Southeast Asian
Ministers of Education
Organization

SEAMEO STRATEGIC PLAN

2021–2030

CONTENTS

1 INTRODUCTION · 2

2 SEAMEO STRATEGIC PLAN 2021–2030 · 16

3 SEAMEO PRIORITY AREAS FOR EDUCATION, SCIENCE, AND CULTURE 2021–2030 · 20

4 SEAMEO EDUCATION, SCIENCE, AND CULTURE INITIATIVES 2021–2030 · 24

5 SEAMEO STRATEGIC PLAN 2021–2030 PLANNING ACTIVITIES · 34

APPENDIX: PROPOSED SEAMEO AGENDA 2021–2030 TARGETS AND INDICATORS

FOREWORD

A strategic plan is a directional document that guides an organisation without limiting its future opportunities. The *Southeast Asian Ministers of Education Organization (SEAMEO) Strategic Plan 2021–2030* serves this exact purpose. It puts forth the organisation's overarching aspiration, that is, to enhance regional understanding, cooperation, and unity of purpose among its member countries to enhance the quality of life through the establishment of networks and partnerships, the provision of forums for policymakers and experts, and the promotion of sustainable human resource development. This aspiration reflects both the organisation's uniqueness in terms of the role it serves in the region and its capacity to build on strategic collaborations to fully play this role.

The organisation envisions to reach another milestone by 2030. In pursuit of this goal, this plan presents its strategic goals and initiatives to enhance its excellence in four thematic domains—*(1)* regional leadership and international and global visibility; *(2)* programme excellence and relevance to the Sustainable Development Goals (SDGs); *(3)* strategic partnerships, stakeholder engagement, and networking; and *(4)* digital transformation for rapid change.

Just as this document plays a significant role in the organisation's progress, the process of creating it is just as important. *SEAMEO Strategic Plan 2021–2030* is a product of a careful and methodological assessment of the drivers of, changes made to, and trends that affect the organisation, after a careful consideration of future uncertainties, risks, and options.

This final report briefly describes the planning process and tools that the organisation used to come up with the strategic plan. It also contains the plan's details, along with how the stakeholders envision their implementation. Most importantly, however, it provides the organisation's units, partners, and other key stakeholders a holistic view of its future road map.

—The *SEAMEO Strategic Plan 2021–2030* Planning Team

Southeast Asian Ministers of Education Organization

4F Mom Luang Pin Malakul Centenary Building
920 Sukhumvit Road Phra-Khanong Khlong Toei
Bangkok 10110 Thailand
Phone: +66 (0) 2391-0144
+66 (0) 2391-0256
+66 (0) 2391-0554
Fax: +66 (0) 2381-2587
E-mail: secretariat@seameo.org

EXECUTIVE SUMMARY

As the world continues to grapple with the effects of the COVID-19 pandemic, we at SEAMEO remain committed to fulfilling our role as the leading organisation that enhances regional understanding and cooperation in education, science, and culture to ensure a better quality of life in Southeast Asia.

Despite unprecedented challenges brought on by the sudden and unexpected closure of schools to curb the spread of the deadly strain of coronavirus, we will continue to serve the region's educational requirements to ensure that no learner gets left behind. As such, we made sure that the organisation's programmes espoused in *SEAMEO Strategic Plan 2021–2030* have integrated lessons learned from our common experience.

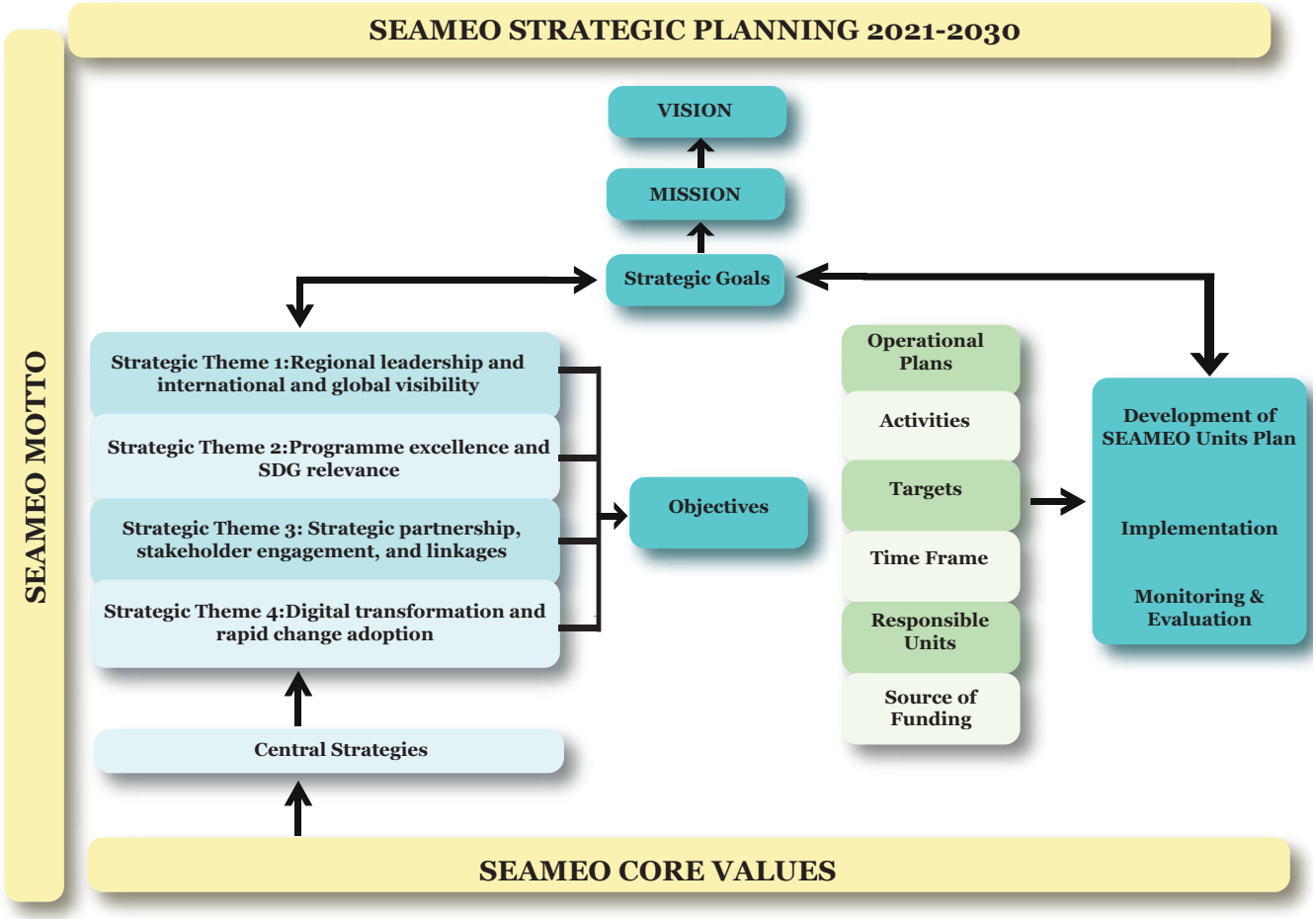
In the next 10 years, we hope to successfully implement the 167 flagship programmes we have identified under our three focus areas—education, science, and culture. These initiatives fall under seven priority areas each per focus area listed below.

- **Education priority areas:** We believe that the education priority areas we identified back in 2015 remain appropriate to the region's needs and satisfy the requirements of the SDGs. As such, from 2021 to 2030, our educational programmes will continue to focus on *(1)* achieving universal early childhood care and education (ECCE); *(2)* addressing barriers to inclusion; *(3)* promoting resilience in the face of emergencies; *(4)* promoting technical and vocational education and training (TVET); *(5)* revitalising teacher education; *(6)* harmonising higher education and research; and *(7)* adopting a 21st-century curriculum.

- **Science priority areas:** In light of the latest developments in science and technology, meanwhile, we have expanded our previous list of science priority areas to seven. After great consideration of the current reality and to address foreseeable challenges, such as devastating natural disasters and the possibility of another pandemic, SEAMEO and its specialist units will strive to work towards implementing programmes that will contribute to *(1)* health literacy, specifically psychosocial and mental health; *(2)* natural resource and environmental management/circular economy; *(3)* climate change adaptation; *(4)* biodiversity and biotechnology; *(5)* food security and nutrition and precision agriculture; *(6)* data science, analytics, and artificial intelligence (AI); and *(7)* science, technology, engineering, and mathematics (STEM) education for future workforces.

- **Culture priority areas:** While increased connectivity and globalisation do bring great benefits and have certainly improved our lives, we cannot deny that they also play a part in heritage degradation. As the youth become culturally diverse, they sometimes forget to value traditions and characteristics that make them who they are. To ensure that the region keeps up with globalisation without losing sight of cultural traditions and values, SEAMEO hopes to implement cultural programmes that focus on seven priority areas—*(1)* creation, tradition, and innovation; *(2)* ethics and legal framework; *(3)* resilience and traditional knowledge; *(4)* peace and inter-cultural understanding; *(5)* literacy and appreciation in the modern world; *(6)* harnessing technology for heritage/culture preservation; and *(7)* heritage science.

As SEAMEO embarks on a new 10-year journey towards fulfilling its mission, we hope that *SEAMEO Strategic Plan 2021–2030* will serve as the hand that guides every specialist unit, partner, member country, and stakeholder to make Southeast Asia a well-educated, sustainable, and developed region.

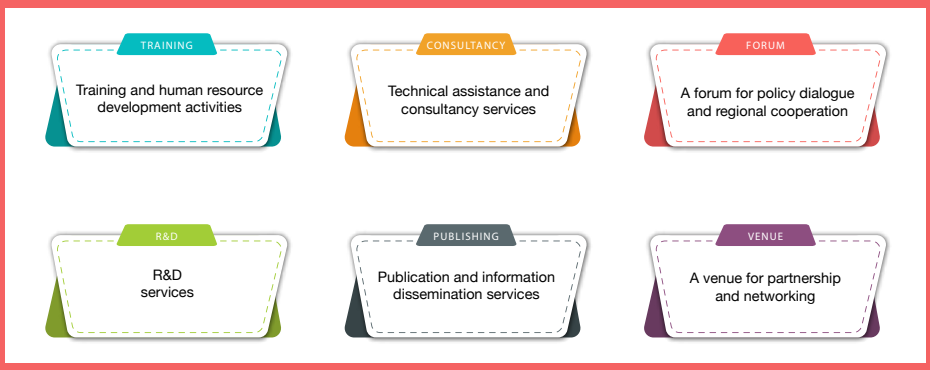

SEAMEO STRATEGIC PLANNING 2021-2030
SEAMEO MOTTO
VISION
MISSION
Strategic Goals
Strategic Theme 1:Regional leadership and international and global visibility
Strategic Theme 2:Programme excellence and SDG relevance
Strategic Theme 3: Strategic partnership, stakeholder engagement, and linkages
Strategic Theme 4:Digital transformation and rapid change adoption
Objectives
Operational Plans
Activities
Targets
Time Frame
Responsible Units
Source of Funding
Development of SEAMEO Units Plan
Implementation
Monitoring & Evaluation
Central Strategies
SEAMEO CORE VALUES

1 INTRODUCTION

BACKGROUND

SEAMEO is a chartered regional intergovernmental organisation established in Bangkok, Thailand, on 30 November 1965. The organisation aims to promote cooperation among Southeast Asian nations in the fields of education, science, and culture to further respect for justice, the rule of law, and fundamental freedoms, which comprise the rights of people anywhere in the world.

The organisation, through its units, that include the SEAMEO Secretariat (SEAMES) and its specialist units (i.e., 25 regional centres and one network) provides the following to members:



SEAMEO has long been a compelling force in the promotion and enhancement of cooperation in education, science, and culture for a better quality of life for the people in Southeast Asia. In the past five decades, the organisation maintained its excellent reputation in developing and delivering quality programmes focusing on pre-identified fields. These efforts have been recognised regionally and globally, thus creating the SEAMEO brand.

However, the increasing pace of development and ever-changing regional and global trends, including the COVID-19 pandemic, have been posing great challenges to Southeast Asia and the rest of the world. The organisation, through this strategic plan, took on these challenges to carve a niche for itself as a leader in enhancing regional understanding and cooperation in the fields of education, science, and culture.

This strategic plan is the end result of extensive planning among the organisation's units, partners, and key stakeholders. Their full engagement ensured the relevance of the goals and strategies and the organisation's commitment to help its member countries attain their respective national development goals by forging means for strategic collaboration and partnership.

As the organisation moves forward after realising its 2020 vision of a "Golden SEAMEO," it designed *SEAMEO Strategic Plan 2021–2030* to contribute to the attainment of the SDGs after a thorough consideration of its strengths, core competencies, and role in the region.

The organisation is unique in that its decision making involves its member countries, with SEAMES acting as an executive arm while its 26 units scattered throughout the region support its operation. This organisation-wide strategic plan identifies the priority areas that SEAMEO will focus on in the next decade to achieve its vision for 2030. It is meant to be collectively implemented by all units in addition to their respective regular and special programmes.

The goals, strategic themes, and key result areas set in this strategic plan intend to guide the organisation's units in developing their own five-year development plans. As such, all of their goals and initiatives should be aligned with this plan's mandates. All of the units' plans will then be consolidated in the SEAMEO Integrated Operational Plan.

