



ASEAN Declaration on Human Resources Development for the Changing World of Work and Its Roadmap



one vision
one identity
one community



ASEAN Declaration on Human Resources Development for the Changing World of Work and Its Roadmap

The ASEAN Secretariat
Jakarta

The Association of Southeast Asian Nations (ASEAN) was established on 8 August 1967. The Member States are Brunei Darussalam, Cambodia, Indonesia, Lao PDR, Malaysia, Myanmar, Philippines, Singapore, Thailand and Viet Nam. The ASEAN Secretariat is based in Jakarta, Indonesia.

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Catalogue-in-Publication Data

ASEAN Declaration on Human Resources Development for the Changing World of Work and Its Roadmap

Jakarta: ASEAN Secretariat, December 2020

331.0601

1. ASEAN – Labour – Protection
2. Employment – Education

ISBN 978-623-6945-02-5

ISBN 978-623-6945-02-5



ASEAN: A Community of Opportunities for All

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ASEAN DECLARATION ON HUMAN RESOURCES DEVELOPMENT FOR THE CHANGING WORLD OF WORK

WE, the Heads of State and Government of the Association of Southeast Asian Nations (hereinafter referred to as “ASEAN”), namely Brunei Darussalam, 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, held the 36th ASEAN Summit via video conference;

REAFFIRMING our commitment to the ASEAN Vision 2025 to build a people-oriented, people-centred ASEAN Community where our peoples enjoy higher quality of life and the benefits of community building;

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

REITERATING our commitment in the ASEAN Leaders’ Vision for a Resilient and Innovative ASEAN adopted at the 32nd ASEAN Summit to embrace the opportunities afforded by new technologies and innovation arising from the digital revolution, to implement smart and innovative solutions, as well as to improve digital connectivity that enhance the lives and livelihood of its people, while building resilience against potential disruptive effects;

FURTHER REITERATING the commitments in the ASEAN Labour Ministers’ Statement on the Future of Work: Embracing Technology for Inclusive and Sustainable Growth adopted in April 2018; ASEAN Labour Ministers’ Joint Statement on Green Initiative to the 108th International Labour Conference adopted in June 2019; ASEAN Declaration on Promoting Green Jobs for Equity and Inclusive Growth of the ASEAN Community adopted at the 33rd ASEAN Summit; Vientiane Declaration on Transition from Informal Employment to Formal Employment towards Decent Work Promotion in ASEAN adopted at the 28th and 29th ASEAN Summits; Bangkok Declaration on Advancing Partnership in Education for 2030 Agenda for Sustainable Development in ASEAN adopted at the 35th ASEAN Summit; ASEAN Declaration on Industrial Transformation to Industry 4.0 adopted by the 35th ASEAN Summit; and the Kuala Lumpur Declaration on Higher Education adopted at the 27th ASEAN Summit;

COGNISANT of the changing world of work due to technological advances, the demographic transition and greening economies, that offer both opportunities and challenges to the economies, industries and employment in the region;

COMMITTING to equip ASEAN’s human resources with the competencies that will prepare them to be future-ready, thereby enabling them to actively contribute to the sustainable development, competitiveness and resilience of ASEAN; protecting them from potentially negative impacts of disruptive technologies; enabling them to manage just transition; and ensuring that no one is left behind in this changing world of work; and

RECOGNISING the importance of collective efforts in the region and each Member State and greater involvement of businesses and industry to accelerate efforts in preparing ASEAN's human resources for the future;

DO HEREBY:

Resolve to undertake the following actions, taking into account the capacities and resources of the respective Member States, to prepare the ASEAN human resources for the changing world of work:

1. Cultivate lifelong learning culture in societies and raise awareness of youth, workers and employers on the importance of investing in skills development to adapt to the changing world of work, including education and training;
2. Improve the inclusivity of education and employment for all especially with respect to improving access to and quality of skills training and job opportunities for all especially women, people with disabilities, elderly, those in rural or remote areas and those employed in small and medium enterprises;
3. Endeavour to have an articulated national policy framework and/or action plan on human resource development, towards improved policy coherence and given the crosscutting concerns for HRD across the policy areas of education, training, and the labour market, and industrial development;
4. Enhance the responsiveness and cohesiveness of labour, educational, economic policies and institutional frameworks in promoting the following aspects towards better employment opportunities, employability, higher income, job security, quality of jobs and enterprise competitiveness, where relevant and within the framework of each Member State:
 - (a) Innovations and the use of technology in teaching and learning approaches;
 - (b) Educational systems that promote competencies that prepare all for lifelong learning and that promote 21st century skills, including green skills;
 - (c) Competencies, productivity, job flexibility (including mobility) of workers;
 - (d) Business models that incorporate re-skilling, up-skilling and new skills acquisition of workers; and
 - (e) Mutual recognition of skills to support mobility of skilled labour.
5. Promote policies and initiatives for lifelong learning which encompasses key stages of education and training (i.e. basic education, technical and vocational education and training (TVET), higher education) and skills development in organisations that will meet current and future skills needs and allow occupational mobility and career development;
6. Enhance leadership of business, industry and educational institutions on human resources development by fostering closer partnerships between the government and private sector, and providing incentives and recognition to companies investing resources in skills training, internships and apprenticeships;

7. Promote the utility of TVET by portraying the decent and employment opportunities, school-to-work transition and career progression of TVET graduates; implementing advocacy campaigns; providing support to women, girls and underprivileged groups to enter non-traditional fields of TVET; and encouraging the harmonisation of TVET competency standards and recognition in ASEAN Member States;
8. Promote demand-driven competencies and qualifications in TVET as well as in higher education by designing curricula and assessments, engaging qualified teaching personnel with up-to-date research on advanced technology that meets the labour market needs which leads to enhanced cooperation with education and training institutions which are industry based;
9. Improve accessibility and quality of labour market information, where appropriate, towards strengthened and coherent labour market information systems, including skills forecasts, to support the capacities of governments, educational institutions, business sector and other stakeholders to promote labour market-oriented education and trainings;
10. Promote infrastructure development to ensure access to crucial infrastructure such as on the internet and information technology, so that the opportunities presented by the Fourth Industrial Revolution may be widely enjoyed;
11. Strengthen/establish inter-agency bodies on human resource development across the areas of education, training, industrial development, and labour governance, towards improving policy coherence given the crosscutting nature of human resource development;
12. Establish the ASEAN TVET Council (ATC) as a platform for coordination, research and development on innovations and monitoring of regional programmes that support the advancement of TVET in the region;
13. Explore establishing a central pool of funds with contributions from governments, private sector, international organisations and other partners to support priorities and researches on future skills needs;
14. Strengthen cooperation and coordination of relevant ASEAN sectoral bodies, private sector, academia, tripartite partners and other stakeholders to facilitate ASEAN's coordinated and holistic approach on human resources development; and
15. Strengthen cooperation between ASEAN and ASEAN's external partners, including international organisations, to facilitate the sharing of models, good practices, and experiences in advancing human resources development in a changing world of work.

WE agreed to develop a roadmap for the implementation of this Declaration through concrete strategies and actions that will complement the work plans of the ASEAN Labour Ministers Meeting (ALMM), ASEAN Education Ministers Meeting (ASEM), ASEAN TVET Council (ATC) and other relevant Sectoral Bodies.

WE tasked the ALMM and ASED, with the support of Senior Labour Officials Meeting (SLOM), Senior Officials Meeting on Education (SOM-ED), and ATC, to jointly coordinate the implementation of this Declaration including mobilisation of resources, subject to the national laws, regulations and policies of Member States.

DONE on the Twenty Sixth Day of June in the Year Two Thousand and Twenty, in a single original copy, in the English language.

ROADMAP OF THE ASEAN DECLARATION ON HUMAN RESOURCES DEVELOPMENT FOR THE CHANGING WORLD OF WORK

INTRODUCTION

The ASEAN Declaration on Human Resources Development for the Changing World of Work was adopted by the 36th ASEAN Summit on 26 June 2020. The Declaration calls for the development of a roadmap for its implementation through concrete strategies and actions that will complement the work plans of the ASEAN Labour Ministers Meeting (ALMM), ASEAN Education Ministers Meeting (ASED), ASEAN TVET Council (ATC)¹ and other relevant sectoral bodies.

