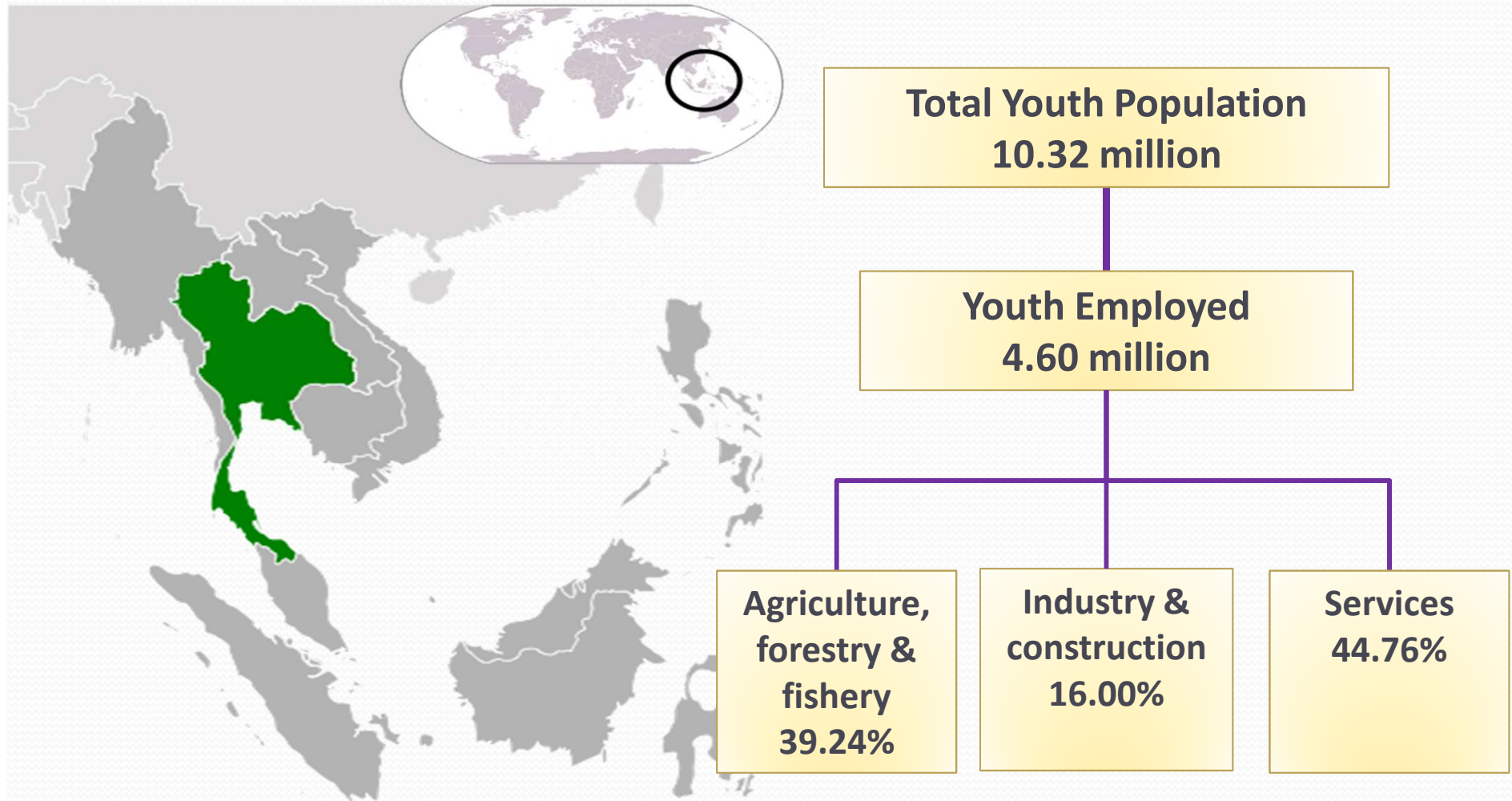




ASEAN Youth Employment Forum THAILAND

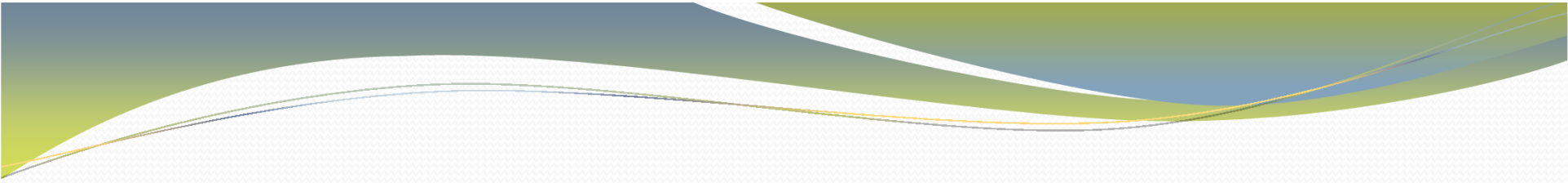
Presented by M.L.Puntrik Smiti
Inspector-General
Ministry of Labour of Thailand

Overview – Thailand Youth Employment 2012

