



1st FIVE-YEAR STRATEGIC PLAN

FY 2021/2022 – FY 2025/2026



**Southeast Asian Ministers of Education Organization Regional
Center 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, including its 11 member countries. In particular, Southeast Asian Ministers of Education Organization Regional Center for Technical Education Development (SEAMEO TED), established in 2017 in the Kingdom of Cambodia to support SEAMEO priority area 4 (Promoting technical education and vocational education). SEAMEO TED, one of the 26 regional centers/network, caters for (1) public relations and partnership; (2) research and development; and (3) technical education and training. Its work scope focuses on technical education at secondary education level. The regional center might identify solutions to the challenges met by technical education teachers, high school management, and supporting administrators.

To widen its work scope with a clear direction for 11 country members in terms of technical education at secondary education level, the first five-year strategic plan (FY 2021/2022-2025/2026) was embarked as a documented guide paving its path to move forward. This initiative provides guidance for the center 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, SEAMEO Strategic Plan (2021-2030), and ASEAN Blueprint 2025.

To develop this roadmap systematically, a logical and scientific development process has been employed starting from (1) scanning environment; (2) gathering relevant inputs from stakeholders; (3) conducting a research study developing core strategies employing SWOT/TOWS analysis approach with a confirmation of importance-performance analysis (IPA); (4) writing the first draft; (5) presenting the first draft at the SEAMEO TED governing board meeting for more inputs and comments; (6) presenting the first draft at the SEAMEO high official meeting for endorsement; and (7) presenting the final draft at the SEAMEO council conference for approval.

The first five-year strategic plan will contribute to the advancement and development of technical education in the region. It will serve as an excellent blueprint for teachers, school management, policy makers, and practitioners and a practical guide to those wanting to help SEAMEO TED be more competitive and innovative.

SEAMEO TED Director



Songheang Ai, Ph.D
SEAMEO TED Center Director

Acronym

- MoEYS : Ministry of Education, Youth, and Sport
- KOICA : Korea International Cooperation Agency
- SEAMEO : Southeast Asian Ministers of Education Organization
- SEAMEO TED : Southeast Asian Ministers of Education Organization
Regional Center for Technical Education Development
- IPA : Importance-Performance Analysis
- SWOT : Strengths, Weaknesses, Opportunities, and Threats
- TOWS : Threats, Opportunities, Weaknesses, and Strengths
- SO : Strengths-Opportunities
- ST : Strengths-Threats
- WO : Weaknesses-Opportunities
- WT : Weaknesses-Threats
- MoU : Memorandum of Understanding
- KPI : Key Performance Indicators

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Strategic Plan at a Glance

Vision: To be the center 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.

Core Values: Integrity, Innovation, Cooperation, Professionalism, and Learning

Goal 1

To enhance collaboration and partnership in technical education among stakeholders

Goal 2

To promote research and development (R&D) in technical education at secondary education level

Goal 3

To develop regional center for technical education development of excellence through relevant training programs

Goal 4

To strengthen the technical education framework and effectiveness

Goal 5

To promote the roles and inclusion of technical education among stakeholders

S1 Strengthening regional and national cooperation and partnership with stakeholders such as higher education institutions, civil societies, public and private sector.

S2 Developing research competencies for informed decision making, policy formulation, journal publication, and conference presentation.

S3 Enhancing the function and promotional mechanism for technical education.

S4 Improving particular trade training programs such as computer coding, robotics, electricity, electronics, agriculture, and teaching methodologies for income generation.

S5 Maximizing the professional development programs for staff growth.

S6 Developing the policy and guideline framework supports to achieve technical education effectiveness.

S7 Promoting inclusion in technical education.

Chapter I

Introduction

The government acknowledges all economic sectors existing and growing in the country, ownership of production means, and asset ownership right of the various economic sectors, while the state facilitates proper environment for citizen's sustainable and good livelihood avoiding social gaps with law as a tool. Exploration and enhancement of hidden domestic capacity as well as sound international cooperation is regarded as one of the key components in market economy. The Royal Government of Cambodia has the ambition to transition from a lower-middle income country to being a upper-middle income country by 2030 and a developed country by 2050. The immediate and future economic growth and competitiveness of the nation to realize the ambition depends on our people having the right knowledge and relevant skills reflecting our culture and ethical heritage. The Ministry of Education, Youth and Sport, (MoEYS), Cambodia is implementing the Education Strategic Plan (ESP) 2019-2023, increasing focus on the expansion of early childhood education, expanding access to quality secondary and post-post-secondary education and Non-Formal Education, Technical and Vocational Education.

