



Preparing Future Workforce for Post-Pandemic Recovery

Building TVET Capabilities in Malaysia

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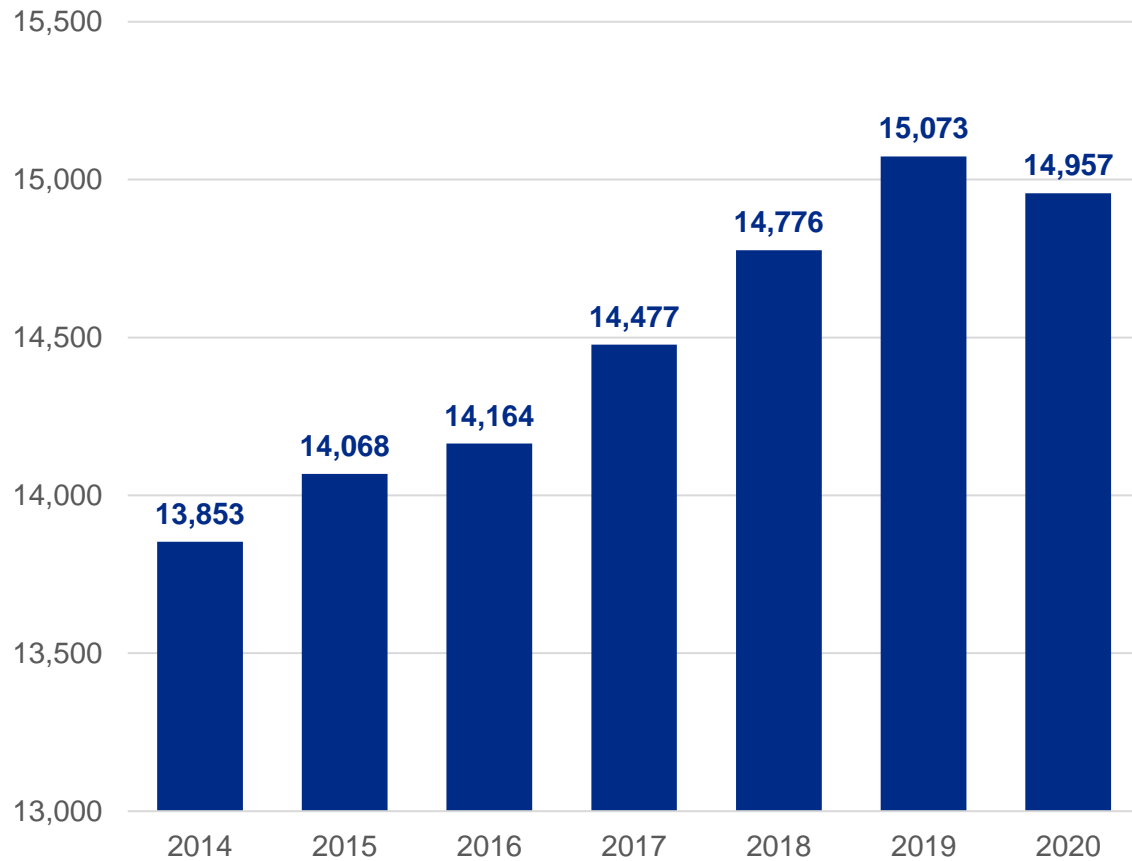
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How can Malaysia's TVET system better cater to the demands and needs from industries?

Overview

- The unprecedented Covid-19 pandemic has adversely affected employment...

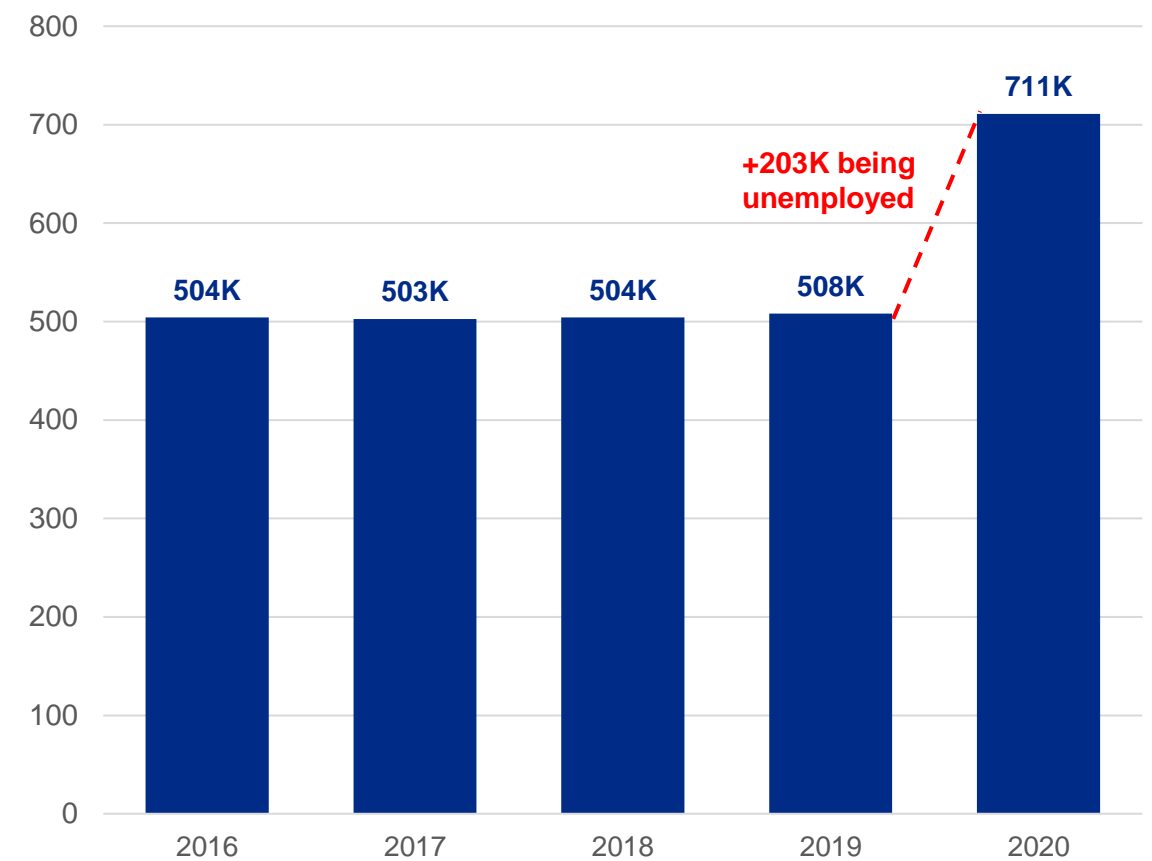
(Person '000)



