

A Magazine cum Journal featuring Trends & Information, Movers & Shakers of the Industry

Education+TVET

Issue 3/2023

ASIA

**ALLSCHOOL
SUCCESSFULLY
DEBUTS HYBRID
LEARNING CAMP**

**DRIVING STEM AT
THE CORE OF
FUTURE EDUCATION**

**GENESIS MEDTECH
UNVEILS NEW
REVOLUTIONARY
MEDTECH CAMPUS**

**IMAXSOFT & TURNITIN
COMPLETE A TECHNICAL
INTEGRATION BETWEEN
TURNITIN SIMILARITY &
HELLOLMS**

**SPEARHEADING
NEEDS-BASED TRAINING WITH
AN INDOMITABLE SPIRIT
NELSON MOSINOH**

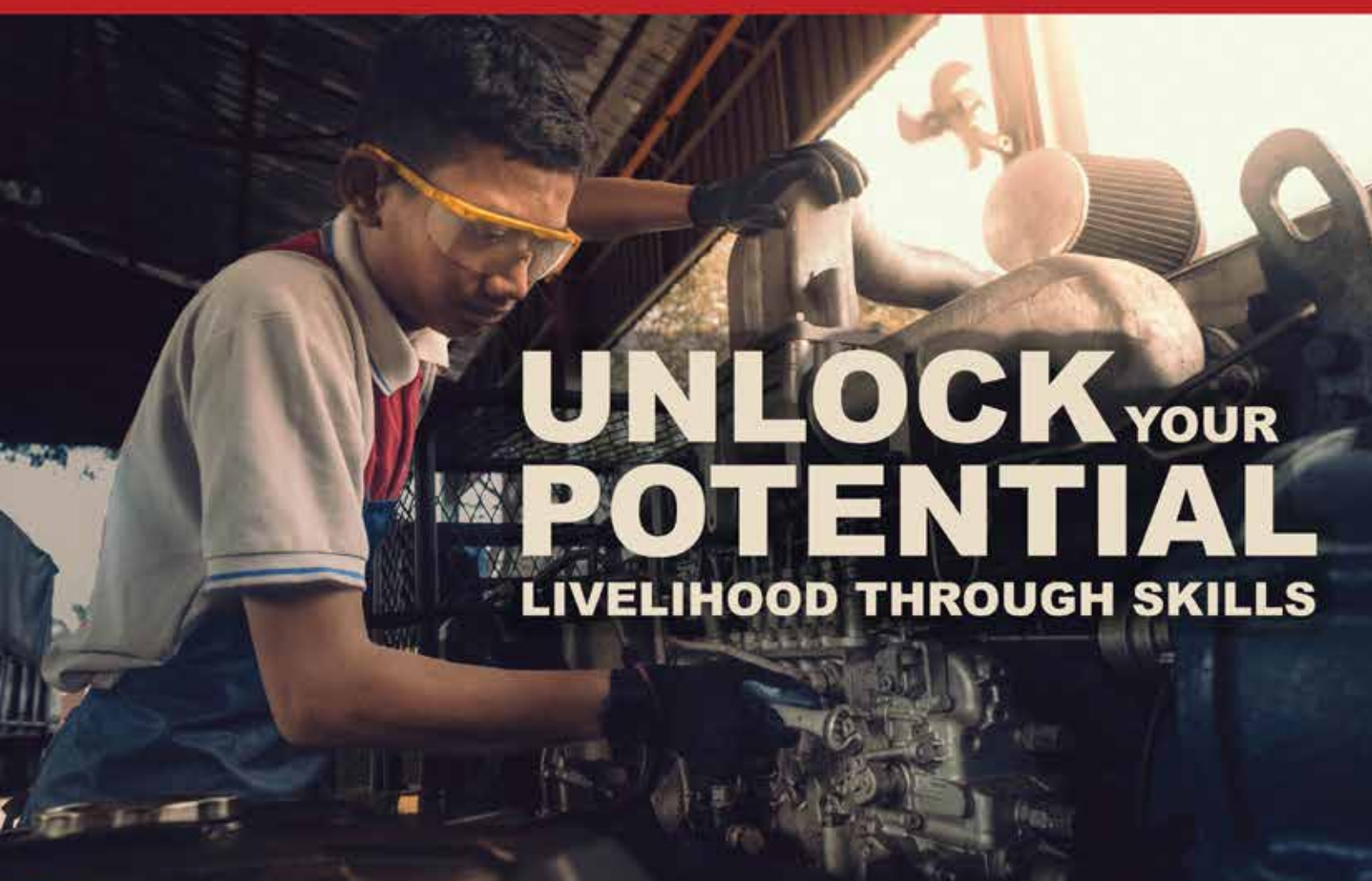
Managing Director of Gain ForLife

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Education+TVET

ASIA

A magazine cum journal featuring trends & information, movers & shakers of the industry

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The Malaysian government has been diligently promoting TVET courses and providing training to students while creating the awareness of the lucrativeness a career in TVET could offer. Malcolm X, an American Muslim minister and human rights activist once said, "Education is the passport to the future, for tomorrow belongs to those who prepare for it today." When young people received proper education at a young age, they are being equipped with the essential skills to succeed in the future.

Mallipudi Mangapati Pallam Raju, an Indian politician and the former Union Minister for Human Resources Development in the Central Government of India believes wholly that education is an enabler for progress and children are the foundation of life. He strongly believes that by nurturing a child with quality education and the right training will empower them for life as access to quality education and training will pave the way for children to secure sustainable livelihoods and opportunities for further growth. This led him to set up the Pallam Raju Protsaham Foundation to encourage youths to discover their true potential and cultivate their talent and creativity.

Our "Cover Story" segment features Nelson Mosinoh, the Managing Director of an industry-led academy in Borneo, Gain Forlife Sdn Bhd. He saw the need to provide need-based training and worked with over 35 companies to train school leavers to fill vacancies and provide youths in Sabah with job opportunities. Nelson's company aims to reduce the mismatch between graduates' talent and company's needs by ensuring that unemployed youths are given the right skills training. This led to a 98% of Gain Forlife's students being successfully employed upon completing their skills training programme.

Although a university degree is high in demand by employers, a rising trend in the hiring TVET graduates for skilled labour has also been coming on the employment scene lately. The Malaysian government hopes that with its continuing focus on the Industrial Revolution 4.0 and the pouring of resources into the TVET sector, the mismatch between skills and industry needs can be mitigated and the society's negative perception of TVET be diminished.

"Germany, Austria, Switzerland - they have vocational training that's aligned to the needs of business and don't have youth unemployment problems."

– Alain Dehaze
(ILO Global Commission Member)

Cherry MJ Tan

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SPEARHEADING

Needs-Based Training with AN INDOMITABLE SPIRIT

Nelson Mosinoh has been an enterprising man since his youth. He identified the necessity to provide needs-based training and worked closely with companies to train school leavers to fill their vacancies, providing a win-win outcome for all. In an interview with **Education+Tvet Asia**, he talks about his journey in establishing Gain ForLife and the positive impact it created on youths in Sabah.



Born in Sandakan in 1978, Nelson Mosinoh graduated with a Bachelor of Business Administration from Universiti Utara Malaysia in 2000, and an MBA from Universiti Malaysia Sabah in 2009.

Upon graduating with his Bachelor's Degree (year 2000), he went to work for a private company for two years before establishing his company known as Gain Forlife Sdn Bhd in 2004 at the young age of 26 years old.

Carrying the slogan, 'Synergising the Industries' Human Capital Needs Through TVET', and with a total partnership of more than 35 companies, Gain Forlife Sdn Bhd was declared as the 1st industry-led academy in Borneo by the local industry association in the year of 2016.

"The company always make it a point that whatever product or services that we offer to our clients, it must be according to the client's needs," shares Nelson Mosinoh. "Mismatch between graduates' talent and companies' needs can be reduced by ensuring that youths are given the right skills training."

COVER STORY

With their ability to do job matching, 98% of Gain Forlife's students are employed, upon completing their skills training programme.

"By next year, we are going to expand our focus into plantation training. There is so much employment opportunity in this sector that the Sabahans youth can look into. It just needs some modification to attract the locals to work in this sector. We will take this as our personal challenge and would strive to help the industry solve their manpower shortage issue while helping the local youths gain employment," says Nelson who has made it his personal goal to get local youths in Sabah to be attracted to a career in the plantation industry.

"As with most businesses, Gain Forlife also had to endure the unforgiving pandemic's negative impact. Hands down, it is the scariest and greatest challenge we ever had to face since our establishment."

"Nobody knew how to react to it. We had to close our centre and stop running our classes during the lockdown. We were considering laying off half of

"We are in the business of making a difference in helping people get employed. That feeling is indescribable."



our staff. Thankfully, the incentives provided by the government helped us to stay afloat and pay the salaries of our employees, so nobody got laid off!” Nelson says.

“We managed to increase the number of staff we had in June 2020, after the lockdown was over, as we answered the call to train and upskill unemployed youths. The business picked up more aggressively after that,” he adds.

Nelson shares that his team’s passion and enthusiasm for their work motivates him to keep going. He is also motivated by students getting jobs after attending his company’s training programmes. The icing on the cake was when parents came to thank Nelson and his staff for helping their kids land jobs.

“We are in the business of making a difference in helping people get employed. That feeling is indescribable,” explains Nelson.

