COUNTRY REPORT OF THE REPUBLIC OF INDONESIA

Navigating Our Future:

Steered by Teachers, Anchored in Relationships, Propelled by AI

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Executive Summary

Indonesia approaches this forum with both humility and conviction. As an archipelagic nation of more than 280 million citizens dispersed across 17,504 islands and 38 provinces, we have long understood that education is not merely a sector of government. It is the thread that holds a plural republic together. This report—Navigating Our Future: Steered by Teachers, Anchored in Relationships, Propelled by AI—offers our contribution to the regional conversation on how to prepare a generation for a world more connected and more uncertain than any before it.

Three years into the post-pandemic recovery, and at a moment when generative artificial intelligence is reshaping classrooms faster than policymakers can respond, Indonesia has chosen to frame its national strategy around three interdependent pillars. The first is the teacher: the irreplaceable human guide who translates policy into pedagogy and knowledge into meaning. The second is the relationship: the familial, communal, and civic bonds that form the moral infrastructure of learning. The third is artificial intelligence: a powerful accelerant that, handled wisely, can help a country of our scale leapfrog the limitations of geography and history.

Under the Red and White Cabinet of President Prabowo Subianto, the Ministry of Primary and Secondary Education (Kemendikdasmen), led by Professor Abdul Mu'ti, has pursued an ambitious agenda built on three concrete priorities: teacher welfare, school infrastructure renewal, and educational digitalisation. The rollout of Artificial Intelligence and Coding as elective subjects across roughly 59,000 schools under Ministerial Regulation No. 13 of 2025; the distribution of more than 45,000 Interactive Flat Panels toward a national target of 288,685 schools; and the continued maturation of the Guru Penggerak movement, which by late 2024 had trained more than 400,000 educators—together illustrate a country that is neither uncritically technophilic nor defensively traditional.

This report offers a frank assessment of our achievements and our gaps. We discuss learning loss from the pandemic, the stubborn digital divide between Java and the eastern archipelago, and the ethical questions surrounding generative AI use with minors. At its heart is a detailed account of the PGRI Smart Learning and Character Center (PSLCC) Grand Design for the Gerakan Nasional Satu Juta Guru Mahir AI dan Coding—a national movement targeting, in a phased horizon, one million teachers trained, fifty thousand schools engaged, ten thousand national trainers, three million digital learning artefacts, and ten million student-led technology projects, delivered through a custom national platform (WoowEdu), a four-level blockchain-verified certification ladder, and a five-stage implementation roadmap. We complement this flagship case with two further verifiable cases—Universitas PGRI Semarang (UPGRIS), a PGRI-owned university that inaugurated 405 newly certified teachers in October 2025; and an early-childhood AI training convened by IGTKI-PGRI in Kuningan in May 2025. We close with policy recommendations addressed both to ourselves and to our ASEAN and Asia-Pacific partners, culminating in an invitation to build a shared pentahelix compact for AI-in-education across our region. The challenges we face are shared. The solutions, we believe, will likewise be found together.

1. Introduction: A Moment That Demands Our Best Thinking

Every generation is told that it stands at a turning point. Ours has reasonable grounds for the claim. The classroom a child enters in Jakarta, Manila, Hanoi, or Kuala Lumpur today is different in kind, not merely in degree, from the classroom of even five years ago. A student can now, with a whispered query into a handheld device, summon an interlocutor trained on much of the collected textual output of human civilisation. Teachers, already stretched by the aftershocks of pandemic school closures, are being asked to reimagine their profession at a pace no prior wave of educational reform has demanded.

For the Asia-Pacific region, this moment carries particular weight. We are simultaneously the world's fastest-growing digital economy and home to more than half its young people. What happens in our classrooms between now and 2035 will decide whether the demographic dividend our societies have counted on becomes, in fact, a dividend—or a burden we failed to invest.

Indonesia approaches this question with a perspective shaped by geography and history. An archipelago of 17,504 islands cannot pretend the challenges of a remote village are identical to those of the capital. For us, schooling has always been a project of national becoming—a way of weaving the tapestry of Bhinneka Tunggal Ika, unity in diversity, from threads that are genuinely, stubbornly, and beautifully different.

