

## Tvet and Strategies Helping Student Providers into Market

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### Abstract

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Graduated student from Technical Vocational and Education Training was increasing in every year. This leaves a huge numbers without any opportunity to achieve and accomplish the skills they need for work and for citizenship. Technical and vocational education and training (TVET) can provide both the link with productive work and the motivation for continued learning that will help people in the present and the immediate future. This study will looking into readiness and tries to determine the core factor of successful strategies in real working environment to helping TVET student survey in market. The study has beensuggested that the goals are best achieved within a national TVET policy framework that is linked to other national policies on education and training at all levels, industrialisation and employment creation, and national socio-economic development in general. That will give an invaluable opportunity to hear about the progress an on the phase of the industrial strategy priorities. What is required in addition are government policies that willstimulateeconomy and grow high-performance enterprises that demand highly skilled labour and consequently create opportunities for further technical education and training at a higher level in a virtuous circle of sustained industrial growth and increasingdemand for higher quality technical workforce. The results of this study also suggest that TVET employers tend to be more favourable to graduates' employability skills. The higher the job position of the employer within the organization, the higher are the expectations of graduates. Finally, recommendations were also included in this study.

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**Keywords:** TVET, Strategies, Employability

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## 1. Introduction

Malaysia is now said to be at the mid-point in its journey towards Vision 2020 and is transforming to become a developed nation during the second phase of a fifteen year period. Everything we see in this world today has changed tremendously in terms of technological development, and most work needs to operate globally in order to survive the competition which exists in the world these days. This change has created an impact on the nature of work where a high level use of technology is a necessity to compete in the global arena. (Jailani et al, 2005).

Of late, employability and the creation of a knowledge-based economy have become fundamental concerns in many countries, including Malaysia. Realising the need to achieve a high-income economy, the Malaysian Government through its Tenth Malaysia Plan (2011-2015) is focusing on labour market reforms that aim to develop the country's human capital, with special emphasis on lifelong learning and technical and vocational education and training (TVET) as a means to raise the overall quality of the workforce by enhancing skills that have immediate applicability in the labour market. TVET is now commonly considered a mainstream education option; and many high-income countries adopt a 'dualpathway' model of education – a model that Malaysia plans to emulate as well. Thus, improving the availability, access and quality of lifelong learning through TVET is considered equally important to the formal academic pathway in the country.

TVET in Malaysia was could be traced back to the late 1890s when trade schools were being considered to prepare local a youths to work as mechanics and fitters on the national railways. In 1906, a technical school was established to train technical assistants for the Railways and Public Works Department (Maznah,2001).

In 1955, two years before Malaya gained Independence Day, the government set up an Education Committee to review the existing education system and to formulate a new system for post-independence Malaya (Pang, 2005). In 1960, the RahmanTalib Report led to the segregation of the secondary school system into academic and vocational streams (MOE, 2007).

Technical and vocational education and training (TVET) is a branch of education that has been introduced into the mainstream education system and transformed recently as part of the government initiatives to promote access, equity, quality of education which is ultimately aimed at providing the necessary local workforce who possess the necessary skills and competences for achieving the high income nation status by 2020 (MohdZain, 2008).

The term TVET as used in Malaysia is synonymous with the term technical and vocational education as often used by the United Nations Educational, Scientific and Cultural Organisation (UNESCO). As such, the definition of TVET is similar to the definition of TVE used by UNESCO which refers to "... those aspects of the educational process involving, in addition to general education, the study of technologies and related sciences, and the acquisition of practical skills, attitudes, understanding and knowledge relating to occupations in various sectors of economic and social life." (UNESCO, 2005, page 7).

Also according to UNESCO (2005), the aspects that differentiates TVET from other forms of education and training is its emphasis on work productivity. In all TVET programmes, the emphasis on work productivity is always the main aim although and in some cases, can be the only aim of education and training.

## **2. Strategy**

Where we can seek industrial sector and government will work together in partnership. Government is working in partnership with business to create more opportunities, deliver more jobs and make the Malaysian TVET students more competitive so that international businesses can thrive and compete with rising economies. This new long-term approach will lead to improved opportunities, better jobs, growth and economic prosperity.

This study was look options in a few countries in TVET line to get a best practise and suggestion to improve and increasing changes of number for marketable TVET students into real market job which is the scenario is almost same.

## 2.1 Industrial Strategy

Approach by UK as refer to HM (2013) planning and strategies, there are five main strands as guideline for us to make TVET student marketable into real market working environment.

### 2.1.1 Skills

Working in partnership with business to deliver the skills that employers need through more direct control of how government funding on skills is spent.

### 2.1.2 Technologies

Investing in eight great technologies where the Malaysia has the research expertise and business capability to become a world leader in big data, space, robotics and autonomous systems, synthetic biology, regenerative medicine, agri-science, advanced materials and energy

### 2.1.3 Access to Finance

Creating the Malaysia Business Bank, to help remove barriers to the supply of business finance, helping smaller businesses grow by investing in people and equipment.

### 2.1.4 Government procurement

Letting businesses know in advance what Government is planning to buy so that they can invest in the right skills and equipment to make the most of these opportunities.

### 2.1.5 Sector partnerships

Providing support for all sectors of the economy to help increase global competitiveness, support innovation and maximise export potential. Strategic partnerships have been developed in eleven sectors where government and business, working together, believe they can make the most difference.

## 2.2 Government Strategy

### 2.2.1 The Seek-Find-Train Paradigm

These idea was discuss by Syjuco (2012) and the argument about The NTESDP takes as one of its major strategies, the pro-active skills matching process called Seek-Find-Train which involves three key components:

- i) SEEK local business opportunities, and jobs through domestic and international labor market intelligence to pinpoint the exact requirements of the job market,
- ii) FIND the right people fit for the jobs
- iii) TRAIN the right people for the available jobs using quality standards.

