Country Paper

THAILAND

INNOVATIVE PRACTICE IN TVET TOWARDS EDUCATION FOR SUSTAINABLE DEVELOPMENT IN THAILAND

DR. (MS.) SIRIRAK RATCHUSANTI
SENIOR ADVISOR FOR VOCATIONAL EDUCATION STANDARD (BUSINESS & HOSPITALITY), OFFICE OF THE VOCATIONAL EDUCATION COMMISSION MINISTRY OF EDUCATION KINGDOM OF THAILAND

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1. Introduction

Thailand, a constitutional monarchy with a prime minister to lead the government, is located in Southeast Asia with a total land area of 513,115 square kilometers, geographically divided into 6 natural regions: Central, East, West, North, Northeast and South. The total population in 2007 was 65.2 million with the number of females slightly higher than that of male, growing at an annual rate of 0.4%.

In 2008, 36.8% of the population was in the labor market, 13.7% in agricultural sector and 23.1% in non-agricultural sector, and the unemployment rate is 1.4%. Reported in 2006, the literacy rate of people was 96% while the life expectancy for male was 65.2 and for female was 73.4. Buddhism is the national religion, practiced by 95% of the total population. Thai is the national and official language, while different dialects prevail in rural areas. The political system in Thailand has largely changed when the 1997 Constitution increased the rights of people in the areas of political participation and voice public opinions.

The Eighth National Economic and Social Development Plan(1997-2001) that advocated a holistic people-centered development approach. The Ninth Plan (2002-2006), a strategic plan, which the major emphasis is placed on balanced development of human, social, economic, and environmental resources. The plan advocated good governance at all levels of Thai society in order to achieve real sustainable, people-centered development. It adopts the philosophy of economic sufficiency bestowed by His Majesty the King to his subjects as the guiding principle of national development and management. This philosophy is based on adherence to the middle path, is advocated to overcome the current economic crisis brought about by unexpected change caused by rapid globalization, and to achieve sustainable development. (NESDB, 2008).

In the Tenth Plan (2007-2011) also mentions that human Resource Development is a critical issues for development of the economy. For education policy, the government emphasizes an increasing in the quality of education both formal and informal educational systems, support production and development of workforce that is responsive to the structural changes in the manufacturing and services sectors. In order to maintain and increase market share in the world market as well as continuing improvement through innovation and technology, qualified manpower are needed. Shortage of middle level or skilled and technician manpower has been considered in Thailand. This resulted from the fact that only 40% of those who graduates from lower secondary education attended TVET program. Furthermore TVET graduates preferred to continue their education in the higher level rather than entering labor market. There are needs to attract more students to TVET program and have them entering labor market. In the 10th National, Economic and Social Development Plan, number of TVET students at upper secondary level has been expected to increase to 50% by the year 2011. Cooperation and collaboration with industrial groups, and all stakeholders are also strengthened. Policy framework of
the government has been also considered the important of TVET and the competency standards needed. Therefore, the TVET Act 2008 has been enhanced to put into implementation as soon as possible so TVET system would response to economic requirement as well as individual needs.

For those who are already in the labor market, it was found that skill gap was prevailed in many fields of occupation. This resulted from the rapid change of technology and nature of work in competitive business and industries. Knowledge based economy and society required knowledge based multi-skills workforce. TVET needs to be kept abreast with the changing world of work and technology. Flexible program has been designed to meet the needs of those in the labor market. Program for validation of experiences or recognition of prior learning have been provided to those who were already in the labor market. They would be able to upgrade and update their knowledge and skills and receive qualifications. Widening participation on TVET program in Thailand has been considered as an important tool for increasing human capabilities and national products as well as the eradication of poverty.