The theme of this forum—Navigating Our Future: Steered by Teachers, Anchored in Relationships, Propelled by AI—captures something we have come to recognise. Technology accelerates; teachers steer; relationships anchor. Remove any of the three and the voyage becomes either dangerous or pointless.

2. Indonesia's Educational Landscape Today

The scale of Indonesian education is easier to describe than to internalise. Approximately 3.36 million teachers serve over 53 million learners across more than 438,000 schools and madrasahs, within an acoustic environment of 718 regional languages. The system must function credibly in a kampung in the Mentawai Islands and in a high-rise in South Jakarta—not identically, but equally.

Recent years have brought both progress and sobering reminders. Gross enrolment at primary and lower secondary levels now approaches near-universality, and compulsory education has been extended to thirteen years under current policy. The Ministry of Primary and Secondary Education has expanded access through Sekolah Satu Atap (One-Roof Schools) for geographically isolated communities and the newly piloted Sekolah Rakyat for children from the lowest-income deciles. The New Student Admission System (SPMB), rolled out in 2025, is designed to reduce discrimination and expand inclusion.

And yet Professor Abdul Mu'ti has been candid, at Universitas Gadjah Mada and elsewhere, that Indonesia continues to grapple with post-pandemic learning loss. The effects linger in the literacy and numeracy scores of an entire cohort. PISA 2022 underscored gaps that had widened during school closures. Remediation is the work of years, not months.

Infrastructure remains another honest challenge. The Ministry has committed to renovating 300,000 classrooms across 100,000 schools nationwide, with 16,000 renovations already under way in 2025 against an initial target of 10,000, funded by a budget of Rp 16.9 trillion (approximately USD 1 billion). In provinces such as Yogyakarta and North Sulawesi, state funds have acted as catalytic seed capital, triggering the ancient Indonesian instinct of gotong royong in which communities contribute labour and materials to build classrooms the central budget could not finance outright.

3. Steered by Teachers: The Irreplaceable Human Navigator

It is tempting, in an era besotted with machine intelligence, to treat the teacher as a legacy figure. Our experience suggests the opposite. The more sophisticated the tools arriving in our classrooms, the more indispensable the teacher becomes as interpreter, moral guide, and fellow human being. A chatbot can explain photosynthesis. Only a teacher can notice that the quietest child in the back row has not smiled in two weeks.

Indonesia's investment in its teaching profession has deepened through the Merdeka Belajar (Emancipated Learning) movement initiated in 2019 and the Guru Penggerak (Teacher-Drivers) programme, which by the end of 2024 had trained more than 400,000 educators as learning leaders. The programme's nine-month mentored pathway cultivates reflective practice, student-centred pedagogy, and school-based leadership. Since 2023, a Guru Penggerak certificate has been prerequisite for school principalship, moving the reform from an elite pilot to a system-wide pipeline. Independent World Bank evaluation has documented measurable gains in instructional quality at the primary level.

Under the current administration, the focus has shifted toward consolidating those gains while addressing, at long last, teacher welfare. In March 2025, the Ministry of Primary and Secondary Education—together with the Ministry of Housing and Settlements, BP Tapera, and Statistics Indonesia (BPS)—launched a national subsidised housing programme for teachers. Parallel reforms have strengthened allowance disbursements and expanded certification pathways through the Pendidikan Profesi Guru (PPG) scheme.

The philosophical inheritance behind these investments comes from Ki Hajar Dewantara, the father of Indonesian education, who taught that the teacher is a petani kehidupan—a farmer of life—whose task is to cultivate rather than impose. His triadic principle still repays close reading: Ing Ngarsa Sung Tuladha (in front, set the example); Ing Madya Mangun Karsa (in the middle, build motivation); Tut Wuri Handayani (behind, lend support). It reminds us that the teacher's position relative to the learner changes throughout a lesson. Algorithms have no such instinct. Only a human being does.

Alongside the ministry's formal programmes, the Persatuan Guru Republik Indonesia (PGRI)—the nation's largest teachers' organisation, established in Surakarta on 25 November 1945—has become an indispensable partner. Through its Smart Learning and Character Center (PSLCC), with provincial and district chapters across the archipelago, PGRI has mobilised hundreds of thousands of educators for continuous professional development. When schools went dark in the first months of the pandemic, the PSLCC webinar series of May 2020 reached some 15,000 participants from more than 50 countries in

less than three weeks—a reminder that grassroots professional networks, when given the right tools, can outpace bureaucracies. That capacity is now being redirected toward AI and coding readiness at national scale, as the next section documents.

