

The role of private sector in human capital and skill development in Thailand

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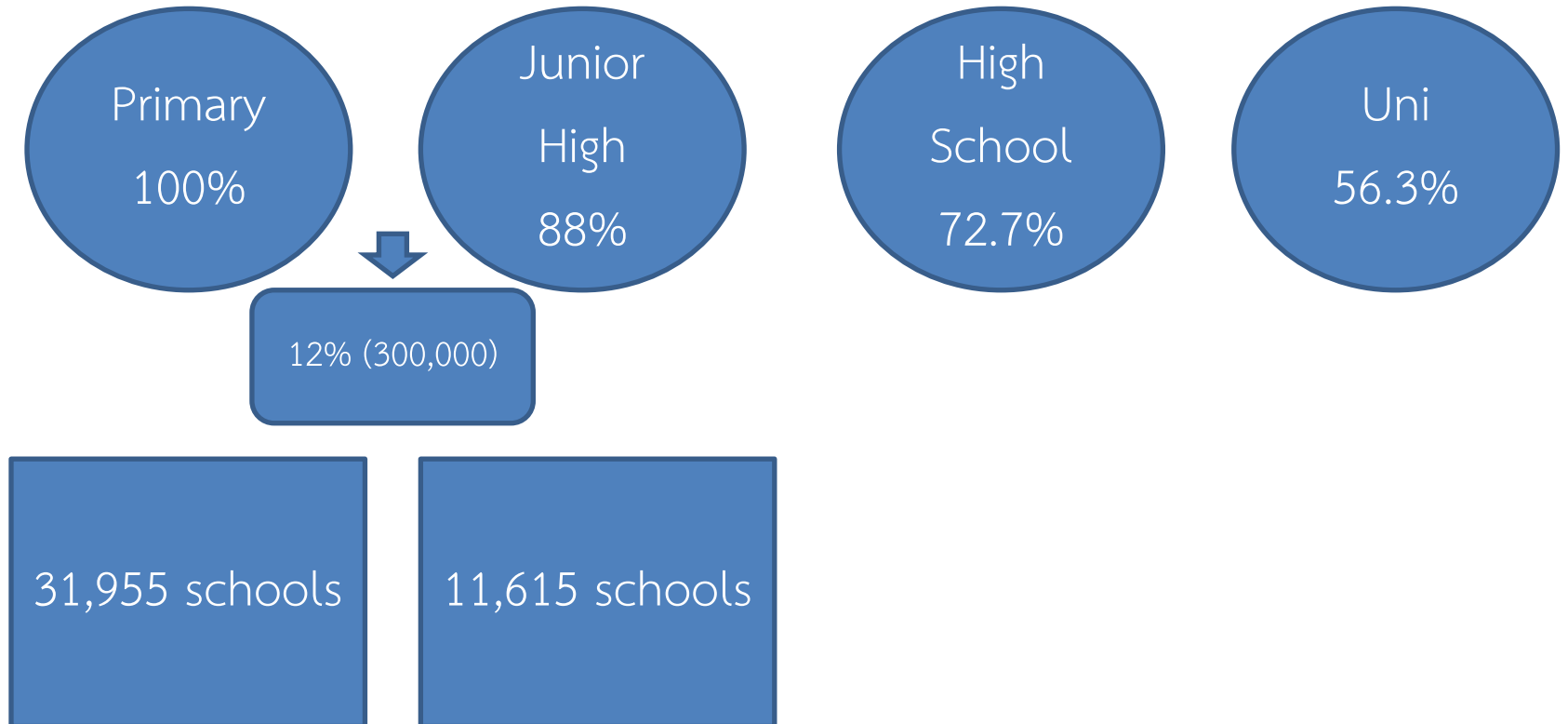
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- I. Introduction
- II. LearnEducation
- III. Dual vocational program
- IV. Policy recommendation