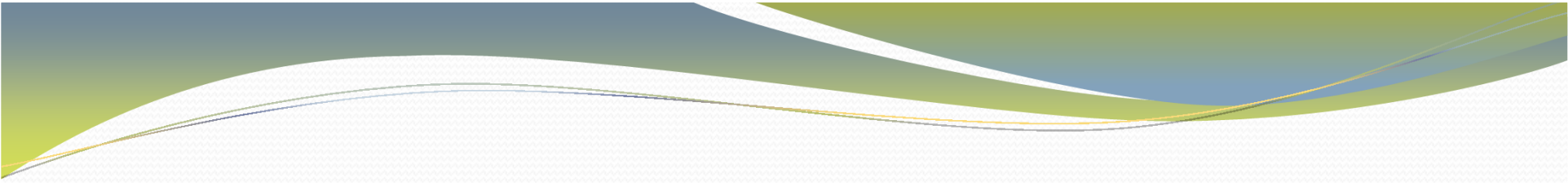


Source: Labour Market Research Division, Thailand

Map source: http://en.wikipedia.org/wiki/File:Location_Thailand_ASEAN.svg



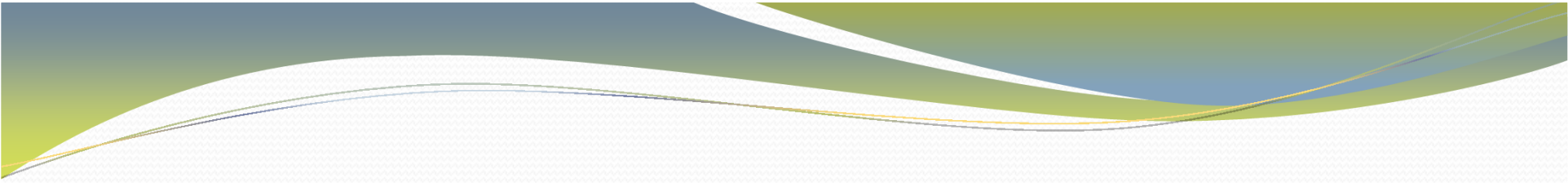
National Laws & Policies concerning Youth Employment



