



INTERNATIONAL JOURNAL OF ADVANCE RESEARCH, IDEAS AND INNOVATIONS IN TECHNOLOGY

ISSN: 2454-132X

Impact Factor: 6.078

(Volume 8, Issue 3 - V8I3-1171)

Available online at: <https://www.ijariit.com>

The future of work in ASEAN: A matter of sustainability

Phasina Tangchuang

phasina@yahoo.com

Mahamakut Buddhist University, Salaya, Thailand

Phramaha Sakun Thiangchai

skun34@yahoo.com

Mahamakut Buddhist University, Salaya, Thailand

Chatchai Sirikulpan

sirikulpan@gmail.com

Mahamakut Buddhist University, Salaya, Thailand

Chalee Pakdee

chak12101@gmail.com

Mahamakut Buddhist University, Salaya, Thailand

ABSTRACT

ASEAN was initiated and formed on August 8th 1967, a decade lesson learned from EEC which was formed by the 6 countries in 1958. However, for the case of ASEAN community, it should not be foot-steeping to EU. Since their landscape and demography are tremendously different: from no technology (mountainous/hill tribes) to high technology (Singaporean). The high percentage of population classified as no technology to low technology are mainly in CLMV which joined the ASEAN in the late 1990's, while the medium to high technology consumers are in the ASEAN founding member states and Brunei Darussalam. These affect to various kinds of jobs, skills, performances, productions and living styles/culture and sustainability. Since some groups of people are among the top of the world (3rd to 4th wave) while the others are far left behind (1st wave). It is interesting to the question of "What and how the sustainable work would be fit to the ASEAN members?" This issue is a black box or paradox of the "One vision, one identity, one community". However, some studies revealed that the CLMV are focal points of the FDI's industrial landmark due to new low-cost production sites, cheap labour, special economic zones and benefit from AFTA to a huge market of US\$2.6 trillion and over 622 million people. In our study revealed that a lot of FDIs, especially those advanced technology industries, do not employ the local cheap labours but substituting by installing robots or automatic machines or importing skilled labours from their own countries or from neighboring countries. In developed regions, computer skills and information technology skills are increasingly demanded in the labour market while the technical skills for natural product or handmade value added development are highly demanded in rural areas. Otherwise, those agriculturists could not survive due to the climate change.

Keywords: ASEAN, Future of Work, Sustainability

1. INTRODUCTION

Regarding to ASEAN that was initiated and formed on August 8th 1967 in Bangkok, Thailand. Where the founding fathers of ASEAN are Indonesia, Malaysia, Philippines, Singapore and Thailand in order to strengthening further the existing bonds of regional solidarity and cooperation. ASEAN has taken for granted a decade lesson learned from European Economic Community (EEC) which was formed by 6 countries in 1958. Critically, for the case of Association of Southeast Asian Nations or ASEAN community, should it be a foot-steeping to European Union (EU)? Since their landscape and demography are tremendously different, such as from no technology mainly those who are living in rural areas, mountainous, hill tribes and islander to high technology or wisdom society such as Singapore. The high percentage of population in ASEAN countries whom are classified as no technology to low technology are mainly in Cambodia, Lao PDR, Myanmar and Vietnam or CLMV. They joined the ASEAN in the late 1990's. The medium to high technology consumers is in the ASEAN founding five member states and Brunei Darussalam. These different contexts affect to various kinds of jobs, skills, performances, productions and living styles/culture and sustainability.

Some groups of populations in member states are among the top of the world (3rd-5th wave) while the others are far left behind (1st wave, Toffler, 1980). It is interesting to the question of "What and how the sustainable work would be fit to the ASEAN members?" This issue is a black box or paradox of the "One vision, one identity, one community".

Since some studies revealed that the CLMV are focal points of the FDI's industrial landmark due to new low-cost production sites, cheap labour, special economic zones (SEZ) and benefit from ASEAN Free Trade Area (AFTA) to a huge market of US\$2.6 trillion and over 622 million people (ASEAN Secretariat ASEAN Economic Community at a Glance 2015).

But in our preliminary study revealed that a lot of FDIs, especially those advanced technology industries, do not employ the local cheap labours but robots or automatic machines or importing skilled labours from their own countries or from neighboring countries. In developed regions computer skills and information technology skills are increasingly demanded in the labour market while the technical skills for natural product or handmade value-added development are highly demanded in rural areas. Otherwise, those agriculturists could not survive due to the fast climate change throughout the globe.

