professionally trained teachers who have the understanding and judgment necessary to prepare students for tomorrow. Effective teachers must be well-trained, motivated, have a decent work environment, good pay, and an attractive career path. ASEAN supports regional standards for the professional, social, ethical, and material concerns of teachers. Regional standards for teacher competencies, workshops and studies on strengthening teacher training and professional development programmes for teachers could be an ongoing ASEAN commitment. Exploring regional centers of excellence, and regionally recognized credentials for teachers could also be examined to assure teacher mobility given teacher shortages in some parts of the region.

Information and Communication Technology

ICT is used in higher education worldwide, affecting on-campus, open, and remote modes of instruction. UNESCO is helping member states to develop robust policies in ICT and higher education.

ICT is used in developing, delivering, and sharing course material; creating and delivering presentations and lectures; stimulating communication between students, teachers, and the outside world; conducting research; and providing administrative support and student enrollment. Institutions in developing countries are making the most of computers and software available to them; challenges include insufficient telephone and telecommunication infrastructure, lack of training resources for academic staff, and lack of skilled and experienced IT specialists for development, maintenance, and support.

Sound ICT policies and investments will benefit institutes of higher education, even though ICT has certainly not replaced classroom instruction. Undoubtedly, ICT can provide greater access for different students and have enriched the educational experience, especially

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for teachers and students separated by time and space. Coordinated implementation of new or revised policies will likely involve other ministries (e.g., telecommunications, trade, health) and national private and nongovernment educational boards and agencies (for accreditation and recognition, where applicable). Cost-effective and innovative approaches could be highlighted with ASEAN support for conferences workshops, and virtual means or teachers, technical staff, planners, and educational leaders.

Again, the focus here should be on basic as well as tertiary education because ICT is increasingly being used in innovative teaching in basic education. This is apt given that the WPE will be operative for the next five years. ICT in education would enable the region to compete globally.

Lifelong Learning

The concept of lifelong learning signals a change from the limited programmes and practices in education and training that have generally existed on the margins of educational systems to date. Lifelong learning in the 21st century implies that all stages of education – preschool, primary and secondary schooling, vocational education, higher education and adult education – as well as contexts for learning outside institutionalised education should be seen and developed within a common framework and linked to the changing needs of the local and international labor markets.

With massive growth in educational participation in many parts of the world in the last two decades, including in many countries of the Southeast-Asia region, the interest today is shifting to learning and the acquisition of skills outside school, in apprenticeships or in other training schemes, on the job, or in other areas of adult life. Policies and programmes are necessary that do not focus primarily on educational institutions but rather on learning in different settings over the life course.

Programmes

- 2-5 ***Promoting quality through networks of teachers, principals, administrators, teaching institutes, schools, and teacher associations.*** Activities under this programme could include an ASEAN website, newsletters, interactive video, schools visits and teacher and principal exchanges.
- 2-6 ***Supporting Teacher Development Initiatives.***
 - *Encouraging teaching that leads to learning.* Workshops and sample teacher evaluation instruments could be developed through ASEAN as part of its teacher support initiative.

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- *Sharing best practices on assessing students.* A resource guide could be developed with ASEAN support as part of an ongoing professional development programme for teachers and teacher educators.
 - *Establishing a sub-network on teacher capacity-building by subject areas among institutions and universities.* Content specialist in mathematics, science, language, history and other subjects would be supported in establishing networks addressing curriculum reform, professional developments and evaluation.
 - *Supporting a regional Teacher Quality Assurance Framework.* ASEAN could provide leadership in developing teacher performance appraisal instruments and convene a regular regional teacher awards ceremony.
 - *Providing for continuous professional development of teachers and school leaders.* This could involve establishing an ASEAN Summer Leadership Institute.
 - *Developing guidelines on mentoring and supporting teachers.* A manual could be developed through ASEAN to provide guidance to principals in recruiting, supporting, and evaluating teachers.
- 2-7 ***Sharing best practices on teacher incentives, awards, and appraisal.*** ASEAN can offer guidance on retaining good teachers and suggest criteria for acknowledging excellence.
- 2-8 ***Promoting regional teacher accreditation and mobility programmes (physical and virtual).*** Efforts to examine common teaching credentials are beneficial to the region. A regional accreditation approach is essential to teacher mobility, and ASEAN could provide support for establishing such a mechanism.
- 2-9 ***Enhancing regional capacity building efforts for school management, school improvement planning, leadership development, and school governance.*** Activities could include workshops on innovative approaches to school improvement and provide a database for innovative schools in the region. In addition, this could include the development of a Master Plan on Regional Capacity Building for school management, school improvement planning, leadership development, and school governance.

