



ASEAN
CAMBODIA 2022



Workshop Overview

Regional Workshop on The Labor Market Needs in IR 4.0 Era between the Private Sector and Technical Education Teachers in the ASEAN Region

July 14-15, 2022

Preah Sihanouk Province, Cambodia

1. INTRODUCTION

Education is the backbone of economic development, in which the participation of stakeholders is indispensable to achieve educational goals for all. Stakeholders driving the education sector are schools, government and the private sector, which work together in order to complement each other, meaning that the government supports and facilitates the process of producing and training schools and producing workforce. The private sector uses the workforce to boost production chain and socio-economic stability. In this sense, technical education at the upper secondary level plays an important role in providing skills to young people, which requires strong cooperation from the private sector in providing employment and internship opportunities to ensure that young people have at least one skill in life to make subsistent living.

In the context of ASEAN, skills development is necessary to prepare labor forces, especially youths in an uncertainty of the future. The question is that what are the essential skills they need to adapt to continuous changing environments and to contribute to shaping a highly uncertain future? An answer to this question is very difficult to achieve. As it is anticipated, ASEAN's future jobs will not be the same to those we know today. Although we cannot precisely predict the direction or scope of the transformation before us, we can learn from past experiences and knowledge of our current capabilities to understand shifting labor markets, help workers adapt, and set a policy agenda for a future of work that is productive and rewarding for the region's people.

Skills development should aim at addressing future challenges such as the digital transformation; the transformation of labor markets; social inequality and a lack of social cohesion as well as environmental degradation and climate change. ASEAN (2021) highlights the following skills that will strengthen the individual capacity to cope with change and uncertainty: Cognitive Skills, ICT skills / digital literacy, STEM skills, Social skills, Learnability, Character qualities, and Problem-solving.

Southeast Asian Ministers of Education Organization Regional Centre for Technical Education Development known as SEAMEO TED, located in Cambodia, is one of the 26 regional centres in Southeast Asian Countries that was established in 2017 to support the regional need guided by the SEAMEO 7 Priority Areas (2015-2035) by realizing the SEAMEO Priority No 4 of Southeast Asian countries: "Promoting TVET" among learners, teachers and parents with more visible.

Investments and relevant curricula that focuses on creativity and innovation with a clear pathway to lifelong learning, higher education and regional labor, skills and learners' mobility". However, to narrow its functioning and scope of work for the regional requirement, SEAMEO TED is aware of the essential roles by contributing regional technical- vocational education development and partnership among public and private sectors in realizing the development of both regional technical-vocational high schools (TVHS) functioning to meet the demand side by enhancing the capacities of beneficiaries (technical and vocational teachers and students and technical-vocational high schools) in Southeast Asia amid the emerging challenges brought about by the ever-changing education landscape and the emergence of Industry 4.0.

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In the centre orientation meeting on January 26, 2022 between SEAMEO TED Management team and Minister of Education, Youth and Sport (MoEYS) of Cambodia and the Chairman of ASEAN Socio-Cultural Community 2022, he addressed a number of the future priority areas and activities that should be taken by the centre, especially on the regional vocational-technical teachers' capacity building programs. Minister also stressed and supported the initiatives of public-private partnership (PPP) in technical and vocational education and training (TVET) at high school level in Cambodia and the ASEAN region. He pointed that Awareness-Raising Workshop on the Regional Labor Market Needs in IR 4.0 Era Between the Private Sector Representatives and Technical Education Teachers in the ASEAN Region. It will be participated by technical education teachers (TET) and principals in the 10 ASEAN countries including some private sector representatives as relevant industries.

Therefore, the Awareness-Raising Workshop on the Regional Labor Market Needs in IR 4.0 Era Between the Private Sector Representatives and Technical Education Teachers in the ASEAN Region should be formulated to tackle some aforementioned challenges of both sides. This regional workshop will allow education specialists and experts of private sectors from ASEAN countries to share their best practices of demand and supply side and pave the way how to promote skills for ASEAN youth in achieving Cambodia ASEAN Chairmanship 2022.

2. OBJECTIVES

The ultimate objectives of this regional workshop are as follows:

- A** Creating the best-practice sharing forum from the perspectives of industries, schools, administrators and communities;
- B** Closing skill gaps and mismatches nationally and regionally between demand and supply side;
- C** Strengthening the close relationship between schools and industries in terms of skill supplies and demands;
- D** Having the way for better future cooperation between schools and industries regarding student internship programs, apprenticeship, job announcement and job openings, etc.;
- E** Raising the awareness and significance of technical education at vocational-technical high schools in the region to the public interests;
- F** Enhancing hand-on skills of technical education teachers by interacting and communicating directly with industry experts and visiting industrial factories/enterprises.

TENTATIVE AGENDA

July 14-15, 2022

Preah Sihanouk Province, Cambodia

Wed. 13 July 2022

Arrival of National and International Delegates

Thursday 14 July 2022

08:00-09:00

Participant Registration

OPENING CEREMONY

09:00-09:30

Cambodia National Anthem

ASEAN Anthem and SEAMEO Colors

Welcome Remarks: **Dr. Songheang Ai**, Director of SEAMEO TED

Opening Remarks: **Prof. Dr. Hidetoshi Nishimura**, President of ERIA

Opening Remarks: **H.E Dr. Hang Chuon Naron**, Minister of Education, Youth and Sport, the Kingdom of Cambodia

Group Photo Session

Emcee: **Ms. Kim Mey Chou**, Officer of Ministry of Education, Youth and Sport

09:30-09:50

Coffee / Tea Break

SESSION I

ASEAN Responsiveness to Digital Transformation: Cases of Cambodia, Indonesia and Malaysia

Perspectives of Industries Digital education is disruptive everywhere during the pandemic enabling learners and teachers to it as a transformative learning approach in cooperation with industries. To share resources, schools and industries can work cooperatively to be responsive and complemented for productivity maximization. Therefore, industries play key roles in enriching digital transformation.

09:50-11:10
(12 minutes each)

- 1 Human Resources Development and Management: Present and Future** by Mr. Yasuhiro Emi, Vice President of Administrative & Corporate Division, DENSO CAMBODIA
- 2 Industry World Demands To Face Rapid Changes In The Era Of The Industrial Revolution 4.0 Regarding Labor** by Mr. Rochmad Yuwono HR GA and Purchasing General Manager, PT Mesin Isuzu, Indonesia
- 3 Workforce Demands for IR 4.0 Skills** by Mr. Alex Dos, Director of Daily Operations, ENTEREX (CAMBODIA) INDUSTRY. CO, LTD, Cambodia
- 4 Growing together with SEAMEO TED: New TVET Teacher Training Program for Blended and Online Learning for TED school Network** by Dr. Steven Mckee, President of LABTECH Co., Ltd, Malaysia
- 5 ASEAN Responsiveness to Digital Transformation: Perspectives of Industries** by Mr. Lui Lianchi, Deputy General Manager of Sihanouk Special Economic Zone Co., Ltd.
- 6 Technological Transformation and Skills Needs in Production and Packaging** by Mr. Hym Piseth, Deputy Managing Director (Administration and HR and Commerce), Investco, PPM Enterprise, and Confirel Co., Ltd, Cambodia

Q & A

Moderator: **Mr. Ansgar Schaefer**, Integrated TVET Expert, SEAMEO Secretariat

SESSION II

Issues and Challenges of Skills Development in Southeast Asia: School Perspectives

A school plays a battle field in developing skills for youth. The core elements of schools are school policies, curriculum and textbooks, management and system, instructors, students, parents and communities, and facilities and infrastructures. From school to school, there is a variety of issues and challenges according to the school context and perspective. Therefore, issues and challenges of skills development for youth capturing the aforementioned core elements are highlighted as follows:

11:10–12:10
(10 minutes each)

- 1 Strategies in Incorporating STEM into TVET to Prepare Students for Ever Changing Job Market** by Dr. Sirhajwan Idek, Head of ICT Department and Senior Lecturer of Keningau Vocational College, Malaysia
- 2 Effective Skills Training by Bringing the Clients into the Classroom** by Ms. Martalia Lo, Founder and Director, Academy of Careers & Technology, Cambodia
- 3 Machinery Skill Provision and Industrial Matching** by Mr. Nguyen Phan Anh Quoc, Rector of Ninh Thuan Vocational College, Vietnam
- 4 Mechatronics Skills Development and Industrial Relation: Dual System SMK SMTI Yogyakarta** by Mr. Yahya Farqadain, Senior Teacher SMTI Yogyakarta Vocational High School, Indonesia
- 5 Challenges & Innovative Practices of Skills Development in the School Context** by Dr. Josie Teofila N. Quijano, Vocational School Administrator II, Glan School of Arts and Trades, the Philippines
- 6 Using Analytics to Support Teaching and Learning** by Mr. Swee Soon Yeow, Divisional Director / Examinations, Institute of Technical Education (ITE), Singapore

Q & A

Moderator: **Dr. Meak Chantheng**, Deputy Director, Vocational Orientation Department (**MoEYS**)

12:10–13:30

Lunch Break (Independence Hotel)

SESSION III

Issues and Challenges of Skill Teaching in Southeast Asia: Teacher and School Perspectives

Teachers are key catalysts for technical education development. hand-on skills, content knowledge, pedagogical knowledge and technological knowledge are core elements that teachers should possess to ensure quality training programs. Interestingly, professional commitment and contribution are important for teachers to be considered. Therefore, technical education teachers' capacities can be enhanced through professional development programs in the aforementioned elements.

13:30–14:30
(10 minutes each)

- 1 Skill Provision on Food Production, Packaging and Employment** by Ms Nuon Chenda, Vice Principal and Senior Teacher of Francois General and Technical High School, Cambodia
- 2 Practicing Vocational Program Curriculum in the IR 4.0 Context and School Good Practices** by Mr. Kaprian Gunawan, Senior Teacher of SMK GLOBAL TEKNOLOGI, Indonesia
- 3 Supplying High-Quality Human Resources For Labor Market** by Nguyen Tuan Vu, Senior Teacher of Electrical – Electronic Faculty College of Machinery and Irrigation (VCMI), Vietnam
- 4 Practicing Vocational Program Curriculum in the IR 4.0 Context and School Good Practices** by Ms. Rosdiana Bakar, Lecturer of Sepang Vocational College, Malaysia
- 5 Shielded Metal Arc Welding(SMAW) Skills for Industry and Employment** by Ms. Cynthia B. Llacer, Principal of Palapas National High School Ligao City, the Philippines

Q & A

Mr. Tim Vorn, Head of Research and Development Division, **SEAMEO TED**

SESSION IV

Technical Education Development in Southeast Asia

Technical education tackles technical and general education at secondary education levels. The curriculum categories academic and vocational subject clusters for student learning. Supporting and core subject clusters impart practices and theories ensuring that students getting quality skills entering the labor market successfully. The development envisions three unambiguous goals consisting of 1) developing learners for further studies; 2) developing learners for entrepreneurship and self-employed; and 3) developing learners for immediate employment upon graduation. The most important goal is immediate employment to be productive.

