Introduction

Background Report for the opening of the Workshop on Skills Training in the Workplace on Tuesday, 23 March 2010, at 09.00 hrs. (Mr. Sundot Temswanglert, the Director, Office of Instructor and Training Technology Development)

On behalf of the workshop organizers and participants on “Skills Training in the Workplace” I would like to express my appreciation for the honour you have kindly come to preside over the opening ceremony of this seminar today.

This workshop has been planned for March 23-24, 2010 by Department of Skills Development jointly with the ILO Asia Pacific Regional Office. The Japanese government has kindly provided supporting funds. The main objectives are:

1. Promoting knowledge and understanding of benefits that shall be gained by the tripartite stakeholders who are the employee, employer and particularly involved DSD officials with direct responsibility in this matter.

2. Enabling opportunity for tripartite discussion and exchange of view points, including various workplace training experiences.

The seminar themes and topics have been designed with full collaboration from ROAP, aiming to achieve the set objectives. Leading topics for presentation and discussion are to enhance understanding in skills development and competency based training, ILO perspectives and international trends with the case study on skills development at enterprise levels from Japan and Thailand. Other relevant presentation shall cover skills training and job assessment system to promote workplace learning, training of trainers and assessors from international experiences etc. Apart from presentation by the ILO expert team, participants will work in smaller group discussion for which the outcomes will be presented at the respective plenary sessions. The expert and facilitator team comprises of the speakers from ROAP, Japan, DSD executives and executives of the employer and employee organizations. Conference interpretation services will be provided to ensure understanding for both speakers and participants throughout.

The participants are executives from the employer and the employee congresses, DSD executives from the central office and 12 regional skills development institutes including the director of the skills development division and relevant officials and the heads of various DSD sections, totaling 80 persons. They are however, categorized as 50 participants, 20 observers (DSD officials) and 10 of the experts, speakers and facilitators team. We will forward the seminar reports to all attendants in the due time.

I would like now to invite the Director General of the Department of Skills Development to kindly address the opening of the Workshop on Skills Training in the Workplace.
Inaugural Session

Opening Address by Mr. Nakorn Silpa-archa, Director-General Department of Skills Development for National Workshop on Skills Training in the Workplace on Tuesday, 23 March 2010, 09.00 hrs. at Pakorn Angsusingh Room, 10th Floor, DSD Building.

It is indeed my great pleasure and honour to be invited to preside over the opening of the workshop on skills training in the workplace, jointly organized by the ILO Asia Pacific Regional Office (ROAP) and the Department of Skills Development (DSD).

Amidst globalization workforces in various enterprises are facing the challenge of new working systems introduced by the free trade and fast changing technologies. This is because many workplaces continue to employ workers with traditional skills for their production. Therefore skills development is one of the required factors to improve capacity of the workforce and to enhance adjustment towards the use of new technology. Skills development at the enterprise level has proved to be one of the most effective measures to improve worker’s capacity as needed by the company. The employer or the workplace knows the best who should be trained, how the training should be and for how long, and for what specific purposes etc. More importantly, workplace training can be easily provided due to high flexibility without employee’s traveling to acquire it anywhere else. Training schedules can be prepared for the appropriately chosen time. These evident benefits have been the strategic basis for promotion of skills development at the workplace since 2002. The government adopted the Skills Development Promotion Act, B.E. 2545 and announced the enforcement as of 29 January 2003. Implementation by the effort of DSD for more than four years by now through promotion of skills training at various workplaces with different courses including preparation for recruitment, skills upgrading and training for new jobs, however, indicates room for continual achieving. The government has introduced the incentive taxation measure to allow 100% exemption of tax for skills training investment in addition to other benefits prescribed by the Skills Development Promotion Act, B.E. 2545. Nevertheless some 35% of enterprises hiring 100 employees and over are still found lacking compliances with the compulsory practice for providing skills training to their workforce. Certain workplaces are ignoring the law while a portion of them prefer contribution to the skills development fund rather than workplace training as legally required.

The aforementioned problems are normal incidents at the launching of state measurement. Once all stakeholders realize how much they will gain in the term of legal compliance benefits avoidance will certainly reduce. For instance, if they foresee the positive image of a corporate that upholds training commitment for workers with intention to keep qualified personnel while the trained employees feel that they are of a higher value.

The workshop on skills development by training in the workplace is therefore a good opportunity to provide better knowledge and understanding in more details to both the employer and employee. I do hope that it will be of great tripartite benefits gaining from exchanges of new ideas toward capacity building for higher productivity.
of our national workforce at the entrance of the competitive global market. I would like to express my appreciation to the ILO Asia Pacific Regional Office, the expert team, the Japanese government who provides funding and the Japanese speaker to ensure enlightenment of this matter jointly with the Department of Skills Development.

Now it is the auspicious moment for me to announce the opening of the successful workshop on “Skills Training in the Workplace; with my wishing for all achievements.

Speaking notes for Mr Bill Salter, Director SRO Bangkok
ILO/Japan/DSD National Technical Workshop and Study Programme on Skills Training in the Workplace DSD, 23-24 March, 2010

On behalf of the ILO Office for Asia and the Pacific, I am pleased to welcome you to this National Technical Workshop and Study Programme on Skills Training in the Workplace.

Let me begin by expressing my thanks to the Department of Skills Development for their efforts in organizing this meeting and to our tripartite partners for taking time to attend this workshop and contribute to the discussions of this important topic of workplace learning.

In this increasingly competitive nature of the economy and world, the demographic, occupational and technological changes have changed the views on education and training. Education and training is increasingly seen as a broader system involving not just educational institutions but workplaces, enterprises, a variety of government and community organizations and individuals. These changes have also meant that the skill levels of the employees must be continuously developed, a lifelong learning process. ILO’s Recommendation on Human Resources Development No. 195 recognizes this and stressed that enterprises play an increasingly central role in enhancing the investment in training and continuing workplace-based learning and training since governments cannot at all times provide all the technical training needed by a nation’s workforce.

A highly controversial issue frequently faced by industries and employers is skills mismatch. Employers are often faced with the problem of not getting the workers they need or find that their skills are not appropriate to the job requirements. One way to address this is to increase dialogue at all levels and for employers to develop new effective partnerships with training organizations at local levels and also to become involved at regional and national policy levels to ensure that training is relevant. Employers can also use this time to help upgrade the skills of trainers in training organizations by providing work experience opportunities or other mutually beneficial arrangements.

The current economic downturn also provides an opportunity for employers to review their approach to workplace learning. Learning in the workplace is always taking place and it is in the employer’s best interest to ensure that correct things are learned and that workers can become multi-skilled which will thereby reduce the need for supervision and increase quality.
The workplace is a good place for enterprises to develop good labour-management relations which can also increase productivity and create decent work. Management and workers representatives must encourage the workers to focus on self-improvement which will also enhance enterprise performance. Employers and workers can address skills development through a process of social dialogue in the workplace. As a whole, the government, workers and employers and society in general must create a culture of learning and meeting the challenges of change.

Thailand I am sure, will have rich experiences to present and share. I hope that this two-day workshop will provide everyone an opportunity to learn new developments and discuss views through your active participation. I wish you all productive deliberations!

Introduction to Skills Development and Competency Based Training; (by Mr. Ray Grannall)

This topic will cover 3 areas for discussion which are:
1. ILO policy and concept on prioritization of workplace learning.
2. Questions on the state roles to promote workplace learning through cooperation between the public sector, employer and employee organizations.
3. Introduction of competency based training; a case study from Philippines where the government center plays the leading role.

The framework under the ILO Recommendation No. 195, 2004 focuses on the role of employer to conduct workplace training and promote learning opportunity which is not new but needs official promotion. Trainings are generally observed as the role of education institutes without realization of what workers can learn everyday at the workplace.

The ILO Asia Pacific Regional Office covers 33 regional member states is promoting workplace learning and training under the national legal framework on social protection, child labour and skills development with inclusion of the disabled. Each country can set priority of this matter within the national action plans. ILO has launched this programme in January 2010 for a continual phase of 3 years.

