Making Skills Development Work For The Future

Asia-Pacific Conference on Education and Training 2015 (ACET 2015)

Venue: Berjaya Times Square Hotel, Kuala Lumpur
Date: 3-5 August 2015
Youth and employment in the Pacific

Asia-Pacific Conference on Education and Training
Kuala Lumpur, Malaysia
3-5 August 2015
Youth share (aged 15–24 years) of the populations in countries and territories in the Pacific region, 2010

<table>
<thead>
<tr>
<th>Sub-region and country/territory</th>
<th>Estimated population in mid 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total</td>
</tr>
<tr>
<td><strong>MELANESIA</strong></td>
<td></td>
</tr>
<tr>
<td>Fiji</td>
<td>847,793</td>
</tr>
<tr>
<td>New Caledonia</td>
<td>254,525</td>
</tr>
<tr>
<td>Papua New Guinea</td>
<td>6,744,955</td>
</tr>
<tr>
<td>Solomon Islands</td>
<td>549,574</td>
</tr>
<tr>
<td>Vanuatu*</td>
<td>234,023</td>
</tr>
<tr>
<td><strong>MICRONESIA</strong></td>
<td></td>
</tr>
<tr>
<td>Federated States of Micronesia*</td>
<td>547,345</td>
</tr>
<tr>
<td>Guam</td>
<td>102,624</td>
</tr>
<tr>
<td>Kiribati</td>
<td>187,140</td>
</tr>
<tr>
<td>Marshall Islands</td>
<td>100,835</td>
</tr>
<tr>
<td>Nauru</td>
<td>54,439</td>
</tr>
<tr>
<td>Northern Mariana Islands</td>
<td>9,976</td>
</tr>
<tr>
<td>Palau</td>
<td>43,072</td>
</tr>
<tr>
<td><strong>POLYNESIA</strong></td>
<td>20,518</td>
</tr>
<tr>
<td>American Samoa</td>
<td>663,795</td>
</tr>
<tr>
<td>Cook Islands</td>
<td>15,529</td>
</tr>
<tr>
<td>French Polynesia</td>
<td>268,767</td>
</tr>
<tr>
<td>Niue</td>
<td>1,479</td>
</tr>
<tr>
<td>Pitcairn Islands</td>
<td>66</td>
</tr>
<tr>
<td>Samoa</td>
<td>1,165</td>
</tr>
<tr>
<td>Tokelau</td>
<td>183,123</td>
</tr>
<tr>
<td>Tonga</td>
<td>1,165</td>
</tr>
<tr>
<td>Tuvalu</td>
<td>103,365</td>
</tr>
<tr>
<td>Wallis and Futuna</td>
<td>11,149</td>
</tr>
<tr>
<td><strong>Total population</strong></td>
<td>9,853,024</td>
</tr>
</tbody>
</table>

Adolescent birth rate, Pacific Island countries and territories, Australia, New Zealand and Japan

<table>
<thead>
<tr>
<th>Country/territory</th>
<th>Rate per 1,000</th>
<th>Reference year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nauru</td>
<td>69</td>
<td>2007</td>
</tr>
<tr>
<td>Solomon Islands</td>
<td>67</td>
<td>2007</td>
</tr>
<tr>
<td>Papua New Guinea*</td>
<td>65</td>
<td>2006</td>
</tr>
<tr>
<td>Vanuatu</td>
<td>64</td>
<td>2009</td>
</tr>
<tr>
<td>Kiribati</td>
<td>51</td>
<td>2009</td>
</tr>
<tr>
<td>Samoa</td>
<td>44</td>
<td>2009</td>
</tr>
<tr>
<td>Federated States of Micronesia</td>
<td>44</td>
<td>2006</td>
</tr>
<tr>
<td>Tokelau</td>
<td>43</td>
<td>2001</td>
</tr>
<tr>
<td>Tuvalu</td>
<td>42</td>
<td>2007</td>
</tr>
<tr>
<td>Cook Islands</td>
<td>42</td>
<td>2009</td>
</tr>
<tr>
<td>Fiji **</td>
<td>30</td>
<td>2008</td>
</tr>
<tr>
<td>Tonga</td>
<td>30</td>
<td>2008</td>
</tr>
<tr>
<td>Niue</td>
<td>28</td>
<td>2006</td>
</tr>
<tr>
<td>Palau</td>
<td>18</td>
<td>2007</td>
</tr>
<tr>
<td>New Zealand</td>
<td>32</td>
<td>2007</td>
</tr>
<tr>
<td>Australia</td>
<td>18</td>
<td>2008</td>
</tr>
<tr>
<td>Japan</td>
<td>5</td>
<td>2007</td>
</tr>
</tbody>
</table>

Source: SPC, 2011: PRISM MDG Spreadsheet (January 2011 Draft Release) Goal 5, Indicator 5.4
*Government of Papua New Guinea
** UNICEF n.d.: Fiji/Statistics
HD-Y-1.4 - Comparison of Latest Figures for each Country:
Youth Unemployment (total)

- Tuvalu: 63.7%
- RMI: 58.5%
- Kiribati: 54%
- Nauru: 45.5%
- FSM: 31.8%
- Palau: 27.6%
- Tokelau: 21.2%
- Tonga: 19.7%
- Fiji: 18.7%
- Cook Islands: 18.3%
- Samoa: 16%
- Vanuatu: 8.9%
- PNG: 6%
- Niue: 5.9%
- Solomon Islands: 5.8%

SPC Statistics for Development Division, 2014.
Employment rate for young people aged 15–19, 20–24 and 25–29 years, selected Pacific countries and territories, 2007–2009, percentage of each male and female age group

<table>
<thead>
<tr>
<th>Region, country and survey year</th>
<th>Melanesia</th>
<th>Micronesia</th>
<th>Polynesia</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age years</td>
<td>Male</td>
<td>Female</td>
<td>Male</td>
</tr>
<tr>
<td>15–19</td>
<td>42</td>
<td>30</td>
<td>16</td>
</tr>
<tr>
<td>20–24</td>
<td>64</td>
<td>34</td>
<td>33</td>
</tr>
<tr>
<td>25–29</td>
<td>74</td>
<td>34</td>
<td>43</td>
</tr>
</tbody>
</table>

