



Meeting the Challenges of Skilled Workforce Development in Malaysia

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TEVT landscape of Malaysia

Fragmented landscape with multiple qualification systems and non-uniform curricula standards

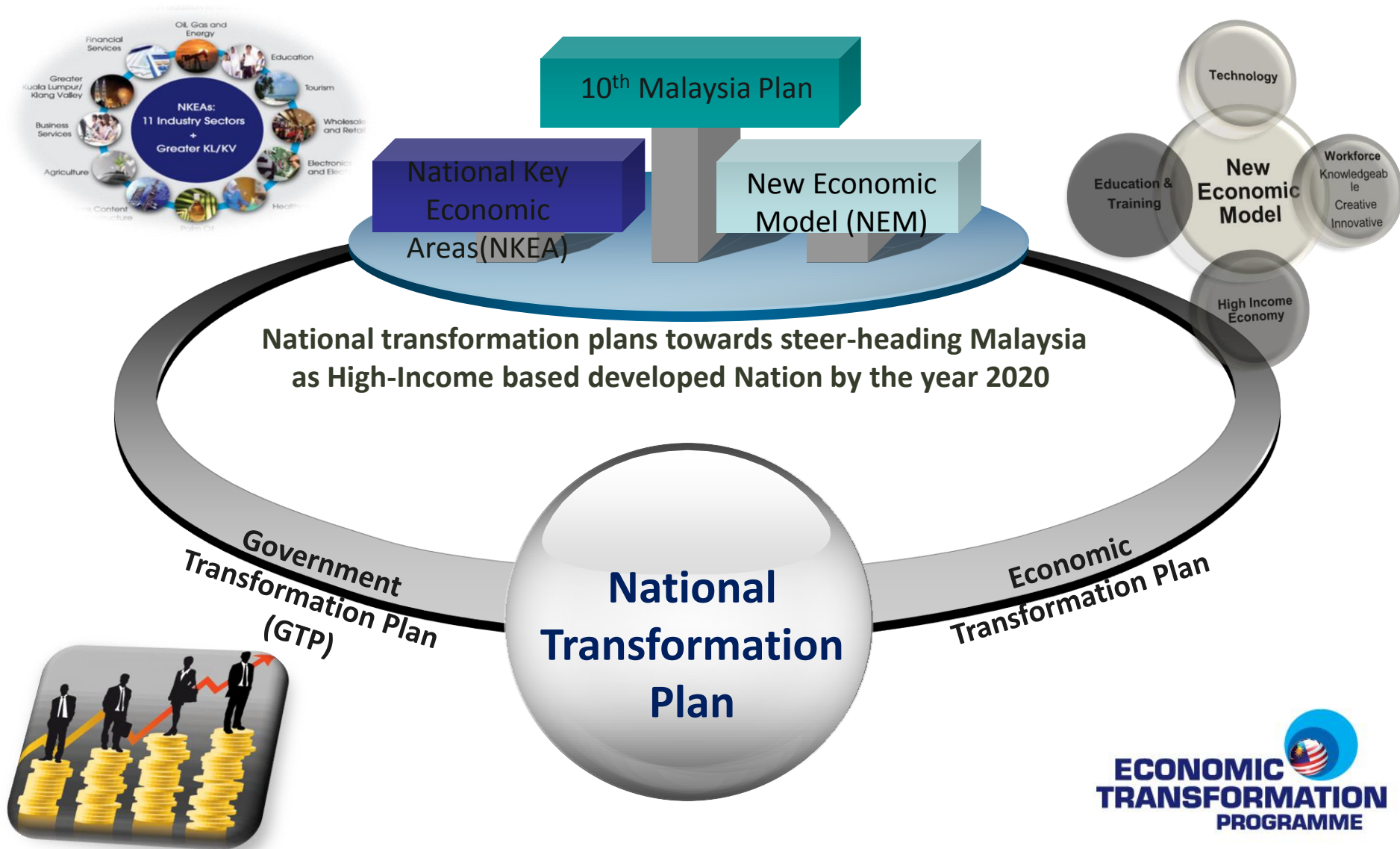
TVET delivery system (overview)