Source: Department of Statistics Malaysia (DOSM)

- ...and number of unemployed has risen substantially

(Person '000)

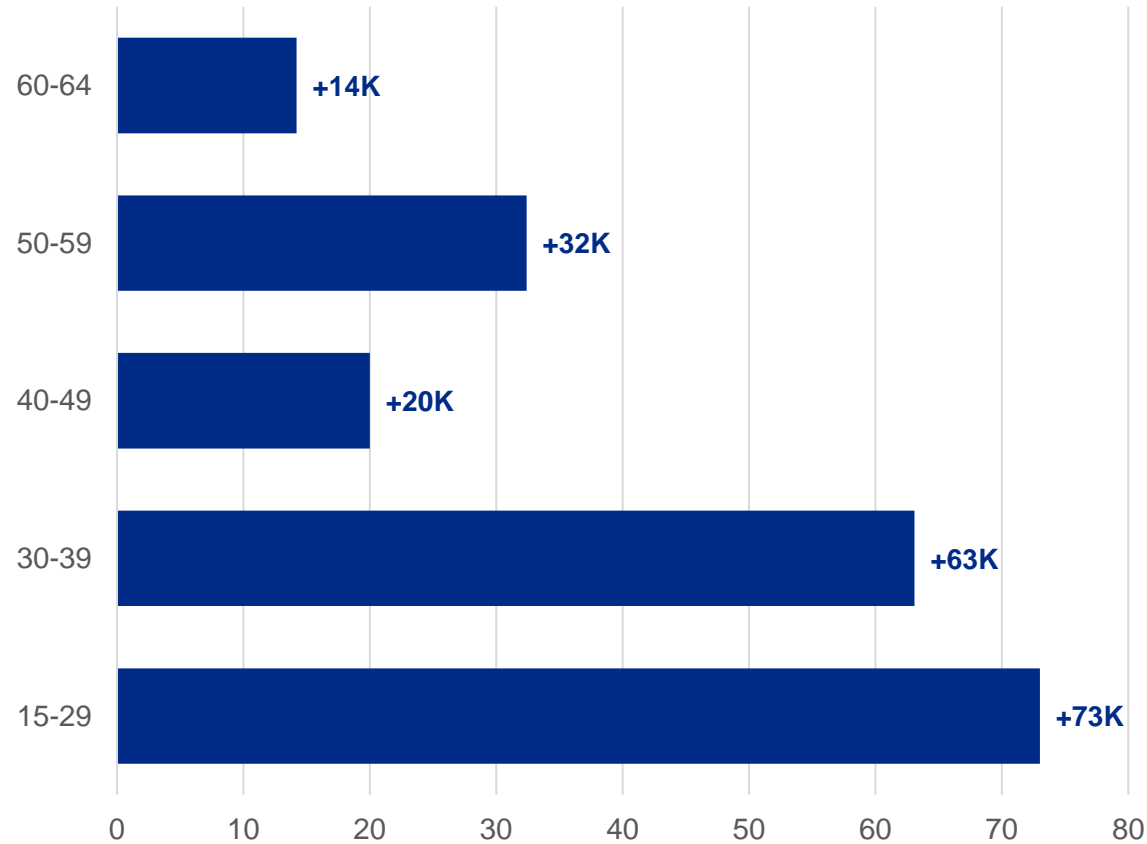


Source: Department of Statistics Malaysia (DOSM)