“The youth unemployment rate in Sabah is currently

the highest in the country in the first quarter of 2022, at 9.1% or 184,000. It is estimated that the number of unemployed youths in Sabah will increase to more than 200,000 by the year 2024 should the government fail to address this issue seriously. Every year an average of 40,000 students in Sabah will sit for the SPM and 50% of them would continue their tertiary studies while the balance would either remain jobless or struggle to get a job. With the increase of minimum wages to RM1,500 per month, employers would prefer to employ either unemployed graduates or SPM leavers with working experience. This will put the fresh SPM leavers at a disadvantage,” he adds.

To overcome this issue, Nelson suggests that the federal government should form a special task force to address the unemployment issue strategically. Every state has its own unique employment challenges. For instance, in Johor most Malaysian youths choose to work in Singapore for a better pay which causes manpower shortage in Johor.

While in Sabah, there is a lack of employment opportunities as there are just not enough big industries to cater to the needs of employment.



Students at Gain ForLife undergoing industrial training

COVER STORY



Looking at the above-mentioned scenarios, we cannot just find one solution that fits for all. The task force needs to address the issues and find solutions based on every state's unique employment challenges.

In addition, he also urged the government to emphasise on the National Dual Training System (NDTS) or SLDN. This training system is the best in Malaysia as it is industry-driven and focuses 70% -80% on practical training. Adopted from the German Dual Vocational Training, NDTS has proven to produce the right talent with the right skills with 95% of the graduates securing a job upon completion. This could be the gateway to achieving a 35% skilled workforce by the year 2030.

"Mismatch between graduates' talent and company's needs can be reduced by ensuring that youths are given the right skills training."



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KRISTA'S 10-LANGUAGE PROGRAMME FOR PRESCHOOLERS – **A WORLD'S FIRST**

The Krista Education Group has recently launched its new programme for the introduction of ten languages of the world to preschoolers at all its centres throughout the country. The programme is supported by trained teachers using a new Krista publication, 'Fun with Languages' and audio-visual tutoring sessions. It will be conducted on a weekly basis in addition to Krista's existing curriculum based on its CAPABLE Programme, a holistic programme that has benefitted thousands upon thousands of young children since Krista, Malaysia's largest kindergarten chain, first opened its doors to them some 30 years ago.

The first edition of Krista's Fun with Languages publication with fun facts and learning activities is an interesting way to introduce Krista kids to 10 of the world's most popular languages. Parents can be encouraged to also use this book to carry out the learning activities with their children at home as a family activity. This book also incorporates relevant information in connection with the languages introduced to serve as useful general knowledge for the children, teachers as well as parents.

Young children are not confused by the introduction of multiple languages at the same time. In fact, research also shows that new languages are learned and acquired faster, retained better and spoken with exceptional pronunciation at an early age. Among the benefits for children acquiring a second language include preparing the brain to learn multiple languages; having an advantage in learning to read; having a more fine-tuned hearing ability; having a sharper memory; having a greater self-confidence; having a bigger world view; having greater opportunities for higher studies and careers later on in life; building and maintaining cultural connections, and providing the family with a useful activity and experience that can

grow in the years to come.

The objective of this new programme is to ultimately inspire and motivate the young children to learn a second language or even more languages in time to come and become a polyglot. Research shows that learning a second language benefits the child greatly as it enhances creativity and mental flexibility - boosts problem-solving, critical-thinking, listening and cognitive skills, in addition to improving memory, attention span and the ability to multitask.

The Krista Education Group, an award-winning early childhood education brand, has more than 100 early education centres throughout the country and is also currently operating workplace childcare centres for large corporations in Malaysia. As the world is getting more and more competitive with new and extraordinary challenges for the upcoming generation, Krista makes every effort to provide young children with the relevant springboard as well as opportunities for them to reach their full potential in life. Providing them with a head-start to learning more languages during their early childhood years would be a good and useful foundation for them to be on their way to achieve greater success in life.



ALLSCHOOL SUCCESSFULLY DEBUTS HYBRID LEARNING CAMP

Leading global provider of online interactive classes, Allschool, has successfully completed its first hybrid learning camp in collaboration with the YMCA Student Care Centre @ Canberra.

The Allschool Camp took the centre's 90 students through a combined online and offline learning experience, in coordination with online Allschool teachers and YMCA in-class mentors. This innovative hybrid approach to learning falls under a new sub-brand called 'Allschool Camp' and has yielded overwhelmingly positive responses from the students involved.

Allschool's corporate social responsibility aims to focus on children, education, empowerment of teachers and technology-driven study. It is dedicated to bringing learning enjoyment to children through an interactive and inspiring learning experience.

The experimental programme leverages the outstanding technical capabilities of Allschool and the expertise of online teachers and in-classroom teachers to give students an effective hybrid learning experience. At the culmination of the camp, an award ceremony was held to recognise the students' achievements. Students also publicly expressed their positive feelings about the camp, a testament to its success.

Primary 4 (P4) and P6 YMCA mentor Miss Sharuna from the YMCA Student Care Centre @ Canberra commented about Allschool Camp, "Kids love it. Allschool Camp is beneficial to the kids as they get to learn a lot of new things that they never learned before in a fun and interesting way. I think they really enjoyed it and looked forward to the next session."

Miss Shaera, YMCA P1 and P2 mentor shared her thoughts, "Kids love the classes so much because I can hear by their tone of voice that they are very enthusiastic. When students learn through creativity, they learn through fun and games."

At the end of the programme, XiaoNan Wang, Head of Allschool Southeast Asia Region reflected, "Young people are our future. As an online learning platform, Allschool aims to empower youth through education. We are delighted to collaborate with the YMCA of Singapore to achieve this goal through the Allschool camp. YMCA is a worldwide youth organisation focused on helping young people grow into healthy, thriving adults. By working with the YMCA, Allschool hopes to give back to the local community and make a difference in all these young learners' lives."

Teacher Vanessa, one of the Allschool teachers who taught "Paint Your Own Picasso" and "Super Cute Animal Drawings" said, "I am delighted to join such an innovative teaching programme. As an education professional, the programme was a great opportunity for me to enrich my teaching experiences. It was the first time I had taught a large group of students online and





in a different country. The innovative tool from Allschool and YMCA mentors in Singapore made this a huge success. It was ultimately a very rewarding experience and a pleasure to work with the students and other mentors involved.

As innovators in the field of education, Allschool realises the increasing importance and power that technology will play in the future of education. Hybrid learning combines the best of both the online and offline systems to create engaging and relevant learning materials with a supportive and enjoyable classroom environment. In addition, offline teachers can spend more time focusing more on supporting the needs of specific individuals and less time on the rote teaching syllabus. This separation of responsibilities ensures that each learner is given a more comprehensive learning experience to better reach their potential. In March 2022, Singapore Education minister Chan Chun Sing indicated that in the aftermath of Covid-19, hybrid learning would be a national approach going forward. "We will move more and more of our lessons online, allowing our students to do more self-paced learning," Chan said.

The Allschool Hybrid learning Camp is a reflection of the company's commitment to quality education and one of the UN's Sustainable Development Goals (SDGs), which it views as an integral pillar of its corporate responsibility. Earlier this year, Allschool also launched the Enrichment Charity Drive in support of Singapore Children's Society. Moving forward, the company intends to continue partnering with like-minded organisations to strive toward the United Nation's vision for Quality Education, using innovative means to empower a generation of young learners to live better and more fulfilling lives.

THE RISING DEMAND FOR TVET GRADUATES

Although a university degree is high in demand by employers, a rising trend of hiring TVET graduates for skilled labour has also been on the rise lately. Since the Industrial Revolution 4.0 was introduced by the government, workers who are agile and versatile in their work are greatly sought after.

The rise of employment focusing on TVET graduates has encouraged many school leavers to pursue careers in industries that were once considered less lucrative. Today, students who take up a course in the TVET industry are also encouraged to improve their soft skills as it would be beneficial when it comes to interacting with customers and also understanding consumer behaviour.

Malaysia has been successful in implementing TVET programmes that meet industry-specific needs for specialised skills. The reason for success is due to collaboration with various industries to meet the needs of specialists such as the operation of machinery and designing application software. Joint training programmes are also organised in collaboration with industries and industry apprenticeships. A successful TVET system is essential to guarantee the production of skilled workers for every industry.

TVET is now recognised as a valuable industry that generates highly skilled workers. It is evident as many employers from various industries are satisfied and happy with the performance of TVET workers. This in turn would result in a pay rise and would continue to encourage more youngsters to pursue a career in the TVET industry.

Many Malaysians are now starting to take up TVET-related jobs and this has also contributed to a lower unemployment rate. It is also crucial for the national accreditation for TVET to be updated to ensure that TVET graduates are able to meet the needs of industries and be able to earn a decent salary. The government should also continue to make known the long-term career and income prospects of TVET graduates to ensure that people are certain that there is an opportunity for career advancement and income growth in TVET-related industries.





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Cambridge University Press & Assessment, one of the world's most recognised authorities in English qualifications, is inviting English learners and speakers from all over the world to take their command of the English language test to the next level for the upcoming year and partake in one of its Cambridge English Qualifications.

With tests and qualifications accepted by over 25,000 organisations worldwide and more than 5.5 million participants every year, Cambridge English has been a renowned leader that is trusted by students and professionals internationally.