This Roadmap translates the commitments in the ASEAN Declaration on Human Resources Development for the Changing World of Work into concrete actions that contribute to the attainment of the ASEAN Vision 2025 of a people-oriented, people-centred ASEAN Community where our peoples enjoy higher quality of life and the benefits of community building. This Roadmap also supports one of the key purposes of ASEAN, as stipulated in the ASEAN Charter, which is to develop human resources through closer cooperation in education and lifelong learning, and in science, technology, for the empowerment of the peoples of ASEAN and for the strengthening of the ASEAN Community.

This Roadmap is developed cognisant of the changing world of work due to technological advances (e.g. artificial intelligence, robotics, automation, the Internet of Things), demographic transition and greening economies that offer both opportunities and challenges to the economies, industries and employment in the region. The adverse impacts of the COVID-19 pandemic and natural disasters on education and employment require resilience and adaptability in time of crises and post-crisis. This Roadmap therefore includes responsive actions pertaining to promotion of IT infrastructure, innovation and the use of technology in teaching and learning approaches, among others. In the post-pandemic era, the quality of learning outcomes and jobs as well as the accessibility of education and employment to vulnerable groups, including the out-of-school children, youth and adults, should be sustained or improved. Such improvement may require new approaches or adaptation of the existing approaches in teaching and learning.

Objectives of this Roadmap:

1. Translate the vision and commitments in the Declaration by articulating broad strategies, concrete actions at regional and national levels, and the targeted results to be achieved by 2030;
2. Provide strategic guidance to the Senior Labour Officials Meeting (SLOM), Senior Officials Meeting on Education (SOM-ED) and ATC on the implementation of the Declaration through their respective work plans as appropriate and monitoring and review/evaluation systems, in accordance with their respective mandates;

¹ The ASEAN TVET Council (ATC) has been established as called for in Article 12 of the ASEAN Declaration on Human Resources Development for the Changing World of Work as a platform for coordination, research and development on innovations and monitoring of regional programmes that support the advancement of TVET in the region. The Terms of Reference of the Council was adopted ad-referendum by ALMM, ASED and ASEAN Economic Ministers Meeting (AEM) as of June 2020 and noted by the 36th ASEAN Summit.

3. Establish programme areas for:
 - Cooperation and coordination of relevant ASEAN sectoral bodies, private sector, academia, tripartite partners and other stakeholders for human resources development (HRD);
 - Cooperation between ASEAN and ASEAN's external partners, including international organisations, in advancing HRD in a changing world of work.
4. Contribute to the underlying visions of ASEAN 2025 and post-2025 as well as the preparedness and resilience of ASEAN human resources for the future.

Key Principles:

- a. Measurable: sets targets to be achieved with clear timelines and key performance indicators to track progress;
- b. Impactful: programmes are mutually reinforcing and will be delivered in a coherent manner, focus on strategies and activities with most impact for HRD, supported by strong sustainability mechanisms at regional and national levels;
- c. Inclusive and participatory: fosters collaboration among stakeholders to support holistic approach and better results and to complement resources; and acknowledges students/learners as partners/agents of their own learning and skills development;
- d. Complementarity and pragmatic: leverages ASEAN mechanisms and aligns with the Sustainable Development Goals (SDGs) especially Goals 4, 5 and 8; ASEAN sectoral bodies' mandates/priorities and work plans; as well as stakeholders' interests;
- e. Gender responsive: ensures gender perspective is mainstreamed in all actions so as to promote equal opportunities in HRD; and
- f. Ensure equality: all target groups will be facilitated and supported to have equal access to human resource development opportunities.

Timeframe of implementation of this Roadmap is from 2020-2030, and may be renewed with future priorities to be determined by ASEAN Member States.

The chart below encapsulates the vision and outcomes to be achieved by 2030 through strategies and possible actions in five programme areas. Those possible actions are further elaborated in Annex 1 which also contains information on the key result areas, implementation timeframe, implementing sectoral bodies and stakeholders, as well as potential collaborating partners.