The ROAP programme for skills development and employment opportunity focuses on the national system to provide formal trainings, promotion of competency based training and enhancement of employability in each country. Workplace learning is very important, especially in the informal economy and employment where people needs self development for higher quality living. In the formal sector with various labour markets it is not evident how the trained persons are employed. We are trying to improve employability for the trained workforce in this region to ensure hiring opportunity without miss matching. This will as well includes the disabled for skills development and employment opportunity.

Several countries in ROAP constituency are sharing problems of underemployment and unemployed while shortage of skilled workers is still found due to mismatched training. Two years ago we organized a training in Korea where many countries considered how to satisfy employer’s and employee’s needs by proper skills training.
Lacking required facilitators and trainers with certain skills and experiences in certain fields is really a serious problem faced by some workplace trainings while the classroom situation is better equipped. However our commitment is to promote capacity of workplace training. In Thailand vocational training is still regarded as the role of vocational schools and collages, and perhaps not by the ministry of labour. This has caused uncertainty whether vocational trainings can be provided externally although it is quite possible with gaining benefits. Nevertheless cooperation from several parties is needed to ensure the standard of classroom learning. At present there is a study covering these there issues in line with the first priority to establish training organizations. Integrated efforts are made by several ministries i.e. the ministry of education, labour, agriculture, public health and sports so that required trainings are properly provided to ensure employment for trainees. Education improvement is made by communication and exchanges of ideas among various training organizations and workplaces. Competency based training is to be conducted by the workplace. More importantly the government must put the national policy on skills development in coherence with the national development framework to ensure employment linkage and realization of training benefits. Regarding these three issues questions should be raised on the role of government, the employer and employee in training. Dialogues are needed to ensure clear understanding among the three parties since it is impossible that trainings provided by the government would perfectly suit the need of the employer. Effective cooperation is as well required from the employer in providing various skills trainings.

Thailand is one of the countries that observe such practice. Singapore concentrates on ensuring that each individual acquires at least one needed skill to enter the labour market. The government must at least provide literacy and numeration skills to all citizen as a basic employability standard. The next question is on preparation for approximately 10% of the population who are disabled. Thailand has disabled persons of a substantial figure. Whether it is possible to offer them employment opportunity without discrimination. Many studies have revealed that once being hired the disabled are among the best employees. They want to keep their jobs and prove that they are as able as their non-disabled colleagues. This matter is very important for this region, specifically at the time of economic crisis.

The government must play the leading role with certain initiatives to operate new training as well as retraining for laid off workers. Cooperation with other parties are required if the government is not handling all things by itself. Certification may be given for competency based trainings adhered to assessment benchmarks to identify level of obtained skills. At present several governments may ignore skills assessment or certification while some recognize how important it is and take active involvement. Therefore the government, the employer and employee organizations should jointly consider how workplace trainings and learning be promoted for higher effectiveness through tripartite relations and partnership.

There is a case study at the Philippines training center which provide competency based skills training in various fields to ensure qualified performing capacity for certain jobs. This includes safety awareness. The assessment procedure is mainly to identify needed capacity and skills and is applicable for several occupations in various industrial sectors. In Australia trainings are organized as packages while in Phillipines they are rules and regulations of trainings. There are hundreds of manuals
on standardized knowledge and skills pertaining required competency based trainings to ensure communication ability, team working, quality services for clients in the case of restaurants etc. Lists of required qualifications are composed in details of 15 packages. Some are of promoting standards while the others identify integrated skills of certain competency standards. They are not curriculums to launch training according to specified phases of skills development for which assessment is required for certification.

Vocational trainings for women in Philippines, for instance, cooking, restaurant services and other specific works are provided with well – planned guidelines to identify each trainee’s capacity attached with monitoring charts. If applicants can prove that they have acquired certain skills they will be granted exemption for training. There is neither teacher nor student, but a facilitator to handle learning charts, lessons and learning resources. Trainings can be provided by a trainer or working colleagues to enable theoretical learning alongside skills acquiring. If assessment is required the trainer or facilitator will serve as an assessor who will prepare questionnaires or operational tests with, may be, three measuring criteria. Those who pass such a test will receive competency certification. But there is no failing as in the case of classroom examination for those who have to come back for another test. Such a practice avails opportunity for trainees to attend trainings for specific skills whenever it is needed. There are also workshop facilities to provide special trainings in certain sectors, i.e. in the case where a group of six workers face the same problems in their working lines. The enterprise will then send them to get training from a learning center or any training organization as it is possible. Or otherwise required training will be provided at that particular working site. The one who has a better competency base may learn faster than those who have not. Trainees of course start training at the different level of competency. We will further discuss this matter more in details.

**Workplace Learning – ILO perspective and international trends.**

(by Mrs. Camela I. Torres).

**Importance of workplace learning**

At present changing technology does effect work performing approaches with higher complexity. This requires continual learning for the enterprise, employer and employee to catch up with and properly handle all facing changes. Such learning must also responds to training needs of the industry with flexibility and versatility.

The following factors mark successes of learning organizations:

1. Commitment toward workplace training and learning to promote and enhance training for workers and to maintain the trained workforce.
2. Integrated learning approaches to support production and businesses by formal workplace trainings equipped with records keeping and partnership with education and training organizations.
3. Literacy and numeration education as required by workers for which the learning process is more important than testing and it should be properly provided by the workplace.
4. Management process to respond to industrial needs with managerial commitment to ensure learning and skills development for workers.
Learning management

Systems and learning structures must be set up alongside resources development equipped with supporting activities, new skill training programmes and initiatives. Specific cooperation with various agencies should be acquired to conduct workplace learning with planning for assessment.

Partnership for learning

It is crucial to ensure quality leaning and skill training under the TVET training system to meet the needs and standards of the labour market. Partnership for learning is also important for promotion of services development of new markets as well as researches leading to better innovation.

Benefits of partnership

1. Economic gains: increasing productivity and competitive advantages.
2. Social gains: social and cultural development for educated population.
3. Creation of roadmap for long term public services.
4. Promotion of new and improving agencies and effective processes to endure working effectiveness.
5. Sharing of best practices.
7. Launching of various TVET policies.

Examples of ILO research projects.

Challenges against small enterprise’s traditional learning and training: implementation of public policy.

Amidst increasing global competition workplace learning become more important for survival of small enterprises. Continual skills development is required to enhance productivity of the international standards, value added products and opening of new markets. External trainers must be looked for to ensure the most effective training provided to all personnel.

The surveys conducted in 2006 revealed that 70% of enterprises in Mauritius gained 70% of learning at the workplace. State enterprises indicated that 30% of them learned 90% of required knowledge at the workplace.

In Thailand surveys found 70% of informal on the job learning among operators, 50% for supervisors and 20% for management.

The said survey also indicated gradual changing of perspective on learning from the traditional models to on the job training where the learner gains valuable and practical experiences. Therefore working reorganization always focuses on workplace learning to serve various needs depending on several factors, including technology, product, competitive strategies and especially the size of each enterprise. Research outcomes reveal that larger enterprises utilize formal trainings with clear structure. For instance, approximately 22% of larger enterprises in Mauritius rely upon formal learning and training while only 5% of small enterprises provide workplace training.
Study on HPWO (High Performance Work Organizations)

Research outcomes highlight trust between management and workers as the most important factor. Continual learning for employees needs cooperation and partnership among all concerned parties. The public sector must enhance the coverage policy encompassing training and learning needs to strengthen capacity of the employer organization, employees and workers with due consideration of the size of each enterprise.

Examples of workplace learning

1. **Malaysia (Human Resource Development Fund (HRDF))**
   - There is a fund formed by contribution of salary check off at 1% from companies hiring 10 employees and over. This fund enables the maximum return of 75% for training expenditure (not more than the paid contribution) which meets the approval procedure.

2. **Singapore (Skills Development Fund)**
   - The fund is set up by contribution from salary check off at 1%. It provides up to 30 – 70% of training expenditure. However certified skills trainings are more important than SDF since they can expand company trainings.

