



2nd Five-Year Strategic Plan 2025/2026-2029/2030



**Southeast Asian Ministers of Education Organization Regional Centre for
Technical Education Development**

(SEAMEO TED)

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Preface

Southeast Asian Ministers of Education Organization (SEAMEO) is an inter-governmental organization, established to enhance regional and international cooperation in education, science, and culture for its 11 country members. Southeast Asian Ministers of Education Organization Regional Centre for Technical Education Development (SEAMEO TED), established in 2017 in the Kingdom of Cambodia to support SEAMEO Priority Area No.4 (Promoting Technical and Vocational Education and Training). SEAMEO TED, one of the 26 SEAMEO regional centres/network, caters for public relations and partnerships, research and development, and technical education and training.

To widen its work scope functionally for the 11 country members, the 2nd five-year strategic plan (2025/2026-2029/2030) was embarked as a documented guide paving the way to move forward. This initiative provides guidance for the centre over the next five years as strategies and actions were developed to support vision, mission, goals, and objectives. The strategic plan is closely aligned with SEAMEO charter, and SEAMEO Strategic Plan (2021-2030) for its contextualization and implementation.

To develop the roadmap systematically, it built on the existing 1st five-year strategic plan (2021/2022-2025/2026). To ensure regional contextualization, the readiness assessment survey was conducted for 129 SEAMEO participants rating all the content items of the 1st five-year strategic plan. Quantitative and qualitative data were collected and analyzed to review the content items. Finally, a consultation meeting internally participated by SEAMEO TED staff and management to collect all relevant information for their capacities to implement the content items functionally.

The 2nd five-year strategic plan will play an integral part in the advancement and development of technical education in the region. It will serve as a strategic blueprint for teachers, school management, policy makers, supporting administrators, and practitioners.

Director of SEAMEO TED



Songheang Ai, Ph.D

Acronym

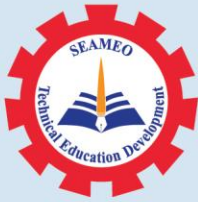
- CPD : Continuous Professional Development
- KPIs : Key Performance Indicators
- MoEYS : Ministry of Education, Youth and Sport
- NGOs : Non-Governmental Organizations
- RQF : Regional Qualification Framework
- RGC : Royal Government of Cambodia
- SEAMEO : Southeast Asian Ministers of Education Organization
- SEAMEO TED : Southeast Asian Ministers of Education Organization

Regional Centre for Technical Education Development

- SWOT : Strengths, Weaknesses, Opportunities, and Threats
- ToR : Terms of References
- MoU : Memorandum of Understanding

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STRATEGIC PLAN AT A GLANCE



OUR VISION

To be the centre of excellence of expertise in technical education development.



Mission

To assist SEAMEO member countries in identifying education programs and finding alternative solutions for sustainable human resource development through the technical education service provision.



Values

Integrity, Innovation, Cooperation, Professionalism, and Learning



Goals

Public Relations and Partnership

- To enhance collaboration and partnership in technical education leveraging resource sharing and benchmarking best practices

Research and Development

- To promote innovation, research and development in technical education for policy formulation and informed decision making
- To develop an international, regional, and national development framework for technical education, creating a responsive, flexible, and integrated system
- To promote equitable access and inclusion for technical education ensuring a future-ready workforce

Technical Education and Training

- To enhance institutional capacities for growth in response to technological innovations
- To green technical education and digital transformation for sustainable development and emerging technologies



Strategies

Public Relations and Partnership

- To strengthen international, regional, and national cooperation and partnership leveraging resources sharing and benchmarking best practices

Research and Development

- To promote innovation, research and development for policy formulation and informed decision making
- To develop an international, regional, and national framework adapting to the changing demands of the economy for an integrated system
- To develop an inclusion framework to support vulnerability participants in technical education

Technical Education and Training

- To strengthen institutional capacities as part of continuous professional development programs for growth in response to technological innovations
- To promote digital competencies for the demands of the digital economy through curriculum digitalization and training provision
- To green technical education contributing to a sustainable future for a society that is environmentally sound

Chapter I

Introduction

Technical education, through academic and vocational studies, prepares students and learners for immediate jobs by applying basic concepts of science and technology. A school-to-work approach is gaining momentum everywhere to tackle an ever-changing labour market which is strongly influenced by the digital revolution. It is typically offered in a wide variety of academic institutions including vocational-technical high schools. Technical education is flexible to capture learners' interests and meets labour market needs with a variety of trades such as agriculture, sciences and technology, construction, and manufacturing. However, it needs to be functionally guided as a holistic approach for the regional perspective with collective and common standards and outcomes.

