



19th ASEF Classroom Network (ASEFClassNet19) “Future Ready Teaching: Human Agency in the Age of AI”

Concept Note

ASEFClassNet: A Collaborative Community for Teachers in Asia and Europe

Imagine a teacher training programme that goes beyond improving pedagogical skills. It fosters innovation, collaboration and co-creation among educators. That is exactly what the ASEFClassNet Project is about!

For over two decades, the ASEF Classroom Network (ASEFClassNet) has connected teachers at the **secondary, high, and vocational** school levels across **Asia and Europe**, providing them with opportunities to **experiment, share ideas, and develop creative solutions** to common educational challenges. More than **3,000 teachers** have taken part in its activities, impacting over **40,000 students** through **430 collaborative projects, local spin-off initiatives** and since 2022, **over 140 Innovative Teaching Practices**.

Key objectives include:



ENHANCE KNOWLEDGE & INNOVATION

Enhance understanding of Artificial Intelligence Enabled Education Tools (AIED) Design



EMPOWER TEACHERS & SCHOOL LEADERS

Work with peers in diverse groups to innovate teaching practices and pedagogy



BUILD PEER NETWORKS & COLLABORATION

Be part of a wider educator’s community for cross-regional exchange and represent perspectives and innovations across Asia and Europe

Learn more about the [ASEFClassNet Project Series here](#).

ASEFClassNet19 Topic: Shaping the Future of AI in Education

Building on the foundations of ASEFClassNet18’s theme on “Effective, Inclusive, and Ethical Artificial Intelligence in Education (AIED) Design,” the 19th edition advances the conversation further. Titled **“Future-Ready Teaching: Human Agency in the Age of AI”**, ASEFClassNet19 focuses on how teachers can remain active shapers of learning—making deliberate, ethical, and context-sensitive decisions about when, why, and how AI is used in education.

Why does this topic matter?

AI is rapidly transforming education; however, significant gaps remain in research, policy, and classroom practice regarding how educators exercise **professional judgment, agency, and responsibility** in AI-enabled learning environments. While these developments promise opportunities, they also raise pressing questions:

- How can teachers maintain **professional autonomy** in algorithm-influenced environments?
- How can schools ensure AI supports **equity, inclusion, and learner well-being**?
- How do educators prepare students for an AI-shaped world while protecting their **human values and agency**?

ASEFClassNet19 responds by strengthening **human agency**, the capacity of educators to act critically, creatively, and responsibly, so AI use in schools is guided by pedagogy, ethics, and care, not convenience or hype.

Moreover, drawing on insights from several ASEF surveys and published reports¹ conducted with over **1,000 teachers from more than 40 Asian and European countries** as part of the **ASEFClassNet15, 16, and 17 projects**, ASEF has identified a number of persistent challenges that directly inform the focus of ASEFClassNet19:

- Teachers across Asia and Europe report increasing use of AI-enabled tools in education to enhance teaching quality and global competitiveness. At the same time, many educators express uncertainty about how to critically evaluate these tools and make informed pedagogical decisions in the absence of clear, independent evidence on their effectiveness, safety, and educational impact.
- Teachers strongly believe that both educators and students need opportunities not only to use AI tools, but to understand **how AI systems are designed and how they influence decision-making**, in order to maintain agency, ethical awareness, and classroom control.
- Teachers consistently stress the need to understand both the **benefits and risks** of AI use in education, particularly in relation to learner **autonomy, fairness, data protection, and well-being**.
- Many teachers report limited exposure to a narrow range of widely known AI tools, underscoring the need for structured opportunities to explore AI-enabled technologies critically rather than adopting tools by default.

Taken together, these findings point to an urgent need to move beyond technical adoption towards **capacity-building that strengthens teacher agency, ethical reasoning, and future-ready pedagogical practice**. ASEFClassNet19 responds to this need by creating structured capacity building and pedagogical design testing opportunities for teachers to reflect, collaborate, and co-create teaching practices that integrate AI in ways that are **intentional, human-centred, and professionally grounded**.

