



New Qualifications and
Competencies in TVET



Adaptation and Integration of ASEAN In-Company Trainer Standard

Innovation and Learning Practice

Bridging Innovation and Learning in TVET (BILT) Project

Submitted by Thailand Professional Qualification Institute

Standardization and certification of in-company trainer competency leads to more effective cooperation between learning venues and companies in TVET. After a group of sixty experts from six countries developed the ASEAN In-Company Trainer Standard, the Thailand Professional Qualification Institute set out to implement and adapt the standard in the national context.

Start date: 2016

Type of implementing institution: National body

Target group: In-company trainers and supervisors who deliver on the job training for employees and dual system students

Thailand Professional Qualification Institute

Thailand Professional Qualification Institute (TPQI) is a public organization under the Prime Minister's supervision. It was established to work with industries to develop demand-driven occupational standards. This involves adopting and adapting relevant international standards in response to changing technology. In addition, TPQI is instrumental in assessing competencies of the workforce and learners against these standards and awarding qualifications for greater career opportunities and self-development. The institute collaborates closely with private and government partners to promote competency-based and lifelong learning.

Description of activities

Realizing the importance of quality in-company training, TPQI integrated the ASEAN In-Company Trainer Standard into Thailand's national qualifications system.

This was done in a collaborative effort with large corporations that use in-house training programmes, the Thai Chamber of Commerce, the Federation of Thai Industries, the Department of Skills Development, universities of technology, the German-Thai Chamber of Commerce and GIZ, the German Agency for International Cooperation.

TPQI's role was bringing together local stakeholders to review the ASEAN In-Company Trainer Standard and draft related competencies that reflected specific demands of Thailand's industrial sector while tracking with similar efforts in other ASEAN Member States.

Relevance

What is the ASEAN In-Company Trainer Standard?

A lack of skilled workers in many ASEAN nations slows down economic growth and the development of industry and society. To counteract this trend, six ASEAN states (Cambodia, Laos, Myanmar, Philippines, Thailand and Viet Nam) worked with GIZ and Karlsruhe Institute of Technology on the **In-Company Trainer Standard**. Real-world training and trainer needs defined the standard's four action areas, which consist of four modules with three to five competencies each. Overall, the standard seeks closer alignment of education standards and work demands in the ASEAN countries in addition to improvements in the quality of in-company trainers – a crucial component in quality assurance of training delivery.

Why did TPQI continue developing the standard?

The ASEAN In-Company Trainer Standard acknowledges that it must be 'flexible and adaptable to the different economic and educational systems of the participating countries [...] to ensure acceptance of the industry.' TPQI picked up where the regional standard left off and has continued to develop it for the national context in support of Thailand's national TVET reform agenda. A GIZ case study of Thailand's adaptation of the ASEAN standard is available [here](#).

What improvements were necessary to in-company training in Thailand?

Thailand has long promoted a dual system and collaboration between vocational schools and companies in developing curriculum and joint training. However, the majority of supervisors and technicians who have worked with teachers and students are not experienced in pedagogy and not familiar with curricular standards. Developing their skills in accordance with the In-Company Training Standard makes training delivery more consistent across the country and aligned with other ASEAN countries.

Added value

How does the initiative contribute to the development of TVET personnel and a reduction in skills mismatch?

The initiative for integrating the ASEAN In-Company Trainer Standard into the Thai qualifications system increases TVET training quality and the contribution of industry to TVET development. The benefits include:

- Raised awareness of the critical role of in-company trainers and training in TVET, encouraging industry contribution and involvement;
- Standardized skills development for trainers and their roles provides long-term consistency;
- Provision (upon request and consent) of a list of qualified in-company trainers to employers, schools and learners. This contributes to informed decisions when considering or enrolling in company training.

How does the TPQI initiative expanded upon the ASEAN In-Company Trainer Standard?

By adapting the regional standard and aligning existing national standards, TPQI has brought key players together on achieving a common understanding of how to develop in-company trainers, what tools are available and how multiple pathways can link. The initiative promotes the use of standards for training in-company

trainers, encourages recognition of their prior learning, and supports multiple pathways of recognizing common competencies. The TPQI standard incorporated feedback from public hearings and is accessible to the public. There are other trainer standards in Thailand – including the original ASEAN In-Company Trainer Standard – which are mapped by TPQI to recognize equivalent competencies acquired by different means and encourage a wide range of options.

What has been the response from companies and their trainers?

