



2022

Report of the Thailand Study Tour  
09 September – 21 September  
2022



10/10/2022

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## **REPORT ON THE STUDY VISIT TO THAILAND IN SEPTEMBER 2022**

### **AIM**

The sole aim of this study visit was mainly to share and learn the best practices between South African and the Thailand's post school institutions. For the purpose of being congruent with Thailand's approach to their curriculum implementation, Durban University of Technology (DUT), Technical, Vocational, Education and Training(TVET) Colleges, and the Sector Education and Training Authorities (SETAs) initiated the possibilities of partnership avenues with various educational institutions and industrial organisations in Bangkok, Thailand since 2019.

Through the support of the former South African Ambassador Jeff Doidge, the DUT's Department of Cooperative Education, under the leadership of Mr Shakeel Ori successfully facilitated and implemented several partnerships which was predominantly an ongoing student exchange programmes with various institutions in Bangkok for the past few years. Engaging with international institutions and the business sector provides a landscape and barometer aiding reflection on current practices and the potential growth points for institutional development, the economy and citizenry.

The aforesaid study visit aimed gleaning the best practice since teaching and learning is universal and by wider engagements, organisations can aggregate aspects and features that are relevant to their specific institutions. This tour also promotes institutional growth, productivity, quality output, and fit for critical thinkers as it enhances the lives of the beneficiaries of these various programme provisioning.

The chronological list of visits to Bangkok in Thailand formed the basis of the September 2022 study visit.

Table 1: Background of the study visit

<b>Timelines</b>	<b>Action Points</b>	<b>Developments and Progress</b>
May and October 2018	The Department of Cooperative Education and industry partners visited Thailand investigating work-based learning	Preliminary findings on reconceptualising work integrated learning and solidifying networks
2019	KZN TVET Principals and the SETAs visited Thailand exploring points of collaboration	Principals gaining first hand exposure and knowledge of how institutions of higher learning and industry partner with: <ol style="list-style-type: none"> <li>1. Enhanced learning experiences with a focus on work placement</li> <li>2. Strong partnerships with industry</li> <li>3. Ensuring employability</li> </ol> This engagement set the parameters of critical and potential points of collaboration leading to entering into partnership through the signing of memorandum of agreements (MOUs) and programmes rolled out in 2020.
2020 to Mid-2022	Hiatus induced by the COVID-19 pandemic which blocked international travel.	Planned and projected programmes, networking and collaboration was halted
September 2022	DUT's Department of Cooperative Education had contacted the South African Public Colleges	SAPCO agreed to reignite the partnership agenda with Thailand through the signing of related MOUs detailing the deliverables with clear timelines.

	<p>Organisation (SAPCO) and DUT's Wholesale and Retail Leadership to resuscitate planned partnerships which had commenced in 2019</p>	<p>The invitation was extended to all the 50 TVET Colleges in South Africa. The Board Chairman of WRLC and the Executive Dean of Management Sciences approved the visit with the same agenda.</p>
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Table 2: List of the study visit delegation

No	Delegate	Institution
1.	Mr Shakeel Ori	Department of Cooperative Education (DUT)
2.	Mr Yunus Doba	Wholesale and Retail Leadership Chair (DUT)
3.	Mrs Thangithini.J Kula	Principal – Elangeni TVET College
4.	Mr Chris Ndlela	Principal – Mnambithi TVET College
5.	Ms Renette Bodenstein	Acting Principal – Esayidi TVET College
6.	Mr Lekau Mamabolo	Principal – Capricorn TVET College
7.	Mr Ncgobo	Principal – Western TVET College
8.	Dr Levy Baloyi	Principal – Mopani TVET College
9.	Mr Elias Mbuyane	Principal – Ehlanzeni TVET College
10.	Mr Lungisa Mbulawa	Principal – West Coast TVET College
11.	Mr Muzi Mathe	Deputy Principal – Northlink TVET College
12.	Mrs Julia Mugwena	Skills Vhembe TVET College

The above delegates visited various institutions as listed below.

