

TVET Country Profile

MALAYSIA



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Compiled in collaboration with SEAMEO VOC TECH &
Department of Polytechnic Education, Ministry of Higher Education, Malaysia

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TVETipedia Glossary

In case of further clarification and definitions of terms contained herein, please refer to UNESCO-UNEVOC's online TVETipedia Glossary, which provides definitions and background information from various trustworthy sources on terms commonly used in the area of technical and vocational education and training. Find out more at www.unevoc.unesco.org/l/68.

Acknowledgements

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UNESCO-UNEVOC TVET Country Profiles

To find similar information on other countries, please visit the UNESCO-UNEVOC World TVET Database at www.unevoc.unesco.org/l/589.

Statistics¹

General information

Category	Indicator	Statistics
Demographic	Total population	31,624,000 (2016)
	Population growth (annual %)	1.4% (2016)
	Median age of population ²	27.7 (2015)
	Population aged 15-24 years (% of total population)	18.6% (2017)
Socio-economic	GDP growth (annual %)	6.0% (2017)
	GDP per capita (current US\$)	9,945 (2017)
	Unemployment rate (%) ³	3.4% (2016)
	Youth literacy rate, population 15-24 years, both sexes (%) ⁴	98.3% (2015)

Participation in education by level and by programme orientation (2017)

Category		Gross enrolment ratio (%)		Percentage of students who are female (%)	
Primary education (ISCED 1)		103.1%		48.9%	
Secondary education, all programmes	Lower secondary (ISCED 2)	86.2%	89.2%	49.9%	49.0%
	Upper secondary (ISCED 3)		83.3%		50.8%
Tertiary education, all programmes (ISCED 5-8)		41.9%		52.3%	

Category		Percentage of students enrolled in vocational programmes, both sexes (%)		Percentage of students in vocational education who are female (%)	
Secondary education, all programmes	Lower secondary (ISCED 2)	13.4%	0.3%	43.1%	30.7%
	Upper secondary (ISCED 3)		26.8%		43.3%

Indicator	Both sexes (%)	Percentage of students who are female (%)
Percentage of students in tertiary education enrolled in short cycle education (ISCED 5)	35.3%	46.5%

¹ Unless otherwise indicated, all statistics have been gathered from the UNESCO Institute for Statistics (UIS). <http://uis.unesco.org/>

Education finance

Category	Indicator	Statistics (2016)
Expenditure	Government expenditure on education as % of total government expenditure (%)	20.7%
	Expenditure on secondary and post-secondary non-tertiary vocational education as % of total government expenditure (%)	0.5%

SDG thematic indicators related to TVET and skills⁵

Category	Indicator	Statistics (2017)
Selected SDG thematic indicators	Participation rate in technical-vocational programmes, 15- to 24-year-olds (%)	5.9%
	Percentage of youth/adults who have achieved at least a minimum level of proficiency in digital literacy skills (%)	80.0%

¹ Unless otherwise indicated, all statistics have been gathered from the UNESCO Institute for Statistics (UIS). <http://uis.unesco.org/>

² UN DESA. World Population Prospects. <https://esa.un.org/unpd/wpp/Download/Standard/Population/>