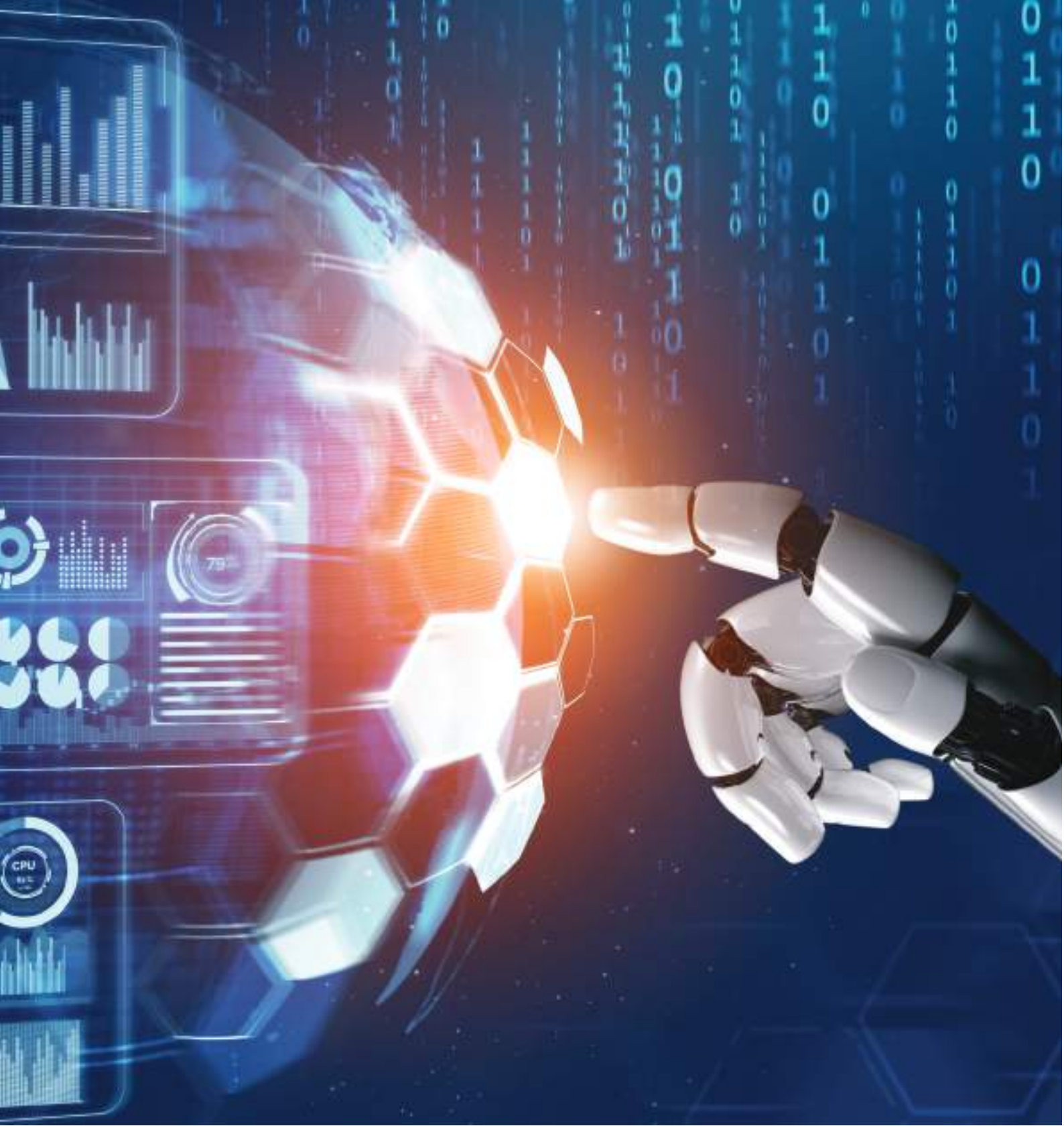
To accomplish *SEAMEO Strategic Plan 2021–2030,* the organisation looked at the global trends in education, science, and culture presented in the following section.

GLOBAL TRENDS IN EDUCATION, SCIENCE, AND CULTURE

Education

1. **Agenda 21:** Agenda 21 is a comprehensive plan of action designed for global, national, and local implementation by organisations under the United Nations (UN) system, governments, and major groups in every area where humans affect the environment. Under Agenda 21, the Rio Declaration on Environment and Development and the Statement of Principles for the Sustainable Management of Forests were adopted by more than 178 governments whose representatives were present during the UN Conference on Environment and Development (UNCED) held in Rio de Janeiro, Brazil, on 3–14 June 1992. The Commission on Sustainable Development (CSD) was created in December 1992 to effectively monitor and report on implementation of the agreement at the local, national, regional, and international levels. It was also agreed that a five-year review of progress would be made in 1997 during the UN General Assembly special session. The full implementation of Agenda 21, the Programme for Further Implementation of Agenda 21, and the commitments to the Rio principles were strongly reaffirmed during the World Summit on Sustainable Development (WSSD) held in Johannesburg, South Africa on 26 August–4 September 2002.

2. **Education 2030 or SDG 4:** Educational aspirations are essentially captured in SDG 4, which aims to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all". The World Education Forum held in Incheon, South Korea in May 2015, and organised by the United Nations Educational, Scientific and Cultural Organization (UNESCO). UN's specialised agency for education was entrusted to lead and coordinate the discussion of the Education 2030 agenda with its partners. UNESCO developed a road map to achieve 10



targets, which came to be known as the Education 2030 Framework for Action.

3. **Globalisation:** Within the next 10 years, a majority of the world's population will be considered part of the middle class, a trend that will be largely driven by China and India. These two countries are expected to account for 90% of the new entrants to the middle class. The trend will not only increase the pressure to provide better education for more people, it will also place higher expectations on education from more demanding customers. As international mobility continues to rise, our systems will be put under more pressure to integrate diverse students from all backgrounds. Between 1990 and 2017, the total number of international migrants grew from 153 to 258 million people, indicating an increase of 69%. Today, social heterogeneity in classrooms

already poses one of the biggest challenges for teachers. The challenge will be even greater in the next 5–10 years. The stakes are great, and inequalities in terms of opportunities can translate to disparities in well-being and drive political and social unrest.

4. **Digitalisation:** In 2017, three out of four people aged 16–74 will access the Internet daily or almost every day. Regardless of purpose—a job or personal relationships—online activities are sure to translate to offline outcomes. However, education is already falling behind the digitalisation curve. Academics must do more to take advantage of the benefits that tools and technologies offer while addressing concerns surrounding potential misuse, such as cyberbullying and privacy invasion. In 2018, the number of stolen or hacked data records reached a record high, increasing the need for more cybersecurity experts. Yet education still struggles to encourage students to take up STEM courses. The COVID-19 pandemic pushed the education sector to digitise, automate, and become more flexible. Ministries of education are now using different platforms or modalities to facilitate remote teaching and learning.

5. **Aging:** In the past 45 years, the life expectancy has risen across Organisation for Economic Co-operation and Development (OECD) countries from an average of 70 to 80 years. The share of people aged 65 or older is also expected to significantly grow. Older workers will face increasing labour market insecurity and the clamour for access to high-quality re-skilling and up-skilling opportunities will rise. However, current lifelong learning offerings in most countries seem to amplify and not moderate deficiencies in initial education—something that is not just a labour market concern. In a world where the number of individuals reading the news online increased by about 40% on average across OECD countries, there is an increasing need

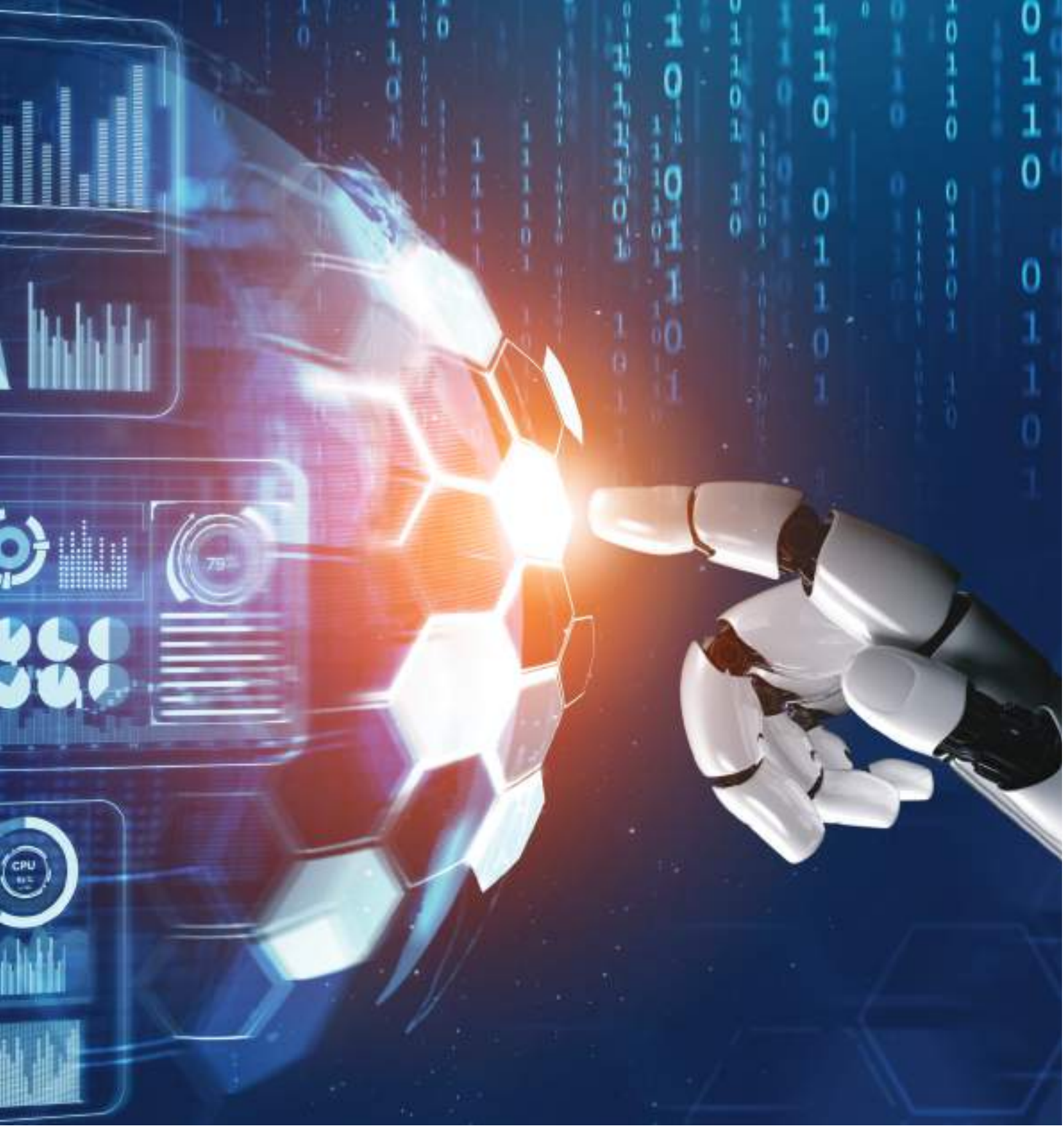
for digital literacy and critical thinking, that is not limited to young students alone. In many countries, older adults still have inadequate skills to manage complex digital information. Governments and employers alike need to seriously think about what it takes to deliver education that is not only lifelong, but also life-wide. Inarguably, education will be heavily driven by technology in the future. Amid a digital revolution, technology requires the implementation of best practices. Armed with new tools, students can acquire active, social, and meaningful learning from materials that have been available for centuries. However one sees the current era—the Fourth Industrial Revolution or the Age of Agility—education should not only prepare students for active participation in a networked, global economy, but also for lifelong learning.

6. **Rise of the Asian consumer:** While resources may not be evenly shared, we cannot deny that affluence is on the rise, particularly in Asia. The global middle class is getting bigger, specifically in China and India where 90% of the new entrants are expected to come from. How will the global economy change when the most educated populations are from Asia and not North America and Europe? What kind of education will the nouveau rich want? Are universities ready to expand to meet a much bigger demand?

7. **Migration:** A lot more people are constantly on the move. Asia has replaced Europe as the most popular destination for migrants. But while mobility brings about cultural diversity and spurs the energy and ambitions of new arrivals, it also gives rise to challenges. How should schools support students from various parts of the world? What questions about identity and integration will surface? Will schools have a bigger role in teaching shared values?

8. **Learning versus the echo chamber:** Digital technology can connect people like never before, building links between countries and cultures. Or, at least, that is the theory. In reality, technology can make the world more volatile and uncertain. It encourages democracy by allowing voices to be heard but then it also concentrates unprecedented amounts of power in a small number of hands. When algorithms customise news and information for us, we may only hear like-minded opinions and fail to consider opposing views. How will schools and universities promote a more open approach to ideas?

9. **Artificial Intelligence (AI) use in education:** We have heard plenty of warnings about AI threatening jobs. And yet education systems continue to fail to equip the youth with the skills they need to keep up with a changing job market. We are bound to see far-reaching questions about developing human skills that machines cannot replicate. How do we make sure that human qualities, such as imagination, a sense of responsibility, and emotional awareness, are harnessed alongside the processing power of AI?