The number of in-company trainers receiving professional qualifications has steadily increased since the initiative began. In many cases, certified trainers are paid extra, indicating an increased value for companies and an incentive to gain certification for employees. Additionally, with standardized training and certification, trainers gain options in terms of career development and career choice. This includes intra-ASEAN skills mobility. Lower-income workers can also gain certification with TPQI subsidies for assessment and certification fees and/or low-cost options for prior learning recognition.

Transferability

To what extent are broad, regional standards like ASEAN's adaptable?

The competencies in the trainer standards developed by ASEAN and TPQI are similar, but the key difference is in the level of depth. This includes differences in the number of training hours and levels of standards, increased flexibility to match specific company requirements and different roles taken on by trainers at different-sized companies. The degree of flexibility increases as the scope of the system narrows. However, this assumes the initial standards – in this case, from ASEAN – were designed to be expanded upon in the first place.

How can adapting a set of existing in-company trainer standards be incentivized to increase buy-in?

In Thailand, vocational schools have always been encouraged to work with companies to develop curricula and train students; there is a statutory basis and a tax incentive for in-company training for companies with more than 100 employees. However, even in other contexts, efforts can be made to increase employers' awareness about the added value of working with TVET institutions to encourage investments in training and skills development. One key factor to success is linking in-company trainer competency to a broader, multistakeholder agenda so resources from various organizations can be directed to in-company trainer development.

TPQI's Adaptation and Integration of ASEAN In-Company Trainer Standard initiative is one of the BILT project's Innovation and Learning Practices that address systemic challenges within the five work streams of the project. Specifically, the TPQI initiative addresses new qualifications and competencies in TVET:



New Qualifications and Competencies

How can they be put into practice, ensuring future-oriented, attractive TVET career paths?

- *Identify them through suitable approaches and instruments;*
- *Integrate them into curricula and training regulations; and*
- *Implement them through new teaching and training approaches.*

Additional Innovation and Learning Practices cover the following areas:



Digitalization in TVET



Entrepreneurship in TVET



Greening TVET



Migration and TVET

Contact person:

Ms Thunyamart Limugsorn,
International Project Coordinator, TPQI
thunyamart@tpqi.go.th

For more information about this practice:
Implementing the ASEAN In-Company Trainer Standard – Country Case Studies: Thailand

The designations employed and the presentation of material throughout this document do not imply the expression of any opinion whatsoever on the part of UNESCO concerning the legal status of any country, territory, city or area or of its authorities, or concerning the delimitation of its frontiers or boundaries.

The ideas and opinions expressed in this document are those of the authors; they are not necessarily those of UNESCO and do not commit the Organization.

© UNESCO, 2021

This document is available in Open Access under the Attribution-ShareAlike 3.0 IGO (CC-BY-SA 3.0 IGO) license (<http://creativecommons.org/licenses/by-sa/3.0/igo/>).

By using the content of this publication, the users accept to be bound by the terms of use of the UNESCO Open Access Repository (<http://www.unesco.org/open-access/terms-use-ccbysa-en>).

Cover photo: gorodenkoff/Gettyimages.de
Design: Christiane Marwecki

About the BILT Project

UNESCO-UNEVOC's Bridging Innovation and Learning in TVET (BILT) project is a reference point for innovation and learning in TVET. It utilizes the international UNEVOC Network to create opportunities for collaboration and a platform for bridging innovation and learning between Europe, Africa and the Asia-Pacific region. BILT complements developments at the national level in supporting innovative, market-oriented and attractive modes of learning and cooperation in TVET.

The BILT project explores the process of identifying, integrating and implementing new qualifications and competencies in TVET. This is known as the 'three I's process'. In addition to the broad focus on new qualifications and competencies, BILT addresses four complementary themes: Digitalization and TVET, Greening TVET, Entrepreneurship in TVET, and Migration and TVET.

For more information, please visit

www.unevoc.unesco.org/bilt

or contact us at

unevoc.bilt@unesco.org

New Qualifications and Competencies in TVET

How can they be put into practice, ensuring future-oriented, attractive TVET career paths?

- **Identification** through suitable approaches and instruments;
- **Integration** into curricula and training regulations; and
- **Implementation** in teaching and training approaches

Entrepreneurship in TVET

Unlocking the potential of innovative entrepreneurial activities and fostering entrepreneurial culture

Greening TVET

Responding to new development paradigms for sustainability and reduced environmental impact

Digitalization in TVET

Providing response to new skills demands, as technology has permeated the world of work and is changing the profile of jobs

Migration and TVET

Accelerating the integration of migrants into their host communities, and allowing them to become productive members of the workforce

IMPLEMENTED BY



WITH SUPPORT OF



SPONSORED BY THE