Table 3-3

PRIORITY 2B—Increasing the Quality of Education-Performance Standards, Lifelong Learning and Professional Development

Goal	Education bodies have capabilities to strengthen the quality of education				
↑	↑	↑	↑	↑	↑
Programmes	2.5 Promoting quality through networks of teachers, principals, administrators, teaching institutes, schools, and teacher associations.	2.6 Supporting Teacher Development initiatives <ul style="list-style-type: none"> • Encouraging teaching that leads to learning; • Sharing best practices on assessing students; • Establishing a sub-network on teacher capacity-building by subject among institutions & universities; • Supporting a regional teacher quality assurance framework; • Providing for continuous professional development of teachers and school leaders; • Developing guidelines on mentoring and supporting teachers. 	2.7 Sharing best practices on teacher incentives, awards, and appraisal.	2.8 Promoting regional teacher accreditation and mobility programmes (physical & virtual).	2.9 Enhancing regional capacity building efforts for school management, school improvement planning, leadership development, and school governance.

Programmes for the ASEAN 5-Year Work Plan on Education (2011-2015)

Goal	Education bodies have capabilities to strengthen the quality of education				
↑	↑	↑	↑	↑	↑
Activities	Develop website, newsletters, interactive video, school visits and teacher and principal exchanges.	Hold workshops and sample teacher evaluation instruments. Develop resource guides for supporting on-going teacher professional development. Establish networks addressing curricular reform, professional development and evaluation methods. Develop teacher performance appraisal instruments and incentive strategies. Establish an ASEAN Summer Leadership Institute. Develop a Principal's Manual to support them in their role as managers and mentors.	Hold workshops on the development of guidelines on how to institute teachers incentive.	Hold policy dialogues and workshops on the development of regional teacher accreditation.	Hold workshops on innovative approaches to school improvement and provide a database for innovative schools in the region.

PRIORITY 3—Cross-Border Mobility and Internationalisation of Education

There are many drivers or motivators for growth of cross-border education. These are related to technological opportunities, but also to consumer preference and needs. First, students are responding to the globalisation of economies and labor markets. They aspire to the opportunities of becoming part of an international labor market of highly skilled and mobile persons. Second, there is an increasing demand for higher education of higher quality, one that adds variety, choice and specialisation to domestic systems. And lastly, the emergence of knowledge economies has created a demand for more highly skilled labour and by extension higher quality and more specialised education programmes. With high levels of foreign direct investment driving many economies of the region, the demand for skilled labour is high and unmet, primarily because from the poor quality and relevance of existing secondary and tertiary education in many countries. Governments are setting targets for cross-border education because of the contribution it makes to

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domestic education quality, to the economy's productivity, and to relations with countries in the region.

Drawing on the intellectual resources of expert and experienced faculty and skilled professional administrators, many universities aim to be global in their perspectives and outreach. Historically, primary functional areas in internationalisation of education have included study abroad programmes, international student and scholar support, international development (grants and contract training programme development and delivery), and teaching English as a second language. Universities often promote global and regional awareness among faculty and students by sponsoring academic and cultural programmes that focus on world events as well as the historic, cultural, artistic, political, and economic aspects of countries in the region.

Universities in the ASEAN region have provided forums in which international scholars, activists, and political and civic leaders share their ideas about sensitive and difficult issues and stimulate dialogue and lively debate on campus. Through externally funded mobility and technical assistance projects, universities often provide opportunities for faculty to conduct research that informs their teaching. Through study abroad and courses abroad, the university provides opportunities for students and faculty to explore the world and its diverse cultures in an international arena.

