



MEKONG
INSTITUTE

COMPREHENSIVE HUMAN RESOURCE DEVELOPMENT FOR THE LANCANG-MEKONG COOPERATION

COMPLETION REPORT 2023

SUPPORTED BY
The People's Government
of Yunnan Province,
P. R. China

PREPARED BY
Mekong Institute



Cross-cultural Communication
for Regional Cooperation



Human Resource
Development Readiness



Structure Learning
Visits





**MEKONG
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2023

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Acknowledgements

The training organizing team would like to express appreciation to the outstanding organizations and individuals whose unwavering cooperation and invaluable assistance were pivotal in the resounding success of this learning program.

Our foremost gratitude is extended to the People's Government of Yunnan Province, P. R. China, for their generous sponsorship of the two-week regional training. Their support formed the cornerstone of the program's success, and we are deeply thankful for their commitment to fostering educational initiatives. We express our deepest appreciation to the Foreign Affairs Office of Yunnan Province for their guidance and support throughout the program.

We extend our heartfelt thanks to the resource persons who shared their wealth of knowledge, lessons learned, and best practices during the training course. Their technical expertise enriched the learning experience and provided us with valuable insights and information essential for our growth.

Finally, acknowledgements are also due to the organizing team and supporting staff of the Mekong Institute to ensure the smooth implementation of the project.

Mekong Institute
September 2023

We thank you for your continued support in our efforts to contribute into a sustainable path towards human resource development in the subregion.

Executive Summary

Mekong Institute (MI), with the support of the People's Government of Yunnan Province, P.R. China, organized a two-week regional training program on "Comprehensive Human Resource Development for the Lancang-Mekong Cooperation" from June 26 to July 7, 2023.

Twenty-five government officials and academic researchers participated in the training program. The training aimed to improve the English language skills and their ability to adapt to cross-cultural communication; enhance the understanding of innovative strategies and practices on Human Resource Development in Lancang-Mekong (LM) region; and acquire the knowledge to foster continued HRD in respective LM countries.

The training was designed and delivered using participatory approaches. The participants went through three progressive stages, which are: 1: "Learn to do", where participants were provided with information on basic concepts and tools to be employed; 2: "Do to learn", where participants learned to apply newly acquired knowledge and skills in their work assignments with proper guidance from facilitators; and 3: "Share to learn", where participants were given opportunities to present their group work and share their experiences with their co-participants and facilitators. As part of the comprehensive training, MI arranged structured learning visits in Khon Kaen and Bangkok, including the Bank of Thailand (Northeastern Region Office), the Board of Investment (Northeastern Region), the RABIF-BEEFC Project, the Eastern Economic Corridor Office (EECO), and the Thailand Science Park (TSP).

The results of the overall evaluation of the training revealed that all participants were satisfied with the course content and found that the topics covered met their expectations. Moreover, the training program concluded with a closing ceremony held at the Sukosol Hotel in Bangkok on July 7, 2023. Participants showcased their knowledge and skills through their final presentations, reflecting the valuable insights gained from the training.

Abbreviations and Acronyms

AEC	ASEAN Economic Community
AI	Artificial Intelligence
AMS	ASEAN Member State
APEC	Asia-Pacific Economic Cooperation
ASEAN	Association of Southeast Asian Nations
B2B	Business to Business
BCG	Bio-Circular-Green Economy Model
BOI	Board of Investment
B&R	The Belt and Road Initiative
CBSEZ	Cross-border Special Economic Zone
CCUS	Carbon Capture, Utilization & Storage
CHEPS	The Chemical Engineering Practice School
CWIE	Cooperative and Work Integrated Education Program
DII	Digital Industry Integration
EDU	Education
EEC	Eastern Economic Corridor
EVN	Electricity Viet Nam
FDI	Foreign Direct Investment
FEPS	Food Engineering Practice School
FTA	Free Trade Agreement
FTZ	Free Trade Zone
GMS	Greater Mekong Subregion

Abbreviations and Acronyms

HESRI	Higher Education, Science, Research and Innovation
HRD	Human Resources Development
ICT	Information Communication Technology
IT	Information Technology
JSD	Junior Software Developer
LLL	Live Long Learning
LM	Lancang Mekong countries
LMC	The Lancang-Mekong Cooperation
MI	Mekong Institute
MHESI	Ministry of Higher Education, Science, Research. and Innovation
NGOs	Non Governmental Organizations
NXPO	Office of National Higher Education, Science, Research and Innovation Policy Council
NQI	National Quality Infrastructure
OSS	One-Stop Service
QS	Quantity Surveyor
RCEP	Regional Comprehensive Economic Partnership
RDI	Recommended Daily Intakes
RMUTT	Rajamangala University of Technology Thanyaburi
SAR	Self Assessment Report
SDG	Sustainable Development Goals
SEZ	Special Economic Zone
SME	Small and Medium Enterprises
SS	Smart Services
STEM	Science, Technology, Engineering and Mathematics
STI	Science, Technology and Innovation
TVET	Technical and Vocational Education and Training
UIL	University-Industry Linkage
UN	United Nations
WIL	Work Integrated Learning

This report includes five parts.

01

Part I: Introduction

Part I introduces the program, contents designed, objectives, approaches used, and participants' profiles.

02

Part II: Program Activities

Part II provides an introductory session, discusses expectations, emphasizes learning activities under each module, and summarizes key concepts.

03

Part III: Program Evaluation

Part III provides a comprehensive set of evaluation methods employed to assess the participants' performance and comprehension of the training content.

04

Part IV: Conclusion

Part IV provides a conclusion, key take aways, and recommendations.

05

Part V: Appendixes

Part V provides lists of the program schedule, participants directory, resource persons, and organizer team.

Part I: Introduction





Program Overview

The Lancang-Mekong (LM) region has immense economic potential and rich natural resources. As many as 75 million people live within the Mekong River Basin area, and approximately 1.6 billion throughout the region. This region is experiencing some of the fastest economic growth rates in the world. It is also sustainable and equitable development, but poverty, environmental degradation, a lack of human resources, and differential social development and governance structures hinder it.

The Lancang-Mekong Cooperation (LMC) members are P. R. China, Cambodia, Lao PDR, Myanmar, Thailand, and Vietnam. The six countries along the Mekong River (the Chinese stretch, the Lancang River) launched the LMC mechanism in 2015 and convened the first Leaders' Meeting in March 2016. The LMC is a sub-regional cooperation mechanism serving the common needs of the six countries, and it is an important part of P. R. China's overall cooperation with the Association of Southeast Asian Nations (ASEAN). Since the LMC's launch, the six countries have joined hands and worked in solidarity to promote the high-level development of the new subregional mechanism, successfully setting a golden example of regional cooperation and bringing tangible benefits to the people of the six countries. The LMC became a good regional cooperation model of the Belt and Road Initiative.

Human Resource development is a critical component of an increasingly interconnected world and is a fundamental element of a country's economic future. To be ready to support economic growth in the LM Region, skilled and knowledgeable human resources are essential. The governments in the region need to play a significant role in aligning HRD needs with the country's economic opportunities by enhancing workforce development while balancing regional development with social and economic needs. Integrating a skill enhancement program is crucial to support employees in acquiring new skills or improving their capabilities. Talented human resources are the change drivers for the LMC. During the seventh LMC Foreign Ministers' Meeting on July 4, 2022, P. R. China launched six plans in the next stage to share with the LM countries the benefits of cooperation and add development momentum. One of the six plans is to implement the LM Talent Plan.

To support LM countries with these efforts, the MI proposed implementing a project called "Comprehensive Human Resource Development for the Lancang-Mekong Cooperation" to develop the human resource capacity of public institutions and equip government officials with advanced HRD skills, regional perspectives, and professional and personal networks.



Training Objectives

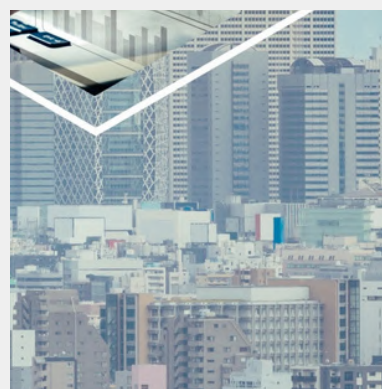
The 2-week-regional training program aims to develop the human resource capacity of public institutions and will equip government officials with advanced HRD skills, regional perspectives, and professional and personal networks.

It is expected that, by the end of the course, participants will be better positioned to:

- Enhance cross-cultural communication skills for deeper understanding and interaction among LM region nationals.
- Introduce innovative strategies and practices for HRD in the LM Region.
- Equip advanced HRD skills in the regional cooperation context.
- Identify measures to foster continued HRD in the LM Region.