14:30-15:30
(10 minutes each)

- 1 RE-Imaging Technical Education Curriculum at Technical-Vocational High Schools** by Dr. Meak Chantheng, Deputy Director of Vocational Orientation Department, MoEYS, Cambodia
- 2 Human Capital Investment in TVET in Southeast Asia: Case of Indonesia** by Mr. Sulistio Mukti Cahyono, Deputy Director for Alignment of Vocational Education and Industry, Ministry of Education, Culture, Research and Technology, Indonesia
- 3 Industrial Promotion Policy and Skills Development for Youths; the Case of Thailand** by Dr. Rangsan Thepmondhri, Policy and Strategy Division, Bureau of Policy and Planning of OVEC, Thailand
- 4 TVET Skill Development for Industrial Employment Readiness: The Policies and Best Practices in Malaysia** by Prof. Dr. Ramlee Mustapha, Professor and TVET Expert, Sultan Idris Education University, Malaysia
- 5 Reskilling and Upskilling Programs in the Digital Era** by H.E Thorng Samon, Deputy Director General of DGTVE, Ministry of Labor and Vocational Training (MoLVT), Cambodia

Q & A

Moderator: Mr. Ith Vuthy, Deputy Director, SEAMEO CECCEP

15:30-15:40

Coffee / Tea Break

SESSION V

15:40-17:10

Networking Session Instruction

This networking session will allow all participants from both private companies and schools/colleges to have interactive discussion and understanding one another in the workshop. Participants are also expected to gain their social well-being and extend partnership for join activities in the future. This network session will allow them to interact and deeply understand on their interested topics after each speakers' presentation as well. They might be focused on the professional but friendly aspect of networking and communication.

The session is expected to run as the follows:

- Six public and private company representatives will provide some brief and in-dept information of their organization, products, skills, employment opportunity and other relevant issues at the prepared table to the visiting participants. One company will be given one table. The list of company is attached;
- There will be 19 schools/colleges and universities are from 7 ASEAN countries including Cambodia, Indonesia, Malaysia, the Philippines, Thailand, Singapore and Vietnam. So, Schools/colleges from each country are invited to sit together at their own countries table. They can show their school marketing at the given space. The organizing team will assist if case more table and space for school is needed;
- Participants will have to move around to discuss and interact with each table of company representative;
- Each group is required to visit and discuss with public and private sector for 10 minutes then rotate to other table;
- All parties should prepare their own network tools for this network session (business profile, brochure, leaflet, name card. . .);
- Each group will have one note taker to summarize the outcome of discussion;
- Moderator (s) will present the overall outcome of the discussion.

Moderators: Mr. Khat Prumsochetra, Deputy Director, SEAMEO TED

Mr. Phann Sophea, Chief-ASEAN Office, Department of Information and ASEAN Affairs, MoEYS

17:10-17:30

Closing Ceremony

- Wrap-up by **Mr. Suong Saruon**, Head of Public Relations and Partnership, SEAMEO TED
- Closing Remarks: **H.E Dr. Dy Khamboly**, SOCA Leader for Cambodia and SEAMEO High Official for Cambodia
- SEAMEO Song
- Filling out Evaluation Forms for Certificates

Emcee: **Miss Hun Sothkimheang**, Officer of Research and Development Division, **SEAMEO TED**

18:00-20:00

Dinner Reception at Independence Hotel

Friday 15 July 2022

Field Visit

08:00-08:30 Gathering at the Palm Bay Resort

08:30-11:00 Field visit to Sihanoukville Autonomous Port in Preah Sihanouk Province

11:00-12:30 Lunch break at the Palm Bay Resort

13:30-17:00 Field visit to Special Economic Zone (SEZ) in Preah Sihanouk Province

- Ruito Wire & Cable Co., Ltd
- Enterex (Cambodia) Industrial Co., Ltd

18:00-20:00 Dinner at The Palm Palace Resort

Saturday 16 July 2022

07:00-17:00 Departure of Delegates

Opening Remarks



H.E. Dr. HANG Chuon Naron

Minister of Education, Youth and Sport, The Kingdom of Cambodia

H.E. Dr. HANG Chuon Naron is currently Minister of Education, Youth and Sport and Vice-Chairman of the Supreme National Economic Council (SNEC), a Think Tank of the Royal Government of Cambodia. He holds Masters and Ph.D. degrees in International Economics from the Moscow State Institute of International Relations (1982-1991), an Advanced Diploma in Insurance from the Chartered Insurance Institute (CII), United Kingdom, and the Malaysian Insurance Institute (2008), a Master's degree in international law (LLM) from the Royal University of Law and Economics and the University of Lyon 2, France (2012), a Diploma in the Law of the Sea by the Rhodes Academy of Oceans Law and Policy (2012) and a PhD in Education Administration from Chulalongkorn University, Thailand (2018).

He worked in various diplomatic missions and research institutions as a political and economic analyst. Since 1999, he held various positions at the Ministry of Economy and Finance, such as Research Coordinator of the Economic Advisory Team and First Deputy Director of Budget and Financial Affairs Department. Then he was appointed Deputy Secretary General in charge of Policies, including economic, fiscal and financial policies, ASEAN, financial industry, economic analysis as well as responsible for coordination with the IMF and the World Bank. He held the position of Permanent Secretary of the Ministry of Economy and Finance from 2004 to 2010. He served as member or chair of the Board of a number State-owned companies and research institutes, such as CDRI, the Learning Institute and Youth Star. He represented Cambodia at the ASEAN and ASEAN+3 Finance and Central Bank Deputies meetings between 2000-2010. He represents Cambodia at the Meetings of G20 Finance Ministers and Central Bank Governors during Cambodian chairmanship of ASEAN in 2012. He also coordinated the policy dialogues between the Cambodian Ministry of Economy and Finance and the Asian Development Bank (ADB), the International Monetary Fund (IMF) and the World Bank. He is an author of a number of government policy papers and books on Cambodian economy, public finance, international law and education. Since September 2013, he has been nominated Minister of Education, Youth and Sport.

Opening Remarks



Prof. Dr. Hidetoshi Nishimura

President of ERIA

Prof. Hidetoshi Nishimura graduated from the Faculty of Law, the University of Tokyo and obtained a Master's Degree in International Development and Economics from Yale University. Joined the Ministry of International Trade and Industry in 1976. Has assumed numerous positions, including Representative of the Asia-Pacific Region of the Japan Overseas Development Corporation, Director of the Southeast Asia and Pacific Division of the Trade Policy Bureau, Vice Governor for International Affairs of Ehime Prefecture, Director-General of the Business Support Department of the Small and Medium Enterprise Agency, Executive Managing Director of the Japan-China Economic Association, and President of the Japan-China Northeast Development Association. Assumed position of ERIA Executive Director in June 2008 and subsequently was appointed as ERIA's first President in June 2015, and was reappointed as President of ERIA by the Governing Board for a third five-year term in June 2018. Visiting Professor of Waseda University (Japan), Dharma Persada University (Indonesia), Honorary Professor of Guangxi University (China), and Fellow of Musashino Institute for Global Affairs, Musashino University (Japan).

Prof. Hidetoshi Nishimura is currently the President Economic Research Institute for ASEAN and East Asia (ERIA)

Welcome Remarks



Dr. Songheang Ai

Director of SEAMEO TED

Dr. Songheang Ai received the doctor of philosophy from South Korea in human resources development (HRD) from Korea University of Technology and Education (KOREATECH). His professional interests focus on technical and vocational education and training (TVET), migration, secondary education, curriculum development, and soft skills, and his current research projects include assessing the distance learning delivery quality for technical and vocational education students during the Covid-19 outbreak in Cambodia, and assessing the curriculum implementation effectiveness at technical and vocational education institutes.

Dr. Sonheang has published some journal research articles, international conference papers, book chapters, and web blogs. He served as a deputy director of Vocational Orientation Department from 2018 to 2020. He was recently honored with the Best Paper Award for his contributions to the international conference on June 22-23, 2019 in Bali, Indonesia. Currently, he has been the Director of SEAMEO TED since 2020.



Mr. Yasuhiro Emi

Vice President of Administrative & Corporate Division, DENSO CAMBODIA

Mr. Emi joined DENSO Corporation in 2008. At his first assignment was to the Global Business Planning Department and in charge of regional business strategy planning for China and ASEAN regions. In 2012, went to Regional HQ in Beijing, China as a trainee. After returning to Japan, had assignment at the Corporate Planning Department and the Air Conditioning Planning Department, then became to be Vice President of DENSO Cambodia since 2020. In November 2021, participated in a panel discussion with CDC H • E Sok Chenda Sophea at the "Cambodia New Investment Law Seminar" sponsored by CDC & JETRO. In 2022, JBAC Investment Committee member.

ABSTRACT

Human Resources Development and Management: Present and Future

DENSO has grown up to be the world's 2nd largest Automobile & motorcycle parts manufacturer, with approximately 170,000 colleagues in more than 200 bases in 38 countries around the world, by making use of the technological and manufacturing capabilities it has cultivated over 70 years since its founding. DENSO entered Cambodia here in April 2013. Mr.Emi will introduce the "DENSO-style Human Resource Development Management" that has been important since its establishment, with the activities that have been carried out so far, and the direction of "Manufacturing" and "Human Resources Development" for the future.

Dr. Rochmad Yuwono

HR GA and Purchasing General Manager, PT Mesin Isuzu, Indonesia



Rochmad Yuwono, ST, MH is currently serving as Human Resource-General Affairs & Purchasing General Manager of Pt. Mesin Isuzu Indonesia.

He obtained his Master Degree of Law in 2012 and Doctoral Degree of Law in 2016 from Borobudur University, Jakarta, Indonesia after he got his degree in Mechanical Engineering from Diponegoro University, Semarang Indonesia in 1994.

Prior to his current position, Rochmad was serving as SENIOR MANAGER HRD GA IT ASTRA GROUP for four years (2012-2016) and as IT MANAGER ASTRA INTERNATIONAL for five years (2005-2009) after he spent 10 years as IT STAFF at ASTRA INTERNATIONAL (1995-2004). Rochmad has also contributed in other key roles such as Indonesia Delegation Member at ILO GENEVA Conference, and Secretary Of Communication Forum Vocation Training Institute And Industry Under Labor Minister Of Republic Indonesia.

ABSTRACT

INDUSTRY WORLD DEMANDS TO FACE RAPID CHANGES IN THE ERA OF THE INDUSTRIAL REVOLUTION 4.0 REGARDING LABOR

The world is currently experiencing the Industrial Revolution 4.0, where its major issue is the shift in technology from automation to digitalization. Its change is very fast and happening right before our eyes as business and industry players. To face these challenges, surely, the industrial world will immediately invest in accelerating its production activities, integrate all data, and create efficient process by utilizing internet technology. With the acceleration of technology, industrial workforce demands will surely require different type of workforce, where the prospective workers from both vocational schools and universities are expected to meet the following characteristics:

1. Great Energy
2. High Mentality
3. Dare To Be Different
4. Have High Curiosity Of Information Stamina
5. Excellent Team Work
6. Visionary And Think Globally

GREAT ENERGY

Great energy referring to workforce should have unlimited amount energy to work and learn in order to survive and thrive in the world of industrial work. This is in line with the rapid change, so that the workforce shall be able to keep up with great work power and enthusiasm to learn and work.

B. HIGH MENTALITY

Having a high mentality will provide confidence to the workforce, so they will able to work and learn in adapting work and technology. With a high mentality, they won't give up easily. It creates enthusiasm and endurance in industries work situations.

C. DARE TO BE DIFFERENT

Currently, most workers have done their job well, but in the 4.0 industrial revolution, it is expected that workers must be dare to make innovations and changes in their workplace to create high productivity. Dare to make a difference means not working with mediocrity but having high work standards and continuing to make improvement initiatives.

D. HAVE HIGH CURIOSITY OF INFORMATION STAMINA

Workers shall have high curiosity, so they always want to do things distinctively, do not want to be trapped in comfort zone and always want to achieve something new. By having this curiosity, workers will be able to adapt to new things, in either technology or work situations.

E. EXCELLENT TEAM WORK

In current era of the industrial revolution 4.0, teamwork is required whether to carry out operational, project, and improvement activities. One of the area of improvement of young workers today is feeling smarter and feeling that they can do it themselves without the help of others like in school. Whereas in the world of work, it is very important to work together with a team, superiors, and others.

