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
PETRONAS INSTEP

Journey towards BTEC Accreditation

CHANDRAMOHAN SAMINATHAN
CEO, INSTEP

3 AUGUST 2015
1. Accelerate human capital development to meet the rapid growth of Malaysia’s petroleum industry
2. Enhance the quality of hands-on practical training to generate job-ready technicians and engineers
What makes INSTEP’s training plant a class above the rest?

- Integrated Upstream Downstream Plant
- Simulates real plant scenarios in a safe environment
What makes INSTEP unique?
The integrated live plant is supported by 6 Academies complete with practical workshops.
Petroleum Technology Programme (PTP-1)

INSTEP’s flagship programme

✓ One year conversion training aimed at closing the competency gaps for new technicians & operators.

✓ Accreditation was not pursued then for this programme since it was designed for PETRONAS’ in-house demand.
Why the Need for Accreditation?

1. Reach out to a wider range of customers, especially international clients

2. Enhance INSTEP’s image as a globally recognised technical training provider

INSTEP’s Vision
To become a Regional Technical Learning and Certification Centre for the Oil & Gas Industry.

Recreation Time
1. Flexibility to customise INSTEP qualifications to meet industry needs.

2. BTEC accreditation is widely accepted by major Oil & Gas players.

3. Pearson BTEC is the largest awarding body in the UK and largest education services provider in the world.
INSTEP BTEC is a customised qualification based on state-of-the-art live training plant.

It is unlike other BTEC Centres where the qualification is generally generic and knowledge-based (using simulator in place of a training plant).

Bubblecap Distillation Column @ Process Workshop
INSTEP BTEC

Our Journey

2012
- Management approval of BTEC Accreditation for PTP-1
- Application to become BTEC Centre (Sept 2013)

2013
- Standard and Module development for Semester 2 Upstream (Apr 2013)

2014
- Approval as BTEC Centre (Jan 2014)
- Approval for Semester 2 Upstream programmes (August 2014)
- First cohort certified as BTEC L3 Advanced Diploma in Oil & Gas Technology
- Agreement signing ceremony between Pearson and INSTEP

2015
- Approval for Semester 1 and Semester 2 Downstream programmes (Feb 2015)
Agreement Sealed

Siva Prakash
Pearson Malaysia

Francesca Woodward
Pearson UK

Azmee Osman
INSTEP Head T&O
Qualification Development Workshop

BTEC Programme Development Workshop
29 - 30 November 2013

BTEC Implementation Training
13 - 14 December 2013

Review and mapping of Semester 2 module
13 January 2014

BTEC Qualifications Development Workshop for Semester 2
31 March – 2 April 2014
## Qualification Development Timeline

<table>
<thead>
<tr>
<th>No.</th>
<th>Qualification Development Area</th>
<th>Duration</th>
</tr>
</thead>
</table>
| 1.  | PTP-1 Semester 2 Upstream BTEC L3 Advanced Diploma in Oil & Gas Technology:  
- **Production**  
- **Mechanical**  
- **Electrical**  
- **Instrumentation** | Apr 2013 – Apr 2014 |
| 2.  | PTP-1 Semester 1 Upstream & Downstream BTEC L2 Intermediate Diploma in Oil & Gas Technology:  
- **Production**  
- **Process**  
- **Analytical**  
- **Mechanical**  
- **Electrical**  
- **Instrumentation** | May 2014 – Dec 2014 |
| 3.  | PTP-1 Semester 2 Downstream BTEC L3 Advanced Diploma in Oil & Gas Technology:  
- **Process** | July 2014 – Dec 2014 |

**20 months for 11 Qualifications (Programmes)**
<table>
<thead>
<tr>
<th>CHALLENGES</th>
<th>MITIGATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Skepticism on success of project</strong></td>
<td>• Considerable time spent by Pearson Malaysia representative to understand INSTEP’s needs and communicate with Pearson UK.</td>
</tr>
<tr>
<td></td>
<td>• Continual engagement between INSTEP management and trainers.</td>
</tr>
<tr>
<td>• Pearson was not familiar with INSTEP’s business</td>
<td></td>
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<tr>
<td>• Lack of buy-in from INSTEP trainers</td>
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</tbody>
</table>
## Challenges and Mitigations