By focusing on real world application, each exam and the accompanying qualifications are intended to be practical and goal oriented. It is designed to help learners identify areas of improvement based on the CEFR (Common European Framework of Reference) international language standards, paving the way for a plan in order to improve speaking, writing, reading and listening skills step by step.

“At the very core, our function is to help people learn English and prove their skills to the world. We cater for all levels of development and proficiencies – from children at school, higher

education students all the way to business professionals. As our courses, tests and qualifications are based on research and have been developed over many years with rigorous scrutiny, they are a mark of excellence accepted globally. Our qualifications will open doors and provide the skills and confidence to thrive and reach full potentials,” said a representative of Cambridge University Press & Assessment.

As each level of qualification requires various levels of competencies, it is vital that a participant chooses the right exams according to their abilities, circumstances and goals. The CEFR Framework divides qualifications for school age children, general and higher education students, and business or professionals. Within these levels, there are further sub-divisions that signify “basic”, “independent” or “proficient” competencies.

“If one is looking to undertake an exam, understanding where they are in their English development and where they want to go is key. We provide relevant resources such as learner groups, sample test or practice test scores to assess your ability. From there, one will be able to determine a suitable qualification,” the Cambridge representative continued.

XJTLU & UNIVERSITY OF LIVERPOOL TO INAUGURATE JOINT CENTRE FOR PHARMACOLOGY AND THERAPEUTICS

Xi'an Jiaotong-Liverpool University (XJTLU) and the University of Liverpool will inaugurate their Joint Centre for Pharmacology and Therapeutics at an online/onsite event in Suzhou, China.



The Joint Centre, a Sino-UK collaborative venture, will engage top scientists from both countries to enhance research on disease mechanisms and develop novel drugs for the treatment of modern-day diseases.

As a global research hub for interdisciplinary and innovative research, the Joint Centre will offer a unique platform for knowledge exchange and talent cultivation between academic laboratories and their industrial and clinical partners in basic and clinical research on drug safety science, immuno-pharmacology, precision medicine, nanomedicine and regulatory science.

Members of the Joint Centre include senior researchers from XJTLU; the Department of Pharmacology and Therapeutics from the University of Liverpool, an established world leader in pharmacology and toxicology research; Hengrui Pharmaceutical Co. Ltd (Shanghai), a pharmaceutical giant in China; and Suzhou Guangji Psychiatric Hospital.

The Joint Centre's research and development activities are expected to benefit both Suzhou – which boasts over 400 high-tech biopharmaceutical startups in its BioBAY industrial park and aims to be the “Pharmacy Valley of China” – and the Liverpool City Region.

“The combination of expertise, skills, facilities and resources from XJTLU and the University of Liverpool will offer a great opportunity for both universities to make significant impacts in the sector and foster new research areas,” says XJTLU's Dr Meng Huee Lee, co-director of the Joint Centre.

The Joint Centre will harness state-of-the-art equipment and facilities in pharmaceutical sciences, molecular biology, chemistry and environmental sciences along with activities funded by the government, the private sector and the pharmaceutical industry.

XJTLU PhD students, who are jointly supervised by XJTLU and the University of Liverpool, will benefit from the strengthened R&D ties. Furthermore, the Joint Centre's close link with local pharmaceutical companies will ensure a steady supply of researchers meeting pharmaceutical industry demands of today and tomorrow.

“With our partners at XJTLU, through teaching and research, we will nurture a talent pipeline of research leaders and exciting international collaborations and ventures,” says University of Liverpool Professor Christopher Goldring, co-director of the Joint Centre.

The inauguration of the Joint Centre is part of XJTLU Wisdom Lake Academy of Pharmacy's second-year anniversary celebration.

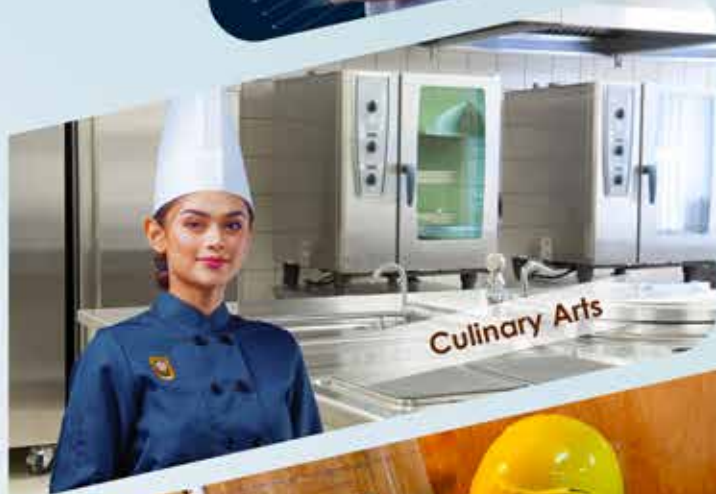


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NEOBIO MUSEUM

OFFICIALLY LAUNCHED IN SHANGHAI, CHINA



The first interactive, experiential science and technology museum in China – the NEOBIO Museum in Shanghai, located in AI PLAZA along the Xuhui West Bund, will officially be unveiled to the public. The NEOBIO Museum is a popular landmark in Shanghai, accomplished in creating 360-degree, wholistic experiences. The brand is committed to cultivating tomorrow's talents alongside Chinese families and society, and contribute to the strategic realisation of invigorating the nation through science and technology.

Chen Yandan, founder of NEOBIO and Xu Jing, CEO of NEOBIO attended the grand opening with industry guests, media and audiences to witness the debut of the museum. The museum space is coloured to perfection in white and gold to turn the spotlight on the historic moments of civilization and mankind's journey. The electronic screen, lighting and high-rise building create a sense of grandeur. Two robotic arms stand over the marble table at reception, where human and artificial intelligence gather in the same room, as if in the future world of cyber electronics.

Maye Musk, brand ambassador of NEOBIO and a respected mother, delivered a video speech for the opening ceremony, where she congratulated the museum on its opening and provided thought-provoking remarks on the cultivation of future science talents: "Everyone has different talents and if you want children to be truly happy, you must let them do what they really love. Congratulations to NEOBIO on its first museum opening, and I strongly encourage families from all over the world to visit and explore the unknown and lay the foundation for a lifetime of learning."

Covering diverse fields such as natural science, avant-garde technology and aerospace exploration, NEOBIO Museum guides children to understand the boundless relationship between science, life and art through full sensory, interactive experiences, and uncover the infinite charm of science.

The museum has three floors, covering an area of 6000m², and is divided into five major exhibitions. In Power Hungary, the process of mankind understanding nature and transforming it into a source of energy is revealed; in Miracle Labs, audiences witness the birth, development and aging of life, and understand the delicate works of human organs and cells; in Secret Studios, explorers conduct a well-versed symphony using art and



technology; in Maker's Hall, every visitor becomes a natural innovator and experiences the joy of creation; and coming to Space Station, audiences travel in space to understand the mysteries left for future generations in the vast sea of stars.

Steering away from display style exhibition, the NEOBIO Museum integrates knowledge, art and hands-on experience, bringing to life a full sensory scientific experience, stimulating children's scientific interests and broadening their scientific horizons. Themed science activities and parent-child sessions are held as a part of the museum's programme around the year, bringing to children and parents 21st century skills through experiments and hands-on experience.

The museum is equipped with NEOBIO's first-ever smart wristband location tracking system so parents are free of any safety concerns while children explore the grounds. In terms of catering facilities, the museum offers a selection of nutritious specialty menus for individuals and families.

Science is the foundation of academic research, education and the sustainable development of the world. Children and young people are an important source in the science and technology talent pool. NEOBIO is the first domestic interactive technology space that breaks the traditional top-down education funnel, allowing children to gain access to more than just watching at the museum, and encouraging them to think critically and seek knowledge through real experiences.

NEOBIO's innovative education system is a practice based on the consensus of what makes quality modern education, and is also an advanced layout for future talent development. As the museum opens its doors to the public, it will also play a key role in cultivating a new generation of talents with scientific ideals and helping to improve the scientific and technological literacy of young people, hence strategically invigorating the nation through science and technology.

NEOBIO is an innovative and revolutionary new brand, and the proud creator of the highly acclaimed NEOBIO Family Center, and is now bringing to life the first-ever interactive science and technology museum in China. In the future, NEOBIO has plans to continue to create tangible and experiential spaces, all to cultivate more world citizens with scientific literacy and all-round capabilities.

INSTITUTIONS

MAHIDOL UNIVERSITY CREATED VR CONTENTS FOR TEACHING SKILLS FOR INFECTIOUS DISEASE TREATMENT

Collaborative development of infectious disease education VR with Jolly Good and Juntendo University.

Jolly Good Inc. held a bilateral medical VR seminar connecting Thailand and Japan at JITMM 2022, an international medical conference, utilising VR teaching materials developed in collaboration with Royal Mahidol University and Juntendo University on infectious disease treatment unique to Mahidol University.

In this seminar, a lecturer from Mahidol University gave a remote VR lecture to Japanese medical students and residents with the aim of providing advanced Thai medical technology to Japanese medical educational institutions.

Thailand ranks fifth out of 74 countries throughout the world in the number of hospitals with JCI accreditation (an international standard for evaluating medical care) and has top-level medical

care in Asia, in addition to which it possesses advanced treatment technology relating to a variety of infectious diseases. However, due to being an aging society, Thailand also faces a serious shortage of doctors and medical workers.