Table 3: List of institutions and/or organizations visited

<b>Organizations and Points of Contact</b>			
No	Institution/ Organization	Hosted by	Designation
1.	<b>SIAM University</b>	Dr Maruj Limpawattana	Assistant President and Director (Prof of Food Technology)
		Ms Sonya Sawheny	Assistant Director International Affairs and lecturer in Marketing
		Dr Kanjana Mahattanatawee	Dean Faculty of Science
2.	<b>Panyapiwat Institute of Management</b>	Dr Usanee Kulintomprasert	Director: Office of International Relations
		Tanarat Teeratanakiat	Director International Marketing and Recruitment Section
		Kim Kiatiwongse	Assistant Director: Office of International Relations

		Dr Patamapom Pongpaibool	Director International MBA Programme Act. Head IMTM Program
		Dr Sunida Piriypada	Vice President for Organizational Communication and Marketing
		Parichart Buakao	
	<b>Chitralada Technology Institute</b>	Associate Professor Khunying Sumonta Promboon	President
		Asst Prof Buarong Lewchalermwongse	Assistant to President & Head of Research and International Relations

3.	<b>South African Embassy</b>	Ms Thobeka Dlamini (Act Ambassador)	Charge d Affairs, a.i.
		Mr Lebogang Seshoka	First Secretary: Political
4.	<b>CPALL Group and 7 Eleven</b>	Siam Choksawangwong	Vice President
5.	<b>Western Digital</b>	Sampan Silapanad	Vice President – Hard Disk Drive Thailand
6.	<b>Ingredion</b>	Rishan Pillay	Vice President and General Manager. ASEAN, India, Australia and New Zealand

Table 4: Summary of visit and points of engagements

Institution	Key drivers	Take-aways and points of engagement	Programmes
<p><b>SIAM University</b></p>	<p><u>Theme:</u> Innovation for a sustainable future.</p> <p><u>Main pillars</u></p> <ul style="list-style-type: none"> <li>• Employability</li> <li>• Diversity</li> <li>• Sustainability</li> </ul> <p><u>Benchmarks</u> shaping the learning ethos Sufficiency Economy Philosophy Think freely work wisely</p> <p><u>Government Policy of WIL</u> To be implemented at every institution.</p> <p>Cooperative Education is credit bearing.</p>	<p>1. functional partnerships with the industry</p> <p>2. work based experience (WBE) and internship driven by the relevant policy.</p> <p>key steps to complete co-operative education</p> <p><u>A. critical component for student to be declared competent or passing final assessment /examinations</u></p> <ul style="list-style-type: none"> <li>• attending all contact sessions is compulsory</li> <li>• accept a maximum of 2 days absenteeism with valid reasons per semester</li> </ul> <p><u>B. internship guidelines</u></p> <ul style="list-style-type: none"> <li>• sign an agreement with an accredited employer/ for the internship programme</li> <li>• during placement period students are expected to regularly read the “line group” (online portal).</li> </ul>	<p>Food technology</p> <p>Engineering</p> <p>Graduate business school</p> <p>Finance</p> <p>Aviation school</p>