Overview

Youth have been affected the most

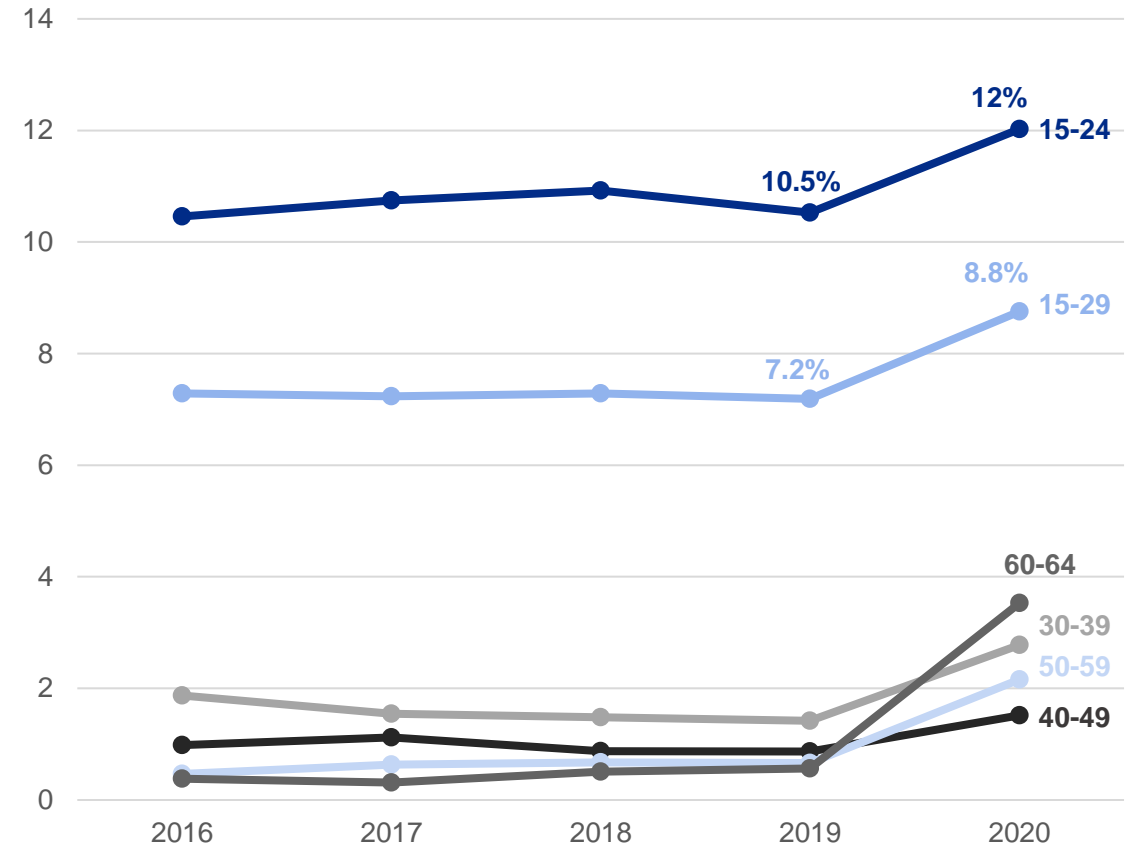
Change in unemployment (Person '000)



Source: Department of Statistics Malaysia (DOSM), author's calculations

Even before the pandemic, youth unemployment rate has been at a worrying state

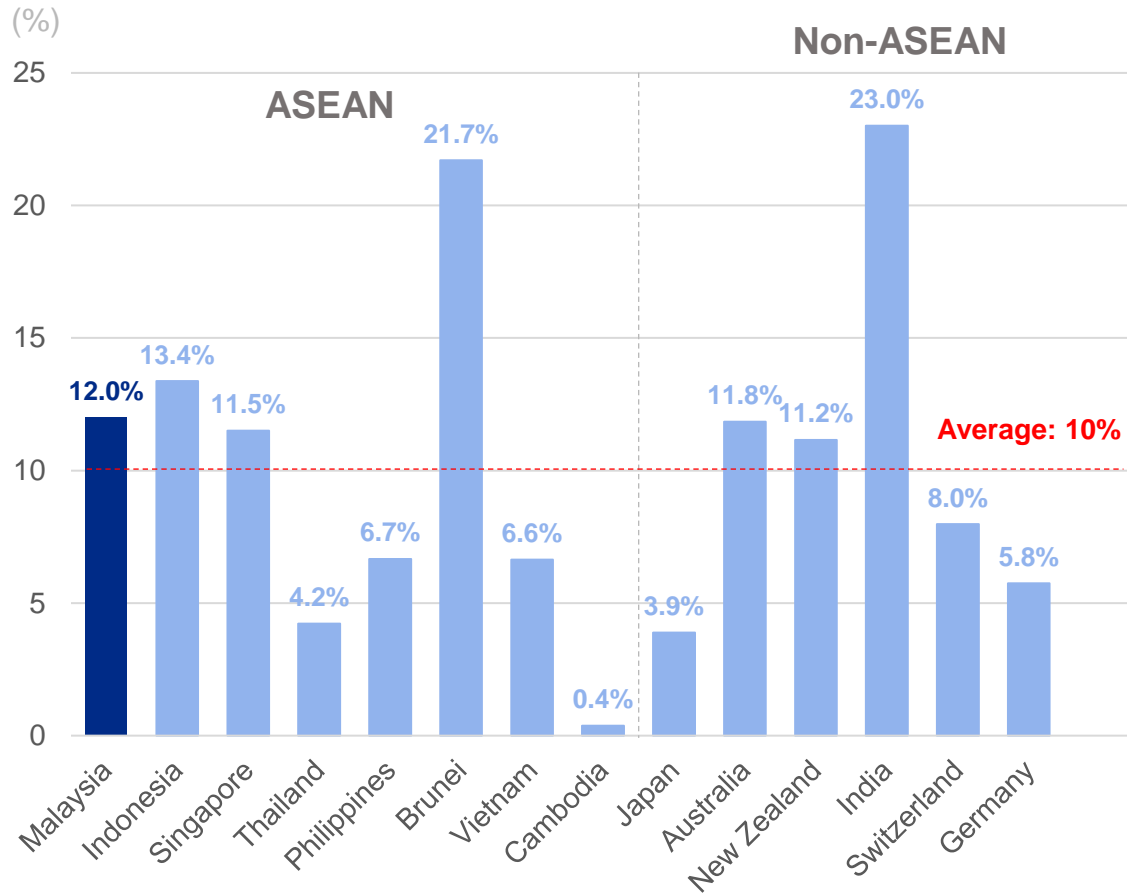
(%)



Source: Department of Statistics Malaysia (DOSM)