Certificates offered	Ministry of Human Resource	Ministry of Youth and Sports	Ministry of Rural and Regional devp	MOE	MOHE	Others
BEng Tech			Universiti Kuala Lumpur (1)			
Adv Dip Tech						
MSAD + Adv Dip Tech	JMTI (1)	IKTBN (1)	KKTM (7)		Polytechnics (27)	
MSAD						
Dip Tech						
MSD + Technology Diploma	ADTEC (5)		GMI (1)			
MSD	Private Accredited Center (51)					
Tech Cert	ILP (22)		IKM (12)			Ministry of Energy, Green Tech and Water- ST (65)
MSC 1,2,3 + Tech Cert		IKBN (14)				Ministry of Works- ABM (6)
MSC 1 & 2	Private Accredited Center (548)		GiatMARA (209)	Technical and Vocational School (88)	Community College (56)	State Skill Development Center (12)

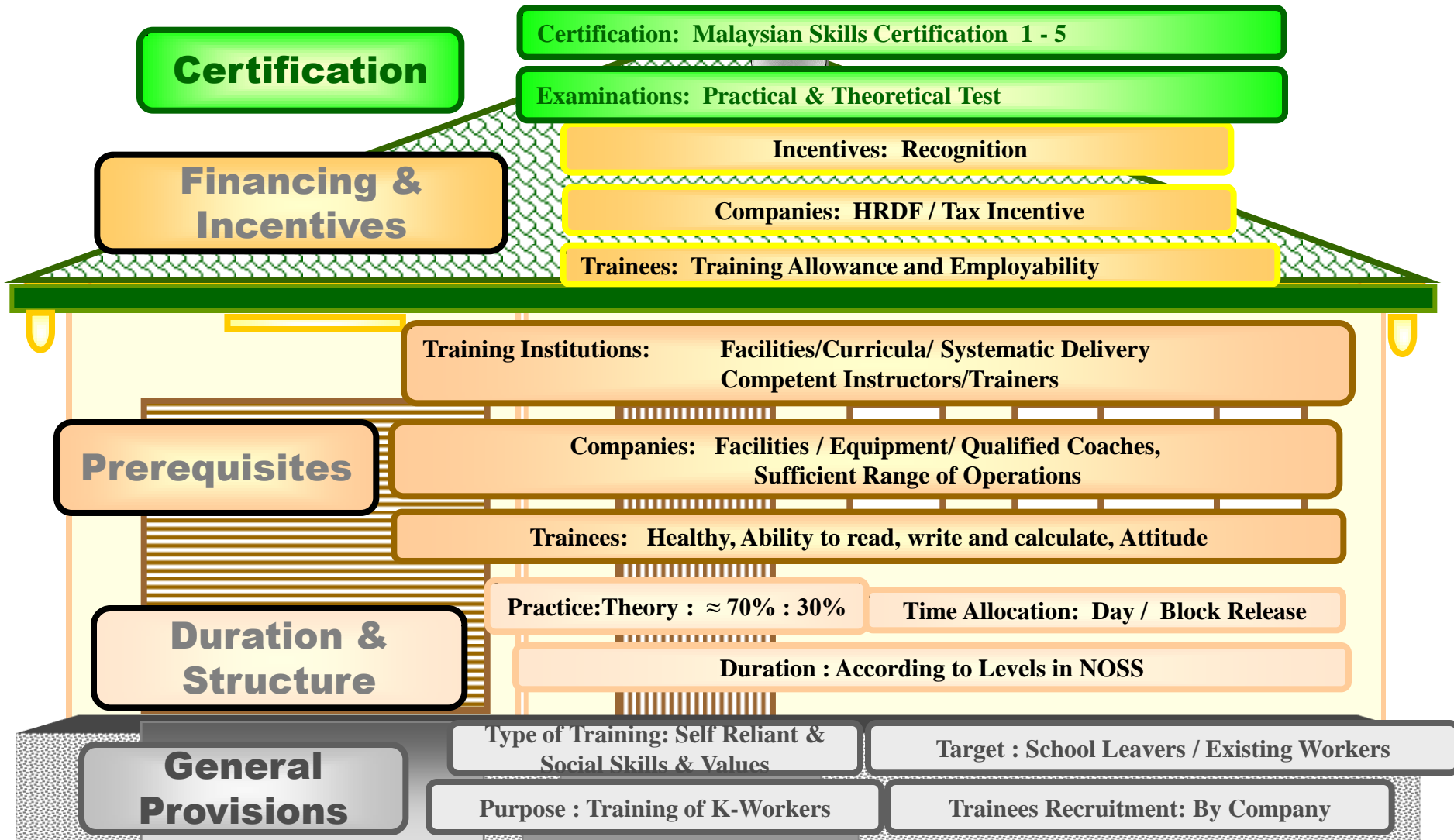
Implications

- **Limits cohesive strategic planning** due to silo's, e.g. limited tracking and assessment of multiple initiatives
- Multiple certifications **creates confusion among stakeholders**, incl. potential investors and employers
- **Quality issues** arise due to lack of central oversight of programmes offered and insufficient performance monitoring