The modern university in ASEAN often promotes international education in the broadest sense, developing timely and innovative international programmes, and providing both tactical support and international expertise for extra-institutional initiatives. Specifically, the university

- Brings internationally recognised scholars, scientists, and leaders to campus and energises the intellectual climate on campus by sponsoring conferences and cultural events.
- Exposes students to diverse cultures through study abroad programmes.
- Provides opportunities for faculty and staff to develop and broaden their intellectual and professional horizons with regard to global issues.
- Promotes community outreach by disseminating ideas and knowledge and facilitating economic opportunities that benefit local and global communities.

Given the evident value of collaboration in education, the ASEAN University Network (AUN) and SEAMEO are discussing cross-border accreditation, a long-term goal that can be reached in part by learning from the experiences of other regions (e.g. Europe).

Programmes for the ASEAN 5-Year Work Plan on Education (2011-2015)

Programmes⁵

- 3-1 **Share knowledge of regional resources and interconnectedness of AMS.** ASEAN could sponsor a conference on internationalising the university. Library resources and databases could be shared among members and learning portals could be developed.
- 3-2 **Strengthen activities that support student exchanges and scholarships at all levels.** Activities could support among others, scholarships, student mobility and other exchange programmes, as well as facilitate regional research policy development.
- 3-3 **Develop a regional action plan to internationalise higher education with a focus on regional strategies.** Activities could include ASEAN documenting regional student exchange goals, faculty exchange priorities, establishment of ASEAN area studies programmes, regional research activities and language training programmes.

Table 3-4

PRIORITY 3–Cross-Border Mobility and Internationalisation of Education

Goal	Student and faculty mobility expanded and a wide range of training programmes Internationalised.		
↑	↑	↑	↑
Programmes	3.1 Share knowledge of regional resources and interconnectedness of AMS.	3.2 Strengthen activities that support student exchanges and scholarships at all levels.	3.3 Develop a regional action plan to internationalise higher education with a focus on regional strategies.
↑	↑	↑	↑
Activities	Conference on internationalising the university Connect library resources and build database through existing virtual library networks, e.g. AUNILO (AUN Inter Library Online).	Support the use of scholarships and other student mobility and exchange initiatives Facilitate regional research and policy development.	Conduct regional study and meetings of experts and policy makers. Support language training programs. Document student exchange initiatives. Establish regional faculty exchange priorities and guidelines.

⁵ These Programmes relate to the key actions stated in the Master Plan on ASEAN Connectivity under the Key Strategies to Enhance People-to-People Connectivity

Programmes for the ASEAN 5-Year Work Plan on Education (2011-2015)

PRIORITY 4—Support for Other Sectoral Bodies with an Interest in Education

Other sectoral bodies in ASEAN have action items for education (e.g. environmental education, disaster management, human rights education, and HIV/AIDS). As one example under this priority, ASED could support implementation of the ASEAN Environmental Education Action Plan (AEEAP) and ensure that quality assurance (QA) systems for formal education (national standards) require the inclusion of Environmental Education/ Education for Sustainable Development (EE/ESD) theory and practice. Other initiatives could focus on joint support that promotes the “green” schools concept and practice throughout ASEAN. Finally, the ASEAN Secretariat could strengthen the ability of networks of NGOs, universities, and media to be effective practitioners, promoters, communicators, and agents of change for EE/ESD.

Programmes

- 4-1 ***Supporting workshops and meetings to form clear partnerships for collaboration between sectors, to complement each other’s work and reduce duplication.*** ASEAN would facilitate interdisciplinary work group meetings and inter-ministerial planning meetings to address issues in environmental education, health education, human rights education, for the schools etc. Conferences and training could be sponsored by a number of sectors.
- 4-2 ***Analysing and/or refining teacher training in environmental education, disaster risk reduction and management, HIV/AIDS, and child protection.*** ASEAN can provide guidelines for building these areas into a regional teacher training curriculum.

Table 3-5

PRIORITY 3—Supports for Other Sectoral Bodies with an Interest in Education

Goal	Education programmes in environment, disaster management, human rights education and HIV/AIDS sectors.	
↑	↑	↑
Programmes	4.1 Supporting workshops and meetings to form clear partnerships for collaboration between sectors to complement each other’s work and reduce duplication.	4.2 Analyse and/or refine teacher training in environmental education, disaster management, human rights education, and HIV/AIDS.