Key Concepts:

- **Artificial Intelligence (AI)** refers to computational systems designed to perform tasks that typically require human intelligence, such as pattern recognition, decision-making, language processing, and content generation. In education, AI is increasingly embedded in digital tools that support teaching, learning, assessment, and educational administration.
- **Artificial Intelligence in Education (AIED)**, refers to the integration of AI technologies into education to enhance teaching and learning experiences and outcomes.
- **AIED Design**, on the other hand, refers to the process of creating and developing AI-enabled educational tools and systems. This includes designing user-friendly interfaces, ensuring the alignment of AI features with educational goals, and considering ethical implications such as data privacy. The goal of AIED Design is to create innovative, accessible, and effective AI-powered solutions that enhance the teaching and learning process.²
- **Future-Ready Teaching** (as advocated by ASEFClassNet) refers to educators' capacity to prepare learners for a fast-changing world shaped by digitalisation, automation, and AI, **while retaining professional autonomy, confidence, and pedagogical leadership**. In this programme, future-ready teaching means **teachers staying ahead of technology**, with teachers equipped to act and decide with knowledge and judgment, designing learning experiences that foster critical thinking, creativity, digital and AI literacy, and intercultural competence, grounded in human connection, care, and purposeful pedagogy.

¹ *AI and Education: The Views of Teachers from Asia and Europe*: <https://asef.org/publications/ai-and-education-the-views-of-teachers-from-asia-and-europe/> & *Asian and European Teachers' Perspectives on AI and Education* <https://asef.org/publications/asian-and-european-teachers-perspectives-on-ai-and-education/>

² UNESCO (2024): <https://www.unesco.org/en/articles/ai-competency-framework-teachers>

- **Human Agency (in the age of AI)** refers to the capacity of teachers and learners to make **intentional, informed, and ethical choices** in AI-enabled learning environments. For teachers, this means maintaining professional judgment and autonomy when selecting, adapting, and using AI tools. For learners, it means developing the confidence and skills to question, evaluate, and use AI responsibly—rather than simply accepting AI outputs passively.³

Why Focus on “Human Agency” in the Age of AI?

Today, **AI-enabled tools continue to evolve and spread** in the field of education. Hence, their potential to enhance teaching and learning in the secondary and vocational education sectors must be carefully explored. A growing list of institutions, such as **UNESCO**⁴, the **Council of Europe**⁵ are **actively advocating** to make AI-driven digital transformation in education human-centered, supporting dignity, inclusion, and democratic values. With human agency recognised as essential to ensuring that educators and learners retain meaningful control, judgment, and responsibility in AI-enabled learning environments.

In this programme, we will discuss the following aspects of Human Agency:

- **Intentionality and Purposeful Decision-Making:** Educators will strengthen their capacity to make conscious, goal-driven decisions about the use of AI in teaching and learning. Rather than defaulting to automated recommendations or tool-driven practices, teachers will reflect on *why* and *for what purpose* AI is used, ensuring that pedagogical intent, not technology, guides instructional choices.
- **Professional Autonomy and Judgement:** The programme emphasises the agency of teachers as educational professionals with subject expertise and pedagogical responsibility. Participants will examine how AI-enabled systems can both support and undermine teacher autonomy, and how educators can retain control over curriculum choices, assessment practices, and classroom interactions in AI-influenced environments.
- **Adaptability and Critical Engagement:** Educators will explore how to adapt their teaching practices in response to evolving AI technologies without becoming dependent on them. This includes developing critical engagement with AI outputs, recognising the limits of automation, and supporting learners to build problem-solving, self-regulation, and critical-thinking skills rather than over-relying on AI-generated solutions.
- **Digital Wellbeing & Learner Empowerment:** Educators will explore how to foster learner agency in AI-enabled classrooms by supporting students to develop critical thinking, media and AI literacy, and the ability to question, interpret, and verify AI-generated outputs. This focus on digital wellbeing enables learners to engage with AI as an aid to learning while remaining active, self-directed, and responsible participants in their educational journey.
- **Inclusion, Accountability & Ethical Awareness:** Data privacy, fairness, transparency, and learner wellbeing must remain central to the use of AI in schools. Educators play a crucial role in safeguarding learner rights, identifying risks of bias, exclusion, and surveillance, and ensuring responsible classroom practices. Through this programme, participants will deepen their understanding of inclusive and ethical AI use, reflect on their professional responsibility for the consequences of AI-enabled decisions, and strengthen their capacity to advocate for AI practices that uphold democratic values and ensure that all learners benefit from AI-driven education.

ASEFClassNet19 will explore these **five distinct yet interconnected elements of Human Agency** to empower teachers to integrate AI in ways that are **future-ready, human-centred, and ethically grounded**, strengthening learning outcomes without compromising professional autonomy or learners' rights.