1. Constitution of The Kingdom of Thailand

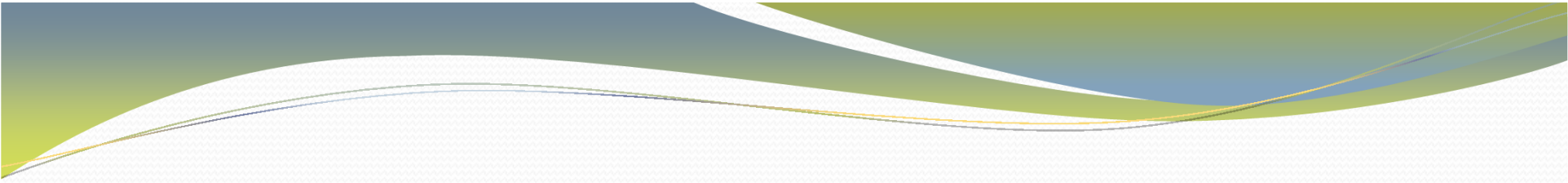
Article 84 (7)

Promoting people of working age to obtain employment, **protecting youth and female labour**, providing the system of labour relations and tripartite which entitles labours to elect their representatives, providing social security and ensuring labours working at equal value to obtain wages, benefits and welfares upon a fair and indiscriminate basis.



2. Skill Development Promotion Act 2002

- To Increase the workers' productivities and the efficiency to produce products and services to be exempted from an Income Tax of 100% from the actual expenses of the skill training and receiving those privileges from the Act.



3. Labour Protection Act 1998

The Act focuses on protection of wages, welfare and occupational health and safety and has been prohibited from employing a child under the age of fifteen years as an employee.

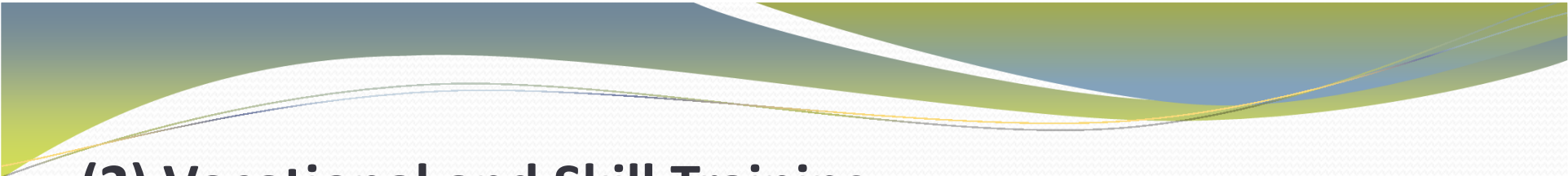


4. National Employment Policies & Related measures

(1) Cooperation between agencies

on promoting employment youth consists of the work from various government agencies.

- *The Ministry of Labour and the Ministry of Education (Office of Vocational Education Commission) have carried out **Co-operative Education Program** which promote students to actual perform in work-based learning to meet with their skills , knowledge and labour market demand.*

