

**COMPETENCIES REQUIRED BY THE INDUSTRY COACHES TO
PERFORM NEW TASKS IN THE IMPLEMENTATION OF
THE NATIONAL DUAL TRAINING SYSTEM IN MALAYSIA**

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Abstract

In the National Dual Training System (NDTS), the industry plays an important role to ensure 70% of the training is carried out at the workplace. The rest 30 % of the training will be carried out at the training institution premises. The purpose of this study is to develop knowledge and understanding of the new tasks for the industry personnel as coach in the emerging National Dual Training System (NDTS) so that appropriate developmental opportunities can be provided to assist in undertaking these tasks. This study has explored, firstly, to identify the new tasks that were carried out by the coaches in the industries implementing NDTS; Secondly, the study has investigated the qualifications required by different categories of the coaches in the implementation of NDTS at workplace; and thirdly, the study has investigated whether is there any significant different needs between categories of the coaches in terms of new tasks. The population involved in the study were the coaches appointed by 159 companies that already agreed to joint NDTS programme. The study has used questionnaires as a survey method to obtain data from coaches by using standardized questions. Aside from surveys, this study also has employed interview and expert's group discussion with industries personnel. The results of study show that the expected NDTS Coaches need to acquire qualification and competencies in all these factors such as training methodology, technical skills, technical theoretical knowledge, curriculum development skills, management of training activities, instructional evaluation and assessment, trainee's guidance and placement, development of professional roles and performance, and language proficiency.

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CHAPTER ONE

CHANGES OF SKILLS TRAINING IN MALAYSIA AND NEW CHALLENGES FOR TRAINERS IN INDUSTRIES

1.1 Introduction

Malaysia is a nation whose economic base is undergoing transformation and moving towards becoming a developed country by the year 2020. In line with this aspiration, it has been identified that the quality of the nation's human capital is the most critical element required to realise this aspiration. In recent decades, Malaysia has transformed itself from a country that long depended on agricultural commodities and mining to an industrializing economy where manufacturing and services now account for 32% and 57% of GDP respectively (Malaysia, 2008b, p 124). The rapid transformation process as a result of the government's commitment towards a knowledge base economy has brought about the consequence of shortage in knowledge skilled workforce. Therefore, the focus of vocational training will be to supply knowledge workers to meet the demands of industry. Consequently, the demand for knowledge workforce necessitates more intensive, comprehensive and flexible training programmes.

In Malaysia the responsibilities to produce skilled workforce has rested heavily on the government. The government is committed towards the development of vocational education and training. One reflection of its commitment is the extent of its monetary allocations against future programmes. The government has allocated RM 45.1 billion for education and training in the 9th Malaysian Plan (2006-2010) through the Ministry of Education, the Ministry of Human Resources, the Ministry of Entrepreneurial and Co-operative Development and the Ministry of Youth and Sports (Malaysia, 2006, p 273). Capital investment is well known as an important factor for economic growth. Today, 'human' investment has the same importance. Training and human resources development is, therefore, not viewed as a social contribution, but as long-term investment. The development of human resources or human capital at all levels – operative, technician and managerial is critical for a successful knowledge economy. The workforce needs to be continuously equipped with knowledge and skills to increase Malaysia's competitiveness in the global market.

Human capital development including technical education and vocational training represents one of the essential underpinning for economic growth and development process (Husin, 2006, p 3). Education and training as well as lifelong learning are key ingredients for producing quality human capital or preparing well-qualified workforce that is a strategic factor in socio-economic development. Industrial training today is cost-intensive, both capital and operational. Costs of programmes beyond the pre-vocational level are high and are getting prohibitive for public agencies (Pillai, 1992, p 20). New thinking and directions are necessary to further define the role of public agencies and

industries, especially in technology-intensive and heavy industries. It has also been recognized that the private sector and enterprises are best placed to identify the training needs for skill upgrading and retraining. They can also identify the technology that is being used in industry as well as acquire expertise in the usage of that technology directly from vendors. To encourage the private sector to play a more effective role, the following measures are recommended by the Cabinet Committee on Training (Malaysia, 1991, p 49):-

- i. increasing collaboration with the private sector;
- ii. improving incentives for training; and
- iii. establishing specialist training centres.

In many countries, education and training activities are accepted as areas of public responsibility. In this case industry has to accept a quality and level of experience provided by the public system (Richter, 1992, p 12). However, history has shown that industry cannot and should not rely mainly on public activities, neither in the field of capital investment nor in the field of human investment. Enterprises, in particular, are expected to undertake a proactive role in training (Martinez, 1997, p 1). Conversely, the traditional role of the Government is evolving from government-led and government-owned training systems towards creating an enabling environment for enterprises and individuals, employers and workers, to invest and actively participate in a collective training effort.