The ideas was about to match and picked the correct person based on quality and training also student skills. The students should full fill a requirement from the employer. So there will be no issue for not competence and suitable for student to start work.

On paper 'Skill Development In The Workplace In Malaysia' where has been presented at Japan, discuss about the government is also expected to play a prominent role in skills development, including:-

1. To carry out comprehensive study to identify the type of skill development needed for workers and employers on a national and macro basis.
2. To expand the coverage of the Human Resource Development Fund, basically extending this facility to all sectors of the economy since skills development is crucial to the progress of the employees, employers and the government.
3. To disburse funds for skills training providers only after carrying out an analysis on the actual skills need of the industry in order to minimise skills mismatch.
4. To recognise that different types of skill training are required for different employees and industry sectors, that is to avoid the attitude of 'one size fits all'.
5. To provide training and living allowances for workers who have been retrenched or terminated.

6. For school dropouts, to provide vocational training (such as under the Department of Skills Development) for them to be equipped with the necessary skills and be awarded with appropriate certificate, diploma or degree
7. To provide an opportunity for target groups to find effective ways to address some aspects of the reasons for the skills mismatch between the available training and the needs of employers and workers.

### 2.2.2 Enterprise Training

A various policies and strategies have been introduced to encourage firms in Malaysia to play a bigger role in training their own employees, the most prominent of which is the Human Resource Development Fund (HRDF) which became operational in 1993. The HRDF was introduced through the enactment of the Human Resources Development Act in 1992. It provides for the imposition of a levy on employers to be collected into the HRDF, as a central pool of training fund. The Fund aims to enhance private industry role in the provision of training in Malaysia, complementing the government's effort to increase the supply of trained skilled workforce in the country. It basically promotes retraining and skills upgrading for the workforce in selected industry sectors. (Leong, 2010).

Also study by Leong (2010) mentioned that under the provision of the Act, the HRDF may be used for the purpose of:

- (a) Promoting, developing and upgrading the skills of employees, including the provision, establishment, expansion, upgrading or maintenance of training facilities;
- (b) Providing financial assistance to employers in the form of grants, loans or otherwise for the purposes mentioned in (a) above, including defraying or subsidizing the costs incurred by any employer in the training or retraining of his employees; and
- (c) Carrying out, subject to such terms and conditions as may be approved by the Minister of Human Resources, of activities or projects to train or retrain retrenched persons or persons to be retrenched.

Leong (2010) was concluding Under the Act; all employers that have contributed to the levy are eligible to apply for training grants or financial assistance for the purpose of undertaking employees' training.

For this purpose, the employees must be Malaysian citizens and have attended approved training. Approved training is generally in the areas of computer-related skills, craft skills, technical skills, management / administrative or supervisory skills, research and development skills, as well as company-wide productivity and quality improvement programs. The approved modes of training include enterprise-based training, institution based training, training at industry-managed centres, cooperative type training, or even overseas training where training is not available locally. The HRDC has also established rates of reimbursement whereby only certain specified expenses, known as "allowable costs", incurred by employers are eligible for financial grants / assistance.

### 2.2.3 Industrial trainings and internships for students

From the study by Maizarn & Razali (2012) mention that TVET student programmes in universities suppose in field by 3 until 6 months of industrial trainings in industries or government.

Furthermore to support the industrial training programmes, a large industry is a necessity. For example, in 2010 alone, 5000 companies were involved in the training 7800 community colleges students. While they are in industries, industries are expected to provide them with suitable tasks to prepare them for work as well as future learning. The expected outcomes are improved technical skills as well as soft skills (Maizam & Razali, 2012)

In paper study by Blank and McArdle (2003) also mention and discuss about trainings provide by government which is under The HEART Trust/NTA programme is responsible for financing and delivering most public pre-employment training in Jamaica also operates 10 Academies and specialized institutions, 16 Vocational Training Centres and two on-the-job training programs: the School Leavers Training Opportunities Program (SL-TOPS) and the Apprenticeship Program.

With affordable by government is showing us how important TVET student for our countries. So many programme and course provided for them.

#### 2.2.4 Scaling-up private skills training provision

To support the country's Economic Transformation Programme, seven (7) key initiatives under the National Key Economic Area for Education have been put in place: Promoting closer links with industry; harmonising skills training by regulatory reform; increasing availability of demand-side funding; conducting awareness campaign; articulating the professional pathway; increasing the number of qualified instructors; and assisting providers in attracting foreign students. (Leong, et. all.2010).

To strengthen links with industry, industry lead bodies are being identified to guide TVET development in each skills sector. Measures to harmonise skills training include establishing a new Malaysian Board of Technologists, whilst the Skills Development Fund has been made available to increase access to quality training courses in high-performing training providers. Various efforts have been taken to articulate the professional pathway for TVET by allowing the Malaysian Skills Certificates to progress to selected degree programmes. To increase the number of qualified TVET instructors, qualified and experienced industry personnel have been fast-tracked to become TVET instructors. Efforts are currently underway to market Skills Malaysia internationally and to review related regulations and procedures in order to attract foreign students to enrol into Malaysia's TVET systems (Leong, et. all, 2010).

#### **Conclusion**

Affective strategies is combination from 3 parties itself will giving a best practise in providing job in market for TVET students. The past research and study by several people and department in TVET line also had suggested a few way to improved and given a good tips for student make themselves marketable and hired by industrial and government.

With opportunity providing by government, TVET student need to aggressive and responsive to take a chances due to competition among them is much closed. Contribution idea and adoption new style in working environment for student was a new challenge for them.



Furthermore, TVET student also need to improved and polishing their soft skill to attract the employer and create more opportunity to get a job after graduation day.

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