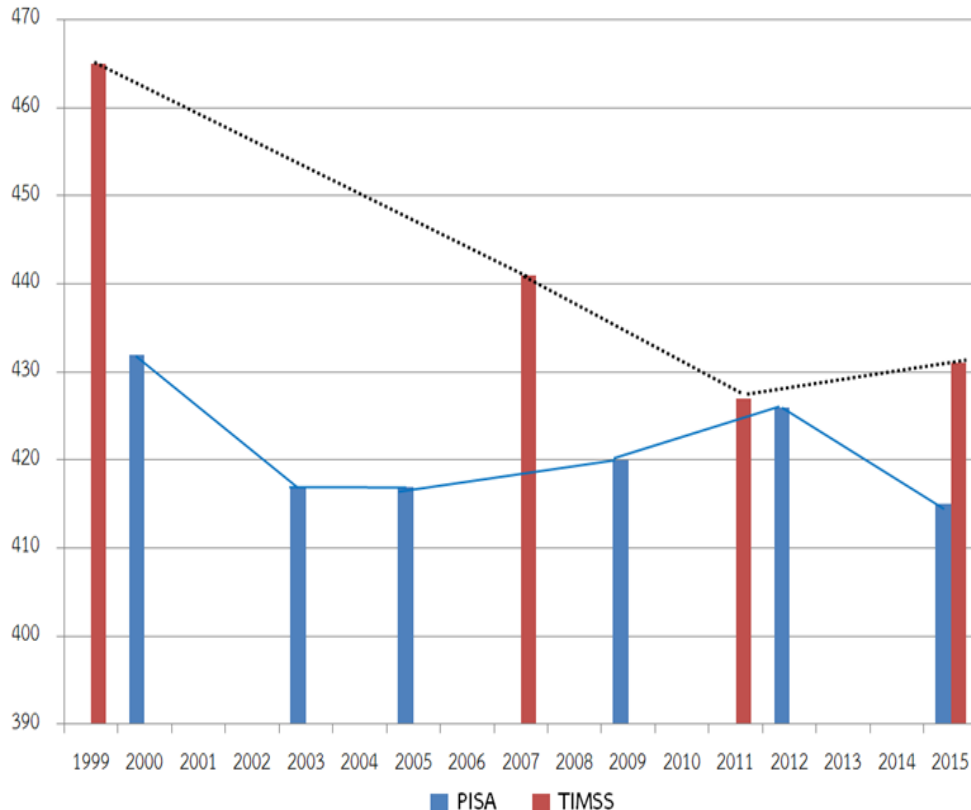
- World Bank (2008): one of the reasons why industries in Thailand had low investment in innovation was the availability of capable workers.
- Polpirul and Rukumnuaykit (2014): employers unsatisfied with workers' skills in English (95%), information technology (85%), mathematics (60%), and creativity (52%).
- Skill mismatch: vertical and horizontal
- Limitations of govt.: burdens, resources, capability
- Private sector as key stakeholder

- Access: Compulsory education (Primary to junior high)