Therefore, Jolly Good will continue to create VR teaching materials based on Thailand's advanced medical technology in collaboration with Mahidol University, and beginning with this bilateral medical VR seminar, Jolly Good will work to share information with overseas medical institutions in a variety of situations regarding the advanced level of Thailand's medical technology and will support efforts to attract overseas medical professionals to Thailand.

There is a shortage of doctors in

Thailand, and it is necessary to provide medical technology

At present, more than 20% of the population of Thailand is at least 60 years of age, and demand in the medical industry in the country is increasing. In addition, there is one doctor per 2,000 people, which means that there is a shortage of doctors compared to other countries (one doctor per 800 people in Europe and one doctor per 600 people in Japan) and the demand for medical workers is increasing.

Therefore, as a national policy, Thailand formed a 10-year strategic plan for becoming a medical hub in 2016, and as related organisations work together to establish advanced medical industry systems, new measures to secure medical personnel are required.





UNIVERSITY OF AUCKLAND SCHOLARSHIPS SUPPORT STUDENTS FROM SOUTHEAST ASIA

New Zealand's leading university, the University of Auckland has announced an extensive range of new scholarships for students from Southeast Asia, providing students with up to NZD10,000 of financial support.

With the borders now fully opened, the University is keen to get Southeast Asian students back on campus and has launched the University of Auckland ASEAN High Achievers Scholarship for both undergraduate and postgraduate students.

University of Auckland Interim Director International, Ainslie Moore, says the scholarships will be awarded biannually to students studying full-time on a wide range of undergraduate degrees, masters degrees and postgraduate diplomas, who demonstrate high academic achievement in their previous study.

"This is a significant investment for this university and we very much look forward to welcoming these top students to Auckland, especially after the past few years of Covid and lockdowns. International students add diversity and richness to our campuses as well as play a major role in research and in the New Zealand workforce outside the university," she says.

This new scholarship offering is set to reduce financial barriers for incoming students from the region to support them with the transition from online to on-campus learning.

University of Auckland's Deputy Vice-Chancellor, Strategic Engagement, Dr Erik Lithander says "Covid has been tough on everybody, especially our international students who have been in limbo for so long. We've been supporting them every step of the way and it's so rewarding to now see them back on campus. There's nothing quite like the buzz of students rushing between lecture

theatres, debating in tutorials and hanging out in the beautiful Albert Park - it's what university life is all about".

The university also supported students from Malaysia, Indonesia and Thailand by offering online learning support and providing a high contact, personalised learning support programme to help students achieve their education goals whilst border restrictions were in place. Dedicated Learning Advisors were made available to undergraduate students from these countries to assist students in their local time zone anytime they needed a helping hand.

Throughout the pandemic, the University of Auckland continued to develop institutional partnerships across Southeast Asia to strengthen ties within the region.

This included a Memorandum of Understanding with Ho Chi Minh City University of Technology whereby several long-term goals were identified in areas such as joint-research and credit transfer agreements allowing students the opportunity to study at both institutions throughout their degree. Taylors University in Malaysia is another high-ranking partner that the University has partnered with during the pandemic. This partnership allows students studying the Bachelor of Education at Taylor's University to transfer either to the Bachelor of Education or the Bachelor of Early Childhood Studies offered at the University of Auckland after just one year.

SHANDONG UNIVERSITY SPEARHEADS THE WORLD'S FIRST GLOBAL LITHOLOGIC MAP OF THE MOON WITH THE HIGHEST RESOLUTION

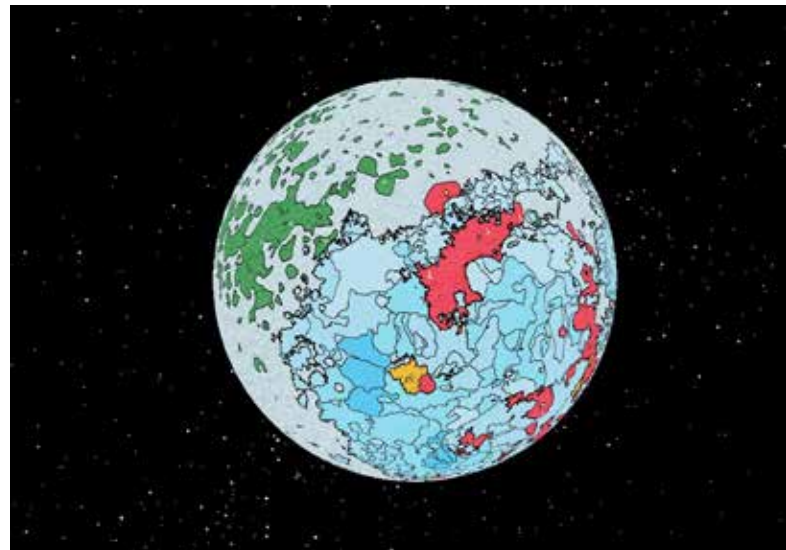
In a short communication published in *Science Bulletin*, a team led by scientists from Shandong University presents a global lithologic map of the moon with the highest resolution (at a 1:2,500,000 scale) for the first time, which is a fruit of efforts from dozens of researchers in the past decade. This map provides an important reference for lunar geologic studies, mission planning and landing site selections in future lunar explorations.

Scientific knowledge of lunar materials was first acquired in the 1960s–1970s. However, the first series of lunar maps published in that era showed only morphological features but lacked compositional information. After two decades of silence, a new era of lunar exploration began in the 1990s. The very successful orbital missions provided the first global compositional datasets of the lunar surface. The 21st century is an exciting era for lunar exploration. Various missions were carried out by space agencies in Europe, Japan, India and the U.S. China started its lunar exploration (Chang'e) programme in 2004 and has already launched two orbital missions. These missions collect diverse datasets that are valuable in integrated research on lunar materials, improve our understanding of lunar evolution and provide primary sources for this mapping effort.

Shandong University participated in Chang'e missions from as early as 2008. With the technical successes of Chang'e missions, scientists from Shandong University made contributions to the interpretations of spectroscopic datasets returned by Chang'e missions.

On December 22, 2015, scientists from SDU published a paper on *Nature Communications* and announced the discovery of a new type of lunar basalt by analysing the data returned from Yutu rover (Chang'e-3 mission). Recently, based on the data collected by Yutu-2, the Chang'e-4 rover, scientists from SDU proposed a hypothesis of crustal backfill to help solve the riddle of the moon's largest crater, South Pole-Aitken basin.

The lithologic map of the moon was also based on spectroscopic datasets from Chang'e missions. Scientists from SDU developed the data reduction processes of Chang'e-1 Imaging Interferometer. Subsequently, the Chang'e datasets were integrated with products from international lunar exploration missions and information gained from five preceding decades of lunar sample studies. A systematic classification scheme for lunar rocks was reconstructed to map the composition and evolution of the moon.





GENESIS MEDTECH UNVEILS NEW REVOLUTIONARY MEDTECH CAMPUS

New campus combines R&D, manufacturing and training with the latest state-of-art facilities. Innovation is brought to next-level integration with medical professionals. It is expected to reach industrial-scale production levels with an output value of over 10 billion RMB (approximately US\$1.38 billion) in three to five years.

Genesis MedTech Group (Genesis MedTech or Group) has officially unveiled its state-of-the-art medtech campus (Campus) in Wuxi, China. Representing the first major R&D and manufacturing facility of its kind in China, it spans 135,333 sqm and has completed its first phase of development, featuring an innovation centre (Innovation Centre), and two R&D and production centres (R&D and Manufacturing Centre). The revolutionary Campus is designed to bring innovation and R&D to a whole new level of integration with medical professionals.

The Innovation Centre provides an open educational platform to foster deeper engagement and interaction between Genesis MedTech and medical professionals. It provides medical professionals access to clinical training of the latest medtech innovations, covering multiple disease fields, such as minimally invasive surgery, vascular interventions and structural heart disease.

The training facilities within the Innovation Centre provide the highest level of education and hands-on experience, recreating real-life clinical situations for healthcare practitioners to understand and familiarise themselves with cutting-edge medical devices.

The campus also houses the R&D and Manufacturing Centre, which develops and manufactures high-quality medical devices, focusing on cutting-edge medtech devices for minimally invasive surgery and vascular interventions. Pilot manufacturing commenced in September 2022 and is scheduled for full-scale production by 1H2023. It is expected to reach industrial-scale production levels with an output value of over 10 billion RMB (approximately US\$1.38 billion) in three to five years.

Warren Wang, Chairman and CEO of Genesis MedTech shared, "We are trying to play an integral role in MedTech innovation that will revolutionise how medtech development is intimately integrated with the practical needs of medical professionals. Through training and exchanges, we can better understand clinical needs, stimulate technological innovation and expand product development. The Campus will be an ultramodern nexus for R&D, manufacturing, training and exchange, providing our R&D teams and global experts with an open platform to explore innovations from ground zero, becoming an exploration and production centre for new technologies and products."



TECH

IMAXSOFT & TURNITIN COMPLETE A TECHNICAL INTEGRATION BETWEEN TURNITIN SIMILARITY & HELLOLMS

The new integration brings Turnitin's leading text similarity detection technology to HelloLMS.



iMaxSoft, the developer of HelloLMS, and Turnitin, a global provider of assessment and grading solutions, have announced the completion of the technical integration between HelloLMS and Turnitin Similarity.