4. Anchored in Relationships: The Moral Infrastructure of Learning

If teachers steer, relationships anchor. The metaphor matters. An anchor is not a decoration; it is what prevents a vessel from drifting when currents are strong. And currents, these days, are very strong indeed.

Indonesian society has always placed learning within a dense web of human bonds—family, neighbourhood, faith community, classmates with whom one will likely share a lifetime. The concept of gotong royong, mutual cooperation, is not a slogan on a ministry wall but a daily practice, visible in the communal cleaning of a kampung, the rotating savings groups of rural women, and the collective welcoming of a newborn into the extended family. Schools are not islands in this web. They are knots in it.

The Ministry's character-building initiative—the Tujuh Kebiasaan Anak Indonesia Hebat, or Seven Habits of Excellent Indonesian Children, introduced in 2025—represents a deliberate attempt to re-centre these relational values as explicit educational outcomes. The seven habits—waking early, performing worship, exercising, eating healthy food, studying diligently, engaging with community, and sleeping early—are modest in themselves but collectively articulate an anthropology in which the child is embedded in family, community, and faith from the outset.

Socio-emotional learning has also gained significant traction within the Kurikulum Merdeka, particularly through the Profil Pelajar Pancasila, which articulates six dimensions of student formation: faith and devotion to God, global citizenship, mutual cooperation, independence, critical reasoning, and creativity. That mutual cooperation appears on that list alongside, and not below, critical reasoning should be read as a considered philosophical stance. We do not believe one can critically reason one's way into a good life. One needs, in addition, the habits of the heart.

Research accumulating across the region shows that the strongest predictor of student well-being and academic achievement is not technology access or even teacher quality in isolation, but the strength of relationships in a young person's life. Indonesia begins from a position of cultural strength here. The challenge is to preserve it as screens multiply. Our answer is neither nostalgia nor resignation, but intentional design: schools that treat relational formation with the same seriousness they accord literacy and numeracy.

5. Propelled by AI: Responsible Leapfrogging in Practice

Here, perhaps, is the most consequential news from Indonesia in the past eighteen months. In May 2025, Minister Mu'ti signed Ministerial Regulation No. 13 of 2025, formally introducing Artificial Intelligence and Coding as elective subjects within the national curriculum from the 2025–2026

academic year. Under the regulation, students in Grades 5 and 6 of primary school and in junior secondary school will spend approximately two hours per week on these subjects; senior secondary school students may spend up to five. The programme has begun rolling out across some 59,000 elementary, junior high, and senior high schools nationwide, with SDN 20 Sepaku Elementary School in the new capital of Nusantara, East Kalimantan, among the first pilot sites.

The curricular design deserves attention. It is explicitly not a syntax-memorisation programme. In the ministry's framing, the aim is computational thinking, systematic problem-solving, and algorithmic logic—not, as Maman Basyaiban of the Guru Belajar Foundation sharply put it during the CIPS Digiweek 2025 panel, allowing students to become "trapped by the tools." Recognising that connectivity and device availability remain uneven, the Ministry has also developed an unplugged curriculum using tangible materials such as LEGO bricks and educational games to teach computational logic without requiring a working laptop—a characteristically Indonesian refusal to let infrastructure inequity become pedagogical exclusion.

Infrastructure is being addressed at scale. More than 45,000 Interactive Flat Panels (IFPs) have been distributed to schools, with an additional 120,000 units in production, toward a national target of 288,685 schools. The IFPs are not, as the Minister has patiently reminded the press, smart televisions. They are integrated digital learning hubs capable of hosting localised content, supporting collaborative work, and connecting classrooms to the ministry's growing repository of curated learning resources.

