

Current Practices and Challenges of
Internationalization and Harmonization of TVET
in Southeast Asia

By
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(OVEC)**



**Ministry of Education
THAILAND**



TVET POLICY OF The OVEC Thailand

The current Secretary General of OVEC (Dr.Chaiyapruerk Serirak) gave the TVET policies to divided into 4 major dimensions as follow :

- Dimension 1 : Giving an opportunity of vocational to all
- Dimension 2 : Developing the quality of the vocational students
- Dimension 3 : Establishing the effectiveness of TVET management
- Dimension 4: Cooperating the TVET management

Mandate

- ❖ Provide the general public with access to technical and vocational education.
- ❖ Assess the demands of the labor markets and promote self-employment in accordance with social and economic development of the country.
- ❖ Produce and develop a vocational workplace in all professional levels.
- ❖ Implement and standardize quality vocational education management and administration.
- ❖ Promote research innovation and technology development for a competitive market.

Current Practices and Challenges of Internationalization

There are 421 Colleges working under The OVEC as follow :

- A) 110 Technical colleges
- B) 36 Vocational colleges
- C) 43 Agriculture and Technology colleges
- D) 53 Polytechnical Colleges
- E) 142 Industrial and community colleges
- F) 5 Commercial colleges
- G) 3 Industrial and ship building technical colleges
- H) 2 Art and crafts colleges
- I) 3 Business administration and tourism colleges
- J) 4 Fisheries colleges
- K) 1 Kanchanapisek Golden Jubilee Royal Goldsmith college
- L) 11 Technology and management colleges
- M) 2 Science based technical and vocational colleges

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1.The initiate of

- * **English Program (EP)**
- * **Mini English Program (MEP)**

**in 32 institutes in all region for both
Certificate and Diploma Level**

**Students in this program will be
competent in English communication
skills for technician**

- * They learn with native-speaking teachers
- * Use English Textbook
- * Training or internship is also in the international companies
- * Enhanced with information and communications technology skills
- * Students are able to create the network with neighboring countries.

Mini English and English Program



2. Strengthening Partnership with Industries

- * Joint committee between OVEC and industrial clusters are organized under cooperative projects to identify competencies required by each industrial cluster and career path. This is an attempt to develop sense of ownership in TVET of industrial clusters and encourage them to work closely with OVEC in developing and producing qualified TVET graduates



3. Expanding Dual Vocational Education (DVE)

- * During 2013-2014 academic years, there are more than 12,000 companies working with OVEC in providing Dual Vocational Education Program for 40,000 students at both certificate and Diploma levels. OVEC works closely with all stakeholders to increase the number of DVE students as required by industrial, agricultural, and service sectors.



4. Enhancing the Changes in Teaching, Learning and Assessing Methodologies

- * Strategies for changing in teaching, learning, and assessing methodologies are enhanced in order that students will be provided with required competencies as identified by industrial clusters or occupational groups. Students learn to integrate and apply related subjects through project-based and problem-based assignments. Learning by doing in the real working situation is strongly emphasized.



5. Making TVET more Attractive

- * Incentives are provided to attract more TVET students by offering various models of learning as well as providing continuing counseling and guidance in order to make them keep abreast with the changing labor market and career path. The followings are different means of TVE process to attract more students:
 - Earning while learning in relevant areas of occupation
 - Transferring and accumulating credit hours
 - Offering TVET program in secondary schools
 - Learning through distance program
 - Learning in company or work-based learning
 - Accrediting all prior learning and experiences

6. Fostering Entrepreneurship or Self-Employment

- * OVEC has implemented the following activities to foster entrepreneurship or of TVET students
 - ✓ Creating chains of business partnership to support OVEC program
 - ✓ **Providing information in business opportunity**
 - ✓ Establishing incubator training centers in colleges
 - ✓ Developing capacity of staff
 - ✓ Changing teaching, learning and assessing methodologies
 - ✓ Developing pilot project on “One College One Business”
 - ✓ **The students interested in self-employment will be provided with not only skills and experiences in organizing, and implementing small business but also being facilitated to funding sources. Team working is also encouraged.**

7. Serving Society / Local Community

- * **An important policy of the government is to eradicate poverty of people especially those in the rural areas. TVET has become an important tool for this policy. The main target groups are students and people in the rural areas. Three main objectives for poverty eradication include:**
 - Increasing income through developing skills, finding markets, and creating jobs
 - Reducing expenses by increasing ability of local people in rural areas such as repairing their own home appliances and building local public utilities
 - Extending opportunities for better incomes by providing necessary information, developing quality of the products and providing skills required

8. International Exchange Program

- * **Students Exchange**
- * **Teachers and staff exchange**
- * **Researchers exchange**
- * **Knowledge and experiences exchange**
- * **Culture and Language exchange**