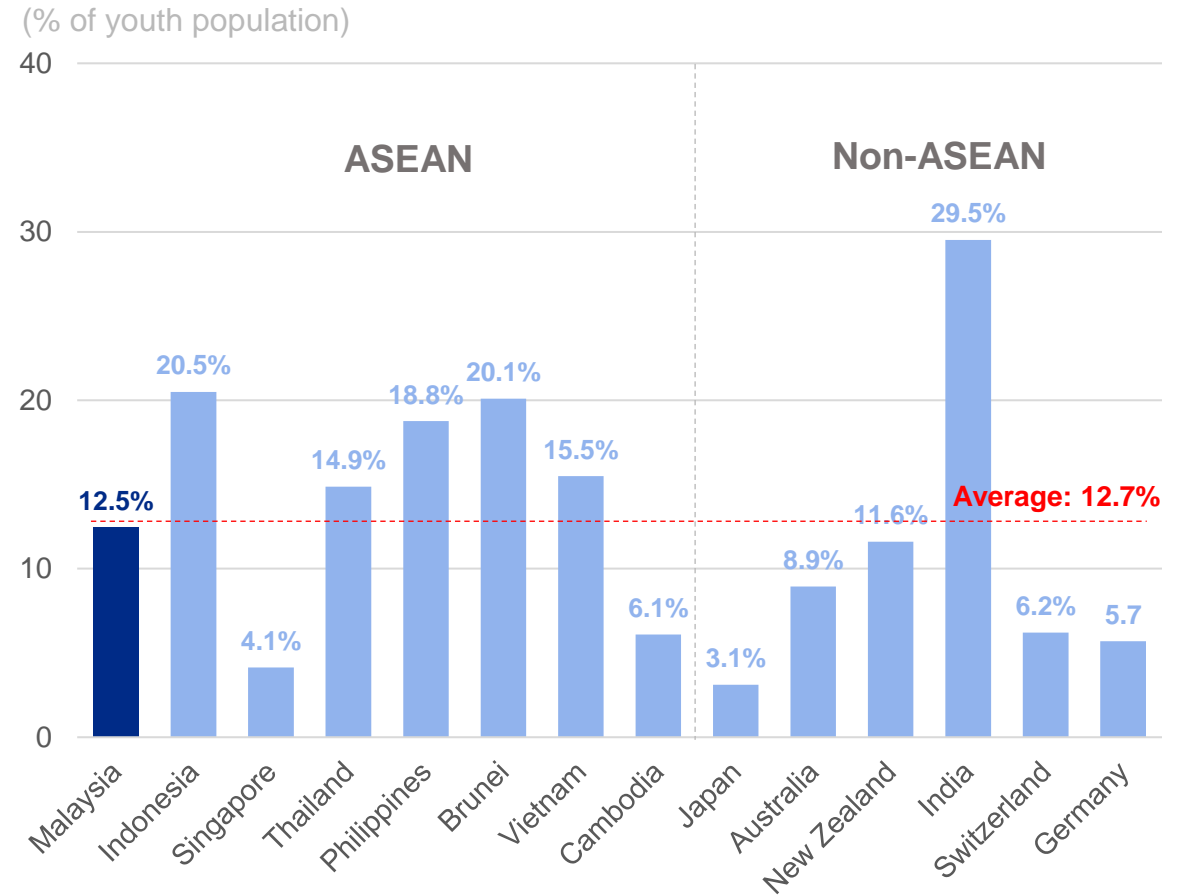
Overview

- High youth unemployment rate appears to be a global phenomenon...