F. VISIONARY and THINK GLOBALLY

Finally, employees are expected to have visionary thoughts and think globally, not only on a small scale, but with the help of the internet in front of their eyes, workers can access global information to make innovations and improve their work performance.

Mr. Alex Dos

Director of Daily Operations, ENTEREX (CAMBODIA) INDUSTRY. CO.,Ltd, Cambodia



Mr. Alex Dos has now 6 years of experience handling of all aspects with the local employees and daily operations in Cambodia. He was born here in Battambang, Cambodia 1976. His family left Cambodia during the war in 1981. He has returned to Cambodia in 2016 to work for Enterex by bringing with his western education and experience to help the company and the local people in Cambodia.

He graduated his Degree in Business Management in 1999 from Albertus Magnus College, the USA. He got his associate Degree from Gateway Community College Associate Degree in Carpentry 2004-2005

ABSTRACT

Workforce Demands for IR 4.0 Skills Company Overview

Founded in 1996 headquarter in Taiwan, the Enterex Cambodia branch was established in 2015 with an investment of over 40 million dollars. Our company is located in the Sihanoukville Special Economy Zone on 12 hectares of land. We are the first and still the only aftermarket Radiator / Condenser producer in Cambodia. With 26 years of experience in the manufacturing of replacement heat exchange products we are confident that Enterex Cambodia will be one of the top producers in its field.

Enterex Cambodia's products are made to order for all types of vehicles old and new. Our annual production for Radiators and Condensers are about 260,000 units with plenty of room to increase. At this time, our two products are shipped to America and Europe. We hope as the economy grows again so will we, then we plan on shipping our products to other customers all over the world.

Some of the benefits that comes with working for Enterex Cambodia

- 1 Competitive wages
- 2 Clean and a safe working environment
- 3 Equal opportunities for all workers
- 4 Free accommodation on site including utilities
- 5 Cafeteria on site
- 6 Free uniforms
- 7 Break time in the morning and afternoon
- 8 All government labor laws and regulations are followed

Dr. Steven McKee

President of LABTECH CO., Ltd., Malaysia



Dr. McKee is the President Emeritus of World Didac Association (the largest international education industry association). He has been a member of the governing executive council of World Didac since 2012 and feels it is an honor, privilege and a duty to support World Didac so that it can grow and to have a larger impact on the world of education and to stimulate new innovation and adoption of forward looking practices to match with our changing world.

Dr. McKee is the President and founder of Labtech International, founded in 1985. Labtech is perhaps the oldest and certainly one of the largest technical education designers and manufacturers that is based in Asia. It is renowned for its educational innovation and has thousands of schools as clients in over 80 countries. Labtech's latest work is in pioneering the intersection of digital learning and 21st century skills with Vocational Technical Education. This area has a great potential to improve the dynamics of teaching and learning for skills as well as reducing the cost of TVET education around the world by virtualizing part of the learning process. He is recognized as being one of the leading global practitioners and innovators for TVET and digital learning.

ABSTRACT

Growing together with SEAMEO TED: New TVET Teacher Training Program for Blended and Online Learning for TED school Network

As we all know the Pandemic has altered the way we do many things and accelerated previous trends. During this period, many schools have rushed into trying online learning with their students by using Zoom to replace face-to-face sessions, by distributing documents and giving remote work assignments. However, this is not worked as well as we would like for the TVET Sector and Skills Training. The education system is at a crossroads right now. Many schools are resisting continuing online or digital learning as it has not delivered the desired results, it is tedious and difficult to do, support for the teachers in advancing their skills has not been enough, and the tools needed to implement online learning are lacking.

In order to recognize that digital and online learning has a strong potential future, we must use digital technology in a way that is better suited to learning and not just try to recreate the teacher-led face-to-face experience. A new generation of interactive and highly engaging content is emerging that can provide solutions to many of the challenges that we face but we need to put it into the hands of the teachers and students.

The new systems use technology to transform teaching and learning with IR 4.0 platforms. We are creating new types of highly effective and easy-to-use learning platforms with content that makes it easier for the teacher to teach, engage students, and improve their understanding of the subject matter, theory and applications. It also reduces time in the lab for hands-on learning that will always be a part of most TVET subjects.

Labtech is working together in partnership with SEAMEO-TED and SEAMEO-VOCTECH to make available its new generation of online learning content to members of the SEAMEO TED network. In this presentation, Dr Steven McKee will give an overview of the program, how schools can participate and how this will help them develop. The program consists of leadership workshops, teacher training program and also makes available the LABTECH-SEAMEO learning platform to selected schools for use by the teachers and the students.

Mr. Lui Lianchi

Deputy General Manager of Sihanouk Special Economic Zone Co., Ltd.



Mr. Lui Lianchi got his Junior College Degree in Mathematics Education from Cangzhou Normal University in 2000. He also got his Bachelor's Degree in Law from China Central Radio and Television University in 2007.

Mr. Lui Lianchi has years of managerial experiences in Investment and Trade sector. He was serving as a Deputy Manager of Hodo Group's Fourth Foreign Trade Department in New York for one year (2014-2015) and five years as a Manager of Hodo International Garment Co., Ltd from (2015 to 2020).

Currently, Mr. Lui has been serving the important position of Deputy General Manager of Sihanouk Special Economic Zone Co., Ltd since 2020.

ABSTRACT

Skills Needs for Employment at PSSEZ: Issues and Challenges The Introduction of Sihanoukville Special Economic Zone

Sihanoukville Special Economic Zone (SSEZ) has been developed and constructed by Chinese and Cambodian enterprises in Prey Nob District, Preah Sihanouk Province. It's committed to building a transnational investment platform for companies around the world to achieve win-win development.

At present, access, electricity, water, communications, drainage and sewage and provision of land have been initially realized within the 6 Km² area of SSEZ. In addition to the sewage treatment plant and thermal power plant, SSEZ has also built comprehensive service center building, apartment, dormitory, neighborhood center, health service center and other facilities. Meanwhile, SSEZ introduced "one-stop" administrative service window composed of government departments, such as the Cambodia Development Council (CDC), the Customs, the Ministry of Commerce, the Labor Department, and Provincial Authority of Preah Sihanouk, which can provide "one-stop" administrative approval services for enterprises. Moreover, a labor market has been established in the zone to assist enterprises in recruiting workers; a legal service center has been established to provide professional legal consulting services; two universities have been established: Preah Sihanouk Cambodia-China Friendship Polytechnic Institute and Sihanoukville Institute of Business and Technology (SIBT). The former focuses on skills training while the latter focuses on academic education, to provide professional support such as skills and languages for the development of SSEZ.

In the development and construction, SSEZ has always practiced the concept of "win-win for all parties" to establish a win-win relationship with shareholders, employees, customers, suppliers, partners, government, environment, and society (community). Meantime, the development achievements will benefit the surrounding areas, so that the surrounding people feel a real sense of gain. On the one hand, by stimulating local employment, it can improve the living standards of local people. On the other hand, it insists on fulfilling its social responsibilities, including donating money to build local schools; actively donating to the Cambodian Red Cross; donating drinking water and rice to local disaster victims; donating to school education and mobilizing staff to carry out "one-on-one" assistance to poor students, etc. After the outbreak of the Coronavirus epidemic in Cambodia, according to the local demand for anti-epidemic materials, SSEZ has successively sent donated anti-epidemic materials to Bet Primary and Secondary Friendship School of Preah Sihanouk & Jiangsu, Bet Township Government, Sihanouk Red Cross Society, the provincial government of Preah Sihanouk and other departments.

Mr. Hym Piseth

Deputy Managing Director (Administration and HR and Commerce), Investco, PPM, and Confirel Co., Ltd Cambodia



Mr. Piseth is a former GCA student of Institute of Technology of Cambodia in 1999. He holds three master degrees:

- Master Degree of Entrepreneurship in 2012 from Institute de la Francophonie pour l'Entrepreneuriat (IFE), Mauritius where he got an excellent result and won 2nd Award in the class for his study and business project.
- Master Degree of Entrepreneurship, 2012, University Paris-Est Créteil Val de Marne (UPEC), France
- Master Degree in Science and Food Technology, 2005 from University Catholique de Louvain (UCL) - Louvain-la-Neuve, Belgium

Presently, Mr. Piseth is Deputy Managing Director for Investco, PPM, Confirel Co., Ltd who plays an important role making sure a smooth operation with quality and quantity manners. Professionally, he manages:

- Developing 5-year project and 10-year project for long-term vision of business, and implementation,
- Budget management and control versus activities plan of the production,
- Marketing, sale planning in order to achieve company's goal
- R&D management for New product development for market demand, and supervising the product registration at ministries
- Training and implementation on Organic Product for the standard of EC, NOP, JAS KOFA, Fair Trade and Fair For Life.
- Managing for certificate of GMP, HACCP, ISO, Halal and human resources management following the time frame,
- Managing production plan for local and exportation market,

ABSTRACT

Digital Transformation and IR Application in Food Production

The information age is also known as the age of entrepreneurship and technology development. Now we can start and run a company easier than ever before which smart factories focus on using smart technology for improving the digital transformation for delivering real-time decision making, flexibility, agility and especially enhancing productivity with effective manners. Then the quantity, quality and costing are improved satisfying to the customers need.

The age of Industry 4.0 is coming since IR 3.0 were successfully applied for some advanced development countries. However, the competition of all sectors (economics, IT, ...) is also there more or less generating the advantages and disadvantage for some countries who are still behind development.

Cambodia has experienced strong economic growth over the last decade; GDP grew at an average annual rate of over 8% between 2000 and 2010 and about 7% since 2011. This is evaluated a good opportunity for Cambodia applying Industry 4.0 since the country has a big potential of youth who should be more aware on Industry 4.0 by strengthening their individual capacity to cope with change and uncertainty.

In this regard, the education and private sector need to objectively works together for sharpening our future youth replying on-time to the need of technology development and labor market needs for the 4.0 IR Era. This can lead to close skill gaps and mismatches nationally and regionally between demand and supply side such as food industries. We, Confirel is here represent the strengthening/sharpening the close relationship between schools and industries in terms of skill supplies and demands. The past has shaped our present and will continue to shape our future. Without the education, we would not be here today.

Moderator



Mr. Ansgar Schaefer

Coordinator TVET, Southeast Asian Ministers of Education, Organization Secretariat (SEAMEO Secretariat)

Mr. Ansgar Schaefer has been an advisor for the Regional Cooperation Programme for TVET in ASEAN (RECOTVET) of GIZ (German Organisation for International Cooperation) based in Hanoi from 2018-2021. In this position he has been strongly involved in the development of SEA-VET.net – The TVET Knowledge Platform for Southeast Asia, together with SEAMEO VOCTECH. Since July 2021 he is working as a Coordinator for regional TVET activities at the SEAMEO Secretariat. At the SEAMEO Secretariat his main focus is on revitalizing the SEAMEO TVET Exchange Programme and on coordinating with regional stakeholders to increase the impact of joint TVET activities.

Dr. Sirhajwan Idek

Head of ICT Department and Senior Lecturer of Keningau Vocational College, Malaysia



Dr. Sirhajwan Idek is an English language teacher at Keningau Vocational College, Sabah. He has been recognised for his various projects in English language teaching. He, along with his colleagues, has won the 2022 GoAbroad Innovation Award in Innovative Teach Abroad Program Category, 2021 Simon Greenall Award and 2020 YSEALI Seed for the Future. His research on visual literacy earned him the ISTE Literacy Innovation Award in 2019 and he received a grant worth of AUD 10,000 for winning the 2018 SEAMEO-Australia Education Link Award through his ethnic tales project. As the head of research and innovation at his school, he has mentored and assisted his colleagues and students to present their works at conferences, innovation contests and hackathons in both in-person and virtual platforms. In the effort to promote Highly Immersive Programme (HIP) through integrated arts, he has been training his students in creative and critical writing, performing in cultural festivals and publishing their works in literary magazines. He was the 2017 national teacher Icon.