Source: Demographic and health survey, specified years
Youth unemployment:

• 23% (Global – 12.6%)
• National youth unemployment: as high as 63% (Tuvalu)
• “youth bulge” – beneficial or harmful?
• Higher for women
Marginalised youths:

- Young people not in education, training or employment
- Young women
- Rural youth
- “Minority” youths (sexual orientation and gender issues)
The gross education attendance rate of young people aged 15–19 and 20–24 years in selected countries in the Pacific, 2007–2009, percentage of each male and female age group

<table>
<thead>
<tr>
<th>Age years</th>
<th>Melanesia</th>
<th>Micronesia</th>
<th>Polynesia</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
<td>Male</td>
</tr>
<tr>
<td>15–19</td>
<td>58</td>
<td>43</td>
<td>54</td>
</tr>
<tr>
<td>20–24</td>
<td>18</td>
<td>10</td>
<td>9</td>
</tr>
</tbody>
</table>

Source: Demographic and health survey, specified years
State of Youth Education:

- Determining factors – location, geography, socio-economic status, gender, politics, infrastructure, finance
- Remain in school longer – more qualified than older peers
- Low access to higher education; more men
- Colonial hangover
- Government spending on youth - minimal
Youth, a regional concern:

“... listen to the needs and aspirations of the burgeoning populations of young people in the region, and recognise the impact of bigger and more youthful populations on the resources required for education and vocational training, health care, and job opportunities”

(Pacific Forum Leaders’ Auckland Declaration 2004)
YOUTH PERSPECTIVES

• Not enough is being done to address youth problems
• Labour markets not responding to growing youth population
• Youth bulge – potential threat to social order
• Not recognised by decision-makers
• Indifferent attitude of employers – “last in, first out”
• Poor wages
• Concerns about quality and relevance of education
• Relevant skills to job market
• Over supply of skills – mismatch with market demands
• Post-school institutions – very theoretical, lack practical skills
• Unaffordable
• Incompetent teachers and instructors at post-school institutions
Voices of the Youth

“Our voice, Our Right, Our Lives” – Pacific Leaders, today you meet to discuss issues impacting Our people, Our homes, Our nations and Our lives today and in the future. We believed, campaigned and voted for many of you to be where you are because we know YOU would make the difference. Leaders, National, state and Local Governments, Policy and Law Makers, civil Society Organisations leaders, you often refer to ‘Us’ as leaders of tomorrow, but how can we lead tomorrow if we are not given the opportunity to participate and be part of the decision-making process today? .... You will be making decisions that will impact our lives ..... Are we included in your plans? Is our diversity and differences reflected in them? Will our voice make a difference in the decisions you make today?”

- Pacific Youth Call to Action on Human Rights 2914 (Pacific Youth Council)
Views of the educated youth:

• “there is lack of opportunities for young people to engage in to improve their lives .... just hang out with friends, smoke and wait for chance to get some money to buy alcohol”

• “major problem .. No jobs for the young, no experience, hard to secure first job, little support for starting a new business”

• “no job prospects after graduation, no respect on the part of employers of fair employment criteria ... who you know is more important that what you know ... cronyism ..”
Views of the disadvantaged youth:

- “lack of good education, low motivation leading to dropping out of school”
- “school system is poorly adapted to the reality of our lives because it is based on European models”
- “homes environment not good for schoolwork … …. domestic violence and alcohol are ruining home atmosphere … leading to feelings of insecurity …”
- “parents are ignorant of western school system”
- “girls are not encouraged to continue their studies”
- “parents often away from home … spending time in bingo parlour and kava bars … take no interest in their children’s schooling”
Views of the severely disadvantaged:

- "young people with disability are generally looked down upon in society"
- "The more they are rejected by families and communities the more likely they are to attempt options like suicide"
- "It’s sort of integrated into everyday life ... people tend to look at the victims differently even in the village ... they get locked there, it’s from that young age, these people are not like us, they are not normal, they are labelled"
TVET and Youth Employment

Some aspects of TVET in the Pacific
## TVET Providers by Provider Type and Number

<table>
<thead>
<tr>
<th>Country</th>
<th>Public providers</th>
<th>Private providers</th>
<th>Regional providers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fiji</td>
<td>15</td>
<td>107</td>
<td></td>
</tr>
<tr>
<td>Kiribati</td>
<td>6</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>PNG</td>
<td>135</td>
<td>200*</td>
<td>2</td>
</tr>
<tr>
<td>Samoa</td>
<td>1</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Solomon Islands</td>
<td>9</td>
<td>35</td>
<td></td>
</tr>
<tr>
<td>Tonga</td>
<td>2</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Vanuatu</td>
<td>4</td>
<td>39*</td>
<td>2</td>
</tr>
</tbody>
</table>

* Estimate
# Regional providers of TVET

<table>
<thead>
<tr>
<th>Institution</th>
<th>Participating Countries</th>
</tr>
</thead>
</table>
| **1. Australia Pacific Training College (APTC)**  
  - School of Trades and Technology (STT)  
  - School of Hospitality and Community Services (SHCS) | Fiji (STT, SCHS)  
PNG (STT)  
Samoa (STT, SCHS)  Vanuatu (SCHS) |
| **2. University of the South Pacific (USP)**  
  - Regional Centre for Continuing and Community Education (RCCCE)  
  - Pacific TAFE (PT)  
  - Centre for Community and Continuing Education (CCCE)  
  - College of Foundation Studies (CFS) | Fiji (RCCCE, PT)  
Kiribati (CCCE)  
Samoa (CCCE)  
Solomon Islands (CCCE)  Tonga (CCCE, CFS)  Vanuatu (CCCE) |
Composition of enrolments in TVET by head-count, by public, private and regional providers

## Student Enrolments in TVET by Provider Type

<table>
<thead>
<tr>
<th></th>
<th>Estimated enrolments in TVET by head-count</th>
<th>Estimated FTE enrolments in TVET</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Enrolments</td>
<td>%</td>
</tr>
<tr>
<td>Public providers</td>
<td>61,455</td>
<td>76</td>
</tr>
<tr>
<td>Private providers</td>
<td>16,936</td>
<td>21</td>
</tr>
<tr>
<td>Regional providers</td>
<td>2,258</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>80,649</td>
<td>100</td>
</tr>
</tbody>
</table>
## TVET regulatory authorities, by country