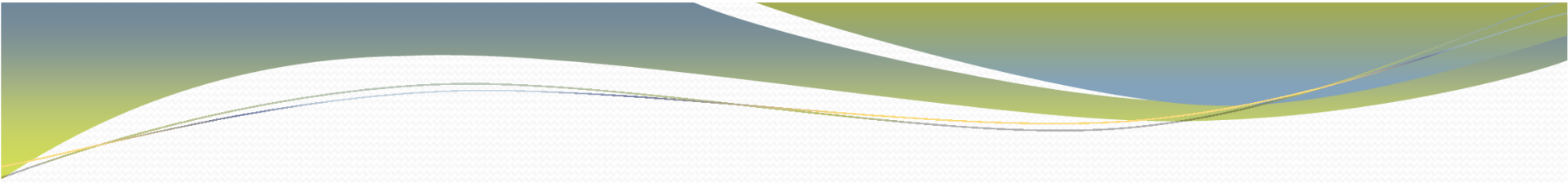


(2) Vocational and Skill Training

a. Pre – Employment Training

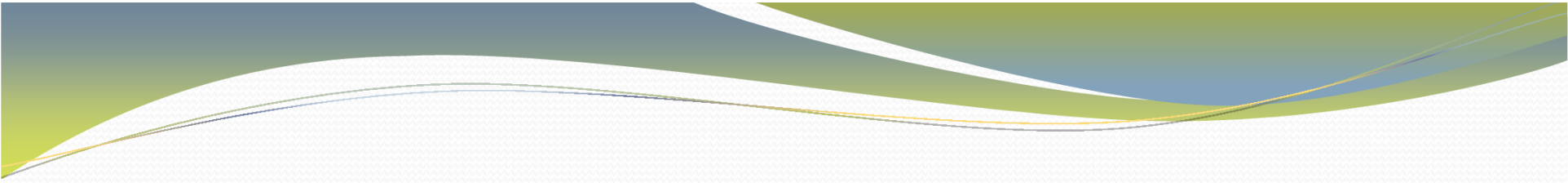
Vocational training is provided to prospective labour market entrants aged 15 years and over to meet with skill, knowledge and abilities necessary for the labour market.

b. Upgrade Training means skill up-grading targets to both the employed and unemployed with the aim to increase knowledge, ability and skills and enabling people to become employed or to continue in their current field with the capability of using new relating technology. Skill upgrade training usually constitutes 60 hours of training in average. A certificate is awarded to the successful trainees.



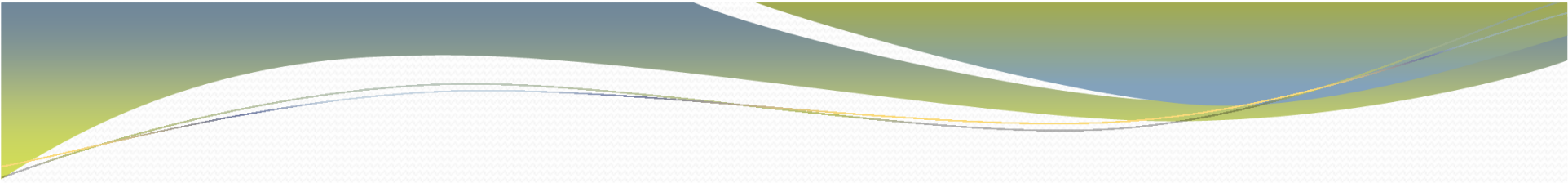
(3) Skill Competitions in ASEAN

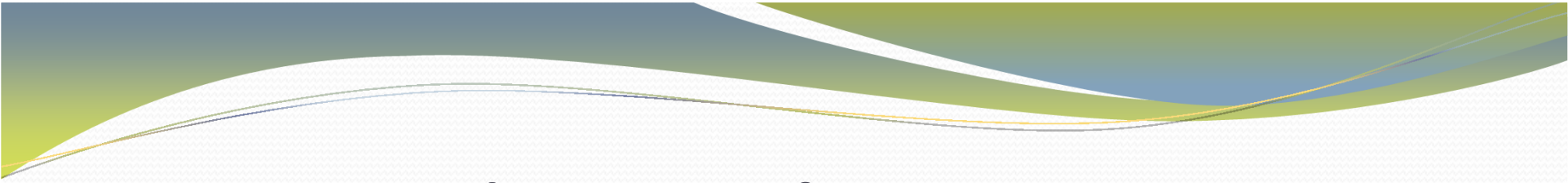
It is as a mechanism to improve the potential of vocational training system and enhancing the proficiency of skilled labour. The Skill Competition is conducted at regional, national, ASEAN and international level.