2. Present Status on TVET Programs in relation to Education for Sustainable Development (ESD)

2.1 The System of Vocational Education in Thailand

Under the present education system, resulted from the Constitution of the Kingdom of Thailand (1997), the National Education Act of 1999, amended in 2002, and the educational reform plans, various types and methods of learning are offered to learners regardless their economics, social and cultural backgrounds, education approaches are classified as formal, non-formal, and informal. All types of education can be provided by education institutions as well as learning centers, organized by individuals, families, communities, or private groups, local administrations, professional bodies, religious institutions, welfare institutes, and other institutions. Formal education services are divided into basic and higher education. Basic education, that it shall be provided free of charge, covers pre-primary education, 6 years of primary, 3 years of lower secondary, and 3 years of upper secondary education. The upper secondary level is further divided into two parallel tracks: general, and vocational stream. The current compulsory education requirement covers 6 years of primary and 3 years of lower secondary education, with the entering age at 7 through the age of 16. Higher education at the diploma, associate, and degree levels is provided in universities, institutes, colleges, and other types of institutions (OEC, 2006). Carried out in accordance with the 1999 National Act and the 2002 Bureaucratic Reform Bill, the major reform of educational administration and management has been the merging of three main agencies, The Ministry of education is responsible for promoting and overseeing all levels and types of education under the administration of the state, formulation of education policies, plans and standards; mobilization of resources for education; promotion and co-ordination in religious affairs, arts, culture and sports in relation to education; as well as the monitoring, inspection and evaluation of educational provision. For local
(municipal) education, the administration is under the Ministry of Interior. Other ministries undertake management of specialized fields of education for their specific purposes.

Vocational education system in Thailand is shown as figure below:

2.2 Types and Levels of TVET

The provision of vocational education varies according to the types and programs of vocational education and fields of study, followed the Act and the Educational Reform. The TVET programs, therefore, are diversified and offered in formal and non formal in institutions and in the work place or dual courses as followed:

2.2.1 TVET Level

1) TVET at upper secondary level (grade 10-12) lead to Certificate in Vocational education (Cert. Voc.) This program is offered to those who have completed lower secondary education (grade 9). This program is diversified into the following types:
   - Certificate in Vocational Education (Cert. Voc.), the regular course
     Students completing the lower-secondary level are able to study in this three-year formal program in which theoretical and practical subjects are studied in a school setting with a semester spent in the workplace.
   - Certificate in Dual Vocational Education (Cert. Voc.-DVT)
DVT is a three-years program for students who have completed lower secondary education (grade 9). The learning and training takes place at two venues, at a college and a company, with whom students conclude a contract for training. During the training, students receive an allowance from the company. Upon completion a certificate, equivalent to the certificate of Vocational Education is awarded.

- Certificate in Vocational Education: Credit Accumulating System (Cert. Voc.- CAS)
  This program provides 3-5 year courses for adults who are not able to participate in full-time study at an institution. An assessment system to evaluate their knowledge and skills for validation of their experience is provided. In addition, accumulated credit can be transferred within the same or between different institutions.

- Certificate in Vocational Education: Evening Class (Cert. Voc.-EC)
  This program is similar to the Cert. Voc.- CAS. It is specially designed for those who are in the labour market and wish to study in evening after work.

- Non-Formal Program for the Certificate in Vocational Education.
  Non-formal education activities leading to the Certificate in Vocational Education are available to lower secondary school graduates through distance learning approaches. Both employed and unemployed adults can participate in this program, which require at least 3 years of study, except when there is a transfer of academic performance or experience. Polytechnic, Industrial, and Community Colleges under OVEC, as well as the Office of the Non-formal Education Commission, are basically offer this type of program

2) Diploma in Vocational Education (Dip. Voc.)
  Admissions are accepted through competitive entrance examination for those who have completed Cert. Voc. or upper secondary education. This program is offered in various types as in Cert. Voc. Level.

3) Higher Diploma in Technical Education
  This three-year program is designed for those completing a Diploma in Vocational Education who plan to teach in vocational education institutions and is offered at the university level, leading to a higher technical diploma or a degree.

4) Bachelor Degree in Technology / Performance
  This two-year program is designed for those completing a Diploma in Vocational Education which focus on dual system and start in 2011.