To be holistic and consistent in nature, the strategic plan must be aligned with relevant regional policies and strategies. SEAMEO charter, SEAMEO TED's enabling instrument, and SEAMEO ten-year strategic plan (2021-2030) are considered to be a referencing canon for development of the strategic plan. In other words, the five-year strategic plan of other regional centers is also considered as a comparative reference for development. Therefore, the impact of its actions has to be spread out to the region covering 11 countries such as training programs, and research and development for growth and development.

As a member of the Southeast Asian Ministers of Education Organization (SEAMEO), SEAMEO Regional Centre for Technical Education Development, hereafter called SEAMEO TED, has commitment to cater for the regional needs in promoting technical education development and provide opportunities for cooperation in the field of technical education development among SEAMEO Members, Countries and Associate Member Countries. To actualize its commitment, SEAMEO TED has formulated its first five-year strategic plan as a guideline for the Centre to design and carry out its programs. The establishment of SEAMEO TED was to support SEAMEO Priority 4 (Promoting technical and vocational education and training) among 7 priorities.

The first five-year strategic plan of SEAMEO TED was firstly developed in the late 2017 and endorsed in the 1st SEAMEO TED Governing Board Meeting in 2018. In order to ensure more

effectiveness, efficiency and to response to the urgent necessity of its operation and functions as regional center, SEAMEO TED is preparing to revise this first five-year strategic plan. This revised strategic plan is developed to achieve the vision, mission, and the goals of the center through the relevant and effective programmes planning for better implementation. A monitoring and evaluation of SEAMEO TED is also proposed. The main programmes during the revised strategic plan was fiscal years cover: (1) public relations and partnership (2) research and development and (3) technical education and training. Finally, planning, administration, and finance section serves as a supporting force accelerating the aforementioned programmes.

This revised First Five Year Strategic Plan was made based on the SWOT Analysis to explore core strategies, verified by importance-performance analysis (IPA) and Readiness Assessment of SEAMEO TED staff conducted in 2020. The first draft has to be passed the center's governing board member meeting for more relevant inputs. For more contextualized to the regional perspectives, the second draft has to be reviewed by SEAMEO's high official meeting for more advice. Finally, the final draft has to be reviewed and approved by the SEAMEO council president during the SEAMEO council meeting.

Chapter II

Vision, Mission, Core Values, Goals, and Strategies

Vision

To be the center 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

Core Values

Integrity, Innovation, Cooperation, Professionalism, and Learning

Goals

1. To enhance collaboration and partnership in technical education among stakeholders
2. To promote research and development (R&D) in technical education at secondary education level
3. To develop regional center for technical education development of excellence through relevant training programs
4. To strengthen the technical education framework and effectiveness
5. To promote the roles and inclusion of technical education among stakeholders

Strategies

1. Strengthening regional and national cooperation and partnership with stakeholders such as higher education institutions, civil societies, public and private sector
2. Developing research competencies for informed decision making, policy formulation, journal publication, and conference presentation
3. Enhancing the function and promotional mechanism for technical education
4. Improving certain trade training programs such as computer coding, robotics, electricity, electronics, agriculture, teaching methodologies, etc. for income generation
5. Maximizing the professional development programs for staff growth
6. Developing the policy and guideline framework supports to achieve technical education effectiveness
7. Promoting inclusion in technical education

Chapter III

Strategies and Actions

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

1. Strengthening regional and national cooperation and partnership with stakeholders such as higher education institutions, civil societies, public and private sector

