



**TOWARDS A HIGHLY INCOME NATION :
MALAYSIA VOCATIONAL EDUCATION
TRANSFORMATION**

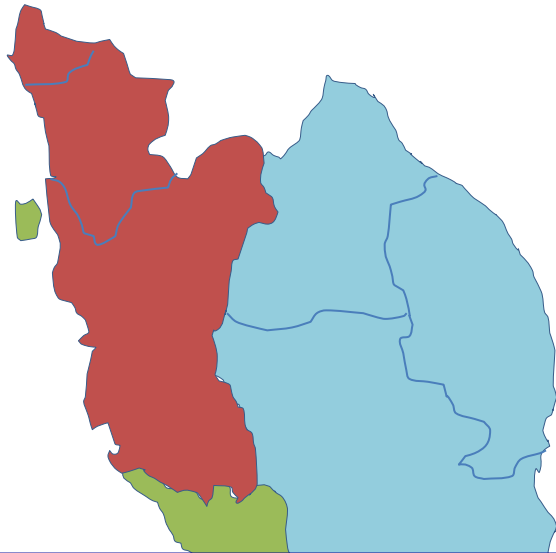
**KEMENTERIAN PENDIDIKAN MALAYSIA
MINISTRY OF EDUCATION**

**ASEM EXPERT SEMINAR- DUAL STUDY PROGRAMMES
A STRATEGY TO EXPAND OPPORTUNITIES FOR ASEM YOUTH
NUREMBERG GERMANY 31 MARCH – 1 APRIL 2014**



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MINISTRY OF EDUCATION, MALAYSIA**

BACKGROUND ON MOE TVET IN MALAYSIA



BACKGROUND DATA

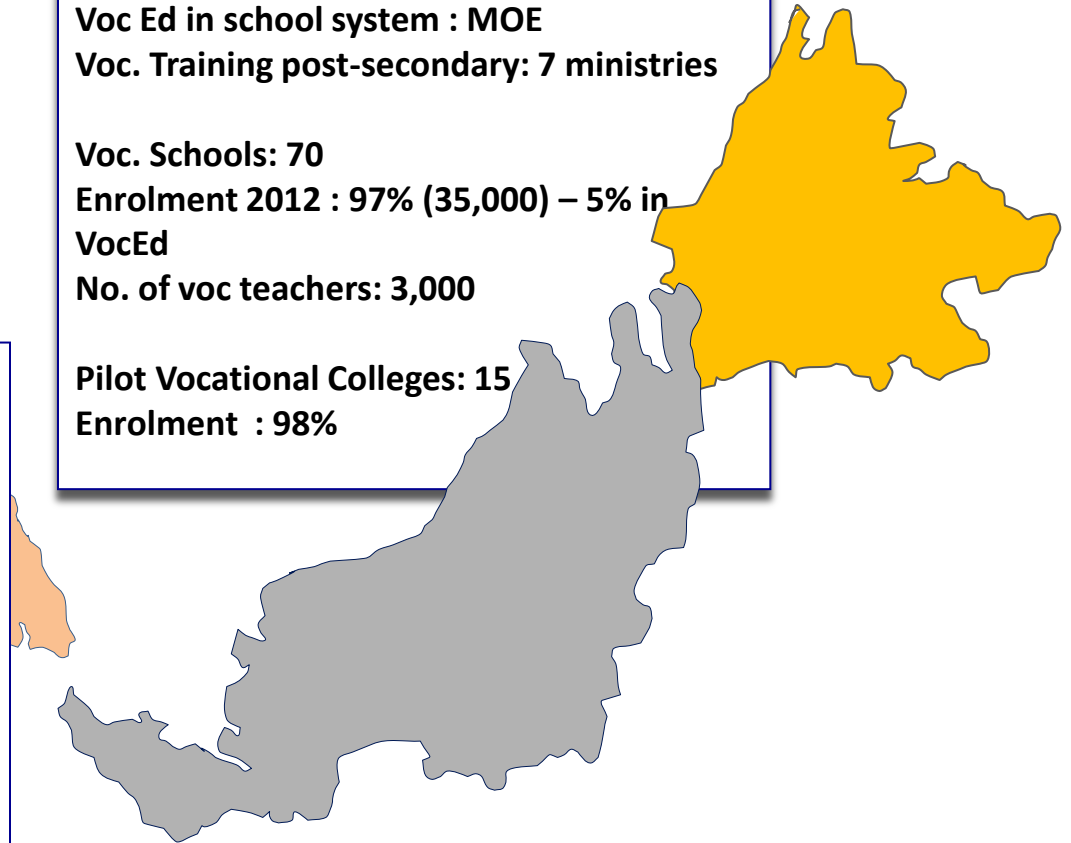
Population : 28 million
No. of schools: 9,987
No. of schools with Voc Subjects: 860
No. of students: 5 million
Students per cohort: 500,000
Voc Ed in school system : MOE
Voc. Training post-secondary: 7 ministries