Annex 1 is meant to be a living document that could be updated periodically by ASEAN sectoral bodies and stakeholders involved in the implementation of this Roadmap and used to track progress of implementation of actions. The proposed actions in Annex 1 are subject to further consultation among ASEAN sectoral bodies and stakeholders involved in the implementation of this Roadmap. The ASEAN sectoral bodies and stakeholders will determine which of the possible actions will be implemented nationally or regionally, and how they will be implemented. This process will also include refining timelines and identifying the specific collaborating partners for each activity.

<p>Vision: An ASEAN workforce that is future ready and equipped with competencies that enable them to actively and effectively contribute to the sustainable development, competitiveness and resilience of ASEAN.</p>				
<p>Outcome 1: Cultivated lifelong learning culture (LLL)</p>	<p>Outcome 2: Improved inclusiveness in education and employment for all</p>	<p>Outcome 3: Demand driven competencies and qualifications that meet labour market needs</p>	<p>Outcome 4: More employment opportunities, better employability, higher quality of jobs and enterprise competitiveness</p>	<p>Outcome 5: Sound HRD policies and financing</p>
<p>Programme Area 1:</p> <ul style="list-style-type: none"> Public awareness Policies and initiatives for lifelong learning Utilisation of all educational structures that provide lifelong and lifewide learning at all stages 	<p>Programme Area 2:</p> <ul style="list-style-type: none"> Quality and accessibility of basic and compulsory education for all Quality and accessibility of postcompulsory education Quality and accessibility of skills training and job opportunities 	<p>Programme Area 3:</p> <ul style="list-style-type: none"> Educational systems Public-private partnerships Labour market information systems 	<p>Programme Area 4:</p> <ul style="list-style-type: none"> Labour, educational, economic policies and institutional frameworks 	<p>Programme Area 5:</p> <ul style="list-style-type: none"> HRD national policies, action plans and institutional frameworks Financial resources
<p>Strategies:</p> <p><u>Implementing bodies:</u> SLOM, SOM-ED and ATC together with the ASEAN Future Workforce Council (AFWC) will lead the implementation of this Roadmap with technical support from the ASEAN Secretariat.</p> <p>Other ASEAN sectoral bodies and stakeholders, such as but not limited to the ASEAN Qualification Reference Framework (AQR) Committee, ASEAN Business Advisory Council (ABAC), ASEAN Committee on Micro, Small and Medium Enterprises (ACCMSME), ASEAN Committee on Science, Technology and Innovation (COSTI), ASEAN Confederation of Employers (ACE), ASEAN Trade Union Council (ATUC), South East Asian Ministers of Education Organization (SEAMEO), ASEAN University Network (AUN), ASEAN University Student Council Union (AUSCU) and Committee for ASEAN Youth Cooperation (ACYC) will contribute in accordance with their respective mandates.</p>				

Partnerships: ASEAN sectoral bodies and stakeholders involved in the implementation of this Roadmap will collaborate with other stakeholders such as but not limited to GIZ/RECOTVET, ILO, UNESCO, World Bank, ADB, teacher professional networks, teachers' unions, and ASEAN Dialogue Partners, in the implementation of this Roadmap.

Capacity building: ASEAN sectoral bodies and stakeholders involved in the implementation of this Roadmap will share information, exchange experiences and best practices and promote joint-learning among AMS with technical assistance from external partners where appropriate. Capacity building on safe, responsible and appropriate use of ICT for teaching and learning will receive attention.

Resource mobilisation: ASEAN sectoral bodies and stakeholders involved in the implementation of this Roadmap will mobilise funding support from their respective resources and/or external parties. Establishment of a central pool of funds will be explored with contributions from private sector, international organisations and other partners to support priorities and researches on future skills needs.

Communications: ASEAN sectoral bodies and stakeholders involved in the implementation of this Roadmap will institute coherent and consistent communication efforts to enhance visibility of ASEAN efforts and achievements in line with the implementation of the Declaration and its Roadmap.