- Cooperating with national and regional public, private and civil societies by formulating professional network
- Hosting national, regional, and international seminars, study visits, cultural performance, workshops, symposia, and conference for knowledge and experience sharing
- Implementing joint research projects to identify alternative solutions to challenges
- Promoting technical education student and teacher exchange programs nationally, regionally, and internationally
- Promoting cooperative education and job shadowing as part of teachers' professional development programs
- Signing Memorandum of Understanding (MoU) and Memorandum of Agreement (MoA) for joint activities
- Promoting public-private partnership for skill development

2. Developing research competencies for informed decision making, policy formulation, journal publication, and conference presentation

- Formulating the professional learning communities for researchers, scholars, and subject matter experts in the field of technical education
- Undertaking research studies on particular trades for informed decision making and policy formulation
- Instilling research culture for teachers and school management at technical and vocational high schools
- Enhancing technical education teachers' research competencies
- Formulating online research journals for publication and sharing
- Organizing research forums such as multi-disciplinary research conferences and symposia
- Bidding research projects and grants for income generation

3. Enhancing the function and promotional mechanism for technical education development

- Organizing awareness raising workshops/forums for brand loyalty of SEAMEO TED
- Distributing promotional leaflets and brochures on SEAMEO TED tasks in public
- Establishing SEAMEO TED prize for skill competitions
- Delivering special lectures in any particular events in the name of SEAMEO TED
- Engaging in social work and communities for brand loyalty of SEAMEO TED

4. Improving technical education training programs such as computer coding, robotics, electricity, electronics, agriculture, teaching methodologies for income generation

- Organizing training programs for trade teachers to meet their skill deficiencies
- Organizing training programs for technical and vocational high school management to enhance leadership and management work effectively
- Formulating training programs for supporting administrators such as school secretaries, district and provincial officers in charge, and relevant technical department officers to make effective leadership and management technically and administratively
- Delivering training programs to the public as part of income generation

5. Maximizing professional development programs for staff growth

- Motivating and supporting SEAMEO TED staff's educational degree upgrade (bachelor's degree, Master's degree, and Doctoral degree)
- Exposing SEAMEO TED staff to the professional development programs
- Formulating coaching and mentoring system as part of learning opportunities for staff
- Providing on-the-job training programs for staff development
- Establishing performance appraisal system for staff growth

6. Developing the policy and guideline framework supports to achievement technical education effectiveness

- Making policies, strategies, and action plans to support effective activity implementation and to initiate changes
- Formulating supporting mechanisms for technical education expansion
- Implementing defined effective policies, strategies, and action plans for work effectiveness

7. Promoting inclusion in technical education

- Promoting female participation in professional development programs
- Prioritizing female officers in work assignments and promotion
- Providing supporting system and mechanism for female officers' work effectiveness
- Supporting vulnerable technical education teachers and management

Chapter IV

Monitoring and Evaluation

To effectively implement the defined strategies, monitoring and evaluation process cover the indicators such as number of memorandums of understanding (MoU), number of conferences, workshops, and training programs, and number of research article publication and conference presentation. To measure the work effectiveness, center staff satisfaction survey, client satisfaction survey, partner satisfaction survey, low staff turn-over rates, and income-generation growth are the key performance indicators (KPIs) for the center performance to meet the defined vision, mission, goals, and strategies.

For training programs to technical education teachers, school management, and supporting administrators, 4 levels of Kirkpatrick Evaluation Model will be employed to measure the training results consisting of (1) reactions measuring trainees' reactions to trainers' lecturing methods, training modules, and logistics; (2) learning measuring trainees' knowledge and skills learnt from the program; (3) behavior measuring trainees' application to the work setting; and (4) results measuring the training impact to the organization.

Chapter V

Activity Implementation

In implementing and aforementioned activities effectively, the action plans are broken down into programs, strategies, sub-strategies, activities, indicators, implementation timeframe, responsible units/divisions, and budget supports. The three main tasks of SEAMEO TED highlight public relations and partnership, research and development, and technical education and training that are broken down into specific seven strategies and supporting activities for implementation.

To ensure the effectiveness of strategy and activity implementation, necessary resources are allocated as supporting pillars. The resources consist of human resources such as SEAMEO TED staff and management, and stakeholders. Facilities are supporting equipment and materials for office work. The capital resources cover land and office buildings for running work processes. SEAMEO TED staff's salaries, incentives and some fringe benefits are accelerating catalysts for work effectiveness. All above-mentioned resources are solely paid as a kind contribution by the Royal Government of Cambodia.