Cross-cultural Communication
for Regional Cooperation



Innovative
Strategies and
Practices

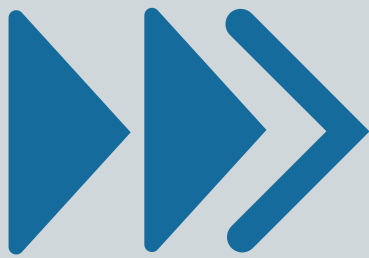


Human Resource
Development in the
Lancang-Mekong
Region



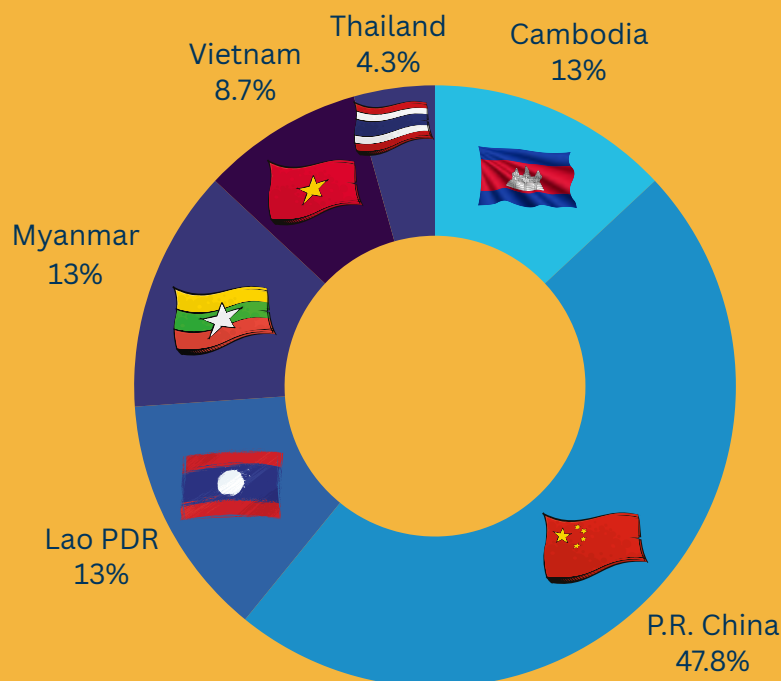
Structured
Learning Visits



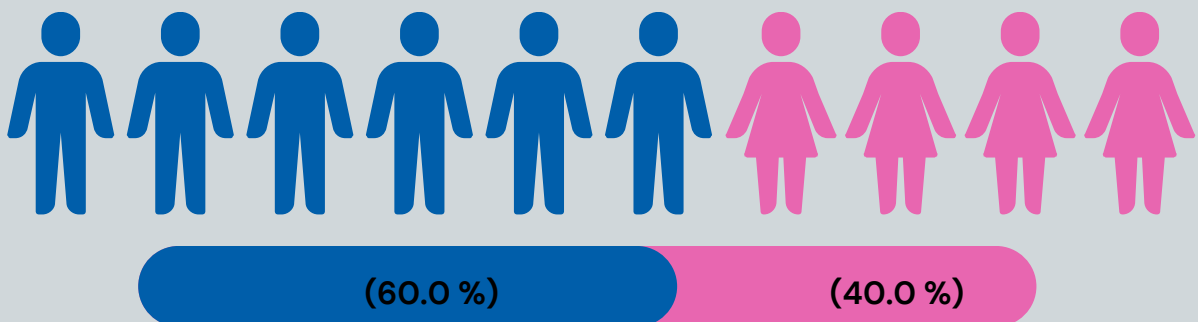


Course Participants

To facilitate in HRD and regional regional cooperation in the LM countries, the training brought about twenty-five participants from government officials, researchers and academia from Cambodia, P.R. China, Lao PDR, Myanmar, Thailand and Vietnam.



The participants consist of fifteen (15) males and ten (10) females from Cambodia, P.R. China, Lao PDR, Myanmar, Thailand and Vietnam participated in this training program.



Part II: Program Activities

TRAINING

MEKONG INSTITUTE

Completion Report | Comprehensive Human Resource Development for the Lancang-Mekong Cooperation

Welcome Remarks

Representative, MI

“

Mr. Rithy Buth, Director of Finance and Operations of MI, welcomed all the participants to the regional training and expressed gratitude to the People's Government of Yunnan Province, P. R. China for their constant support and cooperation. He also encouraged the participants to be conscious of human resource development to empower people across the region. He said, "Human resource development is a key tool in stirring economic growth and reducing the development gap among Lancang-Mekong countries. He also highlighted that the training was also intended to facilitate the exchange of ideas on how to further enhance opportunities for collaboration in human resource development within the context of the LM region.

”



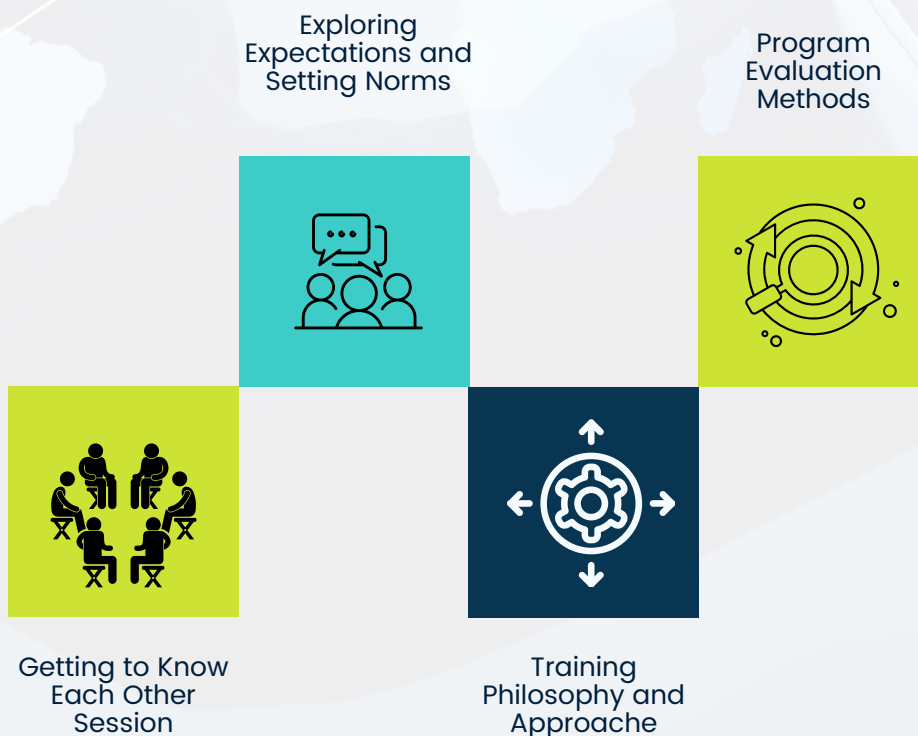
Setting the Context and Expectations

This module encompassed a set of activities that are essential to facilitating inclusive engagement from the outset of the program.

Getting to Know Each Other:

Check-ins and ice-breakers are always important to create a good training or workshop atmosphere. To kickstart our training program and establish a welcoming atmosphere, we initiated an introductory session that encouraged training participants and organizing team members to introduce themselves.

During this icebreaker activity, individuals were invited to provide key information about themselves. Specifically, they shared their names, current positions, and organizational affiliations and provided a concise overview of their responsibilities or roles within their respective organizations. This session was instrumental in creating initial connections and setting a friendly tone for the training program.





EXPLORING EXPECTATIONS AND SETTING NORMS:

This session aimed to delve into what participants anticipated from the training program, including their expectations regarding the training's content, methodology, fellow participants, resource persons, facilitators, and the overall program structure. Understanding these expectations was of paramount importance to our training team, as it allowed us to make necessary adjustments to enhance the training's effectiveness.

To facilitate this process, participants were divided into four groups, each tasked with discussing their expectations concerning the training program. These discussions encompassed not only what participants hoped to gain in terms of knowledge and practical experience but also how they planned to share this acquired knowledge with their peers.



Furthermore, the session extended to the establishment of norms for the entire training course. These norms were proposed and discussed by participants to ensure the quality of the classes and the overall participation experience. Setting these norms aimed to create a conducive learning environment characterized by mutual respect, effective communication, and shared responsibility for the success of the training program.

Participant Expectations: Summary

All participants inputs were given due consideration throughout the training program. The questions and participants' expectations are summarized below:

What do you expect from this Training Course?	<ul style="list-style-type: none">• Public speaking.• Cross-culture communication.• Advanced human resource development skills• Networking opportunities.
What do you expect from your co-participants?	<ul style="list-style-type: none">• Actively engage in discussions.• Sharing knowledge and experiences related to HRD.• Friendships.• Collaboration and teamwork.
What are the methods you expect to use in this training course?	<ul style="list-style-type: none">• Group discussion.• Presentation.• Video/ Case studies.• Class Activities/ Exercise.
What should be norms during the training program?	<ul style="list-style-type: none">• Be punctual.• Be active and engage in participation.• Be cooperative.• Be commitment.• Keep mobile phones on silent or vibrate mode during training sessions.

Table 2-1: Participant Expectations.

Program Evaluation Methods

Throughout the training, a comprehensive set of evaluation methods has been introduced and diligently employed to assess the participants' performance and comprehension of the training content. These evaluation tools and methods encompass the following:

✓ PRE AND POST-ASSESSMENTS

At the commencement of the training, a pre-assessment is administered to gauge participants' baseline knowledge and understanding of the subject matter. After completing the training program, a post-assessment is conducted to measure the knowledge enhancement and skill development achieved by participants.

✓ BOARD OF DIRECTORS (BOD)

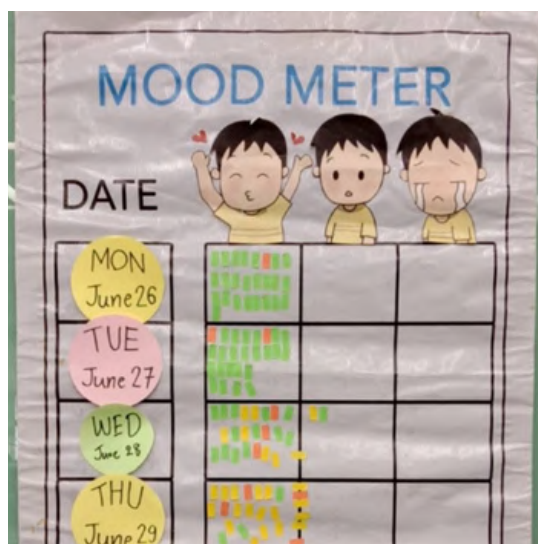
The Board of Directors (BOD), comprised of participants themselves, served as an instrumental tool in actively involving and engaging participants in facilitating and evaluating the training program on a daily basis.

✓ MOOD METER

The "Mood Meter" was used throughout the course of the training program at the end of every day to gauge from all participants their level of satisfaction with the material covered and method of instruction.