3. **Fiji (Training and Productivity Authority of Fiji (TPAF))**
   - The fund is set up by the employer contribution of 1%. Workers are allowed to claim for reimbursement of 90% maximum. Larger enterprises make more claims than SMEs. All training expenditures are covered by TPAF without support from the public sector.

4. **New Zealand Industry Training Programme (ITO)**
   - There are more than 40 ITOs which support needs assessment for company trainings. Contracts are signed with training partners for workplace learning, internally or externally.

5. **United Kingdom (Sector Skills Councils)**
   - It started as the national ITOs covering various industrial sectors prior to becoming the Sector Skills Councils. Each council is responsible to identify needed competency and promote specific industrial trainings.

6. **Germany Dual System**
   - It composes of theoretical learning in collages and on the job training at workplaces. Many countries adopt the dual system as part of the national training procedure.

7. **UK Trade Union Learning Programme.**
   - The training project which set up by TUC is supported by the public funding. The objective is to promote worker participation in learning, especially for basic skills training.

8. **Finland’s Training Programme.**
   - It is mainly competency based training for adults comprised with 20% of theoretical learning and 80% of workplace training.
9. SME Training in Spain
Informal training is provided by workers with reducing workload to their colleagues.

10. Sweden Advanced Vocational Training (AVT)
The key content is to provide analytical skills under the organized system to handle assigned duty and responsibility. This approach needs high level supervision with required facility provided by the enterprise.

Workplace Learning: Japan case.
Mr. Nobuo MATSUBARA, Deputy-Director, Overseas Cooperation Division, Human Resources Development Bureau, Ministry of Health, Labour and Welfare of Japan.

Human Resources Development Promotion Law

Japan has adopted the law on promotion of labour capacity development for employees in various organizations. The HRD Promotion Law enacted by the Ministry of Health, Labour and Welfare of Japan prescribes for human resources development requirement as follows:

Section 4: Responsibility of the concerned parties which requires that:

The employer shall;
1. provide needed occupational training for employees,
2. provide necessary supports to enable worker’s opportunity on acquiring education, training or occupational tests etc.

The government and local government shall;
1. promote human resources development projects organized by the employer,
2. promote vocational education and trainings (VET) with skills assessment in various industrial sectors.

Section 6: Role of the Ministry of Health, Labour and Welfare of Japan which are for;

Implementation of the basic plans on human resources development by providing useful suggestions to relevant employer organization; ensuring that vocational trainings are conducted and supported by other measures to enhance skills development for workers involved.

With suggestions given by the Labour Policy Council supports are provided to various concerned organizations and persons including:

Supports for the employer which are;

1. Funding
Type a: The Technical and Vocational Education and Trainings (TVET) provided by the employer are entitled for supporting funds provided that such trainings are of;
1) definite objectives of vocational training,
2) company’s internal HRD plans,
3) Off-The Job Training (OJT) for a period of over 10 hours. The funding carries following conditions;
   3.1) accounting for one fourth of necessary expenditure for training (one third for SME) and,
   3.2) accounting for one fourth of wages throughout the training period (one third for SME)

Type b. : Measurements to allow the employer to carry out various activities including:
1. permission on leave for the employee (more than one month) to acquire skills development,
2. requirement on vocational skills testing for employees.

2. Certified vocational trainings
The aforementioned law also provides supports to the employer to ensure workplace vocational trainings under various conditions which can be concluded as follows:

1) The set up vocational training must be concurrent to the required criteria comprising of course title, duration, operating agency etc.
2) One third of the occurring expenditure shall be subsidized by the national and local government funding (two third is by contribution).
3) There were 1,254 private enterprise entitled for supporting funds for various TVET courses in the budgetary year 2006.

**Unemployment Benefits, etc.**

<table>
<thead>
<tr>
<th>Fund</th>
<th>(Purpose) To establish employment and promote reemployment in cases where a worker lost and income source by losing employment, where difficulties were ousted for worker to continue employment, or where worker voluntarily received education training for occupations</th>
</tr>
</thead>
<tbody>
<tr>
<td>-contributors (Equity) Chair by employers and employees 12/1000 -some by the treasury</td>
<td></td>
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</tbody>
</table>

**Detail of benefits**

- Job applicants’ benefits – benefit for the unemployed
- Employment promotion benefit- benefit for those reemploy early
- Education Training benefit- benefit for those voluntary receiving education/training
- Continue employment benefit- benefit for those continuously employed

**Two types of services**

<table>
<thead>
<tr>
<th>Fund</th>
<th>(Purpose) Preventing unemployment correcting the employment and enhancing employment opportunities, and developing and enhancing worker abilities.</th>
</tr>
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<tbody>
<tr>
<td>-contributors Employers only 3/1000</td>
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**Detail of services**

1. Services for Employment Stabilization
   - support for employers
   - support for reemployment of employment applicants with and high urgency such as the middle aged and elderly, etc.
   - support for employment of the youth and the females relating children
2. Service for HRD
   - Improvement of vocational training facilities
   - support of training for workers and job seekers
   - support for educational training provided by employers (sub aidless, etc.)
   - Promotion of the vocational ability evaluation system

Various expenditure covered by the employer for TVET can be concluded as shown in the following chart.

**Employers’ Expenditure for TVET**

<table>
<thead>
<tr>
<th>number of TVET providers</th>
<th>expense from private company</th>
</tr>
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<tbody>
<tr>
<td>17,000</td>
<td>¥ 400 B</td>
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</tbody>
</table>

**public**

- government
- prefectural government
- The 3rd sector (semi-public sector)
- independent organization (college, professional school)

**educational corporation**

- university, graduate school
- professional school

**private sector**

- financial group, association, corporate body
- NPO, labor union
- chamber of commerce and industry, employer’s association
- company limited, limited company

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11
Present trends of internal trainings by enterprises in Japan

Studies and researches on HRD in 2008 organized by the Ministry of Health, Labour and Welfare of Japan covering 7,879 state enterprises and 19,869 persons revealed that:

1. State enterprise’s HRD policy mainly focuses on “Cooperation and responsibility” “driving by the production line” and “targets for every worker”.
2. Self-development is a part of occupational development and promotion.
3. 70% of state enterprises are facing HRD problems.
4. Problems concerning skills transfer due to retirement of the workforce during the baby-boom era.
5. Approximately 76.6% of businesses have to provide off-the-job trainings for permanent employees.
6. Approximately 59.4% of businesses operate on-the-job trainings systematically for permanent employees in the budgetary year 2007.
7. HRD programmes for permanent employees are recognized as “organization’s responsibility” by 64.2% of the respondent enterprises; whereas 35.9% regarded them as “each employee’s responsibility”.
8. Regarding VET programmes for permanent employees 66.8% of respondent enterprises indicated that “Head office plays the leading role” while 33.2% of them identified “Line management” for leading role.
9. Approximately 74.4% of enterprises focused on “On-the Job Training” to provide VET programmes for permanent employees.
10. Approximately 54.4% of the companies (56.4% in 2006) focused on “internal VET” to provide trainings for permanent employees whereas 45.6% (43.7% in 2006) mainly provided for “external VET by other organizations.”
11. Among the 90% of reporting businesses by which required competency was indicated 46.3% (previously 41.5%) of them said that “we informed our employees” while 42.2% (previously 45.4%) said “we informed our employees at a certain level.”
12. Competency assessment was conducted by 60.3% of reporting businesses.
13. For qualification certifying (by several alternatives) the surveys indicated that 55.3% used “skills testing” as the judging standards, 34.6% mentioned “certification issued by the public sector” and 33.3% pointed out that “certification was approved and issued by organizations in the private sector.”
14. Regarding acknowledgement on required competency 25.6% of permanent employees told that “we have been sufficiently informed” while 51.9% said that “we have been informed at a certain level” which indicated that as many as 77.5% of the employees were informed about jobs requirement.
15. There were 79.2% of businesses (previously 79.7%) saying that “we have provided supports” for self-development of permanent employees.
Designs to support workplace learning and resources for assessment

The figure below illustrates required vocational competency in various areas.

