

**Special Lecture**  
**“Current State and Challenges of Industry-  
University Cooperative Education  
in ASEAN Countries:  
What can Japan learn as a late starter?”**



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# **SLIDE 1:**

**This special lecture is divided into four sections.**

- 1) Current State of Cooperative and Work-Integrated Education (CWIE) in Thailand**
- 2) Transition of CWIE in ASEAN**
- 3) Challenges**
- 4) What can Japan learn from Thailand's Cooperative Work-Integrated Education**

## SLIDE 2: CURRENT STATE OF CWIE IN THAILAND

**Thailand has been doing CWIE for more than 20 years.**

**It started at Suranaree University of Technology (SUT) in 1993 as a key strategy 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:**

**At the very beginning, SUT implemented the CWIE programme as a four-year pilot project from 1995-1998.**

**Then, it was an 8-credit non-compulsory programme for 3<sup>rd</sup> year students with majors who were entering their 4<sup>th</sup> year.**

**The students were required to work in a work place as full-time employees on assigned jobs or projects related to their major for a minimum period of 4 months.**

**They also received training and supervision from both work place mentors and from SUT academic supervisors.**

## **SLIDE 4:**

**The evaluation result of the pilot CWIE programme from around 500 participating CWIE students**

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

## **SLIDE 4: (con't)**

- **confirmed and emphasized the importance of CWIE for graduates' employability and career development.**

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

## **SLIDE 5:**

**The success of the CWIE at SUT was evident to the then Ministry of University Affairs, so in 2002 the MUA made a proposal to the government to support CWIE in both public and private universities in Thailand**