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<th>CHALLENGES</th>
<th>MITIGATIONS</th>
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<tr>
<td>2. Customised qualifications (SRF*) developed required intensive efforts by INSTEP and Pearson</td>
<td>• Continual engagement and timely submission of qualifications to Pearson development team in UK.</td>
</tr>
<tr>
<td>• Understanding Pearson BTEC framework by INSTEP; and Pearson’s knowledge on local industry SMEs.</td>
<td>• Coordinated workshops in INSTEP for final reviews on developed qualifications.</td>
</tr>
<tr>
<td>• The internalisation of INSTEP qualification has put tremendous pressure on the trainers to adopt and deliver the qualifications.</td>
<td>• Trainers were certified as BTEC assessors and internal verifiers to enhance understanding on BTEC and boost confidence level.</td>
</tr>
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SRF* - Self Regulated Framework
### Challenges and Mitigations

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<td>3. Large number of programmes which require voluminous write-ups.</td>
<td>• INSTEP set-up a qualification development committee to continuously monitor the progress until completion.</td>
</tr>
<tr>
<td>• 11 programmes with 80 units (modules)</td>
<td>• Worked long hours including weekends to meet the deadline.</td>
</tr>
<tr>
<td>CHALLENGES</td>
<td>MITIGATIONS</td>
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<tr>
<td>---------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>4. Geographical distance apart between Pearson UK and INSTEP Malaysia</td>
<td></td>
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<tr>
<td>• Limited face-to-face engagements</td>
<td>• Continuous engagement through email with Pearson development team in the UK.</td>
</tr>
<tr>
<td>• Time difference (7 - 8 hours)</td>
<td>• Scheduled teleconferences with Pearson UK.</td>
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<tr>
<td>5. Maintaining BTEC Accreditation in the years to come</td>
<td>• Set up INSTEP quality assurance team to coordinate and monitor BTEC Accreditation implementation</td>
</tr>
<tr>
<td>• Quality assurance</td>
<td>• Regular internal verification and external audits by Pearson UK.</td>
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<tr>
<td>• Safekeeping of learners portfolios</td>
<td>• Dedicated QA/QC personnel at each academy to ensure learners portfolios are verified and properly kept.</td>
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</table>
Reinforce INSTEP as a credible technical learning institution

Provide structured delivery and verification of the qualifications

Empower INSTEP trainers as BTEC Assessors and Internal Verifiers (international standard)

Widen industry acceptance as BTEC certification allows global employment opportunity to learners

PETRONAS has emerged as the single largest private institution for Pearson BTEC
ACHIEVEMENT

INSTEP as World’s First OPITO-Approved Technical Qualification Centre

INSTEP gains OPITO accreditation

Kuala Lumpur: OPITO, an international standards body for skills in oil and gas (O&G), has accredited Institut Teknologi Petroleum Petronas (INSTEP) as the world’s first OPITO-approved training centre, paving the way for O&G workers and aspirants to gain globally-recognised training and qualifications here.

Aside from this accreditation, INSTEP has also received recognition as the world’s first training centre offering globally-recognised vocational qualifications in electrical, mechanical maintenance and instrumentation and controls.

“Through our work with Petronas, INSTEP will be the first in the world to deliver qualifications that are industry-designed and recognised in accordance with technical training and occupational standards, a robust assessment process and accreditation and qualifications,” said OPITO chief executive officer (CEO) David Doig.

INSTEP CEO Chandramohan Sarnathan said: “We are proud of our achievement in creating a regional hub of excellence in technical training and safety training. Through INSTEP and the OPITO training, we are establishing Malaysia as a centre for the O&G industry, where quality and reliability are at the core of everything we do.” Bernama

OPITO

Kuala Lumpur 3 April - Badan pelaburan amaran masyarakat bagi keahlian dalam minyak dan gas, OPITO memberikan akreditasi kepada Institut Teknologi Petroleum Petronas (Instep) yang menjadi diejekkan pusat latihan pertama di dunia menerima penarafan daripada badan berkenaan.