Monitoring and evaluation:

- Multi-stakeholder meetings involving the aforementioned parties will be conducted to exchange information on progress of the implementation of this Roadmap.
- SLOM, SOM-ED, ATC and AFWC will also monitor progress of their respective initiatives and report to their respective regular meetings.
- Result-based key performance indicators (KPIs) will be developed for this Roadmap.
- Mid-term review of this Roadmap will be conducted in 2025 and its result will provide input to the development, scaling up or revision of actions in post-2025.
- Achievements resulting from this Roadmap and the impacts will be evaluated in 2030 with a view of continuing efforts towards futureready human resources.

ANNEX 1

Key Result Areas	Possible Action	Tentative Timeframe	Implementing Bodies and Stakeholders	Potential Collaborating Partners
1. Outcome: Cultivated life-long learning culture (LLL)				
1.1. Higher investment in skills development to adapt to the changing world of work	1.1.1. Support evidence-based policies for lifelong learning: <ul style="list-style-type: none"> • Update the Study on the Economic Cost of Out-of-School Children in SEA (co-published in 2017 by UNESCO and R4D) and consider to include youth who have had alternative/informal/non-traditional forms of learning; • Update the Study on the Economic Cost of Out-of-School Children in SEA (co-published in 2017 by UNESCO and R4D) and consider to include youth who have had alternative/informal/non-traditional forms of learning; • Research on the impact of education and training on income levels; and • Research on how employers (both in public and private sectors) can strengthen their learning and development offerings with emphasis on 21st century skills, especially digital literacy. 	2021-2022	SOM-ED, AUN	SHARE, SEAMEO RIHED (higher education); UNESCO, UNICEF (basic education); UNESCO-UNEVOC, (TVET); ASPBAE, DWV, ROK NILE, UNESCO UIL (adult and non-formal education) UNESCO, UNICEF, ASPBAE (early childhood care and education) WB, ADB

Key Result Areas	Possible Action	Tentative Timeframe	Implementing Bodies and Stakeholders	Potential Collaborating Partners
	<p>1.1.2. Provide and review of policies to incentivise investment by companies in skills training.</p> <p>1.1.3. Provide support to low and medium skilled workers to invest or participate in skills development:</p> <ul style="list-style-type: none"> • Identify/Classify low, medium, high skilled workers; • Identify measures for upgrading the motivation or incentive for learning of low and medium skilled workers; and • Improve accessibility and quality of information and career life-long guidance. 	2021-2022	ACCMSME, SLOM, SOM-ED, ABAC	ROK, SEAMEO, VOCTECH, UNESCO-UNEVOC
1.2. Effective policies and initiatives throughout the key stages of education and training (i.e. basic education, TVET, higher education) and skills development in organisations that will meet current and future skills needs and allow occupational mobility and career development	<p>1.2.1. Basic education:</p> <ul style="list-style-type: none"> • Set national minimum standards for numeracy, reading comprehension, speaking and writing skills; • Set national minimum standards for numeracy, reading comprehension, speaking and writing skills; • Strengthen learning motivation and strategies; 		SOM-ED	SEAMEO

Key Result Areas	Possible Action	Tentative Timeframe	Implementing Bodies and Stakeholders	Potential Collaborating Partners
	<ul style="list-style-type: none"> • Incorporate science, technology, engineering and mathematics (STEM); more communication drive/campaigns for STEM; and • Invest in digital infrastructure development, online platforms, open educational resources and technology that will ensure continuous provision of basic education across the region. <p>1.2.2. TVET:</p> <ul style="list-style-type: none"> • Integrate higher-order and transversal skills in the TVET curricula; • Work towards recognising, validating, and accrediting prior learning; • Introduce flexible training models; • Conduct study/ stocktaking on APT countries' TVET reform efforts (e.g. on systems, policies, mechanisms and process) aligned with the requirements of 4IR to ensure Industry 4.0-ready human capital (initiative is covered by other ASEAN Work Plans); and 	2021-2025	<p>ATC, SOM-ED, SLOM, AFWC, ACCMSME</p> <p>SOM-ED+3, SLOM, COSTI</p>	<p>GIZ/ RECOTVET, ILO, SEAMEO VOTTECH, ABAC, ASEAN Dialogue Partners, ATUC, SEAMEO STEM-ED</p>