10. **Lessons for life:** As the average life expectancy increases, so will the need for retraining. Much more attention will have to be paid to lifelong learning to equip people to shift to jobs that do not require them to retire at 60. Since 1970, the average number of retirement years in OECD member countries has risen from 13 to 20 years. We have seen big changes in workplaces, including the disappearance of so-called "jobs for life." At present, though, those who need adult education and training most, the ones considered low-skilled, are least likely to receive it. That is an oft-ignored problem that now requires attention. It will become increasingly important to align skills with available jobs.

11. **Online or offline:** Due to the COVID-19 pandemic, the Internet has become an integral part of people's lives. In some

countries, 15-year-olds doubled the time they spent online in just the past three years. Many teenagers feel bad if they become disconnected. The education sector still has to come to terms with their permanent online presence. What part should the Internet play in learning? How can we reduce its negative effects (e.g., cyberbullying and loss of privacy)?

12. **Values education:** Everyone expects schools to teach values. But in an increasingly polarised world, who decides what values should be taught? The digital world allowed more people to voice their opinions but that does not guarantee that they have access to reliable and balanced information or their willingness to listen to others. How can citizens sort fact from fiction? How can schools teach the difference between opinion and objective information? Is it the schools' job to be politically neutral or promote specific ideas or ways of thinking? And what kind of civic virtues do modern democracies require?

Science

1. **Disruptive technologies:** Disruptive technologies are innovations that significantly alter the way consumers, industries, or businesses operate. A disruptive technology sweeps away the systems it replaces because it has recognisably superior attributes. In education, disruptive technologies provide people who cannot learn in traditional institutions due to scheduling issues an opportunity to do so. Web-based services, for instance, allow people to become part of learning programmes and learning without leaving their homes.

2. **Industry 4.0 and skills for young learners:** Companies today tend to show greater interest in involving educational institutions in Industry 4.0 technological development. Their collaborations primarily focus on developing digital-physical solutions, promoting technology and product

innovations, and encouraging the youth to come up with out-of-the-box products.

3. **Health literacy:** Health literacy is the ability of individuals to effectively access and use health-related information to promote and maintain good health. Although reading allows people to understand and convey health information and questions, they can only be considered health-literate if they obtain so-called "health sense." A person may be literate but still have limited health literacy. Two views on health awareness exist in a disruptive technology period. First, we consider how the era affects people's health, making it essential to know and manage our health. Second, we need to determine how disruptive technologies will revolutionise healthcare.

4. **Data science and analytics (DSA):** DSA competencies are required for current and future jobs. According to the Asia-Pacific Economic Cooperation (APEC), jobs requiring familiarity with DSA are rising dramatically, resulting in a shortage of qualified employees. DSA-related jobs topped the list of occupations that employers in the Asia-Pacific region are having the most difficulty filling.

5. **Artificial Intelligence (AI) in learning:** AI's role in the field of education is flourishing. And it will continue to alter how educational institutions operate along with the tools they use. If a teacher is there to inspire and facilitate, then AI serves as a personal tutor that matches the learning needs of a student. Digital learning environments and intelligent tutoring systems offer incredible flexibility at no cost, which makes AI an efficient support system for K–12 teachers. While AI applications in education are still in the early stages, the technology's potential must not be overlooked. After all, we expect the use of AI in U.S. classrooms to increase by 47.5% in the next three years.

6. **Augmented reality (AR):** AR can not only bring flat images to life but also serve as a substitute for real-life activities that are considered high-risk and potentially dangerous. Some life-threatening laboratory experiments and demonstrations can, for instance, still be conducted in school via AR simulations.

7. **Coding in humanities:** More companies are beginning to see the need for well-rounded specialists—those who do not only code but understand how humans interact with technology, what problems technologies should solve, and what real-world concerns should be considered. The key competencies that make one good at coding include critical thinking and creative problem solving—things that humanity graduates are known for. The stereotype that one needs a computer science degree and a lifelong love for math to code is wearing off.

8. **STEM and science, technology, engineering, arts, and mathematics (STEAM):** For a long time, the education system has been

promoting the STEM approach, making STEM integral to education. The concept is becoming outdated. Various industries are now seeking professionals from creative disciplines. The past few years have made STEAM more popular. Businesses are now beginning to see the importance of creative thinking in innovation, leading, teaching, and other disciplines. Even teachers need to evolve and become creative thinkers so they can utilise unique teaching methods and design age-appropriate learning models.

9. **Computational thinking (CT):** CT refers to thinking or solving problems like computer scientists do. It encompasses the thought processes required in understanding problems and formulating solutions. As such, it involves logic, assessment, patterns, automation, and generalisation. CT is essential to the development of computer applications but it can also be used to support problem solving across all disciplines, including humanities, mathematics, and science.

10. **Transformative competencies:** Transformative competencies address the growing need for young people to be innovative, responsible,

and aware by *(1)* creating new value; *(2)* reconciling tensions and dilemmas; and *(3)* taking responsibility. To prepare for the future, students have to learn to think and act in a more integrated way, taking into account the interconnections and interrelationships between contradictory or incompatible ideas, logic, and positions, from both the short- and long-term perspectives. In other words, students have to learn to be systems thinkers. They should be able to think creatively, develop new products and services, jobs, processes and methods, ways of thinking and living, enterprises, sectors, and business and social models. Increasingly, innovation will spring not from individual thinking and working alone, but through cooperation and collaboration with others

to draw on existing knowledge to create new knowledge. The constructs that underpin the competency include adaptability, creativity, curiosity, and open-mindedness.

11. **Neuroscience:** Also known as "neural science," this is the study of how the human nervous system develops and functions. The subcategories of computational, cognitive, cultural, linguistic, and developmental neuroscience focus on different pathways in learning. Neuroscientists focus on the brain and its impact on behaviours and cognitive functions. Not only is neuroscience concerned with the normal functionality of the nervous system, but also what happens to it when people have neurological, psychiatric, and neurodevelopmental disorders.

Culture

1. **Tangible and intangible cultural heritage:** Development programmes to safeguard and promote the preservation of tangible and intangible cultural heritage have been flourishing. In UNESCO's Agenda 2030, the major programmes of member states focus on identifying, protecting, monitoring, and sustainably managing tangible heritage. Intangible cultural heritage preservation, meanwhile, has been enhanced by the UNESCO's Convention for the Safeguarding of the Intangible Cultural Heritage (2003). Intangible cultural heritage safeguards have also been integrated into educational programmes to address challenges. These include peace education, global citizenship education (GCED), and education for the prevention of violent extremism. Moreover, interest in the contribution of new technologies in preservation and transmission of intangible heritage also grew.

2. **Resilience to climate-related disasters:** Natural disasters due to climate change are occurring more frequently, resulting in the increased vulnerability of rural and coastal communities. Programmes to improve locals' resilience to natural disasters are crucial to promote disaster risk reduction (DRR). After the great tsunami in Japan, the Sendai Framework for DRR 2015–2030 was the first major agreement in the post-2015 development agenda that prioritised understanding disaster risks and brought focus on public and private investments to prevent and reduce disaster risks. Structural and nonstructural measures are essential to enhance the economic, social, health, and cultural resilience of people, communities, countries, and the environment. Lessons on resilience to climate-related disasters have been integrated into several school curricula, especially in disaster-prone areas.

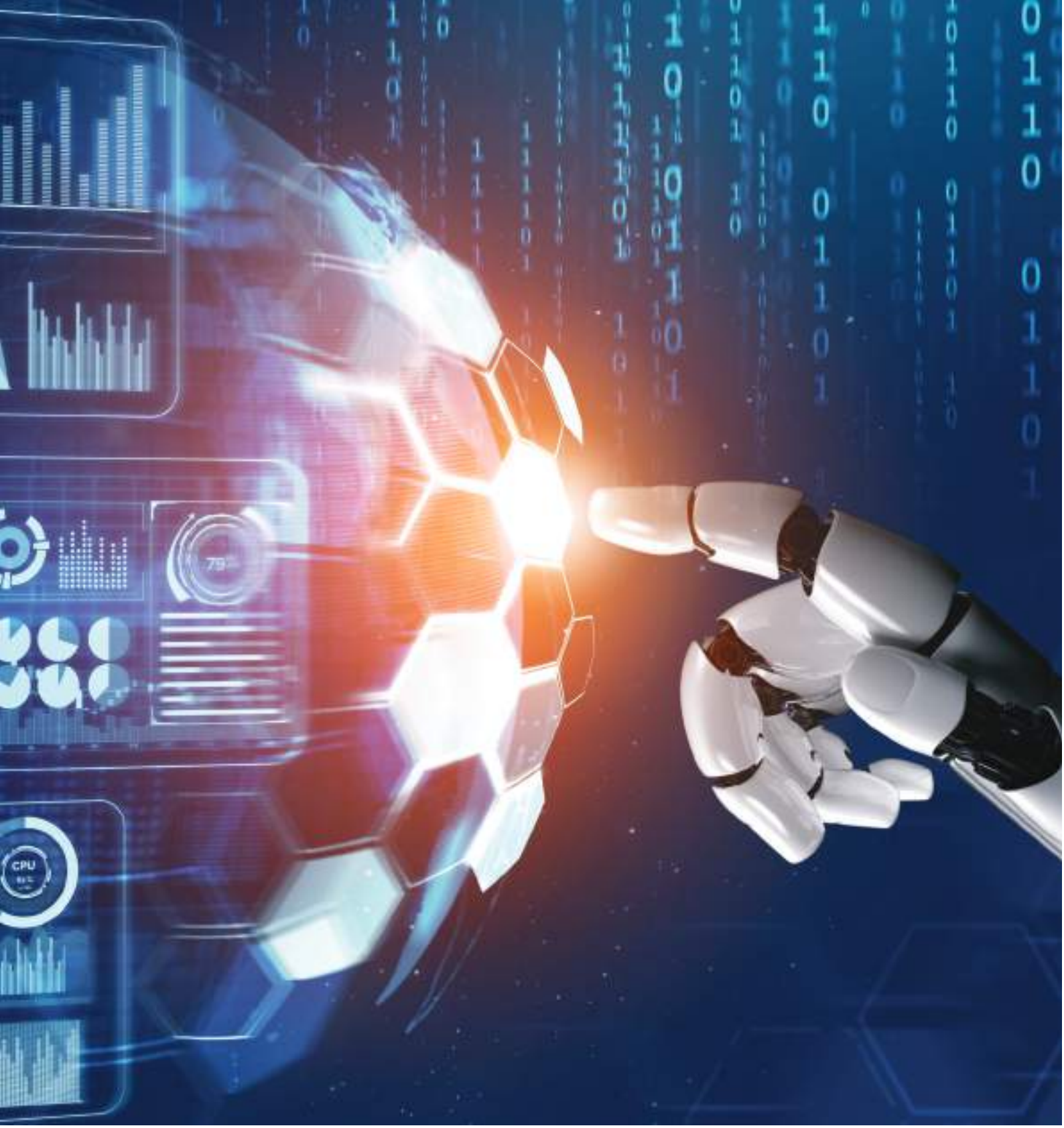
3. **GCED:** GCED is recognised as one of the most important elements of 21st-century education by UNESCO. While the world has become highly interconnected, human rights violations, cultural ignorance, and discrimination still persist. Many special-themed GCED programmes have been established to tackle challenges, such as preventing violent extremism through education, education about holocaust and genocide, language in education, and promoting the rule of law.

4. **Sustainable tourism and employment:** Sustainable tourism is one of the most noticeable and growing sectors today. Tourism is perceived by the International Labour Organization (ILO) as one of the driving forces of job creation, economic growth, and development. Data from the World Travel and Tourism Council showed that in 2015, tourism directly created over 107 million jobs, which translates to 3.6% of the total employment and 3% of the total gross domestic product (GDP). Sustainable tourism or tourism for development was officially recognised through the World Conference on Tourism for Development, which came up with the Five Pillars of the International Year of Sustainable Tourism for Development (IY2017) led by the UN World Tourism Organization (WTO)—*(1)* sustainable economic growth; *(2)* social inclusiveness, employment, and poverty reduction; *(3)* resource efficiency, environmental protection, and climate change; *(4)* cultural values, diversity, and heritage; and *(5)* mutual understanding, peace, and security. More studies and attempts should be conducted to promote sustainable tourism globally.

5. **Artistic creativity and social inclusion:** The Convention on the Protection and Promotion of the Diversity of Cultural Expressions has been in effect for over a decade now, along with international funding from UNESCO for 84 projects in 49 developing countries. Through consistent monitoring and evaluation, the programmes revealed lack of infrastructure and inadequate training, making cultural and creative industries fragile in some countries. Recognition, innovation, and cooperation among all stakeholders are required to establish strong creative industries. For example, in Morocco, the civil society participated in designing and implementing cultural policies.

COVID-19 PANDEMIC IMPLICATIONS

The COVID-19 pandemic came during the final stages of the implementation of *SEAMEO Strategic Plan 2011–2020*. It thus triggered a review of the draft 2021–2030 plan for future- or risk-proofing. COVID-19 has had a tsunami-like effect across all sectors, including education. It revealed the role of technology and expanded the role of teachers and parents in the teaching-learning process. For teachers, that meant adopting flexible learning strategies to cope with school disruptions to ensure that learning continues to takes place despite lockdowns. For parents, that meant sharing the responsibility of imparting and/or facilitating knowledge transfer to their children.



COVID-19 also accelerated the utilisation of technology in education. School lockdowns spurred educators to maximise technology-mediated learning. Today, almost all countries dramatically shifted to online education platforms. The pandemic also fueled the need to develop learning resources that can bridge access gaps between advantaged and disadvantaged learners (i.e., those with resources and those who do not).

