

**SEA-ABT: SOUTH EAST ASIA ACADEMY FOR BEVERAGE TECHNOLOGY**

Project number: 561515-EPP-1-2015-1-AT-EPPKA2-CBHE-JP

October 2015-September 2018

**Deliverable D1.3**

**Report on regional, national, gender and ethical aspects**

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**Delivery date:** M16 (1<sup>st</sup> version M8, due date M5)

Dissemination Level		
<b>PU</b>	Public	
<b>PP</b>	Restricted to other programme participants (including Commission services and projects reviewers)	<b>X</b>
<b>CO</b>	Confidential, only for members of the consortium (including EACEA and Commission services and projects reviewers)	

### Summary:

Task 1.4 is aimed to survey regional, national, gender and ethical aspects that may be of interest for the development of the training activities and evidenced by the stakeholders (beverage company, academia and related government organisation). The outcomes of the survey will be considered to set the activities in the beverage technology curriculum.

The survey is conducted by (1) open-floor discussion (during stakeholder meeting on 11th February 2016) and (2) online questionnaire.

(1) Outputs from open-floor discussion; the stakeholders were asked to give their own opinion to the questions that asked by moderator. From the collected comments it has been highlighted that soft skills such as time management, problem solving, communication and leadership are important. Furthermore, participants also discussed about economic and social impact of the course or curriculum that is supported by EU on the likely opportunity to develop expertise of interest for exporting Thai product to EU such as Fair Trading, business and economics aspects, promotion of Thai products, innovation products, customers' preference on Thai products and customers' educations.

However, some representatives of companies have a concern on the distance, consistency of supply chain, ingredients regulation, and shelf-life of their products. Therefore, from this information, it implied that the knowledge of shelf-life extension, ingredient regulation for beverage product and supply chain management should be added in the course curriculum.

(2) Outputs from online questionnaire; the companies commented that the content or activity include **environmental issue** and ethical issue such as **conflict management** should be added in the curriculum.

The online survey showed that overall concern on gender and nationality is very small. An important issue related to religious reasons (and in particular Muslim consumers) is the teaching on alcoholic beverages. Therefore to serve ASEAN customers, the alcoholic beverage courses may be put at elective subject without practical activity. However, in Thailand this may not be a main problem for the participants in this course as Islam is not the main religion in Thailand.

To attract also Muslim trainees and participants, the Halal labeling and system maybe need to be included in the beverage technology curriculum.

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# 1 Output from stakeholder meeting on 11th February 2016

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## 1.1 Questions for open-floor discussion

In the first section, stakeholders are asked to write their own opinions to the questions that asked by the moderator. The questions are

1. What are your challenges? List top 5
2. What is the skill that you should have to solve question 1 challenges?
3. What is the most difficult task that you have encountered and you can solve it?
4. From the answer of question 3 what is the skill that you use?
5. If you are promoted, what are the 5 skills that your successor should have?
6. What is the skill that difficult to find in your one level below employers?
7. What are the skills that people who are in one level of position above you should have?

Some of the answers have showed a concern on social and ethical aspects. The summary of these concerns is elaborated in section 1.2.

## 1.2 Outputs from open-floor discussion

Summary from these opinions show that soft skills such as **time management, problem solving, communication and leadership** are important. Furthermore, technical skills such as understanding of processing, equipment, raw materials and ingredients, food safety and regulation, process design and hygiene are equally important.

### **Outputs from opened-floor free opinion**

The opened-floor free opinion focused on the skills and expertise needs of beverage stakeholders on the product development, quality of product, regulation, opportunity of marketing and exporting overseas. Furthermore, the participants discussed widely and brightly and all this information can be summarized in following points.

### **Opportunity for exporting product to EU**

- Fair trading
- Economics reasons
- Promotion of Thai products
- Innovation products
- Customers favor of Thai products
- Customers' educations

However, some companies reported their concern on the distance, consistency of supply chain, ingredients regulation, and shelf-life of their products.