5) Short –Course Vocational Training
  At present, short-course vocational training program are offered by both public and private institutions and are designed to serve the needs for self–employment and to articulate with ormal program that encourage lifelong learning. Pre-employment training and upgrading courses range from 6 hours to 255 hours, depending on the content and objectives. Types of vocational training are as follows:
  - Short Training Course Program (225 Hours) : The only prerequisite for admission is the completion of primary education. No entrance examination is required. The students must complete 225 hours, and upon completion, a certificate will be awarded. Staring salary for the graduates of this certificate level depends on their skills and ability.
- Short Training Course (6-225 Hours): In addition of 225 hour-program, a variety of short courses training in different areas. The duration of the courses ranges from 6 to less than 225 hours. Course duration and its contents will depend upon the interest and need of local people and community.

- Cooperative Study Training (CST): Training for students from general secondary schools who select vocational subjects as their major, minor or elective.

- Agricultural Short Course Training: Each College of Agricultural and Technology provided short course training (7-8 days) for local farmers. The course contents vary according to the farmers’ need.

- A Special Vocational Education Program (for young farmers): The program is designed with the aim to upgrading young farmers between 15-25 years of ages. Young farmers with compulsory education can go to any colleges of Agriculture and Technology to study in their spare time. Upon completion all the subjects acquired, they will be awarded a special certificate, equivalent to Certificate in Vocational Education.

2.2.2 Types of TVET Institution and Areas of Specialty

There are 415 public TVET Colleges under OVEC, the main authority responsible for TVET, TVE is also offered at 412 Private vocational schools which have been taking care by the Office of the Permanent Secretary, Ministry of Education. Furthermore TVE is provided to adults and out of school youths through the non-formal or short-course training. Non-Formal Education Department in the Ministry of Education, Department of Skill Development, Ministry of Labor and other ministries provide short-course vocational training as required by local areas.

There are 10 Types of Colleges under OVEC which are 106 Technical Colleges, 40 Vocational Colleges, 47 Agricultural and Technological Colleges, 144 Industrial and Community Colleges, 54 Polytechnic Colleges, 4 Business Administration and Tourism Colleges, 3 Industrial and Ship Building Technological Colleges, 2 Arts and Crafts Colleges, 3 Fisheries Colleges, 1 Royal Goldsmith College and 11 Technology and Management Colleges.

2.2.3 Types of Courses:

OVEC provides 9 types of courses which are Industry, Agriculture, Home Economics, Arts and Crafts, Commerce and Business Administration, Fisheries, Textile, Tourism and Hospitality and Information Technology. Under those types of courses, there are many branches which are specific in occupation such as Automobile, Gem & Jewelry, and Accounting which relevance to the markets’ need.

2.3 TVET’s role for sustainable development

TVET takes on a complex and distinctive character with regard to sustainable development. The empirical sustainability and sustainable development is to integrate economic, environment and social aspects through TVET. Thailand recognizes the important role of TVET as a vital tool for producing manpower with the necessary skills required for employment and/or entrepreneurship as well as for poverty alleviation. TVET by OVEC has made a lot progress and accomplishment.
during the past decades, especially in terms of providing skills for works, continuing education, raising quality of life, and sustaining labour force. Integration of sustainable development issues in TVE has been considered by agencies provided to strengthen TVET so as to increase the skilled manpower in both production and service sectors. These include the improvement of curriculum and instruction, establishment of Thai Vocational Qualification, validation of experiences, research and innovation, and career development.

These manage TVET to sustainable development concept by:

1. having the unity of policy and various practice by decentralization from the centre to colleges and institutions,
2. vocational education for youth and workers according to their aptitude and interest generally and continuously to bachelor degree,
3. participation of community, social and enterprise in providing policy on producing and developing manpower and also providing vocational education standards,
4. education which is flexible, variety and having transferred system of learning outcomes and transferred system of personal work experience for studying and training on vocational education continuously,
5. having incentive system for enterprise to participate in vocational education and training management,
6. collecting source from governmental sector and private sector in vocational education and training management by recognizing co-operated benefit generally and fairly,
7. having the system of personal development for OVEC teachers and staff continuously to technological change.

