

**Developing Thailand Technical and Vocational
Education and Training (TVET) Policy Designed
to Increase Skills for Employment and
Entrepreneurship in Alignment with
National Economic Plans**

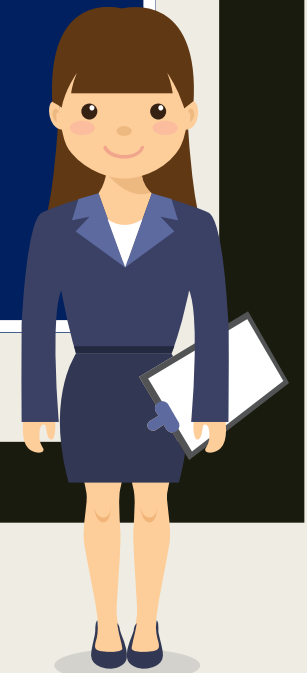
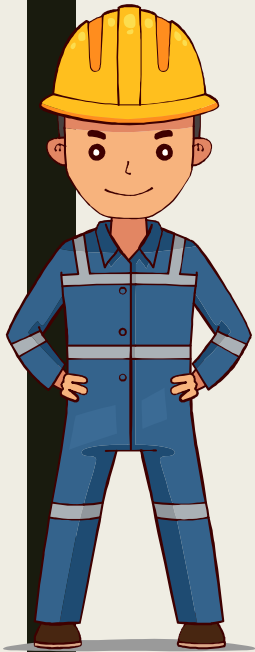


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Thailand economic development outline

No. 10th plan



- build immunity
- used person-centered
- creates a merit-based learning opportunity,

BE 2550-2554

No. 11th plan



- focuses on building a fair and peaceful society.
- Develop physical, mental, emotional, morality of Thai people in all age groups
- social institutions that play a key role in developing people to quality.

BE 2555-2559

No. 12th plan



- focuses on creating Thai people who have the characteristics of being Thai
- behavior based on good social norms.
- the plan proposed to develop the knowledge and skills of the workforce to match the job market,

BE 2560-2564

Strategic industry and major industrial development



**next-generation
automotive**



smart electronics



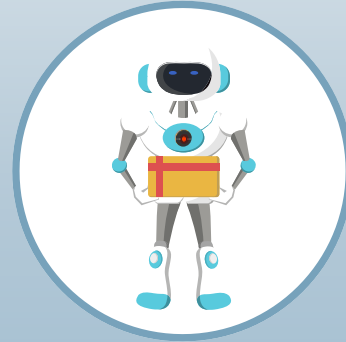
**affluent, medical
and
wellness tourism**



**agriculture and
biotechnology**



food for future



robotics



aviation and logistics



**biofuels and
biochemicals**



digital



medical hub

Labor market demand and supply

According to TDRI's report, current Thai workers are mostly in low-skilled occupations and low wages.

Most Thai workers work in



1
agriculture
(33%)



2
services
(20%)



3
artisans
(12%)