✓ AFTER-EVENT EVALUATION

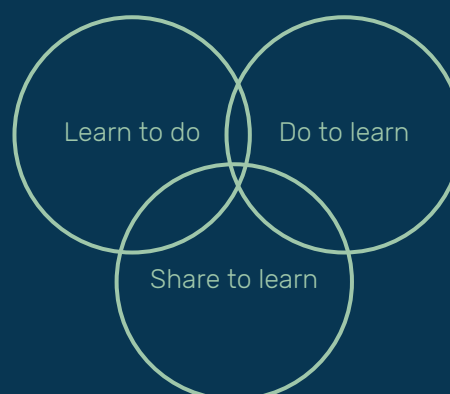
After-event evaluation was carried out using an online survey methodology. This approach provided all participants with a platform for candid feedback and comments, free from instructor, facilitator, or program staff scrutiny. This survey was designed to provide participants with a confidential and open avenue to communicate their thoughts, assess the overall program, and contribute to its enhancement



✓ TRAINING PHILOSOPHY

- Nobody knows everything but everybody knows something.
- The participant is a facilitator, the facilitator is participant.
- Learning is a self-directed process.

✓ TRAINING APPROCHES





This 2-weeks-training prioritizes four sections identifying specific pathways of comprehensive human resource development and introduces participants to innovative and cutting-edge strategies designed to elevate HRD practices and outcomes within the LM Region.

Priority Modules



Effective English Skills for Professional Communication



Cross-cultural Communication for Regional Cooperation



Human Resource Development in the Lancang-Mekong Region



Structured Learning Visits

About Modules:

- Module 1: introduces participants to the essential skills and techniques required for successful communication in a professional setting using the English language in public speaking, fostering effective and successful interactions with international colleagues.
- Module 2: provides participants with the necessary knowledge and skills to navigate cultural differences, build strong relationships, and promote cooperation for regional development and success.
- Module 3: overviews the concept of HRD and introduces innovative strategies and practices in the LM region context.
- Module 4: exposes participants to site visits, which showcase good practices in a particular field or context and empower participants to gather knowledge from these visits, which they can then share and apply in their respective home countries.

Part B:

Module 1: Effective English Skills for Professional Communication

This module draws on a multi-faceted approach to enhance participants' English language proficiency and communication skills in a professional context. This module equips participants with the linguistic and communication capabilities necessary for effective engagement in the Lancang-Mekong Cooperation and other international professional settings.



Figure 2-1: Experts in Module 1 sessions

Under the guidance of Dr. Matthew Robert Ferguson, Chair of the Humanities & Language Division at Mahidol University International College, participants were led through an interactive and enriching session. This module was designed to equip participants with diverse strategies and tools to enhance their communication skills in professional settings. Its core objective was to empower participants with the essential skills needed for clear and effective communication. The session started with a primary focus on enhancing participants' public speaking and presentation skills. This module included the following key components:

- Presentation Skills.
- Impromptu Speaking.
- Voice, Structure, and Impact.

Dr. Matthew initiated the session by emphasizing the importance of intonation and voice modulation, particularly within effective communication. To illustrate these concepts, he introduced a practical exercise where participants engaged in self-introductions with a specific focus on incorporating "Stress and Rhythm" into their speech patterns using the sentence structure, "My name is I like".

Furthermore, Dr. Matthew delved into the intricate art of conveying meaning through voice modulation, elaborating on how subtle variations in pitch, tone, and emphasis can significantly impact the interpretation of spoken words.



Fundamental of Public Speaking ✓

Dr. Matthew initiated the session by addressing confidence-building strategies and practical approaches to nervousness and stage fright. This in-depth session was tailored to give participants the essential knowledge and skills indispensable for mastering effective public speaking. Its primary aim was to empower participants to engage with their audiences adeptly, forging solid connections while delivering presentations that resonate and leave a lasting impact. The session covered the following topics:

- Building confidence and managing nervousness
- Experience and Preparation
- The power of positive thinking and mitigating perfectionism
- Introduction to the speech process
- Understanding audience
- Ethical considerations
- Audience analysis
- Adapting to the speaking environment
- Voice and body language



Intro to Impromptu Speaking ✓

During this session, Dr. Matthew introduced the concept of impromptu speaking and outlined structured approaches. Three distinct structures were presented, each of which covered various elements, as illustrated below:

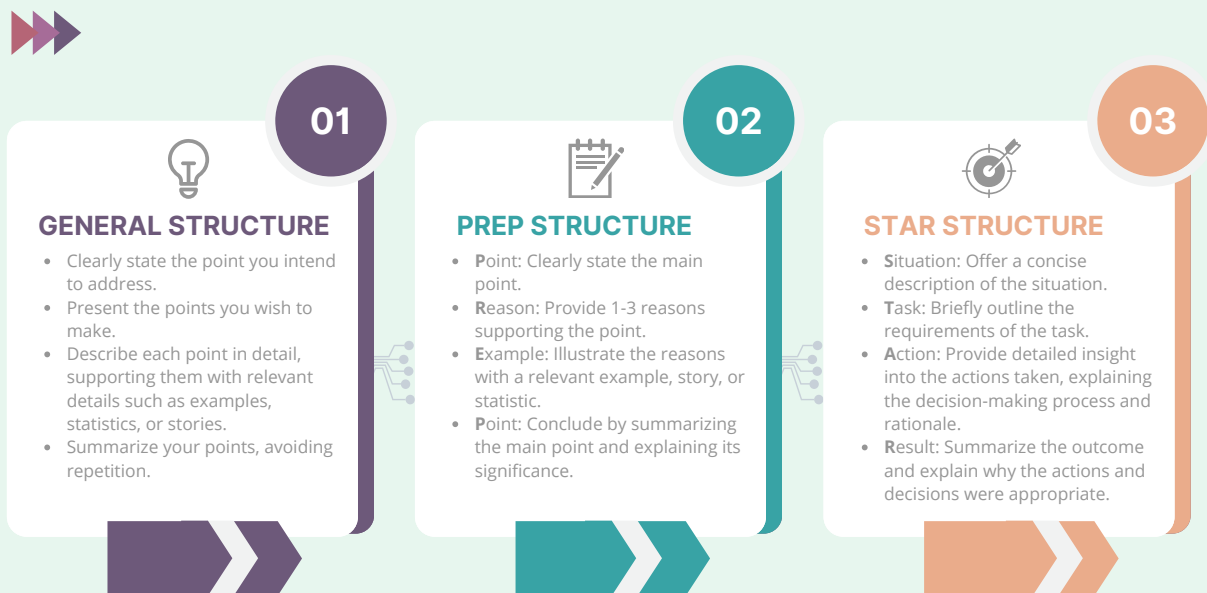


Figure 2-2: Impromptu speaking structures.



Fundamentals of Speech Design ✓

Capping off this session, Dr. Matthew presented the structured framework of speech design, emphasizing that it serves as a systematic process for crafting effective and engaging speeches. The core message was that these foundational principles of speech design play a critical role in creating speeches that successfully communicate your message, captivate the audience, and make a lasting impact. Here's a concise summary of the fundamental aspects:

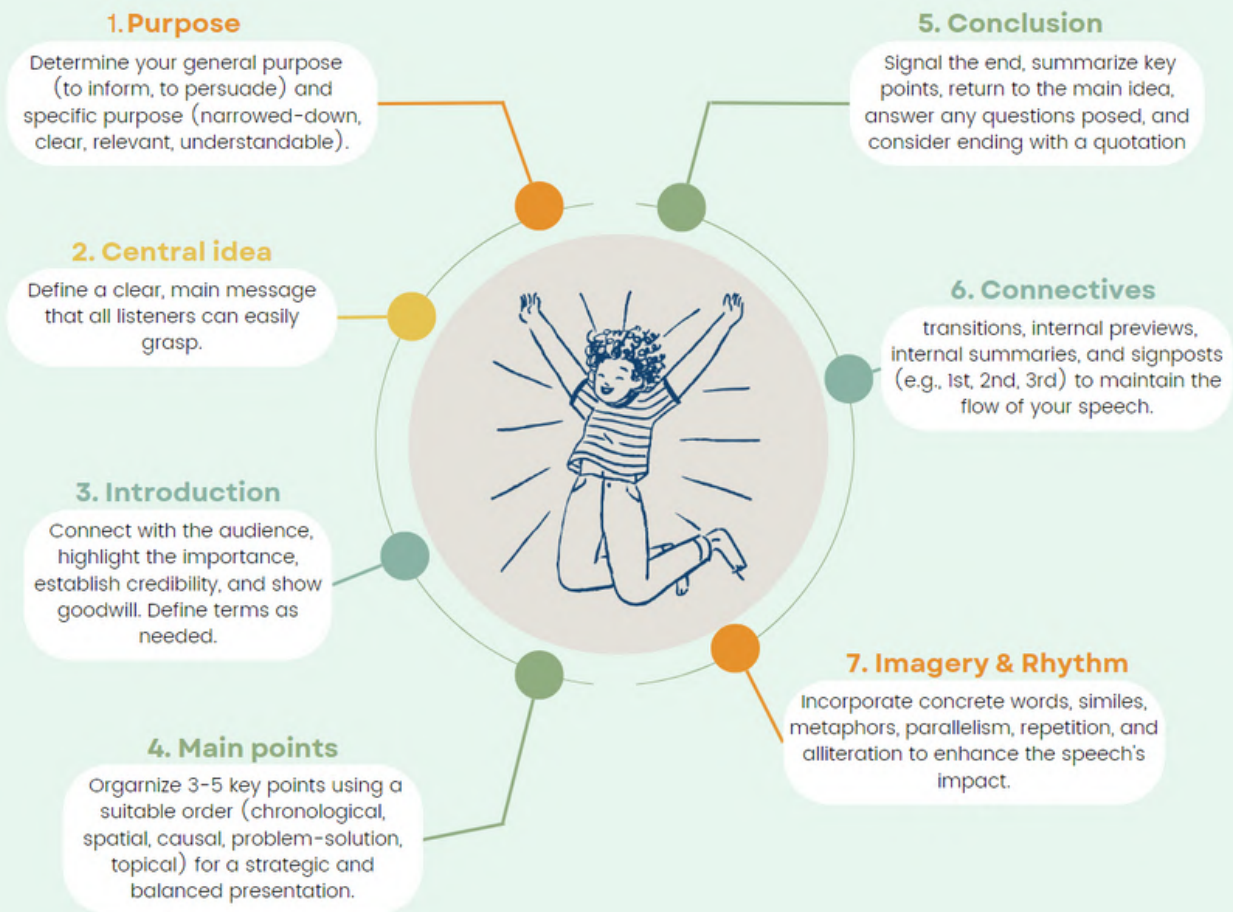


Figure 2-3: Seven-steps fundamental aspects of speech design.