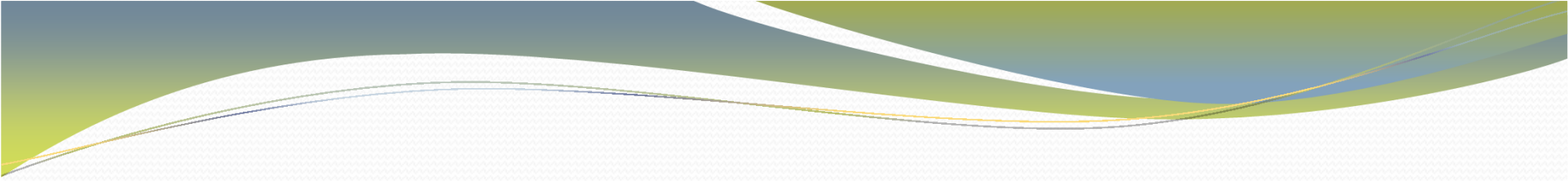


(4) Providing Vocational Guidance and Career Promotion

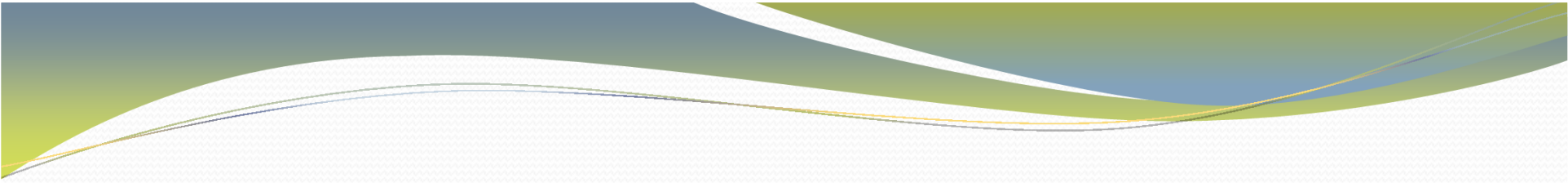
a. To providing vocational guidance, career information, and career aptitude test to students and general public so that they can make decision about the most suitable field of education and jobs based on their personality, aptitude, knowledge and skills, and labour market demand.

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- b. **Providing self-employment promotion, vocational guidance service, information** about interesting self-employment programs, and financial and training sources to unemployed persons as well as the poor for gaining both main and supplementary incomes.
 - c. **Arranging employment promotion exhibitions** to disseminate the information about employment and occupation in schools and other places.
 - d. **Producing and disseminating vocation guidance media** in forms of brochures, leaflets, posters, and video tapes.

- 
- e. **Serving as the Career Information Center**
 - f. **Encouraging home workers** to register their group, as well as providing knowledge on capability development to the group of home workers, and encouraging the group of home workers to make a loan from the funds provided so that their outputs could be increased.



Activities and Good Practices



Part-Time Jobs for Students Project

- To encourage students to earn income during their studies, as well as gaining discipline and experiences for future work life.
- Activities conducted in the project includes:
 - Students seminars: students interested in working part-time jobs would meet entrepreneurs and other students already working to gain information about working part-time.
 - Exhibitions and job demonstrations are held for students to learn and receive aptitude and English language tests.



Tri-Thep Center Programme for employment and complete income enhancement

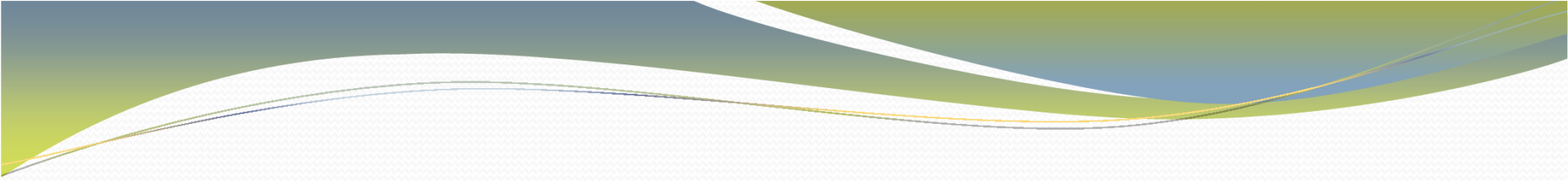
- Provides individuals (students, job seekers, general public, etc.) with in depth career guidance and counseling.
- Contacting employers for available positions.
- Presenting qualified and competent unemployed workers to employers for job placement consideration.