Programmes for the ASEAN 5-Year Work Plan on Education (2011-2015)

Goal	Education programmes in environment, disaster management, human rights education and HIV/AIDS sectors.	
↑	↑	↑
Activities	Hold interdisciplinary work group meetings. Support cross-sectoral collaboration initiatives.	Develop regional teacher training. Teacher training curriculum.

Programmes for the ASEAN 5-Year Work Plan on Education (2011-2015)



4. Resources and Monitoring



4. Resources and Monitoring

Resource Allocation and Mobilisation

ASEAN will rely on its Member States and will collaborate with strategic partners to implement this work plan. Most notable among external partners are UNESCO and UNICEF, with whom the ASEAN Secretariat is exploring cooperation agreements. In order to support the implementation of the ASEAN 5-Year WPE (2011-2015), SOM-ED may consider the possibility of setting up an education fund.⁶

ASEAN has cooperated with SEAMEO and has complemented and supported the AUN. Collaboration with Dialogue Partners under the various platforms of cooperation such as ASEAN Plus One, ASEAN Plus Three, East Asian Summit (EAS) and other development partners must be further strengthened.

In addition to these partnerships, ASEAN will also need to exert its efforts to engaging regional and international Civil Society Organisations (CSOs) and private sector in the implementation of the Work Plan.

AMS will need to put stronger efforts to avail their national resources in the implementation of programmes and activities in support of the Work Plan. They may also need to consider implementing certain programmes and activities under ASEAN-help-ASEAN scheme using national budget allocation or resources mobilised under bilateral programmes.

The ASEAN Secretariat provides administrative support to the SOM-ED in the implementation of the ASEAN 5-Year WPE (2011-2015).

Monitoring Progress and Results

The ASEAN 5-Year WPE (2011-2015) will be monitored through the following activities:

- Tracking the progress of activities contained in the ASEAN 5-Year WPE (2011-2015).
- Education sector benchmarking of policies, programmes and initiatives in support of the four priorities outlined in this ASEAN 5-Year WPE (2011-2015).

SOM-ED, with the support from the ASEAN Secretariat, will track the progress with the implementation of the ASEAN 5-Year WPE (2011-2015), such as (but not limited to) the following outputs:

⁶ The Cha-Am Hua Hin Declaration on Strengthening Cooperation on Education to Achieve an ASEAN Caring and Sharing Community has suggested that AMS, should consider sharing their resources and consider establishing a regional education development fund to ensure adequate financial support to implement the recommended actions.”

Resources and Monitoring

- Reports of Meetings held
- Agreements reached
- Outreach to Stakeholders accomplished
- Training programmes delivered
- Decisions issued
- Country practices modified
- Policy reforms implemented

In addition to these outputs, ASED will task SOM-ED to discuss how to define or measure the outcomes or impacts of the ASEAN 5-Year WPE (2011-2015). Possibilities range from

- Increased awareness of ASEAN education sector events, issues, and reforms, as measured by occasional stakeholder surveys;
- Increased education programmes, as measured by standard education approaches.

While the latter is not directly attributable to education sector cooperation, it is an indicator of ASEAN's effectiveness in education.

The ASEAN Secretariat will work with the Member States to generate a database to measure the outcomes of the ASEAN 5-Year WPE (2011-2015).

A decorative graphic at the bottom of the page consists of three overlapping, curved bands. The top band is blue, the middle is yellow, and the bottom is red. They all curve upwards from the left side towards the right. The word "Annexes" is printed in a dark grey font on the light grey background, positioned above the blue band.