**Vocational Abilities of Workers**

Competency is a composition of skills and knowledge for which workers acquire from training and working experiences plus continual development. It is assessable and indispensable for all workers, for instance, positive working attitude, motivation, good personality, loyalty to organization and value. We can enhance capability and competency for all workers through training and development which enable required vocational outcomes.

Competency assessment is a mean to indicate knowledge and skills earned by a worker through training and workplace learning.

In Japan the required basic competency is composed of basic knowledge, calculation ability, communication skills, team working and problem solving etc.
A Model of Human Resources Development at Workplace

Skill Development Cycle in Workplace
(PDCA Management)
Case Study: Human Resource Development System Chart

Collaboration with Private Firm & Vocational Training Institutions

Company which hopes to foster young workers
Interview and recruitment
6 months ~ 2 years
Secure core skilled workers at the workplace

Approval of training implementation plan by Minister of MHLW
Implementation of training according to the approved plan
Skills Evaluation

Training in the VET institution
OJT training in the company

Stratified Education Specialized Skill S.E.
**PDCA PROCESS for TRAINING MANAGEMENT**

- **P** (Plan)
  - Understanding of Training needs, Design curriculum, Setup course
    - Needs understanding by a questionnaire and hearing research
    - Analysis of needs by the PPM (Product portfolio management) method
    - Setup training course responds to the needs that utilizes the Training Plan Operation Meeting

- **D** (Do)
  - Implementation of effective training
    - Training with important point of curriculum (input seeds)
    - Implementation training focuses on acquirement of trainee

- **C** (Check)
  - Evaluation of effect and understanding of point of issue
    - Understanding of training acquirement grade of trainee
    - Understanding training effect and point of issue at training center of trainee

- **A** (Act)
  - Revision of curriculum, training course
    - Based on point of issue (lack of technology, skill etc.) understanding of needs such an adding, change course, and reversion of curriculum course

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**SYSTEM・UNIT training Structure**

- **6 months training**
  - **Training Target**
    - Achievement 1
      - System 1
        - Task 1
          - Unit 1, Unit 2, Unit 3, Unit 4
          - Standard system
    - Achievement 2
      - System 3
        - Task 2
          - Unit 1, Unit 2, Unit 3, Unit 4
          - Selectable system
      - System 4
      - System 5
      - System 6

**System3,6 is based on regional training needs**

*N. MATSUBARA*
A List of Requirements for Setting up Public Vocational Training Courses (Item to be Tackled and Evaluation Item for each Process Item) (Draft)

In order to set up and operate public vocational training courses, we should meet and clarify the requirements set up for each of the undermentioned basic processes I-VII related to setting up and operation of training courses that can be objectively evaluated, so that we may ensure maintenance and improvement of the quality and reliability for each course.

1. Grasping training needs
   - School graduates
   - Those in service
   - Entrepreneur
   - Association, etc...
   - Recruitment/personnel
   - Job seekers' needs

2. Selecting areas for practical training
   - Existing list of training courses
   - Review of training areas based on the results of the analysis of recruitment (human resources), needs and job seekers' needs
   - Review based on policies
   - Review by specialists in the industries
   - Consultation with the organizations concerned
   - Publishing opinions, etc.

3. Preparing for training
   - Training of persons in service
   - Commission type practical training
   - Practical training at the actual job site
   - Training of the unemployed
   - Training of graduates
   - OJT
   - Training of persons in service
   - Training of the unemployed
   - Training of graduates

4. Implementation of training courses
   - General industrial conditions
   - Job hunting situation as grasped by Hello Work
   - Number of effective job seekers, etc.
   - Job seekers' needs (questionnaires, hearing)
   - Job vacancy situation as grasped by Hello Work
   - Recruitment information offered by Job Information Network, private agencies, etc.
   - Recruitment information provided to vocational ability development facilities
   - Needs of entrepreneurs, associations of entrepreneurs, etc.
   - Reports by various research institutes, etc.
   - Analysis of mismatch in job seeking and recruitment needs, etc.

5. Evaluating training courses
   - Users, etc.
   - Evaluation of training courses
   - Advice on the results of evaluation

6. Improving training courses
   - Business results reflect on the review of training courses
   - Declaring information on the results of the review of training courses
   - Assessed value increased by improvement

N. MATSUBARA
Skills development in the workplace: how it is operated in Thailand.

(by M.L. Puntrik Smiti, Deputy Director General, Department of Skills Development, Thailand).

The Thai government has announced the national policy on skills development adhering to the 10th National Economic and Social Development Plan (2007-2010) with following strategies for implementation:

1. Enhancing development for all Thai people and the society at large as the intellectual and learning nation.
2. Enhancing competency and skills development to support national competitive advantages with increasing knowledge and skills.
3. Creating learning and training systems to ensure effective productivity based on thinking, analyzing, creating, problem solving, decision making, team work and ethical standards to enable adjustment toward modern technology and culture of learning society.

The government announces the policy “to develop and train workers of all levels for required skills and standards determined by technology changing and needs of labour markets which shall be possible by upgraded capacity of skills training institutes and centers nationwide. Increasing participation of the private sector shall be promoted through workplace learning with integrated skills training by cooperation between the public education institutes and the private sector”. Lifelong learning shall be highlighted.

Worker development plans of the Ministry of Labour.

1. Recruitment and employment services as required by the labour market.
2. Capacity and competency enhancement for workforce development in response to labour market demands.
3. Updating labour market information system.

The law on skills development

The Labour Development Promotion Act, B.E. 2545 (2002) promotes workplace participation in skills development by prescribing taxation incentive and other benefits to support business owners.

Skills development by enterprise in Thailand.

1. At present:
   - Trainings by the company (internal and external).
   - Jointly organized trainings with the public agencies, i.e. Department of Skills Development, Department of Industrial Promotion.
   - Jointly provided trainings with educational institutes such as Office of the Vocational Education Committee.
   - Jointly organized trainings with the employer council-employee congress.

2. Supports provided by the government.
   - Funding, trainers and curriculums.
   - Tax benefits as prescribed by the Skills Development Promotion Act, B.E. 2545.
- Full reimbursement for training expenditure as prescribed by the aforementioned Act.
- Migrant skilled workers or experts are allowed for hiring as trainers.
- Exemption of import tax and VAT for training machinery and equipments.

**Enterprises covered by Skills Development Promotion Act, B.E. 2545.**

It is required that enterprise hiring 100 employees and over shall provide training for at least 50% of their workforce annually, according to the calendar year. If trainings have not been organized or met the required proportion the respective enterprise shall make contribution to the labour skills development fund at the rate of 1% of wages entitled by workers for whom trainings are not provided as legally required. The enterprises which are obliged to make the said contribution shall submit the payment form within March of the following year.

**Supporting roles of the employer organization.**

Promoting working capacity of employees by having them attend trainings in various new courses. Providing budget to support capacity building courses for personnel of all levels.

**Supporting roles of the employee organization.**

Promoting employee’s participation in various capacity building courses while having its representatives attend meetings on curriculum discussion. Acquiring budgets to support various projects.

**Training and employment systems.**

Skills development at the enterprise level in Thailand composes of:

1. Vocational guidance within the framework of the Department of Employment.
2. Vocational training systems under the guidelines provided by the Department of Skills Development equipped with the manuals to satisfy needs of the new entrants as well as those who want to upgrade their skills.
3. Training assessment verified by certification.
4. Skills testing for required standards by measurement of knowledge, skills and working attitude according to the national standards or a specific standard verified by certification.

**Entrance to the employment system**

1. Through the workplace training to secure employment.
2. Through training systems jointly organized with the workplace.
3. Through employment services provided by the Department of Skills Development.
4. Through direct entrance to the labour market.
Training and skills assessment in the workplace.
(Mr. Ray Grannall: Regional Senior Specialist for Skills Development for Asia Pacific Region)

Workplace Learning

Workplace learning can be provided and improved at all times with proper promoting facilities. If both the employee and employer appreciate its benefits they can effectively promote workplace learning.