From this information, they imply that the knowledge of shelf-life extension, ingredient regulation for beverage product and supply chain management should be added in the course curriculum.

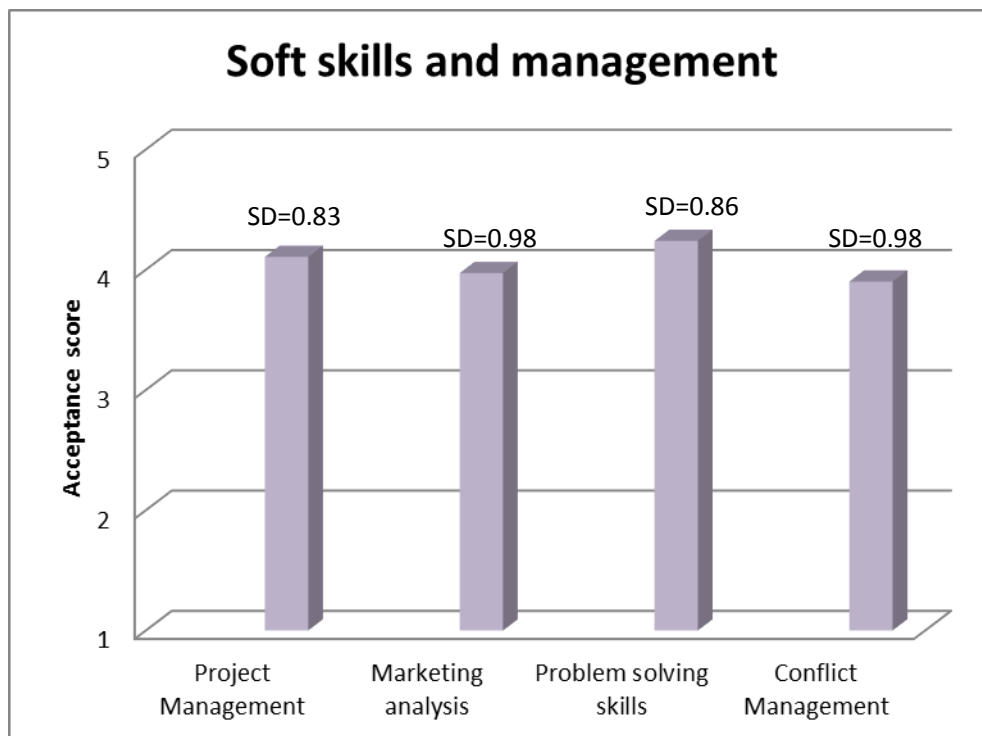
### Activities for Curriculum development

- Training/internship with mentoring by the industry and industrial project
- Maintenance and energy saving, environmental ethics
- Language improvement by seminar or participation with foreign lecturers
- Weekend course is preferred since most of the potential customers are working during week hours
- Interactive learning tools or social media for easy to get information and keep the course active

## 2 Outputs from online questionnaire

The companies were asked to fill the online questionnaire. They commented that the content or activity include environmental issue and ethical issue such as conflict management should be added in the curriculum.

Figure 1 below showed the result of score of soft skill or management skill that the stakeholders concerned for social and individual improvement of their employers after finishing the beverage curriculum.



**Figure 1** The soft skills that required by the company

The social aspects such as **problem solving skills** and **project management** are concerned by the stakeholders. There are also some comments on **environmental issue and ethics**. As The beverage industry should be aware of waste treatment, recycling materials and energy consumption.

The overall concern on gender and national aspects resulted very small.

An important issue related to religion (and in particular Muslim consumers) is the teaching on alcoholic beverages. Therefore to serve ASEAN customers, the alcoholic beverage courses may be put at elective subject without practical activity. However, in Thailand this may not be a main problem for the participants in this course as Islam is not the main religion in Thailand.

To attract also Muslim trainees and participants, the Halal labeling and system may be included in the beverage technology curriculum

No feedbacks from the survey suggested the need to include specific topics/modules of the beverage curriculum specifically focused on gender, national and religion. .