<table>
<thead>
<tr>
<th>Country</th>
<th>Regulatory body</th>
<th>Qualifications framework</th>
<th>Apprenticeship program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fiji</td>
<td>Fiji Higher Education Commission (FHEC)</td>
<td>Fiji Qualifications Framework (FQF) under FHEC</td>
<td>National Training and Productivity Centre (NTPC) within Fiji National University (FNU)</td>
</tr>
<tr>
<td>Kiribati</td>
<td>Ministry of Labour and Human Resource Development (MoLHRD)</td>
<td>currently no national qualifications framework</td>
<td>currently no apprenticeship program</td>
</tr>
<tr>
<td>PNG</td>
<td>National Department of Education (NDoE) National Training Council (NTC)</td>
<td>PNG TVET Qualifications Framework (PNGQF-TVET) under NTC</td>
<td>National Apprenticeship and Trade Testing Board (NATTB) under Ministry of Labour and Industrial Relations (MoLIR)</td>
</tr>
<tr>
<td>Samoa</td>
<td>Samoa Qualifications Authority (SQA)</td>
<td>Samoa Qualifications Framework (SQF) under SQA</td>
<td>Ministry of Commerce Industry and Labour (MoCIL) Apprenticeship and Employment Services</td>
</tr>
<tr>
<td>Solomon Islands</td>
<td>Ministry of Education and Human Resource Development (MoEHRD)</td>
<td>currently no national qualifications framework</td>
<td>Apprenticeship Board under Ministry of Commerce, Industry and Employment (MoCIE)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>National Training and Trade Testing Unit (NTTU) under MoCIE</td>
</tr>
<tr>
<td>Tonga</td>
<td>Ministry of Education and Training (MoET) Tonga National Qualifications and Accreditation Board (TNQAB)</td>
<td>Tonga Qualification Framework under the TNQAB</td>
<td>currently no apprenticeship program</td>
</tr>
<tr>
<td>Vanuatu</td>
<td>Ministry of Education and Training (MoET) Vanuatu Qualifications Authority (VQA), formerly the National Training Council</td>
<td>Vanuatu Qualifications Framework, under VQA</td>
<td>currently no apprenticeship program</td>
</tr>
</tbody>
</table>

**Source:** Derived from the source country studies.
Estimated enrolments in TVET by headcount, by sub-sector

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Government post-school level TVET providers</td>
<td>22,212</td>
<td>1,634</td>
<td>6,042</td>
<td>569</td>
<td>1,125</td>
<td>851</td>
<td>1,842</td>
</tr>
<tr>
<td>Government school-level TVET providers</td>
<td>2,634</td>
<td>23,736</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Government other providers</td>
<td>410</td>
<td>400</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total government sector</strong></td>
<td>25,256</td>
<td>1,634</td>
<td>29,778</td>
<td>969</td>
<td>1,125</td>
<td>851</td>
<td>1,842</td>
</tr>
<tr>
<td>For-profit private providers</td>
<td>292</td>
<td>99</td>
<td>99</td>
<td>294</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not-for-profit private providers</td>
<td>5</td>
<td>393</td>
<td>4,207</td>
<td>1,057</td>
<td>1,181</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total private providers</strong></td>
<td>3,415</td>
<td>5</td>
<td>5,993</td>
<td>685</td>
<td>4,306</td>
<td>1,351</td>
<td>1,181</td>
</tr>
<tr>
<td>APTC</td>
<td>593</td>
<td>n.a.</td>
<td>153</td>
<td>240</td>
<td>n.a.</td>
<td>n.a.</td>
<td>278</td>
</tr>
<tr>
<td>Other regional providers</td>
<td>250</td>
<td>744</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total regional providers</strong></td>
<td>843</td>
<td>744</td>
<td>153</td>
<td>240</td>
<td>-</td>
<td>-</td>
<td>278</td>
</tr>
<tr>
<td>Estimated total enrolments</td>
<td>29,514</td>
<td>2,383</td>
<td>35,824</td>
<td>1,894</td>
<td>5,431</td>
<td>2,202</td>
<td>3,301</td>
</tr>
<tr>
<td>Country population (thousands)</td>
<td>837</td>
<td>103</td>
<td>7,725</td>
<td>188</td>
<td>516</td>
<td>103</td>
<td>234</td>
</tr>
<tr>
<td>Percent of population enrolled in TVET</td>
<td>3.5%</td>
<td>2.4%</td>
<td>0.5%</td>
<td>1.0%</td>
<td>1.1%</td>
<td>2.2%</td>
<td>1.4%</td>
</tr>
</tbody>
</table>

Source: Derived from the seven country studies
### Enrolments in TVET institutions, by head-count