Source: World Bank, ILO

- ...and the state of youth inactivity is another worrying issue

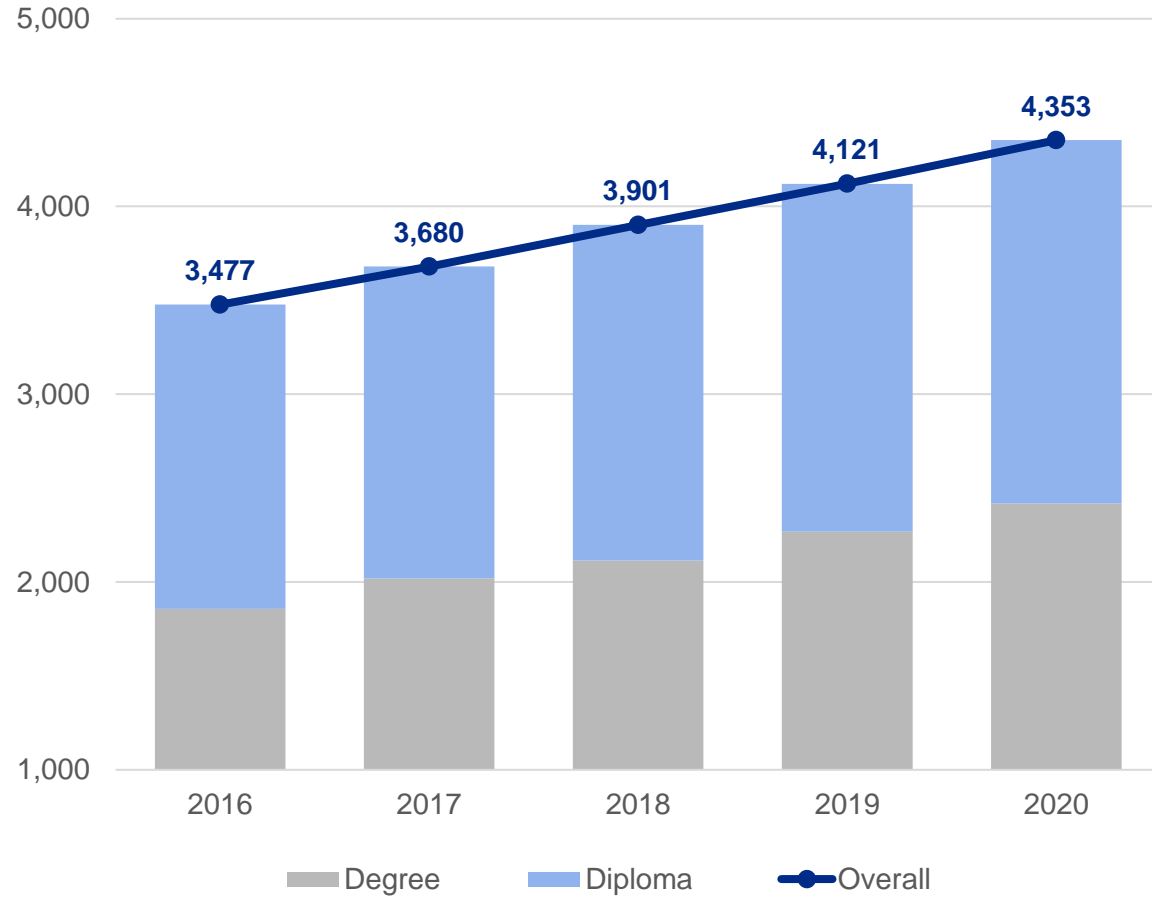


Source: ILOSTAT

Overview

- Although the number of employed graduates has increased over the years...

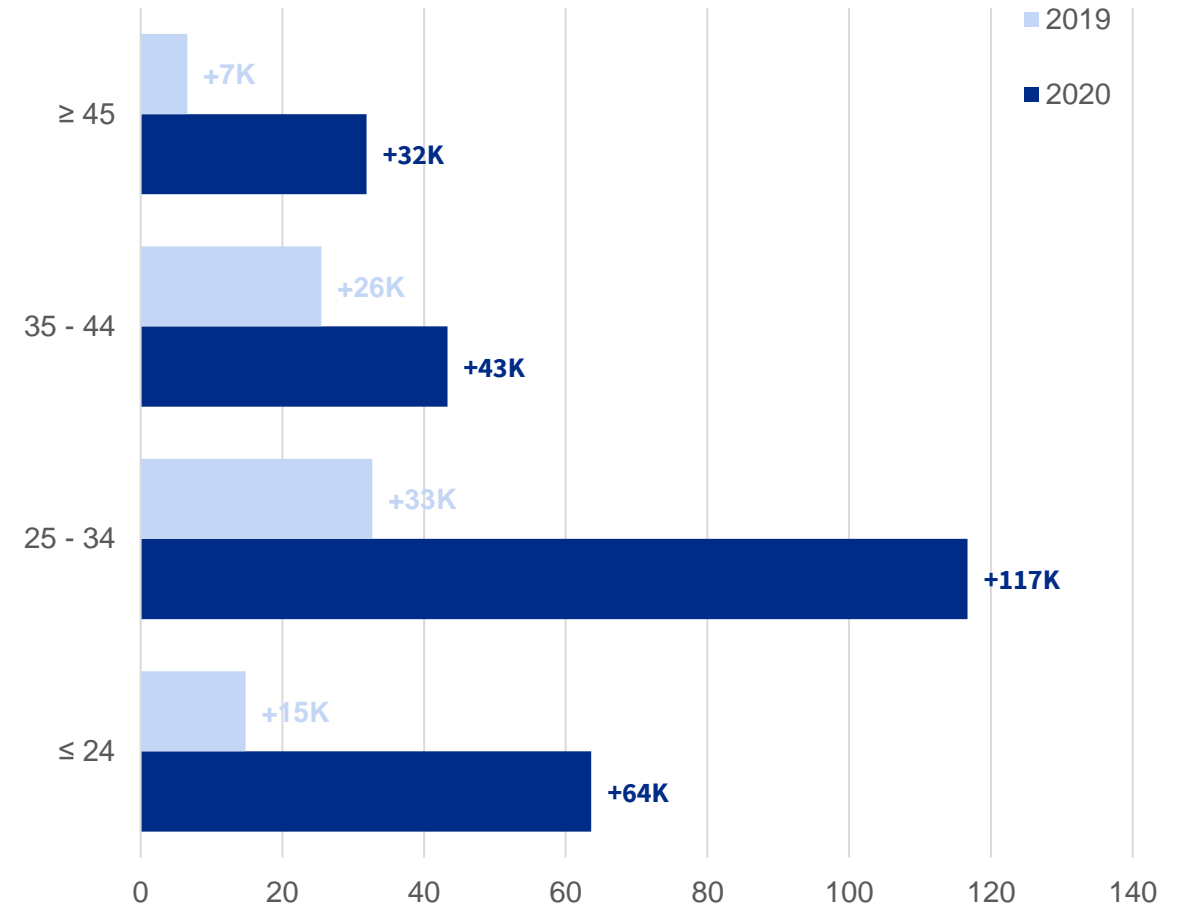
(Person '000)



Source: Department of Statistics Malaysia (DOSM)

- ...more have committed to jobs which do not match their qualifications (underemployment)

Change in number of skill-related underemployed (Person '000)