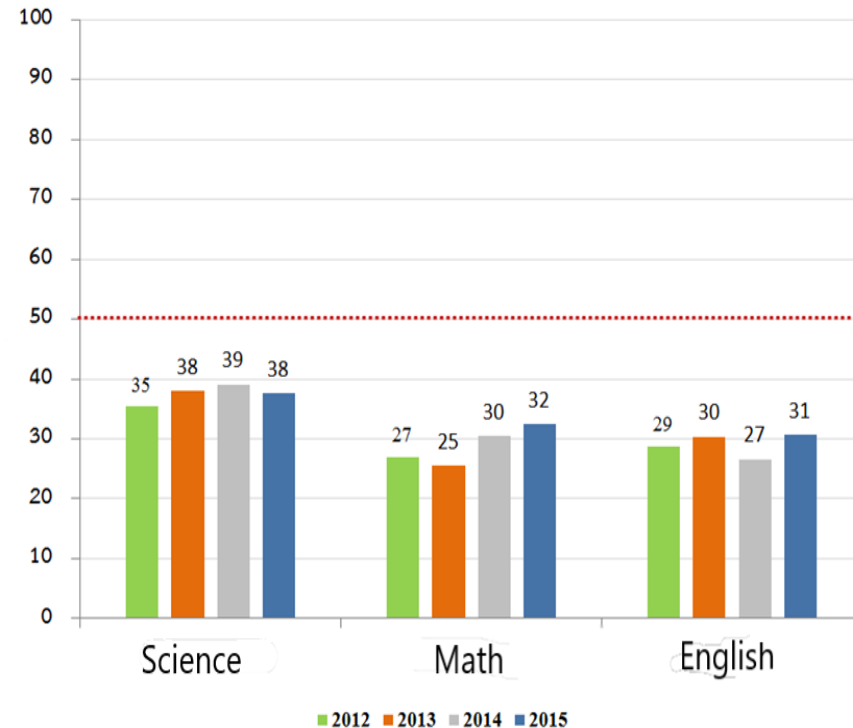
- Quality: Trends in International Mathematics and Science Study (TIMSS), Programme for International Students Assessment (PISA), and Ordinary National Educational Test (O-Net)

Mathematics scores of Thai students in TIMSS and PISA, 1991-2015



Source: Trends in International Mathematics and Science Study (TIMSS), and Programme for International Students Assessment (PISA)

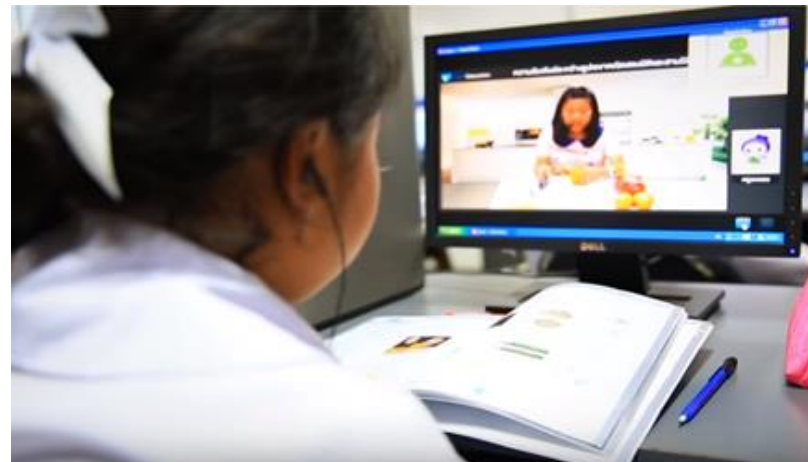
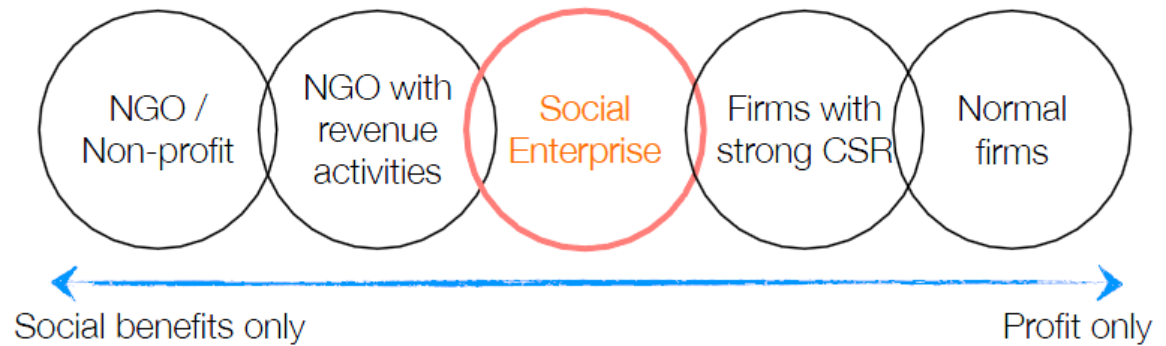
Average O-Net scores in mathematics, science, and English language, 2012-2015



Source: National Institute of Educational Testing Service (NIETS)

- A social enterprise aims to improve education in Thailand by using e-learning.
- Offers teaching software for mathematics and science.
- Fully-integrated into school's curriculum and is in line with the national guideline.
- Pre-tests and post-tests.
- Learn on one's own pace.