Individual Speech Practice ▾

To conclude this session, Dr. Matthew delegated a task to all participants to prepare presentations on topics relevant to the Lancang-Mekong Cooperation. Speech topics included:

- A notable project within the LMC in which participants have been actively involved.
- An outstanding aspect of their home country or culture.
- Strategies for strengthening and nurturing improved relationships within the LMC.

It was underscored that participants should adhere to a singular focus within their selected topics, avoiding undue complexity. Moreover, they were strongly encouraged to craft their speeches with the specific audience in mind and to enrich their presentations with relevant visual aids.

As a noteworthy addition, the assignment introduced peer review groups, enabling participants to provide constructive feedback on each other's presentations. This collaborative element aimed to enhance the quality and impact of the speeches.



Part B:

Module 2: Cross-Cultural Communication For Regional Cooperation

This module draws on a comprehensive array of resources and instructional methods designed to enhance and equip participants with the knowledge, skills, and sensitivities required to engage effectively with diverse cultures and enhance regional cooperation.



Figure 2.2: Experts in Module 2 sessions



Intercultural Communication

Dr. Matthew initiated the session by introducing key concepts to provide participants with an in-depth exploration of intercultural communication by introducing key concepts that lay a solid foundation. These concepts encompassed the definitions of culture, the dynamic nature of culture, ethnocentrism, the management of messages, and the intricate web of cultural values, beliefs, and attitudes.

He emphasized that intercultural communication mainly involves transmitting messages between people from different cultural backgrounds. To navigate this process effectively, participants were encouraged to understand the cultural differences that shape these exchanges. He further elucidated cultural dimensions, including power distance, uncertainty avoidance, masculinity, individualism, long-term outlook, and indulgence.

Participants were then engaged in an online survey focusing on cultural dimensions. Participants were divided into six groups for in-depth discussions and analyses of these cultural dimensions to facilitate deeper understanding. This approach encouraged a comprehensive exploration of intercultural communication and its complexities.

To wrap up this session, Dr. Matthew introduced case studies to illustrate key concepts. The first case study centered on Korean Airways to analyze the cultural syndromes. Subsequently, another case study highlighted high-power distance communication within Thai culture. These case studies provided participants with practical insights into intercultural communication, fostering a deeper understanding of the subject matter.



Cultural Dimensions in Communication ▾

Dr. Matthew explored the contradictory character of cultural dimensions. He emphasized that cultural dimensions serve as valuable tools, offering insights into the intricacies of human culture. However, they come with their share of challenges, notably in the form of stereotypes. These stereotypes often stem from general assumptions about a particular group, rooted in specific experiences but molded into broad observations. They may also derive from representations perpetuated in media and popular culture. While they can provide practical value, stereotypes can simultaneously pose dangers, potentially demeaning and insulting individuals.

Recognizing that culture functions as a system with various facets is crucial. This encompasses national and ethnic culture, gender culture, geographical culture, organizational culture, and more. These different facets reflect unique aspects of each type of culture, whether it's the symbolic black-and-white uniform for Thai university students, the spiritual river worship in the Isaan region, or the mutual respect among Olympic athletes irrespective of their nationalities.

Dr. Matthew also highlighted the concept of cultural distance in intercultural communication, outlining the key contributing factors. These factors include differences in language, variations in social structures stemming from distinct political systems, diverse belief systems rooted in various religions, disparities in living standards linked to socio-economic status, and the presence of cultural syndromes, which manifest as varying behavior patterns. Gaining a deep understanding of these cultural dimensions and distances is essential for promoting effective communication and mutual understanding among diverse cultures.

At the end of this session, Dr. Matthew strongly emphasized non-verbal communication codes, which encompass various elements, including public appearance, proxemics, chronemics, kinesics, haptics, oculosics, vocalics, and olfactics.



Group Speech Practice ▾

To wrap up this session, Dr. Matthew assigned a task: Country Presentations. Participants were organized into country-based groups, with China further divided into two teams. Each group was assigned the responsibility of delivering a 10-12 minute presentation, followed by an approximate 5-minute question and answer session. The presentation topics were centered on fostering successful relationships, negotiation, and collaboration. Furthermore, participants were prompted to illuminate 2-3 key cultural factors from their respective countries, offering explanations for their significance in fostering mutual understanding and cooperation.



Part B:➔➔

Module 3: Human Resource Development in the Lancang-Mekong Region

This module draws on a holistic approach to human resource development within the LM region context, equipping participants with the knowledge and introducing innovative strategies and tools required to contribute to the development and capacity building of the workforce in the region.



Figure 3-1: Experts in Module 3 sessions

The module started with a presentation by Mr. Jim So, Regional Manager of Skills Consulting Group, focusing on "Reforming Vocational Education and Workforce Learning and Development across Asia: By Industry, For Industry". This presentation emphasized aligning vocational education and workforce development with industry needs and best practices. The module then proceeded into different compelling case studies; these case studies exemplify an industry-oriented approach to vocational education and workforce development, underlining the significance of aligning educational initiatives with the evolving needs of the dynamic Asian region.

Capping off the session, Mr. Jim So reiterated key points that encapsulate the core principles presented, outlining a comprehensive approach to vocational education and workforce development. The importance of collaboration, competence, skill development, adaptability, meaningful employment, and international recognition is central to successful educational initiatives in the evolving landscape of Asia.

01



Case Study 1 – Electricity Vietnam (EVN):

- Objectives: The primary goal was to overhaul HR practices using competence-based learning and development theories to align the staff with global best practices.
- Development of a Competence-based learning and development framework.
- Special attention was given to addressing the specific occupational and developmental needs of EVN.
- This initiative was grounded in the New Zealand Qualifications Framework.
- Training programs were designed to educate staff on the effective use of competence frameworks in HR and L&D.

02



Case Study 2 – UniTVET (Philippines):

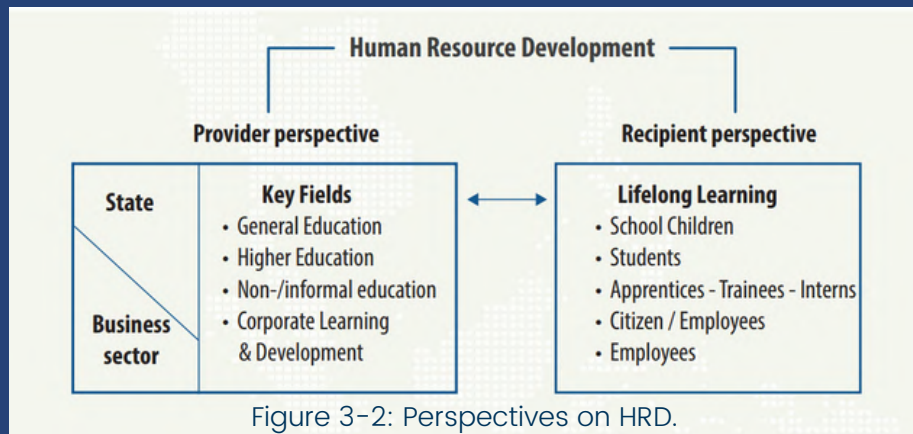
- UniTVET is a network of over 200 Private Vocational Education Training Centers.
- It operates under the guiding principles of "OneTVET, OneVoice, OneDream."
- This case study epitomizes a collaborative ecosystem involving industry, government, and the training sector.
- Key highlights included the establishment of a robust competence framework as a solid foundational structure.
- Prioritizing the development of relevant skills, including short courses, applied education, and micro-credentials.
- An agile model was adopted to facilitate organizational transformation.

03



Case Study 3 – DBS Bank (Singapore):

- Objective: Staying Ahead of the Competition and Sustaining the World's Best Bank Status
- Workforce: 36,000 employees, spanning 300 branches across 17 countries
- Emphasis on building a robust human resource infrastructure and fostering a culture of innovation
- Adoption of an Agile mindset to drive operational efficiency
- Scaling up operations to meet evolving demands
- Commitment to supporting continuous development and growth



To set the context and provide an understanding of the importance of HRD, Asst. Prof. Chompoonuh K. Permpoonwiwat from the School of Economics and Public Policy Srinakharinwirot University presented "The Study Report on Human Resources Development Readiness in ASEAN" and reaffirmed that "The need for education and HRD to prepare the people for the unknown future."

She highlighted that in this study, HRD readiness embraces the commitment and willingness of State bodies and the business sector to promote HRD. Recipients and beneficiaries of HRD initiatives can be individual citizens or specific target groups (e.g., vulnerable groups), but also the business sector, which, for example, may benefit from state incentives for engaging in HRD programs (e. g. in TVET) and at the same time act as an HRD provider for their employees. The session concluded with the sharing of expert insights on key areas of intervention to make HRD future-ready as . As the following chart shows.



Figure 3-3: Key areas of intervention to make HRD future-ready.