National Development Plans



Workplace Training (NDTS)



Companies/Agencies already implement NDTs



Mercedes-Benz



Main Issues faced by each stakeholder group

Stakeholders

Issues



Employers

- Employers may not be aware of the capabilities of graduates
- Many employers do not recognise the certifications due to the highly fragmented landscape today, with multiple ministries and industry issuing different certifications



Students/ Parents

- Students have a poor perception of skills training and view it as an option of last resort
- Students (and their parents) lack funding or are unwilling to pay for skills training



Providers

- There exists a mismatch between the types of training provided and market needs
- Private skills training providers face regulatory constraints and long waiting process when setting up institutes
- There is a shortage of funding for skills training
- PSD did not fully recognize the Malaysian Skills Certificate, which is required for setting the pay benchmark

Initiatives to address issues faced in TEVT

	Issues	Initiatives
Employer demand	<ul style="list-style-type: none">• How to forecast job demand accurately?• How to promote closer links with industry?• How to increase availability of demand-side funding?	<ul style="list-style-type: none">• <u>Industry lead bodies (ILB) and Technical Committees to increase ties</u>• <u>Increase demand side funding (SDFC) to increase access to skills training</u>• <u>Increase availability of HRDF funds to provide allowances for apprenticeships and to cover training costs</u>
TEVT offering	<ul style="list-style-type: none">• How to ensure TEVT offering matches employability requirements?	<ul style="list-style-type: none">• <u>Teach general skills</u> in curriculum (numeracy + literacy)
Students	<ul style="list-style-type: none">• How to improve perception of technical education?• How to assist providers in attracting students?• How to clarify educational and professional pathway?	<ul style="list-style-type: none">• <u>Media campaign—SkillsMalaysia—to improve perception</u>• <u>Buy places from private skills training providers to fully utilize excess capacity</u>• <u>Increase access</u> of MSC holders to educational programs• <u>MSC mandated</u> for public service programs• <u>MSC mandated</u> for advanced programs
Governance	<ul style="list-style-type: none">• How to improve coordination between entities involved?• How to clarify TEVT framework	<ul style="list-style-type: none">• <u>Standardisation of TEVT curriculum</u>• <u>Curriculum bank</u> to deposit all curricula• <u>DSD as the single accreditation body</u>• <u>Board of Technologists Malaysia</u> established to regulate and accredit all programs• <u>MSC adopted as sole TEVT certification</u>

Policies toward increasing ties with industry

Name	Technical Advisory Committee	Industry Lead Bodies	Board of Technologists
Ministry	Various	MOHR	MOHE
Est.	ongoing	2010- current	2012 onwards
	<p>Technical advisory committees advise curricular committees</p> <ul style="list-style-type: none">• Chaired by and consisting of major industry players• Advise on skills necessary for incoming workforce• Depending on program, they meet once/twice every year	<p>Each sector to have an Industry Lead Body (ILB) to guide development</p> <ul style="list-style-type: none">• ILBs made up of industry personnel—trade unions, employers, and professional organisations• ILBs take the lead in ensuring relevance of national standards to industry needs• ILBs will work with various stakeholders to promote skill training amongst members	<p>Malaysian Board of Technologists to regulate, monitor, and accredit all relevant programs</p> <ul style="list-style-type: none">• Chaired by and consisting of reputed scientists and engineers.• Determining accreditation procedures according to international standards• Monitor course delivery at institutions providing technical courses

A close-up photograph of a person's hand holding a white rectangular sign. The hand is positioned on the left side of the frame, with the thumb and index finger gripping the top and bottom edges of the sign. The sign is held against a plain white background. The text on the sign is written in a bold, brown, sans-serif font and is centered on the sign. The lighting is bright and even, highlighting the texture of the skin and the smooth surface of the sign.

**Thank You
For Your
Attention**