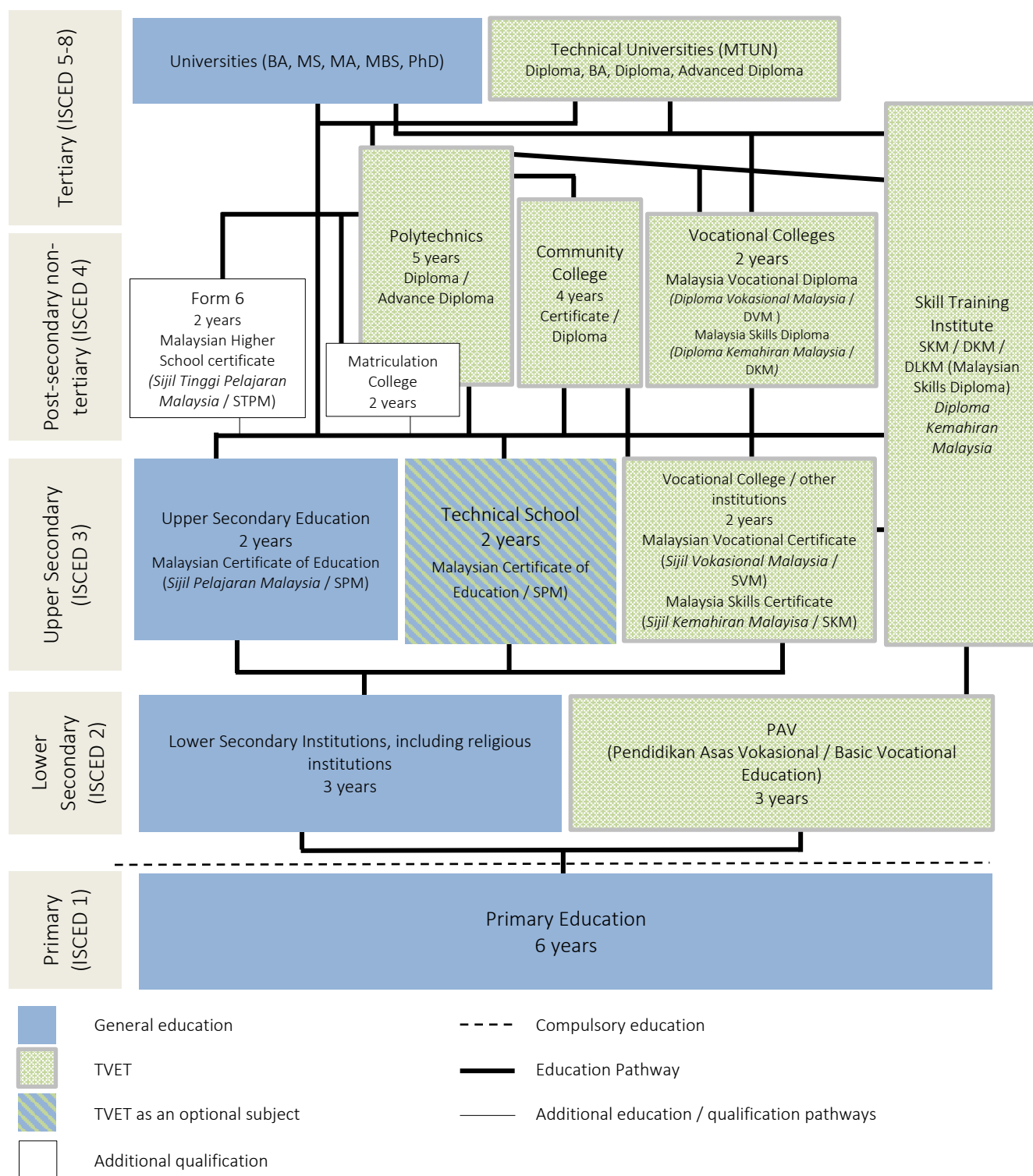
³ International Labour Organization. ILOSTAT - ILO database of labour statistics. www.ilo.org/ilostat

⁴ UNICEF Statistics. https://www.unicef.org/infobycountry/malaysia_statistics.html

⁵ Other Sustainable Development Goal 4 thematic indicators at <http://sdg4monitoring.uis.unesco.org/>

1. TVET systems

TVET in the Malaysian education system⁶



⁶ Compiled by UNESCO-UNEVOC International Centre.

Formal TVET system

Basic Vocational Education is offered at the lower secondary level (ISCED 2).