ABSTRACT

Strategies in Incorporating STEM into TVET to Prepare Students for Ever Changing Job Market

This session will discuss the significance of Science, Technology, Engineering, Mathematics (STEM) as an interdisciplinary approach that should be incorporated into Technical and Vocational Education and Training (TVET) in order to equip students with skillset in emerging technologies that can increase students' readiness for the real world.

This session will delve into several variations of STEM that respectively focuses on specific aspect. The first one is STEAM which is the concept that combines STEM with arts. This is followed by STEMIE which extends STEM with the addition of innovation and entrepreneurship. The third variation is ESTEM that revolves around environmental conservation and lastly, METALS which expands STEM to include arts and logic. This session will briefly illustrates development strategies and ideation techniques in each variation of STEM.

Miss Martalia Lo

Founder and Director, Academy of Careers & Technology, Cambodia



Ms. Martalia Lo is the Founder of Academy of Careers and Technology, Cambodia that is the First Private General Technical High School for Digital Media Design, Tourism, Accounting & Business Management. She received her education through University of Toronto, Canada specializing in Biology and Mental Health Studies. She then continued her training for School Management for Leading Change at Harvard University. She is also a consultant for SHIFT 360 for establishing Culinary Innovation and Food Technology project for Technical High School.

ABSTRACT

Effective Skills Training by Bringing the Clients into the Classroom

To achieve effective skills training that matches with the trends of the industry 4.0, ACT has launched a student-run design studio. The purpose of launching this studio is to actualize project based learning (PBL) by bringing real-industry clients such as local and international / foreign run businesses, as well as entrepreneurs in our local community. These clients will bring project briefs from their businesses for students to create and pitch products and services through the theory and technical skills that they are learning in the classroom.

Through the uncontrolled variables that match real-world scenarios, the students are enabled to take ownership of their own learning and allows them to collaborate in a process of sustained inquiry. Students are also reflecting, discussing and revising their work to produce a final product that is worthy of the clients' brief. This allows for the development of innovation, creativity, problem solving skills, critical thinking, management skills and also propelling students to recognise and research industry trends that can only be experienced beyond classroom learning.

At the end of each project, the client then provides feedback and evaluation for the students' performance which is a valuable learning experience that unites classroom learning and the real working environment bridging skill development with industry demands.

Mr. Nguyen Phan Anh Quoc

Rector of Ninh Thuan Vocational College, Vietnam



Mr. Nguyen Phan Anh Quoc served as the teacher of Electric Faculty at Ninh Thuan Vocational College for 8 years (2004-2012) and Vice Rector (Manager Board) at Ninh Thuan Vocational College for another 8 years (2012-2020). He has become the Rector of Ninh Thuan Vocational College since 2020.

Mr. Nguyen Phan Anh Quoc graduated his Master Degree of Electronic from HCM University of technology and Education, HCM city, Vietnam.

ABSTRACT

Machinery Skill Provision and Industrial Matching

In the context of the Fourth Industrial Revolution, training in the right machine skills is essential. This requires coordination between college and enterprise. From the perspective of the trainer, we identify the actual practices in training; how to monitor the level of conformity with the requirements of enterprises and propose solutions to implement effective training activities.

Keywords: *training, business cooperation, industrial revolution*

Mr. Kaprian Gunawan

Teacher of SMK GLOBAL TEKNOLOGI, Indonesia



Mr. Kaprian Rizki Gunawan currently serving as Deputy Principal for Curriculum of Global Teknologi Vocational High School, Indonesia. He completed his Bachelor of Automotive Engineering Education, Padang State University in 2021. Kaprian has made remarkable roles and achievement in coordinating leading and executing vocational curriculum, instruction and learning development at this School.

ABSTRACT

Practicing Vocational Program Curriculum in the IR 4.0 Context and School Good Practices

Indonesia is preparing qualified and competent Human Resources (HR) in their respective fields in the era of the needs of Industry 4.0. The vocational education level (Vocational High School) has a link and match concept between industry and schools. The concept of link match is a process of cooperation between industry and vocational schools throughout Indonesia. One vocational school can establish relationships in several industries by paying attention to the alignment of their majors and related industrial fields. Global Teknologi Vocational High School has implemented link and match 8+i alignment including:

- | | |
|---|------------------------------------|
| 1 Curriculum alignment; | 5 Competency Certificate; |
| 2 PjBL learning; | 6 Technology Training and Updates; |
| 3 Number and Role of Teachers or Instructors; | 7 Teaching Factory; |
| 4 Field Work Practice (PKL); | 8 Uptake Commitment. |

The implementation of 8 + I in Global Teknologi Vocational High School has covered all aspects of the implementation of vocational education. The learning points at the Global Teknolog Vocational High School include:

- 1 Student Input;
- 2 Soft Skills;
- 3 Hard Skills;
- 4 Competence;
- 5 Graduates.

The formulation of graduate students from the SMK level is Soft Skills, Character and Hard Skills. Curriculum innovations are as follows:

- 1 The material is compressed and their relevant ones are reduced;
- 2 In semester 3 and above already with Project Based Learning;
- 3 The project is adjusted to the school's capacity and local potential; and
- 4 Softskills and characters deeded in the world of work.

Dr. Josie Teofila N. Quijano

Vocational School Administrator II, Glan School of Arts and Trades, the Philippines



Dr. JOSIE TEOFILA NESLE QUIJANO, Ph.D. is serving as a Vocational School Administrator II at Glan School of Arts and Trades DepEd Sarangani Division, Region XII. She graduated her Bachelor of Science in Industrial Education and Master of Arts in Education Major in Administration and Supervision and Doctor of Philosophy in Education Major in Educational Management. She has won various awards from various institutions including Awards for Best Research Paper presenter National Level 2015 and Most Outstanding Supervisor in 2017, Best Implementing Brigada Eskwela- Mega School Category 2021, School Head Most Outstanding School DepEd TV 2022, and National Educators Academy of the Philippines (NEAP) Certified Facilitator SEAMEO Innotech ICEE XCEL Scholar.

ABSTRACT

Challenges and Innovative Practices of Skills Development in the School Context

Glan school of Arts and Trades experienced challenges and innovated practices aligned with the policies of the Philippines Educational System. As a TECHVOC School in the Department of Education, the institution continuously develops learners with quality basic education whose values and competence enable them to realize their full potential equipped with lifelong learning – a vision that DepEd aspires for all learners. With the implementation of inclusive education, interest-based and spiral progression of instruction of the K to 12 curriculum, GSAT continues to produce productive results.

The challenge of the fast-growing school population and the implementation of the K to 12 curriculum with inclusive education have motivated the school to cater several disciplines based on learners' interest and the demand of the society. The people's educational preparation for job preference on white collar jobs need also to be addressed by shifting people's perspective to value the importance of blue-collar job to produce skilled workers that GSAT primarily offered. The school innovated practices for skills development through the 4 principles of School Based Management (SBM) with Quality Management System (QMS). This adopted the process of Plan, Do, Check and Act with the implementation of the School Improvement Plan and Annual Implementation plan. This has guided the school operation in terms of:

Principle 1: Leadership and governance – has propelled the school to navigate shared leadership, responsibility, and accountability.

Principle 2: Curriculum and Learning – has institutionalized the contextualization, indigenization of instruction and shift of the teaching learning modality with hybrid modality and homebound immersion in this time of pandemic that also made learning to expand at home with a remote 3-way modality: teachers-parent- student interactions.

Principle 3: Accountability and Continuous Improvement – has empowered the essence of monitoring and evaluation process, giving of feedback, technical assistance, recognition, and plan adjustments with the inclusion of institutionalization of Quality Management System.

Principle 4: Management of Resources – has stressed the principle of convergence to harness resources for education to manage with transparency, effectiveness, and efficiency to achieve the targeted educational outcomes. The shared leadership and governance, created the strong partnership with sense of belongingness to all. The strengthened advocacy and implementation resulted to technical, leadership, interpersonal, learning adoptability, self-management, organization, and computer skills development among schools' stakeholders. These all have contributed for GSAT to continuously improve with remarkable rewards and recognitions.

Mr. YEOW Swee Soon

Divisional Director / Examinations Institute of Technical Education SINGAPORE



The quality of assessments and certification standards are the hallmarks of an education institution. As the Divisional Director / Examinations, Swee Soon is responsible for the provision of assessment services to ensure fair, valid and reliable assessment of students in ITE Colleges. Prior to his current appointment in October 2020, Swee Soon served as the Director / College Services of ITE College West, one of the 3 colleges in ITE. He was in charge of College Administration, Academic and Student Services portfolios in the College to support ITE's mission and vision. Before deployment to ITE College West in April 2013, Swee Soon was a member of project team that undertook the ITE Headquarters and College Central development project.

ABSTRACT

Using Analytics to Support Teaching and Learning

The Institute of Technical Education (ITE) employs education technology to deliver quality technical training. This presentation outlines the use of data analytics to enhance teaching and learning in the ITE Colleges, presenting applications in the areas of student attendance, learning analytics and assessment.

Moderator



Dr. Meak Chantheng

Director, Vocational Orientation Department (MoEYS)

Dr. Meak Chantheng was born on the 10th October 1978 in Preyveng Province, Cambodia. In 2001, he graduated with bachelor's degree of arts in geography for Royal University of Phnom Penh. In 2002, he satisfied the requirement of a training course leading to the certificate of upper secondary school from the Faculty of Pedagogy (known as National Institute of Education). He was an upper secondary teacher of Kampong Chheuteal High school. In 2007, he continued his master's degree in teaching social studies at the Faculty of Education, Chulalongkorn University, Thailand. He was appointed as school principal of Kampong Chheuteal High school for five years. In 2017, he pursued his Doctor of Philosophy in Educational Management, Division of Educational Management, Department of Educational Policy, Management, Leadership, Faculty of Education, Chulalongkorn University, Thailand. He is currently a deputy director of Vocational Orientation Department, Ministry of Education, Youth and Sport, Cambodia, in charge of technical education curriculum development and research.

Ms Nuon Chenda

Vice Principal, St Francois General and Technical High School, Cambodia



Ms Nuon Chenda is the Deputy Director and the Acting President of Tourism Skill of Saint François General knowledge and Technical High School. She is also a teacher of Food Production. She used to work as a volunteer at St. Luca Hospital in Phnom Penh in Food Preparation for Patient in Cancer for three months and as a volunteer teacher of English and Hygiene to homeless children in rubber plantations at Suong Community, Tbong Khmum province for three months. She graduated from Saint Paul Institute in Tourism Management in 2016 and worked as an Assistant of Community President and as a Guide at Koh Trong Community Best Eco-Tourism, Krotie province from 2016 to 2017. In 2017 to 2019, she worked in Development Capacity of Teacher and Safety Food for Children in Kidergarten and taught English in the community at Kor Anderk Community of Catholic, Prey Veng province.

ABSTRACT

Skill Provision on Food Production, Packaging and Employment

Saint François general knowledge and technical high school is a private high school has been previously well-known which follows the Ministry of Education's curriculum and was built in 2015 by Catholic community led Bishop Oliver. Location of the school in Ang Kor Ki village Taphem commune Tramkok district Takoe Province, Cambodia. This school focus in two specific skills Agronomy and Tourism. It has provided all students the higher job opportunities after their graduation with competitive salary. Otherwise, school have clear vision, mission and core value that is the key to encourage students' spirit so that they will become a successful person with responsibility, honesty, solidarity and getting a bright life in the future. So in tourism skill we teach our students to know about a lots knowledge like front office, Housekeeping, Food & Beverage service and food productions. Now I will introduce about food production and packing. In food production we have many works to do like food processing, cooking, baking, manufacturing and food packing. The food and packaging industry is a vastly growing industry worldwide providing jobs to thousands of people all around the globe. Most of the jobs related to food production and packaging do not require that much of education but skills are the part where no industry compromise in order to give the best food products and high-quality packaging solutions to the customers. Packaging and production workers produce and pack the food items, boxes of food.