OPITO terima akreditasi

Oleh NABILA YASMIN RAZIB

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THANK YOU

www.instep.my
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Asia-Pacific Conference on Education and Training 2015
(ACET 2015)

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Date: 3-5 August 2015
Public Private Partneships

Sanjay Shivnani
VP, Vocational Education
Pearson India

3rd to 5th August, 2015
ACET, Kuala Lumpur
Agenda

• Overview of VET in India
• Pearson Vocational in perspective
• 2 PPP Models in perspective
• Core PPP Model
• Learnings
The B-HAG

500 Million skilled manpower by 2022
Bird’s Eyeviee

**Indian Workforce**

- 415 million untrained
- 433 million unorganized
- 45 million trained
- 27 million Organized

**Skill Training**

- 469 million (38% of Indian Population)

- Only 7% of India 469 million work force is adequately or appropriately skilled for the workplace
- Over 90% work force employed in informal, unregulated sector undergoing up-gradation & formalization
- Current VET spends about GBP 1 Billion annually; growing at a rate of 30% y-o-y
Here & Now

• About 5 Mn people enter the labor market every year
  – Current training capacity for skills education is 5 mn
• Under-Employability continues to be a major challenge for graduates
  – Consistently at 80% for the last 5 years
• Over GBP 3M being spend by employers on skilling existing employees; mostly entry level to ensure they deliver to the job
  – IT, Telecom, Customer Service, BFSI being the major contributors
• CSR funding environment is very attractive
  – Potential GBP 2 Bn+ which is 2% of corporate profits
Vocational Training Market

- **Self Actualisation**
  - Already highly skilled.
  - Need for soft skills training.
  - Knowledge / Industry body linked training.
  - Employer / Self funded.

- **Employability**
  - Formal education.
  - Up skilling / Specific employability linked skills.
  - Employer / Learner Funded.

- **Livelihood**
  - Minimal Skills / unskilled.
  - Little or no formal education.
  - Govt. / NGO / CSR Funded.
## Another Point of View..

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<tr>
<th>Type</th>
<th>Requirements</th>
<th>Stakeholders</th>
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<td>White Collar</td>
<td>Managerial Skills for entrepreneurship &amp; innovation</td>
<td>Corporates, Pvt. Training Institutions, Education Infrastructure</td>
</tr>
<tr>
<td>Grey Collar</td>
<td>Workplace Skills for upward mobility</td>
<td>Corporates, Pvt. Training Institutions, Education Infrastructure</td>
</tr>
<tr>
<td>Blue Collar</td>
<td>Shop Floor/Entry Level in Services sectors</td>
<td>Corporate &amp; Govt</td>
</tr>
<tr>
<td>Rust Collar</td>
<td>Basic sustainable livelihood</td>
<td>Govt</td>
</tr>
</tbody>
</table>
Skill Opportunity Segmentation

- **Careers**
  - Self Actualisation
    - 5 Mn + undergrads
  - 40 Mn + Secondary School students
  - 140 Mn NEETs

- **Livelihoods**
  - < 1 Mn
    - High end skills
    - Self or employer funded
  - 2 Mn +
    - Learner/self funded
    - Upskilling/Specific skills
  - 5 Mn +
    - Govt funded projects
    - Unskilled labor force
    - Out of school/Dropouts
    - Bottom of the pyramid
Sectoral Skill Map

- IT/ITES
- Automobiles
- Construction

Enhancement Propensity

Skill Sophistication
The best is yet to come..

- A new Skills Ministry
- ‘Skill, Scale, Speed’ is the new govt mantra
- Skill India; aggregate several ministry schemes into one ‘consolidated skilling fund’
  - Allocation likely to be in the region of USD 3 Bn annually
    - New rural projects; ITI revamp; Employment Exchanges PPP
  - Transformation of the eco-system
    - Vocational Training companies will have to re-tool
Pearson Vocational in perspective

- Classroom Training
- On the job training
- IT Skills/English/Soft skills Training
- Sensitisation of Parents
- Industry Visits
- and some fun too
Achievements

- **No. of students trained in last 5 years**: 62,000
- **Geographical Coverage**: 14 States
- **No. of students placed across companies**: 40,000
- **Vocational Training Centres**: 183
Awards and Recognitions
Our Clients