According to the needs and strategy for potential development for the country’s competition, the quality and quantity of TVET from the occupational competencies and skill needs are accomplished by the four key strategies: increase TVET participation, social services, research innovation and entrepreneurship development and quality improvement. According to those strategies it can be expand to important issue as the following:

- **Increase TVET Participation** are flexibility, TVE in secondary schools, articulation accreditation and recognition of prior learning, partnership, earning while learning increase opportunities, ICT, and distance learning.
- **Social Services** are Poverty Alleviation, Fix It Center, Learning Pathway, Social Lap, Partnership and Environment.
- **Research Innovation and Entrepreneurship Development** are Strengthening Staff Capacity, Changing Paradigm, Networking & Partnership, Enhancing Knowledge Management, Development Linkages with industries and Indigenous knowledge, Organizing Skill development in Research and Entrepreneur for TVET students
- **Quality Improvement** are providing 3 Tracks as alternative of TVE programs, learning by doing, Quality Assurance, Standardization, Networking and Partnership, Knowledge Management System, Competency Based Curriculum, Career part / Vocational and Providing Qualification for e-learning.
OVEC provided 3 main TVET standards, which are: Occupational Standard or Competency Standard, General Vocational Education Qualification, and Institute Standard or Vocational Education Standard. The competency based curriculum is developed from Competency Standard and adding life skills and general academic which is become the General Vocational Education Standard. For student internal quality assurance, they will have the General Vocational Standard test by provincial college committee. The system of Quality in Vocational Education and competitiveness of the worker will be better, if Thailand has already accomplished in establishing the National Qualification Standards and the Institute of Vocational Qualification. Each organization has still developed their qualification framework but not complete yet. At this time OVEC provided Internal Quality Assurance on 6 standards and 34 indicators for institute standard or vocational education standard. The 6 standards are: the students and the graduators, the curriculum and teaching learning resources, the student activity developing, the innovation and research, the social services and the leadership. These are the frameworks for the colleges to perform and manage themselves to be qualified and accepted by Internal and External Auditing in Educational Quality Assurance system.

2.4 Partnership and Networking
All TVET institutions or providers, both public and private, are required to involve industrial groups, and local agencies in development of policies, guidelines, and curriculum. Partnership and networking with enterprises are extensively enhanced. In order to make TVE more attractive, guidance and counseling put special emphasis on work-based learning, earning a living during they learn, opportunity for employment as well as for furthering education in the higher level. The main objectives of partnership and networking are not only looking for training place for students or direction in producing manpower but also identifying competency required by enterprises. At present, main industrial groups that partnership and networking are well-developed are, for example, Petrochemical, Gems and Jewelry, Textile and Garments, Automobile, Tourism and Hospitality, Food, and etc. Through partnership system, teacher training, curriculum development, and competency-based training are organized and implemented (OVEC, 2008).

3. Best Practices on ESD in OVEC, Thailand

OVEC is a leading organization responsible for developing Technical and Vocational Education (TVET) policy and standards, allocating resources and coordinating projects to promote TVET. OVEC also produces required TVET manpower for the labor market and self-employment, provides social services and facilitates poverty alleviation. Important projects and activities of policy of OVEC are based on four main targets which handle by 415 institution as follows:

- Developing skills for employability
- Fostering new entrepreneurship or self-employment
- Serving society / local community
• Conducting research for new knowledge and innovation/technology

3.1 Developing Skills for Employability

TVE programs in Thailand are provided mainly in the areas of trade & industry, business, agriculture, home economics, arts and crafts, fisheries, textile, garments, jewelry, tourism and hospitality at upper secondary, and post secondary levels. TVE short-course programs are also offered to younger students and adults.