Duration:	3 years
Admission requirements:	Pass primary school achievement test
Taught in:	Public schools

Basic vocational education at ISCED 2 leads to the development of basic entrepreneurial skills and vocational competencies that can be assessed at the National Qualification Framework (Level 1 and 2). After completing their education at PAV (*Pendidikan Asas Vokasional* / Basic Vocational Education), students can proceed to Skill Training Institutes where they can gain various certificates to proceed in the education system or enter the labour market.

Technical and vocational programmes are offered at the upper secondary level (ISCED 3).

Duration:	2-4 years
Admission requirements:	Lower secondary examination
Taught in:	Technical Schools and various institutions offering vocational programmes

After passing the lower secondary examinations, students can choose one of two vocational streams.

- Two-year technical programme (Technical Schools)
- One of three vocational programmes:
 - DVM: Four-year programmes that lead to the Malaysia Vocational Diploma
 - PVMA: Higher Secondary Vocational Education involving two years of skills training and SPM
 - PIMA: Higher Secondary Industrial Apprenticeship involving two years of apprenticeship programmes and SPM

At the end of the 11 years of education, a student will sit for Malaysian Certificate of Education (SPM) and proceeds for a pre-university programme at Matriculation Colleges or Universities Foundation Programmes, sits for the Malaysian Higher School Certificate (STPM), or enters the labour market.

TVET education at certificate and diploma levels is offered at post-secondary non-tertiary education level (ISCED 4).

Duration:	2-5 years
Admission requirements:	SPM, SVM, and SKP Certifications
Taught in:	Community colleges, polytechnics, Malaysia Technical University Network (MTUN)

Students who have completed the SPM can enrol at the above mentioned institutions to pursue TVET education at certificate and diploma levels.

TVET education is offered at the tertiary education level (ISCED 5-8).

Duration:	2-5 years
Admission requirements:	Malaysian Higher School Certificate (STPM) or Matriculation
Taught in:	Malaysia Technical Universities Network (MTUN)

TVET programmes at the tertiary levels include Bachelor-equivalent programmes, diplomas and advanced diplomas. Pathways to move into general tertiary education at Master's and PhD levels exist.

TVET education following other qualification systems is offered at various levels.

Duration:	2-5 years
Admission requirements:	Varies
Taught in:	Private institutions and institutions following the Malaysian Skills Qualification Framework

Apart from public institutions, there are various private TVET institution providers that offer TVET programmes at the certificate, diploma and degree level. Graduates from public and private TVET institutions can pursue post-graduate programmes offered at MTUN. Students also can opt to pursue TVET education at institutions that offer Malaysian Skills Qualifications Framework, a five-tiered skills certification system based on the NOSS which was introduced by the National Vocational Training Council in 1993.

TVET education can also come under the training approved by HRDC, which utilizes the Human Resource Development Fund (HRDF). This fund caters to industry needs to further upgrade skills, retrain, career advancement and enrichment among employees.

Non-formal and informal TVET systems

TVET education is also provided by the Ministry of Human Resources.

Duration:	Varies
Admission requirements:	Varies
Taught in:	23 Industrial Training Institutes (ITE), 8 Advanced Technology Centres (ADTEC) and the Japan Malaysia Technical Institute (JMTI)

The Ministry of Human Resources provides apprenticeships to teach students technical, social and learning skills. The programmes at ITEs are offered at certificate, advanced certificate and diploma level. ADTECs and the JMTI offer diploma and advanced diploma programmes. The National Dual Training System (NDTS) – based on the German dual training system – stresses the combination and interrelation of hands-on training at the industry workplace with classroom training in specialised training institutions established by the government. Training takes two years with trainees spending 70-80% of their time in workplaces and the remaining 20-30% in selected training institutions.

TVET education is also provided through the government agency MARA (*Majlis Amanah Rakyat*, Council of Trust for Indigenous People) by the Ministry of Rural Development.

Duration:	Varies
Admission requirements:	Varies
Taught in:	Skills Training Institutes

MARA operates skills training institutes which offer basic, intermediate and advanced level programmes. The agency also coordinates the operations of three advanced skills training institutions: the German-Malaysian Institute (GMI), British Malaysian Institute (BMI) and Malaysia France Institute (MFI).