	<p><u>Active involvement by Management</u></p> <p>The University President also lectures</p> <p><u>Good Communication</u></p> <p>During work placement</p> <p>“Line Group” online portal</p> <p><u>Industry benefit</u> students involved in projects.</p>	<ul style="list-style-type: none"> <li>• students are expected to compile and save their portfolio of evidence on the portal</li> <li>• students compile and submit their progress reports on weekly basis.</li> </ul> <p><u>C. the placement</u></p> <ul style="list-style-type: none"> <li>• 16 weeks as part of the programme</li> <li>• student and job supervisor in close contact</li> <li>• take photographs as evidence</li> <li>• lecturer / academic advisor / professor and coordinator visit the student at the workplace regularly</li> <li>• a swot of the workplace conducted to assess whether the location is meeting requirements of the programme</li> </ul> <p><u>D. assessment</u></p> <ul style="list-style-type: none"> <li>• student to submit their reports and supporting documents on the portal</li> <li>• a final project report must be submitted</li> </ul>	
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		<ul style="list-style-type: none"> <li>• an oral presentation of the work project to be made</li> <li>• the final grade includes internship marks</li> </ul> <p><u>impact of internship model</u> 85% to 90% are employed due to work integrated learning (WIL).</p> <p><b>Potential points of engagement</b></p> <ol style="list-style-type: none"> <li>1. student exchange</li> <li>2. lecturer exchange to upskills and capacitation</li> <li>3. guest lecturers</li> <li>4. leadership programmes for SRCs.</li> <li>5. sharing of how to engage with industry in a sustainable manner</li> <li>6. sharing of placement strategies</li> <li>7. sustainability agenda in programmes as per the development goals</li> <li>8. development of an aviation programme</li> <li>9. sustainability in terms of financial aspects, infrastructure, labs etc.</li> <li>10. setting up simulation rooms and centres</li> </ol>	
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		11. scholarships for developing countries – academic criteria	
<b>Panyapiwat Institute of Management</b>	<p><u>Theme:</u> Social enterprise development model</p> <p><u>Main Pillars:</u></p> <ul style="list-style-type: none"> <li>• Food technology development</li> <li>• Technology and innovation</li> <li>• Work based education</li> <li>• Built environment projects</li> </ul> <p><u>Learning model</u> Developed in collaboration as part of global university partnership with (DHBW university) and Japan.</p>	<p>Establishment of a “True Digital Park” and being a “Smart Digital University”</p> <ol style="list-style-type: none"> <li>1. label themselves as a networking university</li> <li>2. close relationship with industry</li> <li>3. work based study in entrenched in all their programmes offered from undergraduate to post graduate level</li> </ol> <p><u>Work based model is driven by</u></p> <ul style="list-style-type: none"> <li>• 3 months in the lectures and 3 months in the work place.</li> <li>• Lecturers have 2 cohorts concurrently with one in the workplace and one in class</li> <li>• Evidence of work placement and activities is fundamental to the students’ academic progression</li> </ul>	<p>Food Business Management</p> <p>Logistics and Transportation Management</p> <p>Corporate Brand Management</p> <p>Aviation Business Management</p> <p>Hospitality Industry and Tourism Management</p> <p>HR &amp; Organizational Management</p> <p>Modern trade business management</p> <p>Real estate and property management</p>

		<ul style="list-style-type: none"> <li>• Students are also given an option for additional work placed experience</li> </ul> <p><u>Impact of Internship model</u> 98% are employed due to WIL</p> <p><u>The Retailpreneur programme</u> University is very focused in retail programmes as they focused on entrepreneurship and employability in the large retail sector which they service.</p> <p>It is a 7-day programme for both employed and unemployed and are so designed as per the target market</p> <p>Programme Structure</p> <p>50% Lecturers and Workshop</p> <p>35% Company Visit</p> <p>5% Cultural and recreational</p> <p>10% project</p> <p>An in-depth understanding of retail and modern trade business</p>	<p>School of nursing</p> <p>MBA</p>
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		<p><b>POTENTIAL POINTS OF ENGAGEMENT</b></p> <ol style="list-style-type: none"> <li>1. Student exchange</li> <li>2. Lecturer exchange to upskill and capacitation</li> <li>3. Guest lecturers</li> <li>4. Modelling the 3 months in 3 months out programme</li> <li>5. Building capacity in the model</li> <li>6. How to make campuses aligned to improving the quality of life in terms of environmental planning</li> <li>7. Sharing of how to engage with industry in a sustainable manner</li> <li>8. Development of an aviation programme</li> <li>9. Refining a logistics and transportation programme</li> <li>10. Sharing of placement strategies</li> <li>11. Simulation rooms, laboratories and kitchens development</li> </ol>	
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		12. Out sourcing of facilities (kitchens etc.) for 3 <sup>rd</sup> stream income	
<b>Chitralada Technology Institute</b>	<p><u>Theme:</u> Study and work – work and study</p> <p><u>Main Pillars:</u></p> <ul style="list-style-type: none"> <li>• The focus on learning together with working</li> <li>• The development of good people with skills, self-discipline, and professional ethics</li> <li>• Vocational Training</li> <li>• Work Based learning</li> <li>• Close participation with Industry</li> <li>• Internal articulation from tier to tier</li> <li>• Teaching and training by expert teachers &amp;</li> </ul>	<p><u>Curriculum development</u></p> <ol style="list-style-type: none"> <li>1. The curriculum is reviewed every 3-4 years</li> <li>2. Industry involved in curriculum planning.</li> <li>3. Curriculum and programmes meet industry expectations</li> <li>4. Curriculum is offered in a three tier viz. vocational certificate, Higher Vocational Certificate level and a Bachelors Qualification within the institution</li> <li>5. Students grow from one tier to the other professionally with worked based participation.</li> <li>6. Performing regular duties on: <u>Weekdays</u> – strengthening knowledge and analysing current projects</li> </ol> <p><u>Weekends</u> – improving related subjects Languages, Mathematics, Social Studies</p>	<p><u>Vocational Industry Trades</u></p> <p>Motor Mechanics Machine Shop Power Electronics Systems Technology</p> <p>Commerce – Marketing Field</p> <p>Home Economics Food &amp; Nutrition</p> <p>Information Technology</p> <p>Innovative Agriculture</p> <p>Mechatronics and Robotics</p> <p>Production Technology</p> <p>Food Chefs</p>