Turnitin Similarity is a widely trusted text similarity detection and plagiarism prevention tool. It helps institutions, educators and students cultivate the highest academic integrity standards. Turnitin Similarity offers reliable text similarity detection by checking student submissions against its fast-growing content database, including 99+ billion web pages with 22 million more added daily, 1.8 billion student papers and 82 million scholarly publications.

The integration allows iMaxSoft customers to take advantage of Turnitin Similarity directly within HelloLMS. An easy-to-use text similarity report is available for Turnitin Similarity customers as an integrated component of the HelloLMS workflow. Several customer institutions of HelloLMS are successfully piloting the integration.

"As a leading learning management solution provider in Korea, we know this partnership has the potential for far-reaching impact," said Marketing Director at iMaxSoft, James Hong. "Turnitin is globally recognised for its academic integrity solutions and is used by many renowned academic institutions. We sought to bring Turnitin's powerful functionality to Korean institutions and learners."

Turnitin Similarity provides an optimal experience for HelloLMS customers with native interface support in Korean and a database of Korean language materials that has more than doubled since 2020 with over 285 million content sources.

"The technical phase of the alliance has been successfully completed," said Manushree Bahukhandi, Business Development Director, Alliances, Turnitin. We very much look forward to helping more Korean academic institutions make the most of our integrated educational solutions."

Going forward, Turnitin and iMaxSoft hope to continue to elevate academic integrity and assessment standards for Korean education.



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92.5% OVERALL SATISFACTION RATE FOR SUNWAY STUDENTS

Understanding the needs and satisfaction of potential and current students is an important barometer for an institution to enhance its services to cater to students' needs in their education.

In the Student Barometer 2021 survey administered by i-graduate that surveyed students across all fields and levels of study, Sunway University and Sunway College achieved a 92.5% "Overall Satisfaction" for students' overall aspects of their education experience and 90.3% of students are satisfied with their learning experience ("Learning Average").

The barometer is a global benchmark for student experience that enable tracking and comparison of student satisfaction in decision-making, expectations, perceptions and intentions of students from application to graduation. A total of 107 universities from 15 countries participated globally, of which seven are from Malaysia.

The main areas in the survey encompassed an institution's overall response satisfaction, covering decision making, arrival/getting started, learning, living, support, recommendation, employability and wellbeing.

Sunway was ranked number 1 in "Career Support" with 92.3% satisfaction compared to the average satisfaction of 77.6% globally. This indicates a high level of contentment in terms of the career

support services, programmes and workshops that equip students with the skills and competencies necessary to help students launch a successful career upon graduation were adequately delivered.

With the aim of preparing Sunway University and Sunway College students for their future careers starting from pre-university to graduate level, Sunway Education Group launched the Career Readiness Programme, catered to students' needs to make it relevant and impactful with the aim of developing graduates who would be highly sought-after by employers, becoming positive influencers in the community and equipped for all of life's challenges and opportunities.

According to the Sunway Career Services 2020/2021 report in Malaysia, the Top 10 Companies hiring Sunway graduates included Accenture, AIA, Ernst & Young, Great Eastern Life Assurance, Maybank, Prudential Assurance, Public Bank, PricewaterhouseCoopers (PwC), Shopee and Sunway Group & subsidiaries.

"Internship Preparation Programme" by the Career Services team at Sunway Education Group works with the different schools

in ensuring students to have their basic preparation before they enter into internship. At least 6 months before their internship begins, students attend various programmes/workshops in the areas of resume writing, interview skills, networking and grooming and on professionalism at workplace. The team also provides avenues for students' resume to be checked individually before they submit to respective companies.

The survey also indicated a 100% satisfaction of 'Postgraduate Support' provided for postgraduate students.

Ongoing support is provided for postgraduate students to ease their studies, research and use of relevant campus resources. From time to time, each school in the university organises events, workshops and seminars with the help of postgraduate community representatives for postgraduate students to attend. This includes research sharing seminar, technical writing workshops, research ethnic programme and more.

The school also provides opportunity for postgraduate students to be graduate teaching assistants or research assistants, where trainings are provided by the Academic Enhancement Division to ensure they are equipped with the relevant skills to teach tutorial and practical classes.

While studying abroad can be exciting, documentation and paperwork can be tedious. Sunway is also ranked first in Malaysia for the 'Welcome – Arrival for International Students'. The International Office department at Sunway give their 100% to welcome and assist international students on their arrival in Malaysia, check-in to their accommodation, and provide updated memo and advisory on travel guidelines.

A welcome reception is also conducted for every intake, briefing international students on the procedures of opening a bank account, arrangement for medical screening, activities by Sunway International Student Ambassadors and the support services provided by the International Office.

#CampusWithAConscience is an underlying principle that embraces everything students will experience during their time at Sunway College and Sunway University. This is the fundamental spirit at the heart of Sunway Campus Life educating, encouraging, and engaging students in all aspects of a diverse and inclusive community, supporting them in adopting a lifestyle and lifestyle habits that truly reflect a society determined to create a better living environment for this generation and generations to come.





OFFICIAL OPENING OF ALMA - THE SCHOOL OF ITALIAN CULINARY ARTS

Renowned institution brings *'the soul'* of Italy to Bangkok with professional cooking courses reflecting the latest culinary trends and innovations.

ALMA – The School of Italian Culinary Arts — the most authoritative centre for high education in Italian Cuisine and hospitality internationally officially marked the opening of its first flagship school in Southeast Asia with a special inauguration ceremony at The Food School Bangkok, Thailand's first multinational culinary school, where ALMA, alongside TSUJI Culinary Institute and Dusit Thani College is based.

Presided over by Enzo Malanca, President and CEO of ALMA – The School of Italian Culinary Arts, His Excellency Paolo Dionisi, Ambassador of Italy to Thailand, and ALMA's Italian Chef Instructors, the inauguration ceremony served as a platform to warmly welcome the first batch of students of ALMA's Italian Cuisine and Italian Bakery and Pastry Certificate Courses. Malanca also shared the inspiration and vision behind opening the first flagship ALMA school in Southeast Asia at The Food School Bangkok.

"ALMA's mission is to bring and promote Italy's unique culinary heritage to the world and we felt that Thailand was the closest in terms of gastronomic culture," said Malanca. "The kingdom's geographical position ensures students from around Southeast Asia can easily journey to the school





and hone their skills with professional courses that reflect the latest culinary trends and innovations.”

Since 2004, ALMA has undergone constant growth and upholds its goals of ensuring ALMA’s educational courses remain up-to-date and that students become resilient to the ever-changing and professional culinary world. To achieve such goals, ALMA ensures all of its professional programmes now offered in over 20 countries are aligned with the renowned high standards established at ALMA’s headquarters in Italy.

“Globally, we produce over 1,000 graduates each year and we do our utmost to ensure each of our graduates is equipped with a solid understanding of traditional and contemporary approaches to add value and creativity to their dishes and masterly start their careers in the industry,” said Malanca.

At The Food School Bangkok, ALMA is now offering Certificated Courses and Short Courses in Italian Cuisine and Italian Bakery & Pastry, and Masterclasses in Italian Cuisine. Professional chef instructors leading the courses from ALMA include Chef Francesco De Rosa and Chef Martina Sabbioni, who specialise in traditional Italian dishes, and Chef Enrico Nativi, who specialises in traditional and contemporary Italian bakery and pastry.

Speaking on behalf of Dusit International, one of the key equity partners in The Food School, Siradej Donavanik, Vice President – Development Global, Dusit International, said “Italian cuisine is

rich with heritage, and the country’s food and desserts are among the most loved dishes worldwide. To learn how to cook it well, you need to learn from the very best, and this is exactly what ALMA offers. As part of our goal to create the first multi-national culinary institute in Thailand, we are delighted to work with ALMA as an important educational partner and key investor in The Food School, and we look forward to embracing our shared values to empower sustainability, nurture entrepreneurial mindsets and create a progressive learning community with them.”

Paolo Dionisi, Ambassador of Italy to Thailand, said “ALMA, meaning ‘soul’ in Italian, represents the essence of our culture and cuisine. I am delighted ALMA is bringing the true taste and traditions of our country to Thailand at The Food School and inspiring the next generation of Italian chefs from the kingdom and beyond.”

Together with the other esteemed partners in The Food School, ALMA has a fantastic opportunity to innovate the future of food and beverage to the benefit of the broader community. I look forward to seeing graduates going on to wow diners at the world’s finest restaurants and creating excellent restaurants of their own.”

Alongside its main culinary programmes, ALMA hopes to further spread Italian food culture in Thailand through other special activities arranged at The Food School Bangkok such as Personalised Courses for Businesses and Cooking Camps for Teenagers.



LANGUAGES

KT&G KOREAN

LANGUAGE CENTRE HOSTS SUCCESSFUL

KOREAN CULTURE FESTIVAL

The festival resumed with more than 150 participants after years of COVID-19. Korean Language Centre students' handwritings are displayed at KT&G Korea Headquarter in celebration of the 'Hangul Day'.





KT&G, a multinational company headquartered in South Korea, hosted its 3rd 'SSUSUB FEST', a Korean Culture Festival at the KT&G Korean Language Centre in Surabaya.

The festival took place a day before 'Hangul Day', a holiday that commemorates the invention of the Korean alphabet. Korean Culture Festival was successfully concluded with more than 150 local residents in attendance after being suspended for years due to COVID-19.