³ AI, AIED and Human Agency – AI for Teachers: an Open Textbook: <https://pressbooks.pub/aiforteachers/chapter/ai-aied-and-human-agency/>

⁴ The United Nations Educational, Scientific and Cultural Organization

⁵ Holmes, W., Persson, J., Chounta, I.-A., Wasson, B., & Dimitrova, V. (2022). Artificial Intelligence and Education a Critical View Through the Lens of Human Rights, Democracy and the Rule of Law. Council of Europe. <https://rm.coe.int/artificial-intelligence-and-education-a-critical-view-through-the-lens/1680a886bd>

Participants

The ASEFClassNet19 School Collaboration project activities are designed for

- Teachers, school leaders and any educators at the secondary, vocational, or high school level, based in one of the eligible Asia and European countries below.

ASEFClassNet19 will engage about **150 teachers** in the online learning and training phase, and invite about **50 participants** to join the Conference in September 2026 in Innsbruck, Austria

***Asia:** Australia, Bangladesh, Brunei Darussalam, Cambodia, China, India, Indonesia, Japan, Kazakhstan, Korea, Lao PDR, Malaysia, Mongolia, Myanmar, New Zealand, Pakistan, Philippines, Singapore, Thailand and Viet Nam.

***Europe:** Austria, Belgium, Bulgaria, Croatia, Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Ireland, Italy, Latvia, Lithuania, Luxembourg, Malta, Netherlands, Norway, Poland, Portugal, Romania, Slovakia, Slovenia, Spain, Sweden, Switzerland and the United Kingdom.

Training Outcomes

In 2026, through the 19th edition of ASEFClassNet we envision building a community of teachers who can:

- **Strengthen their understanding of human agency in AI-enabled education**, including the role of intentionality, professional judgment, and responsibility in teaching and learning.
- **Critically engage with AI-enabled tools and systems**, evaluating their pedagogical value, ethical implications, and impact on learner agency, inclusion, and wellbeing.
- **Collaborate with international peers to co-create and test Innovative Teaching Practices (ITPs)** that integrate AI in purposeful, human-centred, and context-sensitive ways.
- **Contribute informed feedback to the wider education and EdTech ecosystem**, supporting the development and refinement of AI-enabled solutions that respect teacher professionalism and learner rights.

Programme Design & Key Elements

The ASEFClassNet19 School Collaboration is a 7-month (April - October 2026) hybrid knowledge and capacity-building project for teachers and school leaders at the secondary education level.

It aims to enhance teaching & learning environments in secondary, high, and vocational schools across Asia and Europe on the topic of “Future-Ready Teaching: Human Agency in the Age of AI” to co-create innovative teaching solutions together in a peer-to-peer setting.

The programme of the ASEFClassNet19 consists of 4 stages: 1) Self-Learning 2) Team-Learning 3) Action Learning and 4) On-site Conference.



1. Self-Learning | 06 Weeks: 14 April – 12 May 2026

At the start of the programme, participants will learn from and interact with experts on key thematic and pedagogical areas related to **future-ready teaching and human agency in the age of AI**. Through expert inputs, guided discussions, and self-reflective exercises, participants will deepen their understanding of how AI influences teaching, learning, and professional decision-making in secondary and vocational education contexts.

This stage includes the following sessions delivered in the format of **webinars, interactive workshops, and live demonstrations of AI-enabled education tools**, focusing on the following themes:

Tuesday, 14 April 2026

Introduction & Welcome Session: Setting the Foundation

This opening session formally launches ASEFClassNet19 and introduces participants and mentors to the project's vision, values, and collaborative learning approach. It establishes a shared foundation for peer learning, intercultural dialogue, and reflective practice, while clarifying expectations for engagement throughout the programme.

Tuesday, 21 April 2026

Thematic Session 1: AI, AIED, Future-Ready Teaching and Human Agency in the Age of AI

This session explores the definitions of AI, AIED, Human Agency and what *human agency* means for teachers and learners in AI-enabled educational environments. Participants will reflect on how educators can remain intentional decision-makers, shaping learning goals, pedagogical choices, and classroom culture in an increasingly digitalised context.