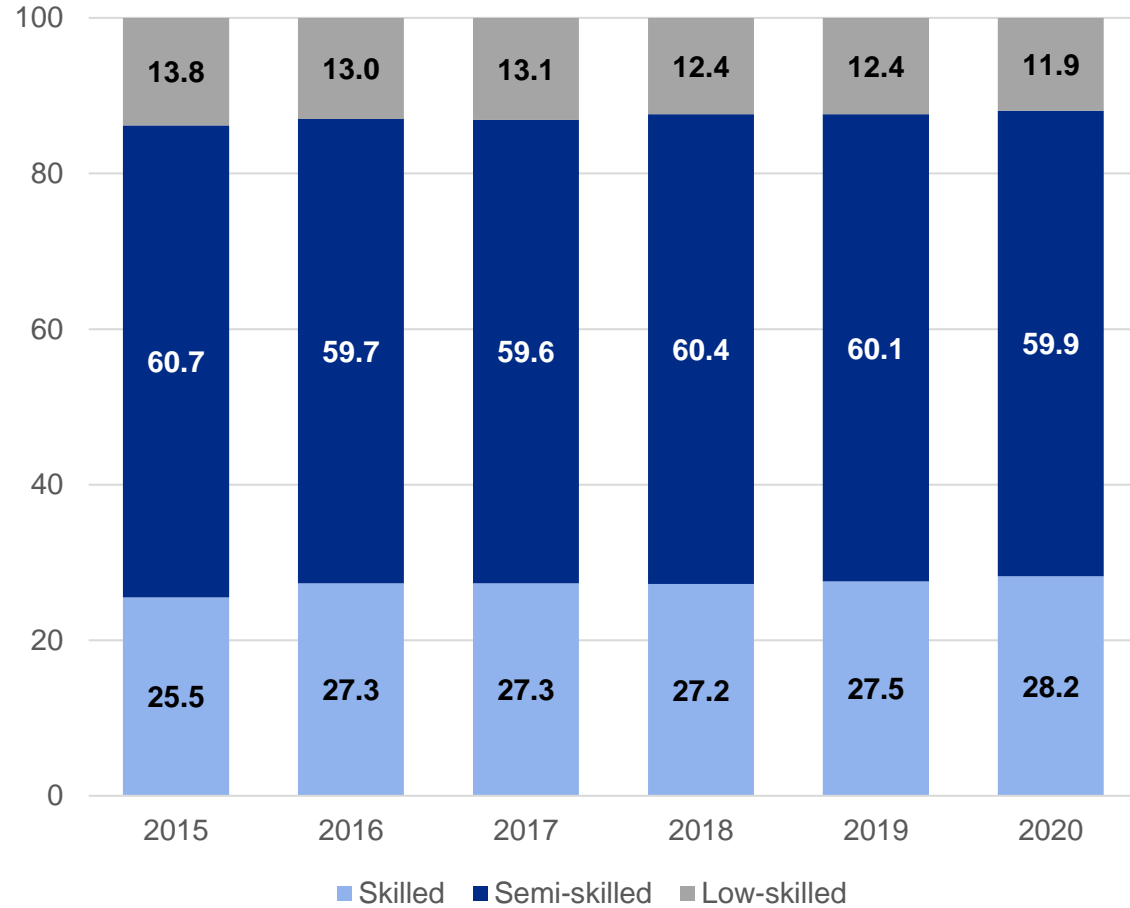


Source: Department of Statistics Malaysia (DOSM), author's calculations

Overview

● Malaysia's workforce remains concentrated in the semi-skilled level

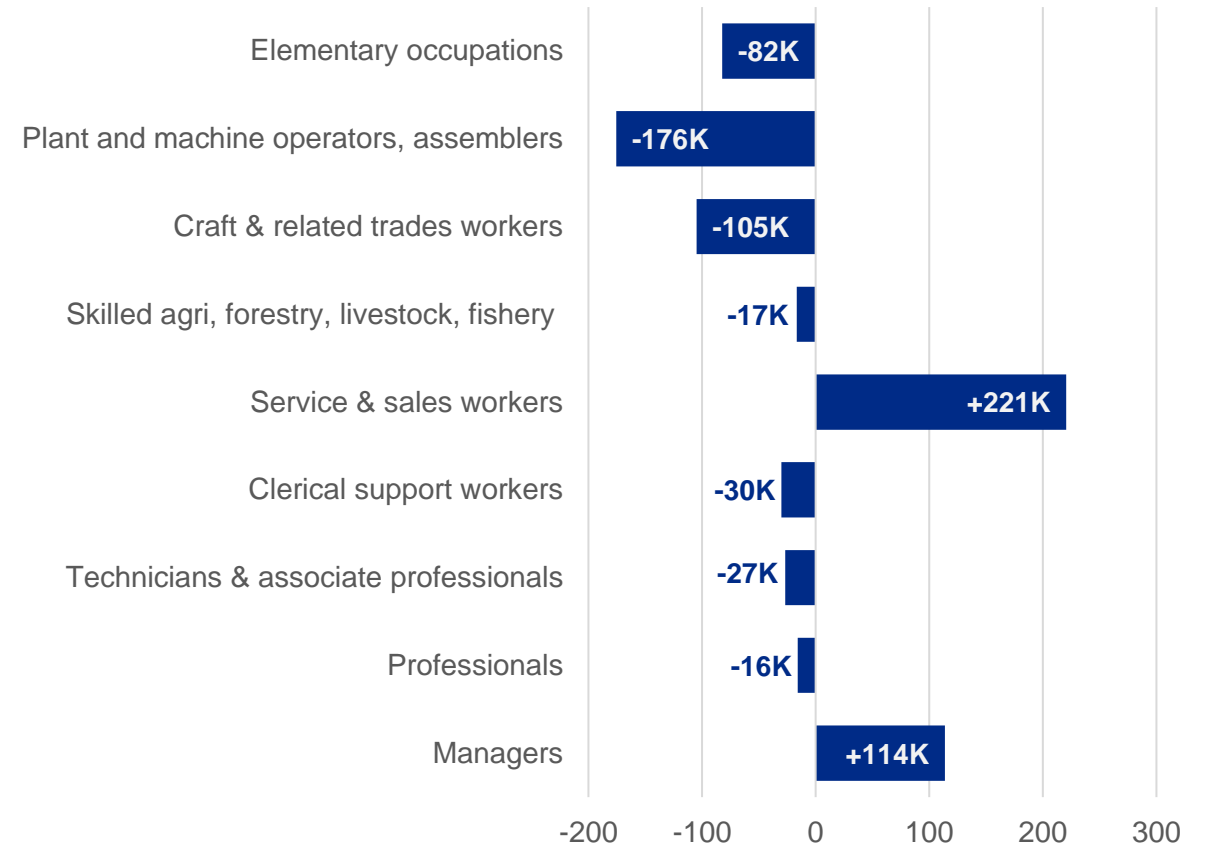
(% of total employed persons)