SEAMEO Charter and SEAMEO Strategic Plan (2021-2030) are referencing canons for the 26 SEAMEO regional centres/network for development of their strategic plans. Among them, SEAMEO TED, which focuses on technical education at secondary and college/polytechnic levels, works for the 11 SEAMEO country members in terms of cooperation enhancement, capacity building programs, and research and development. SEAMEO TED's enabling instrument specified its function and responsibilities, strategic plan development, organizational structure, and governing board meeting. To actualize its commitment, SEAMEO TED has formulated the 2nd five-year strategic plan as a guideline for the centre to design and carry out its programs.

To support its vision and mission, three main programs have been highlighted consisting of public relations and partnership, research and development, and technical education and training. Specifically, strategies and actions guide implementation and execution of proposed annual and three-year work plans. To functionally move forward, each technical division might have their individual division work plan with their timeframes, expected outcomes, and key performance indicators (KPIs) for staff to implement and follow collectively. Finally, each staff has their individual terms of reference (ToR) for their duties and responsibilities that they are in charge of to ensure that they achieve their target outcomes.

Chapter II

Vision, Mission, Core Values, Goals, and Strategies

Vision

To be the centre of excellence of expertise in technical education development.

Mission

To assist SEAMEO member countries in identifying education programs and finding alternative solutions for sustainable human resource development through the technical education service provision.

Core Values

Integrity, Innovation, Cooperation, Professionalism, and Learning

Goals

1. To enhance collaboration and partnership in technical education leveraging resource sharing and benchmarking best practices
2. To promote innovation, research and development in technical education for policy formulation and informed decision making
3. To enhance institutional capacities for growth in response to technological innovations
4. To green technical education and digital transformation for sustainable development and emerging technologies
5. To develop an international, regional, and national development framework for technical education, creating a responsive, flexible, and integrated system
6. To promote equitable access and inclusion for technical education ensuring a future-ready workforce.

Strategies

1. To strengthen international, regional, and national cooperation and partnership leveraging resources sharing and benchmarking best practices
2. To promote innovation, research and development for policy formulation and informed decision making
3. To strengthen institutional capacities as part of continuous professional development programs for growth in response to technological innovations
4. To green technical education contributing to a sustainable future for a society that is environmentally sound
5. To promote digital competencies for the demands of the digital economy through curriculum digitalization and training provision
6. To develop an international, regional, and national framework adapting to the changing demands of the economy for an integrated system
7. To develop an inclusion framework to support vulnerability participants in technical education

Chapter III

Strategies and Actions

To achieve the vision, mission, and goals, these strategies with supporting actions are as follows:

1. To strengthen international, regional and national cooperation and partnerships leveraging resources sharing and benchmarking best practices

- Cooperating with stakeholders to host national, regional and international seminars, study visits, workshops, student and teacher exchanges, and benchmarking programs for knowledge sharing and learning
- Collaborating with industries to co-design curricula, sharing access to specialized equipment, laboratories, industry experts, open educational resources, digital learning materials, and workshops, ensuring that students learn the most relevant technologies and practices
- Establishing formalized agreements and platforms to support information sharing for skill development
- Facilitating work-based learning (apprenticeships, internships, and cooperative education) with partners, ensuring students are job ready upon graduation