Thursday, 23 April 2026

Practical AI Tools Demonstration 1: Yuanqi AI, Noodle Factory & ClassIn [tbc]

This session offers a guided exploration of selected AI-enabled education tools (e.g. Yuanqi AI, Noodle Factory, Inspira, ClassIn) through guided, classroom-oriented demonstrations. Participants will explore how these tools support differentiation, feedback, and creative learning, while critically examining their pedagogical value, limitations, biases, and the role of human judgment in responsible implementation

Tuesday, 05 May 2026

Thematic Session 2: Human-Centred AI, Teachers' Professional Judgment and Autonomy

This session explores how AI in education can remain human-centred, inclusive, and purpose-driven. Participants will examine pedagogical design approaches that prioritise learner agency and meaningful engagement, while strengthening teachers' professional judgment, autonomy, and responsibility in AI-integrated learning environments.

Thursday, 07 May 2026

Practical AI Tools Demonstration 2: DEFI, University of Cambridge's Relevant Tools/Projects on Assessment [tbc]

This session explores AI-enabled tools related to assessment, feedback, and content generation. Participants will consider issues of transparency, explainability, and teacher oversight when using such tools in classroom settings.

Tuesday, 12 May 2026

Thematic Session 3: Ethics, Inclusion, and Learner Rights in AI-Enabled Education

This session centres on ethical considerations such as data privacy, bias, transparency, and student well-being. Participants will examine how teachers can safeguard learner rights and promote inclusive practices while navigating diverse educational and regulatory contexts.

Thursday, 14 May 2026

Concluding Self-Learning Session: Digital Wellbeing and Learner Empowerment in the Age of AI

This closing session explores how AI shapes learner agency, wellbeing, and participation. Participants will examine strategies to foster media and AI literacy, enabling students to question, verify, and responsibly engage with AI as active, self-directed learners.

The session will also synthesise key insights from the self-learning phase and prepare participants for the transition to the team-learning stage, outlining expectations for collaborative reflection and co-design of Innovative Teaching Practices (ITPs).

2. Team Learning | 05 Weeks: 19 May – 18 June 2026

Participants will be teamed up (three team members and 1 Mentor) to work together on designing an **ASEFClassNet Innovative Teaching Practice (ITP)** by using an AI tool of their choice.

During this phase, participants **collaborate with Mentors**, who are ASEFClassNet alumni, including experienced teachers and experts. This phase has two key elements:

*The ASEFClassNet **Innovative Teaching Practice (ITP)** is a 4-week long lesson plan, that blends creative use of pedagogy with the use of an AI tool, to enhance learner engagement and learning outcomes.*

- a. **ITP Team Building:** Participants will be teamed up in teams of three participants and one mentor, to jointly agree on and develop an Innovative Teaching Practice (ITP). Activities at this stage will help team members to build effective, collaborative relationships with the support of their mentors. Teams will engage in ideation and start developing potential concepts their ITP project. As they engage in meaningful discussions and collaborative exercises, they will learn how to work together effectively, drawing on each other's strengths. This team-building phase is essential for ensuring that both participants are aligned on their vision, approach, and responsibilities throughout the development of their Innovative Teaching Practice (ITP).
 - **Mentor's Role in Team Building:** Mentors facilitate team-building activities, guide participants in establishing clear communication, and open collaboration. Mentors advise on how to navigate any challenges that arise within the team dynamic and offer feedback on how participants can improve their teamwork and interpersonal skills. They also ensure that participants stay on track and develop a strong foundation for the design process ahead.
 - **Participants' Role in Team Building:** Participants actively engage in the team-building activities and establish a productive working relationship with their team members. They need to be open to learning from one another, sharing ideas, and taking the time to understand each other's strengths, weaknesses, and working styles. They should contribute equally to discussions, listen to each other's perspectives, and agree on a shared vision for their ITP design.
- b. **ITP Design:** The teams start developing their Innovative Teaching Practice (ITP). Teams will focus on creating a lesson plan that integrates AI-enabled tools and leads towards specific learning outcomes for their students. They will consider factors such as effectiveness, inclusivity, and ethics. This process will involve research, critical thinking, and iteration to ensure that the ITP is practical, innovative, and aligns with best practices in the field.
 - **Mentor's Role in ITP Design:** Mentors provide guidance and expert advice to help the teams to shape and refine their ITP. They help participants critically reflect on their work, provide feedback on the practicality and potential impact of their design, and suggest improvements.
 - **Participants' Role in ITP Design:** Participants take the lead in the design process by applying their knowledge from the self-learning stage and the insights gained through team discussions.

They are responsible for conceptualising, researching, and creating an ITP that it is inclusive and relevant for their target audience. Throughout this process, participants must engage in critical thinking, problem-solving, and iterative design. By the end of the phase, participants will need to have a final lesson plan ready for testing.