Vocational training for veterans is provided by the Department of Veterans Affairs under the Ministry of Defence.

Duration:	Varies
Admission requirements:	Army service (also other branches?) Military service
Taught in:	Not specified

The department monitors the implementation of the pre-resettlement, resettlement and post-resettlement courses and training conducted by the Armed Forces Ex-Servicemen Affairs Corporation (Perhebat). This programme aims to ensure that all retiring servicemen will have job placements upon their retirement.

TVET training is provided by the Ministry of Works.

Duration:	Varies
Admission requirements:	Not specified
Taught in:	Affiliated Agencies

TVET training is offered through affiliated agencies such as the Construction Industry Development Board (CIDB) and the Akademi Binaan Malaysia, a central evaluation and training arm of the CIDB.

Industrial Skills training programmes is provided by the Ministry of Youth and Sports.

Duration:	Varies
Admission requirements:	Not specified
Taught in:	Training Centres and Youth Advanced Skills Training Centre

The Ministry of Youth and Sports provides basic, intermediate and advanced levels of industrial skills learning programmes.

TVET for the agricultural sector is provided by the Ministry of Agriculture and Agro-Based Industry.

Duration:	Varies
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Admission requirements:	Not specified
Taught in:	Not specified
The National Agricultural Training Programme (<i>Latihan Kemahiran Pertanian Kebangsaan, PLKPK</i>), conducted by the National Agricultural Training Council (NATC) provides a new stream of skilled workers to the agricultural sector.	

TVET programmes are provided by the Ministry of Rural Development.	
Duration:	Varies
Admission requirements:	Not specified
Taught in:	Not specified
TVET programmes on certificate and diploma levels are offered in the MARA Skills Institute (IKM), the MARA High Skills College and GIATMARA, a grassroots level training institution under MARA.	

2. TVET strategy and key policy documents

TVET in Malaysia is geared towards increasing skilled human capital by providing quality education and training that is responsive to labour market needs, and provides resources for further education or entrepreneurial pursuits. The key impetus of the Malaysian TVET strategy as outlined in the 11th Malaysian Development Plan 2016-2020 ([11 Malaysia Plan](#)), includes:

- Improving the efficiency of the labour market to accelerate economic growth;
- Transforming TVET to meet industry demand;
- Strengthening lifelong learning for skills enhancement; and
- Improving the quality of the education system for better student outcomes and institutional excellence.

The economic agenda outlined in the 11MP is expected to create new jobs, with targeted improvements in labour productivity and reduced dependency on low-skilled foreign workers, and facilitate the transition from labour-intensive to knowledge- and innovation-based economic activities. Out of the new jobs that will be created, 60% are expected to require TVET-related skills. In this context, TVET is identified as a game changer in how Malaysia produces skilled talent. Shift 4 of [The Malaysia Education Blueprint 2015-2025 \(Higher Education\)](#) outlines TVET as an important pathway for vocational education and skills development, and lifelong learning. The strategies and corresponding initiatives in support of the Education Blueprint, are consistent with UNESCO's Recommendations on TVET and include:

- Strategy A: Enhancing industry-led curriculum
- Strategy B: Creating integrated and coordinated governance structure.
- Strategy C: Streamlining qualifications
- Strategy D: Rebranding of TVET

The following key documents help guide the development of TVET in Malaysia.

Name of document	Education Act 1996 (Act 550)
Date entered into force	15 July 1996
Website link	http://t1p.de/nlb8
Key points and objectives	
The Education Act 1996 (Act 550) covers all education levels but focuses on pre-primary, primary, secondary and post-secondary education. The act stipulates the use of the national language (Bahasa Melayu) as the medium of instruction and calls on all schools to implement the national curriculum, unless exempt. It stipulates that technical education in national secondary schools and other educational institutions including polytechnics are legal entities in the National Education System. Other programmes like community colleges can also be established by the Minister of Education.	

