



**SPEECH TEXT
YB DATO' SRI MUSTAPA BIN MOHAMED
MINISTER IN THE PRIME MINISTER'S DEPARTMENT (ECONOMY)**

**SDG WEBINAR SERIES: QUALITY TVET EDUCATION FOR THE
FUTURE – A SUPPLY AND DEMAND PERSPECTIVE**

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Bismillahirrahmanirrahim.

Assalamualaikum WBT and Salam Sejahtera.

Distinguished guests,

Ladies and gentlemen,

1. I would like to thank the Jeffrey Sachs Center on Sustainable Development, Sunway University, for co-organizing this webinar with the Economic Planning Unit. I am pleased to note that the Center has been collaborating closely with government agencies, private sector groups, and civil society to formulate public policies in realising the UN's Sustainable Development Goals.
2. It is a pleasure to welcome everyone to this webinar entitled “Quality TVET Education for The Future - A Supply and Demand Perspective”. As many of you are aware, Sustainable Development Goal (SDG) 4 on Quality Education aspires to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. As part of this commitment, I hope this seminar will offer some enlightening perspectives on the way forward for our TVET institutions.

Ladies and Gentlemen,

3. TVET education remains a priority for Malaysia. It forms one of the foundations for building a resilient economy. In streamlining TVET governance and coordination, the National TVET Council was established in December 2020. This council had met recently on the 3rd of February to discuss ways to strengthen the TVET ecosystem. In the meeting, the council had endorsed - among other decisions - the establishment of the Government-Industry TVET Coordination Body (GITC). We aim to produce high-quality graduates that possess the relevant skills needed to meet the dynamic requirements of industry.
4. There are about 1,300 public and private TVET institutions governed by 11 ministries. Under the Eleventh Malaysia Plan, significant progress was made with regard to the governance and quality of TVET programs. For instance, the Government has developed a harmonised rating system, namely, the Star Rating System under the Ministry of Human Resource and MyTVET Instrument under the Ministry of Education. A centralised database to determine the competency of instructors was also developed. By the end of 2020, the e-Profiling System registered more than 33,000 instructors across 675 public training institutions. This system has been rebranded as the TVET Instructor Profiling System (TIPs).

Ladies and Gentlemen,

5. In further enhancing the role of TVET institutions, a few issues must be addressed. Firstly, TVET is still perceived as a second choice. Our students remain inclined to pursue more conventional academic pathways. This is due partly to the lack of awareness of the potential benefits of a TVET education.
6. Secondly, collaboration between industry and TVET providers rarely reaches the depth necessary to develop high-quality programmes. Industry feedback consistently touches upon the issue of a lack of preparedness among our TVET graduates. In this connection, the establishment of the GITC will help ensure that this industry-led body will be directly involved in producing future-ready TVET graduates.

Ladies and Gentlemen,

7. TVET has been identified as one of the 14 Game Changers in our Twelfth Malaysia Plan, namely **Game Changer 10: Improving TVET Ecosystem to Produce Future-Ready Talent**. This has been established by a number of strategies which include:
 - Revamping TVET governance;
 - Promoting TVET as a single brand;
 - Enhancing the quality of TVET programmes; and
 - Creating a database pertaining to TVET pathways and career matching.
8. Moving forward, efforts must be directed towards reducing gaps in the TVET ecosystem. TVET institutions must constantly expose students to new and emerging technologies. In this connection, the TVET Collaboration Hub will serve as a platform for the exchange of expertise and technology between TVET institutions and industry.
9. To achieve the target of admitting at least 55 percent of our SPM leavers into TVET programmes as outlined in the Twelfth Plan, we must improve the accreditation, recognition and certification of TVET programs. Exposure must be given to our students starting from a very young age to inform them of the benefits of pursuing a TVET education as well as the many potential career pathways. Additionally, a ranking system for TVET institutions will be introduced based on numerous components, including employability, wage levels of graduates, industrial engagement and the implementation of social initiatives in rural areas.

Ladies and Gentlemen,

10. This webinar is a most welcome platform to strengthen collaboration between the Government and industry. Let us use this opportunity to learn and share ideas on how we can together improve our TVET ecosystem. Once again, I would like to thank the Jeffrey Sachs Centre for co-organizing this webinar with the EPU. It is now with great pleasure that I launch this SDG's Webinar, "Quality TVET Education for The Future - A Supply and Demand Perspective". I wish the panellists and participants all the best. Thank you.