Effective management of workplace learning

1. Planning for effective management of workplace learning equipped with assessment tools on learning progress.
2. Organizing tests for verification/certification to increase employee’s satisfaction.

Workplace learning will enhance employee’s self respect and confidence while reducing dissatisfaction caused by workings in general since it will help solve facing problems, improving services for customers and create self-satisfaction etc. Good practices are observed in the cases of Toyota, Mc Donald and Quantas where workplace learning is entitled for certification. Testing is required for verification as they are truly learning organizations.

Example of workplace learning management.

1. Employees are firstly assigned to work on the easier production line and gradually shifted to handle more difficult job with increasing complexity. They will learn from working with the more experienced colleagues.
2. Employees are working as a team and learning together. In Japan the Quality Circle (QC) model is a tool for group learning to enable discussion and experiences sharing among team members on how to improve working processes to improve productivity. Some organizations assign the more experienced workers to act as trainers or mentors to support the others. In certain cases employees wear different colour uniforms to identify their status; for instance, the assigned trainers are wearing uniform.
3. Organizing short training courses in the workplace. For instance, when the company buys a new machine the sale representative will give trainings on machine operation equipped with working manuals and discussion on various working stages. There will be a place to keep all those documents which are accessible by all operators.
4. E-Learning sources are provided to facilitate additional self-learning by concerned employees.

Workplace learning development

Creation of new methodology to develop workplace learning system should base upon following considerations:

1. Study working models and procedure from supervisor’s information to prepare the work operation chart, boards on working suggestion, manuals etc. There should be a space to collect required manuals and books accessible by concerned workers to support problems finding and solving.
2. Identify required working skills and competency by training needs analysis, including attitude toward each specific position so that the employee can properly adapt self-learning approaches.

3. Development of basic skills are very crucial so that employees can further increase their competency on top of basic literacy and numeration skills.

4. Encourage self-learning through several means to promote workplace learning which include;
   4.1. to name the employee of the month or the year,
   4.2. to provide various communication media i.e. books, VDO, periodical publication, computerization to employees for updating news on industrial innovation,
   4.3. to enable employee participation in various industrial seminars and trainings to ensure continual self-development,
   4.4. supervisors are not always good trainers, thus assessment on training capacity is required as well as providing for sufficient and modern training equipment,
   4.5. idea sharing among employees on how to improve workplace learning process which is the all time education to ensure need satisfaction trainings.

5. Provide training for supervisors since, according to the speaker’s observation on practices found in many countries, the supervisors are expected to perform as effective trainers for their subordinates and mentors for the new comers for which good communication and knowledge transferring skills are a must.

6. Rotation of positions and workplaces in the Pacific Iseland region is for a 3 year term for which planning to ensure linkages and the over all organization missions are required. Proper rotation is of great benefits without which (i.e. from the accounting section to an absolute irrelevant job) failure will come.

7. Study from various sources to develop proper learning models;
   7.1. site visits to a neighbouring company of similar businesses but might be of different training strategies,
   7.2. studying from various text books.

8. Workplace learning assessment can be done in different ways i.e. by a critical incident report, two-way questionings, evaluation questionnaires, false findings, group discussion, observation and test project. The last one encompasses testing of several skills and works well in many countries. Toyota, for instance, utilizes this model for assessment of external trainings provided by other organizations.

   Records must be kept for every stage of working procedure to assess workplace learning, perhaps in the form of VDO, for double checking which will be of a great value for setting a national standard. Mainly the required monitoring process and certification for an enterprise is carried out by the external qualified assessor or agency.

9. Partnership between the company and the training organization must be established to ensure identifying of training needs and competency gap so that the proper courses can be developed by the latter. Both parties must share all required working details for the best cooperation to ensure good learning and trainings for the employees.
Core skills/Key skills in the workplace.
(Ms. Camela I. Torres).

The important skills are knowledge and competency which ensure job security and advancement for employees who are equipped with ability to handle changing situations and enter the labour market with confidence.

Acquired skills are widely applicable to both working responsibility and relationship with peers. It is as well the ability to enhance effectiveness of employees either at the individual level or in the teamwork. If it helps solve working problems it indicates as well that the employee possesses required general living skills which enable his adjustment to face changes in the future. However the most important thing is how to compose all required skills into models of workplace human resource development.

Guidelines for major skills development

Such guidelines comprises of skills in various areas namely:
- Globalization with emerging economic models.
- Pressure for continual learning.
- Needs for job security, capability and advancement.
- Needs to increase competitive advantages.

Examples of core skills required by the employer from the employee.
- Transparent and accountable responsibility.
- Quality determination for core works to enhance productivity.
- Ability to help the others (peers).
- Think and act as a business man.
- Upholding honesty, ethics and making good examples.
- Self-realization, accept the others as they are, understanding people and environment differences.

Various terms used to name skills

Core skills are named differently. Many people are confusing by the use of the terms “important skill” and “needed skill” as well as other words such as basic skill, skill in wider perspective, basic competency, basic expertise, general skill, life skill, social skill etc. Actually these words are of the same content but they are used in the context of different countries. Followings are example from some countries, including:

1. In Australia the term “core competency” covers ability to;
   - collect, analyze and manage data system,
   - communicate ideas,
   - plan and manage activities,
   - work as a team,
   - utilize mathmetic technics,
   - solve problems,
   - use technology and computerization.

2. In the United Kingdom “core skill” covers:
   - personal communication skill,
- personal ability in work learning,
- skills in numeration and calculation,
- problem solving,
- the use of information technology (IT),
- working with the others.

3. In Singapore the term “working skill” is used with details such as:
- ability to read and write,
- problem solving,
- communication,
- cooperation with management,
- life-long learning,
- think globally,
- self-reliance with living skills relevant to work.

4. In the United State the term “know how” is used for working ability such as:
- working with the others,
- working as a team,
- IT competency.

Three major models of important skills

The study carried out by a company in the developed country reveals that important skills are of the 3 following characteristics, namely:

1. The core competencies covering communication, team work, planning and management with transparency and accountability, creativity, recognizing with ability to catch up with technology.
2. Ability in management which includes leadership and working competency.
3. Value and attitude which includes honesty, moral, professionalism, recognition of personal and environment differences.

The aforementioned examples indicate that often used skills are analytical thinking, ability to solve problems, creativity, communication skills, access to information, working as a team, technological skills, self-learning, understanding of environment, people and social diversity. All of these skills are of great important for the working world in the future.

Training conceptualization has been changed to focus on learning society which welcomes new approaches to acquire knowledge and learning. Focus is now on learning and training to learn for which learners can set up their own goals while the trainer serves as a facilitator to support the learning process which is more flexible with a wider scope i.e. learning from other people and organizations where and when it is possible. The conclusion is that the most important skill an employee acquires from learning and development is what enables him/her to work and live in the society of globalization. With different working process in each business sector the respective employer must indicate what are the core skills required for his/her operation.
Additional information presented by Mr. Nobuo Matsubara.

Mr. Nobuo Matsubara participated in the ILO conference in Geneva, in 2008 as the representative from a member state. The conference discussed many important concepts on core skills from which one could write a dictionary. In sum it is “the basic preparation for working” which partially gained from basic education, secondary and tertiary education respectively. Some skills are also earned by external learning as well as from trainings and workplace learning. But most of all it is from life-long learning.

Additional information presented by Ms. Pitcha Wattanalukkee.

Skills development at the workplace level is quite possible by the employer’s arrangement. Problems, if there might be, can be solved by the supports from the government. The Mall Group has organized “Training the Trainers” jointly with the Department of Skills Development. However the business must be able to identify its needs, what skills employees should acquire and at what level etc. For the Mall Group the required core skills are quality services for customers, supervisors’ training and workplace trainings for employees. The company organizes the external education center for its employees with supports from the Ratchaphat Suan Dusit University. The over all objectives are not solely to develop businesses of the Mall Group, but also for human resource development purposes of the country at large.

