

Our Recommendations For The Malaysia Education Blueprint (Higher Education) 2015-2025

ACCCIM has submitted the following recommendations to the Ministry of Education based on the input of SERC Sdn. Bhd. and ACCCIM working committees and is glad that some of the recommendations are incorporated in the Malaysia Education Blueprint (Higher Education) 2015 – 2025 that was launched on 7 April 2015:

- 1 Implement STEM-focused TVET to prepare for future labour market and to remain competitive;
- 2 Pursue international accreditations and qualifications alongside local TVET certifications to allow wider regional and global recognition;
- 3 Increase permeability between educational pathways and access to higher education by ensuring that public and private universities accept our TVET qualification for advanced entry into Bachelor/Diploma programmes;
- 4 Raise the entry requirements and implement compulsory industry attachment for instructors and train the right people to deliver TVET programmes;
- 5 Merge smaller TVET institutions into larger institutions, or form regional networks of institutions to gain economies of scale;
- 6 Establish public-private advisory bodies to include industry as a formal partner and undertake cost-benefit analysis for industry participation;
- 7 Consolidate public TVET institutions under the Ministry of Education and make it the single coordinating body for TVET;
- 8 Develop a strong communication, marketing and branding strategy to promote TVET as an industry sought-after qualification and reduce its stigma as a “second-class” education;
- 9 Develop a holistic transformation programme and strengthen planning and execution capabilities;
- 10 Replace “efficiency” system aspiration with “effectiveness” to ensure that key performance indicators (KPIs) are linked to desired outcomes rather than just numerical output-based targets, as efficiency is doing things right, effectiveness is doing the right things;
- 11 Include collaboration with top industry and international researchers as a KPI; and
- 12 Instil interest in innovation/technology and good work ethics.

我们针对《2015–2025马来西亚高等教育大蓝图》的建议

教育部于2015年4月7日推介《2015–2025马来西亚高等教育大蓝图》。中总依据社会经济研究中心与中总各工作组的反馈向教育部呈交以下建议，部分建议被纳入蓝图。

- (一) 推行以STEM为重点的技职教育，为未来劳动力市场做好准备，并保持竞争力。
- (二) 追求国际认证和资格，使本地技职证书获得更广泛区域性和全球性的认可。
- (三) 提高技职学生受高等教育的机会和教育途径之间的渗透性，确保公立和私立大学承认技职文凭为大学学位或文凭课程的入学资格。
- (四) 提高技职教员的入行要求、实行强制性的工业实习和培养适当的技职教学人才。
- (五) 合并较小的技职学校，或将它们组织成区域性学校网络，以实现规模效益。
- (六) 设立公共与私人咨询机关以鼓励雇主参与技职教育并进行成本效益研究。
- (七) 于教育部属下整合所有公共技职学校，促使教育部成为技职教育唯一的协调机构。
- (八) 制定一个强及有力的沟通、营销和品牌战略，以提升技职教育成为一个广受业界欢迎的资格，及减少技职教育被视为“第二等”教育的负面看法。
- (九) 制定全面的转型方案，并加强规划与执行能力。
- (十) 以“效能”取代蓝图宏愿之一的“效率”，因为效率是以正确的方式做事，而效能则是做正确的事，确保关键绩效指标与所设定的结果挂钩，而不纯粹是以数字产出目标。
- (十一) 与顶级行业及国际研究人员加强合作为关键绩效指标的一部分。
- (十二) 培育学生对创新/科技的兴趣以及良好工作态度。