SEAMEO Strategic Plan 2021–2030 is designed to ensure equitable access to education resources and that no learner gets left behind despite school disruptions.

Undeniably, COVID-19 reframed the original narrative of the strategic plan. Through the SEAMEO Ministerial e-Forum (SMPeF) on COVID-19 Response, ministries of education made an indelible mark to ensure that *SEAMEO Strategic Plan 2021–2030* responds to the shifting needs of learners and educators in the

region caused by natural or man-made educational disruptions. The SEAMEO Congress 2021 gathered inputs in this strategic plan and integrated the education ministers' recommendations that include:

- Preparing learners for technological advancements and disruptions
- Developing diverse and flexible education platforms based on context
- Uplifting the conditions of teachers and ECCE workforces and expanding training and professional development opportunities for all
- Reaching out to the most disadvantaged learners and schools
- Developing learners' full potentials, skills, attitudes, and values to match 21st-century employment requirements
- Improving educational infrastructure and financing schemes
- Strengthening collaboration with bilateral and multilateral partners and international organisations to achieve desired educational outcomes

SEAMEO Strategic Plan 2021–2030 also resonated the clarion call of education ministers in four major areas. First, we highlighted the critical role of teachers and key education enablers in the new and

continuously evolving roles fueled by technology-mediated and alternative learning modalities. Second, we recognised the need for schools to be nimble and quick to respond to educational disruptions by utilising appropriate solutions that best respond to requirements. Third, we will continue to develop open education resources (OERs) to ensure the availability of learning resources for all. Last, we highlighted the need to nurture strategic partnerships and alliances to overcome problems and concerns, especially during the COVID-19 recovery phase.

Amidst all these global trends and other factors that may affect and transform the future of education in Southeast Asia, at the core of *SEAMEO Strategic Plan 2021–2030* lies the unwavering conviction that this document will propel the region and bring it closer to enhancing understanding and cooperation in education, science, and culture and promoting sustainable human resources for a better quality of life in Southeast Asia and beyond.

2 SEAMEO STRATEGIC PLAN 2021–2030

SEAMEO STRATEGIC PLAN 2021–2030

The contents of SEAMEO Strategic Plan 2021–2030 resulted from collating inputs from a series of workshops held from 2019 to 2020 that involved representatives from the various SEAMEO units, development institutions, SEAMEO member countries, partners, and think tank organisations.

SEAMEO VISION, MISSION, AND CORE VALUES

SEAMEO Vision

SEAMEO envisions to become the leading regional organisation for enhancing understanding and cooperation in education, science, and culture and promoting sustainable human resources for a better quality of life in Southeast Asia and beyond.

SEAMEO Mission

SEAMEO aims to enhance regional understanding, cooperation and development, and unity of purpose among member countries in education, culture, and science through promoting programme excellence, providing a platform for policy dialogues, and fostering leadership and collaboration with partners and stakeholders.

Strategic Goals

Based on the identified themes, SEAMEO will continue to exert all effort to reach the strategic goals it identified, namely:

- Work with ASEAN to ensure successful alignment
- Establish the SEAMEO brand by defining its role
- Continue to support all SEAMEO units region-wide
- Use international institutions' efforts as programme benchmarks
- Make organisational visibility a priority

SEAMEO Strategic Themes

Over the years, SEAMEO has also been striving to fulfill the mandates of its chosen strategic themes, namely:

- Regional leadership and international and global visibility
- Programme excellence and SDG relevance
- Strategic partnership, stakeholder engagement, and linkages
- Digital transformation and rapid change adoption

SEAMEO Strategic Plan 2021-2030 at a Glance

VISION: SEAMEO envisions to become the leading regional organization for enhancing understanding and cooperation in education, science, and culture and promoting sustainable human resources for a better quality of life in Southeast Asia and beyond.

Mission: SEAMEO aims to enhance regional understanding, cooperation and development, and unity of purpose among member countries in education, culture, and science through promoting programme excellence, providing a platform for policy dialogues, and fostering leadership and collaboration with partners and stakeholders.

Core Values

Attitudes
- Respects for cultural diversity
- Believes in people
- Commitment
- Passionate about work
- Flexible

Characteristics
- Integrity
- Professionalism
- Collaborativeness
- Inclusiveness

Behaviours
- Strives for excellence
- Proactive
- Service-oriented
- Empowered

STRATEGIC THEMES

- Regional leadership and international and global visibility
- Programme excellence and SDG relevance
- Strategic partnership, stakeholder engagement, and linkages
- Digital transformation and rapid change adoption

STRATEGIC GOALS

- Work with ASEAN to ensure successful alignment
- Establish the SEAMEO brand by defining its role
- Continue to support all SEAMEO units regionwide
- Use international institutions' efforts as programme benchmark
- Make organizational visibility a priority

EDUCATION

- Achieving universal ECCE
- Addressing barriers to inclusion
- Promoting resilience in the face of emergencies
- Promoting TVET
- Revitalising teacher education
- Harmonising higher education and research
- Adopting a 21st-century curriculum

SCIENCE

- Health literacy: Psychosocial and mental health
- Natural resource and environmental management: Circular economy
- Climate change adaptation
- Biodiversity and biotechnology
- Food security and nutrition and precision agriculture
- Data science, analytics, and AI
- STEM education for future workforces

CULTURE

- Creation, tradition, and innovation
- Ethics and legal framework
- Resilience and traditional knowledge
- Peace and inter-cultural understanding
- Literacy and appreciation in the modern world
- Harnessing technology for heritage/culture preservation
- Heritage science

Motto

"Leading through Learning"

Operational Objectives

- Foster closer collaboration with ASEAN Secretariat
- Collaboration with partners to achieve SDG goals and SEAMEO priority areas
- Strengthen SEAMEO Units for national and regional developments
- Expand and deepen collaboration with member countries and partner institutions
- Enhance network and strategic partnership

SEAMEO Core Values

All SEAMEO staff members are expected to demonstrate the following core values:

- **Attitudes:** Respects for cultural diversity, believes in people, commitment, passionate about work and flexible.
- **Characteristics:** Demonstrates integrity, professionalism, collaborativeness, and inclusiveness.
- **Behaviours:** Strives for excellence, proactive, service-oriented, and empowered.

SEAMEO Core Competencies

SEAMEO prides itself in its technical and scientific expertise in various fields of specialisation and strength in governance and management, partnership, networking, and collaboration. It sets the pace in research, creativity, and innovative programmes in education, science, and culture in the region. It strives for excellence by demonstrating the following core competencies:

- Communication, creativity, collaboration, and competition
- Technical, scientific, and research expertise in its areas of specialisation
- Flexibility and responsiveness to change
- Governance and management

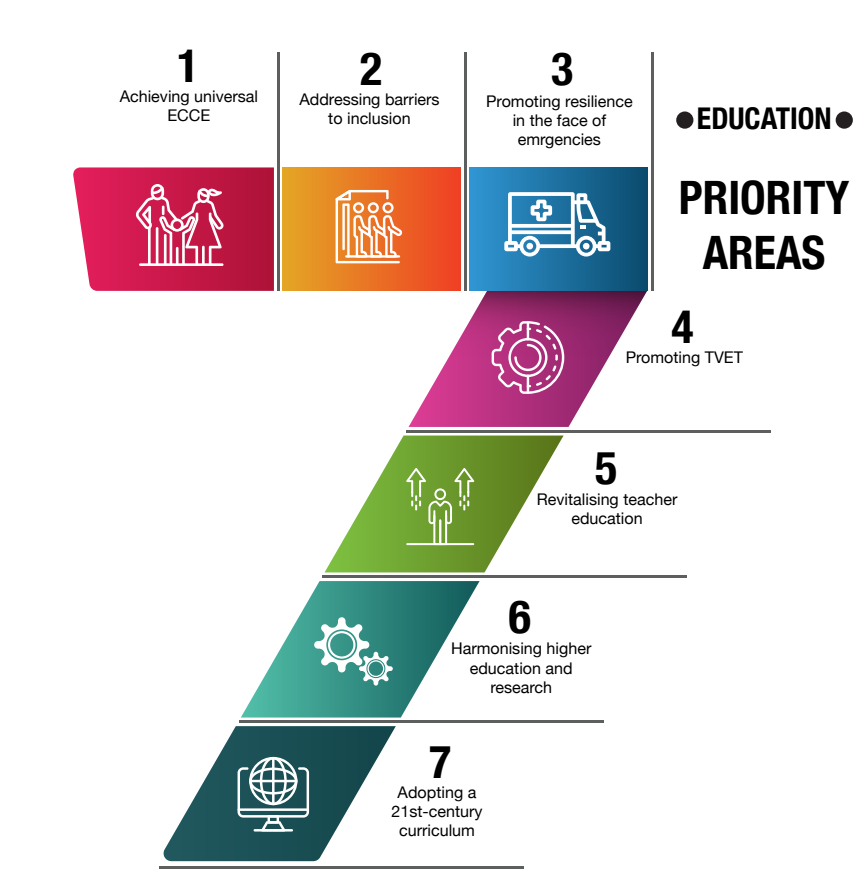
SEAMEO's strategic plans have been crucial prerequisites in ensuring that the entire organisation and its units are on track and constantly work collectively to achieve its mission and vision. The contents of *SEAMEO Strategic Plan 2021–2030* followed a rigorous process of reviews and consultations with SEAMEO's regional centres and network, high officials, the SEAMEO Council, regional organisations, and education think tanks from Southeast Asia and beyond.

SEAMEO Strategic Plan 2021–2030 was drafted to include resolutions to huge challenges that include climate change, reaching the unreached, and the COVID-19 pandemic. As such, it continues to adhere to the Seven Priority Areas identified by the SEAMEO Council way back in 2015. We hope that this report serves as an overarching framework for all SEAMEO units to bring them closer to realising the organisation's vision and mission with the Southeast Asian learners as ultimate beneficiaries.

3 SEAMEO PRIORITY AREAS FOR EDUCATION, SCIENCE, AND CULTURE 2021–2030

EDUCATION AGENDA

SEAMES conducted a study to gain foresight on education in Southeast Asia using a futuristic methodology. The results of the study were summarised to come up with key messages that were later endorsed by the SEAMEO Executive Committee on 28 August 2014. These key messages were presented in a background document for the SEAMEO Strategic Dialogue of Education Ministers (SDEM) held on 13 September 2014 in Vientiane, Lao People's Democratic Republic (PDR). The Seven Priority Areas were subsequently noted during the 37th SEAMEO High Officials Meeting and presented to the SEAMEO Council during the 48th SEAMEO Council Conference. In the Ministerial Round Table Meeting, the SEAMEO Council endorsed the priority areas and announced five recommendations for its implementation beginning fiscal year 2015. SEAMEO will continue focusing on these education priority areas.



SCIENCE AGENDA

The world is changing rapidly. Global developments such as digitisation, climate change, science, technology, and innovation have radically transformed societies by providing solutions to improve social and economic conditions, increase resilience to natural hazards, and preserve natural resources for future generations. While access to information and communication technology (ICT) is expanding exponentially, relatively poorer communities have been struggling for adequate connectivity. Skills development and programmes to provide every child from early childhood to higher education with access to digital technology and appropriate acquisition of digital skills will better prepare learners for the increasingly complex and omnipresent technologies. In the next 10 years, SEAMEO will work towards improving the field of STEM and providing sustainable solutions aided by biological science, tropical medicine, and agriculture to address human capacity requirements while enhancing the environment and quality of life in Southeast Asia. As such, we chose seven science priority areas to focus on from 2021 to 2030, namely:

CULTURE AGENDA

SEAMEO's culture and development approach is linked to achieving the SDGs. Together with its specialist units and partners, the organisation's main lines of work will include increasing cultural literacy, promoting appreciation for cultural diversity, and upskilling human resources development in archaeology and fine arts built on Southeast Asia's history and traditions, among others. SEAMEO also identified seven culture priority areas to focus on from 2021 to 2030, namely:

4 SEAMEO EDUCATION, SCIENCE, AND CULTURE INITIATIVES 2021–2030

SEAMEO EDUCATION AGENDA FLAGSHIP INITIATIVES

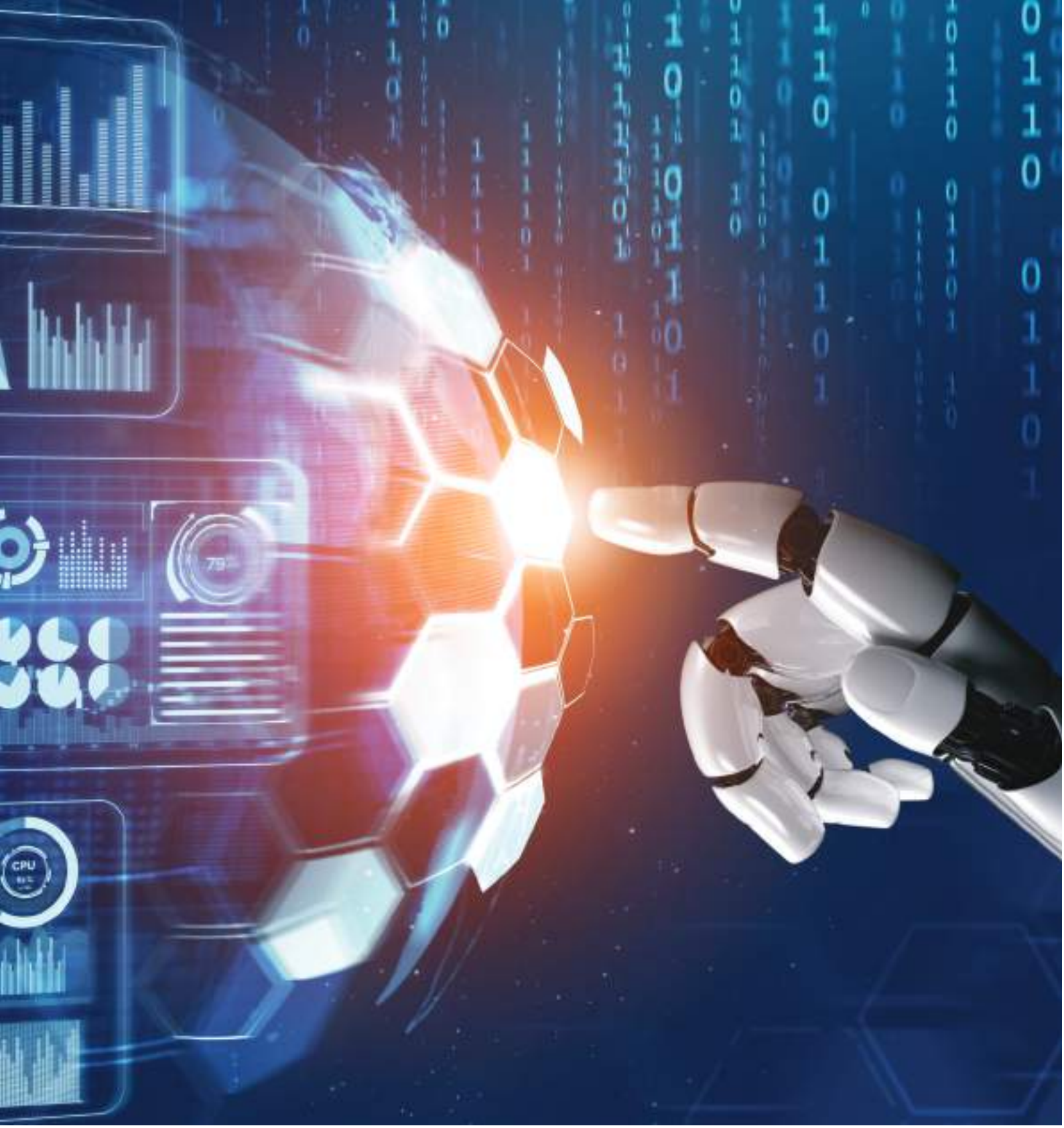
SEAMEO has identified a total of 93 programmes based on recommendations from its member countries spread across its seven education priority areas.

Priority 1: Achieving Universal ECCE

1. Parenting Programme Effectiveness Research in Southeast Asia
2. Survey of Pre-Primary Education Teachers in Southeast Asia
3. English Language Courses for Kindergarten Students
4. Behaviour Modification for Children with Special Needs
5. Adapted Physical Education for Children with Special Needs
6. ECCE Support for Children with Down Syndrome
7. Sexuality Education for Children with Special Needs
8. Supporting Children with Cerebral Palsy
9. Supporting Children with Autism Spectrum Disorder (ASD)
10. Daily Living Skills for Preschool Children with ASD in Southeast Asia

Priority 2: Addressing Barriers to Inclusion

1. SEAMEO Border Schools Project
2. Regional Forum on Educational Leadership and Management in Border Areas
3. Multilingual Education Policy in Southeast Asia Group Meeting
4. Towards a Lifelong Learning Agenda in Southeast Asia
5. Best Practices in School-Based Aszsessment
6. Sexuality Education for Children with Special Needs
7. Supporting Children with Cerebral Palsy
8. Collaboration and Partnership to Improve Education for Better Employment Outcomes in Southeast Asia



Priority 3: Promoting Resilience in the Face of Emergencies

1. Asia-Pacific Resilience in Education Group Advocacy
2. Mainstreaming Biodiversity in Agriculture in Southeast Asia
3. Online Course on Integrating Adapting to Climate Change into Education
4. Disaster Risk Management (DRM) to Preserve the Southeast Asian Culture Heritage
5. Integrating DRM into Policies, Plans, and Investments to Realise Inclusive and Sustainable Agricultural and Rural Development (ISARD)
6. Excellence in Leading Education in Emergency Situations for Southeast Asian

School Heads (LEADeXCELS)

7. DRR Education for Children with Special Needs
8. Culturally Fair Screening Tools for Children with Special Needs
9. Research on Energy Efficiency, Security, and Resilience
10. Emergency Management in Asia and the Pacific Training Course

Priority 4: Promoting TVET

1. SEA-TVET Consortium and Web Platform
2. SEAMEO Polytechnic Network
3. SEA-TVET Scholarship Programme
4. SEA-TVET-KOSEN Modeling Programme
5. Tripartite Meeting for the China-ASEAN Education Cooperation Week (CAECW)
6. Development of Competency Standards for Farmers and Fishermen
7. SEA-TVET Student Internship Exchange Programme
8. Industry 4.0: TVET Public-Private Partnership (PPP) Model

9. TVET Model Schools for Entrepreneurship
10. In-Service Training Modules for TVET in the Industry 4.0 Era
11. TVET Transition Programme from School to a Career
12. Art Therapy for Children with Special Needs
13. TVET in Food Preparation and Entrepreneurship
14. Needs Analysis: Smart Interface Features of a Good Database
15. Best Practices Gleaned from Transition Programmes from Postsecondary School to Adult

Life in Southeast Asia

Priority 5: Revitalising Teacher Education

1. Master Degree Programme in Applied Linguistics
2. International Conference on Teaching English to Speakers of Other Languages (TESOL)
3. Therapy for Children with Special Needs
4. Sign Language and Sports Management for Teachers of Children with Special Needs
5. International Conference on Science Education and Teacher Professional Development
6. Regional Forum on Teacher Education Frameworks and Reforms in Southeast Asia
7. SEA-Teacher Exchange Programme
8. Supervision Excellence in School Leadership for Southeast. Asia (SUpereXCELS), Change Management Excellence in School Leadership for. Southeast Asia (CHANGeXCELS), and Teaching and Learning Excellence in School Leadership for Southeast Asia (TEACHeXCELS)
9. Online Training in Utilising SEAMEO SEAMOLEC's Massive Open Online Course (MOOC) for Teachers
10. Knowledge and Information Networking
11. Gearing Up Responsible and Outstanding Teachers in Southeast Asia for the 21st Century (GURO21)
12. Annual Training Course on School Health and Nutrition Programmes in Asia
13. Development of the School Heads Competency Framework
14. Ki Hajar Dewantara Regional Best Science Teacher Awards
15. History in the Eyes of the Digital Generation

Priority 6: Harmonising Higher Education and Research

1. Training Courses on Capacity Building
2. Training Courses in Human Resource Management
3. Harmonising Higher Education in Southeast Asia
4. International Conference on Higher Education Leadership and Management
5. SEA-China Education Research Network
6. Recognition of Higher Education

Qualifications in Southeast Asia

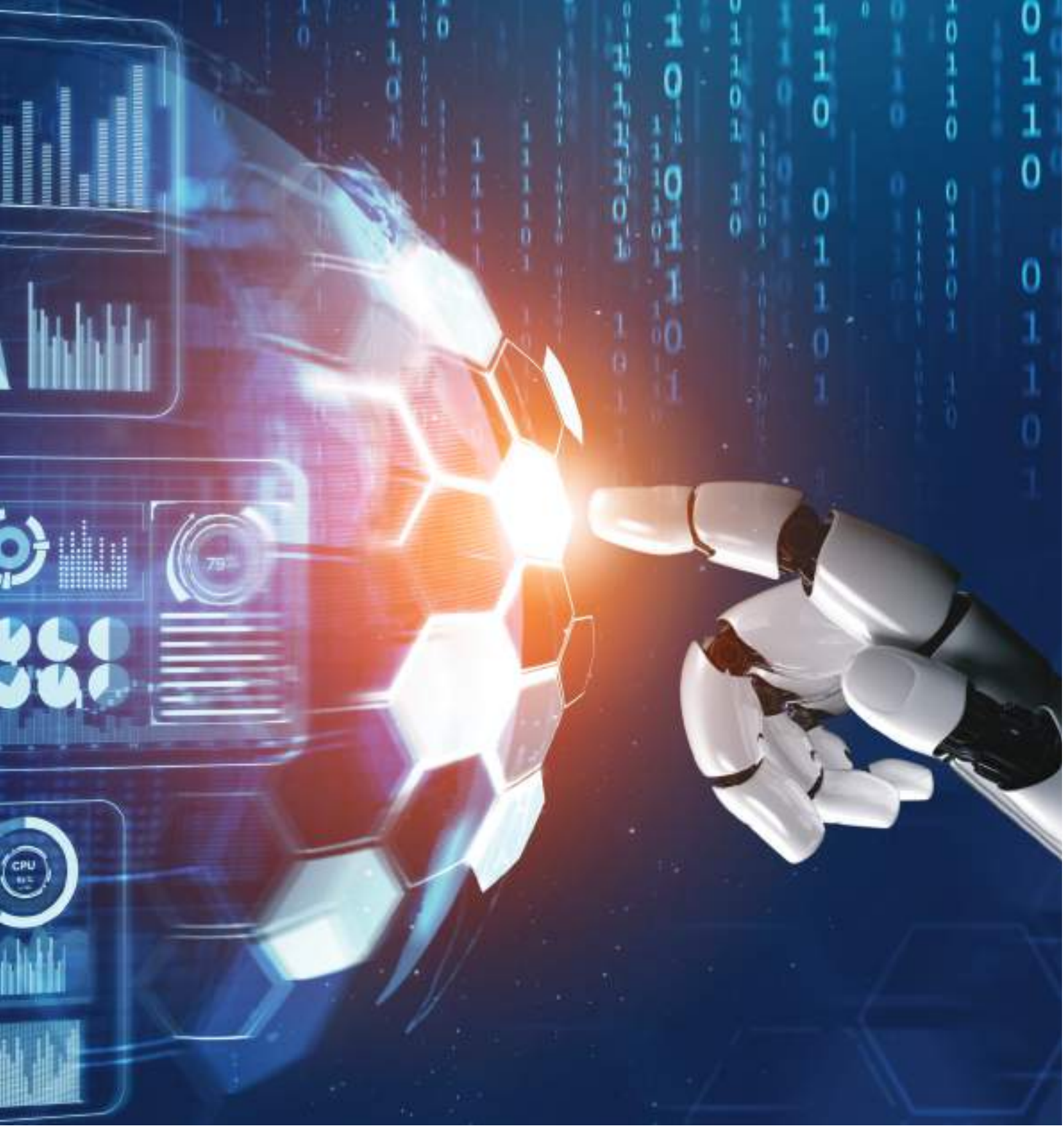
7. SEA-MOOC Lecture Series for Higher Education
8. SEAMEO Higher Education Mobility Study
9. Quality Assurance in Higher Education
10. SEAMEO Leadership Development Project
11. Harmonisation in Higher Education
12. SEAMEO Regional Centre for Higher Education and Development (RIHED)-ASEAN-China Centre (ACC) Study Visit to China
13. Educational Dual-Degree and Sandwich Programme Scholarships and Faculty/Student Mobility Grants
14. SEAMEO Centre Policy Research Network (SEA-CPRN)
15. ASEAN International Mobility for Students (AIMS) Programme
16. Internationalization of Higher Education
17. SEAMEO Education Database
18. Networking Programmes and Capacity-Building Activities
19. Institutional Development Assistance Programme for Higher Education
20. Promotion of Higher Education

Priority 7: Adopting a 21st-Century Curriculum

1. SEAMEO-Australia Education Links Awards
2. SEAMEO-Japan Education for Sustainable Development (ESD) Awards
3. International Training Courses and Workshops on 21st-Century and ICT Applications
4. Southeast Asia Primary Learning Metrics (SEA-PLM)
5. Communicative English and Life Skills for Children
6. Shared Histories in Southeast Asia
7. SEAMEO School Network
8. Mathematics Regionwide Assessment (MARWA)
9. SEAMEO Learning Science and Mathematics Together
10. SEA-MOOC Network and OERs Project
11. Health Leadership and Governance Programme for Local Government Units (LGUs)
12. SEAMEO Virtual Coordinator Capacity Development Training for School Hubs
13. Executive Forum on Leadership Excellence
14. Developing and Strengthening Culture-Based Education in Southeast Asia via the Basic Education Curriculum (BEC)
15. Workshop on Developing Fundable Research Project Proposals

SEAMEO SCIENCE AGENDA FLAGSHIP INITIATIVES

SEAMEO has identified a total of 46 programmes based on recommendations from its member countries spread across its seven science priority areas.