<table>
<thead>
<tr>
<th>Participating country</th>
<th>Institution/system</th>
<th>Head count</th>
</tr>
</thead>
<tbody>
<tr>
<td>PNG</td>
<td>Vocational training centres</td>
<td>22,200</td>
</tr>
<tr>
<td>Fiji</td>
<td>Fiji National University (FNU)</td>
<td>22,212</td>
</tr>
<tr>
<td>Sol Is</td>
<td>Vocational training centres</td>
<td>4,205</td>
</tr>
<tr>
<td>PNG</td>
<td>PNG RTOs</td>
<td>4,151</td>
</tr>
<tr>
<td>Fiji</td>
<td>Fiji private providers</td>
<td>3,415</td>
</tr>
<tr>
<td>Fiji</td>
<td>Fiji Ministry of Education vocational schools (SEP)</td>
<td>2,934</td>
</tr>
<tr>
<td>Kiribati</td>
<td>Maritime Training Centre (MTC)</td>
<td>1,386</td>
</tr>
<tr>
<td>Tonga</td>
<td>Tonga private providers</td>
<td>1,351</td>
</tr>
<tr>
<td>Regional</td>
<td>Australia Pacific Training College (all campuses)</td>
<td>1,294</td>
</tr>
<tr>
<td>Vanuatu</td>
<td>Rural training centres</td>
<td>1,181</td>
</tr>
<tr>
<td>Sol Is</td>
<td>Solomon Island National University (SINU)</td>
<td>1,125</td>
</tr>
<tr>
<td>PNG</td>
<td>National Polytechnic College (NPC)</td>
<td>1,117</td>
</tr>
<tr>
<td>Vanuatu</td>
<td>Vanuatu Maritime College (VMC)</td>
<td>871</td>
</tr>
<tr>
<td>Vanuatu</td>
<td>Vanuatu Institute of Technology (VIT)</td>
<td>814</td>
</tr>
<tr>
<td>PNG</td>
<td>Goroka Technical College (GTC)</td>
<td>700</td>
</tr>
<tr>
<td>Samoa</td>
<td>Samoa private providers</td>
<td>695</td>
</tr>
<tr>
<td>PNG</td>
<td>Kokopo Business College (KBC)</td>
<td>677</td>
</tr>
<tr>
<td>Samoa</td>
<td>National University of Samoa (NUS)</td>
<td>596</td>
</tr>
<tr>
<td>PNG</td>
<td>Port Moresby Technical College (PMTC)</td>
<td>595</td>
</tr>
<tr>
<td>PNG</td>
<td>Port Moresby Business College (PMBC)</td>
<td>594</td>
</tr>
<tr>
<td>Regional</td>
<td>USP centres for continuing and community education</td>
<td>526</td>
</tr>
<tr>
<td>PNG</td>
<td>Mt Hagen Technical College (MHTC)</td>
<td>486</td>
</tr>
<tr>
<td>PNG</td>
<td>Madang Technical College</td>
<td>481</td>
</tr>
<tr>
<td>Tonga</td>
<td>Tonga Institute of Higher Education (TIHE)</td>
<td>457</td>
</tr>
<tr>
<td>PNG</td>
<td>University of PNG (UPNG)</td>
<td>416</td>
</tr>
<tr>
<td>Fiji</td>
<td>other Fiji government agencies</td>
<td>410</td>
</tr>
<tr>
<td>PNG</td>
<td>West New Britain Technical College (WNBTC)</td>
<td>393</td>
</tr>
<tr>
<td>Tonga</td>
<td>Tonga Institute of Science and Technology (TIST)</td>
<td>354</td>
</tr>
<tr>
<td>PNG</td>
<td>University of Natural Resources and Environment (UNRE)</td>
<td>317</td>
</tr>
<tr>
<td>PNG</td>
<td>University of Technology Lae (ULTL)</td>
<td>310</td>
</tr>
<tr>
<td>PNG</td>
<td>Goroka University (GU)</td>
<td>274</td>
</tr>
<tr>
<td>Kiribati</td>
<td>Kiribati Institute of Technology (KIT)</td>
<td>144</td>
</tr>
<tr>
<td>Kiribati</td>
<td>Fisheries Training Centre</td>
<td>85</td>
</tr>
<tr>
<td>Vanuatu</td>
<td>Vanuatu College of Agriculture (VCA)</td>
<td>76</td>
</tr>
</tbody>
</table>

Note: 2011 data for PNG, the Solomon Islands and Vanuatu; 2012 for the other countries.
WAY FORWARD 1

(Stephen Pursey, Director, ILO Multilateral Cooperation Department)

Invest in:

• Education and Training systems
• Small enterprises

To acquire sufficient level of basic and vocational education; and
To be able to generate employment.
WAY FORWARD 2:

(Aeneas Chapinga Chuma, ILO Assistant Director General and Regional Director for Africa)

• Work with governments, social partners, employers, workers to create opportunities for employment and provide skills that are relevant to the needs of industries;
• Provide labour market information systems
THANK YOU
Making Skills Development Work For The Future

Asia-Pacific Conference on Education and Training 2015
(ACET 2015)

Venue: Berjaya Times Square Hotel, Kuala Lumpur
Date: 3-5 August 2015
Why go online?

Centres generally want:

• Pain taken out from assessment by externalising it

• Online
  o Dispersed learners e.g. Apprentices

• On-demand
  o Frequent opportunities
  o Rapid turnaround of results
Why go online?

Awarding body wants to:

- Minimise unit costs
  - Printing and postage
  - Reduce marking cost

- Improve reliability
  - Standardisation in marking
  - Maintenance of standards over time

- Improve service

We would like to illustrate how we have addressed these with three case studies
Competence-based qualifications
NVQs VRQs

1. Knowledge testing through online MCQ tests

- Metadata attached to questions identifies ACs for
  - Question selection (coverage over time, weighting, enemies)
  - Learner feedback
- Issue of validity
  - Skills needed to set questions that assess understanding and application not just knowledge
- Perceived connectivity issues
  - Introduced secure offline version
- Benefits:
  - 24/7 assessment opportunities
  - Reduced costs – printing, marking and QA
  - No marker error
  - Instant feedback
Competence-based qualifications
NVQs VRQs

2. E portfolio to support assignments and practical assessments

- Upload of a variety of evidence and link to appropriate LO, AC and range
- Integration between e testing and e portfolio – results sync into e portfolio
- Learners e portfolio covers all the VTCT qualifications
- Issue -Lack of facilities – provided learner app

- Benefits:
  - No work lost or forgotten
  - Motivates learners – progress checks
  - Easier monitoring of learners and assessors, IQA asnd EQA
  - Reduced over-assessment
  - Promotes early registration
  - Saves printing costs
Functional Skills

Online & on demand

• Online or download
• English – 3 components
• Maths
• ICT – secure download
• Security is maintained through a closed system
• Individual papers to learner for manual download – scanned & marked online
14-16 Performance table qualifications

- Short & long answer questions
- Restricted to formal windows
- 100% on-line system from registration to certification
Benefits

- Online marking
- Security of papers
- Speed of delivery
- Standardisation of markers
- Monitoring of markers
- Well received by the age group
- Flexibility
- End to end on line
- Overall timescales improved
Competence-based

Graded qualifications
Impact

• Customer reception has been very positive
• Improved service
• Innovation engages customers – growth
• Considerable savings
Benefits of working with Coelrind e-assessment partners

• Understanding of needs
• Joint work with VTCT customers
• Integration of systems
• Cost effective
Making Skills Development Work For The Future

Asia-Pacific Conference on Education and Training 2015
(ACET 2015)

Venue: Berjaya Times Square Hotel, Kuala Lumpur
Date: 3-5 August 2015
Empowering Youth Through Relevant Education and Training for Employment

Presented By:
Dato’ Amir bin Md Noor
Director General
Department of Community College Education

3 August 2015
Berjaya Times Square Hotel, Kuala Lumpur
Contents

- Definition of Youth
- Introduction to Community Colleges
- Community College roles in the Malaysia Education Blueprint (Higher Education) 2015-2025
- Graduates’ Success Stories
- Closing remarks - 21st Century Skills Development
Who Are The Youth?