The objective of this paper thus focuses on searching for sustainable work of ASEAN member states.

2. WORK IN ASEAN CONTEXT

In 2012 WESP classified every country in ASEAN as developing ones including, no matter what the GDP(PPP) per capita, Singapore, is quite high as \$84,901 or another word Singapore is classified in the 3rd and 4th wave. While the lowest GDP(PPP) per capita, Cambodia, is \$3,486.

The country with the highest GDP(PPP) per capita, which is Singapore has advanced technology and a high quality of education. According to PISA 2012 result test of the 15-year-olds, Singapore gained the score of Math with 573, Science with 551 and Reading with 542. (OECD, 2014) Contrast to those with low and medium GDP(PPP) per capita are living in the 1st and 2nd wave, intensive labor and low wage labor of FDIs firms or doing farming have poor quality of education (A.Mounier and P. Tangchuang, 2010) their 15 year-olds gained the score lower than the mean score, except Vietnam(Nguyen Tien Dat, 2016).

2.1 ASEAN motto: one vision, one identity, one community

Referring to the ASEAN Motto : One Vision, One Identity, One Community(Wikipedia, online) which emphasize on “One” contrasting to the Motto of the European Union: United in diversity which means that, “via the EU, Europeans are united in working together for peace and prosperity, and that the many different cultures, traditions and languages in Europe are a positive asset for the continent.” According to the different context it could be said that the ASEAN motto is too far to reach because of the great diversification among countries. On the contrary, some of this unification has brought benefits from outside, such as China has rented a huge amount of land from Myanmar and Lao PDR to grow bananas and other crops for 99 years and export the product to ASEAN countries to take advantage from ASEAN Free Trade Area (AFTA). Thus, it can be said that this rule of game does not create or improve any new local labor force competence at all but sadly these local labor force would be still the same for another 100 years.

2.2 Work in ASEAN context

Theoretically when we talk about economic growth most of economist would look at GDP growth in each country and make comparison. The fact is that in the world of work most of knowledge emphasize that there is time limited, such as the retirement is 60 or 65 or 70 or 75 years old. But for most of developing countries as ASEAN, no matter in rural or urban, no matter of single or extended families everyone has to work until die. There is not much talking about sustainable work or the life course as mentioned in developed countries. There is no pension, except the ones who are government officials.

According to the AEC envisions in 2015 by establishing a single market and production base that should create better economic opportunities for the region's more than 600 million people by allowing a “free flow of skilled labor or skill mobility” (ILO, 2014) unfortunately because most countries that take advantage are using English as a mother tongue. The progress in the movement of its most important resource-human capital is still in an embryonic stage as well as unqualified, low quality and inequality of education (A. Mounier and P. Tangchuang, 2010). Unless real progress is made in this area, the ASEAN region would risk falling behind in a competitive, skills-driven global economy. We see that the ASEAN envision is only “the flying geese”. (K. Kojima, 2000) According to the political issues in many ASEAN countries the current data revealed that as many as 2 million professionals from ASEAN Member States live and work in many countries in Europe, Oceania, and North America, constituting a significant brain drain from the ASEAN region (ADB, 2015). The political freedom issues in this region leads to weak public administration such as Top-down administrative or patronage system, corruptions, high rate of hunger partisanship, low human development, inequality that impact to undercurrent or hush up or conceal (B. A. Olken and R. Pande, 2011; M. H. Khan, 2006).

The other challenges of ASEAN Member States are in threefold. First, the complexity of the qualifications recognition process essentially discourages professionals who move within the region from having their professional and academic credentials assessed and recognized. Second, professionals face restricted access to the ASEAN labor market due to national-level barriers such as constitutional provisions reserving particular occupations for nationals, and complex and opaque requirements and procedures for employment visas. Finally, many professionals themselves have limited interest in moving within the region due to perceived cultural, language, and socioeconomic differences. All of these are reflected to the fact that the region is a net-exporter of labor in the global market. However, in 2013 the region contributed 18.8 million labor migrants with 6.5 million within ASEAN. Despite these real and perceived barriers, the AEC aspiration to facilitate a “free flow of skilled labor” is a timely policy goal for ASEAN in line with the major demographic, economic, and social changes that are sweeping not only across the region but worldwide. The ASEAN region risks falling behind in a competitive and skills-driven global economy unless real progress is made in this area.

