

Country Information Exchange Policy and Practice, and Current Status on Promoting Work-Integrated Learning and Work Placement Programme “The Case of Thailand”

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The 1st Expert Meeting of the ASEM Work Placement Pilot Programme
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SLIDE 1:

Three sections in this country report

- 1) Development and Current State of Cooperative and Work-Integrated Education (CWIE) in Thailand**
- 2) Transition of CWIE in ASEAN**
- 3) Challenges and Future Plans**



SLIDE 2: From a pilot project to a compulsory programme

More than 20 years of CWIE in Thailand

Started at Suranaree University of Technology (SUT) in 1993 to improve the quality of the graduates

- **to be in line with Thailand's Qualifications Frameworks and the Professional Standards**
- **to meet the demand of the new labour market that requires graduates to have *firm theoretical knowledge, practical skills, and readiness for employment right after their graduation.***

SLIDE 3:

First implementation of CWIE at SUT

- **a four-year pilot project from 1995-1998.**
- **an 8-credit non-compulsory programme for 3rd year students with majors entering their 4th year.**
- **students working in a work place as full-time employees on assigned jobs or projects related to their major for a minimum period of 4 months.**
- **students receiving training and supervision from both work place mentors and SUT academic supervisors.**

SLIDE 4:

The evaluation result of the pilot CWIE programme

- University, work places, and students were very much satisfied with the quality of SUT graduates.**
- SUT graduates had a high employment rate and were ready to work right after their graduation.**

SLIDE 4: (con't)

- **Importance of CWIE for graduates' employability and career development is emphasised.**

Therefore, since 1999 SUT has integrated CWIE as a compulsory component of all of its undergraduate curricula .



SLIDE 5: From one university to the national policy

In 2002, the then Ministry of University Affairs (MUA) supported CWIE in both public and private universities in Thailand

By asking them to follow “The SUT CWIE MODEL”

Until 2014, 116 universities out of 173 (67%) and 15,000 work places have been offering CWIE. More than 36,000 students have participated.

SLIDE 6:

Later, the Office of Higher Education Commission (OHEC, formerly The Ministry of University Affairs) requested SUT and the Thai Association for Cooperative Education (TACE)

- to provide trainings for CWIE personnel**
- to set the CWIE standards**
- to produce the Thai Journal of Cooperative Education, and**
- to organise the annual National Cooperative Day (June, 6th)**

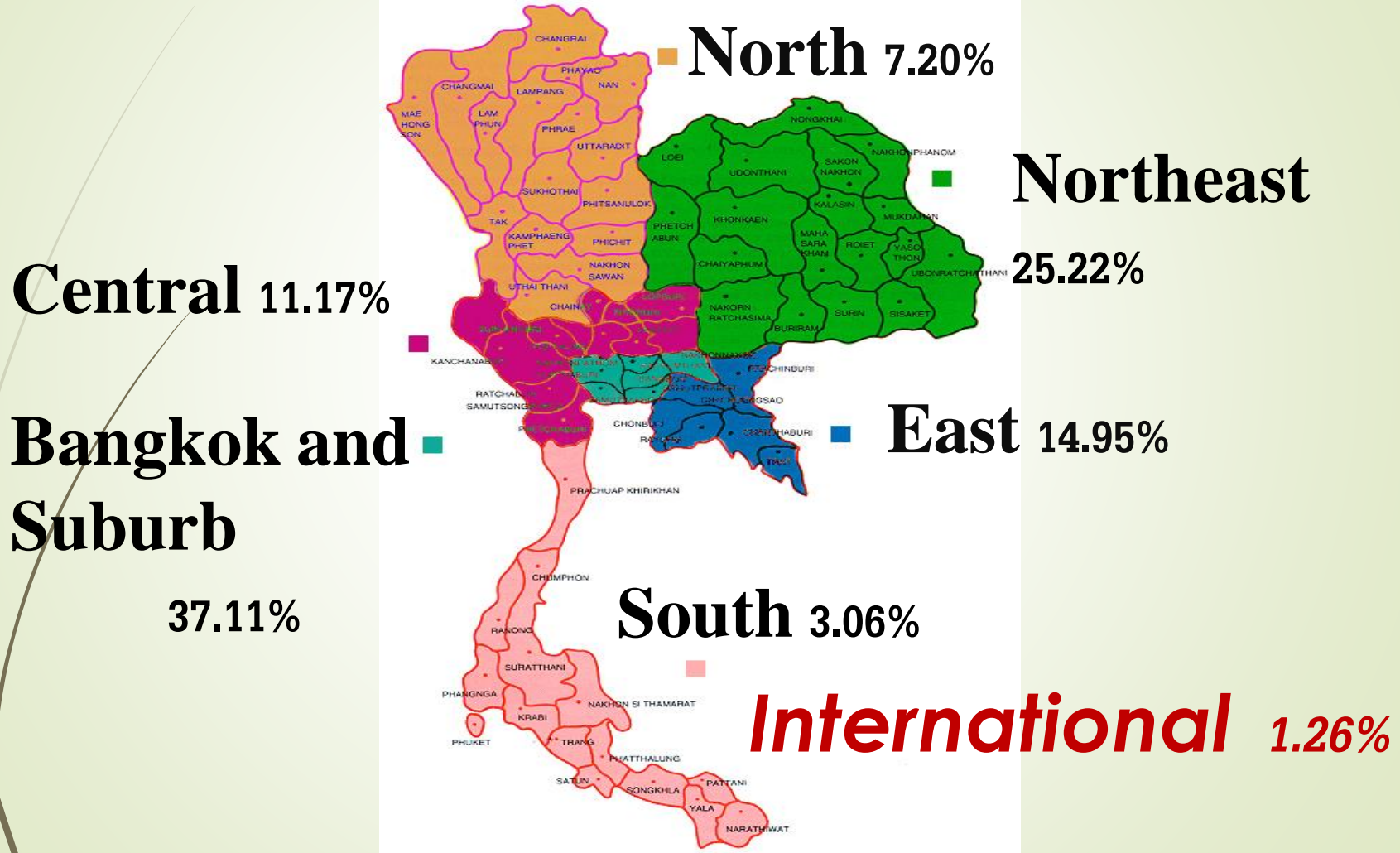
All of these activities have been ongoing until today.