Name of document	National Skills Development Act 2006 (Act 625)
Date entered into force	2006
Website link	http://t1p.de/67yk
Key points and objectives	
The National Skills Development Act 2006 has established the National Skills Development Council and the National Occupational Skill Standards.	

Name of document	Malaysia Qualifications Agency Act 2007
Date entered into force	2007
Website link	http://t1p.de/zg6d
Key points and objectives	
The Malaysia Qualifications Agency Act establishes the Malaysian Qualifications Agency and sets out its composition, functions and responsibilities.	

Name of document	Malaysia Board of Technologists (Act 768)
Date entered into force	28 May 2015
Website link	http://t1p.de/k06s
Key points and objectives	
This Act established the Malaysia Board of Technologists (MBOT), a specialized body that registers and recognizes Professional Technologists as well as Certified Technicians as professionals. MBOT expands its function vertically and horizontally. The main focus is on technology-based professions that cut across discipline based from conceptual design to a realized technology and covers from technicians (with SKM/Diploma Level) up to technologists (Bachelor's Degree level and above). As a whole, these professionals have integrated roles spanning from concept to realisation of training/projects. MBOT performs the following functions:	

- To recognize and register Technologists and Technicians as Professionals based on technology and technical fields;
- To provide facilities for the promotion of education and training and to hold or cause to be held, professional development programmes for registered persons to further enhance their knowledge relating to their professions;
- To conduct assessments or to cause assessments to be conducted by an institution approved by the Board for the purpose of admission to the profession;
- To determine and regulate the conduct and ethics of the technologists and technician profession; and
- Generally, to carry out all such acts and do all such things as may appear to the Board necessary to carry out the provisions of this Act.

Name of document	11 th Malaysia Plan 2016-2020
Date entered into force	21 May 2015
Website link	http://t1p.de/b4g1
Key points and objectives	
The 11th Malaysia Plan (Chapter 5 regarding TVET) focuses on four areas: - Improving the efficiency of the labour market to accelerate economic growth - Transforming TVET to meet industry demand - Strengthening lifelong learning for skills enhancement - Improving the quality of the education system for better student outcomes and institutional excellence. This plan outlines the creation of 1.5 million jobs by 2020 and envisages TVET to become better aligned with the needs of the labour market. TVET related skills will be needed for about 60% of the newly created jobs which increases the focus of expenditure and planning towards TVET.	

3. Governance and financing

In Malaysia, TVET programmes are offered by different ministries on various levels.

Governance

The **Ministry of Education (MoE)** is responsible for formal TVET programmes in secondary schools and also develops and coordinates TVET policies and the curriculum. The **Ministry of Higher Education** oversees TVET programmes in public and private universities, polytechnics and community colleges. The **Ministry of Youth and Sports** provides basic, intermediate and advanced levels of industrial skills training programmes in training centres and the Youth Advanced Skills Training Centre. The **Ministry of Human Resources** is in charge of industrial training institutes (ITIs) and provides non-formal TVET programmes (see Chapter 1). In addition, it has an important coordinating role through the National Vocational Training Council (NVTC).

Other actors involved in administering TVET in Malaysia include:

The **National Vocational Training Council (NVTC)** – under the Ministry of Human Resources – is the national body entrusted with a major role in formulating, promoting and coordinating industrial and vocational training strategy and programmes, including implementing a national skills certification programme. Some of the other main functions of NVTC include the assessment of skills needs; the development of the National Occupational Skills Standards (NOSS); the promotion of skills training and skill-based careers; upgrading the capabilities of training personnel, and conducting study/research on skills training.

The **Council of Trust for the Indigenous People** (see Chapter 1 – non-formal and informal TVET) runs skills training institutes and offers programmes at basic, intermediate, advanced and professional levels.