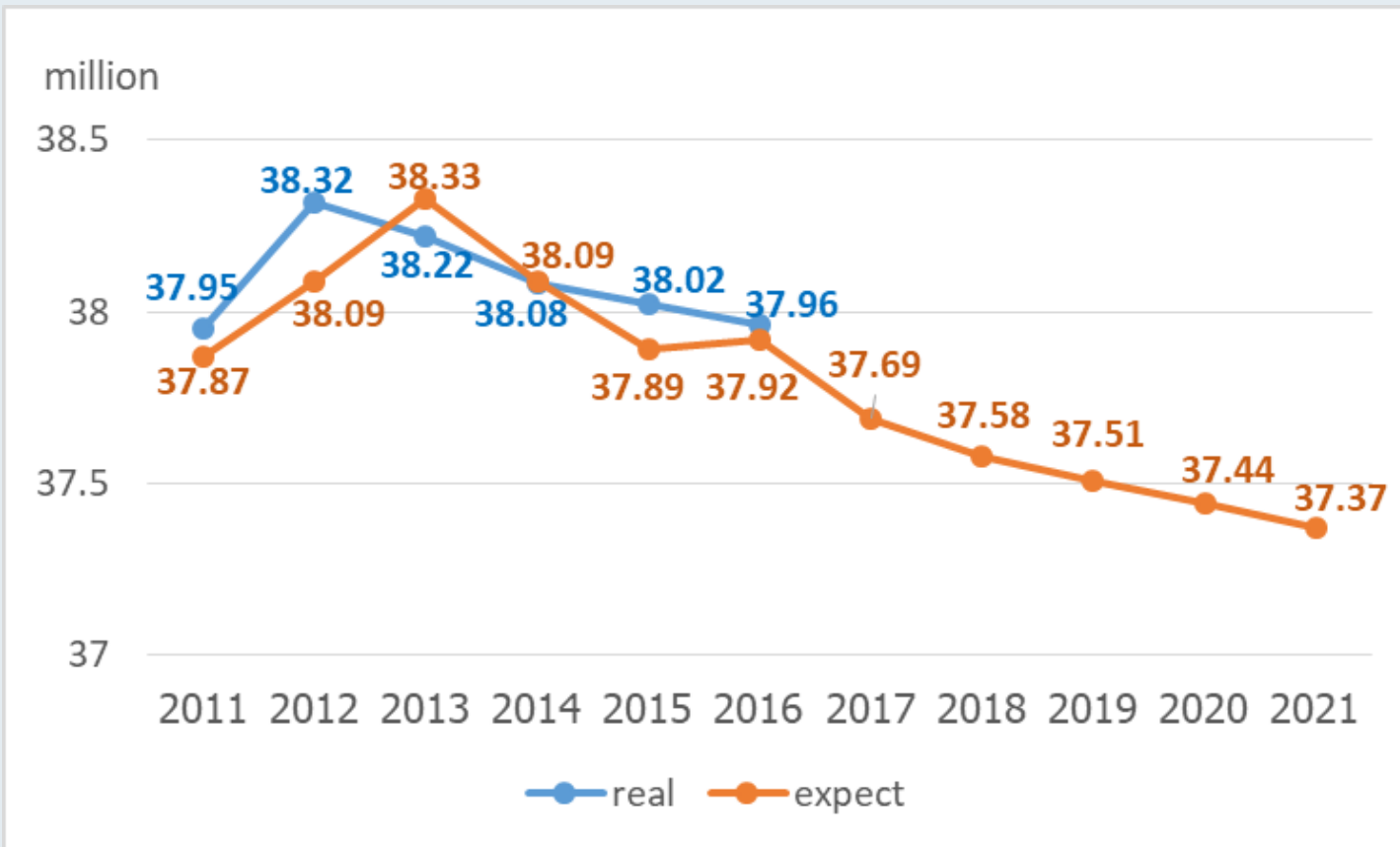
4
machinery
(11%)



5
basic occupations
(11%)

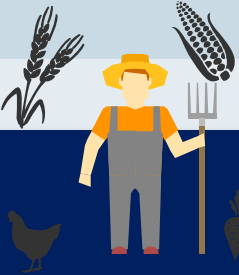
Labor demand trend

The trend of demand in the labor market in Thailand during the period of 2017-2021, the National Statistical Office (2017) found that there were 3.71 hundred thousand job seekers (from 37.95 million to 38.32 million).



Source: Thailand National Statistics Office (2018)

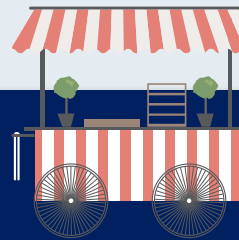
The most occupational demand in the years 2017-2021



1 Agriculturalist

2 the distributor who work in the store

3 the vendors along the road and in the markets



Jobs with the highest change in demand for labor

The changing rate in occupational demand in the next 5 years (2017-2021) and compares to the 2016



food and beverage waitress and the staff who mix drinks (Bartender)

68.34%



database and network professionals

29.35%



mathematician, statisticians, insurance mathematician,

48.73%



professional practitioners related to traditional medicine and alternative medicine

25.67%



business service representative

47.86%



hotel and restaurant managers

25.47%



physical therapist, and ground scientist

42.09%



professionals involved in nursing and midwifery

25.03%



managing director and chief executive

31.81%



retail and wholesale managers

24.56%



Source: Thailand National Statistics Office



Occupations that are decreased in demand

between 2016-2021, compared with 2016,



Source: Thailand National Statistics Office (2019)

THAILAND 4.0 VS Qualified Workforce Development

A professionally qualified workforce is considered an important factor for the development of industry in Thailand

Thailand 4.0:

Transforming towards the Value-Based Economy

More for Less

- Commodities
- Industries
- Trade in Goods



Less for More

- Innovation
- Technology & Creativity
- Trade in Services

Emerging Priorities for Innovations

New Engines of Growth

- Food, Agriculture & Bio-tech
- Health, Wellness & Bio-Med
- Smart Devices, Robotics & Mechatronics
- Digital, IoT & Embedded Technology
- Creative, Culture & High Value Services

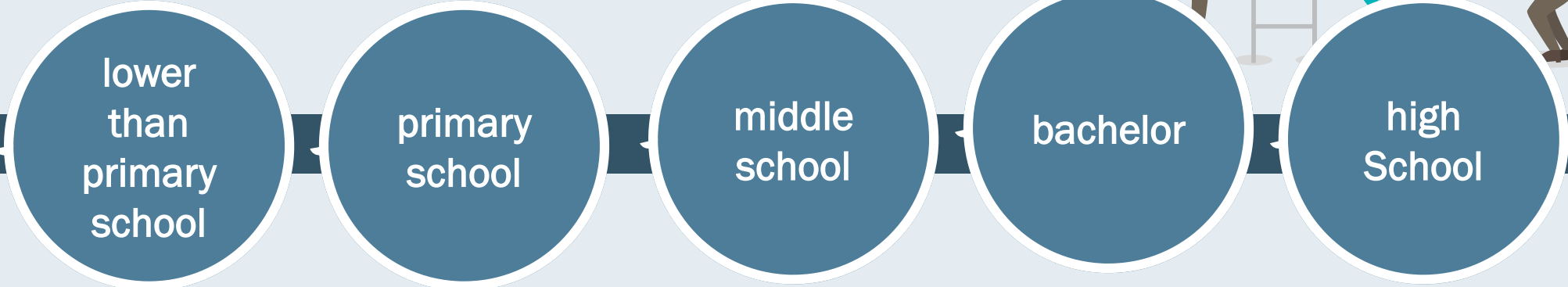
National Agenda/Global Agenda



Education level with the highest labor demand



2011 to 2016



2017 to 2021

The labor market had a changing labor demand.



It is estimated that only vocational education level has more demand for labor. This implies the need for skilled labor to enter the labor market.

Vocational Education Management in Thailand

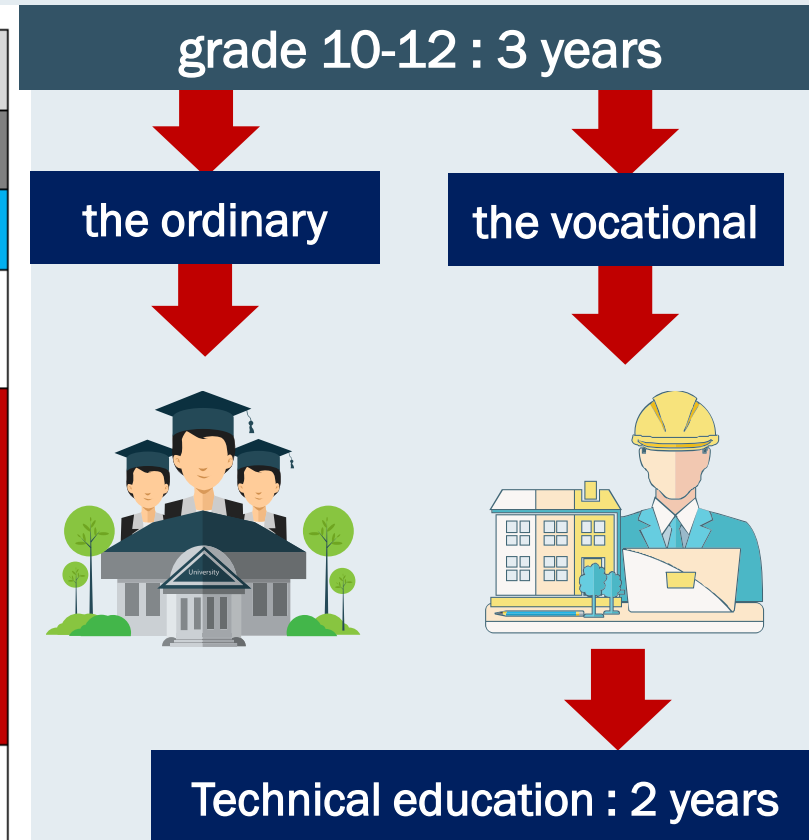
Education Management in Thailand the students will start to study compulsory education from grade 1-9 for 9 years. The study is divided into two lines, the ordinary and the vocational. In the grade 10-12, it takes 3 years



grade 1-9 : 9 years compulsory education



Aprox. age	Aprox. grade	Education Level		Degree
21	16	Undergraduate program	High technical education	Bachelor's degree
20	15		Technical education	Diploma
19	14	Upper secondary education	Vocational secondary education	Basic education
18	13		Lower secondary education	
17	12		Primary education	
16	11	Pre-primary education		Compulsory education
15	10			
14	9			
13	8			
12	7			
11	6			
10	5			
9	4			
8	3			
7	2			
6	1			
5				
4				
3				