Asst. Prof. Dr. Poolsak Koseeyaporn, Vice President of the Office of National Higher Education Science Research and Innovation Policy Council (NXPO), further elaborated on innovative strategies and essential approaches to expedite human resource development for the New Era. He highlighted vital strategies and techniques to accelerate HRD for Thailand in the context of the 20-Year National Strategy (2018-2037); the policy and strategy provide a holistic framework to harness the power of education, science, research, and innovation in Thailand to address contemporary challenges, support economic growth, and promote social inclusion. These platforms and programs collectively work towards advancing the country's development in alignment with its changing needs and the evolving global landscape.

In addition, case studies/new platforms have been introduced to assist participants in expanding their understanding of mechanisms initiated by the National Strategy to foster the growth of social enterprises, thereby contributing to grassroots economic development.

To conclude the session, participants were assigned country-specific group work tasks. The focus was on discussing skilled talents programs in each country to foster a collaborative and knowledge-sharing environment.



Figure 3-4: Case Study on Talent Development Program on Digital Transformation.

Part B:

Module 4: Structured Learning Visits

This module draws on an experiential and knowledge-sharing approach, leveraging structured learning visits to expose participants to exemplary practices in specific fields or contexts. It aims to empower participants to gain valuable insights and knowledge during these visits, which they can subsequently share and apply within their respective home countries..



Figure 4-1: Site Visits in Module 4.

Structured learning visits (SLVs) are conducted to provide participants with practical experience and knowledge of various HRD operations. The module began with an overview of the structured learning visits, providing profiles of the organizations and the objectives of each visit. These visits are designed to facilitate in-depth understanding of innovative strategies and technical cooperation for accelerating human resource development, focusing on the experiences and best practices of the host organizations. Participants engaged in discussions and interactions during these visits, gaining knowledge that they could later share and apply in their home countries.

Furthermore, these visits serve as a platform for the exchange of knowledge, enabling participants to enhance their cross-cultural communication skills. At the end of this cycle, participants were randomly grouped into five teams, each tasked with presenting the valuable insights acquired from their respective site visits. This collaborative approach ensures that the knowledge and experiences gained during the SLVs are shared effectively, promoting learning and application of good HRD practices.



STRUCTURED LEARNING VISITS

KhonKaen



Bank of Thailand (Northeastern Region Office)

The visit to the Bank of Thailand focused on innovative strategies and technical cooperation for accelerating human resource development. It included discussions on BOT role and mechanisms in promoting economic and sustainable development in the Northeastern Region. The visit also involved sharing the BOT's experiences in innovative strategies and technical cooperation to advance human resource development, covering their mission, mandate, HRD strategies and approaches, challenges related to HRD issues, and their future plans.



Board of Investment (Northeastern Region)

The structured learning visit focused on the BOI's investment promotion strategy, workforce upskilling, and the "New Economy, New Opportunities" approach. This strategy's investment direction and measures to stimulate economic growth in the Northeastern Region were discussed. Additionally, the visit provided insights into BOI's comprehensive human resource development strategies.



RABIF-BEEFC Project

The structured learning visit examined HRD strategies in the RABIF-BeefC Project supported by the Lancang-Mekong Cooperation Special Fund (LMCSF). These efforts empowered international young scientists through knowledge sharing, on-site research, and training. The visit highlighted HRD concerns, including the need to prioritize research and development, team motivation, and academic paper submissions for teachers and students within defined targets.





STRUCTURED LEARNING VISITS

Bangkok



Eastern Economic Corridor Office (EECO)

The structured learning visit explored the demand-driven Human Resource Development (HRD) plan and collaborations involving the Eastern Economic Corridor Office of Thailand (EECO) and other agencies. Here are the key points to review on the HRD-EEC Model as the key elements of the HRD plan and collaborative efforts within the Eastern Economic Corridor (EEC) to enhance workforce development and strengthen the region's economic competitiveness.

- Type A: Involves coordination between EEC and industries for curriculum design, a blend of classroom and industry learning, and immediate employment with contracted companies.
- EEC Model Type B: Aims to become a key economic center providing human resources for smart, hi-tech industries with excellent infrastructure and facilities.



Thailand Science Park (TSP)

The structured learning visit investigated TSP's HRD strategies, focusing on its role in enhancing Thailand's competitiveness through technology implementation and innovation. TSP's innovative strategies aimed to foster R&D collaboration between the government and the private sector and promote the emergence of new technology businesses. The ultimate goal is to position TSP as a pivotal hub within the regional R&D community.



Part III: Program Evaluation

EVALUATION



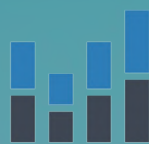
Analysis



Performance



Assessment



Improvement



Results



Feedback



Program Evaluation



The course employed various evaluation methods to assess the Learning Program's achievement against participants' expectations. The insights gathered through these evaluations informed the current program's success and laid the groundwork for iterative improvements in subsequent offerings.

The employed assessment methods include:

- Pre-Test & Post-Test, and assessment
- Daily assessment using Mood Meter and BOD
- Suggestion box
- After-event evaluation



Daily Assessment ▾

The daily assessment approach integrated the Mood Meter, Board of Directors (BOD), and Suggestion Box, providing a comprehensive and participatory mechanism for evaluating the learning environment and facilitating continuous improvement.

- **Mood Meter**

The Mood Meter served as a daily instrument for the subjective measurement of the learning atmosphere and participants' moods. At the conclusion of each day, participants rated their mood, reflecting their overall satisfaction as very happy, normal, or disappointed. This real-time feedback mechanism contributed to provide a more sophisticated understanding of participants' emotional experiences throughout the training program.

- **Board of Directors (BOD)**

The BOD, comprised of three participants selected on a rotational basis, played a pivotal role in providing valuable feedback to MI facilitators and resource persons at the end of each day. The BOD's insights focused on learning content, methodologies, and various activities related to the training. This collaborative feedback session proved instrumental in refining training delivery methods and strategies for the subsequent day. Furthermore, every morning commenced with a recapitulation session, during which the BOD reported to the class, sharing key takeaways and insights from the previous day's observations.

- **Suggestion Box**

The Suggestion Box allowed participants to share anonymous feedback and recommendations.

The combination of real-time emotional feedback, participant observations, and anonymous suggestions enriched the overall training experience and facilitated continuous enhancement of the learning environment, ensured a comprehensive understanding of participants' experiences.



Pre and Post Assessment ▾

In evaluating the effectiveness of the training program, a comprehensive set of assessment methods was employed, including pre- and post-training assessments, as well as a final evaluation. The initial phase involved pre- and post-tests designed for Module 1 and Module 2, ensuring a consistent evaluation of participants' knowledge and understanding throughout the program. Following this, pre- and post-self-assessment designed for Module 3 and Module 4 were introduced to measure individual comprehension improvements across different training topics.

- **Pre- and Post-Test for Module 1 and Module 2**

The content of the pre-test and post-test papers remained consistent, providing a reliable measure of progress from the program's commencement to its conclusion. The results revealed a notable increase in the average score, rising from 20.8 to 39.5. This improvement reflects a substantial performance enhancement rate of 89.90%, as detailed in Table 5-1.

- **Pre-and Post Self-Assessment for Module 3 and Module 4**

Tailored questionnaires rated different topics on a scale of 1 to 5, with "5" representing the highest level of understanding and "1" the lowest. The consistent rise in average scores between pre- and post-self-assessments across both modules indicates a significant improvement in participants' understanding. These results underscore the effectiveness of the training program in facilitating knowledge acquisition and skill development in the areas covered by Modules 3 and 4. Table 5-2 provides a comprehensive overview of participants' pre- and post-self-assessment results for each training program module.

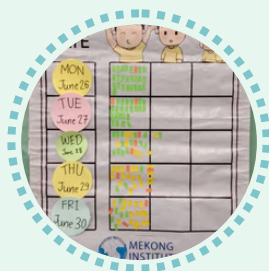


Table 5-1: Total Average Result of Pre & Post Test.

Pre-Test and Post -Test Questions (score serves as a baseline assessment)	Pre -Test Score (average)	Post - Test Score (average)
Module 1: Effective English Skills for Professional Communication.		
Knowledge of Public Speaking <ul style="list-style-type: none"> • Voice, stressing, intonation • Impromptu speaking - finding structure, explanation, and elaboration • Descriptive language & storytelling 	3.4	8.8
Module 2: Cross-cultural Communication for Regional Cooperation.		
Cross-cultural Communication <ul style="list-style-type: none"> • Learning how to play the cultural game together • Cultural dimensions and syndromes 	4.2	8.3
Cultural Audit & Reflection <ul style="list-style-type: none"> • Review of cultural dimensions in the Lancang-Mekong region • Case study of culture, development, and local interest • Culture sharing and learning 	4.0	8.5
Persuasive Speaking <ul style="list-style-type: none"> • Fact/ Value/ Policy • Speech review and critique • Design and use of visual aids 	4.6	8.5
Body language and non-verbal communication <ul style="list-style-type: none"> • Cultural forms of communication • Body perform in public speaking 	4.6	9.3
Overall Average (25 participants)	20.7	43.4
Note: Total score is 50; pre-min value =12, pre-max value=40 post-min value=32 post-max value= 45		

Table 5-2: Total Average Result of Pre & Post Self Assessment.

How much do you know / understand the following topics?	Pre-Self Assessments Results	Post-Self Assessments Results
Module 3: Human Resource Development in the Lancang-Mekong Region.		
Understanding of the importance of HRD and innovative strategies in the Lancang-Mekong Region.	2.56	4.00
What are the implications of strategic HRD practices for the regional cooperation.	2.84	4.04
Specific strategies for improving cross-cultural collaboration in HRD, considering the region's unique characteristics.	2.80	3.92
Module 4: Structured Learning Visits.		
Key initiatives were promoting workforce diversity and practical experience and knowledge of various HRD operations.	2.24	3.52
Understanding specific challenges and factors influencing HRD, focusing on the experiences and best practices of the host organizations.	2.44	4.48
Average (25 participants)	2.58	3.99

The results indicated that the Regional Training on “Comprehensive Human Resource Development for the Lancang-Mekong Cooperation” has successfully achieved its intended objectives and met the specified requirements. The combination of pre-and post-training assessments, along with self-assessment measures, validates the significant improvement in participants' knowledge and skills, affirming the overall success of the training program.