The **Human Resources Development Council (HRDC)** runs apprenticeship and training grant schemes as well as other basic skills training programmes in: mechatronics, hotel and tourism, manufacturing, and information technology. Under the apprenticeship scheme, employers are eligible for a 100% reimbursement of training costs made up of apprentices' monthly allowances, insurance and training materials.

Financing

TVET is funded by the government, through the Ministry of Education and the Ministry of Human Resources. For example, the Human Resources Development Fund (HRDF) is run by the Human Resources Development Council (HRDC) – under the Ministry of Human Resources. The Fund operates as a levy/grant system which charges employers a set amount and provides training grants in return. TVET students also have to pay enrolment and participation fees.

4. TVET teachers and trainers

Teacher education has been the subject of much policy contestation between different providers, namely the Public Universities and the Institutes of Teacher Education. There are many frameworks and qualification processes that a public university has to undergo before teacher-training programmes can be offered or modified. The potential programme is first proposed, and then put under the scrutiny of the faculty board. It then goes through a number of processes before being tabled in the university senate. It also needs the approval of the Ministry of Higher Education and the Malaysian Qualifications Agency (MQA). In addition, the programme must meet the standards of the Teacher Education Unit of the MoHE requirement. Graduates then have to face the Education Service Board before being accepted into the public teaching scheme.

Governance is tied to the issue of quality assurance and quality assurance in turn is tied to accreditation. Hence, the nature of teacher education programmes is subject to scrutiny at inception and official approval when an institution applies for accreditation and continues with regular monitoring and inspection once approval has been secured. Teacher education programmes in Malaysian public universities are governed by political, institutional and professional bodies. Currently, there are twelve faculties/schools of education in the public universities (20 altogether) and one Education University.

Pre-service teacher education curriculum

In Malaysia, secondary school teachers teach pupils from Form One to Form Six (12 to 18 years old). In this age grouping, children mature to young adults and physical and mental changes occur rapidly. There is a vast difference in need, ability, capability and knowledge for these pupils and therefore a vast difference in pupils' requirements in terms of school curriculum. Science teachers at the lower secondary level may not need high levels of knowledge in science, but those teaching at the upper secondary and matriculation levels may need knowledge almost similar to teaching year one in university level science courses.

Courses for teacher education in Malaysian universities traditionally contain three main elements:

- The study of one or more academic, cultural, or aesthetic subjects for the purpose of continuing the students' own scholarship and to provide them with sound knowledge to be used in their subsequent teaching career;
- The study of educational principles, increasingly organized in terms of social science disciplines such as psychology, sociology, and philosophy;
- Professional courses and school experience.

In terms of academic quality, the Malaysian university-level teacher education is rather high. The Malaysian teacher education is still dominated by degree courses, though Master's students form a very significant minority among all student teachers. Furthermore, PhD studies have been firmly embedded into the system, with the doctoral candidates representing almost a tenth of all students. For Polytechnics and Community Colleges, all lecturers must have at least a diploma level qualification, and will be given the opportunity to pursue their education up to the level of doctors of philosophy (PhD). The lecturers are also required to attend various training courses for individual and career advancement. There are currently 10,310 Higher Education Officers (including lecturers and administrative staff), of whom 7,519 are in polytechnics and 2,791 in community colleges.

The selection process uses an aptitude test named MEdSI (Malaysian Teacher Education Selection Inventory). Recruitment to attend the degree programmes under MoHE through the public universities caters to teachers for secondary schools. The pool of candidates comes from the Higher School Certificates (STPM), Matriculation Programmes, Diplomas, Bachelor and Teacher Education Certificates. The current selection process to teacher education programs in Malaysian public universities was introduced in 2008. Since 2007, MoHE requires the qualified candidates (those that meet the minimum academic qualifications) to sit for the MEdSI test.