Annexes



ANNEX 1-1

Relevant Actions For Education in the ASCC Blueprint

ACTIONS:	A1. ADVANCING AND PRIORITIZING EDUCATION
i.	Achieve universal access to primary education across ASEAN by 2015 with priorities to eradicate illiteracy and to ensure compulsory primary education for all and gender equality in education, through advocating for equal opportunity in education regardless of social class, geography ethnicity, background or physical disabilities, with 70 percent target benchmark achieved by the end of 2011;
ii.	Improve the quality and adaptability of education, including technical/vocational/skills training education in the ASEAN region by developing a technical assistance programme including training for teaching staff and staff exchange programme at higher education level for this purpose by 2009, in particular CLMV;
iii.	Undertake periodic reviews of the various ASEAN scholarship programmes for the purpose of rationalizing and consolidating them in order to increase their impact;
iv.	Use ICT to promote education and life-long learning particularly in underserved communities through open, distance education and e-learning;
v.	Promote education networking in various levels of educational institutions and continue university networking and enhance and support student and staff exchanges and professional interactions including creating research clusters among ASEAN institutions of higher learning, in close collaboration with the Southeast Asia Ministers of Education Organization (SEAMEO) and the ASEAN University Network (AUN);
vi.	Promote equal access to education for women and girls and enhance the exchange of best practices on gender-sensitive school curriculum;
vii.	Strengthen collaboration with other regional and international educational organizations to enhance the quality of education in the region;

ACTIONS:	A1. ADVANCING AND PRIORITIZING EDUCATION
viii.	Include the teaching of common values and cultural heritage in school curricula and develop teaching materials and capability for this purpose starting in 2008;
ix.	Develop and offer courses on ASEAN studies, both in the primary, secondary and higher education levels;
x.	Continue the ASEAN Youth Leadership Development Programme and similar programmes with the same objectives and encourage networking among ASEAN Youth Programme alumni to promote solidarity and mutual understanding;
xi.	Support learning of ASEAN languages and promote exchanges of linguists;
xii.	Establish ASEAN university games, ASEAN youth peace corps, ASEAN computer games and ASEAN Science Olympiad to promote greater interaction and understanding among the youths in the region;
xvi.	Exchange of cultural performers and scholars among Member States through education system to give greater access and understanding of the different cultures of ASEAN Member States;
xvii.	Promote the options of university placements in an institution of higher learning in a second ASEAN Member States through “a semester abroad” or “a year abroad” programme;
xviii.	Support the citizen of Member States to become proficient in the English language, so that the citizens of the ASEAN region are able to communicate directly with one another and participate in the broader intercontinental community;
xix.	Promote life-long learning.

ACTIONS:	D3. PROMOTING SUSTAINABLE DEVELOPMENT THROUGH ENVIRONMENTAL EDUCATION AND PUBLIC PARTICIPATION
i.	Implement the ASEAN Environmental Education Action Plan (AEEAP) 2008-2012;
ii.	Establish a baseline assessment on the extent to which national curricula in the basic education system include Environmental Education (EE) and Environmentally Sustainable Development (ESD) content;
iii.	Establish a baseline assessment on the extent to which teacher education programmes and in-service and pre-service training address EE/ ESD theory and practice;
iv.	Ensure that Quality Assurance (QA) systems for formal education (that is, national standards) require the inclusion of EE/ ESD issues in the relevant disciplines;
v.	Promote research on EE/ ESD issues to ensure continuing development in formal education;
vi.	Promote sustainable schools (for example, eco-schools/ green schools) concept and practice throughout ASEAN;
vii.	Develop EE curricula, materials and resources that are locally relevant and complement ESD at the local/ community level;
xvii.	Establish an ASEAN sustainable/green/eco-school network;
xix.	Build and strengthen existing networks of NGOs, universities and media throughout the region to be effective practitioners, promoters, communicators and agents of change for EE and ESD.

ACTIONS:	E1. PROMOTION OF ASEAN AWARENESS
vi.	Support school activities promoting ASEAN awareness, such as by encouraging the observance of the annual ASEAN Day;
xxii.	Include the studies on ASEAN arts and culture as well as their values in school curriculum.

ACTIONS:	E2. PRESERVATION AND PROMOTION OF ASEAN CULTURAL HERITAGE
iii.	Undertake risk assessments and prepare emergency response plans for rescuing threatened significant cultural heritage across ASEAN; Promote ASEAN civilization studies, including through collaboration between the ASEAN culture officials and the members of the AUN.