- Government of India
- DDU-GKY (Deen Dayal Upadhyaya Grameen Kaushalya Yojana)
- Government of Rajasthan
- Jammu & Kashmir
- satyamev jayate
- satyamev jayate
- gujarat sarkar
- INDIAN ARMY
- CORPORATION OF INDIA
- ONGC
- PACS
Industry Partnerships

- THE Lalit
  Limitless hospitality
- Reliance Industries Limited
- JUBILANT FoodWorks
  A Lalit Narayan Singh Group Company
- Domino's Pizza
- KFC
- Twenty Four Seven
  Convenience Store
- Sarovar Hotels & Resorts
- Spencer's
  Makes fine living affordable
- Ujjivan
  Build A Better Life
- Tata
  Tata Business Support Services Limited
- Reliance Fresh
- Serco
  Bringing service to life
- Kingdom of Dreams
  An Incredible Indian Experience
- Reliance Retail
Thousands of young Indian adults have been motivated, enrolled, trained and provided employment in a spectrum of companies; their confidence and self-esteem has soared and they feel integrated and included in India's success story.

"No one in my village and family ever thought I had the potential of earning a salary and supporting my family through any financial crisis. Today I am role model in my village and all local girls come and consult me."

"I was not lucky like many children who have the privilege of parent’s financial support for their studies. But I didn’t give up the hope. IndiaCan mobilization drive came as a blessing to my life and today, I am supporting the family with my income."

"If it were not for IndiaCan I would never have been able to get vocational training, I got placed at Mphasis in Raipur where I am earning Rs 60,000 per annum. The free-of-cost skill training at the IndiaCan centre made all the difference in my life.”

-Kalavatee Thakur, 24 years, Dantewada, Chhattisgarh

“I was trained in the BPO course and placed with Competent Synergies at Mohali. It is a dream come true for me”. Nahida is drawing an annual salary of Rs 66,000. Nahida Shafi, 21 years, Shutat, Kulgam.
• Amongst the top 5 VTPs in the country
• Deep execution/implementation capabilities
• Developed industry standard content/curriculum; SSC aligned
• Employment linkages with more than 200 employers
  – Ability to ensure greater than 75% employment for all graduating learners
PPP Examples
2 Cases in perspective
• DGET - Directorate General of Employment and Training
• MoLE – Ministry of Labour and Employment
• GoI – Government of India
• ITI – Industrial Training Institute

• Industrial Training Institutes (ITIs) form the basic framework for vocational training in the country

• Up-gradation of ITIs under PPP Scheme aimed at private sector participation in revamping and affecting overall improvement in the ITIs

• Funding: USD 0.5 million awarded to each ITI as a soft loan

• www.dget.nic.in
Upgradation of 1396 Govt ITIs

To improve the employment outcomes of graduates from the vocational training system, by making design and delivery of training more demand responsive.
Key Schema Details

- 5 year divestment plan commencing in 2008
- Local industry engagement
- Create a legal ‘Society’ called the Industry Management Council, IMC
- The IMC will have full powers to manage the institute affairs
  - The Chair Person of the IMC is the industry partner
- Govt gives the IMC a soft loan of approx 0.4 Mn USD (INR 25 Mn)
  - Total funding of 550 Mn USD
- 5 year KPIs created for each ITI and outcomes committed by the industry partner
Progress Report (120 ITI)

**Academic**
- Dropout rates reduced from 15% to 13%
- Pass %s remained flat at 66%
- Overall student attendance improved
- Students equipped with English language, IT and workplace skills

**Institutional**
- Average intake capacity increased by 50%
- Enrolment ratios peaked to 90%
- Placement cells moved from 36% to 90%
- 2X increase in girl students

**Other KPIs**
- An average at least 2 new trades were introduced in every ITI
- Placement ratios remained flat though
- Overall improvement in hygiene, safety, facilities, etc
Challenges

- Principal, Staffing, etc
- Operating Procedures & Policies
- Regulation & Monitoring
- Infrastructure enhancement
- Attitudes
Public Private Partnership for Skill Development in India

Dilip Chenoy, CEO & MD
Skill India – The Centre of all National Missions

- Make in India
- Digital India
- Smart Cities
- Clean Ganga
- Swachch Bharat
National Skill Development Mission