As mentioned earlier, ASEAN policymakers face a key challenge in identifying ways to make professional and academic qualifications portable between educational institutions, employers, and countries. Professionals wishing to migrate typically find their skills and education either underutilized or undervalued because their qualifications are not easily recognized at destination (P. Demetrios G.; Sugiyarto, Guntur; Mendoza, Dovelyn Rannveig and Brian Salant, 2015).

Regarding the exporting policy to the EU and the USA, they are sometimes faced with economic sanctions. The economic sanction

from outside has been used in many ASEAN countries such as the case of Thailand, Myanmar.

For the case of Thailand, faced with trade barrier according to Intellectual Property Rights (TRIPS) trafficking in persons report – TIP Report) in order to discourage human rights. (Thai Frozen Foods Association, 2016)

According to Myanmar (Peksen, Dursun and Peterson, Timothy M.,2016) where had been once economic sanctions for a number of years since May 1997 until May 2012 from the USA when the Government of Burma ruled by a military junta and in order to discourage human rights (Office of Foreign Assets Control, 2015). Even though Lindsay, James M. (2016) argued that trade sanctions are not successful policy instruments. However, until now, Washington will still retain sanctions on a number of Myanmar people and businesses suspected of being linked to the military, as well as on the contentious jade and ruby trade (Dyer, Geoff and Peel, Michael, 2015).

Interestingly, Akrur (2016) has shown that since in 1990, Asia's share in world GDP in real US\$ purchasing power parity (PPP) been 23.2 percent. And by 2014, this went up to 38.8 percent, much larger than the shares of the United States and the European Union. But in the reality, it is because Asia has been drowsy for quite a long time. And that when the reporters will take a comparison, it is necessary to take a consideration of the real context.

3. THE FUTURE OF WORK IN ASEAN: SOFT SKILLS VS HARD SKILLS

According to the classical sociological theory by Weber, Simmel, and Michels, the concept of modernity has its roots in the attempt to come to grips with the meaning and significance of the social changes occurring in Europe in the latter half of the nineteenth century, namely, the effects of industrialization, urbanization, and political democracy on essentially rural and autocratic societies. The term "modernity" was coined to capture these changes in progress by contrasting the "modern" with the "traditional." The theme, if not the concept, of modernity pervades sociology and the work of its founding fathers, Marx, Weber, and Durkheim.

It has been since late in the last century that soft skill played more role together with hard skill. However, in the dimension of soft and hard skills, Coates, Dennis E. (2020) concludes that in the world of work, "hard skills" are technical or administrative procedures related to an organization's core business. Examples include machine operations, computer protocols, safety standards, financial procedures and sales administration. These skills are typically easy to observe, quantify and measure. They're also easy to train, because most of the time the skill sets are brand new to the learner and no unlearning is involved.

By contrast to, "soft skills" (also called "people skills") Coates, Dennis E. (2020) and Truong, Hang T. T. and Laura, Ronald S. (2015) argued that soft skills are typically hard to observe, quantify and measure. People skills are needed for everyday life as much as they're needed for work. They have to do with how people relate to each other: communicating, listening, engaging in dialogue, giving feedback, cooperating as a team member, solving problems, contributing in meetings and resolving conflict. Leaders at all levels rely heavily on people skills, too: setting an example, teambuilding, facilitating meetings, encouraging innovation, solving problems, making decisions, planning, delegating, observing, instructing, coaching, encouraging and motivating.

In this section the authors will investigate the future of work in ASEAN in 3 classifications: low technology, medium technology and high technology.

Low Technology

The low technology group which is composed of the CLMV countries had been rooted familiar with soft skills in the case of helping each other for doing some work such as growing or harvesting rice and other crops like they are in the same family and they have similar culture of "easy going". After the 20th century on right after cold war and civil war, these countries slowly began to accept western concept and take consideration on hard skills due to the globalization. Higher education institutes began reengineering their curriculum and to set competence criterion of their students, unfortunately with the background of low quality of education for a long time, hard skills cannot be easily improved. While the graduate users in some FDI firms that mostly moved from Thailand had paid more attention on the intensive labours with hard skills and ignoring the soft skills. This means that most of labour forces would finally lack of soft skills or service mind. It is what Hans Haferkamp and Neil J. Smelser (1992) have said that "it is essential to note that the ways social change has been identified have varied greatly in the history of thought".