In this phase there will be 2 official sessions to build and support teamwork and more independent sessions (as needed) with Mentors to design ITP. The two official sessions are:

Team Learning Session 1 | Team Formulation & Learning from Outstanding Alumni Experience
Tuesday, 19 May 2026 | SGT 16:00 – 18:00/CEST 10:00 – 12:00

Prior to this session participants will already know who their mentor is and who their team members are. During this session they will discuss in small groups (random group, not with team members) hopes, fears and concerns they have about their teamwork process. They will hear from some alumni about their experience that will prepare them well.

Team Learning Session 2 | Working in Intercultural Teams & Understanding the ITP Template
Thursday, 21 May 2026 | SGT 16:00 – 18:00/CEST 10:00 – 12:00

During this Session participants will gain insights about how to effectively work in an intercultural team, work on mapping a team culture as well as team expectations. Participants will also receive guidance on the ideation process of developing Innovative Teaching Practices (ITP) as well as the template they will need to follow to design it.

The collective sharing of challenges, helpful insights from alumni and guidelines on team culture and ITP from these two official teams learning sessions will set the foundation for a highly collaborative ITP Design.

3. Action Learning | Any 4 Weeks between July - September 2026

Building on the self-learning and team-learning stages, participants will consolidate their knowledge and pedagogical competencies by translating ideas into practice. During this phase, participants will implement their designed **Innovative Teaching Practice (ITP)** in their own classrooms or schools, with structured support and guidance from assigned Mentors.

Participants are encouraged to:

- pilot the ITP with real learners in authentic learning settings
- gather learner and peer feedback and reflect on agency, inclusion, and learning outcomes
- refine and strengthen the ITP based on evidence and insights from practice

Throughout the Action Learning phase, Mentors will provide targeted feedback and coaching to support iterative improvement and deepen participants' reflective practice.

4. On-site Conference | 21 – 25 September 2026 | Innsbruck, Austria

A 5-day long on-site conference to bring the best performing ITP teams of ASEFClassNet19 together. Participants will be invited based on their contribution and proposed ITP in the online phase, to showcase and further develop their ideas during the onsite conference. All in all, participants will:

- showcase and exchange Innovative Teaching Practices
- reflect on implementation experiences and lessons learned
- engage with experts and peers on future trends in education
- further develop ITPs into reusable learning resources (e.g., lesson plans / OER-ready formats)

What Participants Teachers will Achieve?

- **Co-creation experience** of high-quality Innovative Teaching Practices (ITPs) with peers and present work at an international conference.
- **Knowledge enrichment** through discussions, peer learning, and cross-cultural cooperation between Asia and Europe.
- **Confidence, collaboration, and leadership skills** that extend beyond the classroom.
- **Connection with peers and AIED experts from 50 countries across Asia and Europe**, enhancing collaboration, network and exposure.
- **Empowerment, support and inspiration from fellow teachers** through shared resources and experiences - **creating a ripple effect** within and beyond the programme.

Impact, Scale & Sustainability

- **Impact:** The ASEFClassNet19 project strongly emphasise on creating lasting impact among its participants, partners and all stakeholders involved through focusing on knowledge growth, producing high-quality collaborative outputs, documenting real-word impact through teachers' activities in their classrooms. Teachers equipped through this project influence classroom practice, school culture, and often wider education conversations, strengthening future-ready, human-centred teaching in the long term
- **Scale:** ITPs designed by participants teachers of the project can be scaled and replicable in and beyond participants schools and countries and has the potential to create ripple effect.
- **Sustainability:** By fostering the ASEFClassNet Community and all the relevant stakeholders involved in the project, the project aims to establish a sustainable eco-system for continuous professional development among teachers at secondary, high and vocational school levels. With a focus on COP (Community of Practice), the project also aims to contribute actively to the growing field of AI&ED innovation across Asia-Europe and beyond.

In conclusion, ASEFClassNet19 reaffirms a core belief of the ASEF Classroom Network: **Even in the age of AI, it is human agency, teachers' judgment, creativity, and care, that shapes the future of education.** placing teachers at the centre of digital transformation, this initiative strengthens Asia–Europe cooperation and supports educators to lead innovation that remains ethical, inclusive, and deeply human.