Key Result Areas	Possible Action	Tentative Timeframe	Implementing Bodies and Stakeholders	Potential Collaborating Partners
	<ul style="list-style-type: none"> Collate and publish inspiring stories from APT countries on individual/school/system-level successes with TVET (initiative is covered by other ASEAN Work Plans). 	2021-2025	SOM-ED+3, SLOM	
	<p>1.2.3. Higher education:</p> <ul style="list-style-type: none"> Introduce pathways from TVET to higher education; Provide support for practical applications of basic research; Establish incubators for entrepreneurship and innovation; and Promote teacher associations to facilitate knowledge and resource sharing, collaborations and continuing professional development. 		SOM-ED, SLOM, COSTI	
	<p>1.2.4. Quality labour market information, including skills forecast to support lifelong learning initiatives.</p>		SLOM, SOM-ED, ATC	ILO
	<p>1.2.5. Skills development in organisations:</p> <ul style="list-style-type: none"> Identify skills needs in various industry sectors; 		ACCMSME, SOM-ED, SLOM, AUN, AFWC	ABAC, SHARE, GIZ/ RECOTVET, SEAMEO VOTTECH, SEAMEO RIHED, WB, ADB, ILO, SEAMEO STEM-ED

Key Result Areas	Possible Action	Tentative Timeframe	Implementing Bodies and Stakeholders	Potential Collaborating Partners
	<ul style="list-style-type: none"> • Promote business models that incorporate reskilling and upskilling of workers; • Improve career progression of TVET graduates and workers; • Support institutionalisation of skills trainings in small and medium enterprises (SMEs); and • Support transferability of skills set, occupational mobility and career development. <p>1.2.6. Promote the capacities of government in designing and evaluating skill development programmes for all, especially for self-employed and informal workers.</p>		<p>SLOM, SOM-ED, ATC</p> <p>SLOM, ATC</p>	<p>ILO, GIZ/ RECOTVET</p> <p>ILO</p>
1.3. Well-utilised all educational structures that provide lifelong and lifewide learning	1.3.1. Implement advocacy campaign, including wider dissemination of information, education and communication (IEC) materials, of lifelong learning by portraying positive image such as decent and employment opportunities, school-to-work transition and career progression of TVET and university graduates.		ATC, SOM-ED, SLOM	SEAMEO VOCTECH, UNESCO-UNEVOC, ATUC, ACE, SEAMEO STEM-ED, GIZ/ RECOTVET (SEA-TVET)

Key Result Areas	Possible Action	Tentative Timeframe	Implementing Bodies and Stakeholders	Potential Collaborating Partners
	<p>1.3.2. ASEAN Credit Transfer System.</p> <p>1.3.3. Recognition of prior learning.</p> <p>1.3.4. Encourage harmonisation of TVET competency standards and recognition in AMS:</p> <ul style="list-style-type: none"> • Continue implementation of ASEAN–ROK TVET Mobility Programme and consider possible follow-up activities. 	2020-2023	<p>SOM-ED</p> <p>ATC, AFWC, SOM-ED, SLOM</p> <p>SOM-ED, SLOM</p>	<p>SEAMEO</p> <p>AUN, AQRFC Committee</p> <p>ROK</p>
2. Outcome: Improved inclusiveness of education and employment for all				
2.1. Improved access to and quality of education, skills training and job opportunities for all especially women, people with disabilities, elderly, those in rural and/or remote areas and those employed in SMEs	<p>2.1.1. Provide support to women, girls and underprivileged groups to pursue formal and non-formal education programmes:</p> <ul style="list-style-type: none"> • Identify and remove barriers to increased participation of women, girls, youth and underprivileged groups in TVET and higher education; • Identify capability gaps in TVET institutions for gender and social inclusion; 		<p>SOM-ED, SLOM, COSTI</p>	<p>GIZ/ RECOTVET, ILO, SEAMEO VOCTECH, SEAMEO STEM-ED, UNESCO UNEVOC, ROK, ATUC</p> <p>ILO</p>