The festival presented numerous Korean culture experience events such as 'Kimchi Making'. 'Kimchi' is Korea's national fermented vegetable dish, and the participants who attended the event were given the opportunity to learn how to make kimchi from experts and taste the kimchi they had made.

Other main cultural experience events included learning Korean calligraphy, tasting Korean food, experiencing Korean pop culture, and playing traditional Korean games. Young generation visitors were especially drawn to the Korean pop culture experience because it offered programmes that are popular in Korea at the moment such as sticker photo booth.

Since the festival was held to celebrate 'Hangul Day', visitors were given the opportunity to experience 'Hangul' calligraphy and create custom postcards with their names written in 'Hangul'. Young Ah Shim, the head of KT&G's Social Contribution Office, stated, "Since it has been a while after we last held the festival, we prepared

a number of programmes that will appeal to both those who are familiar with Korean culture and those who are not." She continued, "We will continue to strengthen the cultural exchange between Korea and Indonesia, with the goal of serving as a bridge between the two countries."

KT&G opened a Korean language centre in Jakarta in 2014, making it the first Korean company operating a language institute in Indonesia. As of now, the location has been moved to Surabaya, and a total of 2,400 students have enrolled at the centre to date. 376 students took the Korean language classes at the centre last year alone.

'KT&G Korean Language Centre' is contributing largely to the local community by helping Indonesian youths improve their foreign language skills and find employment.

'KT&G Daechi Gallery', which is an art gallery located at the KT&G's Korea headquarter, is hosting a special event in order to promote the cultural exchange between Korea and Indonesia. The gallery is displaying 55 Korean handwriting works written by 'KT&G Korean Language Centre' students about 'Hangul' and Korea.

Finolita, a student of the Korean Language Center wrote "I find 'Hangul' to be a very different and interesting alphabet." According to Lia, another student, "I have been able to develop myself by learning many things such as Korean language and Korean culture at the KT&G Korean Language Centre."

STEM

DRIVING STEM AT THE CORE OF FUTURE EDUCATION

Article attributed to Kanjna Paranthaman, Regional Director of Southeast Asia & Pacific, Cambridge International

Science, Technology, Engineering and Mathematics (STEM) education is crucial when preparing students to meet the demands of tomorrow, and is often perceived as a way to improve a country's global competitiveness. According to a UNESCO study in 2018, countries with high numbers of students choosing STEM degrees included Oman, India, Germany, Singapore, Algeria, Iran, Myanmar and Malaysia – all producing more than 30% of STEM graduates.

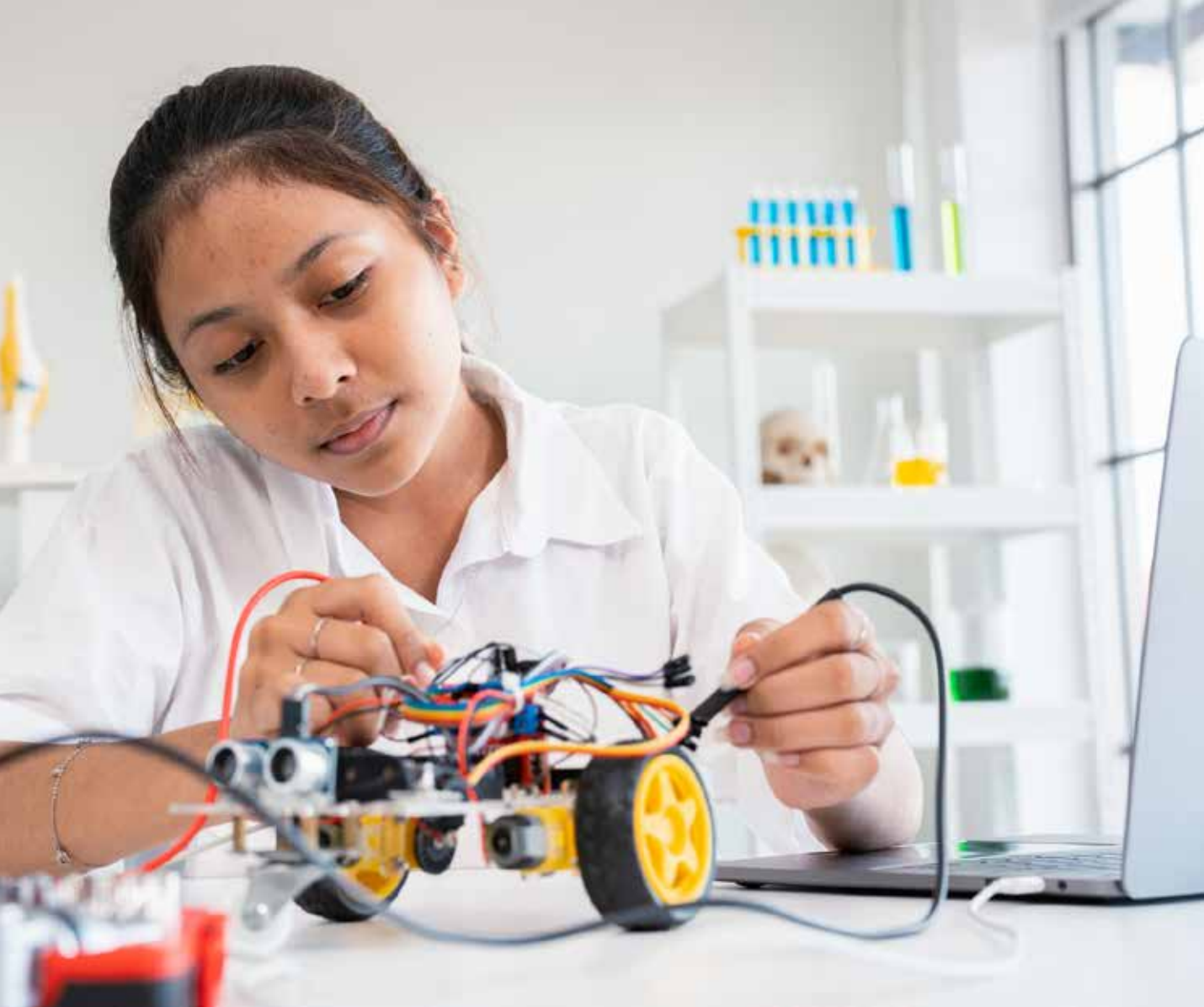
The Malaysian Education Ministry's 2020 Annual Report shared that 47% of university students in Malaysia are enrolled in STEM subjects, and of these 20% are in Pure Science STEM subjects while the remainder are in Technical and Vocational Education and Training (TVET) [Malaysia Educational Statistics 2020].

This raises the question – why are so many countries prioritising STEM education? One key reason is that we need STEM graduates to help us find solutions to global problems – whether that's climate change, disease or cybercrime. STEM subjects also provide learners with critical thinking, problem-solving and exploratory learning skills that prepare them for successful careers and help support a country's economic development.

It is important for students to understand the importance of STEM in everyday life and consider all the career opportunities that STEM might open up. That's why Cambridge International has introduced several new initiatives, developed to inspire interest in STEM subjects throughout the Cambridge Pathway. We offer science and mathematics throughout the Cambridge Pathway, for learners from 5 to 19 years. Our syllabuses help students develop the skills they need for the next stage of their education, and for later life, with options to suit every ability level and career aspiration.

Some students struggle to engage with science theories and require a more hands-on approach to learning. Our new Everyday Science digital resource proves that practical science isn't just for the laboratory. It helps learners carry out scientific investigations using materials that are available in their homes or local area. Everyday Science covers key concepts we expect learners to grasp as part of their Cambridge IGCSE, O Level and International AS & A Level Science studies. It also challenges students to become curious about scientific methods. As they learn, they also gain the practical skills that deepen their scientific understanding and prepare them for a career in science.





To build learners' passion for science, and help them develop practical and investigative skills, Cambridge International is also launching the Cambridge Upper Secondary Science Competition. This extra-curricular, global competition is specifically for learners working towards their Cambridge IGCSE and Cambridge O Levels and gives them a chance to work as a team and present their findings. The competition winners will have the opportunity to win the highly coveted 'Best in Region' and 'Best in the World' awards.

Mathematics is also an important part of STEM learning as mathematical knowledge is the foundation for many scientific and technological fields. Through the Cambridge Pathway, Cambridge International empowers learners to develop a more holistic understanding of the subject, become mathematically competent and help

them apply their learning in everyday situations. We offer mathematics at every stage of the Cambridge Pathway and provide progression routes for every ability level. We have also recently made changes to all of our Cambridge IGCSE and O Level Mathematics syllabuses in response to feedback from our schools. These changes will give all learners the best opportunity to succeed, thanks to the improved structure and simplified language.

With new STEM initiatives from Cambridge International, we hope to inspire the next generation of Malaysian learners and prepare them for careers in Industry 4.0 and beyond. Additionally, a collective effort from educational institutions in Malaysia is vital in encouraging STEM uptake among the younger generation, an effort which will subsequently lead to a STEM fluent generation of tomorrow.

STUDY TRAVEL COURSES MAKE OUTDOOR CLASSES BOTH EDUCATIONAL & ENTERTAINING IN EAST CHINA

Xiangjiadang, a scenic lakeside area in Jiaxing City, east China's Zhejiang Province, is bathing in a brilliant golden yellow colour in early winter. Recently, a study travel activity featuring nature and farming experiences attracted the participation of many teachers and students in local primary and secondary schools



The children, accompanied by their parents, went to the fields of Xiangjiadang to sketch and harvest rice. With a palette in one hand and a paintbrush in the other, some students, like little painters, painted the rice in front of them. Meanwhile, other students rolled up their sleeves and harvested the rice like farmers. They carefully stacked the cut rice neatly together and waited for the threshing. What they held in hands was not only the harvested rice but also a sense of achievement.