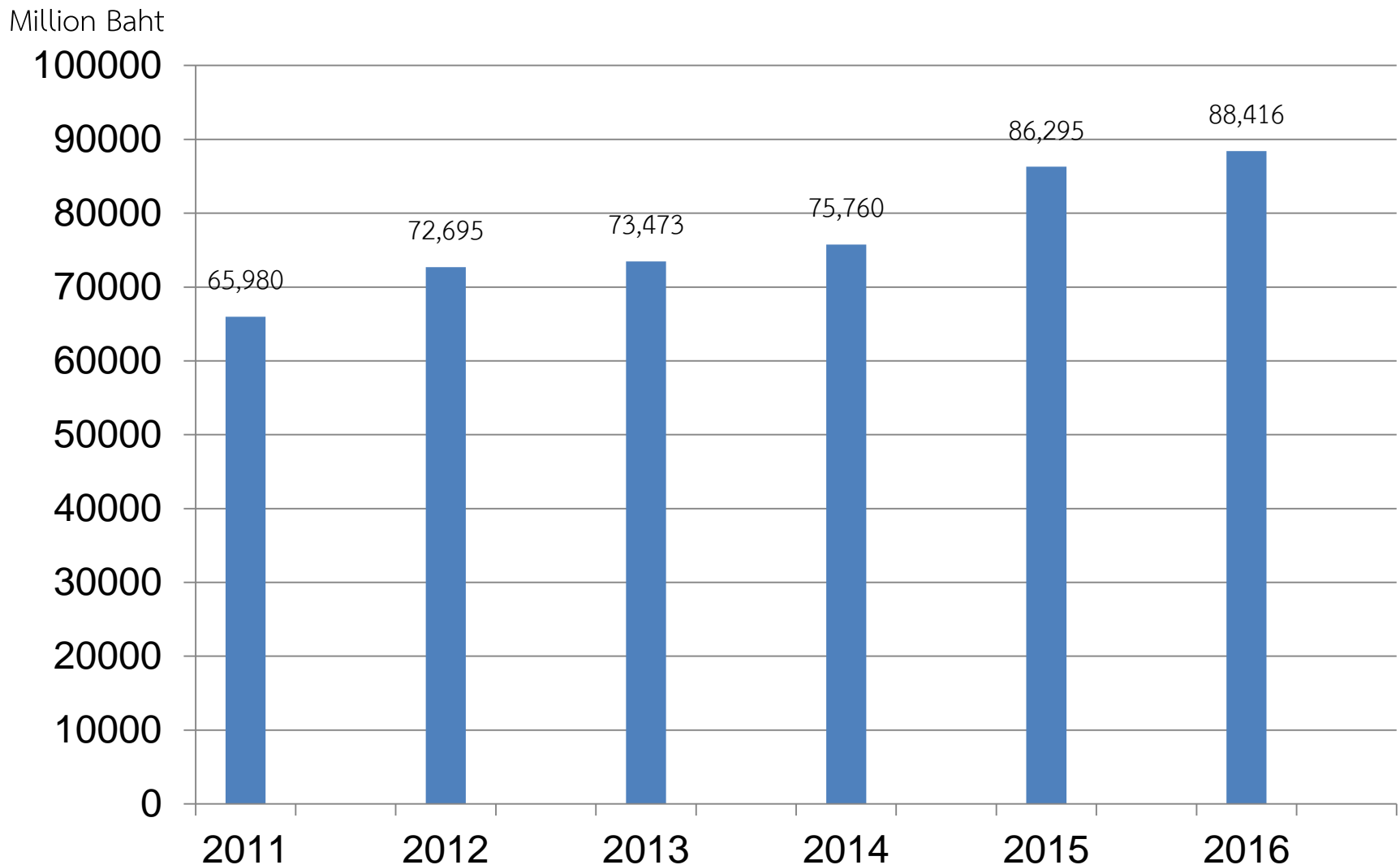
Spectrum of social organization types



TDRI O-Net Results of schools with LearnEducation



Donation money: potential source of funding for social investment