Since CLMV countries like other ASEAN countries look for developing their countries by benchmarking with other countries thus the policies on HRD for international competitions had been set up. Take Vietnam as a case Nguyen Tien Dat(2016) made a comparison on education between Vietnam and ASEAN countries while Fatseas, Marea (2010: 103) revealed that the Vietnamese government has set an ambitious target of achieving industrialized country status by 2020. To do so the government has attached central importance to investment in science and technology and to technology transfer. An integral element of its science and technology policy is to encourage greater cooperation between industry, universities and other research organizations in an effort to drive development. While some major multinational ICT companies, such as Intel, have made very large investments in Vietnam. However the government has been building on its traditional strengths in agriculture and aquaculture to create large foreign markets for rice, cashew nuts, seafood and other exports (Fatseas, Marea, 2010).

Medium Technology

For the medium technology group that is composed of Thailand, Indonesia, the Philippines and Malaysia would immediately integrate the soft and hard skills in human resource development.

While Thailand is very ambitious to be "Kitchen of the World" (Petchanet Pratuangkrai, 2015). The government (Petchanet Pratuangkrai, 2015) has set a policy to be one of the world's top ten producers and exporters of food, including processed food products. Because the food industry accounts has been as much as 28 percent of gross domestic product (GDP). However, Thailand has been already lost its

leading market share to Vietnam due to setting the rice prices and other products too high. They try to enforce themselves as NICs (New Industry countries), unfortunately not yet. They had forced the new labour force to compete with each other in order to get good jobs. The students then compete to enter good and well-recognition education institutions. The shadow education and tutoring education thus rapidly expand across the board. With this concept, students became more selfish. At the same time, it increased a number of students in both vocational and higher education. Finally, Oudin, Xavier (2010) found that there are more employees with higher levels of education in the labour market and intensive labour or unemployment, unfortunately these labour forces replaced the older, uneducated labour forces and receive the minimum wage.

High Technology

Contrast to the high technology group like Singapore and Brunei Darussalam, they would emphasize on totally 21st century skills technology that imitate from Europe and western countries to drive their countries since the last century. The main jobs in these countries composed of middleman for financial trading and information networking selling, centre or hub of education, oil, merchandises, banks, printing, money and the such in Asian and nearby countries. Labour force characteristic thus must be high quality (Ionescu, Alina Mariuca, 2012) that they need high quality of educations. National University of Singapore(NUS) developed itself to be a research-intensive, comprehensive university with an entrepreneurial dimension. The institute occupied with international professors and students across the globe to make a world class university. It is consistently ranked as one of Asia's top universities by both UK ranking systems, the QS World University Rankings and the Times Higher Education World University Rankings. According to the latest 2015 QS World University Rankings, NUS is ranked 12th in the world and retained its position as 1st in Asia. NUS also fared well in the 2015-16 Times Higher Education World University Rankings, coming in 26th in the world and 1st in Asia. Alternatively, the ARWU ranking system published by the Shanghai Ranking Consultancy that measures universities academic achievements and research performance consistently places NUS in the range of 100–150 worldwide and 1st in Singapore. Additionally, 2014's U.S. News & World Report Best Global Universities Rankings places NUS at 55th in the world (Wikipedia).

For Brunei Darussalam, the Ministry of Education's Strategic Plan for 2018-2022 places strong emphasis on, among others, an effective Early Childhood Care and Education (ECCE) framework; equitable quality education, improving quality in infrastructure and curriculum; and improving Technical and Vocational Education. The Technical and Vocational Education Transformation White Paper will pave the way for exciting developments in this area. These initiatives will significantly boost our national progress in producing educated and highly skilled people, able to realise the country's Vision 2035 for a dynamic and sustainable economy (Ministry of Education Brunei Darussalam, 2019).