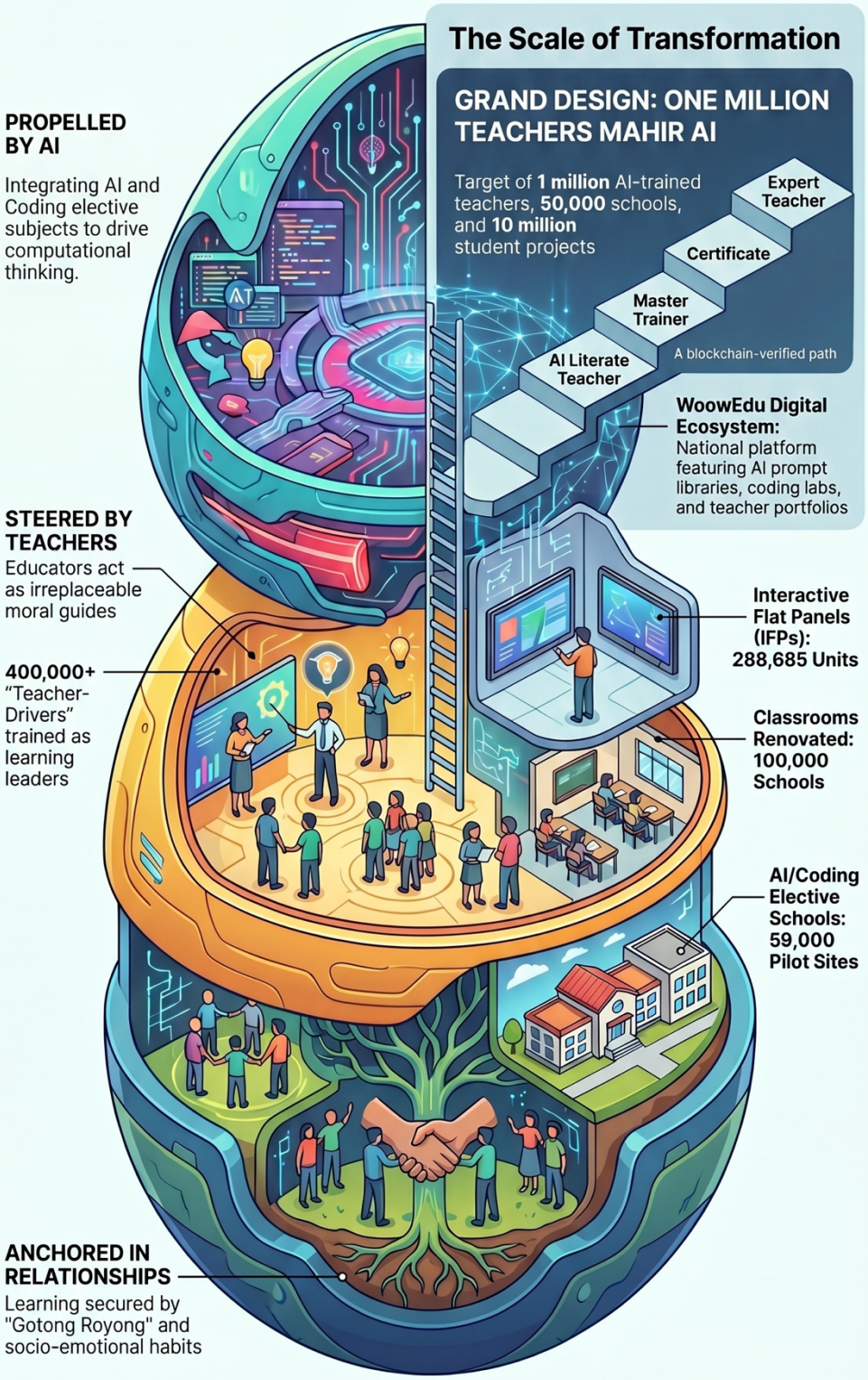
At a more strategic level, Indonesia's national AI strategy, refreshed in 2024 and harmonised with our commitments under the ASEAN Digital Masterplan 2025, has designated education as a priority sector for ethical AI deployment. Collaboration with Microsoft Indonesia, Canva Indonesia, MIT's Day of AI programme, and domestic partners such as Telkom has accelerated the production of localised teaching resources, including modules in Bahasa Indonesia and, increasingly, in major regional languages such as Javanese and Sundanese.

Data privacy, equity, and ethical use are not afterthoughts in our framework. The Personal Data Protection Law (UU No. 27 of 2022) applies to all educational technologies processing minors' data, and enforcement has tightened through 2025. In the same year, Indonesia temporarily blocked access to a prominent international AI chatbot over concerns regarding non-consensual deepfake content—an assertion of regulatory seriousness that we believe the region should note. We are building not only the engines of AI education but also the guardrails.