- Persons between the age of 15-24
  
- Persons between the age of 15-30
  
- UNESCO Definition

- MALAYSIA YOUTH POLICY (2015)

www.jpkk.edu.my
Malaysia @ a Glance

Statistic of youth in Malaysia

<table>
<thead>
<tr>
<th>Ages</th>
<th>%</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-14 years</td>
<td>28.8</td>
<td>4,456,003</td>
<td>4,206,727</td>
<td>8,662,730</td>
</tr>
<tr>
<td>15-24 years</td>
<td>16.9</td>
<td>2,580,486</td>
<td>2,511,579</td>
<td>5,092,065</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>45.7</strong></td>
<td><strong>7,036,489</strong></td>
<td><strong>6,718,306</strong></td>
<td><strong>13,754,795</strong></td>
</tr>
</tbody>
</table>

* Overall population = 30,633,578 (28th July 2015, Dept of Statistics, Msia)

Where are they???

Managing perceptions
COME ON BOY, IT'S NOW TIME FOR YOUR RESCUE!
Roles and Responsibilities of Community Colleges

- TVET programmes - open to all Malaysian school leavers, 17 years and above
- LLL programmes – cater to people from all walks of life, age groups and backgrounds, programmes are structured to be very flexible

- To close the competency gaps between urban and rural students
- To be the new force of empowerment for human capital development
- To produce a new generation of techno-savvy graduates
- To ensure that graduates are well equipped with industry skills for career development
Initiatives Undertaken By Malaysian Community College To Empower Youth For Employability

- Full-time Programmes
- LLL Programmes
- Flagship Programmes
- Entrepreneurship Programmes
- Graduates’ Employability Programmes
- Up skilling and Reskilling Programmes
Premises of community colleges

Permanent Premises

Shoplots: Kuantan Community College, Pahang

Campuses: Pekan Community College, Pahang

Rented Premises

Shoplots: Pasir Mas Community College, Kelantan

Commercial Premises: Gopeng Community College, Perak

Resort: Tambunan Community College, Sabah

www.jpkk.edu.my
Current Policy & Development Of TVET Are Guided By These Strategic Documents

- **ECONOMIC TRANSFORMATION PROGRAMME**
- **TENTH MALAYSIA PLAN 2011-2015**
- **Malaysia Education Blueprint 2013-2025**
- **ELEVENTH MALAYSIA PLAN 2016-2020**

**TEVT Project:** Rationalisation of public TEVT programmes in line with Blue Ocean Strategy (BOS)

Final Report

20 Mar 2015
EPU, Putrajaya

[www.jpkk.edu.my](http://www.jpkk.edu.my)
Malaysia Education Blueprint 2015-2025 (Higher Education)
The New Higher Education System

From
- Job seekers
- Focus on university education
- Focus on inputs
- Highly centralised
- Reliance on government resources
- Mass production delivery model
- Separation of private and public institutions

To
- Job creators and balanced citizens with entrepreneurial mindset
- Academic and TVET pathways equally valued and cultivated
- Focus on outcomes
- A model of earned autonomy for institutions
- All stakeholders have shared responsibility for higher education resources
- Technology-enabled innovations to deliver and tailor education for all students
- Harmonised HLIs
# Mapping NKEA with Community College Programmes

<table>
<thead>
<tr>
<th>NKEA</th>
<th>Community College Certificate</th>
<th>National Modular Certificate</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tourism</strong></td>
<td>Hotel and Catering</td>
<td>Culinary</td>
</tr>
<tr>
<td></td>
<td>Bakery and Confectionary</td>
<td>Tourists Management</td>
</tr>
<tr>
<td></td>
<td>Tourism and Adventure</td>
<td>Hotel Operations</td>
</tr>
<tr>
<td></td>
<td>Hotel and Catering (Special Skills)</td>
<td>Fashion and Clothing</td>
</tr>
<tr>
<td></td>
<td>Fashion and Clothing</td>
<td>Beauty and Hairdressing</td>
</tr>
<tr>
<td></td>
<td>Culinary</td>
<td></td>
</tr>
<tr>
<td>Whole Sale and Retail</td>
<td>Business Accountancy</td>
<td>Business Operations</td>
</tr>
<tr>
<td></td>
<td>Business Operations</td>
<td>Clerical Accounting</td>
</tr>
<tr>
<td>Information Content and Infrastruct</td>
<td>Information Technology</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Computer and Support System</td>
<td></td>
</tr>
<tr>
<td>Business Services</td>
<td>Creative Multimedia (Advertising)</td>
<td>Commercial Photography</td>
</tr>
<tr>
<td></td>
<td>Creative Multimedia (Animation)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Landscape and Nursery Management</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Interior Design</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Commercial Photography</td>
<td></td>
</tr>
</tbody>
</table>
## Mapping NKEA with Community College Programmes

<table>
<thead>
<tr>
<th>NKEA</th>
<th>COMMUNITY COLLEGE CERTIFICATE</th>
<th>NATIONAL MODULAR CERTIFICATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUSINESS SERVICES</td>
<td>Light Vehicle Services</td>
<td>Automotive Refrigeration and Air Conditioning Services</td>
</tr>
<tr>
<td></td>
<td>Refrigeration and Air Conditioning Services</td>
<td>Integrated Manufacturing Technology</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Food Processing and Quality Control</td>
</tr>
<tr>
<td>GREATER KL</td>
<td>Architectural Drawing Building Maintenance</td>
<td>Draughtsmanship Manufacturing Technology</td>
</tr>
<tr>
<td>ELECTRONICS AND ELECTRICAL</td>
<td>Electrical Installation</td>
<td>Electrical (Installation and Services)</td>
</tr>
<tr>
<td>AGRICULTURE</td>
<td>Aquaculture</td>
<td>Agro Industry</td>
</tr>
</tbody>
</table>
Programmes offered @ Community College