Key Result Areas	Possible Action	Tentative Timeframe	Implementing Bodies and Stakeholders	Potential Collaborating Partners
	<ul style="list-style-type: none"> • Identify positive female role models who can motivate others via inspiring TED-type talks and discussions with young women (highlighting their experience, achievements and challenges in their careers; and • Short video clips and brief bios that present the personal accounts of female ambassadors may also be produced and disseminated on social media channels. <p>2.1.2. Promote the accessibility of online learning opportunities, open educational sources, as well as non-online remote learning options (e.g. print modules and audio-based learning), with a particular focus on women, people with disabilities, the elderly and learning communities with limited access to ICT and connectivity.</p>	2021-2025	SOM-ED	SEAMEO INNOTECH SEAMEO SEAMOLEC, private sector providers (edX, Coursera, Udemy, Udacity, Khan Academy, etc.), SEAMEO STEM-ED, GIZ/ RECOTVET

Key Result Areas	Possible Action	Tentative Timeframe	Implementing Bodies and Stakeholders	Potential Collaborating Partners
	2.1.3. Leverage existing training programmes that promote safe, responsible and appropriate use of ICT for teaching and learning (for students, teachers, school heads, educational managers), including promoting digital citizenship and educational technology leadership (e.g., TechEXCELS, GURO, MT4T).		SLOM, SOM-ED, ATC	ILO
	2.1.4. Improve availability and dissemination of disaggregated data by gender and disadvantaged groups in skills and TVET for monitoring and tracking of improved inclusivity.	2020-2030	ACCMSME, SOM-ED, SLOM	GIZ, ROK, SEAMEO VOTTECH, SEAMEO STEM-ED
	2.1.5. Promote TVET and higher education programmes that meet the needs of agriculture sector and MSMEs in rural and/ or remote areas.	2021-2025	AMS (national level)	
	2.1.6. Promote infrastructure development to ensure wide access to crucial infrastructure (i.e. internet and information technology).			

Key Result Areas	Possible Action	Tentative Timeframe	Implementing Bodies and Stakeholders	Potential Collaborating Partners
	2.1.7. Document and share best practices on the involvement of stakeholders in skills development through their participation in decision-making of national training or tripartite bodies, negotiation of enterprise collective agreements and/or provision of TVET and higher education programmes.			ATUC
	2.1.8. Career guidance and counselling for youth.			
3. Outcome: Demand-driven competencies and qualifications that meet labour market needs				
3.1. Improved educational systems that promote 21 st century skills	3.1.1. Promote innovations and the use of technology in teaching and learning approaches.		SOM-ED, AUN, COSTI	SEAMEO INNOTECH, SEAMEO SEAMOLEC, SEAMEO STEM-ED, UNESCO, ATUC (teachers' unions)
	3.1.2. Develop professional development courses for teachers on the 21 st century skills, such as digital literacy and numeracy skills, critical thinking and problem solving, creativity and innovation, cross-cultural and collaboration and global citizenship.	2021-2025	SOM-ED, COSTI, SOM-ED+3	SEAMEO STEM-ED, ILO (TVET-related), ATUC (teachers' unions)

Key Result Areas	Possible Action	Tentative Timeframe	Implementing Bodies and Stakeholders	Potential Collaborating Partners
3.2. Enhanced leadership of business, industry and educational institutions on HRD	3.2.1. Promote partnerships between the government and private sector: <ul style="list-style-type: none"> Refer to the recommendations outlined in the “Future ASEAN Agenda for TVET” to promote business and industry leadership in TVET. 	2021-2025	SOM-ED+3, SLOM+3	WB, ADB, SEAMEO STEM-ED, GIZ/ RECOTVET
	3.2.2. Provide incentives and recognition to companies investing resources in skills training, internships and apprenticeships: <ul style="list-style-type: none"> Identify good models of incentivising the participation of business and industry in education and skills training (e.g. Skills Award in the ASEAN Business Awards). 		ACCMSME, SOM-ED, SLOM, ATC, AFWC	ABAC, ACE
	3.2.3. Enhance cooperation with education and training institutions which are industry based.		SOM-ED, SLOM, ATC, ACCMSME, AFWC, AUN	SEAMEO, SEAMEO STEM-ED
3.3. Functional labour market information systems	3.3.1. Improve accessibility and quality of labour market information.		AMS (national level)	ILO, ATUC
	3.3.2. Enhance capacities of governments, educational institutions, business sector and other stakeholders to conduct skills forecasts to promote labour market-oriented education and trainings.		SOM-ED, SLOM, ATC, ACCMSME, AFWC, AUN	SEAMEO, ACE, ABAC, ATUC, ILO, RECOTVET