Governing Council
- Policy and Guidance

Steering Committee
- Targets and Review

Mission Directorate (Executive Committee)
- Implementation and Monitoring

National Skill Development Agency
- Quality & Standards
- Research and Policy

National Skill Development Corporation
- Sector Skill Councils
- Support Private Sector

Directorate General of Training
- Training
- Apprenticeship
PPP for Skill Development

NSDC’s 3 Pronged Approach To Catalyse Private Sector Investment

- **Create**
  - Proactively catalyze creation of large, quality vocational training institutions

- **Fund**
  - Create the vision and help define the path
  - Demonstrate commitment to the purpose

- **Enable**
  - Commercially viable, scalable, sustainable businesses
  - Nurture organizations through patient capital
  - Support systems
  - Sector skill councils
  - Quality Assurance
  - Occupational Standards
  - Train-the-trainer

- **PPP under Ministry of Skill Development & Entrepreneurship**

- **Equity base Rs 10 crore**
  (Govt of India 49%, Private Sector 51%)

- **Private-sector shareholders include 10 business chambers & industry associations**
  (5.1% shareholding each)

  1. FICCI - Federation of Indian Chambers of Commerce and Industry
  2. ASSOCHAM - Associated Chambers of Commerce and Industry of India
  3. CII - Confederation of Indian Industry
  4. NASSCOM - National Association of Software & Services Companies
  5. SIAM - Society of Indian Automobile Manufacturers
  6. CREDAI - Confederation of Real Estate Developers Associations of India
  7. GJEPC - Gems and Jewellery Export Promotion Council
  8. CITI - Confederation of Indian Textile Industry
  9. CLE - Council for Leather Exports
  10. RAI - Retailers Association of India
Mapping Skills to Opportunity

24 high growth Sector & State level district-wise studies commissioned

Sector-wise Skill gap studies updated

State-level district-wise Skill Gap studies
Key Elements Of NSDC Funding

Who Gets Funded?
- Any organization with scalable, sustainable business model that ensures employability of the resources trained
- Including start ups

Amount of Funding
- ~Up to 75% of the project cost

Form of Funding?
- Debt at subsidized rates; other features like moratorium built in depending upon nature of project
- Equity
- Grant funding (only in very select cases)

Is There Special Focus?
- NSDC is looking to fund businesses that seek to create employable people across all sections of the society – including Rural sectors
- Sector agnostic – our partners skill everybody from artisans to construction workers to IT employees
Sector Skill Councils: **Aligning Training with Industry**

SSCs consist of representation from Industry, Government and Academia to ensure participation of all ecosystem stakeholders.

### Role of Sector Skill Councils

1. Setting up an LMIS to assist in planning & delivery of training
2. Identification of skill development needs and preparing a catalogue of skill types
3. Develop a sector skill development plan and maintain skill inventory across disciplines
4. Developing skill competency standards and qualifications across disciplines
5. Standardization of affiliation and accreditation process across categories
6. Participation in affiliation, accreditation, certification
7. Plan and execute training of trainers
8. Promotion of academies of excellence
Employers taking lead in mapping Competency requirements

38 Sector Skill Councils approved, more in process

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<th>Large Workforce</th>
<th>Informal Sectors</th>
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- **2010-11**
- **2011-12**
- **2012-13**
- **2013-14**
- **2014-15**
- **2015-16**

* Approved in 2015-16
National Skills Qualification Framework (NSQF)

• Qualification Framework for India - meant to integrate general education with vocational education

• It will provide multiple pathways between general education and vocational education

• The framework is based on an outcome based approach and each level is described by competency levels

• Each NSQF level will take into account reference to curriculum, notional contact hours, duration of studies, subjects, workload, trainer quality and type of training institution.