Voc. Schools: 70
Enrolment 2012 : 97% (35,000) – 5% in VocEd
No. of voc teachers: 3,000

Pilot Vocational Colleges: 15
Enrolment : 98%

ISSUES faced by MOE

1. How to enhance the capacity in VocEd with the participation of other ministries?
2. Improve enrolment in VocEd
3. Improve Certification
4. Improve facilities
5. Improve links with industries
6. Cater for job market/Industries



MAIN ISSUES IN MALAYSIA TVET

**Defragmentation of TVET
Provision**

TVET Student Enrolment

Programme Quality

Student Pathway

BLUE OCEAN STRATEGY Initiatives (2009 – 2010)

Reform of Vocational Schools into Vocational Colleges

1. Introduce New vocational schools uniform.
2. Disciplinary actions o problematic teachers
3. Leadership: Remove and re-deploy non-performing school principals
- 4. Introduction of Traineeship programme and Apprenticeship programs**
5. Re-skilling and up-skilling of teachers (NOSS and Malaysian Skills Certificate -MSC)
6. Introduction of 5S to transform the workshops (Quality Workplace Environment)
- 7. Enhancing School Enterprise activities**
8. Promotion through Media
9. Benchmarking visits to regional and European countries
10. Future development- offer certificate courses not offered at Polytechnic

Economic growth demands additional ~1.3Mn quality TVET workers

Workers by 2020 (in '000)



Our national economic growth demands an increasingly higher number of TVET graduates going forward

Assumptions:

1.Total to be delivered by TEVT system: graduates required for NKEA (1,330), with 15 to 20% moving to further education + graduates to be delivered for non NKEA sectors based on 2010 data (350,000) and excluding 350,000 diplomas to be produced by universities (public, private and KTAR. – source MOHE). 2. Optimization: additional capacity and redeployment to diplomas at Polytechnics (target: 356,000 diplomas by 2020), planned new institutes at MOHR and MOYS and hypothesis of potential optimization of utilization rate to 100% vs. 80-90% on average today (excl. Polytechnics). .3 Total graduates per year: 25 to 30K, or 50K capacity seats based on average of 2 enrolment years per graduate.

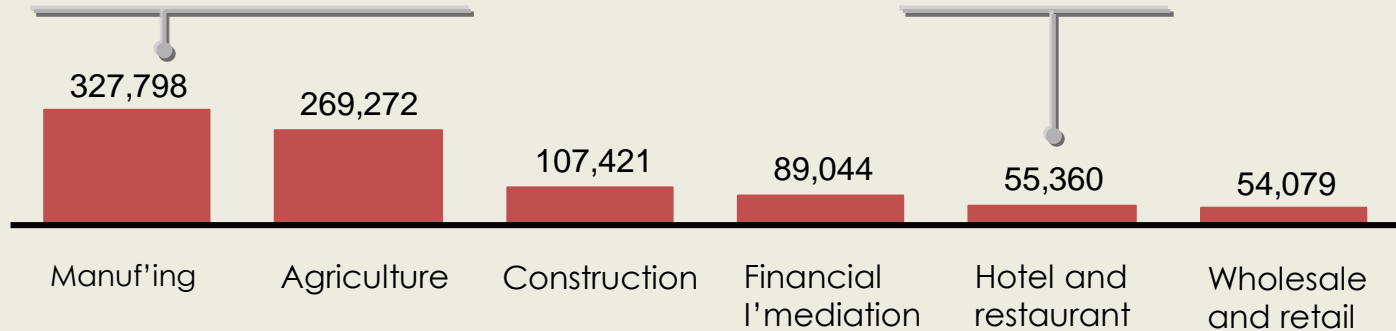
Source: Data request from TEVT agencies, Tracer Studies at MOHR, MOYS and Polytechnics, NKEA forecasts, BCG analysis