After Event Evaluation ▾

The training employed after event evaluation method which aimed to assess the achievement of the program against participants' expectations. The organizer also aimed to get feedback and inputs for course improvement in the future. At the conclusion of the training, participants were given an online survey and asked to rate, on a scale of 1 to 5, how relevant they found the training improve their skills, how engaging they found the training, and how satisfied they are with what they learned. A standardized set of questionnaires comprised four parts: Part 1 Learning program objectives; Part 2 Program contents, Part 3 Training Resource Persons, and Part 4 Overall assessment of the training program, including both closed- and open-ended questions on four major indicators:

Key Indicator	Questions	Key measure
1- Overall level of satisfaction on the program objectives	How they found the program met their expectation.	How well the training program met its stated objectives.
2- Level of satisfaction on program contents	To capture participants' perspectives on the quality, relevance, and overall satisfaction with the content of the training program	Overall content covered in the training module and interaction among participants are appropriate
3- Level of satisfaction on services and administration support from MI	How satisfied participants are with what support, facilitation and coordination from MI.	Overall administration, facilitation and coordination are appropriate
4- Level of satisfaction on resource persons	How satisfied participants found knowledgeable and expertise about the training topics	The experts are knowledgeable about the topics and well prepared

Level of Satisfactory

Here, the results from participants were given an online survey and asked to rate.

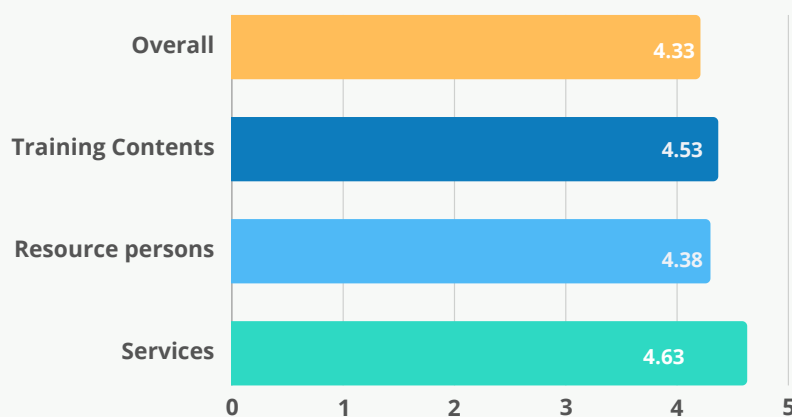


Figure 5-2: Level of satisfaction on Regional Training on "Comprehensive Human Resource Development for the Lancang-Mekong Cooperation" during June 26-July 7, 2023.

Overall assessment of the training

how relevant participants found the workshop improve their skills and, and how satisfied participants are with what they learned.

Training contents

how satisfied participants are with program contents and modules.

Resource persons

how satisfied participants found knowledgeable and expertise about the workshop topics.

Services and administration support from MI

how satisfied participants are with what support, facilitation and coordination from MI.

Based on the results, the average rating for participants' overall level of satisfaction on the training program is 4.33 showing that the participants were satisfied with the overall course content and express more that the content is practical and relevant to human resource development agenda. In term of services and administration support from MI, average rating is 4.63 showing that participants were keen satisfied with overall administration and coordination support in order to obtaining new knowledge and skills. As well as levels of satisfaction on training design and contents, average rating is 4.53. Lastly, participants were asked to assess the resource persons in terms of technical qualifications, cooperation and communication with participants, and the results showing that highly satisfied with resource person with average rating is 4.38.

 **88 %**

"In total, eighty-eight percent of respondents said they were mostly satisfied with the overall training program."

Part IV: Conclusion

“The need for education and HRD to prepare the people for the unknown future”

Conclusion

The training program successfully met its objectives, as evidenced by the notable increase in participants' knowledge and skills across each module. The structured modules facilitated knowledge acquisition and provided practical applications, enabling participants to effectively apply their newly gained expertise in their daily work. The comprehensive approach of the modules ensured a seamless integration of theoretical understanding with practical utility, thereby enhancing the participants' overall competence and proficiency in their respective roles.

The two-week training program not only met its objectives but also fostered a conducive environment for participants to interact and engage in meaningful discussions. The interactive sessions provided a platform for participants to share insights, discuss challenges, and exchange ideas, creating a collaborative learning atmosphere. The key takeaways from this training are as follows:



01. Professional Networking

The training served as an excellent networking opportunity, allowing participants to establish professional connections. The relationships built during the program can serve as valuable resources for future collaborations and HRD knowledge-sharing initiatives. Participants had the opportunity to share experiences and gain insights into unique regional challenges, fostering cross-country collaboration.



02. Holistic HRD concept and Skill Enhancement

The integration of theoretical understanding with practical utility enhanced participants' overall competence and proficiency in their respective roles. The training equipped them with the tools and knowledge needed to navigate the complex landscape of HRD effectively.



03. Cultural Insights

The diverse backgrounds of participants enriched the learning experience by providing cultural insights. This cross-cultural exchange enhanced participants' understanding of different perspectives and approaches to HRD.

Recommendations

The participants expressed high satisfaction with the overall arrangement and organization of the training program. They conveyed a strong sense of enjoyment throughout the training and emphasized significant learning from both resource persons and co-participants. Despite this positive feedback, valuable suggestions for further improvement were provided by the participants. These recommendations are outlined below.

Area-1: Enhancing Collaboration in HRD within the Lancang-Mekong Region.

- Collaboration in HRD within the Lancang-Mekong Region is essential for fostering regional growth, sharing expertise, and addressing common challenges. To enhance the cooperation, through research, joint training programs, and cross-country exchanges could contribute to developing innovative HRD strategies, policies, and practices tailored to the regional context.

Area-2: Implement HRD Programs.

- A platform to connect key stakeholders in LM countries could effectively support their growth in the context of HRD by providing Regional Training, Conferences, and Seminars. These events offer opportunities for knowledge exchange, the discussion of best practices, and the identification of common issues that require collaborative solutions.

Participant Reflections



The training strengthened communication skills, fostering collaboration and providing actionable insights into HRD practices. These learnings are poised to contribute significantly to the participant's role and professional development in the government sector in Myanmar.

Ms. Htut Khine Khine Wint

*Assistant Director
Department of Basic Education
Ministry of Education
Myanmar*



The training program provided an enriching and collaborative platform, fostering a deepened understanding of HRD within the regional context. The combination of global perspectives, cultural insights, and practical applications positioned participants to navigate the complex landscape of HRD with heightened expertise.

Dr. Nguyen Thi Thoa

*Head
Department of Economics and Statistics
Faculty of Economics
Danang College of Economics and Planning
Vietnam*

Event Highlights



001

Opening session: Welcome Remarks by Mr. Rithy Buth, Director of Finance and Operations, Mekong Institute.



002

Session on "Getting to Know Each Other".



003

Module 1: Session on Introduction to Public Speaking.



004

Module 1: Session on "Rhetoric and Speech Development".

Event Highlights



005

Module 1: Session on “Adapting Speech to Audience”.



006

Module 2: Session on “Group Exercise on Cross-cultural Communication”.



007

Module 2: Session on “Introduction to Cross-cultural communication”.



008

Module 2: Session on “Country Presentation”.

MEKONG INSTITUTE

Completion Report | Comprehensive Human Resource Development for the Lancang-Mekong Cooperation

Event

Highlights



009

City tour in Khon Kaen.



010

Module 3: Session on “Innovative Strategies and Key Approaches for Accelerating Human Resource Development for the New Era”.



011

Module 4: Structured Learning Visits in Khon Kaen.



012

Module 4: Structured Learning Visits in Khon Kaen.

Event

Highlights



013

Module 4: Structured Learning Visits in Bangkok.



014

Module 4: Structured Learning Visits in Bangkok.



015

Module 4: Field Visits Presentation.



016

Module 4: Field Visits Presentation.

Part V: Appendixes

The image displays a complex data visualization interface. It features several line graphs with fluctuating data points, a bar chart with vertical bars of varying heights, and multiple blocks of code snippets. The code appears to be a mix of programming languages, possibly including SQL and JSON. The background is a vibrant blue with a glowing molecular structure and two white silhouettes of human figures, suggesting a focus on human resource development and data analysis.