Tri-Thep Center Programme for employment and complete income enhancement (Cont.)

- Aim to reach 25,000 persons
- During October – December 2012, we have reached 8,487 persons.



Pictures from the Tri-Thep Center in Khon Kaen Provincial Employment Office



Challenges & Further Cooperation

Challenges

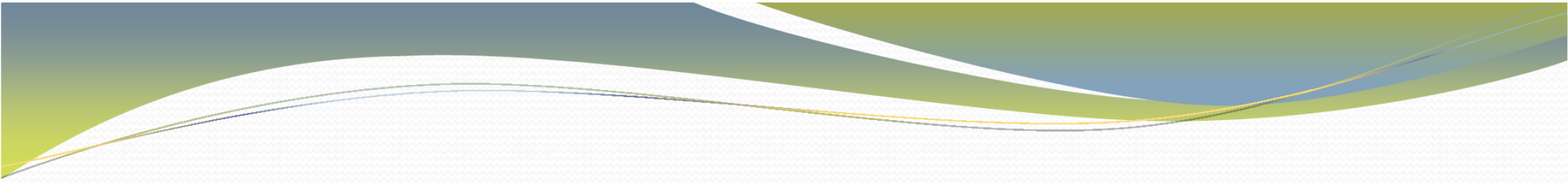
- 1. Labour shortage
- 2. Weak cooperation between lines ministries and stakeholders .
- 3. Parents and children are lack of understanding of career guidance.
- 4. No linkage of information system on supply and demand sides.

Further implementations to handle such challenges through focusing 3 groups of youth as following:

1. Students in school .

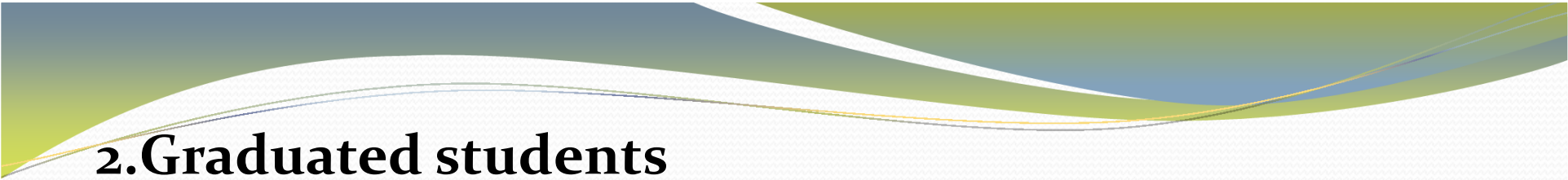
- Integrated policies between MOL and MOE on establishing work -training *entrepreneurship* system (*Co-operative education*) is needed.



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- For example :

“Panyapiwat Institute of Management” is one of achievement cases of work -train *entrepreneurship* in Thailand. Vocational training students encourage to earn income during their study as well as gaining disciplines and experiences for future work life.

After complete certain courses, if ability and skills of students meet labour market demand , job replacement for them are made



2. Graduated students

Graduated students will be participated in skill training in the training centers. After that, they will be on the job training in case of Toyota companies across country. Such competency base trainings are under the National Skill standard.



DSD&TMT Technical Cooperation Project (Thailand Car Service Industrial Skill Certification Program)



National Industrial Skill Standard Setting



Competency Base Training Under National Industrial Skill Standard (NISS-G50201)

- Pre - employment
- Up - Grading

National Industrial Skill Standard Testing (NISS-G502011 : Maintenance Technician)

- Knowledge Testing : 6 Module.
- Skill Testing : 5 Test Project.