Skilled Workers Demand

Labour shortage today

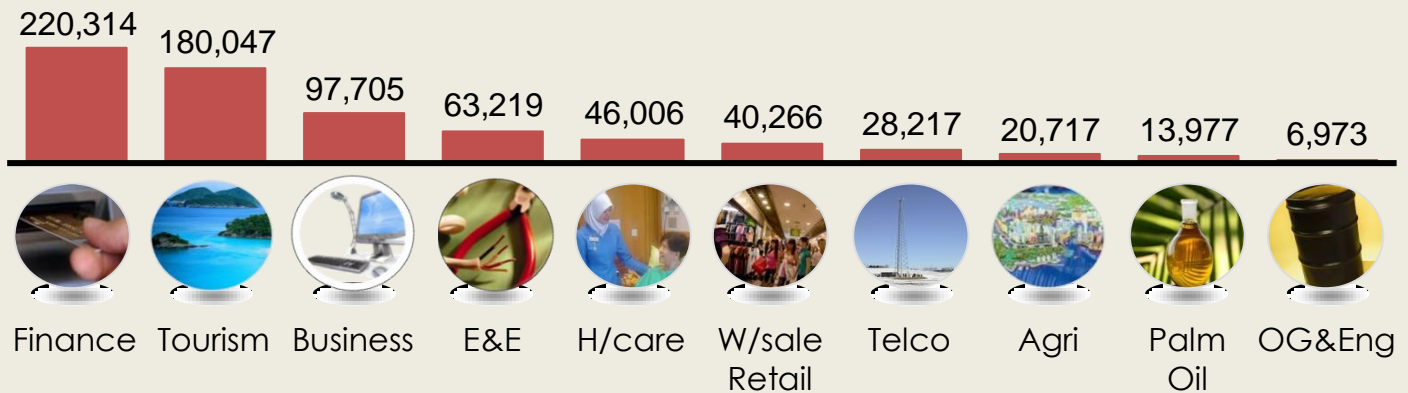
Textile labour shortage of 70k
Plastic manufactures labour shortage of 30k

Hospitality labour shortage of 150k



Demand in the future¹

Number of high income jobs² required, 2020

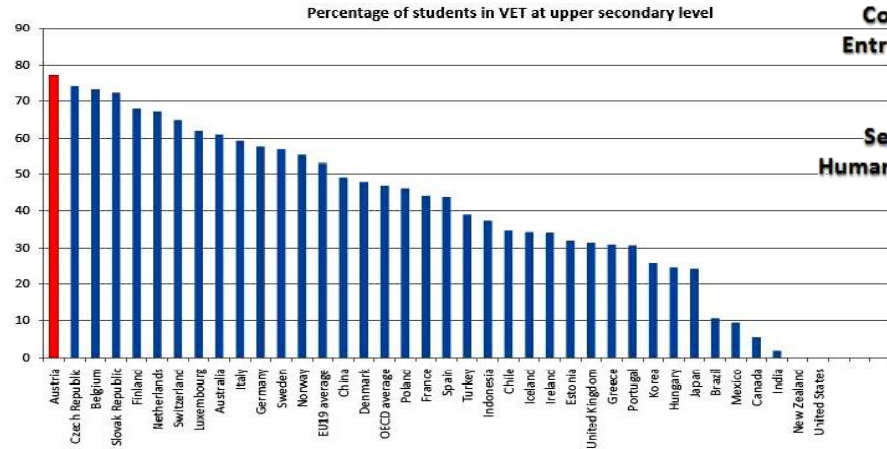


1 Preliminary labour estimates from NKEA labs

2 Jobs commanding RM 4k/month and above

THE NEEDS FOR TRANSFORMATION

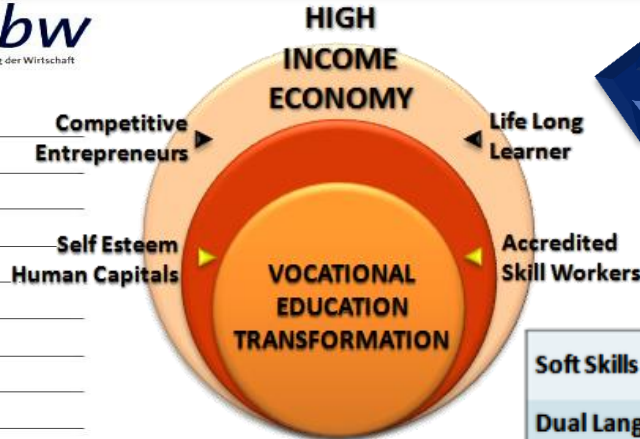
Attractiveness of Vocational Education and Training (VET)



Source: OECD Education at a Glance 2010

78% of students in Austria is enrolled in Vocational Education at the high school level

ibw
Institut für Bildungsforschung der Wirtschaft



Transformation is a pathway towards achieving a developed nation status

	CURRENT	FUTURE
Soft Skills		
Dual Languages		
Vocational Skills		
Vocational Theory		
Industrial Experience		
Entrepreneurship		

Patutkah UPSR dan PMR dimansuhkan?

