

## **Opening Speech**

ZANARIAH AHMAD, Ministry of Education Malaysia,  
Technical and Vocational Education and Training (TVET) in OIC  
Member Countries : Needs and Capacity Assessment

Ankara, Turkey

9-11 May 2016

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Bismillahirrahmannir rahim

In the name of Allah, the Most Beneficent and the Most Merciful :

Excellencies;

Distinguished Delegates and;

Ladies and Gentlemen;

Assalammualaikum warahmatullahi taala wabarakatuh.

I am honoured to be here today, representing the Asia Region to deliver the Opening Speech at this Workshop on Technical and Vocational Education and Training or TVET in Organisation of Islamic Cooperation (OIC) Member Countries. Together with other representatives from international and national counterparts, I would like to acknowledge the Statistical, Economic and Social Research and Training Centre for Islamic Countries (SESRIC) in collaboration with UNDP, Istanbul International Center for Private Sector in Development (IICPSD) and the Association of Education for the Future (GED) for their efforts in

organising such an important event. The theme of this workshop: OIC TVET: Needs and Capacity Assessment is very pertinent indeed.

One of the most important benefits of this workshop is that it provides for an inclusive platform for all TVET stakeholders to come together and discuss the current situation of TVET in OIC Member Countries; and to identify solutions together on how best to further enhance the quality of TVET in our country. It also gives the OIC Member Countries the opportunity to share the efforts being taken in tackling these TVET challenges.

By 2030, the global workforce will increase to 3.5 billion people. But, there will be an undersupply of up to 40 million highly skilled workers. Instead, there is a projected surplus of 90 million low- and medium-skilled workers who do not have any tertiary qualifications.

The International Labour Organisation estimates that there are now 75 million unemployed youth worldwide, which is equivalent to Germany's population. In some countries, the unemployment rate is as high as 48.7%. This show that there is a pressing need **to address the issue of mismatch supply and demand in the workforce.**

This could only be done through technical and vocational education and training (TVET), which is the future of education. We believe that this is

the way forward for the 21st century. It has the potential to close existing skill gaps in the economy.

For example, Malaysia had multiple education initiatives and sound policies which are aimed at strengthening TVET within the country. One of these was the establishment of the Malaysian Board of Technologists (MBOT). The MBOT is tasked with setting up a training and teaching syllabus to enable 30,000 technicians and technologists to be recognised as professionals. This serves to increase the number of highly skilled technologists and technicians in Malaysia.

So, this workshop focus on the following areas :

- National qualification, accreditation, and certification framework,
- Occupational standards and modular training programmes,
- Vocational training and labour market

are very good efforts to recognise skilled workers in the OIC Member Countries. A strong TVET workforce with high-value and specialised skills will improve innovation and productivity of industries as well as entrepreneurship and continued skill development are the keys to avoiding economy stagnancy.

However, it is unable to deny that TVET is usually seen as a less attractive pathway, especially compared to university students. So, we

need to promote TVET as a parallel pathway to success along with tertiary education. Malaysia for example has revamped its education system and implemented Vocational Education Transformation (VET) under the Ministry of Education (MoE). VET is a national agenda in Malaysia education system which uphold the standard of vocational education as a prime educational choice. 72 existing vocational schools and eight technical schools were **upgraded into vocational colleges**. Vocational colleges offer diploma programmes in various fields for post-lower secondary students (as early as 16 years old). Having completed the **4 year programme**, students are **awarded with diploma**. Under the National Blue Ocean Strategy (NBOS) the diploma programmes are also offered at private and public colleges as national Public-Private Partnership (PPP).

To conclude, it is now imperative that the OIC Member Countries work together towards upholding TVET to be student's first choice of education.

With that, I thank you.