Social dialogue and partnership to support workplace learning
(Mr. Ray Grannal: Regional Senior Advisor on Skills Development, ILO ROAP)

Partnership in organizing workplace skills training has been observed among enterprises worldwide, starting from person to person, among organizations and between the company and training organization. Records are kept with announcement of such partnership which leads to discussion on setting up the working structure. Partnership in trainings enables arrangement of various programmes to serve the needs of both employers and employees. Moreover it encourages the competency assessment in lines with and comparable to the required national standard systems.

However the remark is that activities are booming at the time government supports are still available. But they are evidently slow down or faded out at the end of state supports. Such a trend disrupts continual or sustainable skills development efforts. Therefore partnership in trainings has become the solution to the said problem with practices in many models i.e. the jointly organized programmes by the local training institute or the chamber of commerce and the company in a specific business line. Such joint efforts may be for a temporary training. But its sustainability will be of extreme benefits for labour skills development.

Large corporations in general are not willing to provide training for a large group of students. In such a case partnership will make it possible, i.e. the joint programmes between Toyota Australia and the local collages and “The Training Institute for Training”. Through this partnership programme students of the last 2 years of certain courses will get training from the institute. Then Toyota comes to recruit new employees from those trainees. This is the way to avoid training burden for a large group of students while it enables selection for recruitment.
Social dialogue and partnerships to support workplace learning
(Mr. Dragan Radic, Senior Specialist on Workers’ Activities, ILO SRO-Bangkok)

The answer of why employers should invest on skills development for their employees is that the workforce with higher skills enhances higher productivity with a higher return to the business. Skills development for workers require 1) a lifelong learning process; 2) workplace learning. Many definitions are given for the meaning of skill. According to the speaker (Mr. Radic) the skill comprises of knowledge, ability, attitude and willingness to use them all for working i.e. communication skill, specific technical knowledge and self adjustment.

Lifelong learning has been observed in many countries as a must for all people. Amidst globalization no longer that classroom learning with testing and examination is the only model to acquire knowledge. Several reasons are justifying lifelong learning. They are:

1. In the working world knowledge acquired from classroom learning is not sufficient. It needs additional learning at the workplace.

2. At present as well as in the future learning is required to meet the need of global economy with continual technology advancement. Skills certainly need improvement to ensure working ability. Lifelong learning is the only mean to acquire modern skills of various innovation.

3. There should be public policies adopted by the concerned authority on lifelong learning from joint planning efforts for furthering implementation.

4. Lifelong learning is personal responsibility while workplace learning is possibly taken as the employer’s responsibility to promote the required practices. Lifelong learning is truly an individual duty and responsibility. It is not possible for the employer to ensure lifelong learning for the employee.

Workplace learning has been widely argued for which sector of the business it is most important; whether it should be for shareholders, customers or employees. Mr. Dragan Radic considers that it is most important for the employees since quality of products or productivity is the outcome of employee’s performance. Good quality products satisfy the customers and bring back high economic returns. Therefore enterprises are required not only to change machinery, partners or product designs but also to develop worker’s skills which include technical competency and other abilities such as languages, learning capacity, self adjustment and problem solving etc. All of these indicate importance of workplace learning as a mechanism to ensure competitive advantages in the market place.

How to manage workplace learning with successes

1. Regular contacts between the company and the union must be maintained to ensure full cooperation from employees.

2. There must be training plans in harmony with the company policy adhering with training guidelines and strategies. The employer is generally aiming for a short
term outcome of fast and good gaining. Therefore workplace trainings should be well justified for business gains.

3. Researches conducted in Asia, Australia, New Zealand and Europe to study training benefits reveal that workplace training has increased productivity by 5-6% accompanying with long term benefits.

4. The employer should have positive attitude for trainings with trusts in those trained employees that they will be able to better achieve the targets, otherwise there must be a plan for continual trainings.

5. Performance assessment should be conducted while training incentive should be introduced to enhance working commitment and appreciation of self value and work satisfaction.

6. If the employer fails to recognize training significance business outcomes may not be up to the required targets and cannot catch up with the competitor who favors trainings for the workforce.

Despite all benefits why the employer continues to ignore workplace trainings

1. High cost and time consuming in terms of budget and working hours to design training courses.

2. It is costly to contract external organizations for trainings as well as causing problems to find workers to replace those who have been sent for trainings.

3. SMEs are not able to cover training costs. The government should adopt a promotion measure to ensure trainings for SME employees.

4. Lacking information on trainings (organized by which organization, what about the cost, which are better between internal and external trainings?)

5. The employer, especially in the case of SMEs is afraid of wasteful investment if the trained employees resign after trainings.

Proposals to the government for workplace training supports

When asked who should be responsible for HRD cost the answer is the government should provide basic skills for lifelong learning to employees. State revenues acquired from people taxation should be allocated to provide basic knowledge to all citizens otherwise it indicates failure in education administration by the government. The workers should be supported to participate in trainings. Education loans should be provided by the fund to promote trainings to ensure continual learning for workers. The employer plays the important role in this matter. But the most important player is each individual. Since employees are indispensable for business doings their trainings will certainly be beneficial for business prosperity and the national development as a whole.
Social dialogue and partnerships to support workplace learning  
(Mr. Pong-Sul Ahn, Senior Specialist on Workers’ Activities, ILO SRO-Bangkok)

The union is responsible to organize learning activities on the employee side. Partnership with local authority, the employer councils and other organizations is as follows:

1. In Singapore the trade union movement organized trainings to young workers during the time of economic slow down. It took place through tripartite cooperation which was a strategy to solve the then facing problems.

2. In Sri Lanka after the tsunami disaster workers organized themselves and launched trainings for workers. The unions monitored and assessed training outcomes through the labour organization center. Efforts were contributed from several sectors, for instance, the group of 10 unions which are ILO members. Each of them sent 80 participants to the training, totally 800 trainees. Out of this group 200 trainees attended the training for trainers courses of short and long terms in various fields as were then required. After trainings those trained employees extended the knowledge gained by mobilizing local people to discuss solutions for problems faced by the community at that time. They also mobilized training funds and eventually established partnership among various organizations. After that 600 workers were selected for returning to work with continual on the job training. The often found problem is that many skilled workers lack knowledge transfer and training skills. The trade union center therefore requested supports from their local partners to jointly provide trainings to solve this problem. This attested how partnership among small local organizations plays significant role in labour skills trainings.

In certain locality mobile units have proven to be of high capacity to provide basic skills trainings, i.e. social skills which are very useful, jointly with local organizations. The trade union is committed to acquire employment for workers.

Workplace learning is the starting point to create social relations among various sectors leading to improvement for employability and job opportunity, especially amidst globalization for which cost reduction is a mean to enhance competitiveness. Therefore competency to increase productivity is of course the route to create mutual benefits to all parties. Moreover workplace learning must be in harmony with industrial relations based upon the positive tripartite system. Investment for labour skills development is inevitably required as a long term contribution to promote national economic development.

Social dialogue and partnership to support workplace learning  
(Mr. Panus Thai-luan, President, National Congress of Thai Labour (NCTL))

Different concepts from that of ILO were discussed as follows:

- **Different industrial structure**
  Thailand is of a different industrial structure due to concentration of approximately 60% of the workforce in the agricultural and 20% in the industrial sectors respectively. But those workers in the industrial sector also aim to go back to farming after retirement. Therefore they only work for a short term in industrial
without much needs for skills development. Moreover the industrial structure is ever changing. The 2 obvious issues now are:

1. The retirement age which reduces from 60 to 55 years of age; a reduction of 5 years.
2. The payment system is based on a very low wage standard, especially by FDI (Foreign Direct Investment), of 6,000 bahts monthly plus other welfare benefits i.e. cost of living allowance, transportation, accommodation and meals which add up to 10,000 bahts per month. At a glance it seems like employees are paid highly, but a bonus is based upon the basic salary of 6,000 bahts. More importantly there is no budget allocation for skills development adhering to this salary base.

