ASEAN Cooperation on Education and the SDG 4

Ms. Abigail C. Lanceta, ADR and Head of Division
Education, Youth and Sports Division, The ASEAN Secretariat
abigail.lanceta@asean.org | eysd@asean.org
ASEAN is the collective will of the nations of Southeast Asia to bind themselves together in friendship and cooperation and, through joint efforts and sacrifices, secure for their peoples and for posterity the blessings of peace, freedom and prosperity.
10 ASEAN Member States

Brunei Darussalam (7 Jan 1984)
Cambodia (30 Apr 1999)
Indonesia (8 Aug 1967)
Lao PDR (23 Jul 1997)
Malaysia (8 Aug 1967)
Myanmar (23 Jul 1997)
The Philippines (8 Aug 1967)
Singapore (8 Aug 1967)
Thailand (8 Aug 1967)
Viet Nam (28 Jul 1995)
The Goal of ASEAN Community and ASEAN Integration

- Build an ASEAN Community that is people-oriented and people-centred and vibrant and socially responsible. Constructive engagement of academia, parliamentarians, women, youth and civil society groups. (25th ASEAN Summit, Nov 2014, Nay Pyi Taw, Myanmar)

- Make ASEAN an even more effective vehicle in the realisation of ASEAN peoples’ aspirations for good governance, transparency, higher standards of living, sustainable development focusing on climate change and the environment, the further empowerment of women as well as greater opportunities for all in ASEAN in a post-2015 era. Kuala Lumpur Declaration on a People-Oriented, People-Centred ASEAN (26th ASEAN Summit, April 2015, Kuala Lumpur and Langkawi, Malaysia)
The ASEAN Socio-Cultural Community
BLUEPRINT 2025

Engages and benefits the peoples
1
An Inclusive ASEAN
2
Sustainable ASEAN
3
Resilient ASEAN
4
Dynamic ASEAN
5
ASEAN Post-2015 Vision on Education

Adopted by the 8th ASEAN Ministers Meeting on Education (ASED), 11 Sept 2014, Vientiane, Lao PDR

1. The ASEAN education sector will continue to promote a Community that puts people at its centre as well as one with an enhanced awareness of ASEAN.

2. It remains steadfast in its focus on sustainable development in the region.

3. It will give emphasis on access to quality inclusive education and development of lifelong learning through robust capacity building programmes and provision of structural guidelines.
Development and Harmonisation of Higher Education & TVET in support of Development and Economic Growth in ASEAN

ASEAN Qualifications Reference Framework & referencing

mutual recognition arrangements (credits and qualifications)

student & staff mobility

training certification

quality assurance + standards

+ adequate/appropriate technology

+ intelligent work processes + support for MSMEs

+ sustainable development measures

improved quality & image of HE and TVET, employment + greater mobility of professionals and skilled labour + ASEAN identity
ASEAN WORK PLAN ON EDUCATION 2016-2020
PURPOSES OF THE WORK PLAN

1. Support and implement the ASEAN Post-2015 Vision on Education

2. Strengthen, deepen and widen educational cooperation with partners

3. Expand scope of education cooperation towards development of a more coordinated, cohesive and coherent ASEAN position & its contribution to global education issues

SUB-GOALS

1. ASEAN awareness
2. Quality & access to basic education
3. ICT
4. TVET and lifelong learning
5. ESD
6. Higher education QA
7. University-Industry Partnership
8. Capacity building for teachers and community