Source: TDRI calculation based on the Household socio-economic survey conducted by the National Statistical Office

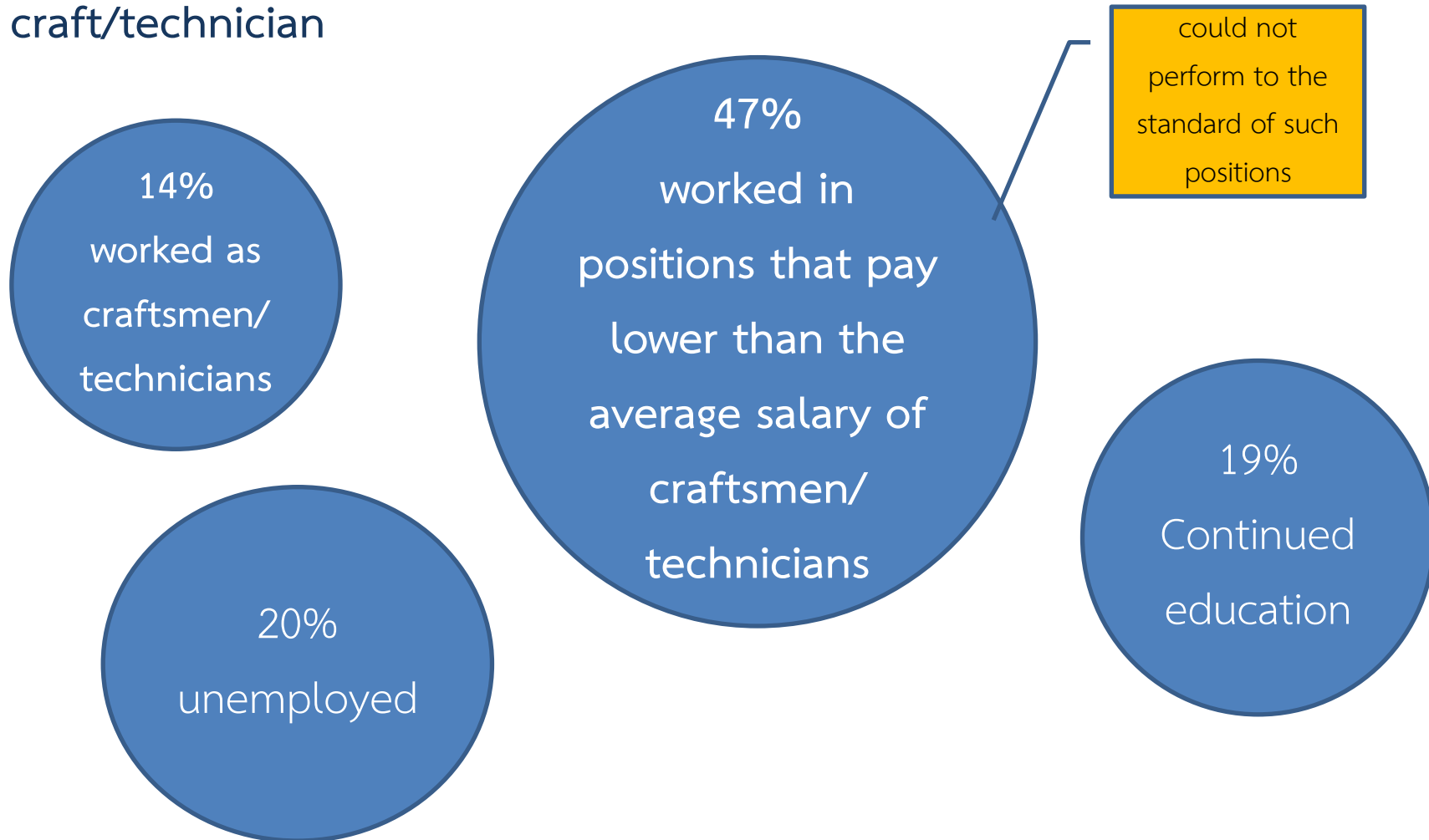
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SCATTERED, UNPLANNED, UNMONITORED