Key Result Areas	Possible Action	Tentative Timeframe	Implementing Bodies and Stakeholders	Potential Collaborating Partners
4. Outcome: Better access to employment opportunities, employability, quality of jobs, and enterprise competitiveness				
4.1. Responsive and cohesive labour, educational, economic policies and institutional frameworks	<p>4.1.1. Enhance the responsiveness and cohesiveness of labour, educational, economic policies and institutional frameworks in promoting the following aspects:</p> <ul style="list-style-type: none"> • Educational systems that promote competencies that prepare all for lifelong learning and that promote 21st century skills, including green skills; • Competencies, productivity, job flexibility (including mobility) of workers; • Industry-led skills initiatives as part of business upgrading strategies, including sector-based skills needs identification and skills strategies; • Career progression maps with required qualifications and indicative wage levels; • Workplace learning, including quality apprenticeship to facilitate smooth school-to-work transition; 		<p>SOM-ED, AUN, COSTI</p> <p>SLOM, AFWC, ATC, COSTI</p>	<p>SEAMEO STEM-ED, SEAMEO CELLL, UNESCO, UNICEF</p> <p>ACE, ATUC, ABAC, ILO, RECOTVET, ASEAN Dialogue Partners</p> <p>ILO</p> <p>ILO</p>

Key Result Areas	Possible Action	Tentative Timeframe	Implementing Bodies and Stakeholders	Potential Collaborating Partners
	<ul style="list-style-type: none"> Business models that incorporate re-skilling, up-skilling and new skills acquisition of workers; Mutual recognition of skills to support mobility of skilled labour; and Follow-up to the Study on Managing Technology's Implications for Work, Workers, and Employment Relationships in ASEAN. 		<p>SLOM, AFWC, ATC, ACCMSME</p> <p>SLOM, AFWC, ATC</p> <p>SLOM</p>	<p>ACE, ATUC, ABAC, ILO, GIZ/ RECOTVET, ASEAN Dialogue Partners</p> <p>ACE, ATUC, ABAC, ILO, AQRF Committee, ASEAN Dialogue Partners</p> <p>ACE, ATUC, ILO</p>
5. Outcome: Sound HRD policies and financing				
5.1. Responsive and cohesive labour, educational, economic policies and institutional frameworks	<p>5.1.1. Strengthen/establish inter-agency bodies on HRD across the areas of education, training, industrial development, and labour governance;</p> <p>5.1.2. Convene multi-sectoral and multi-stakeholder regional policy dialogues; and</p> <p>5.1.3. Development of breakthrough policies/mechanisms that promote key human resource of the economy (entrepreneurs, scientists and technologists, state management personnel and high-skilled workers).</p>		<p>AMS (national level)</p> <p>ACCMSME, SLOM, SOM-ED, ABAC, ATC</p>	<p>GIZ/ RECOTVET, ILO</p>

Key Result Areas	Possible Action	Tentative Timeframe	Implementing Bodies and Stakeholders	Potential Collaborating Partners
5.2. Financing of lifelong learning	5.2.1. Explore establishment of a central pool of funds with contributions from governments, private sector, international organisations and other partners to support priorities and research on future skills needs; and		SLOM, SOM-ED, AFWC, ATC	ILO, UNESCO, ASEAN Dialogue Partners
	5.2.2. Share best practices on the financing of lifelong learning.		SOM-ED, SLOM, AFWC, ATC	ILO, UNESCO, ASEAN Dialogue Partners



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