- To work for TOYOTA Car Service Center
- To Receive TOYOTA Technician Skill Certificate (TEAM21 STEP 1)



Off-the Job Training



On-the Job Training



DSD&TMC Cooperation Project Cover for 300 Toyota Car Service Center, 6,575 Technicians and 5.5 million Car Repair/year



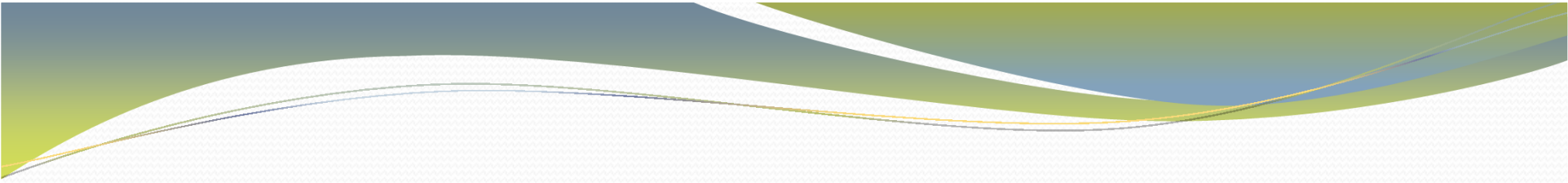
Skill Recognition Quality Assurance

3. Vulnerable youth (disabled ,women, probationer)

MOL collaborate with private sectors and relevant agencies to provide the tailor made training including on the job training for higher graduates students. If their ability and skills meet an enterprise's requirement, job placement or self employment will be made.





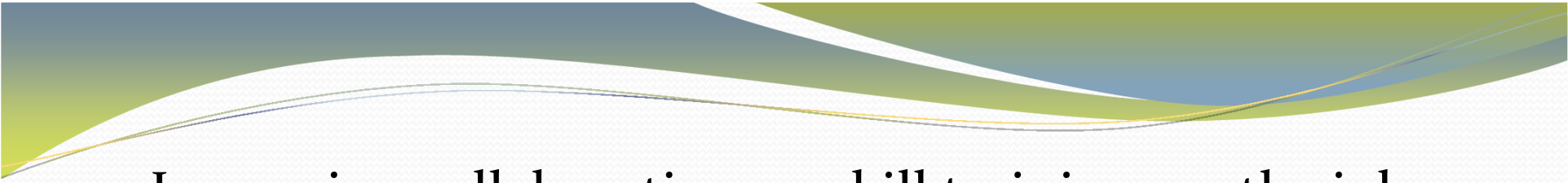


Recommendation

1. Integrated approaches on how to encourage graduates to realize the importance of their career should be emphasized among line ministries.

- 2. Comprehensive knowledge and information such as working skills, new skills *entrepreneurship* must be provided for youth.

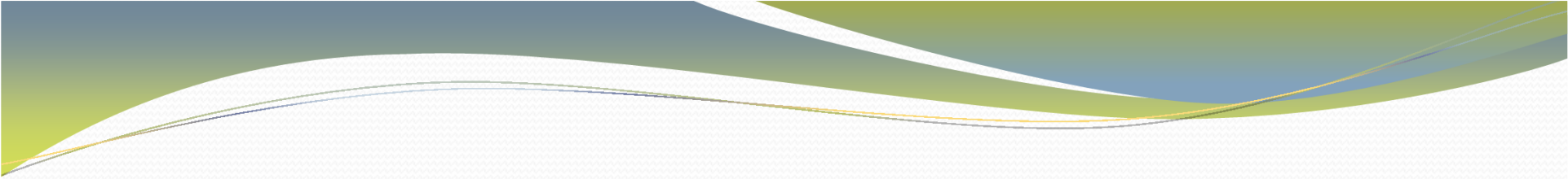




3. Increasing collaboration on skill training, on the job training, job placement between public and private agencies both intra and international level are needed.

- Recently there is cooperation between MOL and IMM Japan on preparation for skilled youth workers prior sending them to work in Japan.

4. Expedite information linkage between public and private sector.



Thank you