

Workplace Learning: Case Study of Thailand

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Scope of Presentation

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Introduction

- **The objective of the presentation** to share the experiences of Thailand on how to promote and encourage the private sector to cooperate with the government to develop the training in the workplaces for the quality of the workforces in the labour market.
- **The success strategy of the Thai government** is the implementation of the Skill Development Promotion Act 2545 (2002) issued by the Department of Skill Development, Ministry of Labour.

Introduction

- **Structure of Population:**
- Total Population 64.9 million
- Workforces 38.43 million
- Employed persons is 37.79 million divided in
- -agricultural sector 11.71 million and
- -non-agriculture 26.08 million
- Insured persons under Social Security Scheme 9.3M
- Thai work force 15 years and above of 54.65 million consists of 26.44 million male and 28.21 female.

State of the problems

Quality and Quantity of human resource

- Thailand is becoming Aging Society so younger population/ workforce decreasing.
- Quality of Thai Education is critical needs to be improved. The examination results from the O-NET (Ordinary National Education Test) in core subjects of Thai upper secondary students marks were under 50%.
- Quality of Thai workforces can supply only a cheap and disciplined workforce
- Lacking of Skill Workforces
- Mismatch in the Labour Market

Strategy to solve the problem

Current 11th National Economic and Social Development Plan (2012-2016) (National Policy)

- holistic “people-centered development” by developing people with integrity, knowledge and skills appropriate to their ages.
- Develop lifelong learning Society.
- Develop human resources aimed at increasing resilience for change. Quality of Thais at all ages will be increased.
- Skills for lifelong learning will be developed focusing on knowledge, innovation, and creativity, and based on the development of five minds—disciplined mind, synthesized mind, creative mind, respectful mind and ethical mind in order to be capable of working in various jobs over a lifetime, relevant to the changing labour market.
- Target of Development is to all citizen.

Strategy to solve the problem

- In Thailand there are two main public offices responsible for vocational education and training :
- the Office of the Vocational Education Commission, Ministry of Education
- the Department of Skill Development, Ministry of Labour.

Strategy to solve the problem

- The Office of the Vocational Education Commission promotes cooperation with the private sector in Dual Vocational Training (DVT) through training contracts that are signed between companies and trainees.
- Core to the success of DVT is the active participation of the private sector, whether by providing training allowance for the trainees, or the training curriculum itself that is developed to target at the job in the workplace.

Strategy to solve the problem

- The Department of Skill Development (DSD) operates under Ministry of Labour responsible for skills development of the workforces in the labour market in industrial, managerial and services skills.
- The system of training is the practical training cooperated with establishments.
- DSD is the core organization that carries out schemes related to skill development coordination and promotion and also responsible for skill training, retraining, and upgrading skills of the workforce to meet the national qualification standards.
- There are 12 Institutions and 65 Provincial Centers in the whole countries.

Definition

- The importance of workplace learning is widely accepted.
- There are two major related components: formal training and informal learning which have become the defining features of workplace learning.

Definition

- Key issues to identify the workplace learning context which are
- the learning reason; the learning process; the learning outcomes; and sustained development.

Definition

- The framework of workplace learning comprised of the interaction of three variables:
- 1) the location of the learning;
- 2) the extent of planning that has been invested in developing and delivering the learning experiences;
- 3) the role of the trainer, facilitator, or others during the learning process.
- The above are the framework for consideration for giving permission to establishments that apply to receive the benefit according to the ACT.

Strategy to solve the problem

The Skill Development Promotion Act 2002

The Skill Development Promotion Act 2002

- the incentive and compulsory measure to stimulate and promote the workplace learning and training.
- Promoting establishments to train people by receiving the benefit of tax exemption 200% of the cost of training.
- Training for employees, outsiders and students.
- compulsory measure has been applied for the establishments with at least 100 employees which have to provide training for the employees at the rate of 50 percent of the total number of employees, if not the employer have to pay contribution to the Skill Development Fund approximately 480 baht per head per year for the number of untrained employees.

Skill Development Promotion Act B.E. 2545 (A.D. 2002)

- encourage private sector to set up and register with the DSD its own training centers for workplace learning and training.
- Assistance on the training of training personnel, skill standard testing provider, supervisors and others as well as on curriculum and equipment development.
- Consultation service.

Skill Development Promotion Act B.E. 2545 (A.D. 2002)

- Exemption on import duty and value added tax (VAT) for tools and machinery brought into the kingdom for training purpose.
- Bringing expert or trainers from abroad for training.
- Eligible for income tax deduction based on the utility charges (electricity and water) from the training.