2. To promote a culture of innovation, research and development for policy formulation and informed decision making

- Fostering innovation and research to develop new technologies and improve pedagogical methods, curricula, and institutional practices
- Establishing a research and development hub to develop new training modules and pilot innovative teaching techniques
- Formulating online research journal for publication and sharing new technologies, pedagogical methods, and curricula
- Organizing research forums such as multi-disciplinary research conferences and symposia to share new industry trends
- Developing national and regional research agendas addressing key challenges and opportunities
- Bidding research projects and grants for income generation

3. To promote lifelong learning pathways for career progression in response to technological innovations

- Developing modular courses and micro-credential framework for reskilling and upskilling programs to support stackable qualifications and progression
 - Supporting continuous professional development (CPD) programs for career progression in response to technological innovations
 - Organizing training programs on relevant skills for technical education teachers, school management, and supporting administrators online and offline
 - Establishing certification programs to recognize trainers' expertise in emerging technologies
 - Hosting online learning platforms for career advancement opportunities and support teaching and learning
 - Delivering training programs to the public on skill sets as part of income generation
- 4. To green technical education contributing to a sustainable future for a society that is environmentally sound**
- Fostering green mindset to promote a culture of sustainability through awareness-raising campaigns, competitions, and hand-on projects, encouraging eco-friendly behaviors
 - Developing green training programs to support emerging green jobs, building the green economy
 - Collaborating with industries to identify green skills needed in the workplace, ensuring that the training provided is responsive
 - Establishing an innovation hub where technical education teachers collaborate on developing new green technologies and practices
- 5. To promote digital competencies for the demands of the digital economy through curriculum digitalization and training provision**
- Developing digital competency framework to support teaching and learning to meet the demand of digital economy
 - Digitalizing curricula and training contents, creating a wealth of online learning materials to meet the emerging new technologies
 - Equipping technical education teachers with digital and e-pedagogical skills necessary to teach effectively using digital tools in a safe and controlled digital environment
- 6. To develop an international, regional, and national framework adapting to the changing demands of the economy for an integrated system**

- Developing strategic plans, master plans, policies, and relevant frameworks on technical education development for strategic direction
 - Establishing the public-private partnership, ensuring that the curricula and training contents are relevant meeting current industry demands
 - Formulating a mutually skills recognition framework to facilitate workforce mobility and credit transfer
 - Developing a regional qualification framework (RQF) to harmonize technical education standards, facilitating career progression, employment, and instruction
- 7. To promote equitable access and inclusion for technical education ensuring a future-ready workforce**
- Developing inclusion framework for technical education, tailoring broader societal progress
 - Promoting gender equality for participation in continuous professional development (CPD) programs, fostering supportive learning environments
 - Providing supporting mechanisms for vulnerability participants to get access to technical education services for cohesive societies
 - Expanding access to distance learning and online programs bridge digital divide between the rural and urban areas

Chapter IV

Monitoring and Evaluation

Measuring work effectiveness is an integral part in managing any organization. To effectively implement the defined strategies and actions, monitoring and evaluation process cover the quantitative indicators such as number of memorandums of understanding (MoU), conferences, workshops, training programs, online training courses, research article publications, projects, research conference presentations, study visits, exchange programs, benchmarking programs, etc. the number of tasks or projects a staff completed within a set timeframe, and the number of tasks completed to the number of tasks assigned can be addressed. The number of participants, co-organizers, facilitators, moderators, and donors/sponsors, are considered to measure effectiveness. For efficiency and time management, the time a staff takes to complete a specific task can also be measured. For teamwork and collaboration, the number of project teams from partners who work well with staff should be considered. Kirkpatrick four levels of evaluation are also considered consisting of level 1 (Reaction), level 2 (Learning), level 3 (Behavior), and level 4 (Result).

To measure work effectiveness qualitatively, centre staff satisfaction survey, client satisfaction survey, partner satisfaction survey, staff turnover survey, etc. How well a staff address challenges for each task is a crucial part in managing effective organization. How effectively staff share information, and ideas can be important to enhance communication skills. Finally, staff are required to assess their own performance by providing a deeper understanding of their challenges and accomplishments, helping them to align their goals with the organization's goals.

The program's performance is continuously monitored against the initial plan's baseline for scope, schedule, and budget. After assigning tasks to each staff, deadline is set with progress tracking mechanisms. Finally, documenting all changes and decisions creates a clear record for preventive actions and improvements for the next activities.