6. The Synergy of the Three Pillars: An Indonesian Model

Programmes make headlines; synergies make futures. In Indonesia, the most encouraging signs are not individual initiatives but the places where teachers, relationships, and AI are beginning to reinforce one another. Three documented cases—drawn from our own network within PGRI, each verifiable through public reporting and organisational records—illustrate the pattern we are trying to cultivate. We offer them not as isolated successes but as coordinates of an emerging national map.

Navigating the Future: Indonesia's AI-Propelled Educational Blueprint



Case One: The National Movement for One Million Teachers Proficient in AI and Coding

On 16 April 2026, at the Second National Working Conference (Konkernas II) of PB PGRI in Jakarta, Professor Unifah Rosyidi formally launched the Gerakan Nasional Satu Juta Guru Mahir AI dan Coding. Behind that launch stands a detailed Grand Design produced by the PGRI Smart Learning and Character Center (PSLCC) under the chairmanship of Professor Richardus Eko Indrajit, with Mr. James F. Tomasouw as Programme Director. The intent, plainly stated, is to transform millions of Indonesian teachers from consumers of technology into creators of digital innovation, and in doing so to build the pedagogical muscle required to land Ministerial Regulation No. 13 of 2025 inside real classrooms.

The scale is deliberately ambitious. The Grand Design commits, over a phased horizon, to training 1,000,000 teachers, engaging 50,000 schools, cultivating 10,000 national trainers, generating 3,000,000 digital learning artefacts, and catalysing 10,000,000 student-led technology projects. These targets respond to a sobering diagnostic—that more than sixty-five per cent of future jobs in our economy will require digital fluency and computational thinking, while most of our teachers have not yet been equipped to teach it, and our students remain predominantly consumers rather than creators of technology.

The programme's own architecture rests on three pillars: AI for Education (the use of AI as a personal assistant to teachers for module design, assessment generation, learning analytics, and administrative acceleration); Coding for Education (computational thinking, block coding, web and mobile application development, and IoT); and Innovation Classroom (Project-Based, Design-Thinking, and Challenge-Based Learning methodologies that position students as creators of educational games, learning websites, and their own small applications). These three pillars operate within a custom national learning platform, WoowEdu, hosted on scalable cloud infrastructure, integrated with an AI API layer, and equipped with seven principal features: a Learning Center, an AI Prompt Library, a Coding Project Library, a Media Creation Studio with integrated generative AI tools, a Teacher Portfolio showcase, a Community Forum, and a real-time Monitoring Dashboard.

Teacher progression follows a four-level ladder—Level 1: AI and Coding Literate Teacher; Level 2: Practitioner; Level 3: Integrator; Level 4: Master Trainer—with credentials issued as blockchain-verified digital badges linked directly to the teacher's public portfolio. The implementation roadmap proceeds in five stages: Awareness (a nationwide sosialisasi and webinar series targeting one million registrants); Basic Training in digital literacy, computational thinking, and foundational coding; Advanced Training producing teacher-authored AI media and coding projects; School Implementation, where those capacities reach students; and a National Showcase featuring the Festival Guru Inovator for teachers, the Olimpiade Coding Siswa for students, and an annual AI Education Summit.

Rollout is phased geographically as well as pedagogically: a pilot in five provinces, expansion to twenty, and national implementation synchronised with four existing reforms—Transformasi Digital Pendidikan, Kurikulum Merdeka, Guru Penggerak, and Sekolah Penggerak. Partnerships are explicitly organised as a pentahelix: government providing policy and funding; schools providing classroom implementation; universities—prominently our own UPGRIS network—providing research and development; PGRI providing the teacher-training engine; and the technology industry providing

platform and infrastructure. Our ambition is not only national. It is regional. The Grand Design names, without coyness, the aspiration to position Indonesia as the episentrum inovasi pendidikan digital di Asia—the centre of gravity for digital education innovation across our continent. This forum, we hope, is one of the rooms where that aspiration begins to take shared form.