After experiencing the charm of the rice paddies and the fun of the autumn harvest, the students also explored a digital factory, and visited the Red Boat Zongzi (a glutinous rice dumpling wrapped in bamboo leaves) plant to learn about the time-honoured brand's development. In each of the study travel bases, they got to learn about the hard work of farming and

farmers' fortitude through field trips.

"Xiangjiadang is close to the downtown area and features the integration of water towns, pastoral scenery and natural lake scenery in the south of the Yangtze River. It is wonderful to let the children feel the richness and beauty of our land of fish and rice in places nearby," One of the students' parents said after participating in the activity.

Located in the northeast of Jiaxing, Xiangjiadang enjoys a natural endowment of 10,000 mu of nourishing farmland, 10,000 mu of water and 10,000 mu of forest. Since the beginning of this year, the region has paid special attention to the quality and popularity of the study travel courses to develop in-depth study tours, according to Jiaxing Xiangjiadang Regional Development and Construction Management Committee.

For example, the region has rolled

out a farming experience course in the agricultural sector, including trying transplanting rice in spring and harvesting rice in autumn. The study travel course allows students to experience the whole process of farming throughout the year, enhances their practical ability, enriches contacts with the natural pastoral life, relaxes their body and mind, cultivates the good habit of cherishing food, and makes study travel truly an educational and entertaining second classroom.

Since the beginning of this year, Xiangjiadang has received more than 5,000 visitors from Jiaxing Experimental Primary School, Jiaxing Xiuzhou Middle School, Northeast Normal University and other study travel teams. The students can stay close to the nature while feeling the charm of technology. These experiences will become wonderful memories that will stay with them for years to come.



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REDESIGNING EARLY CHILDHOOD EDUCATION THROUGH TVET

Article attributed to
David Yap, co-founder
and CEO of YelaoShr
Education Group

Generation Alpha, the next generation of children after Gen-Z, form the bulk of the next generation of students. Born after 2010, the kids of Gen Alpha are tough, tech-savvy, and quick to learn. And we need to be prepped and ready to learn and grow along with them.

We have leapt from the 4th to the 5th Industrial Revolution — moving from a focus on the rapid digitisation of industries, patterns and processes, to the synergy between people and machines — all in the span of two decades. It is now vital for graduates to master technical and vocational education skills adapted for the digital age, especially in areas such as the Early Childhood Education (ECE) sector – which is why Technical and Vocational Education Training (TVET) is important.

TVET refers to the development of technical and vocational skills via formal, non-formal and informal learning processes. In essence, TVET covers the practical, non-academic aspects of a job, with the official UNESCO definition describing it as “a supplement to general education in terms of academic and field-specific knowledge, concrete vocational training, as well as everyday soft-skills and general attitude”.

Under TVET programmes, young adults are familiarised with what they need to know for their

chosen line of work as they are given an early look at their fields of interest. Among the benefits of this is that it prepares young adults for their entry into the working world, easing the transition from student to a member of the workforce. This early exposure is particularly useful in fields where hands-on knowledge can be a powerful asset, such as vocational fields. This includes education, particularly in the field of ECE where many budding educators often prove to be woefully ill-equipped to cope with the reality of teaching today.

While many young graduates who enter the ECE field are buoyed by passion, their entry to the practical side of the field is often on the strength of their academic credentials alone – due to an emphasis on book-learning, rather than practical training. Some institutes do offer practical training modules. However, this is normally a brief assessment towards the end of the learning period rather than a continuous ongoing process.

This lack of attention to practical training, while helping young graduates develop strong technical and academic skills, often leaves them off-balance and ill-equipped. Unexpected or organic situations where textbook learning is just not enough will prove to be a major stumbling block for these young graduates –





demotivating them, and leaving them doubting their actual teaching capabilities.

So, the question is – can this be overcome?

The honing of additional tech-based knowledge and skills, in addition to the necessary training, it is vital in coping with the field of ECE – a considerably more dynamic area than standard childhood education, as it encompasses more than teaching lessons alone.

Adequate retraining of existing ECE educators is one of the first steps that can be taken to address this imbalance in learning priorities. This will help improve the quality of curriculum content as adequate retraining in TVET skills will also emphasise the importance of digital tech-based skills for teachers and the ability to use them cohesively within a classroom setting.

This awareness will also trickle down to the newer

batches of teachers in training which will lead to the development of a new generation of well-rounded educators. Workforce and teacher training programmes are the way to go in addressing these needs – with practical internship training to help supplement and develop opportunities for actual hands-on experience. Future ECE educators should also be given the opportunity to access TVET training with an emphasis on digital tech — this will have them ready to hit the ground running as they prepare to teach the next generation of tech-savvy students.

In curating training material, it is also vital that a relevant curriculum, suitable for the needs of the time is developed. Yelaoshr Education College offers opportunities to do so for both current and future members of the ECE teaching community, working towards building a comprehensive platform of employment to career development for future educators with the end goal of empowering children via education.

Examples of areas which will be covered by TVET include tech-based industrial training with an emphasis on up-and-coming educational programmes and software which can streamline and/or supplement the teaching process – the better way to effectively teach and prepare Gen Alpha for the future workforce of their time.

Naturally, the training in question needs to be done via the proper channels – certification in the form of a diploma or a certified teaching licence from a recognised institution in the field is equally important. More than mere words on paper, it is these qualifications which boost certainty and inculcates a certain level of trust on a professional scale, translating to a stronger reassurance of a brighter future for our education system – one that brings together the best of theoretical and practical learning.

STEM

Article attributed to Khalifa Affnan, a vocational teacher from Keningau Vocational College, Sabah and global winner of the 2022 Cambridge Dedicated Teachers Award



THE GROWTH OF STEM IN MALAYSIA

FOR INDUSTRY 4.0 GOALS





The Industry 4.0 revolution continues to thrive globally, encouraging many countries to adapt to a more digital future. Developed countries such as Japan, the United States of America and the United Kingdom have long introduced programmes and incentives to further embrace Industry 4.0, where they successfully implemented technological adoption at its roots.

Malaysia, on the other hand, is not too far behind. In order to meet the Industry 4.0 goal and tighten the disparity, the Malaysian government has introduced incentives and development programmes – focusing on the education sector – to embrace Industry 4.0 at its roots. For example, the Ministry of Science, Technology, and Innovation, Ministry of Education and Ministry of Higher Education introduced the STEM Centre to cultivate interest and foster understanding of STEM amongst pre-school, primary, secondary and university level students, in line with the guidance from the Malaysian Education Blueprint (2013-2025).

THE IMPORTANCE OF STEM FOR EDUCATION AND INDUSTRY 4.0

STEM underlines the approach to learning and development that encompasses the elements of science, technology, engineering and mathematics. Many educators believe that a STEM-driven generation is influential in shifting Malaysia towards Industry 4.0 because by equipping learners with 21st-century skills, it spurs the appreciation for technology and emphasises its significance in our lives.

By teaching STEM subjects in schools, it enables the younger generation the opportunity to explore and expand their knowledge on various subjects, such as the autonomous system and the Internet of Things and sharpens better acumen for machine learning. These skills have become vital in today's age, as employers and industries demand for such talent pipeline to fill the widening skill gaps and introduce technology literacy to the future workforce.





A GENDER EQUAL ACCESS SPELLS SUCCESS IN STEM EDUCATION

The STEM education in Malaysia is fast gaining recognition thanks to the availability of equal opportunities for male and female learners alike. In the Malaysia Progress Report (2014-2019) by the Ministry of Women, Family and Community Development, it was revealed that the enrolment ratio of men to women is slowly being bridged over the years, with the number of full-time female students in Polytechnics and Community Colleges not far from male students. In fact, female students make up to 48% of the total enrolment at Polytechnics and 44% at Community Colleges.

Asserting this point through three prominent Malaysian women – Dr Amalina Bakri, Dr Wan Wardatul Amani and Dr Shivaani Mariapun – who set new boundaries in 2021. Dr Amalina was awarded the ‘Highly Commended’ in the Profession category at the UK Women of the Future Awards 2021, in recognition of her contributions to the medical field and publication of her medical journals that benefitted others in the field. Dr Amani was the first Malaysian to launch a NASA satellite into space, where she led a team of scientists, technologists and engineers on NASA’s first-ever astrobiology programme. Meanwhile, Dr Shivaani – a Senior Research Associate at Cancer Research Malaysia – formulated effective screening strategies for early detection of breast cancer thanks to her research in mammographic density among Asian women.

ENCOURAGING THE YOUNGER GENERATION TO PURSUE STEM

The younger generation’s interest in STEM should be piqued from as early as possible, and this can begin with an immersive classroom environment that integrates fun activities in STEM-related subjects. These activities should also be incentivising in nature, to spur the young learner on and encourage out-of-the box thinking.

As our younger generation is borne in an era where technology is part of their daily lives, a crucial learning activity is anchored upon the implementation of artificial intelligence solutions into their lessons, to complement what they already know and compel them to want to learn more.