Up to present, the 21st century, labor competencies has been changed to more complicated as Wagner Tony(online) outlined that labor force must have the following competence:

1. Critical Thinking and Problem Solving
2. Collaboration and Leadership
3. Agility and Adaptability
4. Initiative and Entrepreneurialism
5. Effective Oral and Written Communication
6. Accessing and Analyzing Information
7. Curiosity and Imagination

Critically these competencies above are a broad set of knowledge, skills, work habits, and character traits that are believed by developed and western countries educators, school reformers, college professors, employers, and others that are critically important to success in today's world, particularly in contemporary careers and workplaces. Even though these 21st century skills could be applied in all academic subject areas, and in all educational, career, and civic settings throughout a student's life, it is not easy to be successful in the developing countries with poor quality and inequality of education.

However, from the above knowledge, ASEAN countries have to improve their labor force if not they will be left behind as what (Hondrich's "niche societies") said that they will be isolated from external influences, but others, because their fortunes have been tied to other societies by trade, economic penetration, and international conflict, are deeply enmeshed in the international system. Different groups in society are differentially involved in the international world. For example, the worlds of some bankers, politicians, scientists, scholars, and sports celebrities are mainly international in character (H. Haferkamp and N. J. Smelser, 1992) From our knowledge from literature reviews, we accept that there has been slow modernity and social movements in ASEAN since the end of cold war and civil war in Vietnam, Laos PDR, Cambodia and Myanmar. Thayyullathil Asokan and Mohammed Para Kandi(2011) said that soft skills are regarded as crucial to enhance workers' ability to achieve high levels of performance.

Relevant studies pointed out that business and industry representatives were profoundly dissatisfied with the overall levels of qualifications of new labour market entrants.

4. LABOUR PRODUCTIVITY

Theoretically and in principle "Productivity is a relationship between outputs and inputs. It rises when an increase in output occurs with a less than proportionate increase in inputs, or when the same output is produced with fewer inputs....Productivity can be measured either in terms of all factors of production combined (total factor productivity) or in terms of labor productivity, which is defined as output per unit of labor input, measured either in terms of the number of persons employed or the number of hours worked" (ILO 2008). Productivity improvements can also be understood at different levels. The productivity of individuals may be reflected in employment rates, wage rates, stability of employment, job satisfaction, or employability across jobs or industries.

Productivity of enterprises, in addition to output per worker, may be measured by market share and export performance. An increase in productivity at any level can be attributed to various factors, for example, new capital equipment, organizational changes, or new skills learned on or off the job. Productivity is affected by factors at the individual level such as health, education, training, core skills, and experience; by factors at the enterprise level such as management, investment in plant and equipment, and occupational safety and health; and by factors at the national level such as supportive national macroeconomic and competition policies, economic growth strategies, policies to maintain a sustainable business environment, and public investments in infrastructure and education (ILO 2008).

4.1 Labour Productivity In ASEAN Countries

Labor productivity in ASEAN countries is great different from 1.2152 to 2.1368 that makes the average labor productivity is 1.6885 while the Capital Productivity is 5.4315. There are 5 countries above the average among the top 5 high, Singapore has the highest labor productivity with 2.1368, Malaysia is the second with 2.0485 respectively. Thailand is the top, where Vietnam is the bottom of the 5 countries below the average. More interesting are that both Myanmar and Cambodia have higher capital productivity (Kao, Chiang, 2013).

Productivity is only one of the factors determining living standards (Ark, Bart van and McGuckin, Robert H, 2009). ADB(2009) realized that technical and vocational education and training (TVET) and skills development pose a serious challenge, particularly in countries with rapidly evolving labor markets. Since TVET contributes to economic growth and competitiveness by enhancing productivity-individual, enterprise, and national. The benefits to societies from higher individual and enterprise productivity manifest themselves in increased competitiveness and employment, or in a shift of employment from low to higher productivity sectors. Since ASEAN has been faced with lack of quality labour market data and disjointed governmental structures (Mercer, 2007). While Cambodia has lost a huge land to Vietnam for 99 years rent for crop rising and Lao as well as Myanmar are following having their land rent to China which do not help any local labour productivity development at all. ADB (2009) thus proposed project operations to cover occupations in the primary, secondary, and/or tertiary sectors of the economy, and at the semiskilled, skilled, and/or technician levels.

According to the labor productivity the ASEAN countries, Kao, Chiang (2013) classified as high-productivity, low productivity, labor-intensive, and capital-intensive countries. But when taking a closer look at GDP per capita, ASEAN countries are categorized into four types: fast growing-moderate living standards, fast growing-low living standards, stable growing-high living standards, and slow growing-low living standards.