1. Community College Certificate (Continuous Programme)
   - Entry
   - Semester 1
   - Semester 2
   - Semester 3
   - Industrial Training
   - Minimum duration: 16 months

2. Community College Certificate (Modular Programme)
   - Entry
   - Module 1
   - Module 2
   - Module 3
   - Module 4
   - Industrial Training
   - Minimum duration: 20 months

3. Community College Certificate (Special Skills)
   - Entry
   - Semester 1
   - Semester 2
   - Semester 3
   - Semester 4
   - Industrial Training
   - Minimum duration: 20 months

- Development of the special skills CCC is based on the needs of those with learning disabilities
- In line with the needs highlighted in the New Economic Model where the role of societal inclusiveness is emphasised

www.jpkk.edu.my
4. National Modular Certificate (NMC)

- Development of the NMC based on the actual work process in line with the current industry needs of a knowledgeable and trained workforce
- Each NMC Programme is a stand alone learning module that gives priority to hands-on activities
- **easy entry, easy exit, flexible, competency based**
There are seven WBL Diploma offered as of July 2015. The programmes are Diploma in:

- Hairdressing
- Computer Aided Design & Drafting (Oil & Gas)
- Electronic (Mobile Device)
- Games Art
- Telecommunication Technology
- Solar Photovoltaic Technology
- Beauty Therapy
Nation of Lifelong Learners

“...a world where Malaysians of all ages constantly seek out learning opportunities to enrich themselves...”

Total LLL Participants in Community Colleges

<table>
<thead>
<tr>
<th>Year</th>
<th>Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017</td>
<td>300,000</td>
</tr>
<tr>
<td>2016</td>
<td>290,000</td>
</tr>
<tr>
<td>2015</td>
<td>280,000</td>
</tr>
<tr>
<td>2014</td>
<td>314,828</td>
</tr>
<tr>
<td>2013</td>
<td>277,083</td>
</tr>
<tr>
<td>2012</td>
<td>206,562</td>
</tr>
<tr>
<td>2011</td>
<td>219,183</td>
</tr>
<tr>
<td>2010</td>
<td>123,061</td>
</tr>
<tr>
<td>2009</td>
<td>121,003</td>
</tr>
<tr>
<td>2008</td>
<td>106,814</td>
</tr>
<tr>
<td>2007</td>
<td>102,445</td>
</tr>
<tr>
<td>2006</td>
<td>71,684</td>
</tr>
<tr>
<td>2005</td>
<td>46,512</td>
</tr>
<tr>
<td>2004</td>
<td>23,907</td>
</tr>
<tr>
<td>2003</td>
<td>8,216</td>
</tr>
<tr>
<td>2002</td>
<td>1,771</td>
</tr>
</tbody>
</table>

Composition of Participants of LLL Programmes in Public HLIs

- Public Universities: 57%
- Polytechnics: 27%
- OOL Institutions: 14%
- Community Colleges: 2%

www.jpkk.edu.my
Nation of Lifelong Learners

“...a world where Malaysians of all ages constantly seek out learning opportunities to enrich themselves...”

Lifelong Islamic Education

Actual Data
37256

Projection of PISH Participants
30000 33600 34800 36000

2014 2015 2016 2017

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Quality TVET Graduates

“…develops skilled talent to meet the growing and changing demands of industry, and promotes individual opportunities for career development…”

Significant increment in community college employability rates from 2008 to 2014.
Quality TVET Graduates

“...develops skilled talent to meet the growing and changing demands of industry, and promotes individual opportunities for career development...”

Strategic Action Youth 1 Malaysia Programme (SAY1M) 2012-2013

<table>
<thead>
<tr>
<th>PROGRAMMES</th>
<th>WITH</th>
<th>NO. OF PARTICIPANTS</th>
<th>DURATION (MONTHS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expert Marine for Shipbuilding industry</td>
<td>Might Meteor Advanced Manufacturing (MMAM)</td>
<td>70</td>
<td>6</td>
</tr>
<tr>
<td>Crane Operation Training (Tower Crane, Crawler</td>
<td>Gamuda Berhad</td>
<td>100</td>
<td>6</td>
</tr>
<tr>
<td>Crane &amp; Mobile Crane)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Quality TVET Graduates

“…develops skilled talent to meet the growing and changing demands of industry, and promotes individual opportunities for career development…”

MMC Gamuda KVMRT Internship Programme

A visit to the MRT tunneling site at Jalan Cochrane, Kuala Lumpur

Community College student underwent internship programme with MMC Gamuda

www.jpkk.edu.my
Success Stories – Job Creators

NORA FAZLINA BINTI ABU BAKAR
Certificate in Animation (2006)
Teluk Intan Community College

www.jpkk.edu.my
Success Stories – Job Creators

COLOUR’S BY FAIESH
MUHAMMAD FAIZ SYAZWAN BIN ISMAIL
Certificate in Fashion and Clothing (2009)
Selayang Community College

www.jpkk.edu.my
Community Colleges – Recognitions and Achievements

Lifelong Learning Hub 2004

A Certificate of Appreciation as ‘IPT Prihatin Warga Emas’ in Lifelong Learning Programme in conjunction with National Senior Citizen Event 2012

5 Star Excellence Award in Malaysia Government Portals and Websites Assessment 2012 and 2013

Lifelong Islamic Education Programme (PISH) 2014
Community Colleges – Recognitions and Achievements

Asean Most Recognised Brand Award in Leading Education in Social Entrepreneur Development

Dato' Amir Md Noor
Director General
Department of Community College
Ministry of Education Malaysia
Community Colleges – Recognitions and Achievements

“… to move from a world of job seekers to a world of job creators...”

Alumni of the Year Award in 2015 Industry Appreciation Ceremony (Public-Private Partnership).