Following are the duties of skill provision on food production and packing:

- 1 Production Worker and Production Worker Requirements
- 2 Product Packager and Packager Requirements
- 3 Package Designer and Package Designer Requirements

Finally I think this topic will let you know more experiences in tourism skill and educate students to be good people in their capacity and potential.

Mr. Yahya Farqadain

Senior Teacher SMTI Yogyakarta Vocational High School, Indonesia



Yahya Farqadain is a mechatronics teacher at SMK SMTI Yogyakarta. He has taught at SMK SMTI since 2018, some of the subjects he teaches are electrical engineering, Pneumatics, PLC. He graduated from the Electrical Engineering Department at Gadjah Mada University in 2010. Then he worked at the Astra Group mining company for 6 years, PAMA Persada Nusantara, his last position as section head in the development system. The field of work is closely related to the development and improvement system. This work experience is very helpful for students in directing and providing an overview to students about the world of work.

ABSTRACT

Mechatronics Skills Development and Industrial Relation: Dual System Smk Smti Yogyakarta 2022

Dual system is our school's mainstay program in the success of the vocational program. With this dual system program, it is hoped that both companies and students will benefit. The company will get competent workforce candidates according to their needs. Meanwhile, students will gain experience and competence so that they can be accepted in the company.

Some things that must be ensured so that this goal can be achieved are as follows :

- 1 Partnership with Industry
- 2 Curriculum
- 3 Learning system
- 4 Teachers and Instructor
- 5 Practical Facilities
- 6 Graduate Absorption

Mr. Nguyen Tuan Vu

Teacher of Electrical – Electronic Faculty College of Machinery and Irrigation (VCMI), Vietnam



Mr. Nguyen Tuan Vu is a teacher of Electrical-Electronic Faculty at College of Machinery and Irrigation (VCMI). He teaches Electrical Installation, PLC Programming, KNX for 02 occupations and Industrial Electrical Engineering and Electronics for Energy and Building Technology. He coaches students to participate in skills exams at all levels. He graduated his Engineering Degree majoring in Electrical Engineering from Quy Nhon University. During his work time, he has joined plenty of Training Programs such as City & Guilds Level 2 IVQ (1106) in Training Skills, Maintenance of Universal Electric Machines, Master Trainer- In Company Training, Control Servo Motor, Renewable Energy, Basic Programming Control of KNX Device, Training potential assessors for the program "Dual –Training in TVET" organized by the Program "Reform of TVET in Vietnam" (TVET in Vietnam), Electronics for Energy and Building Technology, A basic green module on "Environmental Protection, Energy and Resource Efficiency", Industrial Electrician/Electronics Technician –Specialty Automation Technology, Programming Control of KNX Device, and Advance Programming Control of KNX Device from various institutions and cities such as city & Guilds, HaUI-JICA/ Hanoi, GIZ LILAMA 2, Hessische Landesstelle für Technologiefortbildung (HLFT), Hanoi College for Electro-Mechanics (HCEM), LILAMA2, HLFT, College of Machinery and Irrigation (VCMI), and Berufsbildungs- und Technologiezentrum Gallinchen (BTZ).

ABSTRACT

Technical Skill Provision For Industrial Employment

Supplying High-Quality Human Resources For Labor Market

The Industrial Revolution 4.0 is drastically changing the production and business methods of enterprises. The enterprises require high-quality trained human resources to ensure their development. Human resources are abundant, but the trained human resources that are suitable to the need of the enterprises are not enough, leading to a certain human resource shortage of enterprises. Enterprises are looking for human resources, whereas available abundant human resources do not really satisfy the needs of enterprises. In that context, the training for human resources with the cooperation between training institutions and enterprises is a really necessary direction for the development of enterprises and the economy.

In order for the trained human resources to be qualified and suitable for enterprises, it is necessary to further promote the development of vocational training in the model of linking training institutions with enterprises. Therefore, solutions should be implemented synchronously with the participation of stakeholders to develop human resources. The Covid-19 makes a big change in the operation and production process of the business, leading to a rapidly changing supply demand, which requires a quick adaptation of training institutions and enterprises for real cooperation to create benefits for both. The efforts of colleges to link training with enterprises bring many certain benefits to enterprises and the economy. However, in order to maintain these benefits sustainably, it is necessary to have the cooperation among training institutions, enterprises, and vocational education authorities. Enterprises need to realize that participating in training is part of their sustainability, and that they will truly benefit in the long term. The management agencies also need to create appropriate support mechanisms for enterprises to participate in training, so that the trained human resources can really meet the needs of the labor market, suitable for today's rapidly developing industry.

Ms. Rosdiana Bakar

Lecturer of Sepang Vocational College, Malaysia



Ms. Rosdiana Bakar graduated her master's degree in Education Information Technology from Sultan Idris Education University in 2021.

Rosdiana bakar had been a teacher in WESLEY METHODIST INTERNATIONAL SCHOOL, KUALA LUMPUR for 7 years (2003-2010) and a lecturer in Vocational College of Ert Setapak for 8 years (2010-2018). Currently Rosdiana has been serving as a lecturer in Vocational College of Sepang since 2020.

She was awarded for NATIONAL INVENTION AND INNOVATION COMPETITION 2021 (SILVER MEDAL), NATIONAL TEACHING & LEARNING INNOVATION AWARD 2013 (BRONZE MEDAL). In addition, she has remarkable social contribution including volunteering to teach ICT to native people in PERAK, Malaysia, convocation volunteers, creating Herbal garden in SMK SRI LAYANG and SILAT show volunteers.

ABSTRACT

Practicing vocational program curriculum in the IR 4.0 context and school good practices

Industrial Revolution 4.0 with technological advances can bridge the gap between the physical, digital and biological worlds. Technological advances are meant with the emergence of artificial intelligence (AI), robotics, biotechnology and nanotechnology, quantum computing and so forth. The Industrial Revolution 4.0 not only affected business, administration, industry but also affected the field of education and it is known as Education 4.0. This Education 4.0 project has been designed in response to the needs of the Industrial Revolution 4.0 where teaching methods are now slowly transforming into technology-based teaching (Rasika, Lim & Haslinda, 2019).

In Malaysia, there is a lot of TVET skills learning institutions and among those is the vocational college was upgraded from vocational school. There are about 85 of vocational colleges in Malaysia and one of it is a Vocational College of Sepang, located near the city center of Putrajaya. There are 5 departments here that offers 7 Vocational Diploma programmes which is Information Technology, Database Management System and Web Application Technology, Automotive Technology, Refrigeration and Air Conditioning Technology, Accounting, Fashion Design and Culinary Art. Studying at Vocational college, the first 2 years are for Malaysian Skills Certification (SKM) & another 2 years for completing the Diploma of Vocational Malaysia (DVM).

The curriculum developers are always trying their best to come out with the syllabus that will enhance students talents and suits the requirements of the industries. However, there's still a challenge because we couldn't change the syllabus every year in order to do so. Hence, the college will try their best to collaborate with the industry in such a way by giving students courses or knowledge sharing activities regarding the industry and the technologies involved. This collaboration between the institution and the industry is really important to the lecturers and students since they help both of them to see the needs & importance of the competencies. Thus, programmes here also have initiated Note of Understandings with industrial companies related such as IBM, Proton, Xelfact and few others.

Ms. Cynthia B. Llacer

Principal Palapas National High School Ligao City, Philippines



Ms. Cynthia B. Llacer is a resident of Tinago, Ligao City, Albay, Philippines. She finished her baccalaureate degree with Bachelor of Secondary Education majoring in English. Her post graduate study is Master of Arts in Education (M.A. Ed.) majoring in Administration and Supervision. At present, she is a new scholar under the Linking Standards for Quality Practices (LiSQuP) of Philippine Normal University taking up Doctor of Philosophy (Ph. D.) majoring in Educational Leadership and Management (EdLM).

She has been a public school teacher from July, 1998 to July, 2019 then became a Secondary School Principal up to now. It was because of her passion in her work that she won multiple awards when she was still a teacher. To name a few, she has been awarded as an Outstanding School Paper Adviser of the Philippines in 2016, Pambansang Ulingang Guro or National Outstanding Teacher in Filipino in 2014, Outstanding Teacher of Albay 2014, and 5th Place in Opinion Writing for School Paper Advisers Category during the National Schools Press Conference in 2014 outwitting almost a hundred of her competitors.

She was also able to officially publish three (3) news feature articles in Rappler.com, an international online news platform when she was tasked to cover the national sports event in 2016 along with other international and national journalists.

As a school head, she never ceased to continue her quest for excellence. Her written work was awarded as one of the Regional Level Best Application Projects among the rest of the outputs presented by her fellow school heads. It happened when she was still designated as a Teacher-In-Charge or TIC of Maanon High School in Ligao City Division. She was also able to publish her research entitled, "Factors Affecting the Career Choices of Graduating Public Secondary Students in Ligao City Division, Ligao City, Philippines just last year, 2021, in Indonesian Journal of Teaching in Science.

Aside from her leadership and management skills, she also knows a little about dancing, singing, hosting, and playing a guitar. She is also a part-time college instructor of Ligao Community College for 12 years now. In spite of all her accomplishments, she still yearns to achieve more because she believes that, "It is when you are at your limit that you learn to discover your true strength."

ABSTRACT

Shielded Metal Arc Welding (SMAW) Skills for Industry and Employment

Palapas National High School is a public secondary school located in Palapas, Ligao City, Philippines under the mandate of the Department of Education (DepEd) K-12 Basic Education Program. Its curriculum covers Grades 7 to 10 in Junior High School (JHS) and Grades 11 to 12 in Senior High School (SHS) with government permit no. S-031, series of 2019. Its track offerings are Academic and Technical-Vocational Livelihood (TVL) Tracks with Industrial Arts and Home Economics as TVL Strands. Under the Industrial Arts are two specialization being offered by the school: the Shielded Metal Arc Welding (SMAW) and the Motorcycle/Small Engine Servicing (MSES). One of the goals of the K to 12 Basic Education Program is to develop among the learners the competencies, work ethics, and values relevant to pursuing further education and/or joining the world of work. To achieve greater congruence between basic education and the nation's development targets, Work Immersion, a required subject, has been incorporated into the curriculum. The school have chosen to offer SMAW because of the vast opportunities that it can offer to the learners after they finished their Senior High School Program.

To encourage the students to continue to achieve their goals, Palapas National High School provided a mock environment given the available school facilities, materials, and equipment. Arrangements were made between the school management and parents/guardians. Guided by the learning competencies, SHS learners participated in the activities.

The implementation of the SMAW Training had made flexible enough to fit the complex setup and needs of the learners and the school without violating the IATF Protocol. With that, the students spent four hours of face-to-face classes per day for their training following the guidelines set by the Department of Health and the Department of Education (DepEd). The training was attended by the SMAW students who were fully vaccinated and had agreed to attend face-to-face classes.

Moderator



Mr. Tim Vorn

Head of Research and Development Division, SEAMEO TED

Mr. Tim Vorn is the Head of Research and Development Division, SEAMEO TED. Previously, he worked as a curriculum and syllabus developer and designer at Department of Curriculum Development, MoEYS. At the same time, he served as a member of translation committee of Topic and Learning Objective and GCED Guide for Training Books. In addition, he has been working in the field of education for nearly 12 years. His work experience includes teaching, material design, assessment, curriculum and syllabus development and design, translation and interpretation, research, etc.