PRIORITY AREAS

19

ACTIVITIES

70
Policy-making body for ASEAN cooperation in education includes 10 Education Ministers of ASEAN
SDG4: “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”
<table>
<thead>
<tr>
<th>SDG 4 Targets</th>
<th>ASEAN Priority Areas on Education</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong> Equitable and quality primary and secondary education leading to effective learning outcomes</td>
<td>PRIORITY AREA 2.1: Promoting inclusive schools through improved access and provision of basic education to marginalised and OOSC</td>
</tr>
<tr>
<td></td>
<td>PRIORITY AREA 2.2: Improving the quality of basic education through quality-focused interventions</td>
</tr>
<tr>
<td><strong>2.</strong> Access to quality early childhood development, care and preprimary education</td>
<td></td>
</tr>
<tr>
<td><strong>3.</strong> Ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university</td>
<td>PRIORITY AREA 1.3: Advancing ASEAN Studies Programme and courses at higher education level through online and cross-border mobility</td>
</tr>
<tr>
<td></td>
<td>PRIORITY AREA 7.1: Developing stronger linkages between universities, industries, and communities</td>
</tr>
<tr>
<td></td>
<td>PRIORITY AREA 7.2: Increasing the number of intra-ASEAN international students</td>
</tr>
<tr>
<td>SDG 4 Targets</td>
<td>ASEAN Priority Areas on Education</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>4. Increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship</td>
<td>PRIORITY AREA 4.1: Maximizing access to TVET for employment and sustainable development</td>
</tr>
<tr>
<td></td>
<td>PRIORITY AREA 4.2: Strengthening regional harmonisation for the advancement of quality TVET transformation through networking, partnerships and mobilization of TVET personnel and resources</td>
</tr>
<tr>
<td></td>
<td>PRIORITY AREA 4.3: Establishing regional quality assurance and recognition for TVET and/or non-degree (diploma or certificates only) institutions</td>
</tr>
<tr>
<td></td>
<td>PRIORITY AREA 4.4: Reducing the gaps between vocational skills demand and supply across ASEAN</td>
</tr>
<tr>
<td>5. Eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations 6.</td>
<td>PRIORITY AREA 2.1: Promoting inclusive schools through improved access and provision of basic education to marginalised and OOSC</td>
</tr>
<tr>
<td></td>
<td>PRIORITY AREA 2.2: Improving the quality of basic education through quality-focused interventions</td>
</tr>
<tr>
<td>SDG 4 Targets</td>
<td>ASEAN Priority Areas on Education</td>
</tr>
<tr>
<td>---------------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td>6. Ensure that all youth and a substantial proportion of adults, both men and women, achieve <strong>literacy and numeracy</strong></td>
<td></td>
</tr>
</tbody>
</table>
| 7. Ensure that all learners acquire the knowledge and skills needed to promote **sustainable development**, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development | **PRIORITY AREA 1.2**: Promoting a culture of peace and understanding through education in contributing towards peaceful and harmonious ASEAN Community  
**PRIORITY AREA 5.1**: Strengthening collaboration between the education and other sectors related to ESD  
**PRIORITY AREA 5.2**: Promoting the inclusion for Disaster Risk Reduction (DRR) in national curriculum through support to relevant sectors' initiatives |
<p>| 8. Build and upgrade <strong>education facilities</strong> that are child, disability and gender sensitive and provide safe, nonviolent, inclusive and effective learning environments for all | |</p>
<table>
<thead>
<tr>
<th>SDG 4 Targets</th>
<th>ASEAN Priority Areas on Education</th>
</tr>
</thead>
</table>
| 9. Expand globally the number of **scholarships** available to developing countries for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries | **PRIORITY AREA 6.1:** Developing harmonised quality assurance mechanisms within the context of ASEAN  
**PRIORITY AREA 6.2:** Supporting institutional capacity in developing harmonised quality assurance mechanisms within the context of ASEAN |
| 10. Increase the supply of **qualified teachers**, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing states | **PRIORITY AREA 3.1:** Expanding and improving human and institutional capacity in educational software development and online instructional design to enhance access to quality education  
**PRIORITY AREA 3.2:** Strengthening capacity to access and use digital learning through ICT in ASEAN Member States; as well as provide other capacity building programmes to support this  
**PRIORITY AREA 8.1:** Promoting Education Exchange Week to conduct comprehensive, multi-level, and wide-ranging exchanges and cooperation.  
**PRIORITY AREA 8.2:** Enhancing teachers' competencies for 21st century skills |
Strengthening education for out-of-school children and youth

ASEAN Summit: Landmark Declaration to Address Needs of Out-of-School Children

ASEAN countries take united approach to reaching millions of young people outside of formal education systems in region.

ASEAN DECLARATION ON STRENGTHENING EDUCATION FOR OUT-OF-SCHOOL CHILDREN AND YOUTH (OOSCY)

WE, the Heads of State and Government of the Association of Southeast Asian Nations (hereinafter referred to as “ASEAN”), namely Brunei Darussalam, the Kingdom of Cambodia, the Republic of Indonesia, the Lao People’s Democratic Republic (Lao PDR), Malaysia, the Republic of the Union of Myanmar, the Republic of the Philippines, the Republic of Singapore, the Kingdom of Thailand and the Socialist Republic of Viet Nam, gathering hereby at the 28th ASEAN Summit in Vientiane, Lao PDR;

REAFFIRMING our commitment to the ASEAN Community comprised of three pillars, namely ASEAN Political Security Community, ASEAN Economic Community and ASEAN Socio-Cultural Community, as called for by our leaders at the 12th ASEAN Summit on 13 January 2007;

REAFFIRMING that one of the key purposes of ASEAN as stipulated in Article 1 paragraph 10 of the ASEAN Charter is to develop human resources through closer cooperation in education and lifelong learning, and in science and technology, for the empowerment of the peoples of ASEAN and for the strengthening of the ASEAN Community;

BANGKOK, 5 SEPTEMBER—ASEAN countries have come together to declare their shared commitment to addressing the needs of the more than 3.2 million out-of-school children in the sub-region.