Case Two: Universitas PGRI Semarang—A PGRI-Owned University Preparing Teachers for the AI Era

No case better illustrates the braided nature of PGRI's response than Universitas PGRI Semarang (UPGRIS), a PGRI-affiliated private university with four campuses in Central Java and a national reputation for teacher preparation. UPGRIS has quietly positioned itself as a laboratory for the questions this report raises. In December 2024, its Faculty of Mathematics, Science, and Information Technology (FPMIPATI) hosted a public lecture titled "Kecerdasan Buatan dan Dampaknya Terhadap Pendidikan Fisika" ("Artificial Intelligence and Its Impact on Physics Education"), featuring Dr. Hadi Nasbey of Universitas Negeri Jakarta, moderated by the Head of the Physics Education Programme, Dr. Affandi Faisal Kurniawan, and opened by the FPMIPATI Dean, Dr. Supandi, who closed with a line our committee has since borrowed more than once: "The combination of technology and the traditional approach is the key to creating optimal physics learning." The formulation is characteristically Indonesian—neither technophobic nor technophilic, but integrative.

Two further UPGRIS initiatives extend the same logic. First, the Informatics Study Programme has formally embedded artificial intelligence into its strategic vision, committing to develop graduates distinguished in "web-based technology and artificial intelligence." Second, UPGRIS's Teacher Professional Education Programme (PPG) has become one of the most active teacher-certification pipelines in Central Java. On 4 October 2025, at the Balairung of UPGRIS, the university formally inaugurated 405 newly certified professional teachers from its 2024 second-wave and re-taker cohorts—teachers who will enter the classroom in 2026 with AI literacy as part of their formation rather than as an afterthought. This is precisely what the synergy of the three pillars looks like institutionally: a PGRI-owned campus, steering its teacher preparation toward AI fluency, anchored in the relationships of a university community, and propelling the profession forward one cohort at a time.

Case Three: IGTKI-PGRI Kuningan—AI Literacy Begins in Early Childhood

On 22 May 2025, the Ikatan Guru Taman Kanak-kanak Indonesia (IGTKI), the early-childhood arm of PGRI, in collaboration with the Kuningan Office of Early Childhood and Non-Formal Education, convened a training event at SMKN 1 Kabupaten Kuningan marking IGTKI-PGRI's seventy-fifth anniversary and National Education Day. In attendance were 357 kindergarten teachers from across the regency, led by the Chair of IGTKI Kuningan, Mrs. Yuli Pramiati. The session explored the 2025 National Education Report (Rapor Pendidikan) alongside age-appropriate introductions to coding and artificial intelligence for early-childhood assessment and play-based pedagogy. What made this case meaningful is not that kindergarten teachers were handed cutting-edge technology, but that the training was designed around the developmental logic of relationship-first education. The teachers left with conceptual tools for AI and, more importantly, with deeper craft for observing children, documenting development, and communicating with parents. Here, in miniature, is the Indonesian model: AI entering

the classroom at precisely the age when relationships matter most, in service of, not in competition with, the teacher-child bond.

Each of these cases is modest on its own. Collectively, they describe a model: teachers as trusted agents of change, relationships as the social medium through which change travels, and AI as the accelerant that allows schools in diverse contexts to do things once thought impossible. None of the three pillars is sufficient by itself. Together, they become more than the sum of their parts.

7. Challenges and Risks: An Honest Ledger

A report that read only as celebration would be unworthy of this audience. Let us be plain about what keeps us awake at night.

The first concern is the digital divide. Roughly one in four schools in the eastern provinces of Papua, East Nusa Tenggara, and Maluku still lack stable electricity, let alone reliable broadband. Distributing an Interactive Flat Panel to a school without grid power is, without careful thought, a symbolic gesture rather than a pedagogical one. We are addressing this through rural electrification partnerships—including with the Ministry of Energy and Mineral Resources—and by making the unplugged curriculum a first-class citizen of the reform rather than a fallback. But the gap is real, and it will not close on its own.

The second concern is teacher readiness. Under the new regulation, some 3.36 million teachers are suddenly expected, over the coming years, to develop at least a basic fluency with AI concepts. The ministry's training pipelines—augmented by PGRI's One Million Teachers AI movement and partnerships with the Guru Belajar Foundation, Microsoft's AI National Skills initiative, and several domestic universities—are scaling, but not as fast as the technology they attempt to explain. Honest internal estimates suggest that full system readiness will require five to seven years.