Source: Modified from Choomnoom (2016)

Situation of Vocational Education Management in Thailand

The Council of Education (2018) has identified five proposals for vocational reform in Thailand:



1

Develop the basic skills of vocational students, especially mathematics and basic skills

2

Increase the budget for education. In particular, the availability of adequate supplies to provide quality teaching and learning.

3

Development of teachers by setting up vocational training institutes.

4

Enhance external quality assurance.

5

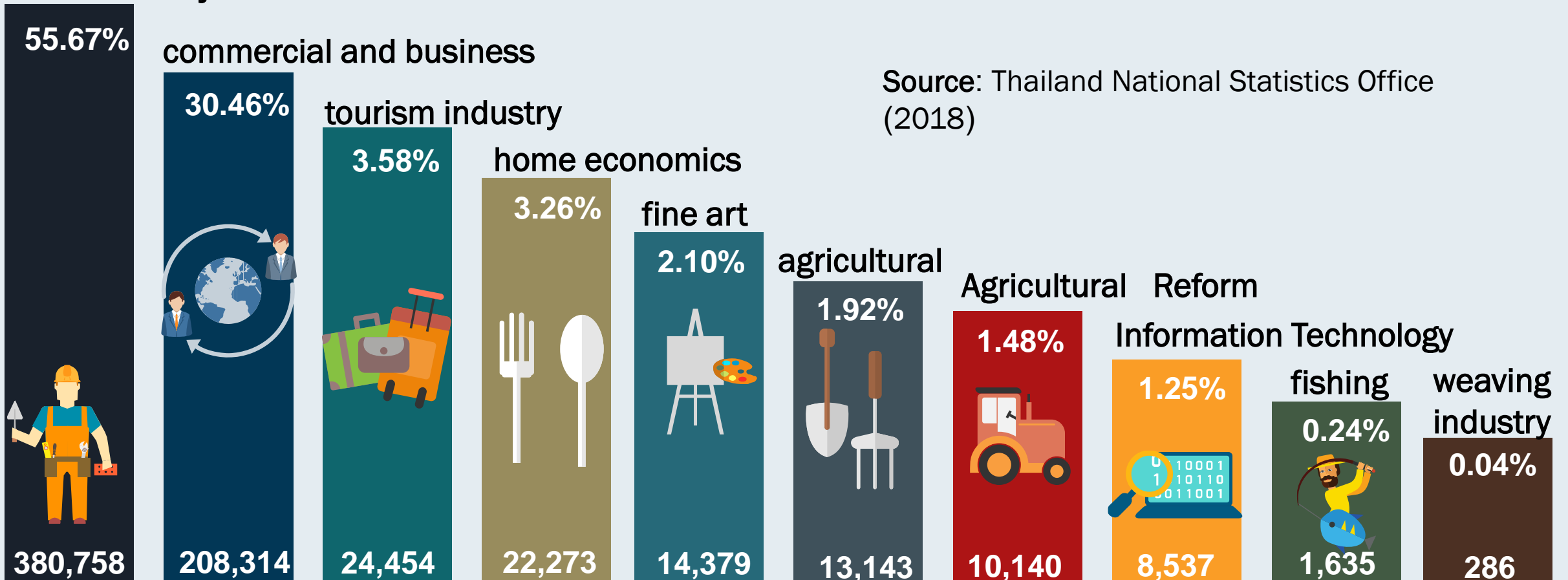
Establish a central organization for the link between educational institutions and enterprises.



Vocational Education in Thailand

As reported by the Center for Information Technology and Vocational Education. The number of students in the academic year 2016 is classified by type of subject and grade.

industrial subjects



Dual Education (Dual Vocational Education)



Level 1 is the level at which enterprises are interested in co-operating the dual system for reasons of labor shortage.