The ASEAN Declaration on Strengthening Education for Out-of-School Children and Youth was presented for official endorsement on 5 September during the ASEAN Summit in Vientiane, Lao PDR. The declaration was approved by ASEAN education ministers at a meeting in May.

The declaration marks the first time a regional grouping has made a unified commitment to addressing the needs of out-of-school children, a group drawn from some of the region’s most marginalized groups. These children face barriers to education that can include gender and racial discrimination, geographical distance, inadequate support for children with disabilities, school costs, languages, and emergency situations caused by conflict, natural disasters, statelessness and migration.
### Kuala Lumpur Declaration on Higher education

**Key recommendations and commitments on higher education and TVET**

<table>
<thead>
<tr>
<th>Higher education and student /staff mobility</th>
<th>TVET</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Connect initiatives related to higher education within the region</td>
<td>1. Host a regional TVET centre focusing on research, capacity building and collaboration of institutions concentrating on TVET qualifications at the postgraduate level</td>
</tr>
<tr>
<td>2. Develop a commonly agreed platform and operating mechanisms for sharing and managing data on mobility</td>
<td>2. Strengthen academic pathways for TVET specialists at the postgraduate level</td>
</tr>
<tr>
<td>3. Establish a working group to consult the SOM-ED on matters related to higher education</td>
<td>3. Participate in the Southeast Asia Polytechnic Network under SEAMEO for cross-border internship placement and partnership development with other TVET institutions within and beyond ASEAN</td>
</tr>
<tr>
<td>4. Establish a working group to harmonise mobility activities with respect to credit transfer and quality assurance</td>
<td></td>
</tr>
<tr>
<td>5. Conceptualise a single ASEAN brand scholarship by 2025</td>
<td></td>
</tr>
<tr>
<td>6. Coordinate capacity building for staff involved in managing mobility programmes</td>
<td></td>
</tr>
<tr>
<td>7. Offer leadership development programmes for ASEAN higher education leaders</td>
<td></td>
</tr>
</tbody>
</table>
Creating Space for Higher Education in ASEAN (1)

1. The ASEAN University Network (AUN) – established in 1995 as an ASEAN organ to facilitate regional cooperation among tertiary education universities

- Student mobility
- Academic collaboration
- Standards/policies of higher education collaboration
- Courses and programmes development
- Regional and global policy platforms
Creating Space for Higher Education in ASEAN(2)

European Union Support to Higher Education in the ASEAN Region (EU-SHARE) Programme, ASEAN-EU collaboration from 2015-2019

- **Policy Dialogues**: on all relevant higher education issues at policy and operational levels

- **ASEAN Qualifications Reference Frameworks & Quality Assurance**: developing systems and frameworks by sharing and augmenting experience through consultation, mapping and study visits to Europe

- **Credit Transfer System and Student Mobility with Scholarships**: creating tools to support a common platform for online credit transfer, then testing the new framework by providing 500 scholarships, creating life changing opportunities for students to become global citizens
Building an ASEAN scholarship and student mobility to strengthen ASEAN identity

- Pilot Intra-ASEAN scholarships – 400 scholarships for ASEAN undergraduate students – involves one semester of study in a university in another ASEAN country
- Pilot ASEAN-EU scholarships – 100 scholarships for ASEAN undergraduate students – involves one semester of study in a partner university in EU

Ideal Pre-Conditions:

a. Clear regional agreements and guidelines that are supported by ASEAN member states;
b. An effective scholarship scheme for students owned by all 10 education ministries in ASEAN;
c. A functioning system that allows students to have their studies abroad recognised by their home universities, and
d. A level of quality of higher education that is at par international standards – and one that continuous to improve.
Intra-ASEAN Student Mobility