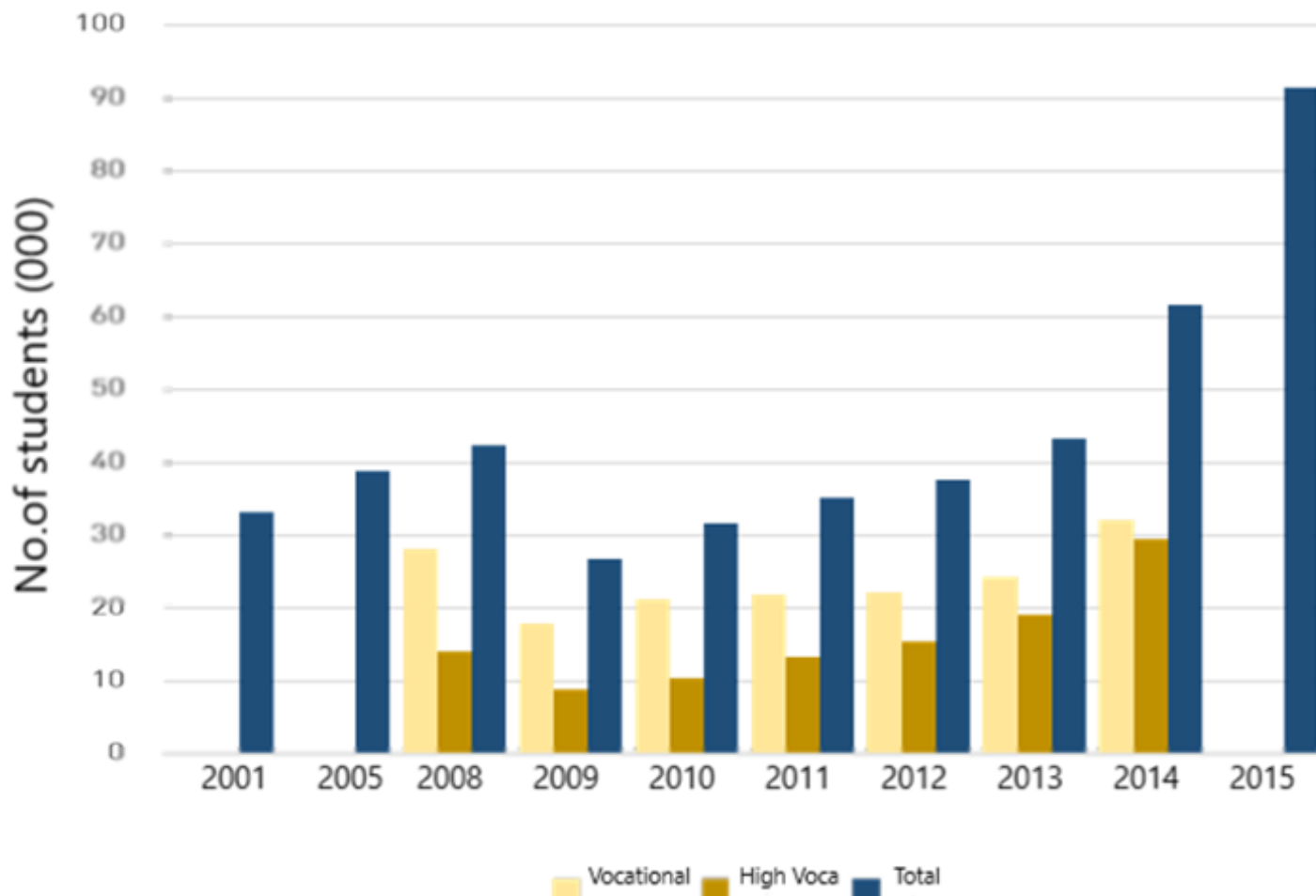
Who will manage
donation money
(aka. bearing transaction
cost)?