Priority 1: Health Literacy: Psychosocial and Mental Health

1. Development of an Assessment Tool for Health Literacy in School Settings
2. Enhancement of ECCE through Family Education in Health Literacy (Phase 2)
3. Pilot Testing of Psychosocial/Mental Health Module in Selected Countries/ Schools in Southeast Asia
4. Exploratory Study: Health-Related TVET Occupation Mapping of Future Skills Demand
5. Human Sexuality Education for Students with Special Needs
6. CPRN Policy Research for Southeast Asian Tropical Diseases

Priority 2: Natural Resource and Environmental Management/ Circular Economy

1. Summer School for Graduate Students
2. Regional Workshop or Training on the Circular Economy (Bio-Energy and Waste Management)
3. Scaling Up Floating Agriculture Practices in Southeast Asia
4. Managing Degraded Landscapes or Ex-Mining Sites in Southeast Asia
5. Managing Unique Ecosystems (Conservation Areas)
6. Strengthening Wetlands (Mangroves, Peatlands, and Swamps) in Southeast Asia
7. Capacity Building for Using GIS-IRS for Natural Resource Management in Southeast Asia
8. Managing Invasive Alien Species in Southeast Asia

Priority 3: Climate Change Adaptation

1. Assessing School Preparedness in Terms of Resilience
2. Regional Workshop or Training on Climate-Smart Villages

3. Developing and Managing Climate Change-Ready Crops
4. Establishing a Regional Office for Climate Change
5. Understanding Climate Change through a Mathematical Approach
6. Toolkits for Climate Change Adaptation in Southeast Asia

Priority 4: Biodiversity and Biotechnology

1. Knowledge Platform for Agriculture, Food, and Natural Resources (AFNR) (Environment, Biotechnology, and Biodiversity)

2. Capacity Building on Tissue Culture for Plant Species Conservation and Production

3. Youth for Agriculture in Southeast Asia (Y4Agri-Awareness, Appreciation, Action, Alliance)

4. ESD Best Practices in Southeast Asia

Priority 5: Food Security and Nutrition and Precision Agriculture

1. Upscaling of the School and Home Gardens Project (SHGP) (Organic Agriculture for Conservation Agriculture [OA4CA] and Online Courseware Development)

2. Fit for School

3. Storage Pest Management and Food Safety

4. Southeast Asian School Health and Nutrition Survey

5. Open System for Agriculture (Online Platform and Application Development)

6. Capacity Building on Precision Agriculture for Vocational Education (Polytechnics and Senior High Schools)

7. Policy Research on Women in STEAM Education

8. Gender Equity in TVET Science Courses

Priority 6: Data Science, Analytics, and AI

1. Open Data and Information System (IS) Programme (Big Data)

2. CT Programme

3. AR/Virtual Reality (VR)

4. AI in Southeast Asia

5. Project Data for Industry 4.0

6. Development of Teaching and Learning Modules for an AI-Ready Curriculum

Priority 7: STEM Education for Future Workforces

1. Strengthening the Network of STEM Partners

2. SEAMEO-STEM Planning and Design Learning Model (PaDL) (Capacity Building)

3. Regional STEM Professionals Academy

4. SEAMEO STEM Alliances Summit

5. Scaling Up STEM Awareness/ Educated Community/Village

6. STEM in the Local Context/Socially Relevant STEM

7. Regional STEM Learning Resources

8. Regional Workshop for Champions in STEM Education

SEAMEO CULTURE AGENDA FLAGSHIP INITIATIVES

SEAMEO has identified a total of 28 programmes based on recommendations from its member countries spread across its seven culture priority areas.

Priority 1: Creation, Tradition, and Innovation

1. Museum Architectural/ Presentation Design
2. Design for Arts and Crafts (Creative Industries)
3. Inspire Creation through Tradition
4. Creative Camp for Southeast Asia
5. Awareness-Raising/ Educational Materials Development for Inter-Cultural Understanding in Southeast Asia
6. Research on Southeast Asian Traditions to Develop Innovation

Priority 2: Ethics and Legal Framework

1. Southeast Asian Research and Ethics Forum
2. SEAMEO Values and Ethics
3. Developing Protective Legislation to Preserve Cultural Heritage
4. Best Practices in Ethical and Legal Management for Culture Preservation in Southeast Asia

Priority 3: Resilience and Traditional Knowledge

1. Urban Challenges/Issues and Resilience
2. History of Disasters in Southeast Asia and Guidelines for DRM
3. Collect and Compile Southeast Asian Traditional Knowledge
4. Documentation of Best Practices from Southeast Asian Knowledge

Priority 4: Peace and Inter-Cultural Understanding

1. Performing Arts in Southeast Asia
2. Fine Arts in Southeast Asia
3. Art Appreciation Courses for Teachers/Learners
4. Understanding Southeast Asian Aesthetics in the Modern World
5. Advanced Methods Courses
6. Media Literacy in Southeast Asia

Priority 5: Literacy and Appreciation in the Modern World

1. Enhancing Awareness, Knowledge, and Skills on Southeast Asian Cultures
2. SEAMEO-Asia-Pacific Centre of Education for International Understanding (APCEIU) GCED Awards
3. Connected Southeast Asian Pasts
4. SEA-MOOC GCED Courses

Priority 6: Harnessing Technology for Heritage/ Culture Preservation

Collect and Compile Southeast Asian Traditional Knowledge

Priority 7: Heritage Science

1. Advanced Field Methods in Archaeology
2. SPAFACON
3. Youth Day on Heritage Consultation

5 SEAMEO STRATEGIC PLAN 2021–2030 PLANNING ACTIVITIES

REGIONAL WORKSHOP ON SEAMEO STRATEGIC PLAN 2021–2030), 17–18 JUNE 2019, BANGKOK, THAILAND

- **10 SEAMEO member countries:** Brunei Darussalam, Cambodia, Indonesia, Lao People's Democratic Republic (PDR), Malaysia, Myanmar, Philippines, Thailand, Timor-Leste, and Vietnam
- **10 SEAMEO units:** SEAMEO INNOTECH, SEAMEO Regional Centre for Food and Nutrition (RECFON), SEAMEO Regional Centre for Education in Science and Mathematics (RECSAM), SEAMEO Regional Training Centre (RETRAC), SEAMEO RIHED, SEAMEO SEAMOLEC, SEAMEO SEARCA, SEAMEO Regional Centre for Archaeology and Fine Arts (SPAFA), SEAMEO TROPMED Network, and SEAMEO Regional Centre for Vocational and Technical Education and Training (VOCTECH)
- **Two resource organisations:** ASEAN Secretariat and United Nations Educational, Scientific and Cultural Organization (UNESCO) Asia-Pacific Regional Bureau for Education

CONSULTATION MEETING ON THE SEAMEO STRATEGIC PLAN 2021–2030 ON SCIENCE AND CULTURE, 9–10 JANUARY 2020, BANGKOK, THAILAND

- **11 SEAMEO units:** SEAMEO BIOTROP, SEAMEO Regional Centre for History and Tradition (CHAT), SEAMEO INNOTECH, SEAMEO Quality Improvement of Teachers and Education Personnel (QITEP) in Mathematics, SEAMEO QITEP in Science, SEAMEO RECSAM, SEAMEO SEARCA, SEAMEO SPAFA, SEAMEO Regional Centre for STEM Education (STEM-ED), SEAMEO TROPMED Network, and SEAMEO TROPMED Thailand
- **Five resource organisations:** Ministry of Education (MoE) Thailand, Microsoft (Thailand) Limited, Institute for the Promotion of Teaching Science and Technology (IPST), UNESCO Asia-Pacific Regional Bureau for Education, and Ministry of Culture (MoC) Thailand
- **Youth representative:** Kasetsart University

REGIONAL EXPERTS CONSULTATION MEETING ON SEAMEO STRATEGIC PLAN 2021-2030, 15-16 JANUARY 2020, BANGKOK, THAILAND

- **High Offcials from 11 SEAMEO Member Countries**
- **Development Institution:** Asian Development Bank Thailand Resident Mission (ADB TRM),The Education University of Hong Kong, UNICEF East Asia and Pacifc Regional Office (EAPRO), UNESCO, Asia Pacifc Regional Bureau for Education, World Bank, Centre for Strategic and International Studies (CSIS), Indonesia, ISEAS-Yusof Ishak Institute, Singapore
- **5 SEAMEO units:** SEAMEO RIHED, SEAMEO STEM-ED, SEAMEO SEPS, SEAMEO SPAFA, SEAMEO TROPMED NETWORK

SEAMEO UNITS AND THEIR SPECIALISATIONS

Education

SEAMEO CELLL
Lifelong learning
seameocelll.org

SEAMEO QITEP IN SCIENCE
Quality science teaching
qitepinscience.org

SEAMEO RIHED
Higher education management
rihedseameo.org

SEAMEO INNOTECH
Educational innovation and technology
seameo-innotech.org

SEAMEO RECSAM
Science and mathematics education
recsam.edu.my

SEAMEO SEAMOLEC
Open and distance education
seamolec.org

SEAMEO QITEP IN LANGUAGE
Quality language teaching
qiteplanguage.org

SEAMEO RELC
Language education
relc.org.sg

SEAMEO SEN
Special education needs
seameosen.org

SEAMEO QITEP IN MATHEMATICS
Quality mathematics teaching
qitepinmath.org

SEAMEO RETRAC
Regional training
vnseameo.org

SEAMEO VOCTECH
Vocational and technical education and training
voctech.org

SEAMEO CED
Community education development

SEAMEO CECCEP
Early childhood care and education and parenting
seameo-ceccep.org

SEAMEO TED
Technical education development
seameoted.org

SEAMEO SEPS
Sufficiency economy philosophy for sustainability

Science

SEAMEO BIOTROP
Tropical biology
biotrop.org

SEAMEO SEARCA
Agriculture and rural development through research and graduate education
searca.org

SEAMEO RECFON
Food and nutrition
seameo-recfon.org

SEAMEO STEM-ED
Science, technology, engineering, and mathematics education

SEAMEO TROPMED NETWORK
Tropical medicine and public health
seameotropmed network.org

SEAMEO TROPMED MALAYSIA
Microbiology, parasitology, and entonomy
imr.gov.my

SEAMEO TROPMED PHILIPPINES
Public health, hospital administration, and occupational health
cph.upm.edu.ph

SEAMEO TROPMED THAILAND
Tropical medicine
tm.mahidol.ac.th

Culture

SEAMEO CHAT
History and tradition
seameochat.org

SEAMEO SPAFA
Archeology and fine arts
seameo-spafa.org

APPENDIX I

PROPOSED SEAMEO AGENDA 2021–2030 TARGETS AND INDICATORS


SUSTAINABLE DEVELOPMENT GOALS
1 NO POVERTY
2 ZERO HUNGER
3 GOOD HEALTH AND WELL-BEING
4 QUALITY EDUCATION
5 GENDER EQUALITY
6 CLEAN WATER AND SANITATION
7 AFFORDABLE AND CLEAN ENERGY
8 DECENT WORK AND ECONOMIC GROWTH
9 INDUSTRY, INNOVATION AND INFRASTRUCTURE
10 REDUCED INEQUALITIES
11 SUSTAINABLE CITIES AND COMMUNITIES
12 RESPONSIBLE CONSUMPTION AND PRODUCTION
13 CLIMATE ACTION
14 LIFE BELOW WATER
15 LIFE ON LAND
16 PEACE, JUSTICE AND STRONG INSTITUTIONS
17 PARTNERSHIPS FOR THE GOALS

PROPOSED SEAMEO AGENDA 2021–2030 TARGETS AND INDICATORS

1. SEAMEO EDUCATION AGENDA TARGETS AND INDICATORS

SEAMEO defined specific targets and indicators in line with the specifications of the SDGs related to each of its education agenda items for 2021–2030.

Priority 1: Achieving Universal ECCE

SDG
SDG 4 **Target 4.2** By 2030, ensure that all girls and boys have access to quality early childhood development, care, and pre-primary education so that they are ready for primary education.
SEAMEO 2030 Target
Target 1.1 By 2030, ensure that all girls and boys have access to quality early childhood care and education so that they are ready for primary education.
Proposed Indicators
Indicator 1.1 The percentage of children participating in ECCE aged 4 to the age of compulsory primary education (International Standard Classification of Education [ISCED] level 1) should increase by at least 20%. **Indicator 1.2** Member countries have policies on equality and access to ECCE/ECCD

Priority 2: Addressing Barriers to Inclusion

SDGs
SDG 4 **Target 4.1** By 2030, ensure that all girls and boys complete free, equitable, and quality primary and secondary education leading to relevant and effective learning outcomes. **Target 4.5** By 2030, 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. **Target 4.6** By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy. **Target 4.7** By 2030, build and upgrade education facilities that are child-, disability-, and gender-sensitive and provide safe, non-violent, inclusive, and effective learning environments for all.

SEAMEO 2030 Target

Target 2.1
By 2030, ensure inclusive and equitable quality education.

Proposed Indicators

Indicator 2.1
By 2030, the share of early leavers from education and training should be less than 10%.

Indicator 2.2
By 2030, the share of underachievement in reading should be below 15%.

Indicator 2.3
By 2030, the share of underachievement in maths should be below 15%.

Indicator 2.4
By 2030, the proportion of children at the end of primary (grade 5) and secondary education (grades 10–12) should achieve minimum level of proficiency.

Priority 3: Promoting Resilience in the Face of Emergencies

SDG

SDG 4
Target 4.a
By 2030, build and upgrade education facilities that are child-, disability-, and gender-sensitive and provide safe, non-violent, inclusive, and effective learning environments for all.

SEAMEO 2030 Target

Target 3.1
By 2030, ensure that all boys and girls acquire knowledge on education on emergency and DRR.

Proposed Indicator

Indicator 3.1
DRR should be embedded in curricula across the ECCE, primary, secondary, and tertiary levels.