For the activity and project implementation, the budget support mostly comes from the Royal Government of Cambodia. However, stakeholders, such as private sector, academia, and civil societies, might partially contribute any amount to complement the implementation gap that the budget of the Royal Government of Cambodia cannot be paid to enhance regional work effectiveness.

Chapter VI

Conclusion

The strategic plan serves as a critical guide documenting and establishing a direction for the center. The priority areas of the center are public relations and partnership, research and development, and technical education and training. This roadmap initiates changes, development, and advancement resulted from the activity outcomes. To maximize success, all activities, strategies, objectives, goals, missions, and vision should be aligned and harmonized as a holistic approach. Physical resources, human resources, capital resources, time, and efforts must be aligned as a collective action. The identification of the areas for improvement, and the areas that have been already done well, and the areas that have not done well has been undertaken with a scientific process.

Through this plan, a course of action to support the implementation will be developed to meet national and regional challenges. Progress and achievement of each strategy and activity will be measured by employing key performance indicators (KPI) as a number, percentage, and times. This strategic plan will be an academically and technically well-prepared guide to meet the national and regional issues and challenges of tomorrow.

Annex 1: SWOT and TOWS Analysis for Strategic Options

<p>Strengths</p> <ul style="list-style-type: none"> -Financial supports for each planned activity from MoEYS -All TED officers work at the best of their capacities with active participation -Organizing the governing board meeting annually -Strong relationships and constant supports from MoEYS 	<p>Opportunities</p> <ul style="list-style-type: none"> -The Cambodian government invests more on technical education at secondary levels Unique function of the center on technical education at secondary levels -Officers have an opportunity for professional development programs -Increasing number of new general and technical high schools, students, teachers, and school management
<p>Weaknesses</p> <ul style="list-style-type: none"> -The officers' capacities are limited -No suitable offices for working -The budget support for activity implementation is constrained -No legal frameworks such as strategic plans, policies, and master plan to guide the implementation -Constrained cooperation with stakeholders 	<p>Threats</p> <ul style="list-style-type: none"> -Low awareness of SEAMEO TED functions locally and regionally -New government political terms with new MoEYS management -Under supervision of two management teams

Note: MoEYS (Ministry of Education, Youth, and Sport)

TOWS is strategic alternatives which are based on SWOT analysis for developing the strategies. According to Andrews (2020), Strengths-Opportunities (SO) that strengths can be used to maximize opportunities, Strengths-Threats (ST) that strengths can be used to minimize threats, Weaknesses-Opportunities (WO) that weaknesses can be minimized by taking advantages of opportunities, and Weakness-Threats (WT) that weaknesses can be minimize to avoid threats.

TOWS for Strategic Options

	Opportunities	Threats
Strengths	<p><i>Strength-Opportunity (SO)</i></p> <ul style="list-style-type: none"> -Developing research competencies for informed decision making, policy formulation, journal publication and conference presentation 	<p><i>Strength-Threat (ST)</i></p> <ul style="list-style-type: none"> -Enhancing the function and promotional mechanism for technical education
Weaknesses	<p><i>Weakness-Opportunity (WO)</i></p> <ul style="list-style-type: none"> -Developing legislative framework to achieve technical education effectiveness -Maximizing the professional development programs for staff growth -Improving technical training programs for technical education teachers, school management, and administrators in response to the regional needs 	<p><i>Weakness-Threat (WT)</i></p> <ul style="list-style-type: none"> -Reshaping constant regional and national cooperation and partnership with stakeholders for harmonious consensus