Mr. Vorn has participated in many relevant intensive training courses, workshops and conferences locally, regionally and internationally. He has co-authored and published three research articles on Assessing the Distance Learning Delivery Quality for Technical Education Students during the COVID-19 Pandemic Outbreak at General and Technical High Schools in Cambodia, Assessing the Curriculum Implementation Effectiveness at General and Technical High Schools in Cambodia and ICT Needs Assessment for Technical Education Teachers in the SEAMEO Country Members. He also holds a bachelor's degree of education, majoring in English Literature. Lately, he successfully completed his master's degree of educational administration at National Institute of Education (NIE).

Dr. Meak Chantheng

Deputy Director of Vocational Orientation Department, MoEYS, Cambodia



Mr. CHANTHENG MEAK was born on the 10th October 1978 in Prey Veng province, Cambodia. In 2001, he graduated with bachelor's degree of arts in geography for Royal University of Phnom Penh. In 2002, he satisfied the requirement of a training course leading to the certificate of upper secondary school from the Faculty of Pedagogy (known as National Institute of Education). He was an upper secondary teacher of Kampong Chheuteal High school. In 2007, he continued his master's degree in teaching social studies at the Faculty of Education, Chulalongkorn University, Thailand. He was appointed as school principal of Kampong Chheuteal High school for five years. In 2017, he pursued his Doctor of Philosophy in Educational Management, Division of Educational Management, Department of Educational Policy, Management, and Leadership, Faculty of Education, Chulalongkorn University, Thailand. He is currently a deputy director of Vocational Orientation Department, Ministry of Education, Youth and Sport, Cambodia, in charge of technical education curriculum development and research.

ABSTRACT

RE-Imaging Technical Education Curriculum at Technical-Vocational High Schools

I will present on the topic titled Reimage technical education curriculum development for upper secondary school in Cambodia. The presentation covers with four points consisting of Cambodia. I will end with question and answer.

Introduction of government vision, brief educational reform and educational system in

- 1 Why to reimage the technical education curriculum development for upper secondary school in Cambodia.
- 2 How to design and develop technical education curriculum development for upper secondary school in Cambodia.
- 3 What has been done with technical education curriculum development for upper secondary school in Cambodia

I will end with question and answer

Mr. Sulistio Mukti Cahyono

Deputy Director for Alignment of Vocational Education and Industry, Directorate of Partnership and Alignment of Vocational Education with Business and Industry Ministry of Education, Culture, Research and Technology, Indonesia



Education:

- Bachelor of Economics (2001), Malangkucecwara School of Economics, Indonesia
- Master of Business Administration (2010), Faculty of Business and Government, University of Canberra

Carrier at Ministry of Education, Culture, Research and Technology:

- QA Technician (2001 – 2006)
- Partnership Analyst (2007 – 2010; 2015 – 2017)
- Human Capital Analyst (2011 – 2014)
- Planning Expert (2020 – 2021)
- Policy Analyst Expert (2022)

Position Experiences at Ministry of Education, Culture, Research and Technology:

- Manager of Finance (2006; 2011 – 2013)
- Head of Vocational Alignment (2018 – 2020)
- Deputy Director for Alignment of Vocational Education and Industry (2021 -2022)

ABSTRACT

Human Capital Investment in TVET in Southeast Asia: Case of Indonesia

Vocational Education has strategic role to support economic growth in Indonesia. One approach as stated in the constitution is enhancing the quality of human resources to fulfil the labour market. It can be achieved thus by the quality improvement of the vocational education.

As part of the education system under the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia, vocational education consists of 2.249 vocational higher education, 14.291 vocational high school, as well as 16.926 course and training institution. In this regard, the vocational high school with the total number of 5.128.014 students across 10 area competencies will be discussed further in this paper.

Vocational high school (SMK) potentially generate numbers of high skilled human resource for Indonesia. Nonetheless, according to the national statistic authority report, SMK's graduate contributes the highest unemployment rate lately. Experts report that the current vocational education system in Indonesia is considered irrelevant to industry. Therefore, the alignment of the curriculum, pedagogy, tools and assets, certification system, and teacher between vocational education institution and Industry is required to deal with the challenges.

Recently, Indonesian government emphasize on human capital quality improvement by establishing the regulation number 68/2022 concerning the Revitalization of Vocational Education and Training. This regulation aims to enhance the quality, access, and relevance of vocational education and training by promoting the stakeholder participation, such as Indonesia's Chamber of Commerce (KADIN), Business and Industry, National Professional Certification Authority (BNSP), and other relevant Ministries. It is expected that collaboration among stakeholders and the regulation harmonization will improve the quality and the effectiveness of human capital investment in TVET, particularly in Indonesia.

Dr. Rangsan Thepmondhri

Director of Policy and Strategy Division, Bureau of Policy and Planning of OVEC, Thailand



RANGSAN THEPMONDHRI obtained his Bachelor's Degree B.A. in English (Second Class Honor) from Maha Sarakham Rajabhat University, Thailand in 1999. He received his Master's Degree M.A. in English (First Class) University of Mysore, India (Indian Government Scholarship) in 2006 and Master's Degree M. ED. in Educational Studies (First Class) from Hiroshima University Japan (Japan Government Scholarship) in 2011. Ransan got his Ph.D in Education from National Dong Hwa University, Taiwan (Taiwan Government Scholarship) in 2019. He got publication in research articles including (1) Actors and Networking on TVET QA of Thailand: A study on the Implementation and Its Problem (International Journal of Social Science), (2) A Development of Technical and Vocational Education and Training (TVET) Quality Assurance (QA) of Thailand (National Dong Hwa University).

He used to have Study-Visit and various professional training to several countries, Germany (Ministry of Education) France (Institut Francais De La Mode), Italy (Domus Academy), Australia (Tafe Queensland, Tafe Melbourn, University of Sydney), Israel (International center for agricultural training), Japan (Kosen), China (Tianjin Municipal Commission), Malaysia (Department of Polytechnic, Ministry of Education), Indonesia (Seamole, Ministry of Education), Singapore (ITE), Laos (Ministry of Education), Vietnam (Ministry of Education), Cambodia (Ministry of Education), Taiwan (Minigdao University, Pintung University of Technology), and Korea (Korea research Institute for vocational education and training).

Prior to his current position, Rangsan used to serve as External Relations Officer, Department of Vocational Education (DOVE) Ministry of Education for three years (2004-2007) and as Policy and Planning Analyst, Office of the Vocational Education Commission (OVEC) Ministry of Education for ten years (2007-2018) and Director of International Strategy and External Relations Division Office of the Vocational Education Commission for three years (2018-2020). Rangsan has also engaged in various international and regional projects such as A Coordinator for UNESCO-UNEVOC Centers of the Office of the Vocational Education Commission, a National Coordinator for Accreditation of Thailand (Colombo Plan Staff College for Technician Education : CPSC) (appointed by OVEC and CPSC), as CPSC ACCREDITOR (appointed by CPSC) and Advisor for Office of Academic Resource and Information Technology Dhonburi Rajabhat University, Ministry of Education.

Since 2021, Rangsan is serving as Director Policy and Strategy Division, Office of the Vocational Education Commission, Thailand.

ABSTRACT

Industrial Promotion and Skill Development for Youth: A Case of Thailand

Keywords: Technical and Vocational Education and Training (TVET), Vocational Classroom, Curriculum Development, Life Long Learning

20-Year National Strategy (2018-2037) put the importance of providing and promoting the excellence in education for international and relevant standards acceptable for industries. Accordingly, National Education Plan (2017-2036) also pointed the priority on setting educational criteria and indicators in referring to the demand of labor market. Technical and Vocational Education and Training (TVET) responsible by the Office of the Vocational Education Commission (OVEC), Ministry of Education of Thailand would also on the expectation for providing TVET manpower with educational qualification and professional qualification to serve the needs of private sectors as well as the promotion of Life Long Learning (LLL).

In order to cope with those strategies and urgent agenda, OVEC has come up with 8 strategies expected to be used as the direction of TVET during 2023-2027 as 1) Strengthening TVET partners, 2) Upgrading high competency TVET, 3) TVET for LLL, 4) Upgrading vocational institutions for academic and professional leadership, 5) Curriculum development for vocational qualification and competency, 6) Upgrading TVET management using Area Based Management, 7) Open Entry and Open Exit for TVET, and 8) TVET teachers and personnel development and the changing management. For promotion of TVET, OVEC has also launched TVET programs with high schools using short-course training and vocational classroom where vocational subjects were taught in high school in advance by the cooperation of TVET colleges and the schools. The credits gained from this cooperative program would lead to TVET qualification in order to shorten the duration of TVET program. Overall, TVET in Thailand would move to the direction of actual flexibility especially the mechanism for LLL using different approaches, competency based TVET, and innovation in management.

Prof. Dr. Ramlee Mustapha

Professor and TVET Expert, Sultan Idris Education University, Malaysia



Dr. Ramlee Mustapha is a Professor of Technical and Vocational Education at the Faculty of Technical and Vocational Education, Universiti Pendidikan Sultan Idris (UPSI) [the Sultan Idris Education University]. In 2010, he was appointed as the Dean for Post-Graduate Studies at UPSI. A year later, he is appointed as the Dean of the Faculty of Technical and Vocational Education at UPSI. In 2017, he was appointed as the 5th President of the Asian Academic Society for Vocational Education and Training (AASVET).

He is an expert in vocational education and training and human resource development especially in the Pacific Rim and East Asian region. His research interests lie in TVET curriculum development, public-private partnership, higher technical-vocational education, indigenous learning of minority groups (special needs students and Orang Asli – Malay Aborigines) and multicultural human resource development. He taught undergraduate and graduate courses in research methods, statistics, technical and vocational education, vocational education for special needs students, cross cultural, cross national human resource development. He also studied the effect of vocational education on social and economic development. He is currently supervising 20 doctoral candidates.

He is a frequent speaker in various disciplines related to Technical and Vocational Education and Training (TVET) curriculum, IR 4.0, Industry-driven initiatives, creativity, and human resource development. In addition, Dr. Ramlee Mustapha was invited as main speaker at several International Conferences such as in Thailand (2001), Singapore (2002), Taiwan (2002), Indonesia (2002), Kuwait (2002), Saudi Arabia (2002), Finland (2003), Thailand (2004), Costa Rica (2006), Saudi Arabia (2006), Hawaii (2007) and Taiwan (2007), Indonesia (2008), China (2008), Japan (2009), Indonesia and Taiwan (2010), New Zealand, Thailand, China, Singapore and Vietnam (2011), Japan (2013), Germany and Taiwan (2016), Indonesia and China (2017), Vietnam (2018), Iran and Russia (2019), United Kingdom (2020).

He has written over 150 articles and 8 books in Technical-Vocational Education and Human Resource Development. His books include *Education for Diverse Learners* (2009) [published by Universiti Putra Press], *Identify Career Potentials* (2008) [published by Oxford], *Competence Development as Workplace Learning* (2007) [published by Innsbruck University Press, Austria], and *Workforce Development in East Asia and the Pacific* (2004) [published by Information Age Publishing Co., USA]. *Skills and Vocational Education in Malaysia* (2017) [published by Springer]. He is the Chief Editor for *Journal of Asian Vocational Education and Training (JAVET)* and the *International Journal of Learner Diversity*. He also serves as International Editorial Board Member for *International Journal for Vocational Education and Training (United States)* – a prestigious journal in the field of vocational education and training. He is also an Associate Editor for *International Journal of Learning (Australia)*. He is an active member in professional associations such as Asian Academic Society for Vocational Education and Training (AASVET), International Vocational Education and Training Association (IVETA), ACTE (American Career and Technical Education), and Malaysian Vocational Association.