**By asking them to follow “The SUT CWIE MODEL”**

**Since then, *103* universities out of *139* nationwide have been organising CWIE for their students.**

## **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, 6<sup>th</sup>)**

**All of these activities have been ongoing until today.**

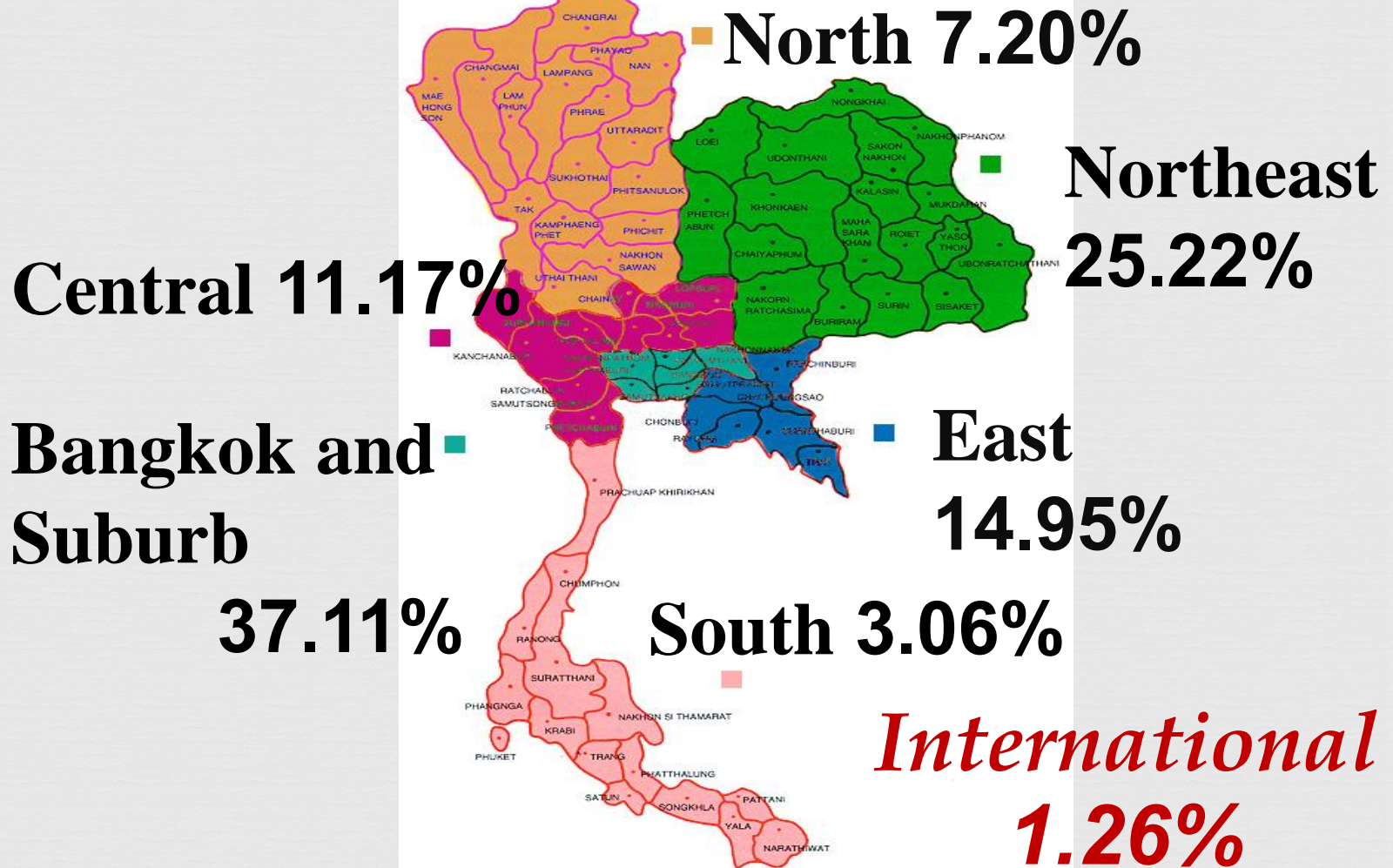


# SLIDE 7: ILLUSTRATIVE OUTCOME OF SUT, OHEC, TACE STATISTICS OF CWIE FROM 1995-2013

## SLIDE 7A: SUT'S STATISTICS OF CWIE PILOT PROJECT 1995-1998 AND REGULAR PROGRAM 1999- PRESENT

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

# SLIDE 7B: DISTRIBUTION OF CO-OP WORK PLACES, ACADEMIC YEARS 1995-1998



## **SLIDE 7C: OHEC'S STRATEGIC PLANS OF 2002-2004 AND 2008-2012**

<b>PLANS</b>	<b>NO. OF UNIV.</b>	<b>NO. OF WORK PLACES</b>	<b>NO. OF STUDENTS</b>
<b>1. PILOT 2002-2004</b>	<b>60</b>	<b>2,000</b>	<b>10,444</b>
<b>2. STRATEGIC 2008-2012</b>	<b>103</b>	<b>12,962</b>	<b>26,048</b>

# **SLIDE 7D: TACE'S STATISTICS OF TRAINING PROGRAMS FOR UNIVERSITY AND WORK PLACE PERSONNEL 2008-PRESENT**

<b>YEAR</b>	<b>TRAINING PROGRAMS</b>	<b>NO. OF TRAINEES</b>
<b>2008 TO PRESENT</b>	<b>BASIC CWIE</b>	<b>2980</b>
<b>2010</b>	<b>TRAINING OF THE TRAINERS</b>	<b>39</b>
<b>2014</b>	<b>INTERNATIONAL CWIE</b>	<b>97</b>
<b>TOTAL</b>		<b>3116</b>

## **SLIDE 8:**

**The CWIE experience of the Thai universities during the past 20 years has 1) strengthened the universities and work places and 2) equipped them with mutual capacity to jointly produce high-quality graduates.**

**CWIE has fostered 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.**

**CWIE is thus considered as an effective option for quality workforce production in the fast-changing and highly competitive world of the 21<sup>st</sup> century.**

## **SLIDE 9: TRANSITION OF CWIE IN ASEAN**

**Thailand, as one of the ten nations in ASEAN, needs to be responsive, proactive, and adaptive to the changes that come with the integration of the ASEAN Community in 2015.**

**One of the three pillars of ASEAN is the ASEAN Economic Community (AEC), which allows and promotes free trade and mobility and free flow of labour and knowledge workers across the member countries.**

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

**Universities, therefore, must ensure that their graduates 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.**

**Thus, *International CWIE* is an effective means for quality development of Thai graduates by enriching their work –based learning in a foreign country before graduation.**