- University of Yangon (Kamayut, Yangon)
- Mandalay University (Mandalay)
- Myanmar Maritime University (Thanlyin, Yangon)
- Yangon University of Economics (Yangon)
- National University of Laos (Vientiane)
- Svannahkhet University (Savannahkhet Province)
- Souphanouvong University (Luang Prabang)
- Champasack University (Champasak)
- Viet Nam National University (Hanoi)
- Hanoi University of Science and Technology (Hanoi)
- Ho Chi Minh University of Technology and Education (Ho Chi Minh City)
- Hue University (Hue)
- University of the Philippines (Diliman, Quezon City)
- University of Santo Tomas (Manila)
- De La Salle University (Manila)
- Ateneo de Manila University (Manila)
- Royal University of Phnom Penh (Phnom Penh)
- National University of Management (Phnom Penh)
- Phnom Penh International University (Phnom Penh)
- The University of Cambodia (Phnom Penh)
- Universiti Kebangsaan Malaysia (Bangi, Selangor)
- Taylor’s University Malaysia (Subang Jaya, Selangor)
- Universiti Teknologi Malaysia (Johor Bahru, Johor)
- Universiti Malaysia Sabah (Kota Kinabalu, Sabah)
- Universitas Indonesia (Depok, West Java)
- Universitas Diponegoro (Semarang, Central Java)
- Bogor Agricultural University (Bogor, West Java)
- Bina Nusantara University (Jakarta, DKI Jakarta)
The ASEAN YDI aims to evaluate outcomes and effectiveness of youth programmes in ASEAN, and to assist ASEAN Member States in planning new interventions for the youth.

**Domains:**
1. Education
2. Health and Well-being
3. Employment and Opportunity
4. Youth Participation and Engagement
5. Values and Identity

ASEAN SENIOR OFFICIALS MEETING ON YOUTH (SOMY)

The Development of Asean Youth Development Index (ydi)

SUPPORTED BY:
Cross-cutting Issues in Education

Who is involved?

ASSI implementation brings together several partners:
- ASEAN Member State Governments, particularly National Disaster Management Offices and Ministries of Education
- The ASEAN Secretariat
- A consortium of International Non-Governmental Organizations that have agreed to cooperate with ASEAN in the implementation of the AADMER

At present, the European Commission’s Humanitarian Aid and Civil Protection Department (ECHO) and the Australian Department of Foreign Affairs and Trade (DFAT) are funding ASSI until December 2019.

It is envisaged that US$14 million will be needed over a 3-year period to fund regional activities and initiatives in eight of the 10 ASEAN Member States.

ASEAN SAFE SCHOOLS INITIATIVE (ASSI) PROJECT BRIEF

ASSI is a unique partnership between ASEAN and Non-Governmental Organizations to scale up a regional Safe Schools model in order to reach millions of school children across the ASEAN region.
An added value of regional coordination mechanisms:
Opportunity to align and update timelines, priorities and work plans

- Sustainable Development Goals 2030/Education 2030
- ASEAN Socio-Cultural Community Blueprint 2025
- ASEAN Work Plan on Education 2016-2020
- ASEAN WP on Education 2021-2025
- EU SHARE 2015-2018 (higher education)
- GIZ/RECOTVET (TVET) project extension
- Work Plan in support of Kuala Lumpur Declaration on HE 2016 - 2025
Discussions on Complementarities of Priorities between ASEAN Vision and the SDGs

1. Identifying priority cross-cutting areas that support the synergy between the ASEAN Vision 2025 and the UN 2030 Agenda for Sustainable Development. (Led by Thailand and UNESCAP)

2. ASEAN-UN Secretariat-to-Secretariat (S2S) Meeting

   - Inclusive and equitable opportunities to quality education for all, school safety against disasters and promote lifelong learning, pathways, equivalencies and skills development and the use of information and communications technology (ICT)
   - Education, training and research and support ASEAN’s enhanced role in regional and global research networks
   - Student mobility exchanges
   - Volunteerism

4. ASEAN-UNESCO Framework Agreement for Cooperation (17 December 2013) – recently revived, discussions ongoing on two areas:
   - Priority 1 on Education: Coordination on the implementation of SDG 4 - Education in ASEAN (with focus on OOSCY and implementation of the ASEAN Declaration to support OOSCY)
   - Priority 2 on Education: Harmonization of ASEAN TVET and Higher Education Qualifications and Cross-Border Mobility of Skilled Labours and Professionals including regional convention on Higher Education in Asia Pacific
Key Challenges in regional cooperation in education

1. Diverse educational systems
2. Building trust and information-sharing among countries and institutions e.g. QA systems and recognition tools
3. Shifting priorities at the national level
4. Medium/ language of instruction
Conclusion and Forward Looking

1. Strengthen and build on existing frameworks and mechanisms
2. Create new partnerships especially with the private sector
3. Maximise efforts and aim for synergy
4. Support implementation of the new education agenda at the global, ASEAN, and national levels