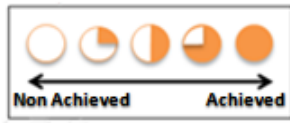
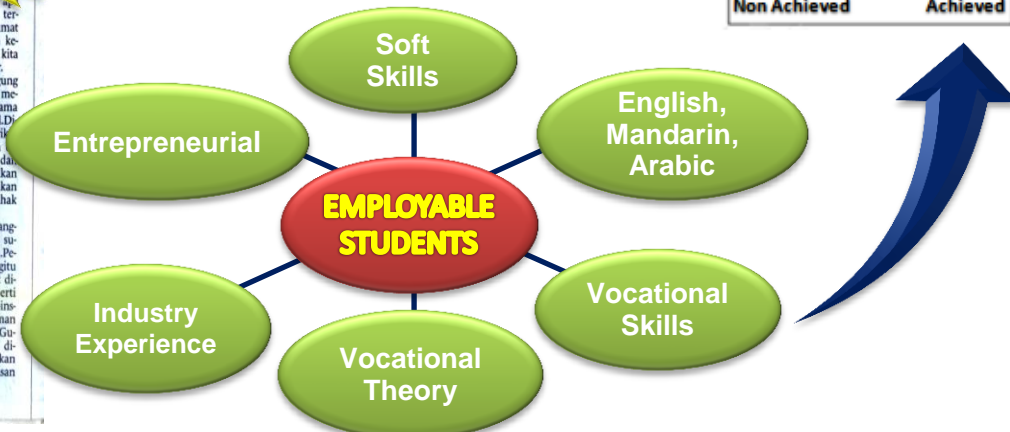


Economic Expert View

BANYAK perbincangan dan hujah diketengahkan untuk menyokong dan tidak menyokong pemansuhan UPSR dan PMR. Pada masa ini, kita tidak tahu apakah keputusan yang bakal dibuat oleh Kementerian Pelajaran. Walau apa pun keputusan itu, kita percaya kerajaan tentu sekali akan mengambil kira kepentingan dan kemajuan negara. Kita memang sedia maklum bahawa pelajar-pelajar kita terlalu mementingkan lulus peperiksaan sehinggalah kita melihat ramai yang rupa-rupa. Malajian dapat keseti. Kita bangsendi peper kita i filitri. pasan juga difah siti ki. Tal nan. Bertal lagi i universiti masih ada yang tidak mampu berkomunikasi dengan baik dan ramai juga yang