- Obstacles for workplace skills development

1. The Thai industrial structure is not in line with investment advancement which requires adaptation of certain concepts and approaches. It is rather difficult to follow the ILO direction.
2. Industrial investment in Thailand is of 2 models; 1) local investment, and 2) FDI. Problems are found in relocation of FDI whenever the investors face certain required conditions set up by Thailand as the host country. So far as the government cannot enforce rules and regulations on skills development trainings there is still limitation to request compliance by the businesses, except for large companies such as Toyota and Honda where good workplace skills development systems have been established.
3. Technology which controls investment is changing so fast to ensure competitive advantages. This of course discourages skills development which can be proven useless.
4. Structural improvement is required to ensure that 10% of investment is allocated for skills development since the labour cost accounts for 1.5% of investment. The remaining portion is for covering logistics, raw materials and taxation. Some large companies set up 0.1% of the budget for specific skills development required by certain technology, for instance, new models automobile for which such skills are not applicable where else.
5. Among all FDI companies those from Taiwan, China and South Korea are difficult to negotiate with even for one baht of wage increase. But they would right away make a 3 baht adjustment as it is required by the law. Therefore it is difficult to have them allocate budget for skills development. Only the Japanese companies will agree to do so.
6. The most important matter is to have reliable data bases of various industrial sectors. It is a real question whether the government can classify more than 400,000 enterprises of the large and SME sizes into the specific sectors of electronic, automobile, steel and others etc. with exact numbers of them all. Without such industrial data bases skills development plans become vague without directions. This also affects education of youth who find no works after schooling.

- Suggestions for skills development at the workplace

1. The government should establish the industrial data base center for HRD and vocational standards planning to provide guidelines on occupation and employability to the public at large so that people can make decision on learning and training.
2. The public sector (ministry of labour) must have information on various industrial sectors, i.e. numbers of steel and iron factories, requirement for workforce and specific technology etc.

3. Strengthening public mechanism to ensure effective negotiation with the investment sector on certain conditions, i.e. technology transfer after a period of 5 year operation so that technology will be as well acquired by workers, not just skills. Skills development should be a chapter under the investment agreement.

**Social dialogue and partnership to support workplace learning**
(Ms. Siriwan Romchattong, Employers’ Confederation of Thailand (ECOT))

The above presentation gives us some facts in certain conditions and enterprises. But to facilitate skills development at workplace level the employer must firstly recognize profits of so doing. In Thailand all things are fine in the case of those large companies like Toyota, Honda and SCG. But among the SMEs which are not of a strong structure and facing changes more often whether by reduction of the workforce, sizes of operation and others it does need positive attitude in HRD. That is a small number of excellent employees can drive for real advancement of the company. Resource management must also cover allocation of funding for skills development among the middle and low level employees, not just only for the high level. Job rotation must be planned under the HRD annual planning. Employees are also excepted to practice self development with provided incentives by the employer, i.e. rewards and scholarship etc.

**Facing problems**
Mainly problems are found in small workplaces of less than 20 employees or, in certain cases, even less than 10 workers. These workplaces cannot afford time off for worker trainings due to order deadlines and needed cash flows. There is no supporting budget allocated for them since the Skills Development Act, B.E. 2545 only prescribes funding for enterprises of 100 employees and over. Therefore in such a small workplace trainings are voluntarily provided by the employer with positive attitude. However those traditional attitudes, i.e. it is more difficult to supervise skilled workers, trained workers are often bought by other employers etc., are still somewhat influential for many employers. Therefore it is better for them to hire competent workers with trained skills.

**Skills development for workers is the win-win way.** It is important to encourage the employer for recognition of workplace learning which increases productivity, better performance and higher profits etc. Incentives should be provided to employees with enhancing values of learning for their own job security and advancement. The government must be convinced that HRD with “new” skills trainings are highly required to meet the need of global markets.

**Cooperation for skills development between employer and local organizations** can be obtained by entering the Memorandum Of Understanding (MOU) with the Development of Skills Development for attending the HR 108 course (a personnel management course covering 108 problems for 108 hours of training) and other logistic courses.
Cooperation for skills development between employer and international organizations through IT and HR management training courses of APEC-IT.

ECOT roles to promote workplace learning

Our commitment is to ensure togetherness advancement with HRD research projects and partnership among our members and awareness of the needs and benefits of skills development.

Group discussion: How can workplace learning are supported by government, workers organizations and employers’ organizations.

(Ms. Siriwan Romchattong: employers’ representative)

Referring to observation made by Mr. Dragon Radic on “free rider”, meaning those who exploit the others, Khun Siriwan commented that businesses have achieved successful outcomes but contributors can not be identified. As a whole those who work for the least would gain as much as the others. Actually it should be evaluated if each employee performs with his/her fullest capacity. If not because of unwillingness or inability, who should be then responsible to improve such a situation and enhance profit gaining by the business.

The reason why the private sector has to concentrate on workplace skills development is because mainly enterprises in Thailand are SMEs. Certain medium and large companies have established good workplace learning systems while all small and some medium businesses are found without any facility. They therefore need to plan the annual development road map with assessment systems. Some employers have provided incentives for self-development i.e. training expenditure or the best learner award. In the case of the Panda Jewelry Co. Ltd. trainers from the Royal Goldsmith Collage have been invited to organize craftsmanship workshop for employee trainings. The company believes that learning creates wise workers. External education courses are also provided to upgrade schooling certification.

Factors leading to successes of the workplace learning are attitudes hold by both the employer and employee which need proper tuning and visions for advancement. This also requires supporting culture of the organization. With all these facilities the employer must acquire cooperation from the employee and the government for needed supports.

Group presentation: Group1.

The tripartite approach to promote workplace learning firstly comprises of policy making by the government for which the Skills Development Promotion Act, B.E. 2545 has been adopted to ensure trainings for workers. Required trainings are provided by employers if they are affordable otherwise the government shall provide training venues, courses and trainers as needed. The employer is also allowed to make contribution to the skills development fund instead of organizing workshop trainings. Trainings should be planned to enhance working skills, competency and effectiveness. Since the announcement of the Act the Siam Continental Hotel has requested the budget to support English courses for the employees. However the main purpose of this Act is to enhance working skills without aiming for fund accumulation. During
the first year the Skills Development Institute Region 8, Nakornsawan received a large amount of contribution. But later on in the second and third years when more enterprises had clearer views of the training objectives contribution become zero. The government should be sincerely supporting this project as earlier mentioned by the employee representative.

Employees, on the other hand, if the employer arranges for training choices with various courses, will be able to attend the most suitable one for them. Anyway full time training is not possible while working. Therefore classroom training is not really necessary since working skills can be learned from observing the more experienced peers. The employees must participate in planning for training. If the employees want to be paid higher they must be able to prove for a worthwhile productivity. They should be as well enthusiastic for self development.

**Group presentation: Group 2**

Observation on state supports is similar to that of Group 1. However the representative from Samutprakarn added that; 1) priority should be firstly given to SMEs without ignoring the need of larger enterprises, 2) there are 1,475 enterprises in Samutprakarn hiring more than 100 employees whereas 122 of them have not sent workers for training. The concerned authority is trying to create awareness on required trainings among those employers in compliance with the aforementioned Act. At least 2 trainings should be organized by the enterprise yearly.

The employee representative pointed out that the employer aimed to reduce costs in terms of money and time. Trainings for workers have been viewed as wasteful by the employer as it is not really productive. The employer should, therefore consider employees as working partners who should share profit earnings; not only be paid for wages and welfare benefits. The employer should bear a new attitude that worker trainings are investment for higher productivity and organization development. Workers should participate in courses planning which should clearly specify activities for a one year time frame. Many companies only comply to the compulsory trainings such as the occupational health and safety.

Certain enterprises mainly use outsourcing labour based upon piece work payment of 500 units, without overtime. Working culture plays a vital role in the payment system. India and other South Asia countries are least willing to pay for training, next to them are China, Taiwan, Thailand and European countries. Japan favours training the most. The employer should provide incentives for training in terms of career advancement.