As one of the national strategies is to increase competitiveness capacity, it is necessary to identify manpower demand in some specific areas needed. For TVE, there are urgent requirements especially in the areas of Food Industry, Tourism Industry, Textile & Garments, Fashion Design, Software and Petro-chemical Industry both in terms of quality and quantity.

3.1.1 Strengthening Partnership with Industries

Joint committees 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 TVE of industrial clusters and encourage them to work closely with OVEC in developing and producing qualified TVE graduates.

3.1.2 Expanding Dual Vocational Training (DVT)

During the 2005-2006 academic years, there were more than 12,000 companies working with OVEC in providing Dual Vocational Training Programs for 40,000 students at both secondary and post secondary levels. OVEC works closely with all stakeholders to increase the number of DVT students as required by industrial, agricultural, and service sectors.

3.1.3 Enhancing the Changes in Teaching, Learning and Testing Methodologies

Strategies for changing in teaching, learning, and testing methodologies are enhanced in order that students will be provided with required competencies as identified by industrial cluster 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.

3.1.4 Making TVE more Attractive

Incentives are provided to attract more TVE 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 following are different means of TVE process to attract more students.

- Earning while learning in relevant areas of occupation
- Transferring and accumulating credit hours
- Offering TVE program in secondary schools
- Learning through distance program
- Learning in company or work-based learning
- Accrediting all prior learning and experiences
3.1.5 Promoting Brand “R People”
OVEC has enhanced an important project on improving the character of TVE students. The main objective is to provide good public image and new paradigm of TVE students. A number of TVE students from both public and private institutions are selected as prototype or models to represent other TVE students to the public. They must possess 5R characters which include: Relation, Responsibility, Refresh, Representative and Rescue: therefore they are called “R People” or prototype of TVE students.

3.2 Fostering Entrepreneurship or Self-Employment
OVEC has implemented the following activities to foster entrepreneurship or self-employment of TVE students:

- Creating chains of business partnership to support OVEC programs
- Providing information in business opportunity
- Establishing incubator training centers in the colleges
- Developing capacity of staff
- Changing teaching, learning and testing methodologies
- Developing pilot projects on “One College One Business”

The students who are interested in self-employment will be provided with not only knowledge, skills and experiences in organizing and implementing small business but also facilitated to funding sources. Team working is also encouraged.

For example:
Creating Chains of Business Partnership to Support OVEC Programs

One of the strategies of OVEC is to strengthening the partnership with private and public organizations. The organizations cooperate with OVEC for supporting Entrepreneurship Programs are Stocks Exchange Market of Thailand, The Office of Transforming the Property to the Capital Investment Loans Administration, SME Bank, Saving Money Bank, Agricultural Land Reform Office and Agricultural and Cooperatives Ministry. The examples projects are presented in the following:

1) Developing the Curriculum, the cooperation between OVEC and Stocks Exchange Market of Thailand. The two subjects are established in the group of vocational basic subjects in the Certificate level since 2006. They are “The SME Management” and “The Value of Currency”.

2) Project: “Planning for Entrepreneur through TVET”, the cooperation among OVEC, the Office of SME Promotion and the Stocks Exchange Market of Thailand. This project is to provide training in preparation to become an
entrepreneur and competing for the best business plan of the team from the colleges. The team consists of an advisory teacher and students. The winner team will receive the reward and also study visit in Singapore.

3) The Project: “Smart SMEs”, the cooperation between OVEC and SME Bank. The purpose of this project is to develop knowledge and competency of being an entrepreneur for the students who have the basic of a good business plan. In each year these students have to create their business plan for the competition. The top three students receive the reward and budget to support the start-up of a small business.

4) The Project: “Developing the Agricultural New Generation”, the cooperation between OVEC and Agricultural Land Reform Office. The students are trained to be an agricultural new generation who has leadership ability, creative thinking and ready to accept new technology for integrating to make benefit and utilize the land. They have to live and study in the real situation on the land reform areas. They will have the right to hold the land in Sufficient Economic Union by legally when their work are satisfied with the Agricultural Land Reform Office.