A cut-off point for selection to the interview phase is based on their MEdSI performance, which is dependent on technical factors such as; the number of candidates applied and; number of places available. Usually, the candidates that attend for interview are three times the number of places available. The interview is normally conducted by a panel of three teacher educators who look into the candidates based on their competency in language, qualities in leadership, self-motivation and attitude towards teaching. If candidates want to specialize in a certain subject such as languages, arts, sports, and music, they have to go through further special practical screening processes. The marks scored for the different components such as academic, MEdSI and interview, will then be computed based on the weightage of each

component and a ranking will be listed. The candidates are selected based on their ranking on this list.

In-service teacher programmes

There have been numerous in-service teacher education programmes in Malaysian public universities that have almost exclusively been requested by the MoE. However, these programmes were mainly exercises to upgrade the teachers' rank and salary category. These services are solely for non-graduate teachers to upgrade their qualification to the bachelor degree level. One such programme is called PKPG (Special Program to Graduate Teachers). Those selected were given full or part paid leave to pursue their studies in public universities. Nonetheless, the MoE conducts numerous in-service courses when there are changes in policies such as the introduction of mathematics and science in English. However, even those professional development courses and workshops that have the most positive impact may not be relevant to all teachers.

5. Qualification system and quality assurance

National Qualifications Framework (NQF)

The Malaysian Qualifications Framework (MQF) was approved under the Malaysian Qualifications Agency Act in 2007. The main role of MQF is to set qualification standards for all qualifications in the higher education and training sectors. A qualification awarded by a registered institution represents what a graduate has acquired, in terms of knowledge, skills, competencies and value, upon successful completion of a named programme of study.

MQF LEVEL MINIMUM	GRADUATING CREDIT	ACADEMIC SECTOR	TVET SECTOR EQUIVALENT
8	No credit ranking	PhD / Doctoral research	
	80	Degree by mixed mode & coursework	
7	No credit ranking	Master's by research	
	40	Master's by mixed mode & coursework	
	30	Postgraduate Diploma	
	20	Postgraduate Certificate	
6	120	Bachelor's degree	
	66*	Graduate Diploma	
	36*	Graduate Certificate	
5	40	Advanced Diploma	5
4	90	Diploma	4
3	60	Certificate	3
2	30	Certificate	2
1	15	Certificate	1

* Including 6 credits from general studies subject

With the 11th Malaysian Development Plan (2015-2020), the scope of MQF refers to qualification types from the academic and TVET sectors, thereby unifying the framework of all qualifications in Malaysia. It describes the levels of learning, generic learning outcomes, level descriptors, credits and single qualification title for each level to be applied in both academic and TVET type qualifications.

Levels 1 to 5 give special focus to TVET or work-type qualifications. Learners from TVET may proceed to higher qualifications in the universities in relevant application-based programmes. The school-based qualifications are required as a basis of entry, and they may equate to Level 3 and 4 but are subject to further verifications.

Each level in MQF is provided with generic statements which describe the learning achievement at a particular level. The MQF has eight levels of learning achievement as currently practiced, comparable to regional frameworks. Certificates are at Levels 1-3, Diploma and Advanced Diploma at Levels 4-5 and Degrees at Levels 6, 7 and 8 for Bachelor, Master's and Doctoral qualifications.

National Occupational Skills Standard (NOSS) is defined as a specification of competencies expected of a skilled worker who is gainfully employed in Malaysia for an occupational area. It describes levels and pathways to achieve certain competencies. NOSS was developed together with industrial experts in line with the provisions under the National Skills Development Act of 2006. It will provide opportunities for the community and industry to benefit from the services offered by the Department of Skills Development (DSD) and other related agencies such as:

- Malaysian Skills Certification through Accreditation System, National Dual Training System (NDTS), Recognition of Prior Achievement (RPA);
- Recognition of National Industry Expert;
- Development of training curriculum.

The National Skill Qualification Framework (SKM Qualification Framework) which is based on the National Occupational Skills Standards (NOSS), aims to develop skilled and trained workers with the necessary qualifications in order to increase the competitiveness of the local industry in the world market.