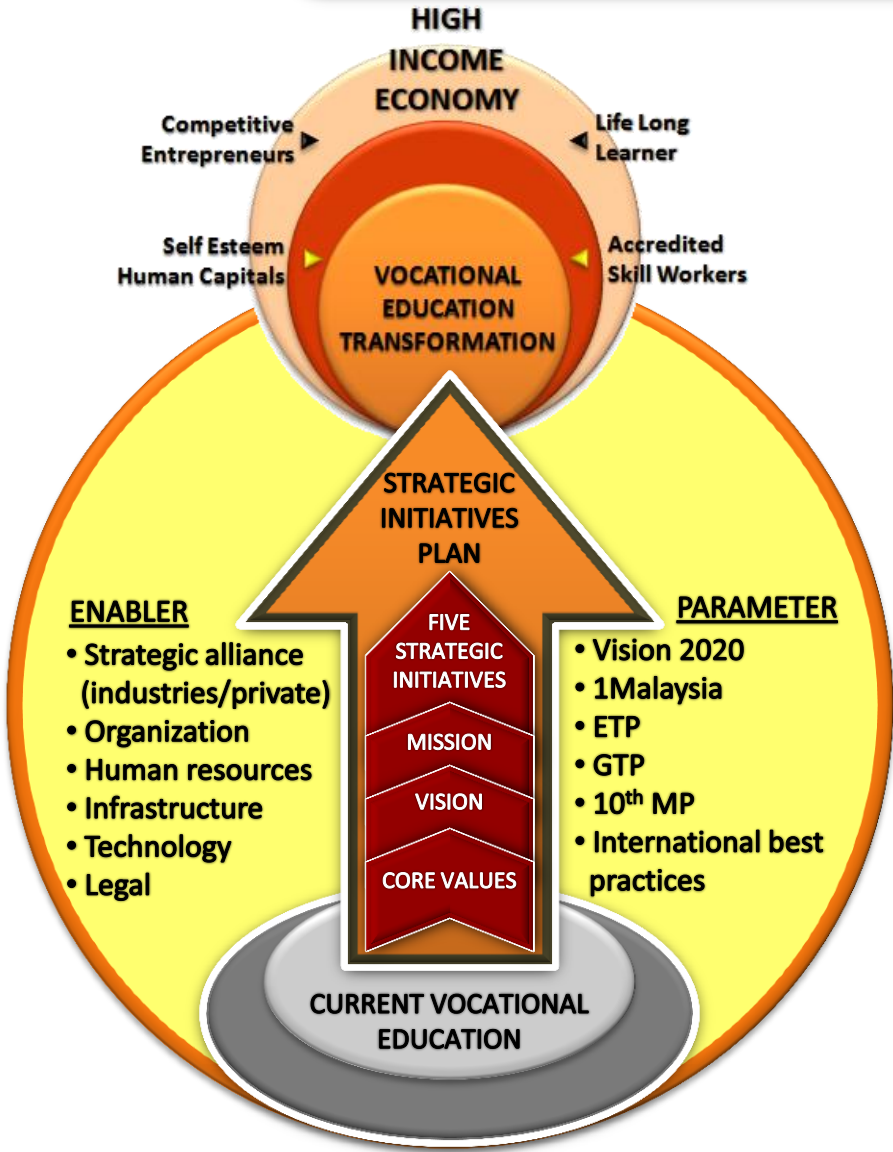
Primary and secondary education in Malaysia is similar to the foundation of high rise buildings. A strong foundation has to be laid to ensure the safety of the building. The lack of emphasis towards vocational education has seen a decline in the number of skill workers produced by the country.

Components that shape employable students



HOW

VOCATIONAL EDUCATION TRANSFORMATION STRATEGIC PLAN



VISION

Vocational Education: The Best Path to Excellence Career

MISSION

Providing an innovative vocational education and training to meet the needs of individuals, communities, industries and the country.

HOW

STRATEGIC ACTION PLAN

S1

To develop a vocational education curriculum that can produce skilled human capital ready for employment and able to further their education at higher level.

➤ **Initiative 1: Transformation of vocational education curriculum.**

Action 1:

To implement Junior Vocational Education (JVE) Programme

Action 2:

To implement Vocational College curriculum.

S2

To develop vocational education institutions that can produce skilled human capital ready for employment and able to further their education at higher level. .

➤ **Initiative 2: Transformation of vocational education institution.**

Action 3:

To set up Junior Vocational Education (JVE) Programme

Action 4:

To establish MOE Vocational College (VC)

Action 5:

To establish Other Public Agencies Vocational Colleges.

S3

To intensify collaboration efforts with strategic partners in order to expand access, to ensure a quality vocational education and to increase the employability level of the vocational education graduates.

➤ **Initiative 3: Collaboration with industries.**

Action 6:

To establish Private Vocational College through the Private Finance Initiatives.

Action 7:

To set up a Vocational Education Advisory Council.

S4

To provide an assessment mechanism leading towards accreditation & recognition

➤ **Initiative 4: Transformation of vocational education assessment .**

Action 8.:

To implement assessment based on vocational standard competencies.

S5

To enhance / increase the capability of MOE vocational education organization.

➤ **Initiative 5: Transformation of vocational education organization.**

Action 9:

To set up a Technical and Vocational Education Sector.