ANNEX 1-2

Examples of National Activities Related to the Promotion of ASEAN Awareness

- Brunei Darussalam: sets up permanent ASEAN Corners in all primary and secondary schools.
- Indonesia: Its Ministry of Education organises the ASEAN Primary School Sport Olympiad (APSSO). Indonesia's Olympiad reflects the continued passion of SOM-ED Indonesia for raising awareness of ASEAN, cultivating understanding through sports, and giving schools, teachers, and students a hand in building the ASEAN Community.

Ministry of Foreign Affairs in collaboration with the Province and District Education Authority has conducted ASEAN awareness activities around the country such "ASEAN Goes To School" in introducing the latest development of ASEAN to the students, teachers and school principals.

- Lao PDR: ASEAN Department Ministry of Foreign Affairs and Ministry of Information and Culture and Ministry of Industry and Commerce of Lao PDR often conducted seminars around the country to raise awareness on ASEAN Policies, among others ASEAN Charter, to the local authority and communities, and business stakeholders, and to promote the implementation of ASEAN Policy at the National Level.

ASEAN Department, Ministry of Foreign Affairs in cooperation with the National University of Laos (NUOL) organized a talk led by vice Minister of Foreign Affairs on ASEAN Charter at NUOL in order to raise awareness on ASEAN Charter to teachers and University Students.

ASEAN Department of Ministry of Foreign Affairs in cooperation with the Ministry of Information and culture and Ministry of Education conducts annual ASEAN awareness events during the week of celebration of ASEAN Day, such as organizing a talk for Foreign Minister of the Lao PDR on TV on the progress of the implementation of the ASEAN Charter, Organizing sport activities for ASEAN Diplomats in Vientiane, conducting ASEAN Game for primary and secondary schools, ASEAN Q&A Quiz hot line on TV for Students, youth and public people.

- Malaysia: Ministry of Foreign Affairs celebrates ASEAN day every year.
- Philippines conducts annual ASEAN awareness events, usually during the week of ASEAN Day (August 8);
- Thailand: its Department of ASEAN Affairs has published two cartoon books, “ASEAN Discovery” and “Let’s Get to Know ASEAN” on Children’s Day⁷.

⁷ ASEAN Discovery tells the tale of ‘Blu’, an alien who has 10 friends from each Member States.

ANNEX 1-3

Summaries of the ASEAN 5-Year WPE (2011-2015) Priorities and Programmes

Table 3-1

PRIORITY 1–Promoting ASEAN Awareness

Goal	ASEAN Identity is Enhanced through Education Sector Programmes					
↑	↑	↑	↑	↑	↑	↑
Programmes	1.1 Supporting the establishment of ASEAN guidelines for promoting ASEAN awareness and common values among pre-school, primary and secondary students.	1.2 Supporting ASEAN curriculum development (primary, secondary).	1.3 Supporting capacity development of MOE staff, teachers, and educators, etc.	1.4 Supporting ASEAN Studies Programmes (undergraduate, graduate).	1.5 The establishment of “ASEAN Corners” or celebrating “ASEAN Day” every 8 August.	1.6 Encouraging student, faculty, sporting and cultural exchanges.
Activities	Incorporate ASEAN awareness into classroom instruction programmes and teacher training at all levels as part of a website and/ or manual.	Examine regional issues highlighting importance of regional cooperation. Revise textbooks and develop multimedia materials.	Share best practices and innovative programmes for educators. Develop virtual learning strategies. Implement teacher training programmers and update materials for teachers’ professional development.	Expand ASEAN Studies Programmes for undergraduates and graduates.	Encourage ASEAN Corners in schools and the celebration of ASEAN Day.	Expand current exchange programmes.

