

Experts: Update TVET methods, career path

By [Iylia Marsya Iskandar](#) - June 9, 2024 @ 7:01am



A student at a vocational secondary school in Shah Alam learning how to lay bricks for an arch. - NSTP FILE PIC

THE National Technical and Vocational Education and Training (TVET) Policy 2030 and the additional RM200 million allocation to the sector are positive steps in restructuring TVET in Malaysia, said experts.

Educationist and Skolar Malaysia co-founder Dr Tazli Azizan said to maximise the allocation for TVET, the government should move towards a constructivist-based training approach.

This, he said, would involve fostering active, collaborative and technology-integrated learning environments.

"Constructivism emphasises active learning, where learners build their understanding through hands-on activities and real-world problem-solving.

"This is particularly effective in TVET, where practical skills are crucial.

"Aligning the curriculum with industry needs, investing in modern facilities, and supporting continuous teacher development are essential to ensure that the training is relevant, effective and prepares students for the demands of the modern workforce.

"This shift towards a more constructivist approach not only aligns with the objectives of the National TVET Policy 2030 but also ensures that the training programmes are adaptive, inclusive and capable of producing a highly skilled and competitive workforce," he said.

He added that the additional allocation was a commendable step towards enhancing the skills and employability of the workforce.

Tazli also suggested that collaborative learning be included in TVET, such as group projects, peer assessments and team-based problem-solving tasks aligned with constructivist principles to prepare students for the collaborative nature of modern workplaces.

"Training programmes that focus on essential digital skills such as coding, data analysis, cybersecurity, and digital marketing are highly commendable.

"This aligns with the National TVET Policy 2030, which highlights the need for high-growth, high-value industries, including technology and digital sectors. Utilising digital tools and platforms in training can enhance the learning experience.

"Virtual labs, simulation software, and online collaborative tools should be integrated into the curriculum," he said.

Aside from the curriculum, Tazli said there should also be continuous professional development for TVET educators, to equip them with constructivist teaching strategies and the ability to integrate digital tools effectively.

"Facilitating partnerships between educators and industry experts can provide valuable insights into current industry practices and requirements, ensuring that training remains relevant and up-to-date," he said.

He said there should also be sustainable funding models to support development and innovation in TVET.

Universiti Kebangsaan Malaysia Faculty of Education lecturer Associate Professor Dr Hasnah Toran said it was high time TVET in Malaysia was not only coordinated but also positioned to create new opportunities.

To maximise the TVET potential, she said, Malaysia needed to draw clear pathways from secondary school to training to jobs, which was currently "hit or miss".

"We should also look into new TVET careers, such as artificial intelligence and others."

She also called on the government not to overlook youth with disabilities and encourage them to enrol in TVET.

"As the majority of them are not academically able to enter universities, therefore, this TVET pathway may be a good platform for them to get training in order to lead an independent and productive life," she said.