## **SLIDE 10:**

**OHEC has set a policy to promote *International CWIE* in Thai universities from 2013 to 2015 to provide preparations for students interested in doing CWIE in ASEAN countries.**

**Such promotional activities include**

- 1) Scholarships for Thai students**
- 2) Funding for TACE to organise *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 finding points out that some ASEAN countries such as 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:**

**In the OHEC's CWIE Strategic Plans (2013-2015), there will be the establishment of the ASEAN CWIE Network.**

**For this establishment, OHEC has requested TACE and WACE International Satellite Office at Suranaree University of Technology (WACE ISO@SUT) to coordinate with potential partner universities in ASEAN to establish the ASEAN CWIE network before the year 2015.**

**Preparations for the establishment are currently being undertaken.**

## **SLIDE 12:**

**Before the ASEAN CWIE Network establishment, many universities in ASEAN and ASEAN Plus countries such as Australia, Indonesia, Japan, Malaysia, Singapore, and Thailand already have an agreement on International CWIE student exchange.**

**Such university initiatives will be strengthened and upgraded to a grander scale once the ASEAN CWIE Network is established.**

## **SLIDE 13: CHALLENGES**

**The world community in the globalisation era is marked with the fast changes, greater competition, and the unprecedented scale of skilled and knowledge workers mobilization.**

**The main challenges for universities, industries, and business organisations are the preparation of the 21<sup>st</sup> century workforce to have the desired quality and qualifications for the labour market in the globalised world.**

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

# SLIDE 14: WHAT CAN JAPAN LEARN AS A LATE STARTER?

## **FIRST LESSON**

To embark on some innovative ideas in education, you must make sure that such ideas can really serve the purposes to solve the existing problems and undertake improvements.

Thai universities faced with the problem of low-quality graduates and ineffective graduation production, resulting in the gap between theory and practice, poor English proficiency, and low readiness for employment.

## **SLIDE 14: WHAT CAN JAPAN LEARN AS A LATE STARTER? (con't)**

**The burden is on the work places who have to train these graduates for 6 months or more before they can *know the work* and *know how to work*.**

**Therefore, Thailand decided to promote CWIE to empower the students before they graduate by not **ADOPTING** but **ADAPTING** the existing systems from elsewhere to suit the Thai education context.**

## **SLIDE 15:**

### **SECOND LESSON**

**From the 20-year experience of offering CWIE, it has confirmed that the students must be enriched with work-based experience for an appropriate period of time such as a minimum of 4 months.**

**This is because *to get to know the work* and *to know how to work* require a substantial period of time, which is markedly different from the traditional short study visit or work observation.**

**A suitable period of time, it has been found, is not less than 4 months. In some countries, the CWIE is for 8 months or for a year.**

## SLIDE 16:

### THIRD LESSON

**The effectiveness of CWIE placement depends on *the pre-CWIE student preparations.***

**The students must be ready for job application and doing the work with other workers.**

**For *International CWIE*, the students need even more preparations in terms of the language, cross-cultural communication, and self-adjustment to a new environment.**



## SLIDE 17:

### FOURTH LESSON

**CWIE shares a similar nature to that of internship. Thus, *close mentoring and guidance from the work place and academic supervisors* are another key to success, which can be given to the students along with the monitoring and assessment activities.**

## **SLIDE 17: (con't)**

### **FIFTH LESSON**

**Another key success factor of CWIE is the mutual responsibility between the universities and the work places to support the CWIE students by treating them as temporary full-time employees in their organisations so that they receive valuable work-based experience in accordance with the CWIE standards**

## SLIDE 18:

### **In conclusion**

- **The five lessons above are the key success factors for anybody who would like to implement CWIE. They also need to develop the CWIE system that is**

*the most responsive to the problems and needs, and the most appropriate and effective for the context of each country.*

## SLIDE 18: (con't)

- **Undoubtedly, it is not too late for Japan to develop the most appropriate and effective CWIE system for your own country. A good beginning will ensure that you will have a perfect ending.**

*I trust without any reservation that with the strong determination from everyone here Japan will be successful and exceptional in this CWIE mission.*