ISWAN BIN SAMAT
COMMUNITY COLLEGE CERTIFICATE IN CONSTRUCTION TECHNOLOGY
BANDAR PENAWAR COMMUNITY COLLEGE
Community Colleges – Recognitions and Achievements

LONDON INTERNATIONAL CREATIVE COMPETITION

“T2T PACK”
Innovated by Mohd Rosli Mat Isa
Sabak Bernam Community College

“Black Seduction”
Designed by Mohd Hafiz Sabran
Batu Gajah Community College

Winner,
Split Second, Open Competition,
April 2014 Sony World Photography Awards, London
Hairul Azizi Harun,
Kolej Komuniti Paya Besar

OOI CHIAN JIAN
(RESTAURANT SERVICE)
4th out of 26 countries
WORLD SKILLS COMPETITION (WSC) 2013

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Globalised Online Learning

“… technology-enabled innovations are harnessed to democratise access to education …”

- Develop Massive Open Online Courses (MOOCs) in the niche areas of expertise
- CC has launched OLC (Online Learning Centre) MOOCs in 9 courses to build the capabilities of the academic community as the e-learning platform

Just to name a few..
Closing remarks - 21st Century Skills Development

Equipping The Graduates with 5 attributes

- OPENNESS
- CONSCIENTIOUSNESS
- EXTRAVERSION
- AGREEABLENESS
- NEUROTICISM

5Cs
- COMPETENCE
- CONFIDENCE
- CHARACTER
- CARING
- CONNECTEDNESS

www.jpkk.edu.my
Making Skills Development Work For The Future

Asia-Pacific Conference on Education and Training 2015
(ACET 2015)

Venue: Berjaya Times Square Hotel, Kuala Lumpur
Date: 3-5 August 2015
Providing relevant education and training for employability

Nic Robinson
Director of Business Development
nicrobinson@vtct.org.uk
Who are we?

• Vocational Training Charitable Trust

• 52 years awarding qualifications

• 750 centres in the UK, 150 internationally

• 80,000 registrations on qualifications annually

• Specialist in the service sector
  • Hair and Beauty
  • Sports and Active Leisure
  • Hospitality and Catering
  • Retail and Customer Service
  • Learning and Development

www.vtct.org.uk
Providing relevant education and training for employability

Themes

1. Skills and employability
2. Occupation specific skills
3. Transferable employability skills
4. Skills needs of young people – the evidence
5. Changing labour market and skills needs
6. Globalisation and skills
Skills and Employability

Perspective of the individual

Employability skills are those skills, knowledge and attitudes that enable an individual to obtain and progress within sustainable employment.
Perspective of the employer

The Confederation of British Industry (CBI) define employability skills as:

‘A set of attributes, skills and knowledge that labour market participants should possess to ensure that they have the capability of being effective in the workforce – to the benefit of themselves, their employer and the wider community’
Perspective of the economy

Inspiring Growth
CBI/Pearson Education and Skills Survey 2015 state:

‘Across the world current and emerging competitor nations are looking to build talent through their education and training systems, and strengthen skills that contribute to competitiveness, innovation and growth.’
‘Failure to capture the full potential of its demographics could be disastrous for India because it would mean large numbers of prime-age individuals unemployed...or otherwise not constructively engaged .....promoting social and political unrest.’

David E Bloom India’ baby boomers:
Demographic dividend or demographic disaster
Skills and Employability

Perspective of Society

In the UK 13% (943,000) of young people (16-24) are classified as NEET (3rd quarter 2015)
Not in Employment, Education or Training

• Represent a failing of our education and training system and indeed society.
• It creates an underclass
  • disengaged
  • destined to unemployment or low paid insecure employment
  • associated with antisocial behaviour and crime
  • Increased misuse of alcohol and drugs
  • higher incidence of the poor health
  • less happy with their lives
Perspective of Society

If a nation is not to waste the potential talent within its pool of human assets, but instead engage individuals in building its economy and society, it needs to encourage aspiration and provide opportunity for social and economic mobility.

Access to education, training and skills development, that makes people more employable and provides opportunity for career advancement, is fundamental in this.
Vocational skills can be examined in broadly two categories:

• Occupationaly specific technical skills
  • Technical knowledge
  • Practical competence

• Transferable employability skills
  • Skills which can be transferred between jobs
  • Attitudes which improve performance
To have currency occupational skills should:

- be recognised by employers as those skills needed to do the job
  - i.e. Identified with or led by employers

- be at nationally recognised standards
  - National Occupational Standards

- be assessed rigorously and reliably
  - Exams
  - External quality assurance

- be recorded and recognised
  - Certification

Not a one off process
In UK Sector Skills Councils
Awarding Organisations
Engaging employers in designing qualifications

Engaging employers is difficult

• Employers are reluctant

• Consultation is dominated by larger employers

• Small firms create most employment but are least consulted

Exhibit 1

Source: CBI/Pearson Education and Skills Survey 2015
Transferable employability skills

• Transferable vocational skills
  • Literacy
  • Numeracy
  • Language

• Soft skills
  • People skills
  • Learning skills
  • Approach to work
Transferable employability skills

Soft Skills

People
- Empathy
- Teamwork
- Communications
- Confidence
- Capacity to learning

Learning
- Problem solving
- Time management
- Creativity

Work
- Dealing with pressure
- Work ethic
- Positive attitude

Willingness to take a chance

Flexibility

Integrity

VTCT | Aspire House | Annealing Close | Eastleigh | Hampshire | S050 9PX | United Kingdom
Registered in England and Wales number 2050044. Registered as a national charity in Great Britain number 295192
Skills needed by young people

Exhibit 2

Most important factors in recruiting school/college leavers %
Source: CBI/Pearson UK Education and Skills Survey 2015

Employers consider attitude more important than qualifications
**Skills needed by young people**

**Exhibit 3**

Skills missing from applicants – employers experiencing skill shortage

Source: CBI/Pearson UK Education and Skills Survey 2015

<table>
<thead>
<tr>
<th>Skill</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technical, practical or job specific skills</td>
<td>63%</td>
</tr>
<tr>
<td>Planning and Organisation skills</td>
<td>41%</td>
</tr>
<tr>
<td>Oral communication skills</td>
<td>41%</td>
</tr>
<tr>
<td>Customer handling skills</td>
<td>40%</td>
</tr>
<tr>
<td>Written communication skills</td>
<td>38%</td>
</tr>
<tr>
<td>Problem solving skills</td>
<td>37%</td>
</tr>
<tr>
<td>Literacy skills</td>
<td>34%</td>
</tr>
<tr>
<td>Team working skills</td>
<td>33%</td>
</tr>
<tr>
<td>Strategic Management skills</td>
<td>30%</td>
</tr>
<tr>
<td>Numeracy skills</td>
<td>26%</td>
</tr>
<tr>
<td>Advanced IT or software skills</td>
<td>22%</td>
</tr>
<tr>
<td>Foreign language skills</td>
<td>17%</td>
</tr>
<tr>
<td>Basic computer literacy / using IT</td>
<td>16%</td>
</tr>
</tbody>
</table>