Organised by



**ASIA-EUROPE
FOUNDATION**

The Asia-Europe Foundation (ASEF) is an intergovernmental not-for-profit organisation founded in 1997 and located in Singapore. ASEF's mission is to promote understanding, strengthen relationships and facilitate cooperation among the people, institutions and organisations of Asia and Europe. ASEF enhances dialogue, enables exchanges and encourages collaboration across the thematic areas of culture, education, governance, sustainable development, economy, public health, and media. www.ASEF.org.

In Partnership with



Pädagogische Hochschule Tirol

The University College of Teacher Education Tyrol (Pädagogische Hochschule Tirol), located in Innsbruck, Austria, is a university college dedicated to teacher education and professional development in education. It offers scientifically grounded and practice-oriented Bachelor's and master's programs for future teachers across primary and secondary levels, including specialized tracks like general education, vocational education, and applied digital skills, as well as continuing education and professional training for educators. PH Tirol also engages in educational research, school development support, and international exchange programs such as Erasmus+, emphasizing lifelong learning and competence development for teaching professionals in Austria and beyond. For more information, please visit: <http://www.ph-tirol.ac.at/>.



The Open Education for a Better World Project. Open Educational Resources (OER) refer to freely accessible educational materials that are openly licensed to allow for their use, adaptation, and redistribution by educators and learners. These resources can encompass a wide range of content types, including textbooks, lecture notes, quizzes, videos, interactive simulations, and more. The term Open Educational Resources was coined at UNESCO's 2002 Forum on Open Courseware as “teaching,

learning and research materials in any medium – digital or otherwise – that reside in the public domain or have been released under an open license that permits no-cost access, use, adaptation and redistribution by others with no or limited restrictions”. OER include free materials and courses at all levels of formal as well as lifelong learning processes. For more information, please visit <https://oe4bw.org/>.



The International Research Centre on Artificial Intelligence (IRCAI) under the auspices of UNESCO is a dedicated scientific network, committed to “bridge both artificial intelligence and sustainable development” ensuring via any available means be it research, policy or technology, that the public is the main beneficiary of our actions. We've built an international and inclusive environment where collaboration is encouraged, and learning is shared freely. With a particular focus on

equity, inclusion and diversity, we develop insights, frameworks and tools to help both us and the broader AI community create AI that represents the diversity and development concerns of people across the world. For more information, please visit <https://ircai.org/>.



The Jožef Stefan Institute (JSI) is the leading Slovenian scientific research institute, covering a broad spectrum of basic and applied research. The staff of about 1050 specializes in natural sciences, life sciences and engineering. The subjects concern production and control technologies, communication and computer technologies,

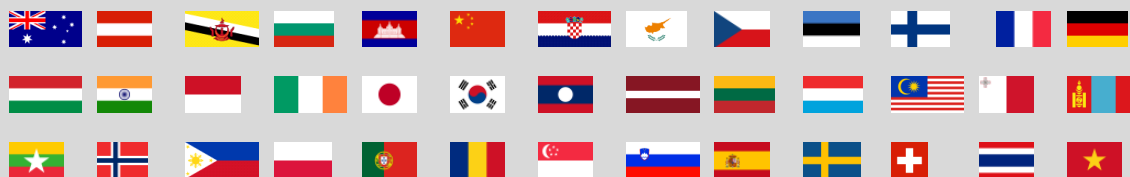
knowledge technologies, biotechnologies, new materials, environmental technologies, nanotechnologies, and nuclear engineering. The mission of the Jožef Stefan Institute is the accumulation - and dissemination - of knowledge at the frontiers of natural science and technology to the benefit of society at large through the pursuit of education, learning, research, and development of high technology at the highest international levels of excellence. For more information, please visit <https://ijs.si/ijsw>.

Visual Concept: The “Fortune Teller” has gone by a variety of names across cultures, for example cootie catcher, salt cellars or paku-paku. It used to be a popular paper game and was even played to get answers about the future. The player had 2 moves and 4 choices to come to one of 8 possible pictures or messages about the future. Times have changed. From human imagination and “Fortunes Tellers”, we have shifted to creative human minds and “Artificial Intelligence (AI)” to foresee the future. 2 moves, 4 choices and 8 scenarios have now become 1s, 0s and millions of possibilities. Which moves and choices do we make out of these millions to design our sustainable future - in the midst of an ongoing public health & education crisis as well as the transformation of education through technology?

EARMARKED FUNDERS:



GENERAL FUNDERS:



Flags represent countries that contributed to ASEF's General Pool for the previous year, as of 01 January 2026