• Impact
  – Outcomes (QPs) are mapped to Inputs (learning hours, duration of studies)
  – NSQF compliant trainings will be entitled to preferential Government Funding
Transformation in Skills Landscape

- 5.2 million+ trained
- 235 skilling projects
- 38 SSCs
- 3600+ training centers
- 28 States/5 UTs
- 506 Districts

Training Institutions → Mobilize → Trainees → Undergo Training/Apprenticeship

Sector Skill Councils

Job Role Standards → Course Alignment → Employer/Industry Led → International Engagement

Training/Apprenticeship → Assessment → Certification (Transnational)

- Industry Recognized Certification
- Upgraded Skills
- Relevant Skills/Credibility

Placement → Career Progress/Increased Wages/Mobility → Entrepreneurship

Educational System

Workforce

Outside Workforce
Core PPP Model

Build
Own
Operate
Transfer
And finally the Learnings...

- Goal alignment and shared values between stakeholders
- Relationship framework
- Extreme R&R clarity and hand-offs
- Enabling eco-system by the main sponsor
- Ignoring existing trust deficit
- Delegation v/s abdication
- Not a zero sum game
- Entitlement v/s Endeavor
- Sponsor must learn to ‘let go’ when needed
- Too many stakeholders may spoil the matter
- Monitor OR Regulate OR Measure
Before I close...

• India’s is probably the world’s largest PPP market
  – 900 PPP projects are currently under execution
• For every INR 100/- spent on infrastructure projects almost INR 36/- came from private companies
• Graveyard of PPP?
Action reflects clarity and priorities

- Mohandas K. Gandhi

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
How can PPP Improve the Delivery of Relevant, Effective and Quality TVET for Employment?

Shahnaz Al-Sadat
Executive Trustee, Yayasan AMIR
Managing Director, arise Asia
1. What are Industries’ Concerns?
2. Who should be solving the issues?
3. Some Suggestion on Solutions
4. Some Sharing of Malaysia PPP Initiatives
5. Further Challenges for Exploration
It is a Global Concern

Pipelining into Industries, Companies

The Questions:

What is Quality Education
Knowledge + Skills + Values + Purpose?

For TVET - What is the initiation point?
Many Enablers Influence the Development

**Challenges**
- Quality disparities
- Economic disparities
- Social disparities
- Geographical disparities

<table>
<thead>
<tr>
<th>Development Years</th>
<th>0-7</th>
<th>8-14</th>
<th>15-21</th>
<th>&gt; 21</th>
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<td><strong>Key Enablers</strong></td>
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<td>Family</td>
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<td>Schools</td>
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<td>Industry</td>
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**Level of Influencing Role**

The only Common Element is the Child
Suggesting that Solution largely lies with the Child

- Empowerment
- Access to Quality Information
- Nurture
Sharing of PPP Experiences – Supporting Malaysia Ministry of Education’s Transformation Efforts

Supporting Basic Education System’s Transformation to develop Wholesome Students Who Are Globally Competitive

Supporting Basic Education System’s Transformation by developing Catalytic Teachers in High Need Schools

Attachment 1

Attachment 2
Yayasan AMIR Trust Schools Programme
Public-Private Partnership - Driving sustainable and scalable education transformation of developing a holistic and wholesome student

BACKGROUND

- Education policy maker
- Regulator
- Public schools owner

MoE

Public-Private Sector Operation & Management Agreement (“PPSOMA”)

Yayasan AMIR

Non-profit organisation
- Sets overall vision and strategic direction of the TSP
- Procures sponsors for the financial sustainability of the TSP

Sponsors

Education Service Provider

Normal government funding for capex and opex

Service Agreement

Programme Operator

Trust Schools Network

An education support team is deployed to each school

3 KEY OUTCOMES

1. Embedment of innovative culture in the whole school

2. Development of 21st century learner

3. Making education a community responsibility

BACKGROUND

3 KEY OUTCOMES

1. Embedment of innovative culture in the whole school

2. Development of 21st century learner

3. Making education a community responsibility
Yayasan AMIR Trust Schools Programme

Each school will develop a customised plan focusing on 4 strategic goals to embed sustainable process improvement and build capabilities.