**Group presentation: Group 3**

Conclusions are similar to those of Group 2 and 3. The additional observation is that learning is more than trainings. Bipartite means walking together with 3 legs since a pair of them has been tightly coupled. The overall picture is that the public sector must play the leading role to promote compliance with the Skills Development Promotion Act, B.E. 2545 as well as to introduce certain innovation to drive workplace training. It should also serve as the information center for workplace training. There should be regional facility for skills training through the industrial council and chamber of commerce channels.
Designing teaching, Learning and Assessment Resources to Support Workplace Learning.

Ms. Carmela I. Torres: We should promote learning culture for all to enable participation by anyone who can make it with safe and healthy environment to enhance new ideas for working development. There must be learning designs equipped with training manuals to serve needs of trainees, trainers and the employer. Training equipments include E-learning system as required by the competency standard. Assessment shall be required at the end of the training.

Manuals for trainees will cover various activities to serve training needs. Trainees will be informed of the training procedure, ending with assessment. Sources of information and knowledge should be listed in the manual which as well covers training objectives and details of all activities.

The trainings should allow for appropriate flexibility which responds to the national accreditation system and enhance both personnel and organization development. The outcomes must be concrete. The assessment system should specify needed skills and who the assessors are. It must be continually updated. Assessment requires bench marks of the national standards (if existing). Thailand has established the national standards for certain vocational skills. The assessor must be a specialist or expert in certain skills and able to give suggestion for assessment as well as designs of training courses.

Mr. Matsubara: The Thai government deserves sympathy for such loaded burdens including a request from an ILO expert that the Skills Development Promotion Act, B.E. 2545 should be properly enforced. In Japan the trend is to create working dynamics without commands by the supervisor to encourage learning together and sharing of experiences among all peers. Therefore trainers shall be named or appointed at the workplace. Japanese enterprises believe that it is the best to learn at the workplace by on the job training approach.

If trainings are needed the Japanese enterprise will ask for the government support through social partnership. The government has no power to demand trainings either by the employer or employees; but to support and facilitate them in certain cases.

For example, one of the gigantic automobile companies utilizes the workplace for training facility since it can identify skills and levels of required trainings. Some supervisors are responsible to serve as assessors. However such a training is not sufficient to activate real changes.

The fast changing technology becomes a determining factor for on the job training at the workplace where competency indicators are required. It is very difficult to develop the appropriate set of indicators. Many large companies are tackling this matter.

The SMEs have to request some supports from the government to handle this matter, i.e. training funds. But the fact is that 70% of the employees are responsible
for their own training costs whereas only 30% of them depend on the company’s support.

In Japan there is a system called “satisfying customers” who are employees in various training courses. Those trainees will firstly enter training agreement with the trainers of what competency or skills they want to acquire. The company learns from such agreement of what their employees need from trainings and what should be added to the existing courses or models. This should be an agreement made between the company and the training organization. The company can as well design its own courses. Sometimes a person to person training might be required for a very specific job and skill development. At the regional level there are training councils which are partners of the government authority. Partnership between the public and private sectors is quite common. Japan has also established HRD lifelong training systems.

Ms. Patcha Wattanaluckkee: The workplace must know what trainings are needed for its employees. It is the international practice on investment for training based upon salary, sales and profit measures. Investment for training is considered as a part of operational costs. For the Mall Group employees are valuable resources who need continual development. The company observes the following international principles for HR trainings, namely:

1. The 360° training principle based on information gathered from employees, supervisors and most importantly from customers. The Mall Group has established the Service Management System and is now planning for a world class model.
2. The clear competency base for each job level, not only for professional practices but also for technical skills i.e. mechanic and electrical technicians. Training roadmap has been developed to enhance higher competency for employees i.e. after a three year working period.
3. The talent pool has been developed for maintaining capable employees in various areas for whom needed skills trainings must be provided.
4. The effective communication system has been established to avoid any gray area and conflicts, for instance, foreigners do not like to see their children being touched by our employees. That should be added in a cultural course training.
5. The Work Life Balance culture for all to ensure a happy working life for both the employer and employee.

The Mall Group has developed a large number of training courses with 60 internal trainers. Salary is not the only incentive for training but also additional experiences and various new skills. However social factors are keenly considered for course designs and planning i.e. gender issues qualification and social norms of various eras which bearing influence on people mindset. Learning are not necessary taking place in the classroom environment, but by other media such as websites and magazines. Examination is provided as a mean to assess required competency which serves as the salary and bonus bases. The Mall takes these approaches as the baseline of the learning organization, especially for lifelong learning.

Finally it is for the 360° assessment system with clear and specific procedure. Both the trainers and trainees need performance assessment to identify achievement according to expected outcomes. After training each shop needs to assess gaining productivity and wasteful investment. Evaluation forms are the tool for assessment.
The Mall Group is not quite successful regarding cultural training because clients still put in their remarks that they have been looked down by stern attitude of the employees. So these problems still need solutions as well as “no time for training”. However where there is a will, there is always a way.

**Trainings of trainers and assessors – International experiences.**

(Mr. Ray Grannall)

Many people lack good attitude toward workplace learning with less seriousness and enthusiastic response. In Australia a teacher does not need to hold several degrees. Instead trainers must possess certain working skills, for instance, trainings for cooking must be given by the experienced chef and not by a graduate in home economics. More information can be obtained from [www.never.edu.au](http://www.never.edu.au).

In the United Kingdom the ENTO will serve as the information center on trainings to provide required information, suggestion and supports for vocational trainings. There is also the on-line system for chatting and acquiring information from [www.ento.co.uk](http://www.ento.co.uk).

In Philippines assessors and the assessment center must be certified by TESDA (Technical Education and Skills Development Authority) for required competency in certain technology and training methodology.

In Singapore both trainers and assessors must be registered with required certification or verification to ensure that they possess specific skills or other competency.

In Sri Lanka the National Vocational Committee is responsible to maintain and promote standards of skills trainings as well as to monitor performing skills to enhance the required competency. Trainers are regularly reviewed to ensure that they are of certain required skills. Certification will be revoked if the trainer fails to maintain skills of the required standard so the person can no longer serve as a trainer.

The next topic is how to keep the trainer updated. It is very important that the trainer and assessor are able to catch up with technology advancement. In some cases trainers and assessors are provided by the professional associations. Some organizations do not want to keep the trained employees in the same old jobs since they become more competent and should be assigned for a position with higher remuneration. In Australia and New Zealand the national committees oversee activities carried out by industrial councils. There are 10 industrial councils which jointly set up standards for skills trainings through consultation with workers to serve the real needs. Working with the more experienced persons are proven to be of better outcomes. The large organizations such as Siam Paragon or Emporium may have no training problems while many small enterprises still need training adjustment.

Many Asian countries continue to assign full time teachers for skills trainings which is not really requiring. Actually experienced workers in each field also serve as trainers. In Australia trainers are working on a part-time basis, for instance, 2-3 days weekly. It is not necessary to hire a full-time trainer. The manager and supervisors can participate in trainings or be assigned to work as trainers.
Group discussion: Training the trainers

Followings are guidelines to develop the action plans:

1. Training needs are identified by various approaches as follows:
   1.1. Job description of each position.
   1.2. Performing outcomes comparing to the required standards.
   1.3. Interviewing various groups of operators and supervisors to find out causes of failure.
   1.4. Training designs based on collected information to serve skills development needs.

2. International cooperation:
   2.1. Sending trainees to the courses organized by the head office in the original country.
   2.2. Jointly organized trainings on tools and technology management for trainers by the head office and local companies, including courses development.
   2.3. Learning from international seminars for required adaptation on skills development.
   2.4. International visits to gain direct experiences in skills training from both developed and developing countries.

3. Cooperation on information exchanges and experiences sharing for skills training.
   Technicians need to read the specific legal regulations pertaining their jobs. They also require technical trainings, skills competition, IT learning and self study from various sources i.e. periodical publication on new skills and electronic media.

4. Revision of rules and regulations.
   4.1. The B.E. 2545 Act should prescribe for trainings organized by the enterprise of 50 employees and over.
   4.2. There should be the website serving as the IT center of listed trainers available for needed skills development.