For me, my role of an educator is not only to teach but also identify areas of interest that will ignite my students’ interests. It is important that I pass on my knowledge and help them navigate through challenges. In my years as an educator, I find that engagement with the students and thereon building a supportive environment for them is the catalyst to their growth. This supportive environment will make the journey of knowledge transfer more seamless but it is also important to note that the teaching and learning process is not a one-shoe-fits-all approach. Each student’s ability varies, and as such, the educators play a vital role in guiding students according to their interests and capabilities.

In conclusion, STEM is poised to play a leading role in heralding Malaysia towards Industry 4.0 led by our future generation and this is why empowering a generation that values STEM from an early age is key to productively moving our country forward. As our younger generation equips themselves with strong foundations in science, technology, engineering and mathematics, we can expect to see more technological advancement, breakthroughs and innovations that will propel Malaysia to greater heights.

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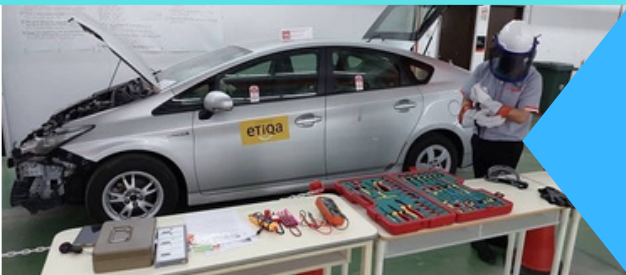


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SARAWAK SKILLS – THE HUB OF INDUSTRY- DRIVEN TALENT DEVELOPMENT

The Sarawak Skills Development Centre (Pusat Pembangunan Kemahiran Sarawak) is an organisation formed in 1994 under the Societies Act 1966. It was established through the efforts of the Ministry of Industrial Development Sarawak in response to the Federal Government's directive that each state in Malaysia establish a skills development training centre. The understanding was that the Federal Government would fund the capital expenditure and the State Government(s) in Malaysia would provide the operating expenditure. In Sarawak, the industry would be members of the Sarawak Skills Development Centre (Sarawak Skills) without being shareholders, and the management and administration of the centre would be by a Management Council elected every three (3) years. Various companies/ organisations were invited by the then State Secretary to establish Sarawak Skills. At the inaugural meeting, 15 companies were present, and they became the founder members of Sarawak Skills.



Currently, Sarawak Skills has more than 70 members from various industry sectors such as oil and gas, plantation (oil palm), timber, manufacturing, engineering, aviation and many other priority industries. Indeed, the members' numerous contributions over the years have enabled Sarawak Skills to provide the very best of industry-relevant education and training for the populace. This has facilitated the ongoing transformation of Sarawak for the benefit of all stakeholders.

In 1994, Sarawak Skills commenced its operations by offering two Skills Enhancement Programmes for the benefit of the industries/workforce, namely Plastic Technology and Computer Aided Design Drafting (CADD). Gradually, other certification programmes such as Chargeman, Wireman, Occupational Safety and Health, and Computer Repair and Maintenance were conducted for working adults either on a full-time or part-time basis.

Today, the Sarawak Skills Group of Learning Institutions offer a wide range of industry-relevant academic and skills programmes. As a registered training provider with the Human Resource Development Corporation (HRD Corp), the group also delivers customised training programmes in both technical and soft skill areas. This has gone a long way towards advancing the noble cause of human capital development and transforming the vibrant canvas of Sarawak and Malaysia as a whole.

As a stakeholder in the transformation of Sarawak's economic, educational and digital landscape, Sarawak Skills has adopted a multipronged approach to talent development. In July 2021, the launch of the Sarawak Post Covid-19 Development Strategy 2030 (PCDS 2030) with an emphasis on digitalisation and automation, has propelled Sarawak on an exciting voyage towards 2030. In this respect, Sarawak Skills has taken steps to complement the government in its quest to develop a thriving society driven by data and innovation. To support the main engines of growth as Sarawak progresses along the voyage to 2030, the tremendous contributions by the government and various industry sectors have enabled Sarawak Skills to transform its teaching and learning ecosystem, especially in the area of new programme development covering the broad spectrum of academic and skills courses/programmes as well as training programmes. Sarawak Skills has also embedded Industry Revolution 4.0 and Green Energy Technologies in its technical curricula.

Currently, the Sarawak Skills Group of Learning Institutions comprises eight (8) campuses/training centres located in Kuching, Miri and Mukah divisions. This includes i-CATS University College which offers MQA accredited diploma and bachelor's degree programmes. Postgraduate programmes will be offered starting from the first quarter of 2023. In the pipeline are new training centres/institutions, namely Advanced Automotive Training College (AATC) in Kuching, Sarawak Skills Sri Aman Training Centre and Sibu Automotive Training Academy (SATA).



Hallman bin Sabri
Executive Director
of Sarawak Skills
Group of Learning
Institutions



INDUSTRY TRENDS

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Its training centre is equipped with simulators and laboratories which allow its trainees to gain both theoretical understanding and practical skills that they can apply in real world scenarios. Its experienced instructors are committed to helping students achieve their learning objectives.

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Students at GIATMARA gain valuable career skills through hands-on training



FIVE REASONS TO CHOOSE A VOCATIONAL EDUCATION AT GIATMARA

Vocational training provides students with career-oriented education that quickly prepares them for the job market.

GIATMARA, a vocational school, offers several benefits to students looking for a career-specific education. Here are the top five reasons to choose a vocational education at GIATMARA.



Firstly, for anyone who already has a specific career in mind, attending a vocational school such as GIATMARA is an excellent option. With a wide range of programmes, students can earn certificates that could go all the way to diplomas or degrees required to start their dream career without the extra admission requirements of traditional colleges or universities.

Secondly, GIATMARA provides specialised programmes for in-demand careers within several fields such as healthcare, technology, business, education, entertainment, and specific trades like carpentry and automotive mechanics. Students can rest assure that they will receive training that meets the needs of the current job market.

Thirdly, GIATMARA offers flexibility to students with multiple campuses and programme start times. Its modular-based programmes are designed to provide students with a flexible learning experience. Students can complete each module at their own pace. This means that students can customise their learning experience to fit their schedule and learning style.

The programmes are designed in collaboration with industry experts, ensuring that the curriculum is up-to-date and relevant to the current job market. Students receive hands-on training and practical experience through internships and externships with leading industry partners.



Students receiving industry-specific education and training



INDUSTRY TRENDS



Students equipped with the knowledge needed to excel in their chosen field

GIATMARA's programmes are also designed to provide students with the skills and knowledge they need to enter the workforce quickly. Many of the programmes can be completed in less than a year, allowing students to start their careers sooner rather than later.

Fourthly, GIATMARA provides hands-on training to students by mixing classroom learning with real-world experience through supervised practicums or externships at off-campus facilities or with employers. This approach allows students to apply what they learn in class to actual situations they might encounter once they begin their career.

Finally, vocational education is designed to prepare students for entry-level employment in the career of their choice as quickly as possible. GIATMARA's programmes take less time to complete than those from traditional colleges or universities, with some taking as little as six months and others taking only one to two years for an associate degree.

GIATMARA offers several benefits to students looking for career-specific education. With its flexible programme start times, specialised programmes, hands-on training, and fast-track education, GIATMARA provides students with a great option to quickly and efficiently learn the necessary job-related skills and background. Graduates will be prepared to take a step into the career they have always wanted.

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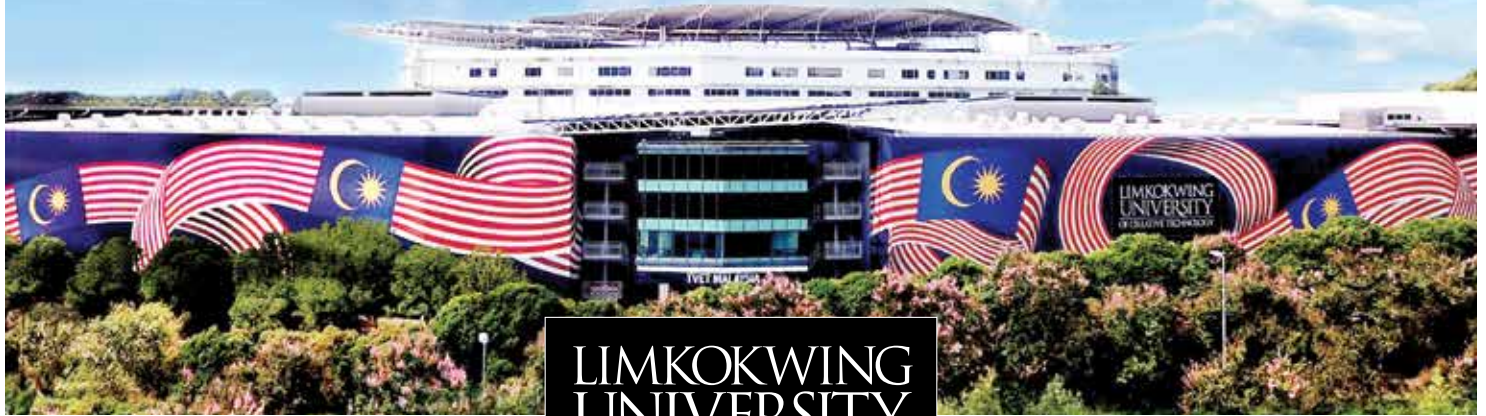


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