Cooperative Education in Thailand

- **Cooperative Education** is an educational system focusing on systematic practical experience in the workplace in which the periods of study and the periods of working in the real workplace are combined. For practical experience, the work for students should be in their field of study concentrating on learning from working experience or work-based learning. .

Cooperative Education in Thailand

- Introduced in Thailand since 1993 at Suranaree University of Technology (SUT) by Professor Dr. Wichit Srisa-arn, the founder of the University.
- SUT strongly recommends students to do projects that are beneficial to the workplace or organizations such as modification or enhancement, efficiency development or the solution to some problems in the workplace.
- The project must be completed within 4 months.
- This process can truly help students learn from their work experience, and make them more qualified to meet the needs of the workplace.

Cooperative Education in Thailand

- Signing the Joint Declaration for Support and Development of Cooperative Education by the Ministry of University Affairs (presently the Office of Higher Education Commission (OHEC), Ministry of Education), Thai Association for Cooperative Education (TACE), and representatives from higher education institutions, business and industry partners, and other related networks for cooperation on receiving students to be trained in their establishments.

Cooperative Education in Thailand

- The Office of Higher Education Commission organized the Thai Cooperative Education Day aimed to provide a forum for disseminating information, showcasing achievements, and exchanging experience in cooperative education among concerned parties and partners, and to update and promote cooperative education for all involved sectors.
- The Quality Award has been presented to the outstanding cooperation projects.
- The success of implementing this concept, evidenced by the high employability of graduates, has resulted in the embracing of cooperative education by many universities in Thailand both in public and private sectors and abroad.

Preparation for AEC

- ASEAN Economic Community (AEC) is approaching by the end of the year 2015,
- the DSD has signed the Memorandum of Understanding with the British Council, Thailand to cooperate on training of the workforces by the application of the benefit of the Skill Development Promotion ACT in order to prepare for high quality people for ASEAN Community.
- The training not only language skill it is included the industrial skills, services skills and management skills learning from mother establishments and industries in the UK.
- Also the Suranari University received cooperation from overseas universities and foreign companies for training students prepared for AEC.

The Result of the Application of the ACT.

• YEAR	PERSONS	Establishments
• 2008	3,883,275	12,305
• 2009	4,372,985	22,983
• 2010	3,938,212	22,656
• 2011	4,036,019	25,337
• 2012	4,048,983	26,965
• 2013	4,628,352	32,112

The Result of the Application of the ACT

- The amount of money that contributes to the Skill Development Fund is reducing because they preferred to provide training instead and apply for 200% tax exemption.

Benefits of implementing the Cooperative and Work-Integrated Education (CWIE)

students:

- 1) Gain professional experience related to specialization
- 2) Obtain higher GPA
- 3) Attain higher self-confidence and improve self-development
- 4) Have stronger presentation and communication skills
- 5) Have a better chance to get a job offer before graduation
- 6) Have a better chance to choose appropriate career
- 7) Earn supplementary income, and
- 8) Reach higher potential to be well-qualified professionals.

Benefits of implementing the Cooperative and Work-Integrated Education (CWIE)

Benefits for the **university**:

- 1) Fostering good relationship and cooperation work places
- 2) Receiving feedback on curriculum and teaching-learning improvement
- 3) Gaining recognition from work places and industries.

Benefits of implementing the Cooperative and Work-Integrated Education (CWIE)

Work places benefits are:

- 1) There is a supplementary supply of workforce.
 - 2) Full-time staff has more time to do more important job.
 - 3) CWIE is an appropriate means of selecting and recruiting new staff.
 - 4) Work places establish additional collaboration with universities in other areas.
 - 5) Joining the CWIE gives a positive image to the work places.
- CWIE is thus considered as an effective option for quality workforce production in the fast-changing and highly competitive world of the 21st century.

Conclusion

- The success of the workplace learning is the integration working of public private partnership.
- Creation of mutual understanding to all concerned for the process of implementation and for the benefit that they gain.
- Employers get the quality of their workforces; get multi-skills employees; good communication and team working; productivity increasing and reducing operation cost; fair profit sharing between employers and employees for the well beings and quality of life and happiness of workers.
- Individually have more chance to learn, upgrading his/her knowledge, competency, skill and more choice for their career. Employees can climb up the career ladder in company with the strategy of workplace learning as the concept of lifelong learning for employability.

THANK YOU.