The double qualification structure (MQF and SKM) is based on two types of qualifications, namely academic qualifications and the skills qualifications. The SKM has five levels as follows:

LEVEL	DEFINITION
Malaysian Skills Advance Diploma (DLKM) Level 5 – Management Level	Competent in applying a significant range of fundamental principles and complex techniques across a wide and often unpredictable variety of contexts. Very substantial personal autonomy and often significant responsibility for the work of others and for the allocation of substantial resources feature strongly, as do personal accountabilities for analysis and diagnosis, design, planning, execution and evaluation. Specialisation of technical skills should be demonstrated.
Malaysian Skills Diploma (DKM)	Competent in performing a broad range of complex technical or professional work activities performed in a wide variety of contexts and with a substantial degree of personal responsibility

Level 4 – Supervisory Level	and autonomy. Responsibility for the work of others and allocation of resources is often present. Higher level of technical skills should be demonstrated.
Malaysian Skills Certificate (SKM) Level 3 – Supervisory Level	Competent in performing a broad range of varied work activities, performed in a variety of contexts, most of which are complex and non-routine. There is considerable responsibility and autonomy and control or guidance of others is often required.
Malaysian Skills Certificate (SKM) Level 2 – Operation and Production Level	Competent in performing a significant range of varied work activities, performed in a variety of contexts. Some of the activities are non-routine and require individual responsibility and autonomy.
Malaysian Skills Certificate (SKM) Level 1 – Operation and Production Level	Competent in performing a range of varied work activities, most of which are routine and predictable.

Quality assurance

The National Vocational Training Council (NVTC) is responsible for quality control, accreditation of training providers and course certification. NVTC accredits TVET providers to undertake training and assessment in specific skills programmes at different skill levels. Accreditation is granted for the duration of 3 years after which TVET providers are required to submit an application for the renewal of accreditation within a period of 3 months before the accreditation expires. Re-accreditation is usually extended for another 3 years.

The accreditation of training providers is conducted by assessors, and internal and external verifiers. Assessors and internal verifiers are appointed by accredited TVET providers and perform in-house assessment as well as internal verification based on documentation and procedures stipulated by NVTC. External verifiers are officials accredited and appointed by NVTC to ensure full conformity of the assessment and internal verification carried out at accredited TVET institutions.

6. Current reforms and policy discussion

Malaysia is currently implementing some reforms to its TVET system. The Technical and Vocational Education and Training Enhancement Committee (JPTVET) focuses, among others, on the issues of TVET such as alignment, articulation, funding, and employability. It also includes Vocational College (KV), Polytechnics, Community Colleges and Malaysian Technical University Network (MTUN) articulation plans.

As part of the 11MP, a [TVET Masterplan Study](#) on the demand and supply of human capital requirements was conducted by MOHR and Price Waterhouse Coopers (PWC), a professional services firm that carries out audit and assurance as well as tax and consulting services. It is expected to look at the industry engagement model, the TVET financing model, matching demand to supply, strategic collaboration among TVET providers and efforts to achieve a high percentage of skilled workforce by 2020.

Challenges

According to the Department of Polytechnic Education of the Ministry of Higher Education, Malaysia is facing the following challenges to the TVET system:

Duplication of TVET programmes offered by several ministries with little differentiation	Due to the involvement of several ministries in the provision of TVET programmes, overlap and unclear division of responsibilities occurs. This could be streamlined by clear distinction of target group, skills to be trained or sector that is to be served.
Students and parents assume TVET education as a “last resort” choice for further education	TVET is considered a less prestigious choice of study than the academic stream. This perception leads to minimal enrolment in training programmes and hinders the evolution of further TVET activities in collaboration with the industry sector. This could endanger funding and result in shortage of skilled labour force.
TVET graduates are often not given the proper salary levels	Even after successful graduation from TVET programmes, the competencies of the graduates are not adequately remunerated. This is largely associated with the image and social recognition of TVET.

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