Table 3-2

PRIORITY 2A–Education Programmes that Increase Access to Quality Education

Goal	Education bodies have capabilities to strengthen access to education			
Programmes	<p>2.1</p> <p>Sharing best practices in promoting universal and equal access to quality education through</p> <ul style="list-style-type: none"> • Partnership programmes and technical assistance; • Benchmarking; • NGO, private sector, and community initiatives; • Tracking mechanisms for students at risk of dropping out; • Collaborative gathering of data for use in planning. 	<p>2.2</p> <p>Documenting and sharing practices for “reaching the unreached”.</p>	<p>2.3</p> <p>Incorporating effective approaches for systematic teacher development programmes and use of relevant data for planning, policy formulation and recommendations.</p>	<p>2.4</p> <p>Using university and corporate social responsibility programmes to broaden access to education.</p>
Activities	<p>Hold workshops on the discussion and sharing of best practices.</p>	<p>Provide guidance and expertise in reaching marginalized and underserved populations, both for formal and non-formal education. Provide examples of how to improve classroom instruction for underserved population groups.</p>	<p>Organise capacity building initiative to improve classroom instruction. Hold workshops to discuss innovative/ interactive teaching approaches.</p>	<p>Organise service learning and outreach activities.</p>

Table 3-3

PRIORITY 2B–Increasing the Quality of Education–Performance Standards, Lifelong Learning and Professional Development

Goal	Education bodies have capabilities to strengthen the quality of education				
↑ Programmes	↑ 2.5 Promoting quality through networks of teachers, principals, administrators, teaching institutes, schools, and teacher associations.	↑ 2.6 Supporting Teacher Development initiatives <ul style="list-style-type: none"> • Encouraging teaching that leads to learning; • Sharing best practices on assessing students; • Establishing a sub-network on teacher capacity-building by subject among institutions & universities; • Supporting a regional teacher quality assurance framework; • Providing for continuous professional development of teachers and school leaders; • Developing guidelines on mentoring and supporting teachers. 	↑ 2.7 Sharing best practices on teacher incentives, awards, and appraisal.	↑ 2.8 Promoting regional teacher accreditation and mobility programmes (physical & virtual).	↑ 2.9 Enhancing regional capacity building efforts for school management, school improvement planning, leadership development, and school governance.

Table 3-3

PRIORITY 2B—Increasing the Quality of Education-Performance Standards, Lifelong Learning and Professional Development

Goal	Education bodies have capabilities to strengthen the quality of education				
↑	↑	↑	↑	↑	↑
Activities	Develop website, newsletters, interactive video, school visits and teacher and principal exchanges.	Hold workshops and sample teacher evaluation instruments. Develop resource guides for supporting on-going teacher professional development. Establish networks addressing curricular reform, professional development and evaluation methods. Develop teacher performance appraisal instruments and incentive strategies. Establish an ASEAN Summer Leadership Institute. Develop a Principal's Manual to support them in their role as managers and mentors.	Hold workshops on the development of guidelines on how to institute teachers incentive.	Hold policy dialogues and workshops on the development of regional teacher accreditation.	Hold workshops on innovative approaches to school improvement and provide a database for innovative schools in the region.

Table 3-4

PRIORITY 3–Cross-Border Mobility and Internationalisation of Education

Goal	Student and faculty mobility expanded and a wide range of training programmes internationalised		
↑ Programmes	↑ 3.1 Share knowledge of regional resources and interconnectedness of AMS.	↑ 3.2 Strengthen activities that support student exchanges and scholarships at all levels.	↑ 3.3 Develop a regional action plan to internationalise higher education with a focus on regional strategies.
↑ Activities	↑ Conference on internationalising the university. Connect library resources and build database through existing virtual library networks, e.g. AUNILO (AUN Inter Library Online).	↑ Support the use of scholarships and other student mobility and exchange initiatives Facilitate regional research and policy development.	↑ Conduct regional study and meetings of experts and policy makers. Support language training programs. Document student exchange initiatives. Establish regional faculty exchange priorities and guidelines.

Table 3-5

PRIORITY 3—Supports for Other Sectoral Bodies with an Interest in Education

Goal	Education programmes in environment, disaster management, human rights education and HIV/AIDS sectors.	
↑	↑	↑
Programmes	4.1 Supporting workshops and meetings to form clear partnerships for collaboration between sectors to complement each other’s work and reduce duplication.	4.2 Analyse and/or refine teacher training in environmental education, disaster management, human rights education, and HIV/AIDS .
↑	↑	↑
Activities	Hold interdisciplinary work group meetings. Support cross-sectoral collaboration initiatives.	Develop regional teacher training. Teacher training curriculum.