- Develop High Quality Leadership & Mgmt
- Improve the Quality of Learning & Teaching
- Maximise Student Achievement and Potential
- Strengthen Engagement of Parents, Community & Other Stakeholders

INTEGRATED PLAN

School Improvement Plan Components

- Key Performance Targets
- School Improvement Plans
- Training & Support
- Monitoring

Gradual Release Implementation Model

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<tr>
<th>Transforming</th>
<th>Solidifying</th>
<th>Transitioning</th>
<th>Independence</th>
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<td>Education Service Provider Staff</td>
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<td>I DO YOU HELP</td>
<td>YOU DO I HELP</td>
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Yayasan AMIR Trust Schools Programme

50 Government Schools designated as Trust Schools in 7 States to-date impacting over 2,046 teachers and 31,009 students

PARTICIPATING STATES

SCHOOL TYPES

- Pre-school, primary and secondary
- Rural, sub-urban and urban
- Low, mid and high-performance bands
- Residential
- Religious
- Tamil vernacular
- Chinese vernacular
- Indigenous (Orang Asli)
- Felda settlement
- Sekolah Kurang Murid

Importance of the formation of the Trust Schools Network:

- Creation of professional learning communities for school leaders and teachers ensuring sustainability of transformation
- Inter-Trust Schools activities that promote interaction amongst students and national unity
- Sharing of purpose, ownership and belonging within the Trust Schools community
From May 2013 to Jan 2014, the University of Melbourne’s Centre for Programme Evaluation (“UoM”) had conducted an independent assessment on the progress of YA TSP’s Pilot Cohort

Findings to-date:

1. **Teachers are more competent**, suggesting that the impact of the YA TSP on the teachers is most readily seen in increased proficiency as educators and leaders of learning

2. **Principals are more satisfied**, engaged and enthusiastic, and are moving towards strategic planning roles; and

3. **Students too are more confident and engaged**, and are learning through a more collaborative and independent process, with pockets of improved academic achievements

“As a significant education reform in a small number of schools in comparison to the overall number of schools in Malaysia, the YA TSP has produced some significant results considering the stage of implementation and the significant number of simultaneous reforms and large scale policies currently being implemented simultaneously in Malaysia...”


Note: Whilst the emphasis of the YA TSP is on holistic development of students, prior research by UoM has shown that sustained academic achievements as a result of school or system-based interventions may only be evident after 8-10 years. This is consistent with the current trends observed in the Pilot Cohort where general trends are positive but y.o.y fluctuations are noted.
Pilot Cohort Performance To-Date
2015: After 4 years of Full Programme [1st year is a learning year for the Pilots]

Pilot Cohort School Progress

- **SG1 - Leadership & Management**
- **SG 2 - Learning & Teaching**
- **SG 3 - Student Potential**
- **SG 4 - Parents & Community**

- **TOV**
- **Actual (YE2014)**
- **KPT**

**SG1**
- 25.3%

**SG2**
- 26.63%

**SG3**
- 31.26%

**SG4**
- 28.62%

**Pilot Cohort Academic Progress**

**UPSR & SPM**

- **TOV**
- **Actual 2014**
- **Target**

- **UPSR**
- **SPM**

**PMR**

- **TOV**
- **Actual 2013**
- **Target**

**PMR data is only up to 2013. Commencing 2014, a different set of exam has been implemented across Malaysia which is PT3**

Yayasan AMIR All Rights Reserved - Confidential
1. Should we work on PPP Implementation Model for **Vocational Colleges** using Trust Schools Framework with a Customised Programme?

2. Should we work on piloting the Program Pendidikan Vokasional Menengah Atas (PVMA) in Secondary Schools in current **Secondary Trust Schools** with extended Private Sector participation?

3. Should we create a **new PPP Framework** altogether for TVET?
Exploring Further Challenges for PPP in Technical & Vocational Skills Development

Curricula & Pedagogy Challenge

- To keep content current
- To integrate with pedagogical transformation
- The balance of skills + knowledge + character
- To skill the teachers timely & continuously

Early & Relevant Information

- Information for students, parents, schools, community
- Information for decision-making – requires synthesizing
- Experiential information – is it practical?

Coping with Fast Changes

- Obsolete knowledge
- Jobs that are not existed yet
- Lets not kid ourselves – even industry does not know everything

Branding Challenge

- Profile of TVET as Last Choice
- Upgrading to High End TVET but still keeping it relevant to local industry
- Must be holistic – literacy & numeracy, agility, entrepreneurial
Thank You

Email Shahnaz at
shahnaz@yayasanamir.org.my