Source: Department of Statistics Malaysia (DOSM), author's calculations

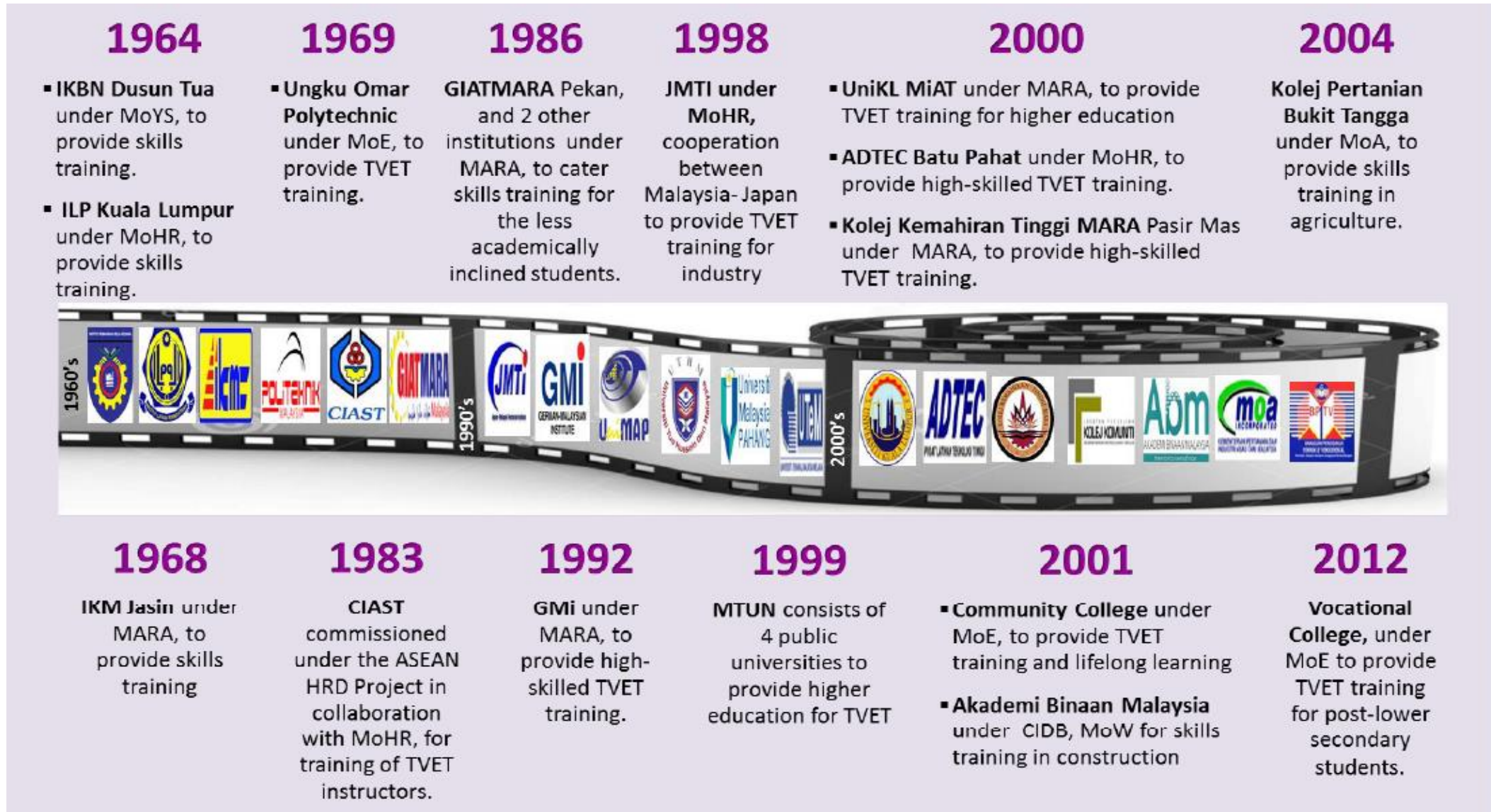
● The highest increase in employment is seen in services and sales

Change in employment (Person '000)