*Base: All establishments with skills shortage vacancies - up to 8 occupations followed up (4,657)*

Employers who cannot fill posts struggle to find applicants with technical skills but also many transferable skills.
Skills needed by young people

Exhibit 4

Reasons some employers do not recruit young people
Source UK Commission on Education and Skills 2013

Some employers are reluctant to employ young people because they lack experience.
## Changing labour market

### Exhibit 5

**Change in occupational structure 1992-2022 in the UK**  
**Source UK Commission on Education and Skills**

<table>
<thead>
<tr>
<th>Occupation</th>
<th>1992</th>
<th>2002</th>
<th>2012</th>
<th>2017</th>
<th>2022</th>
<th>% change in number of jobs 2012-22*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Managers and senior officials</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>+18</td>
</tr>
<tr>
<td>Professional occupations</td>
<td>15</td>
<td>17</td>
<td>20</td>
<td>21</td>
<td>22</td>
<td>+19</td>
</tr>
<tr>
<td>Associate professional and technical</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>14</td>
<td>+14</td>
</tr>
<tr>
<td>Administrative and secretarial</td>
<td>16</td>
<td>14</td>
<td>12</td>
<td>11</td>
<td>10</td>
<td>-13</td>
</tr>
<tr>
<td>Skilled trades occupations</td>
<td>15</td>
<td>13</td>
<td>11</td>
<td>10</td>
<td>10</td>
<td>-9</td>
</tr>
<tr>
<td>Caring, leisure and personal services</td>
<td>6</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>10</td>
<td>+22</td>
</tr>
<tr>
<td>Sales and customer service occupations</td>
<td>8</td>
<td>9</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>-2</td>
</tr>
<tr>
<td>Machine and transport operatives</td>
<td>9</td>
<td>7</td>
<td>6</td>
<td>6</td>
<td>5</td>
<td>-11</td>
</tr>
<tr>
<td>Elementary occupations</td>
<td>13</td>
<td>12</td>
<td>11</td>
<td>10</td>
<td>10</td>
<td>-2</td>
</tr>
</tbody>
</table>

In the UK demand for skills has moved away from industrial low skill and trades towards technical, professional and service skills.

The demand for occupational skills changes over time so:

1. **People must have the skills to learn new things and do new jobs**

2. **People must have opportunities for skills development throughout their working lifetime**
As economies develop their service sectors develop.

Many Governments invest in manufacturing skills but fail to invest in the service sector skills which will provide most employment.
Globalisation and skills

Why global skill standards?

• Growth of multinational companies and global brands demand standardisation
• Global supply chains, export and competition
• Growth in migration and an increasingly mobile workforce
• Global travel and tourism

How to achieve global standards?

• Align with international frameworks e.g. European Qualification Framework
• Benchmark against qualifications of other nations
• Dual certification with international qualifications
• International Skills Competitions e.g. WorldSkills
1. Vocational education and training should be a priority for investment

2. All young people should have access to education and training

3. Employers should be engaged in and inform the development of occupational standards and qualifications

4. The vocational curriculum should contain
   - A vocational qualification
   - Functional literacy, numeracy and ICT
   - Explicit but integrated employability/transferable skills
   - Work experience
   - job search and self-presentations skills

5. There should be lifelong opportunities for retraining and skills development

6. Occupational standards and qualifications should be benchmarked and articulate with international standards
Thanks for listening

Any Questions...?

I would welcome dialogue with skills organisations from outside the UK

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Making Skills Development Work For The Future

Asia-Pacific Conference on Education and Training 2015 (ACET 2015)

Venue: Berjaya Times Square Hotel, Kuala Lumpur
Date: 3-5 August 2015
Youth Perspectives on Skills Development and Employment

By: Haji Muhd Yashreen bin Haji Sehia
Institute Brunei Technical Education, SVW
Ministry of Education
Brunei Darussalam
Introduction

One of the technical institutes under IBTE

Was opened in 2006

Interesting Fact!
SVW is the 2nd largest (in land size) in Brunei with total area of 198 acres after UBD (University of Brunei Darussalam).

Currently offering HNTec and NTec courses

4 departments:
- AgroTech
- Fisheries Studies
- Food Science
- Applied Science
What are youth perspectives on various issues related to their preparation for entering the labour market in Asia Pacific region?

- Transition Shock
- Unsupportive Family – Lack of motivation
- Lack of inspiration and career guidance from teachers – The goal is not clear enough
What are the policies and programmes currently in place related to youth skills development and employment?

- **BEES Programmes**
  - B - Brunei
  - E - Entrepreneurship
  - E - Education
  - S - Schemes

- Business Plan Series, by LiveWIRE Brunei

- Run the School’s Cooperative

- Team Building – Develop Leadership Skills

- Industrial attachment

- Educational field trip to Industry

**Interesting Fact!**

In 2013 and 2014, SVW’s BEES Companies were awarded for Most Entrepreneurial Company and Most Outstanding BEES Company respectively.
What are the strategies to link education and training to employment for youth?

- Supervised Work Attachment
- Industry Support
- Work Simulation
What are the good practices in the implementation of youth education and training?

- Responsible
- Accountable
- Good Discipline
- Willingness to work (Proactive & Committed)
- Innovative (create something)
- Life Skill
What are the key features of a curriculum that integrates foundation skills, transferable skills, and technical and vocational skills? How can it be successfully developed and implemented?

Presentation skills

Boost Self-Confidence  Developing Leadership Skills

Becoming a Competent Speaker
Report writing skill

- Being a competent writer
- To find the distinction between formal & informal writing
What is a leader?

- Inspiration
- Trust
- Goal
- Motivation

Leadership
21st Century Skills

Communication

Collaboration

Critical Thinking

Creativity
Industrial Demand

(Market Awareness)