Mercer (2008) revealed that labour practicing help deepen relations between employers, employee organisations, and government. It is as a key lever to harnessing and strengthening ASEAN's labour competitiveness because it cultivates conditions for long-term sustainable development. The practices advance that collaboration between stakeholders, allow more transparent and communicative input processes, increase the likelihood of informed, practical, and comprehensive policy outcomes. It will help minimize disputes as parties that able to capitalise on understanding other partners to advance labour relations and to focus on productivity-enhancing activities rather than drain resources to settle confrontations and disputes. Better government policy-making will contribute to a more productive and innovative industrial base.

However, Kao, C., L.H. Chen, T.Y. Wang, and S. Kuo (1995) reminded that raising the level of technology is considered the most effective way to improve productivity. But without the support of sound management systems, the contribution of technology to productivity is limited. This means that all parties must be sincere interest and willingness to invest more in advanced labour relations and to develop ways to bridge these gaps. That requires active, government-driven leadership to foster a longer-term view of relationship development amongst parties (Mercer, 2008).

4.2 A matter of sustainability

The word of sustainability means the capacity to endure. In the case of sustainable work in ASEAN, as we mentioned earlier, ASEAN has tremendous differences in demography, culture, quality of education, labour productivity and politics that can be classified in three groups. The sustainable work in each group or country would be different according to those different contexts. However, every current government would pay more attention on HRD to be able to improve global economic competitiveness. But when we take a closer look on the majority of the populations who are still old-fashioned agricultures, the force from the national policy on HRD motivate their offspring to study higher like a moth to a flame and finally a lot of them become unemployed or have to engage in work that is different from their education background or work in 3D's level.

These issues lead to policies of education that are frequently changing and make the parents confused. While teachers and school administrators have to move according to the order. They are destroyed their self-confidence. It can be said that the sustainable work in ASEAN, which is the dependent ones are varied according to the mention factors.

5. THE FUTURE OF WORK IN ASEAN: A MATTER OF SUSTAINABILITY

As mention earlier, the factors impact sustainable work for ASEAN members in the next 2 decades: Stable policy on labor force is a must. Since the frequent change of policy according to the frequency change of the ministers in each ministry, like Thailand, or from outside enforcement on economic and HRD would have impact on deterred and aimless plan skill labor development. And finally, Thailand will face with uncompetitive labour productivity in ASEAN while unemployment rate would be increasing since the government debt to GDP is 44.4%, and the GDP growth rate is 0.8%. The unemployment rate in Brunei increased to 8.40 percent in 2020 from 6.80 percent in 2019 (Trading Economics Brunei Unemployment Rate 2012-2022). On the contrary Singapore, Brunei Darussalam, Philippines, Malaysia, Indonesia and Vietnam rarely change their ministers and policies but have good visions, the labour force skills development then is continuing in progressive and sustain. The labor force would be able to compete and able to mobilize to take place the work in other lesser human resource development ASEAN countries and across the globe.

