

## NEWS RELEASE

*For Immediate Release*

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### **SKILLED HUMAN CAPITAL TOPS LIST OF MOST WANTED**

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**PUTRAJAYA, December 1** - The changing job landscape has resulted in a scenario where knowledge and competence is valued.

Ministry of Education Technical and Vocational Education Division director Zainuren Mohd Nor said parents need not worry as vocational courses prepare their children with the necessary competences, education and attitude that the future workforce should have.

"This is not the era of paper qualifications only. It is more on professional certifications that acknowledge a person's knowledge and competence in the field that they choose and the ability to accommodate changes," he said.



*Zainuren Mohd Nor, Director, Ministry of Education Technical and Vocational Education Division.*

"The future workforce is valued mainly on what they can do and positive perspectives of their job environment."

"Vocational education and training is a significant key driver for economic growth as it produces skilled human capital that is needed to contribute to the country's economic growth."

He added that the main misconception about vocational education and training is that it is considered second class compared to mainstream education.

"It is considered as an alternative education for low achievers or academically struggling students and limited pathways for higher degrees," he said.

"As a result, the jobs available for them are of blue collared jobs in industries with low wages."

Zainuren said the success of over 15,000 vocational college graduates from the first and second cohorts was proof to dispel the idea that vocational training was a dumping ground.

The misconception, he said started in the 1970s and 1980s when vocational schools catered for low achievers.

This stigma, along with that students at the schools had disciplinary problems, has carried on over the years, leading to the institutions being sidelined and inferior compared to mainstream schools, he said.

"Furthermore successful people with vocational background were not well highlighted by the media back then," he said.

However, vocational education under the Ministry of Education (MOE) that started in 2012 has seen vocational schools upgraded to vocational colleges (KVs) where 36 diploma programmes are offered at 80 KVs for students who have completed PT 3 national examinations.

Selected students undergo a four year and five-month study course.

They obtain diplomas, based on their chosen fields from MOE besides the Malaysian Skills Certificate, based on their competency levels from the Department of Skills Development Malaysia.

Zainuren also said the curriculum, Vocational College Standard Curriculum (KSKV), was being developed with a Technical Advisory Committee consisting of experts from industries and universities.

KSKV covers 70% hands-on learning and 30% theory through academic and vocational courses. There is also on the job training for five months.

"Soft skills, innovation and entrepreneurship are among key elements embedded in the curriculum," he said.

"Students are equipped with a wide range of competences and skill sets in the fields that they choose to be in."

He added that engagements with industries and professional bodies especially for collaborative programmes, innovation competitions and certifications prepare the students with relevant skills and experience to be relevant and sustainable in the job market and entrepreneurial field.

He also emphasised that in light of Transformasi Nasional 50, KVs were a platform for the future workforce where the aim of learning was to produce holistic graduates who can apply and innovate technology and accommodate the rapid changes of technology.

"They are ready for positive social transformation especially in becoming job creators and able to cope with the unforeseen job trends," he said.

In terms of future education prospects, he said students can pursue a higher level of education in relevant programmes at private or public universities based on two pathways.

They can enter universities directly after obtaining diplomas, providing their results at certificate level meet requirements set by the Ministry of Higher Education.

Alternatively, they can enter with the Accreditation of Prior Experiential Learning (APEL) as set by the Malaysian Qualifications Agency (MQA).

Zainuren said KVs were one of the technical and vocational education and training institutions to provide the future workforce that is needed for Industrial Revolution 4.0.

The programme educational outcome, he added aimed to develop specific skills, broad competences, innovation and integrity among KV graduates.

"These holistic graduates are prepared for career building and sustainability to survive in Industrial Revolution 4.0 where industries rely heavily on cyber physical system which create new business models, work processes and industrial automation," he added.

"The graduates should be able to fit in, be flexible with job changes by using their broad competences and above all with good moral values and attitude in order to contribute fully to the economic and social growth of the country."