The latest project headed by Dr. Ramlee Mustapha is the identification of vocational intelligence among primary school children and the development of validated instrument to measure vocational intelligence. Dr. Ramlee Mustapha also involved in International Project funded by UNESCO to build Virtual Teacher Education Center (VirTEC) in South Asian Region (2000 – 2001). During his stay in the United States, he was involved in Leadership Development Program for Vocational Special Needs Program with Professor James P. Greenan at Purdue University. He was a UNESCO Scholar (2004–2005) and studied gender issues in vocational education and training during his fellowship at Purdue University USA in 2005.

He received several outstanding awards such as Malaysian Government Scholarship Award to study in the United States (1982–1997), and Outstanding Graduate Students (1994), and Excellence Service Award (2003). He won several fellowships such as UNESCO fellowship (2004), Fulbright Scholar Program (2005) and IIPe (Columbia University) fellowship (2006) and Petrosains Fellowship (2008). He serves as visiting scholar at several prestigious universities such as University of Sydney (Australia), Nagoya University (Japan), Sultan Hassanali Bolkiah Institute of Education, University Brunei Darussalam, East China Normal University (Shanghai), and Dortmund Technische University (Germany). He is also active in community services. He is frequently invited as speaker and facilitator to several motivational camps for school and university students throughout the country.

Dr. Ramlee Mustapha holds a Bachelor degree in Chemical Engineering (BSChE) from University of Alabama, USA. His first Masters degree in Educational Administration (M.Ed) from Eastern New Mexico University, USA and his second Masters degree in Industrial Technology (M.Sc) from Purdue University, USA. He earned a doctoral degree in Technical and Vocational Education (Ph.D) also from Purdue University, USA.

ABSTRACT

TVET Skill Development for Industrial Employment Readiness: The Policies and Best Practices in Malaysia

In the era of fast-paced technological evolution, the requirements of the industry and job market have also evolved. Hence, there is a need to assess the employment readiness of the TVET graduates. Based on the 11th Malaysia Plan, there is a target to increase skilled workers from 28 per cent to 35 per cent, and 60 per cent of future jobs are expected to require technical and vocational skills. It is crucial for the TVET institutions in Malaysia to collaborate with the industries in order to support the development of relevant knowledge and skills. The purpose of this presentation is to discuss about Malaysian case studies of successful partnerships between TVET institutions and industries. In addition, predicting future skills and competencies that are needed by IR 4.0 industries is also critical. Thus, the provision of future TVET talent by investing in proper human capital is indispensable.

H.E Thang Samon

Deputy Director General of DGTNET, Ministry of Labor and Vocational Training (MOLVT), Cambodia



Thang Samon is an advisor to the Ministry of Labour and Vocational Training (MLVT) and Deputy Director General of Directorate General of Technical Vocational Education and Training (TVET), MLVT, Cambodia. He received bachelor degree in science economic from Royal University of Law and Economics (RULE) in 2006, Cambodia. and he received two Master's degrees, the first is Master of Business Administration (MBA) from National Institute of Business (NIB) in 2009, Cambodia and the second one is International Master of Public Administration (IMPA) from Tsinghua University (THU) in 2017, China. He has working in the Technical Departments of Directorate General of Technical Vocational Education and Training (TVET) since 2007 under supervision of the Ministry of Labour and Vocational Training. He has joined a committee to establish MLVT Strategic Development Plan 2014-2018, 2019-2023 and TVET Strategic Development Plan 2014-2018, 2019-2023, National Employment Policy (NEP) 2015-2025, National TVET Policy 2017-2025 and others policy and strategic which focus on human resource in Cambodia. His current job is respond to 1) Develop and report TVET 5 years strategic development plan and TVET policy, 2) Strengthen mechanism of public private partnership to involve and support TVET,

- 1) Develop and report TVET 5 years strategic development plan and TVET policy,
- 2) Strengthen mechanism of public private partnership to involve and support TVET,
- 3) Strengthen good governance of TVET system, TVET management information system, M&E system,
- 4) Develop social marketing strategies to promote and encourage student to enroll in TVET,
- 5) Research, develop, and improve innovation in TVET,
- 6) Develop and M&E TVET E-learning platform,
- 7) ASEAN TVET Council focal point and ASEAN working group for MLVT and 8) Assist to director general of TVET to lead and supervise TVET's institute in Cambodia.

Moderator

Mr. Ith Vuthy

Deputy Director, SEAMEO CECCEP



Mr. Ith Vuthy is serving as a Deputy Director for Program to Southeast Asian Ministers of Education Organization Regional Centre for Early Childhood Care Education and Parenting (SEAMEO CECCEP), in West Bandung, West Java, Indonesia since 2018. The prior position, he was a Deputy Director for Program, to SEAMEO SEAMOLEC, Jakarta Indonesia (2009-2017), before that a Deputy Director for Program and Marketing SEAMEO BIOTROP, Bogor, Indonesia (2005-2008) and as a Political Assistant at the Indonesian Embassy for the Kingdom of Cambodia (2003-2005), Phnom Penh. He also used to be a Compliance Officer, Liaison Officer, Tringunggal Komara Garment Industry Co.,Ltd. Phnom Penh, Cambodia.

He has actively contributed to various international, regional, national conference, workshop webinar, seminar and forum as a speaker and moderator. Since 1995, Mr. Ith Vuthy as Cambodia Civil servant, Ministry of Education Youth and Sports, member of Biological Committee and Computer Committee, Research Institute Department, Phnom Penh, Kingdom of Cambodia.

He graduated Master of Art Degree in Political Science focusing on International Relation Gadjah Mada University, Yogyakarta, Indonesia in 2001 and Master of Science Degree in Biology, Biochemistry 1994 after he got his Bachelor of Science Degree in Biology, Biochemistry and Environment from Mechnikov State University of Odessa, Ukraine, Soviet Union in 1992.

Instruction to Networking Session

This networking session may require all participants from both private companies and schools/colleges to increase the interactive discussion and understanding one another among the participating institutions in the workshop. Participants are also expected to gain their social well-being and extend partnership for possible joint activities in the future. Some speakers may have very limited time while and some participants may not have a chance to question during the presentation sessions; therefore, this network session will allow them to interact and deeply understand on their interested topics. They might be focused on the professional but friendly aspect of networking and communication.

Networking isn't just about taking but it's also about giving, which makes it all participants a mutual benefit.

Why is networking important? Besides the social benefits, building relationships can be the key to making huge strides in your career path especially building up public and private partnership among all.

- Six public and private company representatives will provide some brief and in-dept information of their organization, products, skills, employment opportunity and other relevant issues at the prepared table to the visiting participants. One company will be given one table. The list of company is attached;
- There will be 19 schools/colleges and universities are from 7 ASEAN countries including Cambodia, Indonesia, Malaysia, the Philippines, Thailand, Singapore and Vietnam. So, Schools/colleges from each country are invited to sit together at their own countries table. They can show their school marketing at the given space. The organizing team will assist if case more table and space for school is needed;
- Participants will have to move around free to discuss and interact with each table of company representative;
- Each group is required to visit and discuss with public and private sector for 10 minutes then rotate to other table;
- All parties should prepare their own network tools for this network session (business profile, brochure, leaflet, name card...);
- Each group will one note taker and summarized the outcome of discussion;
- Moderator(s) will present the overall outcome of the discussion.

Moderator



Mr. Khat Promsochetra

Deputy Director, SEAMEO TED

Mr. Khat Promsochetra is the Deputy Director of SEAMEO TED and Dean of Business Faculty at National Institute of Entrepreneurship and Innovation (NIEI). He earned Post Graduate Diploma in Management Business-Entrepreneurship (PGDM B-E) from Entrepreneurship Development Institute of India, and Master of Business Administration from National University of Management. He is a business management professional with 13 years of teaching and consultancy experience in the areas of general management and of entrepreneurship, business opportunities, business ideas generation, strategic management and business plan formulation. An educator in the area of marketing for startups, retail and general management with several years of experience in academia both public and private sector. Has developed curriculum, modules and structures for various entrepreneurship development activities. Specializes in the areas of business opportunity identification and guidance, project report preparation and entrepreneurship. Involved in entrepreneurship teaching, startup and growth.

He has entitled as Human Resource Manager for BV International Retail Co., LTD for 2 years. He is co-founder of Master Career Service in recruiting and orientation and training new staff, and consultation service for new enterprise creation and in extending support and consulting to the existing entrepreneurs and business transformation. He has consultancy service experience with local and international NGOs and companies on project evaluation, policy development and capacity building/ training such as ILO, KOICA, ADB, World Vision, APTEC (EU), Global Corp (US), UNIDO, UNESCO. Last but not least, he also starts to import healthy, supplement and beauty care products from Australia and New Zealand.

Moderator



Mr. Phann Sophea

Chief-ASEAN Office, Department of Information and ASEAN Affairs, MoEYS

Mr. Phann Sophea graduated Master Degree in TESOL at Royal University of Phnom Penh in 2009 and Bachelor Degree of Education in English at Human Resources University in 2006, Cambodia. Also, he earned Postgraduate Diploma in Applied Linguistics at Regional Language Centre in 2011, Singapore and English Curriculum Development at Regional Language Centre in 2013, Singapore. Moreover, He attended the training on Diplomacy and Foreign Relations (14 – 25 Nov 2016) in Malaysia, and the training on Leadership and Management in Higher Education (9 – 12 Oct 2018) in Viet Nam. For his experiences, he has been in charge of ASEAN Affairs since 2011.

Currently, he is the Head of ASEAN Division, at Ministry of Education, Youth and Sports, Cambodia. From 2015 to 2020, he was a member of SOMED Focal Point and SOCA Focal Point for Cambodia where he supported SOMED Leader and SOCA Leader. From May 2016 to May 2017, he was an Attachment Officer (AO) at EYSD where he learned a lot about the work of this Division. During my assignment as AO, he had 9 missions outside Indonesia. One of the 9 missions, he was assigned to chair the meeting: ASEAN+3 Ecotourism Event on Youth, 13 – 16 December 2016, Laung Prabang, Lao PDR. This important role really inspired him to lead people for a sustainable development with better results. Finally, he was also the former of Cambodia National Leader of 44th SSEAYP. It was one of his inspirational supervisions which he led 28 Cambodia Participating Youth to join 44th SSEAYP successfully. Through the program, they understand International Relations, Leadership Skills, Self-Discipline and ASEAN Protocol. After the SSEAYP program, they update their concepts and change their lives of the ways in living and working and keep good relationship with all Participating Youth of ASEAN and Japan. For leadership, he personally follow is principle, "commitment to the deadline is a key to success."

Proceeding Writer



Mr. Mara Pho

Head of Technical Education and Training Division of SEAMEO TED

Mr. Mara Pho is Head of Technical Education and Training Division of SEAMEO TED. His main duty is capacity development for teachers and principals of General and Technical High Schools. Mara has an extensive experience in the field of education. He started his career as a teacher of English with the Ministry of Education, Youth and Sport (MoEYS) in 2008. Having observed an obvious mismatch between graduate skills and available careers, he joined MoEYS in 2013 to work on vocational education and training. Mara's professional interest has been to promote the overall quality of public education in Cambodia. He currently works to promote technical education at secondary level in Cambodia. Mara received a Bachelors Degree in Education (B.Ed., TEFL) from the Royal University of Phnom Penh and a Masters in Education from La Trobe University, Melbourne, Australia.

Wrap-up



Mr. Suong Saruon

Head of Public Relations and Partnership, SEAMEO TED

Mr. Suong Saruon received Master Degree in Saemaul / Community Economic Development and Leadership from Yeungnam University of South Korea in 2017, and Master Degree in Business Administration from Royal University of Law and Economics in Cambodia in 2012.