Appendixes:

Appendix list:

- Appendix A: Program Agenda
- Appendix B: Participants Directory
- Appendix C: Resource Person
- Appendix D: Organiser Team

APPENDIX A: PROGRAM AGENDA

Time (Bangkok Time)	Topics	Resource Persons
Sunday: June 25, 2023: Participant's traveling Day from home countries to Mekong Institute		
Day-1: Monday June 26, 2023		
Opening Ceremony (Business Attire)		
08:30 – 09:00	Registration	
09:00 – 09:15	Opening Remarks	Mr. Suriyan Vichitlekarn Executive Director Mekong Institute
09:15 – 09:30	Group Photo	Organizing Team
09:30 – 09:45	Mekong Institute Video Presentation	Organizing Team
09:45 – 10:15	Coffee Break	
10:15 – 10:45	Getting to Know Each Other	Mr. Anan Ussanawarong Program Assistant Sustainable Energy and Environment Department Mekong Institute
10:45 – 11:15	Exploring Expectations and Setting Norms	Ms. Yupaporn Siribut Program Officer Sustainable Energy and Environment Department Mekong Institute
10:45 – 11:15	Program Overview MI Facilities	Ms. Yupaporn Siribut Mr. Anan Ussanawarong
11:40 – 12:00	Pre-assessment	Participants
12:00 – 13.30	Lunch	Location: GMS Hall
Module 1: Effective English Skills for Professional Communication		
13:30 – 15:00	Introduction to Public Speaking <ul style="list-style-type: none"> Speaking with stress, rhythm, & intonation 	Dr. Matthew R. Ferguson Humanities and Language Division, Mahidol University Interantiaonl College

Time (Bangkok Time)	Topics	Resource Persons
15:00 – 15:30	Coffee Break	
15:30 – 16:30	Principles of Public Speaking <ul style="list-style-type: none"> Adapting speech to situation Adapting speech to audience 	Dr. Matthew R. Ferguson
16:30 – 16:45	BOD Meeting	BOD and MI Team
18:00 – 20:00	Welcome Dinner (Smart Casual)	Smile Waterside
Day-2: Tuesday June 27, 2023		
Module 1: Effective English Skills for Professional Communication (Cont.)		
08:30 – 09:00	Recap of Day-1	BOD
09:00 – 10:00	Introduction to Impromptu Speaking <ul style="list-style-type: none"> Structures and practice 	Dr. Matthew R. Ferguson
10:00 – 10:30	Coffee Break	
10:30 – 12:00	Rhetoric and Speech Development <ul style="list-style-type: none"> Connecting with an audience Storytelling/Data/Evidence Speaking to the senses Metaphor and analogy 	Dr. Matthew R. Ferguson
12:00 – 13.30	Lunch	Location: GMS Hall
13:30 – 15:00	Introduction to Persuasive Speaking <ul style="list-style-type: none"> Questions of Fact/Value/Policy 	Dr. Matthew R. Ferguson
15:00 – 15:30	Coffee Break	
15:30 – 16:30	Speech Preparation <ul style="list-style-type: none"> Outlining and planning 	Dr. Matthew R. Ferguson
16:30 – 16:45	BOD Meeting	BOD and MI Team
Day-3: Wednesday June 28, 2023		
Module 1: Effective English Skills for Professional Communication (Cont.)		
08:30 – 09:00	Recap of Day-2	BOD
09:00 – 10:00	Speech Preparation <ul style="list-style-type: none"> Practice and warm-up 	Dr. Matthew R. Ferguson

Time (Bangkok Time)	Topics	Resource Persons
10:00 – 10:30	Coffee Break	
Module 2: Cross-cultural Communication for Regional Cooperation		
10:30 – 12:00	Speech Performance <ul style="list-style-type: none"> • Speakers 1-10 	Dr. Matthew R. Ferguson
12:00 – 13.30	Lunch	Location: GMS Hall, 1st Floor, MI Annex
13:30 – 15:00	Speech Performance <ul style="list-style-type: none"> • Speakers 11-20 	Dr. Matthew R. Ferguson
15:00 – 15:30	Coffee Break	
15:30 – 16:30	Speech Performance <ul style="list-style-type: none"> • Speakers 21-24 	Dr. Matthew R. Ferguson
16:30 – 16:45	BOD Meeting	BOD and MI Team
Day-4: Thursday June 29, 2023		
Module 2: Cross-cultural Communication for Regional Cooperation (Cont.)		
08:30 – 09:00	Recap of Day-3	BOD
09:00 – 10:00	Playing the Game <ul style="list-style-type: none"> • Introduction to Cross-cultural communication 	Dr. Matthew R. Ferguson
10:00 – 10:30	Coffee Break	
10:30 – 12:00	Types of Culture <ul style="list-style-type: none"> • Types of culture in the LMC 	Dr. Matthew R. Ferguson
12:00 – 13.30	Lunch	Location: GMS Hall, 1st Floor, MI Annex
13:30 – 15:00	Cultural Dimensions <ul style="list-style-type: none"> • Expressions of values and philosophies 	Dr. Matthew R. Ferguson
15:00 – 15:30	Coffee Break	
15:30 – 16:30	Non-Verbal Communication <ul style="list-style-type: none"> • Expressions of values and philosophies 	Dr. Matthew R. Ferguson
16:30 – 16:45	BOD Meeting	BOD and MI Team

Time (Bangkok Time)	Topics	Resource Persons
Day-5: Friday June 30, 2023		
Module 2: Cross-cultural Communication for Regional Cooperation (Cont.)		
08:30 – 09:00	Recap of Day-4	BOD
09:00 – 10:00	Country Presentation Preparation	Dr. Matthew R. Ferguson
10:00 – 10:30	Coffee Break	
10:30 – 12:00	China (1), Cambodia, Laos, Myanmar	Dr. Matthew R. Ferguson
12:00 – 13.30	Lunch	Location: GMS Hall,
13:30 – 15:00	China (2), Vietnam, Thailand	Dr. Matthew R. Ferguson
15:00 – 15:30	Coffee Break	
15:30 – 16:30	Review, and Planning for Action <ul style="list-style-type: none"> • Reflection on learning, and how to sustain development. 	Dr. Matthew R. Ferguson
16:30 – 16:50	Post-assessment	Participants
16:50 – 17:00	BOD Meeting	BOD and MI Team
Saturday: July 1, 2023: City Tour		
Sunday: July 2, 2023: Day-off		
Day-6: Monday July 3, 2023		
Module 3: Human Resource Development in the Lancang-Mekong Region		
08:30 – 09:00	Recap of Previous Week	BOD
09:00 – 09:30	Human Resource Development for Regional Cooperation from ASEAN Perspectives (online)	Representative Association of Southeast Asian Nations (ASEAN)
09:30 – 10:00	Overviews on Human Resource Development Readiness in the Lancang-Mekong Region	Dr. Chompoonuh K. Permpoonwiwat School of Economics and Public Policy Srinakharinwirot University
10:00 – 10:30	Coffee Break	
10:30 – 12:00	Innovative Strategies and Key Approaches for Accelerating Human Resource Development for the New Era	Asst. Prof. Dr. Poolsak Koseeyaporn Vice President Office of National Higher Education Science Research and Innovation Policy Council

Time (Bangkok Time)	Topics	Resource Persons
12:00 – 13:30	Lunch	Location: GMS Hall,
13:30 – 15:00	Compare To Learn: Connecting CLMV Opportunities Human Resource Development policies: Case-1	Asst. Prof. Dr. Poolsak Koseeyaporn
15:00 – 15:30	Coffee Break	
15:30 – 16:30	Compare To Learn: Public Policies to Support Talent Human Resource Development: Case-2	Asst. Prof. Dr. Poolsak Koseeyaporn Vice President Office of National Higher Education Science Research and Innovation Policy Council
16:30 – 16:45	BOD Meeting	BOD and MI Team
Day-7: Tuesday July 4, 2023		
Module 4: Human Resource Development in the Lancang-Mekong Region		
08:30 – 09:00	Recap of Day-6	BOD
09:00 – 10:00	Field Visits Instruction and Guideline Group Work Assignment	MI Team
10:00 – 10:30	Coffee Break	
10:30 – 12:00	Structured Learning Visits-1 BOI's Role and Mechanisms in Upskilling the Workforce - Investment Promotion Strategy - "NEW Economy, NEW Opportunities" Investment Direction and Supporting Measures in the Northeastern Region	Dr. Songtham Pinto Bank of Thailand, Northeastern Region Office
12:00 – 13:30	Lunch	Location: GMS Hall
13:30 – 15:00	Structured Learning Visits-2 Innovative Strategies and Technical Cooperation Accelerating Human Resource Development in the Lancang-Mekong Region	Ms. Vannipa Pipupchaiyasit Director Regional Investment and Economic Center 3 Khonkaen (Northeastern Region) Thailand Board of Investment (BOI)
15:00 – 15:30	Coffee Break	

Time (Bangkok Time)	Topics	Resource Persons
15:30 – 16:30	Structured Learning Visits-3 Human Resource Development Strategies under RABIF-BeefC Project Supported by the Lancang-Mekong Cooperation Special Fund (LMCSF)	Prof. Dr. Metha Wanapat Professor and Director Tropical Feed Resources Research and Development Center (TROFREC), KKU
16:30 – 16:45	BOD Meeting	BOD and MI Team
Day-8: Wednesday July 5, 2023		
Travel to Bangkok KKC-BKK: WE043 (12.05-13.15)		
Module 4: Structure Learning Visits in Bangkok		
08:30 – 09:00	Recap of Day-7	BOD
09:00 – 10:30	Field Visits Instruction and Guideline Group Work Assignment	MI Team
10:30 – 11:00	Coffee Break and Lunch	Location: Outside (TBC)
12.05 – 18:00	Travel to BKK	Check in the Sukosol Hotel
Day-9: Thursday July 6, 2023		
4: Structure Learning Visits in Bangkok		
08:30 – 09:00	Recap of Day-8	BOD
09:00 – 12:00	Structured Learning Visits-4 The EEC's Role in Shaping Up Human Resource Development Eastern Economic Corridor Human Development Center (EEC-HDC)	MI Team and RP ** Coffee Break provide during field visit **including travel to and back to hotel
12:00 – 13.30	Lunch	

Time (Bangkok Time)	Topics	Resource Persons
13:30 – 17:00	Structured Learning Visits-5 Thailand Science Park (TSP) <ul style="list-style-type: none"> TSP’s role and mechanisms in promote and strengthening Thailand's competitiveness through the technology implementation and innovation TSP innovative strategies accelerating technology human resource development 	MI Team and RP ** Coffee Break provide during field visit **including travel to and back to hotel
17:00 – 17:15	BOD Meeting	BOD and MI Team
Day-10: Friday July 7, 2023		
Module 4: Structure Learning Visits (Cont.)		
08:30 – 09:00	Recap of Day-9	BOD
09:00 – 10:00	Field Visits Preparation (Group work)	Participants
10:00 – 10:30	Coffee Break	
10:30 – 11:45	Field Visits Presentation (Group work)	Participants
11:45 – 12:00	Post-Test and Evaluation	MI Team and Participants
12:00 – 12.30	Closing Ceremony (Business Attire) <ul style="list-style-type: none"> Course Report Speech from Participants Awarding of Certificates Closing Remarks 	MI Team and Participants
12:30 – 13.30	Lunch	The Sukosol Hotel
Saturday: July 8, 2023: Participant’s Traveling Day from Mekong Institute to home countries		

APPENDIX B: PARTICIPANTS DIRECTORY

Regional Training on Comprehensive Human Resource Development for the Lancang-Mekong Cooperation
June 26 – July 7, 2023

Name	Organization	Contact
 Cambodia (3)		
 <p>Mr. Suy Bunlay Bureau Chief</p>	<p>Mekong Cooperation Department Ministry of Foreign Affairs and International Cooperation</p>	<p>Tel: +855 17 311100 Mobile: +855 17 311100 Email: bunlaysuy_mfaic@yahoo.com</p>
 <p>Mr. Rath Kearoth Desk Officer</p>	<p>Mekong Cooperation Department Ministry of Foreign Affairs and International Cooperation</p>	<p>Tel: +855 70 773 077 Mobile: +855 70 773 077 Email: kearoth@gmail.com</p>
 <p>Mr. Chum Samphors Labour Attachè</p>	<p>Labour Attachè Section Royal Embassy of Cambodia</p>	<p>Tel: +66 29 575851-2 Mobile: +66 62 0898918 Email: samphorschum@gmail.com</p>

APPENDIX B: PARTICIPANTS DIRECTORY (CONT.)