Source: Department of Statistics Malaysia (DOSM), author's calculations

TVET: Background



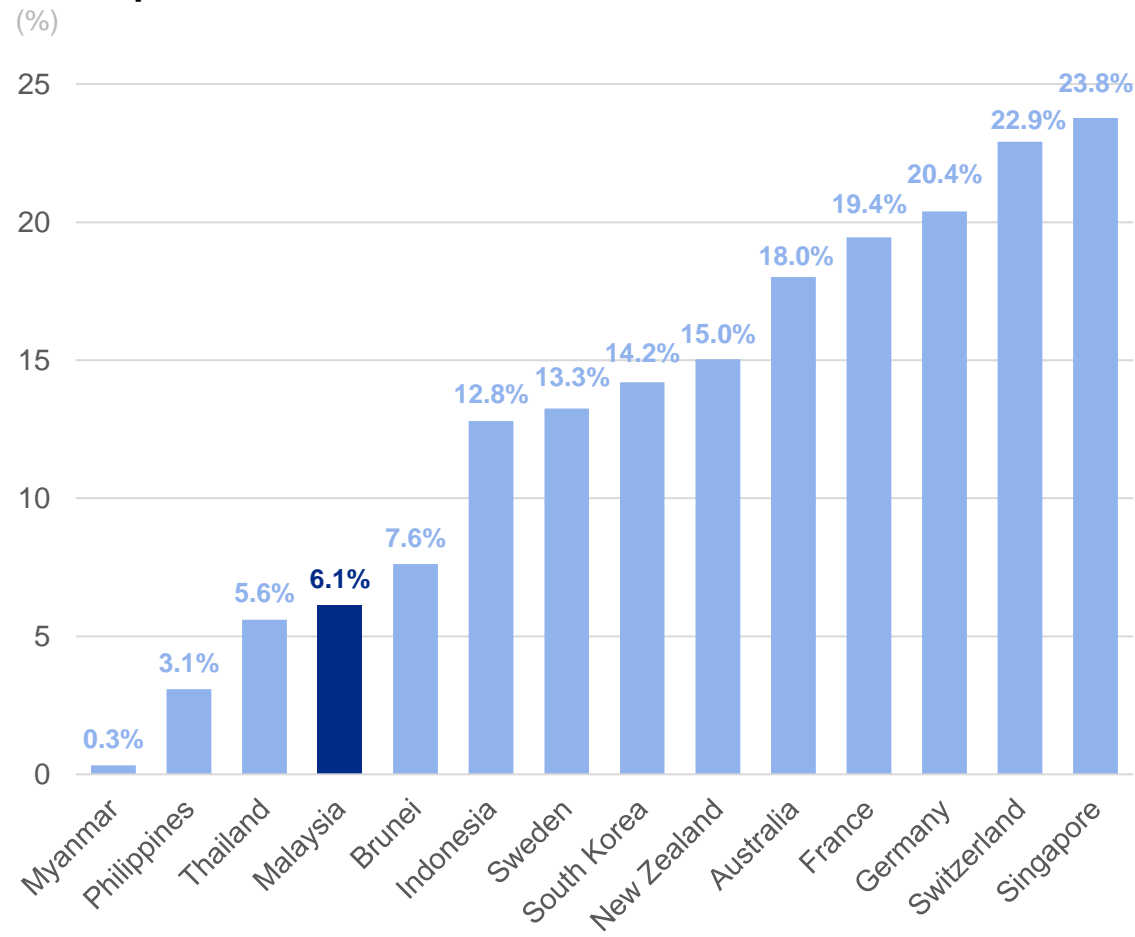
Source: Economic Planning Unit (EPU)

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TVET: Main challenges

- 1 Social stigma
- 2 Knowledge gap among instructors
- 3 Fragmented TVET landscape
- 4 Mismatch between TVET programmes and industry requirements
- 5 Lack of infrastructure

Youth enrolment in Malaysia's TVET institutions lags behind developed nations



Source: UNESCO Institute for Statistics

TVET: Comparison between systems

	Malaysia	Germany
Model	<ul style="list-style-type: none"> Dual system 	<ul style="list-style-type: none"> Dual system Students also attend classes for general subjects
Governance	<ul style="list-style-type: none"> Involves multiple ministries, state government and private institutions Each institution offer different programmes 	<ul style="list-style-type: none"> Involves the federal government, states (Länder), Federal Institute for Vocational Education & Training, social partners as well other competent bodies Each stakeholder has a specific role to play which helps to develop a clear TVET pathway
Accreditation	<ul style="list-style-type: none"> Two accreditation bodies 	<ul style="list-style-type: none"> Single accreditation body
Curriculum	<ul style="list-style-type: none"> Lack of effective engagement and industry input in curriculum design Industries burdened with multiple requests for collaboration from numerous TVET institutions 	<ul style="list-style-type: none"> The design, development and implementation of TVET include a wide range of public and private stakeholders Consists of a strong public-private collaboration
Hiring standards	<ul style="list-style-type: none"> Certification of teaching competency is compulsory At least TVET certificate or TVET diploma for Level 1 to 3 Bachelor's degree and industrial experience are only required for Level 4 and 5 	<ul style="list-style-type: none"> Vocational school – Two-phase qualification; Bachelor's/Master's degree followed by 1.5 year of practical training in vocational schools Apprenticeship – Have a vocational background as a foreman, skilled worker or a qualified craftsman

Source: Various published papers

Sofea Azahar, November 2021. sofea.azahar@isis.org.my

Policy solutions

1. Address governance and coordination issues

- A single coordinating body
- A single accreditation centre
- Harmonise various rating systems for TVET institutions

2. Strengthen cooperation between TVET institutions and industry players

- Enhance industry-led TVET curriculum
- Emphasis on Fourth Industrial Revolution and soft skills in curriculum development

3. Educate the public

- Improve awareness on vocational pathway and career opportunities
- Highlight success stories
- Emphasis on data transparency and accessibility

Policy solutions

4. Improve the competency of instructors and teachers

- Revise the hiring requirements
- Enhance competency in English language and ICT
- Rating system on the performance of educators

5. Upgrade infrastructure and facilities

- Investments in remote learning and skills
- Enforce flexible and blended learning
- Expedite national connectivity initiative (JENDELA) to widen Internet coverage

6. Effective monitoring on policies and programmes

- Use evidence-based research and evaluation on TVET policies and programmes
- Expedite the role of Malaysia Research Institute for Vocational Education and Training (MyRIVET)

Key takeaways

- The unprecedented Covid-19 pandemic has negatively affected the labour market particularly employment opportunities for the youth.
- High youth unemployment rate is not only a concern in Malaysia but across other countries worldwide. Another worrying matter related to the young people is the high share of youth not in education, employment or training.
- A greater number of graduates have had to bear the brunt of economic repercussions such as underemployment.
- Malaysia's workforce remains concentrated in semi-skilled level due to high dependence on foreign workers and low adoption of high technology.
- Five key challenges in the local TVET system that need to be addressed urgently namely the poor recognition, competency of educators, fragmented TVET landscape, cooperation between TVET institutions and private sector as well as the lack of infrastructure.
- Consistent efforts need to be placed through suitable policy actions in order to bring TVET into the mainstream education, thus, producing more skilled talents who are prepared for post-pandemic era.



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