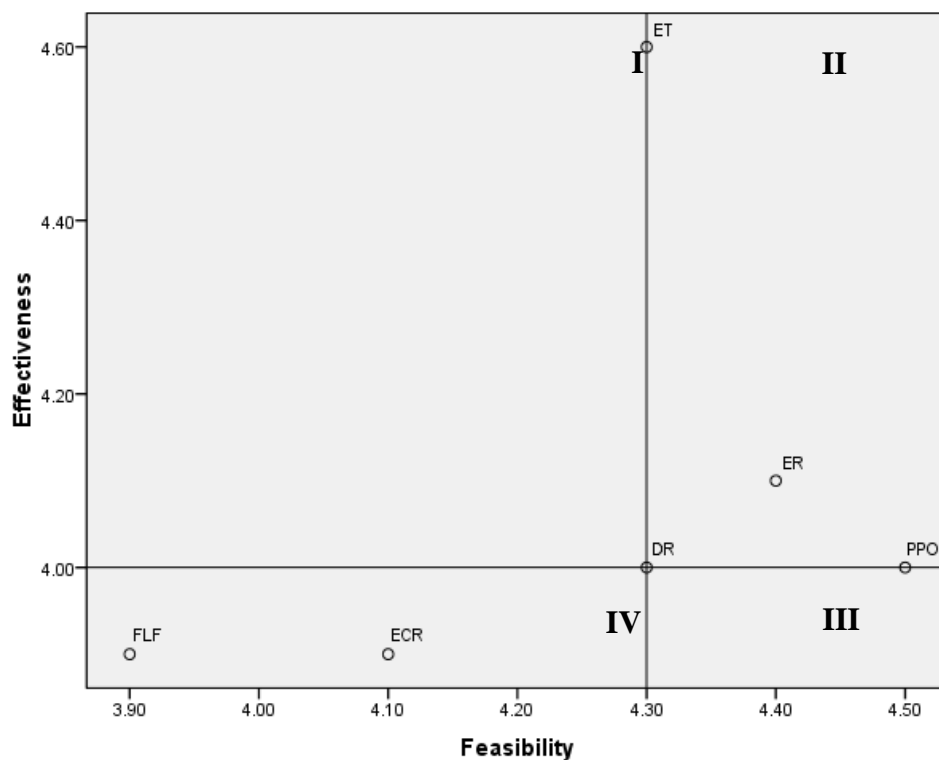
To ensure that the developed strategies can be applied for Cambodian and regional contexts, importance-performance analysis (IPA) was employed. SPSS version 25.0 was used to analyze

data in response to the research objective. <**Table 7**> indicated the effectiveness and feasibility of six attributes.

Annex 2: Importance-Performance Analysis (IPA)

No.	Initial	Attribute	N	Effectiveness		Feasibility	
				Mean	SD	Mean	SD
1	DR	Developing research competencies for informed decision making, policy formulation, journal publication and conference presentation	10	4.00	.667	4.30	.483
2	FLF	Developing legislative framework to achieve technical education effectiveness	10	3.90	.316	3.90	.316
3	PPO	Maximizing the professional development programs for staff growth	10	4.00	.943	4.50	.527
4	ET	Improving technical training programs for technical education teachers, school management, and supporting administrators in response to the regional needs	10	4.60	.516	4.30	.483
5	ER	Enhancing the function and promotional mechanism for technical education	10	4.10	.568	4.40	.516
6	ECR	Reshaping constant regional and national cooperation and partnership with stakeholders for harmonious consensus	10	3.90	.568	4.10	.568

Coming out from effectiveness and feasibility, the final findings emerged. The matrix consists of four quadrants namely quadrant I (concentrate here), quadrant II (keep up good work), quadrant III (overkill), and quadrant IV (low priority).



IPA Matrix of the Six Strategies

According to [Figure 1], 1 strategy namely *Enhancing the function and promotional mechanism for technical education* (ER) fell into quadrant II, 2 strategies namely *Developing legislative framework to achieve technical education effectiveness* (FLF), and *Reshaping constant regional and national cooperation and partnership with stakeholders for harmonious consensus* (ECR), 1 strategy fell into the middle of quadrant I and II namely *Improving technical training*

programs for technical education teachers, school management, and supporting administrators in response to the regional needs (ET), 1 strategy fell into the middle of quadrant II and III namely Maximizing the professional development programs for staff growth (PPO), and 1 strategy fell into the middle of quadrant I, II, III, and IV namely Developing research competencies for informed decision making, policy formulation, journal publication and conference presentation (DR).