Name	Organization	Contact
 China (13)		
 <p>Mr. He Tao Director</p>	<p>Human Resource Division Foreign Affairs Office of People’s Government of Yunnan Province</p>	<p>Tel: +86 13 888712308 Mobile: +86 13 888712308 Email:</p>
 <p>Mr. Luo Jing Director</p>	<p>Division IV of Cadre Service Organization Department of CPC Yunnan Provincial Committee</p>	<p>Tel: +86 08 7163991633 Mobile: +86 15 912181296 Email: 15912181296@163.com</p>
 <p>Mr. Yang Hongtao Director</p>	<p>Division II of Civil Service Organization Department of CPC Yunnan Provincial Committee</p>	<p>Tel: +86 13 987120566 Mobile: +86 13 987120566 Email: 70711785@qq.com</p>
 <p>Mr. Duan Jianlin Director</p>	<p>Division I of Talent Work Organization Department of CPC Yunnan Provincial Committee</p>	<p>Tel: +86 08 7163991586 Mobile: +86 13 529230067 Email: ynrcgzc@163.com</p>
 <p>Mr. Wang Hongwei Deputy Director</p>	<p>Regulatory Affairs Office General Office of CPC Yunnan Provincial Committee</p>	<p>Tel: +86 08 71 63997761 Mobile: +86 13 987182686 Email: 40091563@qq.com</p>





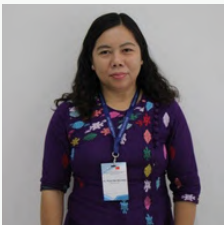
APPENDIX B: PARTICIPANTS DIRECTORY (CONT.)

Name	Organization	Contact
 China (13)		
 <p>Mr. Zhao Fuxiang Deputy Director</p>	<p>Regulatory Affairs Division General Office of People's Government of Yunnan Province</p>	<p>Tel: +86 15 974800300 Mobile: +86 15 974800300 Email:</p>
 <p>Mr. Wu Daoyong Deputy Director</p>	<p>Documents Division General Office of CPC Yunnan Provincial Committee</p>	<p>Tel: +86 08 7163990353 Mobile: +86 15 987119107 Email: wudaoyong999@126.com</p>
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APPENDIX B: PARTICIPANTS DIRECTORY (CONT.)

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APPENDIX B: PARTICIPANTS DIRECTORY (CONT.)

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APPENDIX B: PARTICIPANTS DIRECTORY (CONT.)

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Mekong Institute (1)		
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APPENDIX C: RESOURCE PERSON

WEEK -1

"MODULE 1: EFFECTIVE ENGLISH SKILLS FOR PROFESSIONAL COMMUNICATION"

"MODULE 2: CROSS-CULTURAL COMMUNICATION FOR REGIONAL COOPERATION"

RESOURCE PERSON

Dr. Matthew R. Ferguson
Mahidol University
International College

JUNE 26 - 30, 2023
09.00 - 16.30 (GMT+7)

Regional Training Program on "Comprehensive Human Resource Development for the Lancang-Mekong Cooperation" from June26-July7, 2023

Agenda QR code

A circular portrait of Dr. Matthew R. Ferguson is featured on the right side of the poster. The background is light green with blue circular accents.

Dr. Matthew Robert Ferguson

Currently, he serves as a lecturer and chair in the Humanities and Language Division at Mahidol University International College in Bangkok, Thailand. In this role, he plays a pivotal part in shaping the curriculum and overseeing its implementation within the English Studies Program. His contributions to the academic community and dedication to fostering personal growth and understanding make him a valuable asset in the field of education.

WEEK -2

"MODULE 3: HUMAN RESOURCE DEVELOPMENT IN THE LANCANG-MEKONG REGION"

Session-1 Human Resource Development for Regional Cooperation Perspective: "By Industry, for Industry - Reforming Vocational Education and Workforce Learning and Development across Asia"

RESOURCE PERSON

Mr. Jim So
Skills Consulting Group

JULY 3, 2023
09.00 - 09.30 (GMT+7)

Regional Training Program on "Comprehensive Human Resource Development for the Lancang-Mekong Cooperation" from June26-July7, 2023

Agenda QR code

A circular portrait of Mr. Jim So is featured on the right side of the poster. The background is light green with blue circular accents.

Mr. Jim So

Jim is the Regional Development Manager – Asia, for Skills Consulting Group (SCG), leading the expansion of partnerships in the region, connecting clients with the specialist, New Zealand-based team to deliver innovative vocational education and workforce development solutions. With over 20 years of experience working in Asia for multinational education organizations, Jim has networks across government agencies, commercial organizations, tertiary institutes, secondary schools, and in the vocational sector. He has been instrumental in leading the launch of new products in vocational education that enable the future of work, including digital upskilling, work-based learning, and degree-level apprenticeships.

With SCG, Jim is one of our leaders who organized the 2021 APAC TVET Forum, connecting learners, leaders, and vocational education teachers to share their experiences and celebrate the success of TVET solutions.

APPENDIX C: RESOURCE PERSON (CONT.)

WEEK -2

"MODULE 3: HUMAN RESOURCE DEVELOPMENT IN THE LANCANG-MEKONG REGION"

Session-2 Overviews on Human Resource Development Readiness in the Lancang-Mekong Region

RESOURCE PERSON

Asst. Prof. Chompoonuh K. Permpoonwivat

School of Economics and Public Policy
Srinakharinwirot University

JULY 3, 2023
09.30 - 10.00 (GMT+7)

Regional Training Program on "Comprehensive Human Resource Development for the Lancang-Mekong Cooperation" from June26-July7, 2023



Asst. Prof. Dr. Chompoonuh K. Prempoonwivat

Chompoonuh, PhD, is an associate professor of economics at Srinakharinwirot University in Bangkok. She received her master's and doctoral degrees in economics from the University of Utah, specializing in public economics, economics of gender and development, and quantitative methods. Her research interests are in public policy analysis related to local public finance, transportation, human resource development, and natural resource and environmental issues. She is an active member of the ASEM Education and Research Hub for Lifelong Learning, an official network for university cooperation between Asia and Europe. She has also been appointed among other leading economists in Thailand to the director and board committee for the Program in the Advanced Certificate Course in Public Economics Management for Executives at King Prajadhipok's Institute, Thailand. Finally, she is the current President of the University of Utah Alumni Association of Thailand.

WEEK -2

"MODULE 3: HUMAN RESOURCE DEVELOPMENT IN THE LANCANG-MEKONG REGION"

Session-3 Innovative Strategies and Key Approaches for Accelerating Human Resource Development for the New Era

RESOURCE PERSON

Asst. Prof. Dr. Poolsak Koseeyaporn

Vice President
Office of National Higher Education Science Research and Innovation Policy Council

JULY 3, 2023
10.30 - 16.30 (GMT+7)

Regional Training Program on "Comprehensive Human Resource Development for the Lancang-Mekong Cooperation" from June26-July7, 2023



Asst. Prof. Dr. Poolsak Koseeyaporn

Dr. Poolsak is Vice President Office of National Higher Education Science Research and Innovation Policy Council (NXPO). He is a distinguished academic holding a Ph.D. in Electrical Engineering from Vanderbilt University, USA, and a B.S.Tech.Ed. in Electrical Engineering from King Mongkut's University of Technology North Bangkok, Thailand. Presently, he serves as Vice President in the Directorate of Innovation Strategy in Higher Education and High-skilled Workforce at the Office of National Higher Education Science Research and Innovation Policy Council (NXPO). His expertise in policy development is apparent through his significant contributions to various initiatives. Notably, he has played a pivotal role in shaping the Work-Integrated Learning Research, Competency and Qualification Framework, National Talent Pool (Talent Thailand Platform), and STEM Tax Incentives (STEM Plus Platform for STEM job hiring and training incentives).

APPENDIX D: ORGANIZER TEAM



Ms. Tina Wang

Program Manager
Sustainable Energy and
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Mekong Institute



Ms. Yupaporn Siribut

Program officer
Sustainable Energy and
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Mr. Anan Ussanawarong

Project Operations Support Assistant
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Mr. Laopee Konsrisa

Trainee
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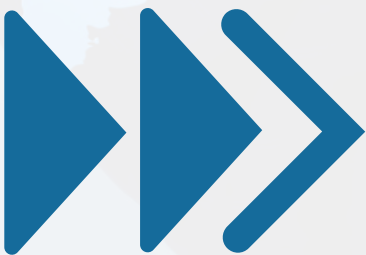


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Completion Report | Comprehensive Human Resource Development for the Lancang-Mekong Cooperation



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