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## **About PADU**

PADU's mandate is clearly documented in the Blueprint where it is to support and monitor the delivery of the Blueprint initiatives. PADU was formed specifically to drive the execution of blueprint's initiatives and gather ongoing feedback. Driving the execution of education initiatives extends beyond tracking progress. PADU also provides on-the-ground problem solving and act as the first point to escalate issues for the Ministry on a day-to-day basis.

The composition of PADU is critical to its success. The workforce comprises highly skilled employees, from both the public and private sectors. These individuals are some of the top talent in Malaysia and possess a strong track-record in problem-solving, delivery, and engagement. The transformation of a national education system is a process of great complexity in both breadth and depth. Success depends on the combined efforts and unwavering support of all stakeholders. It is thus PADU's role to

also bring the threads together and keep the momentum moving in the right direction. As a dedicated transformation office for MoE, PADU is to ensure delivery of outcomes.

PADU's key responsibilities:

- **De-bottleneck problems** and take **corrective actions** to address lagging performance
- **Create transparency** by tracking and monitoring implementation and performance
- **Provide stakeholder engagement support** both internal and external
- **Facilitate cross team** cooperation and collaboration (breaking silos)
- **Cultivate culture change** to work more effectively

### About Technical and Vocational Education Division

The Technical and Vocational Education Division (BPTV), formerly known as the Technical Education Department, was established in 1964. Its main role is to determine the continuing implementation and advancement of technical and vocational education in the country. The scope of BPTV's duties includes providing research, planning, implementing, coordinating, monitoring and monitoring the development of technical and vocational education at the Ministry of Education (MOE) level for Technical and Vocational Secondary Schools (SMT / V) throughout the country.

Technical and vocational education is intended to provide opportunities for students who have a tendency in science and technology education to meet the workforce in the national industry. In order to realize this aspiration, BPTV offers programs that allow students to become partly professional in various technical and engineering fields.

Starting March 1, 2008, a comprehensive restructuring was held at the Ministry of Education. The Technical Education Department is converted to the Technical and Vocational Education Division (BPTV) and is headed by a Director who reports to the Deputy Director General of Education Operations Sector. BPTV is divided into 4 main functions:

- I. School Operations
- II. Academic Management
- III. Development of *PTV*
- IV. Training & Development of *PTV*

#### MORE INFO :

Bahagian Pendidikan Teknik dan Vokasional  
Aras 5 Dan 6, Blok E14, Kompleks E,  
Pusat Pentadbiran Kerajaan Persekutuan,  
62604 Putrajaya.

Phone : 03-8884 5154 E-mail : [info.bptv@moe.gov.my](mailto:info.bptv@moe.gov.my) Website : <http://bptv.moe.gov.my/>



**PHOTOS :**

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*Pic 2 : Students carrying out automotive training at a vocational college - Picture courtesy of Ministry of Education.*



*Pic 3 : Students carrying out metal works training at a vocational college - Picture courtesy of Ministry of Education.*

**FOR MEDIA ENQUIRIES, KINDLY CONTACT :**

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Audrey Edwards, PR Consultant  
Anne Edwards & Company Sdn Bhd  
HP: 019-615 5107  
[audrey@anneedwardstv.com](mailto:audrey@anneedwardstv.com)  
[audee13@gmail.com](mailto:audee13@gmail.com)  
<https://anneedwardstv.com>

Yusaini bin Mohd Yusop  
Assistant Director  
Technical and Vocational Education Division  
Ministry of Education Malaysia  
Level 6, Block E14 , Parcel E  
Federal Government Administrative Centre  
62604 PUTRAJAYA, MALAYSIA  
Tel : 03-88845074 | Faks: 03-88845102

Hairul Hilmi Bin Ramlee  
Director, System Structure,  
Education Performance and Delivery Unit (PADU)  
[hairul@padu.edu.my](mailto:hairul@padu.edu.my)  
<http://www.padu.edu.my/>