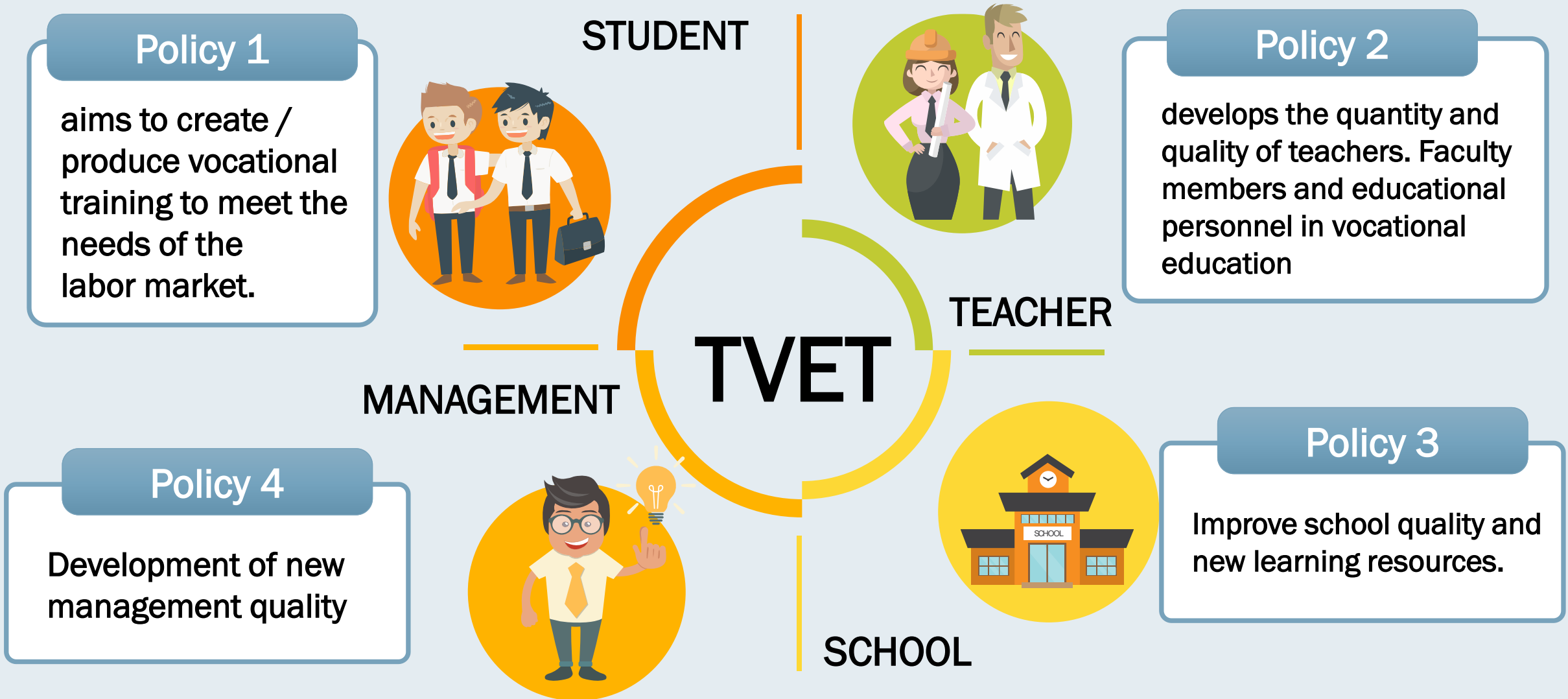
Level 2 establishments interested in co-organizing the system. It is a corporate social responsibility (CSR)

Level 3 establishments are interested in co-operating the dual system.



Vocational training and employment service

The TVET policy of Thailand has been defined as a 15-year policy, which is 2012-2026



The problem of dual vocation education

Problem from operator

1 Students use labor and no coaching.

2 The establishment is not ready to teach students.

3 The business does not understand the use of tax deduction.

4 risk of harm and damage to the welfare and performance.

Budget issue

1 the trainers there are no incentive to teach.

2 lack of budget support for work

3 lack of budget for public relations

Policy implications

1

TVET to general education to be 50:50

2

Create better TVET social

3

Provide knowledge and occupational advice

4

Focus at producing employable entrepreneurs

5

University should train the teacher

6

Teachers should update their knowledge continuously, must have TVET teaching qualification



THANK YOU