- Identify works of Big Boomers. According to William J. Schroers(online) the Boomers I or the Baby Boomers who wereborn between 1946-1954 age in 2016 from 62-70 years old the current population is 33 million and Boomers II or Generation Joneswho were born between 1955-1965 age in 2016 from 51 to 61 years old the current population is 49 million. These age group are decreasing by years, they have had different background and environment such as, the foremost of Chinese in Thailand who migrated from the mainland China with empty hands, once they arrived on shore, they worked very hard with 3D's or blue collars to make a living, on the contrary, the Chinese-Thai at present are not working as hard as their ancestors. The Chinese-Thai are now working as white collars, they own many industries and companies. Contrast to the original Thai, Laos PDR, Cambodian, Malaysian, Indonesian, who are Big Boomers I, II they are mostly illiterates are still working in same jobs as they have been since the beginning of their lives, they do not want to change their jobs and hardly develop their competence. These age group make a living according to their local wisdoms and farms. However, they are backbone of their children by supporting them to attend schools.
- The generation X (W. J. Schroer, online) who were born between 1966-1976 age in 2016 between 28 to 38years old current population is 41 million. This age group are working age, and the beginning of Phoenix in education or another word mass-education or diploma mill. This generation have the impact from industrial revolution of electronics, IT, automated production since 1969(Schwab, Klaus, online). From the 1980s, industrial firms began to move to some ASEAN countries especially in the countries where provide with infrastructures, logistic and transportation. They need to catch up with skills on ICT and technology. For theones who gain little education would become poor or engage in low wage labour firms or 3D's automatically.
- Generation Y, Echo Boomers or Millennials who were born between 1977-1994 age in 2016 from 22 to 39 years old current population is 71 million. This age group is involving in the largest labour market. They were born in the globalization eraand at the early of the 21st century, ICT and technology are discriminately widely. However, a lot of them face with inequality education. The industrial firms began to substitute from human labour to robots and automatic. Thus, the labour competence needed have been drastically changed. Trading Economics¹ revealed the unemployed rate in ASEAN countries that Brunei Darussalam has the largest percentage of unemployment of 6.90 in Dec. 14, where Cambodia has the least percentage of unemployment of 0.50 in Dec. 15.
- Generation Z who was born between 1995-2012 age in 2016 from 4-21 years old current population is 23 million and growing rapidly. The Gen Z kids will grow up with a highly sophisticated media and computer environment and will be more Internet savvy and expert than their Gen Y forerunners. They are currently in education institutes, from primary education to higher education. We don't know much about Gen Z yet but what we know a lot about their environment they are growing up in. This highly diverse environment will make the grade schools of the next generation the most diverse ever. Higher levels of technology will make significant inroads in academics allowing for customized instruction, data mining of student histories to enable pinpoint diagnostics and remediation or accelerated achievement opportunities. Educational institutions are intervening, putting and nurturing with 21st skills in these students. Unfortunately, in the conditions of those institutions with poor infrastructure, no electricity as well lack of education equipment especially those rural and hill tribe areas they lack almost ever thing. They are left behind and still bechild abuse and child labor or trafficking issues and.... no future!!

6. HOW THE SUSTAINABLE WORK WOULD BE IN ASEAN?

For a sustainability work in ASEAN countries and able to catch up with the rapid moving globe, every government must pay more attentions on HRD especially the GEN Z/Millennial must be support to be 21st century skills as well as supporting the existing local wisdom products to be more value-added. Because no country in ASEAN except Singapore will be able to compete with those developed countries where ICT, innovation and technology are producing.

However, the ILO (online) reminded that the ASEAN region, as elsewhere, the concept of "unemployment" does not really apply to the informal economy, where everyone has to work in order to survive. Instead, the real issues are underemployment and the often extremely precarious, poorly remunerated, and unprotected character of existing employment opportunities. In the Southeast Asian region, vulnerable workers (own-account or contributing family workers) still accounted for around 180 million workers in 2011, or 62 per cent of all workers. In addition, nearly one in three workers is estimated to live with his/her family on less than US\$ 2 a day.

From the above knowledge the authors conclusion as Do's and Don'ts:

- Do's**
- R & D (value added) of her own identity/culture/ context.
 - TVET and skills development must be a serious challenge policy, particularly in countries with rapidly evolving labor markets.

- Don'ts**
- Taken for granted: Imitate /copy TVET and skills development from different context

7. SUMMARY AND CONCLUSION

The Association of Southeast Asian Nations, or ASEAN, was established on 8 August 1967 in Bangkok, Thailand, with the signing of the ASEAN Declaration (Bangkok Declaration) by the Founding Fathers of ASEAN, namely Indonesia, Malaysia, Philippines, Singapore and Thailand. Brunei Darussalam then joined on 7 January 1984, Viet Nam on 28 July 1995, Lao PDR and Myanmar on 23 July 1997, and Cambodia on 30 April 1999, making up what is today the ten Member States of ASEAN. A case of ASEAN community where the landscape and demography are tremendous different: from no technology (mountainous/hill tribes) to high technology (Singaporean). The high percentage of population classified as technology to low technology are mainly in CLMV which joined the ASEAN in the 1990's, while the medium to high technology use is in the ASEAN founding member state and Brunei Darussalam.

For The future sustained work in ASEAN countries the identify and strategic plan to works of Big Boomers, generation X, Y and Z must be generated and put into account as national agenda. And last but not least, local wisdom of each country must be carried on

and value-added since even there will be more FDIs moving in but most of advanced technology FDIs, will no longer employ local cheap labors but robots or automatic machines.

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