SLIDE 7: ILLUSTRATIVE OUTCOME OF SUT, OHEC, TACE STATISTICS OF CWIE FROM 1995-2013

**Figure 1: SUT'S STATISTICS OF CWIE PILOT
PROJECT 1995-1998 AND REGULAR PROGRAMME
1999- 2013**

| ACADEMIC YEAR | DISCIPLINES | NO. OF STUDENTS | NO. OF WORK PLACES |
|---------------|-------------|-----------------|--------------------|
| 1995 | 7 | 123 | 84 |
| 1998 | | | |
| 1999 | 17 | 697 | 516 |
| 2013 | | | |

Figure 2: DISTRIBUTION OF CO-OP WORK PLACES, ACADEMIC YEARS 1995-1998



Co-operative Education

Figure 3: OHEC'S STRATEGIC PLANS OF 2002-2004 AND 2008-2014

| PLANS | NO. OF UNIV. | NO. OF WORK PLACES | NO. OF STUDENTS |
|-----------------------------------|-------------------------|-----------------------------------|----------------------------|
| 1. PILOT 2002-2004 | 60 | 2,000 | 10,444 |
| 2. STRATEGIC 2008-2014 | 116 | 14,246 | 36,735 |

Figure 4: TACE'S STATISTICS OF TRAINING PROGRAMS FOR UNIVERSITY AND WORK PLACE PERSONNEL 2008-2014

| YEAR | TRAINING PROGRAMMES | NO. OF TRAINEES |
|-------------------|---------------------------------|------------------------|
| 2008 -2014 | BASIC CWIE | 3,584 |
| 2010 | TRAINING OF THE TRAINERS | 39 |
| 2014 | INTERNATIONAL CWIE | 97 |
| 2014 | FOLLOWING TRAINING | 135 |
| TOTAL | | 3,855 |

SLIDE 8:

Benefits of CWIE

- 1) strengthens the universities and work places**
- 2) equips them with mutual capacity to jointly produce high-quality graduates.**
- 3) fosters strong and sustainable University-Industry cooperation for quality workforce production to meet the professional standards and respond to the needs of the new labour market.**

“An effective option for quality workforce production in the fast-changing and highly competitive world of the 21st century.”



SLIDE 9: TRANSITION OF CWIE IN ASEAN

Thailand needs to be responsive, proactive, and adaptive to the changes with the integration of the ASEAN Community in 2015.

One crucial change:

The ASEAN Economic Community (AEC) and the free trade and the mobility and free flow of labour and knowledge workers across the member countries.

SLIDE 9: TRANSITION OF CWIE IN ASEAN (con't)

Thai graduates must have:

- **professional content knowledge**
- **practical skills**
- **languages for communication i.e. English and local languages,**
- **cross cultural work capacity, and**
- **ASEAN socio-cultural identities and awareness.**

International CWIE:

an effective means for quality development of Thai graduates by enriching their work–integrated learning in a foreign country before graduation

SLIDE 10:

OHEC's policy (2013-2015) to promote *International CWIE* in Thai universities

Aim: to provide preparations for students interested in doing CWIE in ASEAN countries.

Activities:

- 1) Scholarships for Thai students**
- 2) *The International Conference on International Cooperative and Work-Integrated Education: Expanding Sustainable Networking (ICCW 2011) in Bangkok***

SLIDE 10: (con't)

3) Survey of International Cooperative & Work-Integrated Education Provision in the ASEAN Countries and Beyond (2012)

The survey findings:

Indonesia, Malaysia, Singapore, The Philippines, and Thailand have already been carrying out domestic and international CWIE.

Therefore, with the support from these governments and the ASEAN mechanism, *International CWIE* will be promoted and expanded further.

SLIDE 11:

Establishment of the ASEAN CWIE Network

- **TACE**
- **WACE International Satellite Office at Suranaree University of Technology (WACE ISO@SUT)**
- **Potential partner universities in ASEAN**

Preparations for the establishment are currently being undertaken.

SLIDE 12:

Existing agreements on International CWIE student exchange between many universities in ASEAN and ASEAN Plus countries such as Australia, Indonesia, Japan, Malaysia, Singapore, and Thailand

The ASEAN CWIE Network will strengthen and upgrade such initiatives to a grander scale.

SLIDE 13: CHALLENGES AND FUTURE PLANS

Globalisation:

- **fast changes**
- **greater competition**
- **the unprecedented scale of skilled and knowledge workers mobilizations**

The main challenges:

The preparation of the 21st century workforce to have the desired quality and qualifications for the labour market in the globalised world

SLIDE 14: CHALLENGES AND FUTURE PLANS

“CWIE is an effective means to meet those challenges along with other channels for knowledge workforce development.”

Two key immediate actions :

- **The internationalisation of CWIE to the global scale**
- **The extension of CWIE to the graduate level**

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