Priority 4: Promoting TVET

SDGs

SDG 4
Target 4.3
By 2030, ensure equal access for all women and men to affordable quality technical, vocational, and tertiary education, including university education.

Target 4.4
By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs, and entrepreneurship.

SEAMEO 2030 Target

Target 4.1
By 2030, ensure access to quality TVET for all boys and girls.

Proposed Indicators

Indicator 4.1
By 2030, the share of TVET programme recipients should increase by 40%.

Indicator 4.2
By 2030, 20% of all students with initial vocational qualifications should have spent some time studying or interning in another Southeast Asian country aided by programmes such as SEA-TVET.

Priority 5: Revitalising Teacher Education

SDG

SDG 4
Target 4.c
By 2030, substantially increase the supply of qualified teachers, including through international cooperation, for teacher training in developing countries, especially from the least-developed countries and small-island developing states.

SEAMEO 2030 Target

Target 5.1
By 2030, substantially increase the number of qualified teachers through capacity building initiatives.

Proposed Indicators

Indicator 5.1
By 2030, increase the percentage of teachers with certificates and/or licenses.

Indicator 5.2
By 2030, increase the percentage of teachers who have acquired or are acquiring continued professional development training, including digital skills.

Priority 6: Harmonising Higher Education and Research

SDGs

SDG 4
Target 4.4
By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs, and entrepreneurship.

Target 4.b
By 2030, substantially expand globally the number of scholarships available to developing countries, particularly the least-developed countries, small-island developing states, and African countries, for enrollment in higher education, including vocational training and ICT, technical, engineering, and scientific programmes, in developed countries and other developing countries.

SEAMEO 2030 Target

Target 6.1
By 2030, ensure that all women and men have access to affordable and quality higher education.

Proposed Indicators

Indicator 6.1
By 2030, at least 15–20% of all men and women aged 25–30 have attained tertiary education.

Indicator 6.2
By 2030, at least 20% of higher education graduates should have spent some time studying in another Southeast Asian country aided by academic mobility programmes such as AIMS or SEAMEO Mobility Programmes.

Priority 7: Adopting a 21st-Century Curriculum

SDGs

SDG 4
Target 4.4
By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs, and entrepreneurship.

Target 4.7
By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through ESD and sustainable lifestyles, human rights, gender equality, the promotion of a culture of peace and non-violence, global citizenship, and the appreciation of cultural diversity and of culture's contribution to sustainable development.

SEAMEO 2030 Target

Target 7.1
By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including on ESD, human rights, and gender equality.

Proposed Indicators

Indicator 7.1
By 2030, all member countries should have fully integrated 21st-century skills into their national curricula.

Indicator 7.2
By 2030, all member countries should have adopted a national assessment system and started participating in regional assessment such as SEA-PLM.

Indicator 7.3
By 2030, all member countries should have integrated the 5Cs, ESD, and GCED into their national curricula.

2. SEAMEO SCIENCE AGENDA TARGETS AND INDICATORS

SEAMEO defined specific targets and indicators in line with the specifications of the SDGs related to each of its science agenda items for 2021–2030.

Priority 1: Health Literacy: Psychosocial and Mental Health

SDGs

SDG 3
Target 3.3
By 2030, end epidemics of acquired immunodeficiency syndrome (AIDS), tuberculosis (TB), malaria, and neglected tropical diseases and combat hepatitis, water-borne diseases, and other communicable diseases.

Target 3.4
By 2030, reduce by one-third the premature mortality from non-communicable diseases through prevention and treatment and promote mental health and well-being.

Target 3.5
Strengthen the prevention and treatment of substance abuse, including narcotic drug abuse and harmful use of alcohol.

Target 3.7
By 2030, ensure universal access to sexual and reproductive healthcare services, including for family planning, information, and education, and the integration of reproductive healthcare into national strategies and programmes.

SDG 4
Target 4.7
By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through ESD and sustainable lifestyles, human rights, gender equality, the promotion of a culture of peace and non-violence, global citizenship, and the appreciation of cultural diversity and of culture's contribution to sustainable development.

SDG 16
Target 16.1
Significantly reduce all forms of violence and related deaths everywhere.

SEAMEO 2030 Targets

Target 1.1
By 2030, member countries should have integrated bullying- and resilience-related concepts into their curricula.

Target 1.2
By 2030, member countries should have started implementing comprehensive healthcare programmes to prevent the spread of communicable diseases, including AIDS, TB, malaria, water-borne diseases, and others.

Target 1.3
By 2030, member countries should have integrated comprehensive healthcare programmes that promote mental health and enable the early identification of mental health issues in schools.

Target 1.4
By 2030, member countries should have integrated substance (narcotic drugs and alcohol) abuse prevention, including assistance provision and treatment guidance for addicts, into their curricula.

Target 1.5
By 2030, member countries should have integrated adolescent and reproductive healthcare into their curricula.

Target 1.6
By 2030, violence in school settings should be reduced.

Target 1.7
By 2030, sexuality education should have been integrated into special education subjects in member countries.

Proposed Indicators

Indicator 1.1
The percentage of schools that have integrated bullying- and resilience-related concepts into their curricula should increase by at least by 10% per year from 2021 to 2030.

Indicator 1.2
The percentage of schools that have implemented comprehensive healthcare programmes to prevent the spread of communicable diseases should increase by at least by 10% per year from 2021 to 2030.

Indicator 1.3
The number of schools that have implemented comprehensive healthcare programmes to promote mental health and enable the early identification of mental health issues should increase by at least 10% per year from 2021 to 2030.

Indicator 1.4
By 2030, the number of students who are bullied in school should decrease by at least 50%.

Indicator 1.5
The number of schools that have embedded substance abuse prevention in their curricula should increase by at least 10% per year from 2021 to 2030.

Indicator 1.6
By 2030, adolescent and reproductive health education should already be integrated into secondary and tertiary level curricula.

Indicator 1.7
By 2030, member countries should have integrated peace education into their curricula.

Priority 2: Natural Resource and Environmental Management/Circular Economy

SDGs

SDG 4
Target 4.7
By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through ESD and sustainable lifestyles, human rights, gender equality, the promotion of a culture of peace and non-violence, global citizenship, and the appreciation of cultural diversity and of culture's contribution to sustainable development.

SDG 6
Target 6.1
By 2030, achieve universal and equitable access to safe and affordable drinking water for all.

Target 6.3
By 2030, improve water quality by reducing pollution, eliminating dumping and minimising the release of hazardous chemicals and materials, halving the proportion of untreated wastewater, and substantially increasing recycling and safe reuse globally.

Target 6.5
By 2030, implement integrated water resource management at all levels, including through trans-boundary cooperation, where appropriate.

Target 6.a
By 2030, expand international cooperation and capacity-building support to developing countries for water- and sanitation-related activities and programmes, including water harvesting, desalination, water efficiency, wastewater treatment, recycling, and reuse technologies.

SEAMEO 2030 Targets

Target 2.1
Traditional best practices in resource and environmental management should be explored by Southeast Asian countries.

Target 2.2
Promote agro-forestry for land and forest management. Engage in capacity building to improve current practices to meet the requirements of a circular economy. Circular economy in terms of agro-forestry should be implemented in the member countries. Strengthen collaboration with other international organisations, such as World Agroforestry. Strengthen research on the sustainable management of aquatic and marine resources in Southeast Asia. Form a network of scientists to preserve aquatic and marine resources in the region.

Target 2.3
Strengthen research and information dissemination on the circular economy in relation to tropical biology. SEAMEO member countries should increase the number of researchers on circular economy for natural resource management.

Proposed Indicators

Indicator 2.1
By 2030, all member countries should have documented best practices in resource and environmental management.

Indicator 2.2
By 2030, member countries should already be promoting wetland ecosystems as part of their curricula.

Indicator 2.3
By 2030, member countries have should have integrated ESD concepts focusing on realising a green Southeast Asia into their curricula.

Indicator 2.4
By 2030, member countries should have already started promoting agro-forestry and forest management in concrisis science curricula.

Indicator 2.5
SEAMEO science specialist units should have developed two activities per year to promote agro-forestry and forest management in member countries.

Indicator 2.6
SEAMEO science specialist units should conduct research activities that promote sustainable management of aquatic and marine resources for the use of member countries.

Priority 3: Climate Change Adaptation

SDGs

SDG 1
Target 1.5
By 2030, build the resilience of the poor and those in vulnerable situations and reduce their exposure and vulnerability to climate-related extreme events and other economic, social, and environmental shocks and disasters.

SDG 4
Target 4.7
By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through ESD and sustainable lifestyles, human rights, gender equality, the promotion of a culture of peace and non-violence, global citizenship, and the appreciation of cultural diversity and of culture's contribution to sustainable development.

SDG 13
Target 13.1
Strengthen resilience and adaptive capacity to climate-related hazards and natural disasters in all countries.

Target 13.2
Integrate climate change measures into national policies, strategies, and plans.

Target 13.3
Improve education, awareness-raising, and human and institutional capacity on climate change mitigation, adaptation, impact reduction, and early warning.

SEAMEO 2030 Targets

Target 3.1
The number of projects or training conducted on climate risk and vulnerability assessment, climate change adaptation and mitigation, and other themes related to climate change resilience should increase by 25%.

Target 3.2
The representation and attendance of small farmers and farming families in climate change-related activities should increase by 25%.

Target 3.3
The number of courses or curricula related to sustainable development that are developed and implemented should increase by 50%.

Target 3.4
The number of policy round table discussions conducted with relevant local and national government officials on topics about climate action should increase by 25%.

Target 3.5
The number of published or submitted policy papers, briefs, or other documents related to climate action should increase by 25%.

Target 3.6
The number of short courses or training on climate change risk assessment, impacts, adaptation, mitigation, and other related topics should increase by 25%.

Target 3.7
The number of youth participating in the climate change-related programmes of SEAMEO Regional Centre for Graduate Study and Research in Agriculture (SEARCA) should increase by 75%. Other units will determine their respective percentage increase requirements.

Proposed Indicators

Indicator 3.1
By 2030, relevant SEAMEO units should have increased their number of projects or training on climate risk and vulnerability assessment, climate change adaptation and mitigation, and other climate resilience-related topics by 25%.

Indicator 3.2
By 2030, relevant SEAMEO units should have increased the awareness, representation, and attendance of small farmers and farming families' in their climate change-related activities.

Indicator 3.3
By 2030, the number of courses or curricula related to sustainable development should have increased by 50%.

Indicator 3.4
By 2030, the number of research or training projects on climate change adaptation, mitigation, and resilience should have increased by 25%.

Indicator 3.5
By 2030, the number of policy round table discussions conducted with relevant local and national government officials on topics about climate action should have increased by at least 25%.

Indicator 3.6
By 2030, the number of published or submitted policy papers, briefs, or other documents related to climate action should have increased by 25%.

Indicator 3.7
By 2030, relevant SEAMEO units should have increased their number of courses or training on climate change risk assessment, impacts, adaptation, mitigation, and other related topics by at least 25%.

Priority 4: Biodiversity and Biotechnology

SDGs

SDG 7
Target 7.1
By 2030, ensure universal access to affordable, reliable, and modern energy services.

Target 7.2
By 2030, increase the share of renewable energy in the global energy mix substantially.

SDG 15
Target 15.4
By 2030, ensure the conservation of mountain ecosystems, including their biodiversity, to enhance their capacity to provide benefits that are essential for sustainable development.

SEAMEO 2030 Targets

Target 4.1
Member countries should promote the use of bio-based energy, especially biomass energy and bio gases (from organic wastes), to provide communities with affordable energy.

Target 4.2
Identify and strengthen collaboration with SEAMEO member and associate member countries, affiliate members, and partner institutions to produce sustainable clean energy for use in Southeast Asia.

Target 4.3
Identify natural resources in Southeast Asia that require conservation, domestication, and sustainable production and marketing to support sustainable development. At least 10 priority commodities from SEAMEO member countries have been identified, commercialised, and managed sustainably.

Proposed Indicators

Indicator 4.1
Relevant SEAMEO science specialist units should have conducted at least two events that introduce or promote bio-based energy use to the community per year.

Indicator 4.2
By 2030, relevant SEAMEO units should have established a networks of institutions and experts on bio-based energy from member countries.

Indicator 4.3
By 2030, relevant SEAMEO units should already be promoting the use of bio-based energy.

Indicator 4.4
By 2030, relevant SEAMEO science specialist units should already be conducting capacity-building initiatives on using bio-fuel.

Indicator 4.5
By 2030, relevant SEAMEO units should have already raised member countries' awareness of biomass energy (wood pellets).

Indicator 4.6
By 2030, relevant SEAMEO units should have already strengthened their collaboration with member and associate member countries, affiliate members, and partner institutions to realise clean energy use for sustainable development in the region.

Indicator 4.7
Relevant SEAMEO units should have participated in at least two activities related to identifying natural resources in Southeast Asia that require conservation, domestication, and sustainable production and marketing per year.

Priority 5: Food Security and Nutrition and Precision Agriculture

SDGs

Target 2.2
By 2030, end all forms of malnutrition, including achieving the internationally agreed targets on stunting and wasting in children under five years of age, and address the nutritional needs of adolescent girls, pregnant and lactating women, and older persons.

SDG 12
Target 12.3
By 2030, halve the per capita global food waste at the retail and consumer levels, and reduce food losses across production and supply chains, including post-harvest losses.

SEAMEO 2030 Targets

Target 5.1.1
SEAMEO Member Countries should integrate school-based nutrition promotion (SBNP) policies and guidelines, including on school gardening and maintaining health-focused school canteens, into school curricula.