The third concern is ethical use. We worry about generative AI fuelling academic dishonesty, flattening creative expression, and offloading thinking at the precise developmental stage when thinking is the point. Universitas Gadjah Mada's Iradat Wirid has warned against raising an "instant-minded generation" through uncritical exposure to tools like ChatGPT. Our curriculum design takes this seriously, but teachers need ongoing support, not merely initial training. A single workshop cannot carry a career.

The fourth concern is cultural preservation. Indonesia's 718 regional languages—many critically endangered—cannot be entrusted to platforms whose training data barely registers their existence. The 2025 Festival Tunas Bahasa Ibu Nasional (FTBIN) and parallel ministerial initiatives are working to embed regional languages within co-curricular life. But the long-term preservation of linguistic diversity in an AI-saturated world remains a question without easy answers. A language we fail to encode will, in a surprisingly short time, become a language we fail to remember.

8. Policy Recommendations and an Actionable Roadmap

With the humility appropriate to an audience of peers, Indonesia offers the following recommendations for national, ASEAN, and Asia-Pacific consideration.

For Indonesia, Internally

We recommend the institutionalisation of a National AI-in-Education Observatory, co-hosted by Kemendikdasmen and the Ministry of Higher Education, Science and Technology, to monitor outcomes, identify emerging risks, and publish annual transparency reports on teacher uptake, student outcomes, and data-protection incidents. We further recommend that teacher professional development receive a protected budget line equivalent to at least 2.5 per cent of the national education envelope, ring-fenced for Guru Penggerak continuation, PGRI's One Million Teachers AI programme, and related initiatives over a rolling ten-year horizon. Finally, every AI-related educational procurement should include a binding pedagogical-value clause, evaluated by an independent panel that includes practising classroom teachers—not only technologists and bureaucrats.

For ASEAN Partners

We propose the establishment of an ASEAN Teachers' Mobility Programme, modelled loosely on Europe's Erasmus scheme but rooted in Southeast Asian realities, enabling teachers to undertake short residencies at partner schools across the region. We further propose a Joint ASEAN AI-in-Education Curriculum Framework, building on the UNESCO K-12 AI Curricula (2022) and the AI Competency Framework for Students (2024), to ensure the interoperability of credentials and a shared ethical baseline. And we propose an ASEAN Regional Language AI Repository—a pooled, consent-based dataset of linguistic material in our minority languages—so that the technologies shaping our children's lives actually understand the tongues in which they were raised.

For Asia-Pacific Collaboration

We invite partners across the wider region to join Indonesia in a Socio-Emotional Learning Coalition: a platform for sharing practice on relational and character education in a digitally saturated era. We also propose that APEC's Education Ministerial Meeting host, from 2027 onward, a dedicated track on AI ethics, data sovereignty, and student well-being—complemented by a biennial regional AI-in-Education Innovation Summit rotated among ASEAN and Asia-Pacific capitals. Finally, drawing on the pentahelix partnership model that animates the PGRI Grand Design—government, schools, universities, teachers' organisations, and technology industry—we invite the region to consider a shared Asia-Pacific pentahelix compact for AI-in-education, anchoring ministerial commitments in the day-to-day collaborations that actually move classrooms.

9. Conclusion: Let Us Navigate Together

We began this report with the observation that every generation is told it stands at a turning point. The claim is usually overstated. Not this time.

The coming decade will decide whether the AI revolution now reshaping our classrooms becomes a force that narrows human agency or expands it; whether it hollows our cultures or enriches them; whether it replaces our teachers or, as we in Indonesia intend, elevates them. The answer is not,

primarily, a technological question. It is a political, cultural, and ethical one. And it will be answered differently in different contexts, as it should be.

Indonesia's answer, so far, is to hold fast to three commitments. We will continue to invest in our teachers, because no algorithm will love a child into literacy. We will continue to nurture the relationships—familial, communal, civic—that give learning its meaning and its moral weight. And we will continue to deploy AI boldly but thoughtfully, as an accelerant of human potential rather than a substitute for it. None of this will be finished in our time. But the generations that follow deserve our best attempt.

We undertake this work in the enduring spirit of gotong royong. We cannot build this future alone, and we do not wish to. The challenges are shared, the solutions will be shared, and the gains, with any wisdom, will be shared as well. To our colleagues across ASEAN and the Asia-Pacific, we extend our hand. Let us navigate together.

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