He used to serve as the Head of Academy and the lecture of Economics at Asian Institute of Cambodia in 2011-2013 and served the Department of Information and ASEAN Affairs, MoEYS for three years. Saruon has also been a part-time lecturer of Economics at some universities in Cambodia since 2013. He also has served as the University Relations Manager for the East Asia Management University for one year. He also used to be a Green Growth Think-Tank Coordinator for the International Institute of Scientific Research (IISR) and a research consultant in Research Project lead by Deakin University, Australia

Mr. Saruon is currently the manager of Public Relations and Partnership Division of SEAMEO Regional Centre for Technical Education Development. He also used to manage multiple works in the field of training management, operation and research and international relation since the center's establishment for three years.

Closing Remarks

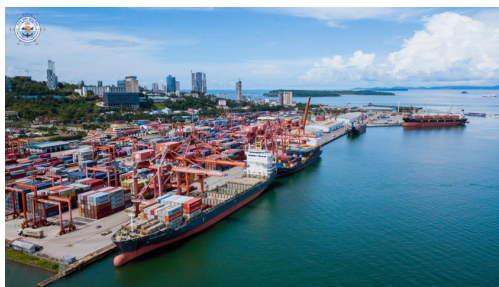


H.E. Dr. Dy Khamboly

SOCA Leader for Cambodia and SEAMEO High Official for Cambodia

H.E. Dr. Dy Khamboly has served in different positions within the Ministry of Education, Youth and Sport (MoEYS). He is currently Deputy Director General of the Directorate General of Policy and Planning (DGPP) where he leads and participates in the development of a number of national and sectoral education research, policies and planning. In the same institution, he also serves as Deputy Secretary General of the General Secretariat of the National Youth Development Council (NYDC) and the MoEYS' Spokesperson. Within the framework of ASEAN, Dr. Dy Khamboly has been appointed as the Leader of the Senior Official Committee for the ASEAN Socio-Cultural Community (Cambodia SOCA Leader), Senior Official Meeting on Education (SOM-ED Leader) and Southeast Asian Ministers of Education Organization (SEAMEO High Official). He graduated with a Ph.D. degree in Global Affairs from Rutgers, the State University of New Jersey, in 2015.

Sihanoukville Autonomous Port



Sihanoukville Autonomous Port (PAS) is one of the most vital ports in the Kingdom which located at the bay of Kompong Som, south-western of Phnom Penh, the capital city. Handled about 60% of total import & export goods and is a crucial gateway for Cambodia's economic sector. Built in 1956 and started the operation in 1960, PAS became the first sole deep sea-port in Cambodia serving the international trade until today. Besides, PAS inherited the best geographical site surrounded by number of islands which protect the port from bad weather. With years of capacity building and assistance from JICA, PAS kept on continue infrastructure development and still remains at its important role as a booster for the nation's GDP growth with more than 12% of its average annual growth rate for the container throughput amid the Covid-19 pandemic.

Sihanoukville Special Economic Zone



Sihanoukville Special Economic Zone (SSEZ) has been developed and constructed by Chinese and Cambodian enterprises in Prey Nob District, Preah Sihanouk Province. It's committed to building a transnational investment platform for companies around the world to achieve win-win development. 2016, Xi Jinping, the President of P.R.C, remarked "The flourishing SSEZ is an example of China-Cambodia pragmatic cooperation." Cambodian Prime Minister Hun Sen has personally visited SSEZ four times and always refers to the zone as his "own son", praising it as a fruitful example of the "Belt and Road" cooperation between the two countries.

SSEZ is close to No. 4 National Road ,about 17 Km away from Sihanouk City, 12 Km away from Sihanoukville deep sea port and 3 Km away from Sihanouk International Airport, with a total planned area of 11.13 Km2. The dominant sectors in the initial phase area are textile & garment, bags & leather products, machinery & hardware, and wooden products. In the second phase, SSEZ will give full play to the advantage of port-vicinity and will mainly bring in industries such as machinery, equipment and construction materials. SSEZ will finally be built into a well-facilitated, fully-functional, eco-friendly industrial zone with 300 enterprises settled in and 80,000-100,000 industrial workers.

At present, access, electricity, water, communications, drainage and sewage and provision of land have been initially realized within the 6 Km2 area of SSEZ. In addition to the sewage treatment plant and thermal power plant, SSEZ has also built comprehensive service center building, apartment, dormitory, neighborhood center, health service center and other facilities. Meanwhile, SSEZ introduced "one-stop" administrative service window composed of government departments, such as the Cambodia Development Council (CDC), the Customs, the Ministry of Commerce, the Labor Department. and Provincial Authority of Preah Sihanouk, which can provide "one-stop" administrative approval services for enterprises. Moreover, a labor market has been established in the zone to assist enterprises in recruiting workers; a legal service center has been established to provide professional legal consulting services; two universities have been established: Preah Sihanouk Cambodia-China Friendship Polytechnic Institute and Sihanoukville Institute of Business and Technology (SIBT) . The former focuses on skills training while the latter focuses on academic education , to provide professional support such as skills and languages for the development of SSEZ .

After the outbreak of the Coronavirus epidemic in 2020, SSEZ hasprotected the health and safety of tens of thousands of people in the area, as well as production and employment as a major social responsibility. Adhere to the prevention and control in one hand and the production in the other hand, the zone has got outstanding achievements in contrarian development. Today, there are 170 enterprises (institutions) from China, Europe, America, Southeast Asia and other countries and regions, creating nearly 30,000 jobs inside the zone, and the total import and export volume of enterprises in the region has maintained a contrarian growth. In 2020, the total import and export volume of enterprises in the region increased by 26.52% year-on-year, and even 42.75% in 2021. Cambodian Prime Minister Hun Sen and Vice Prime Minister Hor Namhong successively sent letters SSEZ to affirm the development achievements.

In the near future, SSEZ will focus on promoting the "three modernization and integration", that is, to further enhance the industrialization, internationalization and capitalization of the zone, promote the integration of industry and city, production and education, enterprise development and social responsibility, which will empowering the construction of 2.0 upgrade version. It will make due contributions to the well-being of the local people and economic and social development.

Ruito Wire & Cable Co., Ltd

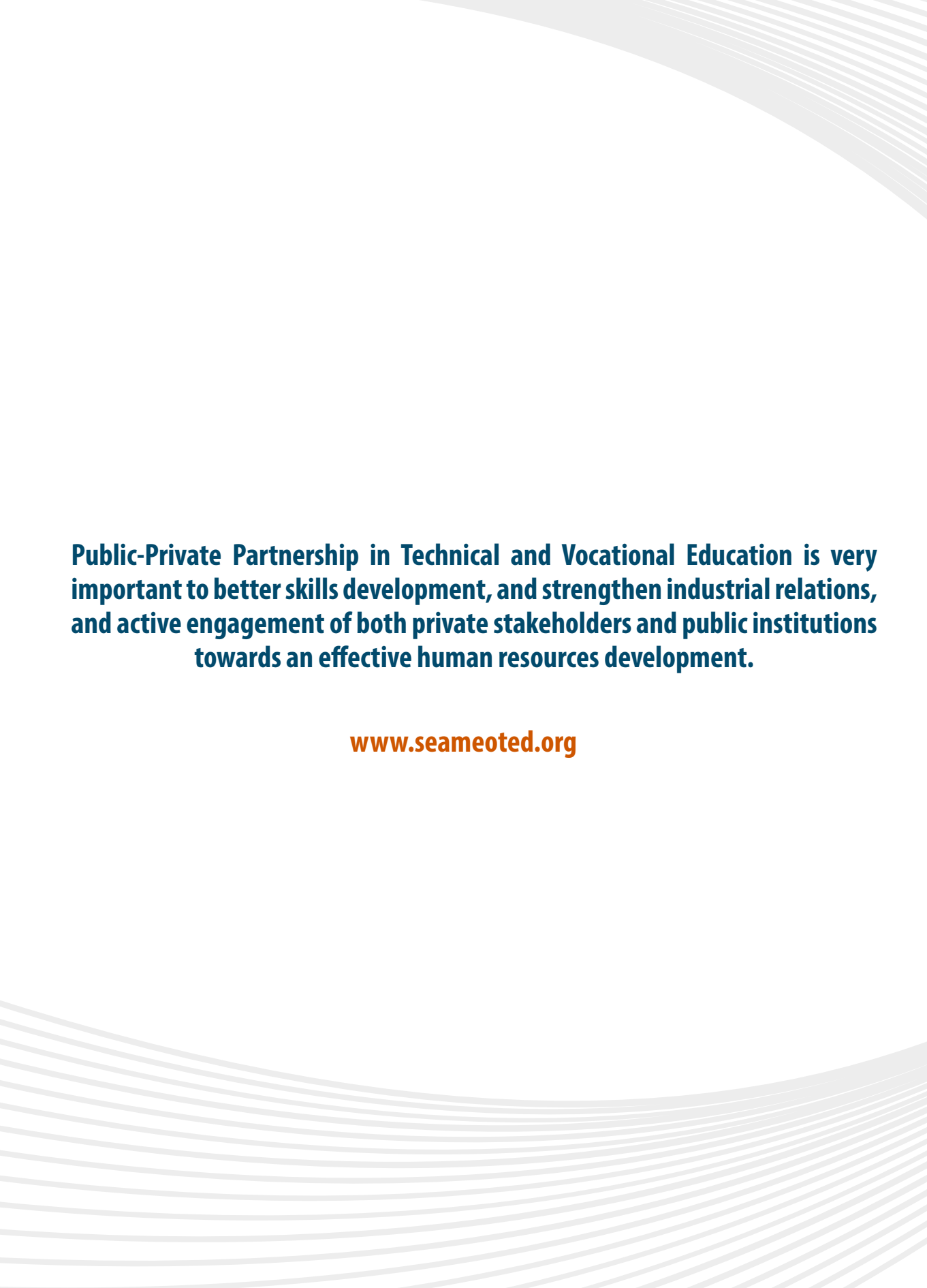
Ruito Wire & Cable Co., Ltd is located in Cambodia's Sihanoukville Special Economic Zone, near National Road 4, 212 kilometers from Phnom Penh and 12 kilometers from the port. Sihanoukville port is only 3 kilometers from Sihanoukville International Airport, which is convenient for transport by water, land, and air because it is a very potential location. Ruito Wire & Cable Co., Ltd. is a company registered on October 2, 2020 as a company specializing in the production and sale of wires. In 2020, Ruito Wire & Cable Co., Ltd. received a series of UL-certified certifications for six products: XHHW-2, MC, SE, USE-2, THHN, and PV. Ruito Wire & Cable Co., Ltd. covers a total area of over 35,000 square meters, has a construction area of about 25,000 square meters, 145 production machines and quality testing equipment, and has launched and currently has more than 400 workers working with a monthly production capacity of more than 200 cabinets.

Enterex (Cambodia) Industrial Co., Ltd



Founded in 1996 headquarter in Taiwan, the Enterex Cambodia branch was established in 2015 with an investment of over 40 million dollars. Our company is located in the Sihanoukville Special Economy Zone on 12 hectors of land. We are the first and still the only aftermarket Radiator/Condenser producer in Cambodia. With 26 years of experience in the manufacturing of replacement heat exchange products we are confident that Enterex Cambodia will be one of the top producers in its field.

Enterex Cambodia's products are made to order for all types of vehicles old and new. Our annual production for Radiators and Condensers are about 260,000 units with plenty of room to increase. At this time, our two products are shipped to America and Europe. We hope as the economy grows again so will we, then we plan on shipping our products to other customers all over the world.



Public-Private Partnership in Technical and Vocational Education is very important to better skills development, and strengthen industrial relations, and active engagement of both private stakeholders and public institutions towards an effective human resources development.

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