- Higher vocational certificate holders who majored in industrial craft/technician

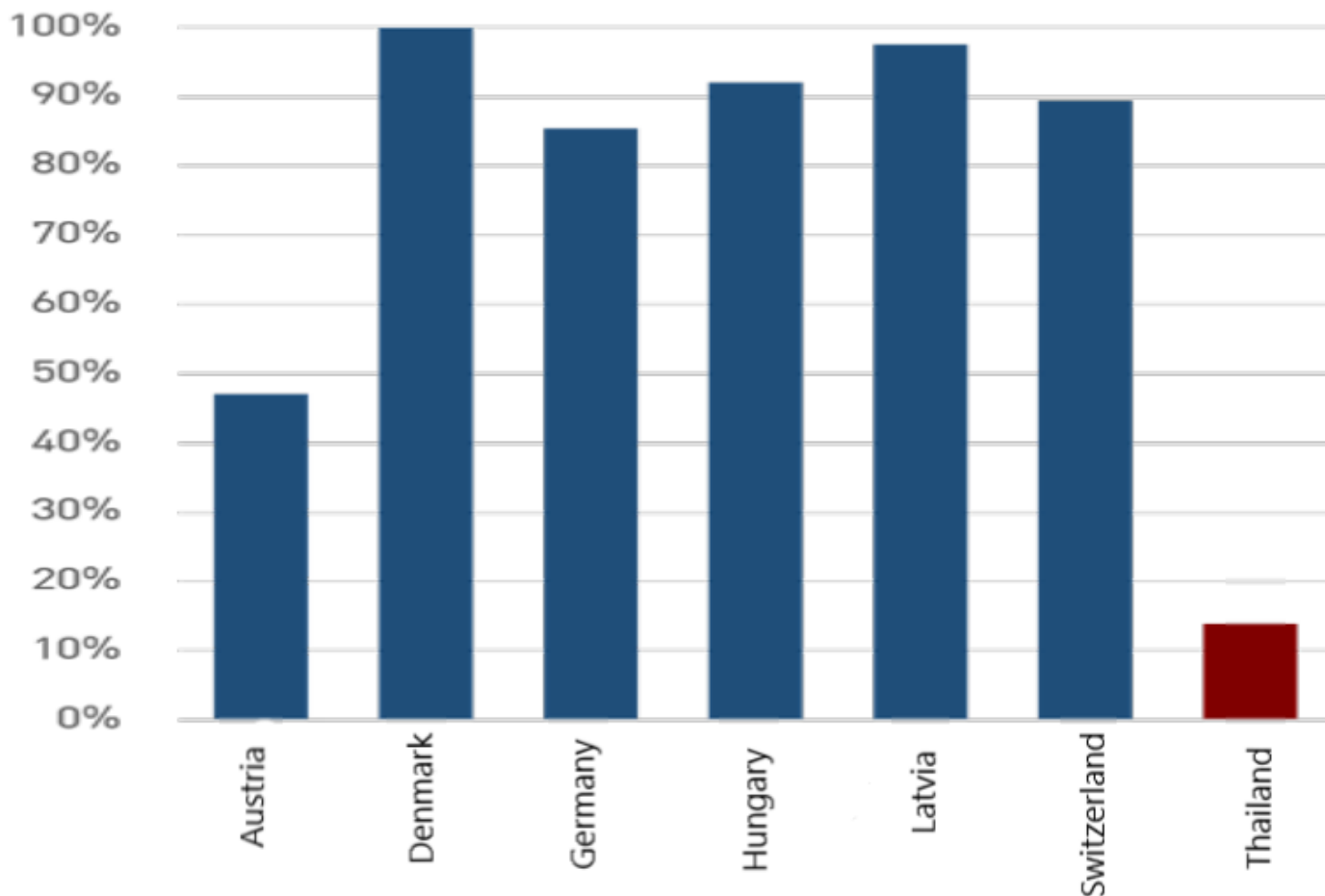


- To prepare students with practical knowledge and skills for employment by moving the classroom into the workplace.
- Pros: learning-by-doing, decide about future job, know future employer, earning while learning.
- Started in 1984, officially in 1995.

Number of vocational students who join the dual vocational program in Thailand



Ratio of vocational students who join DVP to total vocational students in selected countries

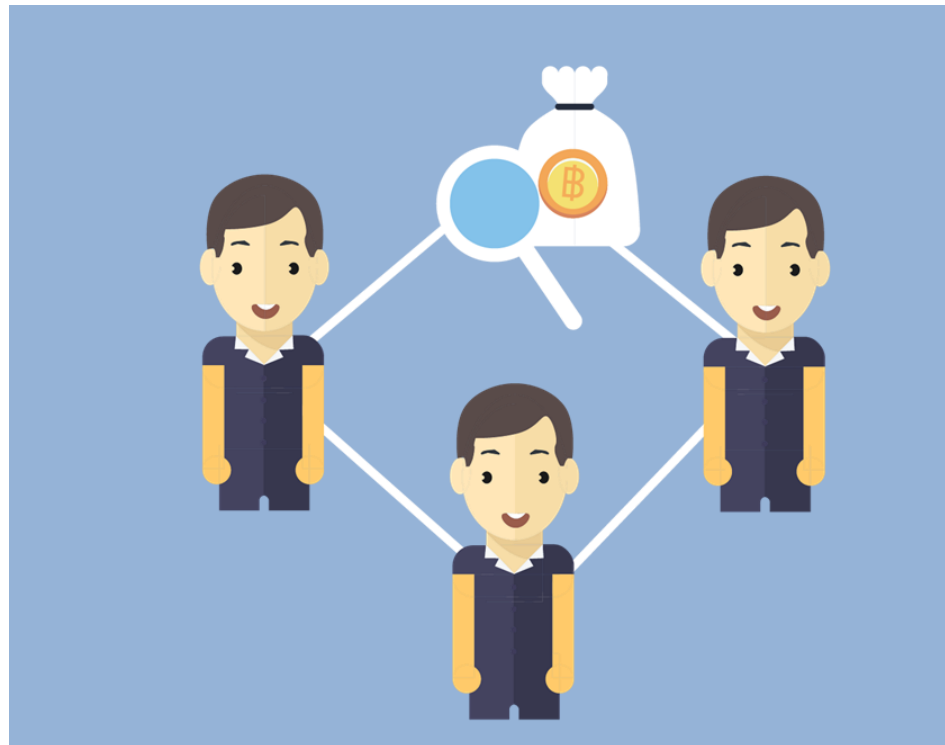


Source: OECD (2016), Office of the Vocational Education Commission (2015).

Note: Students participating in dual vocational program means vocational students who receive training in workplaces for no less than 25% of their school time.

- Risk of free-riding
- Tax deduction of 200% of actual expenses: too difficult to redeem (must be approved by the Revenue Department and Skill Development Department).
- Interrupt work schedule and process
- No systematic quality assurance
- Several parties

- Facilitate the establishment of intermediary agency that will take care of transaction cost in each issue.



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