Chapter V

Activity Implementation

Activity implementation can transform strategies into tangible results, ensuring that staff can carry out the defined tasks to meet the centre's goals. Effective implementation relies on a clear work plan, effective communication, and continuous monitoring. Before implementing activities, an annual work plan and three-year budget plan must be tabulated, following with the terms of references (ToR) of each division. Following up with the terms of reference (ToR) of each division, work breakdown structure for each member of staff must be assigned as work packages of roles and responsibilities. Sequencing activities to determine the order in which priority tasks must be completed identifies any dependencies, where one activity can start after another one is finished.

To ensure the effectiveness of activity implementation, necessary resources are allocated as supporting pillars. Human resources such as staff and stakeholders have been allocated and identified based on their skills, experiences, and availability. Qualified team members can be selected with the necessary skills and experiences for productive activity implementation. Facilities are supporting equipment and materials for office work. Staff's salaries, incentives and fringe benefits are accelerating catalysts for effective activity implementation. Budget from a variety of sources such as Royal Government of Cambodia (RGC), other public and private sector, non-governmental organizations (NGOs), and academia, can be allocated to contribute to the success of activity implementation nationally, regionally, and internationally.

Open and transparent communication among staff and stakeholders with regular status updates, meetings, and reports are essential for keeping everyone informed about the progress, challenges, and changes of activities. Regularly reviewing deliverables to ensure they meet the defined quality standards and acceptance criteria can prevent issues from escalating.

The duration and cost can be estimated for each task to create realistic schedule and budget for implementation. For risk management plan, potential risks and impact can be identified to create mitigation strategies to address them if they occur.

Chapter VI

Conclusion

SEAMEO TED envisions to be the centre of excellence of expertise in technical education development with its ultimate mission to assist SEAMEO member countries in identifying education programs and finding alternative solutions for sustainable human resource development through technical education. To achieve the vision and mission, some key strategic goals can be considered such as to enhance collaboration and partnership in technical education leveraging resource sharing and benchmarking best practices, to promote innovation, research and development in technical education for policy formulation and informed decision making, to enhance institutional capacities for growth in response to technological innovations, etc.

Over the next five years, SEAMEO TED commits to driving innovation, strengthening capacity, and fostering collaboration across Southeast Asia to elevate technical education for the 21st century. This strategic plan is not just a roadmap, it is a call to action to empower learners, educators, and institutions with the skills, knowledge, and resilience needed in a rapidly changing world. Research and development diagnose the problem to raise solutions and recommendations in response to challenges. One of the solutions is the capacity-building program for technical education teachers, school management, supporting administrators, and policy makers, as part of continuous professional development (CPD). The competitive advantage that SEAMEO TED have is the establishment of Southeast Asian Technical and Vocational High School/College Network admitted all technical and vocational high schools/colleges from the 11 SEAMEO country members to be members for purposes of sharing and learning best practices one another.

By aligning with SEAMEO's regional priorities and global development agendas, SEAMEO TED will serve as a catalyst for inclusive growth, sustainable development, and workforce readiness. Through strong partnerships, evidence-based practices, and forward-thinking initiatives, the Centre will ensure that technical education remains a powerful lever for social and economic transformation. Further efforts are needed to ensure more effective resource planning. Resource mobilization such as funding and team building can be channeled by stakeholders for efficient program implementation.

The path ahead will require adaptability, innovation, and collective effort. With this plan as our foundation, SEAMEO TED is ready to translate vision into action and action into impact,

building a future where technical education drives opportunity, prosperity, and shared progress across the region. Therefore, collective actions can reflect collective outcomes under the core values of integrity, innovation, cooperation, professionalism, and learning.

SEAMEO TED works for technical and vocational high schools, colleges, and polytechnics in terms of research and development, public relations and partnership, and training programs for technical education teachers, school management, supporting administrators, and policy makers for the 11 SEAMEO country members. It was established in 2017 in Phnom Penh, Kingdom of Cambodia.

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