

44 participants representing MOE, TVET institutions, NGOs and Employers

Summary of Roundtable Discussions

Topic 1

Perception Towards TVET

The participants were asked to share their own personal perceptions and observations of others towards TVET.

Experience with TVET affects perceptions

- Participants already familiar with TVET entered the sector with positive views because they had sufficient information beforehand.
- Those who had negative or lacked information on TVET before their careers, had improved perceptions after working closely with the sector and hearing from professionals.

Continued stigma towards TVET

- Many students, parents and teachers still perceive TVET or other skill-based qualifications as second-tier or a pathway for academically weaker students, instead of recognising it as a viable skills-based education route.
- Hiring practices that prioritise degrees over skills further reinforce this stigma, making TVET appear less valuable despite strong industry demand.

Limited information and support

- Overwhelmed counsellors often guide students based on academic results instead of individual interests, reinforcing the idea that lower-achieving students should pursue TVET while higher achievers should take academic pathways.
- Counsellors also lack sufficient knowledge on TVET courses, progression routes, and career pathways, weakening their confidence to recommend TVET and contributing to ongoing misconceptions among students and parents.

TVET graduates lack some much needed skills

- While the TVET graduates have the technical requirements, they lack some skills required by employers such as English proficiency, communication and leadership skills.
- It is more likely for TVET graduates to increase their income if they are also equipped with entrepreneurial skills. This isn't highlighted in most TVET courses and could be an area of development.

Lack of governmental support

- Although interest in TVET is growing, there is limited concrete action to upgrade TVET facilities and equipment to meet industry standards, leaving institutions under-resourced.

Topic 2 Possible collaborations to improve the TVET pathway

Participants shared the types of support different stakeholders can provide to strengthen perceptions of TVET and better equip TVET graduates.

Peer-to-peer sharing

- Counsellors to invite their alumni who have gone through the TVET pathway to share their experiences with current students.
- JPN to share up-to-date resources to counsellors regarding the TVET pathway to improve their confidence in sharing to students and their parents.

Partnerships between schools and TVET institutions

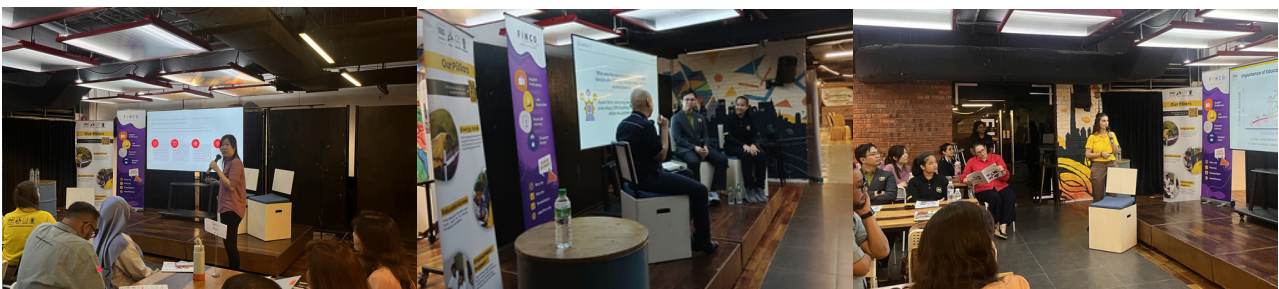
- Representative of institutions to come into schools to share regarding the courses they provide and the potential career pathways available within the industry.
- Schools to organise trips to bring students to TVET institutions where they are able to experience the type of training and community they provide. This will help them make an informed decision for themselves after SPM.

Supplementary support from NGOs

- NGOs can support counsellors by providing resources that help promote TVET as a viable pathway. Many NGOs already work with students to explore post-SPM options, making this a strong opportunity to introduce and highlight TVET.
- NGOs can also play a role at the post-SPM stage. TVET institutions focus on technical skills, while NGOs can complement this by providing training and resources to strengthen the other essential skills mentioned earlier.

Synergy between institutions and industry

- Institutions should build strong partnerships with relevant industries to understand current workforce needs and equip students accordingly.
- Industries to support institutions with the relevant equipment (hardware/software etc) in order to ensure the students are industry-ready when they graduate.
- Industries to offer job shadowing opportunities for students in order for them to be more aware and prepared for real world expectations.



Topic 3 Interventions At A Higher Level

Although participants can take the actions outlined in Topic 2, addressing certain gaps will require support from higher-level stakeholders.

Government body involvement

- When government projects require skilled workers, priority should be given to hiring TVET graduates rather than degree holders or outsourced workers.
- The government could also provide additional training for TVET employees who intend to upskill themselves.

Nationwide branding

- Current discussions of TVET often focus solely on its technical aspects, which may explain why fields like nursing or early childhood education are not widely recognised as part of TVET.
- Improved storytelling is needed to highlight high-skilled jobs, success stories, and salary potential, reshaping the narrative and reducing stigma.
- As the TVET 2030 policy is being implemented, branding and communication strategies should be a central consideration to promote the pathway effectively.

The Event Summary and Photos taken during the Roundtable Discussion can be found here:
www.finco.my/TVETRoundtable



We saw many great conversations happening between various stakeholders to achieve a common goal!

If you'd like to be connected with a specific participant to continue these conversations, you can reach out to ireena.zain@finco.my.