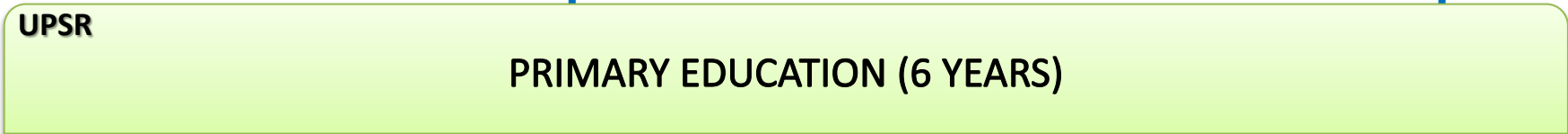
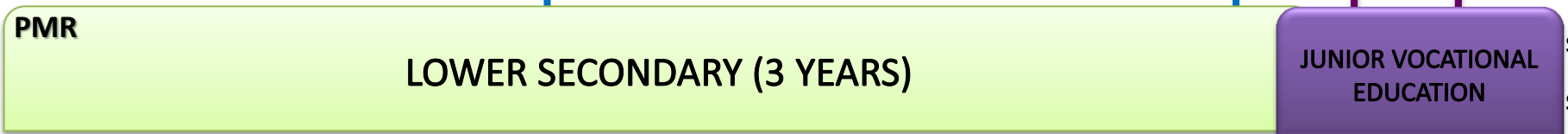
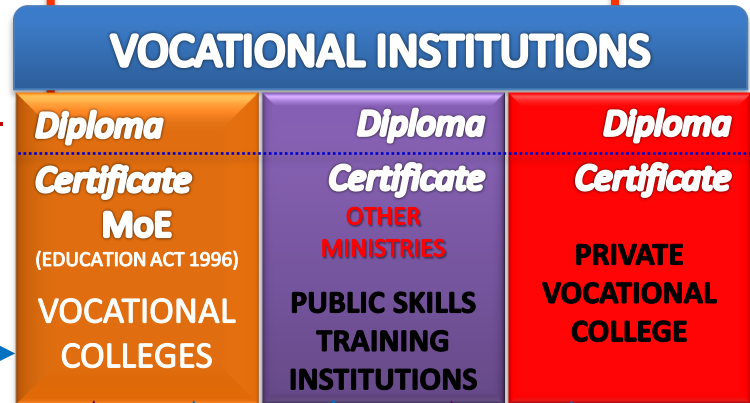
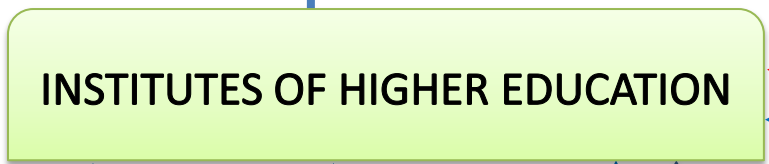
Action 10.

To strengthen vocational education human resources through training.

Action 11:

To strengthen vocational education human resources through an improved Vocational Education scheme.

Malaysia TVET Graduates Pathway



60% (2020)

95%

5%



APPRENTICESHIP PROGRAMME STRUCTURE – 2 YEARS FLEXIBLE

MODEL A

TWO YEAR SYSTEM		
	LEVEL	ACTIVITY
YEAR 2 (LEVEL 2)	LEVEL 2	PRACTICAL TRAINING (6 MONTHS)
		BASIC VOCATIONAL THEORY (3 MONTH)
		ACADEMIC (3 MONTHS)
YEAR 1 (LEVEL 1)	LEVEL 1	PRACTICAL TRAINING (6 MONTHS)
		BASIC VOCATIONAL THEORY (3 MONTH)
		ACADEMIC (3 MONTHS)

OR

MODEL B

TWO YEAR SYSTEM		
	LEVEL	ACTIVITY
YEAR 2 (LEVEL 2)	LEVEL 2	SUBJECT TO NEGOTIATION
YEAR 1 (LEVEL 1)	LEVEL 1	SUBJECT TO NEGOTIATION

CO-FUNDING MODEL FOR KOLEJ VOKASIONAL APPRENTICESHIP PROGRAMME

Programme Detail/ Duration	Curriculum & Assessment	Implementing Agency	Details of Funding
Academic	BPK, BPTV, LP	Kolej Vokasional	Government Funding
Basic Vocational Theory	JPK, LP	Public Training Agency Private Training Provider	Government Funding
Hands-on/Practical	JPK, LP	Industry	Double Tax Deduction Initiative for Industry

[BACK](#)



IMPORTANT ASPECTS OF APPRENTICESHIP PROGRAMME

Programme Aspect	Details
Programme Certification/Acreditation	Sijil Pelajaran Aliran Kemahiran (SPAK) certificate with Malays language (SPM Equivalent) Malaysia Skills Certificate (Level 1 & 2)
Value Added Certification/Acreditation	City & Guild (UK), LCCI, TWI (Based on the Programme)
Student Career Prospect	Preferably Absorbed into the Practical Training Company or other related companies.

*Question
&
Answer*





*“ Kualiti Dijunjung
Pendidikan Disanjung ”*



KEMENTERIAN PELAJARAN MALAYSIA
MINISTRY EDUCATION OF MALAYSIA

Thank you



TERIMA KASIH