5) The Project: “Transform the Occupational Skills to Capital Investment Loans”, the cooperation among the Office of Transformed the Property to the Capital Investment Loans Administration, SME Bank, Saving Money Bank and OVEC. The target groups are the In Wall Incubation and Out Wall Incubation. The purposes of this project are the target colleges being a centre of knowledge and technology in producing, transfiguring, servicing, selling and working for being the entrepreneurship, promoting and developing for creating value added in sustainable entrepreneurial community, enhancing In Wall Incubation and Out Wall Incubation to meet the capital investment loans and creating the competitiveness for being the entrepreneurship.

3.3 Serving Society / Local Community

An important policy of the government is to eradicate poverty of people, especially, those in rural areas. TVE 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 the ability of local people in areas such as repairing their own home appliances and building local public utilities.
- Extending opportunities for earning a better living by providing necessary information, developing quality of the products and providing skills required

OVEC has played important roles in serving government policy on poverty alleviation by the following activities.
3.3.1 Fix It Center
According to the initiative of the government, OVEC has worked with local agencies in setting up “Fix It Centers” in rural areas. The purposes of these centers include:

- Integration of occupational training in specific areas
- Working cooperatively with other agencies
- Providing skills needed for earning a living in rural areas
- Providing advice and coaching in need of occupational areas
- Distributing information on skill training opportunities
- Organizing mobile training unit for remote areas
- Topping-up technology on “One Tambon, One Product (OTOP)”

Fix It Centers has made TVE become popular in helping rural people and as well as in turning communities into active practical classrooms for a greater learning experience for students. The activities and benefits include:

- Providing service in maintenance of occupational tools, agricultural machine and household appliances.
- Providing practical training in the real situation to students
- Enhancing student value on social services
- Providing good attitude toward TVE
- Providing “Problem Based Learning”
- Extending the life span of equipment and machines
- Developing occupational KM system in community
- Establishing occupational profile and learning system
- Promoting sufficiency economy

3.3.2 The Post Tsunami Reconstruction
During the Post Tsunami Reconstruction, TVE students played important roles in both helping local people and working cooperatively with other agencies in the following activities:

- Repairing and constructing houses,
- Repairing occupational tools, cars, ship engines, and fishing boats,
- Training for needed skills,
- Organizing information systems,
- Providing food, services and shelters for those people who were affected by the Tsunami.

OVEC has made an attempt to create a good image of TVE students. For this reason, during the Post Tsunami, TVE students were assigned and played an important part in reconstruction. Through this activity, TVE students gained recognition in local communities and at the same time they had learning experiences and problem solving skills in a real situation.
3.3.3 Repairing and Constructing Schools

In cooperation with the Basic Education Commission Office, TVE colleges have played an important role in repairing and constructing primary schools in rural and risky areas. This activity helps students to learn more on the job and earn income.

3.3.4 Conservation of Energy and Related Services

TVE Colleges also are active in helping to conserve energy. There are continuing projects with the Ministry of Energy in cleaning air conditions of public offices which would help to save electrical energy and the same time, make the public realize the importance of energy conservation. Services in cleaning home air conditions are also offered by TVE colleges.

3.3.5 Safety Traveling Campaign

TVE students also provide services for safety traveling during long holidays. Car services such as check up, fixing engines are offered to those travelers during the long holidays by working with PTT Public Company Limited and other private organizations.

3.4 Conducting Research for TVE New Knowledge and Innovation / Technology

OVEC has encouraged administrators and teachers to carry out research work for new knowledge and innovation / technology in order to ensure sustainable development, for instance “One Page Research” and “Classroom Action Research”. This is to inspire TVE teachers to continue to improve their performance through data collection and make use of it. Students are also supported to work on project-based learning to create technology / innovation related to their areas of specialty. Apart from this they are also encouraged to create new inventions for national competition which is held every year.