	<p>professionals with real experience in industry</p>	<p>and gaining new knowledge and experimenting modern technology</p> <p><u>Working with industry</u></p> <ul style="list-style-type: none"> <li>• Collaborating classes between faculty and entrepreneurs</li> <li>• Developing competent graduates responding to demands from industrial sector</li> <li>• Cooperating with companies in the country to offer a wide coverage of working fields</li> </ul> <p><b>POTENTIAL POINTS OF ENGAGEMENT</b></p> <ol style="list-style-type: none"> <li>1. Partnership in Robotics</li> <li>2. Developing Programmes in Energy Renewal</li> <li>3. Linking Vocation programmes and Diplomas</li> <li>4. Mirror and reflect on the NCV programme and programmes offered by the Institute</li> </ol>	<p><u>Bachelor of Business Administration (BBA)</u></p> <ol style="list-style-type: none"> <li>1. Food Business Management</li> <li>2. Entrepreneurship</li> </ol> <p>Faculty of Industrial Technology</p> <ol style="list-style-type: none"> <li>1. Bachelor of Technology – Electrical Tech</li> <li>2. Bachelor of Industrial Tech</li> </ol>
<p><b>South African Embassy</b></p>	<p>To announce the visit of the delegation and</p>	<p>Insightful conversations on what aspects can be 'imported' and shared</p>	<p>The embassy has commitment to supporting and</p>

	share observations		playing and enabling role in partnerships between South African institutions and counterparts in Thailand
<b>Western Digital</b>	Importance of Work Based Learning was shared by the industry captain and the benefits thereof	Benefits to Industry 1. Competent employees 2. Employees who come into the work place with theory and practice 3. Employing the right individuals 4. Stop employee ongoing churn/ turnaround. 5. Graduates meet industry requirements	Has placed South African students from DUT and is open to place students from TVET Colleges
<b>Ingredion</b>	Currently takes in engineering students from local institutions.	Has welcomed a full plan visit and is open to conversations on placement of students	Link placement with South African institutions
<b>SUT</b>	<u>Theme:</u> innovation and sustainable university Agricultural university of Technology	Welcomed the South African delegation. Open for online short courses	Food technology Crop production technology biotechnology

## Recommendations

To strengthen the partnership Thailand's higher education institutions in the following focus areas:



1. student exchange programmes
2. lecturer exchange programmes
3. management development exchange programmes
4. internships programmes
5. research projects

Table 5: Proposed programme of action

No	Action Points	Timelines	Responsible Officer/s
1.	Compilation of Report of the Study Tour	30 September 2022	All delegates
2.	Submit Report to SAPCO and DHET	7 October 2022	All delegates
3.	Signing for individual MOUs by all attending institutions. MOUs to stipulate points of collaboration, objectives and nature of collaboration with timelines for respective deliverables	15 December 2022	Principals of TVET Colleges
4.	Submission of the signed MOUs to SAPCO and DHET	20 December 2022 (in most cases TVET Colleges close around this time i.e. 20 Dec)	Principals of TVET Colleges
5.	MOU implementation plan to be submitted to SAPCO and DHET	20 December 2022	Principals of TVET Colleges
6.	MOU implementation: must include specifics of curricula engagements, student/lecturer exchange initiatives, twinning with institutions	February 2023 to October 2023	Principals of TVET Colleges

	<p>Progress of MOU implementation Report for SAPCO and DHET.</p> <p>Report to include the status quo with regard to the implementation, evaluation, success factors, challenges and improvement plan</p>	November 2023	Principals of TVET Colleges
7.	<p>Implementation plan of next progressive phase in the MOU to be presented to SAPCO and DHET</p>	15 December 2023	Principals of TVET Colleges

Annexure A – Photo evidence