Target 5.2
At least a 5% increase per year in the number schools (across all levels and member countries), aided by SEAMEO units, should include school gardening that optimise locally available resources as a learning medium to produce safe and nutritious food in their extra-curricular activities.

Target 5.3
At least a 5% increase per year in the number of schools (across all levels and member countries), aided by SEAMEO units, should promulgate guidelines on maintaining health measures in school canteens and external vendors.

Target 5.4
At least a 5% increase per year in the number of schools (across all levels and member countries), aided by SEAMEO units, should integrate SBNP activities into intra- and extra-curricular activities.

Target 5.5
At least a 5% increase per year in the number of schools (across all levels and member countries), aided by SEAMEO units, should conduct annual nutritional status student screenings in collaboration with health sector agencies.

Target 5.6
At least a 5% increase per year in the number of schools (across all levels and member countries), aided by SEAMEO units, should measure students' awareness and practice of balanced nutrition, physical exercise, and proper hygiene and sanitation during their annual nutritional status screenings.

Target 5.7
At least a 5% increase per year in the number of schools (across all levels and member countries), aided by SEAMEO units, should measure adolescent students' awareness and practice of reducing anemia cases as part of their annual nutritional status screenings.

Target 5.8
All education ministries of member countries should implement complementary feeding programmes in areas affected by food insecurity using locally available food resources in all schools (across all levels) aided by SEAMEO units.

Target 5.9
At least a 5% increase per year in the number of ECCE centres in member countries that implement early childhood care, nutrition, and education (ECCNE) activities for parents.

Target 5.10
Guidelines on local specific food-based recommendations for adolescent girls, pregnant mothers, and under-five children, including local specific complementary feeding recommendations for under-two children, should be made available and adopted by all SEAMEO member countries to address the prevalence of stunting and wasting.

Proposed Indicators

Indicator 5.1
By 2030, at least 10% of all schools in member countries should have integrated SBNP policies and guidelines, including school gardening and maintaining healthy canteens, into their curricula for all levels.

Indicator 5.2
The percentage of schools that have integrated school gardening into their curricula should have increased by at least 5% per year. They should have also published and disseminated their best practices.

Indicator 5.3
The percentage of schools that have promulgated guidelines on maintaining healthy school canteens should have increased by at least 5% per year.

Indicator 5.4
The percentage of schools that have integrated SBNP into their intra- and extra-curricular activities should have increased by at least 5% per year.

Indicator 5.5
The percentage of schools that have conducted annual nutritional status screenings in collaboration with health sector agencies should have increased by at least 5% per year.

Indicator 5.6
The percentage of schools that measured students awareness and practice of balanced nutrition, physical exercise, and proper hygiene and sanitation in their annual nutritional status screenings should have increased by at least 5% per year.

Indicator 5.7
The percentage of schools that measured adolescent students' awareness and practice of reducing anemia cases as part of their annual nutritional status screenings should have increased by at least 5% per year.

Indicator 5.8
By 2030, member countries should have implemented complementary feeding programmes that use locally available food resources in areas affected by food insecurity aided by SEAMEO units.

Indicator 5.9
By 2030, member countries should have adapted local guidelines based on food-based recommendations for adolescent girls, pregnant mothers, and under-five children, including complementary feeding recommendations for under-two children, to address the prevalence of stunting and wasting.

Indicator 5.10
By 2030, member countries should have implemented guidelines on maintaining healthy school canteens, including food waste reduction, aided by SEAMEO units.

Priority 6: Data Science, Analytics, and AI

SDGs

SDG 4
Target 4.4.1
A proportion of youth and adults should have ICT skills.

SDG 8
Target 8.2
Achieve higher levels of economic productivity through diversification, technological upgrading, and innovation, including through a focus on high-value added and labour-intensive sectors.

Target 8.3
Promote development-oriented policies that support productive activities, decent job creation, entrepreneurship, creativity, and innovation, and encourage the formalisation and growth of micro- and small and medium-sized enterprises (SMEs), including through access to financial services.

SDG 9
Target 9.5
Enhance scientific research, upgrade the technological capabilities of industrial sectors in all countries, particularly in developing countries, including, by 2030, encouraging innovation and substantially increasing the number of research and development (R&D) workers per 1 million people and public and private R&D spending.

SEAMEO 2030 Targets

Target 6.1
The number of youth and adults who have technical and relevant ICT skills for sustainable lifestyles and employment in the digital era should substantially increase by at least 10%.

Target 6.2
Increase by at least 10% the level of economic productivity from innovation or value-added products created by youth and adults who are part of the quality workforce with relevant ICT skills, including technological vocational skills, for employment, decent jobs, and entrepreneurship.

Target 6.3
Support and reinforce policies, share knowledge, and motivate innovation, activities, and job creation by utilising relevant AI technologies.

Target 6.4
Promote and support scientific research findings and research-oriented work in the region by developing machine learning (ML)-based software that is accessible through a publicly accessible website for teaching, research, and industrial applications. This should contain a large number of built-in tools for standard ML tasks.

Proposed Indicators

Indicator 6.1
By 2030, the proportion of youth and adults with technical and relevant ICT skills for sustainable lifestyles and employment in the digital era should have increased by at least 10%.

Indicator 6.2
By 2030, the level of economic productivity from innovation or value-added products created by youth and adults with relevant ICT skills should have substantially increased by at least 10%.

Indicator 6.3
SEAMEO units should have conducted annual events on the development and utilisation of AI in education in member countries.

Indicator 6.4
SEAMEO should have provided an annual high-level forum to support and promote scientific research findings and research-oriented work.

Priority 7: STEM Education for Future Workforces

SDGs

SDG 4
Target 4.4
By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs, and entrepreneurship.

SDG 8
Target 8.6
By 2020, substantially reduce the proportion of youth not in employment, education, or training.

SEAMEO 2030 Targets

Target 7.1
The percentage of students graduating from STEM tertiary education courses should increase to 40%. The current average percentage for ASEAN member countries is 28.5%, according to the World Bank.

Target 7.2
The proportion of youth aged 15–24 not in employment, education, or training should drop to less than 5%. The current average for ASEAN member countries is 15.2%, according to the International Labour Organization.

Proposed Indicators

Indicator 7.1
By 2030, the percentage of students in member countries graduating from STEM tertiary education courses should have increased by at least 40%.

Indicator 7.2
By 2030, all SEAMEO units should have increased training on TVET and STEM education to reduce the proportion of youth aged 15–24 not in employment, education, or training to less than 5%.

3. SEAMEO CULTURE AGENDA TARGETS AND INDICATORS

SEAMEO defined specific targets and indicators in line with the specifications of the SDGs related to each of its culture agenda items for 2021–2030.

Priority 1: Creation, Tradition, and Innovation

SDGs
SDG 8 **Target 8.9** By 2030, devise and implement policies to promote sustainable tourism that creates jobs and promotes local cultures and products.
SEAMEO 2030 Targets
Target 1.1 Promote fine arts and arts and craft activities in which creation, tradition, and innovation are interconnected as valuable cultural assets in the creative industries. **Target 1.2** Implement the Culture-Based Education in Secondary Schools Project in Southeast Asia to promote local cultures and products.
Proposed Indicators
Indicator 1.1 SEAMEO should have conducted at least two workshops in fine arts and arts and crafts to promote creativity, tradition, innovation, history, and linked heritage per year. **Indicator 1.2** The percentage of secondary schools that implement culture-based education utilising local wisdom should have increased by least 10% per year.

Priority 2: Ethics and Legal Framework

SDGs
SDG 11 **Target 11.4** Strengthen efforts to protect and safeguard the world's cultural and natural heritage.
SEAMEO 2030 Targets
Target 2.1 Strengthen efforts to protect and safeguard the region's cultural and natural heritage. **Target 2.32** Facilitate the development of community-based tourism in member countries. **Target 2.3** Conduct an annual workshop on community-based tourism. **Target 2.4** By 2035, all member countries should establish a network promoting community-based tourism. **Target 2.5** Promote efforts to recover and return stolen heritage assets.

Proposed Indicators

Indicator 2.1
A regional annual workshop for organisations, communities, and practitioners on the preservation, protection, and conservation of cultural and natural heritage should have been conducted per year.

Indicator 2.2
A regional conference on safeguarding the region's cultural and natural heritage should have been conducted at least twice a year.

Indicator 2.3
Member countries should have established a network for community-based tourism.

Indicator 2.4
An annual forum to raise awareness of the importance of recovering and returning stolen heritage assets in Southeast Asia should have been conducted each year.

Priority 3: Resilience and Traditional Knowledge

SDGs

SDG 11
Target 11.4
Strengthen efforts to protect and safeguard the region's cultural and natural heritage.

SEAMEO 2030 Targets

Target 3.1
Strengthen efforts to protect and safeguard the region's cultural and natural heritage.

Proposed Indicators

Indicator 3.1
The number of organisations, communities, and practitioners trained to preserve, protect, and conserve cultural and natural heritage by type (cultural, natural, mixed, and World Heritage Centre designation) should have increased by 10% per year.

Priority 4: Peace and Inter-Cultural Understanding

SDG

SDG 4
Target 4.7
By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through ESD and sustainable lifestyles, human rights, gender equality, the promotion of a culture of peace and non-violence, global citizenship, and the appreciation of cultural diversity and of culture's contribution to sustainable development.

SEAMEO 2030 Targets

Target 4.1
Promote knowledge and skills needed to achieve sustainable development, including, among others, through ESD and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity, and culture's contribution to sustainable development.

Target 4.2
Initiate programmes for the development of culture-based education in secondary schools with the objective of appreciating cultural diversity and culture's contribution to sustainable development.

Proposed Indicators

Indicator 4.1
R&D activities on integrating peace and inter-cultural understanding in the classroom should have been conducted.

Indicator 4.2
The number of secondary schools that embedded culture-based education into their curricula should have increased by at least 10% per year.

Priority 5: Literacy and Appreciation in the Modern World

SDG

SDG 4
Target 4.6
By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy.

SEAMEO 2030 Targets

Target 5.1
Member countries assist both youth and adults, men and women, in gaining media literacy.

Target 5.2
Promote knowledge and skills needed to achieve sustainable development, including, among others, ESD 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.

Proposed Indicators

Indicator 5.1
The number of youth and adults who gained media literacy should have increased by at least 10% per year.

Indicator 5.2
By 2030, the media literacy rate in the region should have increased by at least 15%.

Indicator 5.3
At least two activities on GCED, ESD and sustainable lifestyles, human rights, gender equality, peace and non-violence, and appreciation of cultural diversity and of culture's contribution to sustainable development should have been conducted per year.

Priority 6: Harnessing Technology for Heritage/Culture Preservation

SDGs

SDG 9
Target 9.b
Support domestic technology development, research, and innovation in developing countries, including by ensuring a conducive policy environment for inter alia industrial diversification and value addition to commodities.

SDG 11
Target 11.4
Strengthen efforts to protect and safeguard the world's cultural and natural heritage.

SEAMEO 2030 Targets

Target 6.1
Strengthen efforts to protect and safeguard the region's cultural and natural heritage.

Target 6.2
Encourage research on sustainable technology to protect and safeguard cultural heritage buildings in Southeast Asia.

Proposed Indicators

Indicator 6.1
Two workshop series related to the promotion of culture and natural heritage.

Indicator 6.2
By 2030, the percentage of research on sustainable technology to protect and safeguard cultural heritage buildings in Southeast Asia should have increased by at least 25%.

Priority 7: Heritage Science

SDGs

SDG 4
Target 4.4
By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs, and entrepreneurship.

SDG 11
Target 11.4
Strengthen efforts to protect and safeguard the world's cultural and natural heritage.

SEAMEO 2030 Targets

Target 7.1
Support youth and adults in gaining relevant skills, including technical and vocational skills, that can help them in employment and entrepreneurship.

Target 7.2
Strengthen efforts to protect and safeguard the region's cultural and natural heritage through public education programmes focusing on protecting and safeguarding the region's cultural and natural heritage.

Target 7.3
Advance the academic and professional capacities of higher education students, scholars, researchers, and practitioners in sciences related to archaeology, history, tradition, conservation, restoration, and preservation.

Proposed Indicators

Indicator 7.1
By 2030, the number of youth and adults that gained relevant skills that can help them in employment and entrepreneurship should have increased by least by 40%.

Indicator 7.2
By 2030, all member countries should have established a network of organisations and practitioners to work on the preservation, protection, and conservation of cultural and natural heritage through technology, research, and innovation.

Indicator 7.3
At least two open forums to educate people on protecting and safeguarding the region's cultural and natural heritage should have been conducted per year.

Indicator 7.4
A workshop series for professionals, higher education students, scholars, researchers, and practitioners in sciences related to archaeology, history, tradition, conservation, restoration, and preservation should have been conducted.


GOPUR


Myanmar
Vietnam
Laos
Thailand
Cambodia
SEARCA
Philippines
Brunei
Darussalam
Malaysia
Singapore
RELC
Indonesia
Timor-Leste

4F Mom Luang Pin Malakul Centenary Building
920 Sukhumvit Road Phra-Khanong Khlong Toei
Bangkok 10110 Thailand
Phone: +66 (0) 2391-0144
+66 (0) 2391-0256
+66 (0) 2391-0554
Fax: +66 (0) 2381-2587
E-mail: secretariat@seameo.org