Cooperation with industries and other agencies on R & D is strengthened, especially in the new occupations required by the labor market. Knowledge Management Systems of TVE has also been developed to ensure and facilitate the exchange of TVET knowledge, experiences and best practices.

4. Issues and Challenges

Thai context, sufficient economy which derived from the King Philosophy has become a means for sustainable development is, when an individual would like to live happily in the society, he needs to continuously learn to improve himself in a rapid changing environment with sufficient, reasonable, and protective issues. TVET’s function and image are one of the mechanism of the government policy for improving people to have better life by integrating in teaching learning methodology. TVET create plans, projects and activities include the budget for the processing of the colleges.

Fix It Center Project was well known in the community of the country from the last three years plan.
(2006-2008), the government has the policy to continue this project for three years from 2009 to 2011. In this year (2009), the economics of the country are decreasing, so the government provides the Career Seedling Project for training the groups of unemployed, the group of going to unemployed and the group of new graduates. The colleges under OVEC are one of the organization training those people.

The 3 D Institution is one of Ministry of Education’s policies, the first D is Democracy, the second D is Decency (moral & ethic) and the last D is Drug Free. Each organization under Ministry of Education monitors the school/colleges to perform towards the policy. As well as the Loving in Reading Project and the 3D Library Project which are the same goal: to build up and proud to be the good students and good Thai citizen. All of these serve sustainable development of the country.

The challenges of TVET in Thailand base on the contexts. TVET Development Guides are the following:

- Strengthening Partnership with the industries, private sectors, and other government organizations
- Re-positioning colleges
- Enhancing TVET students morale and integrating Self-Sufficient Economics
- Driving National Qualification Framework.
- Developing Competency-based Curriculum
- Developing medias, innovation, laboratory, school in the factory, factory in the school, software house
- Participating in establishing the system of vocational qualification and occupational standards or competency standards
- Developing the system of participative management
- Developing the image of vocational education quality
- Providing and developing personnel potential cooperative with entrepreneur in country/aboard/The Commission on Higher Education
- Establishing the Institute of Specific Area by organizing the colleges, for example: Institute of Petrochemical, Institute of Rice, and Institute of Goldsmith and Jewelry under The Vocational Education ACT.

However, TVET will succeed depend on the cooperation of the TVET Organizations in Thailand and in others countries.

5. Conclusion

The Office of Vocational Education Commission (OVEC) provides TVET for producing and developing skilled, technician and technologist manpower for nine major fields of course: Trade and Industry, Agriculture, Home Economics, Arts and Crafts, Commerce and Business Administration, Fisheries, Textile Industry, Tourism and Hospitality, and Information Technology. The Programs of study are Short-course Vocational Training, Certificate in Vocational Education (3 yrs. after lower secondary level), Diploma in Technical Education (2 yrs. after Certificate level / 2-3 yrs. after upper secondary level), Higher Diploma in Technical Education or Bachelor
Degree (3 yrs. after Diploma in Technical Education) and in 2009 will start Bachelor Degree in Technology (2 yrs. after Diploma in Technical Education).

The vision of OVEC is as a leading organization responsible for Technical and Vocational Education (TVE), particularly, concerning with equity, access, quality standards, and lifelong experience in order to equip individuals with occupational competencies and skills needed for the labor market and self-employment relevant to social and economic development goals of the nation. The missions are: increasing TVET participation, social services, research innovation and entrepreneurship development and quality improvement. So the important projects and activities of OVEC are based on four main targets: developing skills for employability, fostering new entrepreneurship or self-employment, serving society/local community, conducting research for new knowledge and innovation/technology for enhancing sustainability developing.

Sustainable development should be an integral aspect of TVET plans, projects acts in teaching and learning process. However, administrators and teachers are the key people for successful. They need to teach TVET students getting knowledge, skill and attitude for developing themselves and ready for living in the society.
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