The quality of the nation's human capital will be among the crucial element in the achievement of the National Mission. And thus human capital development is a key

thrust in the Ninth Malaysia Plan. Human capital development should be holistic, encompassing the acquisition of knowledge and skills or intellectual capital including science and technology and entrepreneurial capabilities as well as internalizing positive and progressive attitudes, values and ethics through education, training and lifelong learning. Capacity building must be strengthened to develop knowledgeable, skilled and innovative human capital to drive a knowledge-based economy. Developing human capital through HRD would not be complete if consideration are not given to the issue of values and ethics. Positive work values, the spirit of competition and integrity must be an inherent part of the labour force. Employers are concerned about work attitudes among workers. They are concerned about job-hopping, dislike for hard work and their unwillingness to put in extra efforts especially to work over-time.

Since human resource development is a long-term investment, industry has to take the initiative and bear the responsibility for education and training, as is the case in all major industrialized countries. Employers, being a major consumer of skilled workforce, therefore have to take a fair share of responsibility in the development of skilled workforce, particularly in specific and highly skilled areas (Ahmad Othman and W.J. Morgan, 1998, p 5).

Currently, every year there are about 400,000 school leavers at the Malaysia Certificate Education (MCE) level or Sijil Pelajaran Malaysia (SPM). For the year 2005, a total of 360,000 students passed the Malaysia Certificate Education (Malaysia, 2006, p 56) where about 176,467 (34.7%) were enrolled into Institution of Higher Education (Colleges and Universities); 100,540 (19.8%) were placed at vocational schools and

community colleges; and 95,413 (18.8%) were enrolled into the public or private skills training institutions. Whereby almost 26.8% percent or 136,404 will go directly to the labour market without getting formal education or training. So every year, the numbers of school leavers keep increasing and a big percentage will enter the labour market without having proper education and training. In this case, they don't have the high employability level and facing problem in getting better salary and decent work.

Therefore, the main challenges to the country in the human capital development are to increase the access of education and training for the 30% school leavers before them entering the labour market. This target will require the additional 140,000 new places at the learning/training institutions. Based on the experiences from the developed countries such as Germany, Austria and Switzerland, the dual training system approach was successfully done to accommodate their school leavers getting the proper education and training.

A model of school-to-work transition adopted by the central European countries such as Austria, Germany and Switzerland as shown in Figure 1.1 is commendable, where the transition from school to work place via a regulated system of apprenticeship.

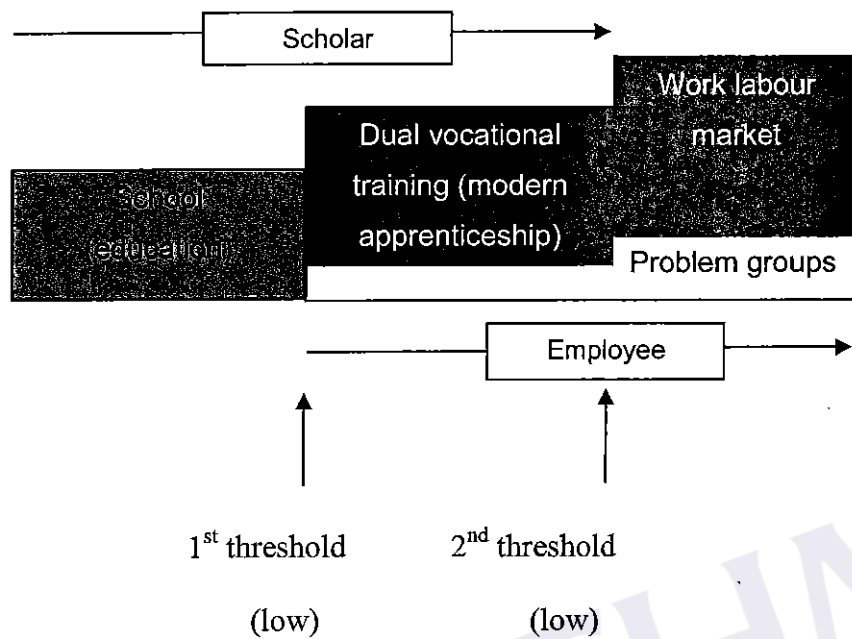


Figure 1.1: Regulated overlapping transition

(Source: Rauner, 2005, p 5)

In this model the young person is a trainee, a student in a vocational school, and an apprentice employee in a company at the same time. Both the first and second threshold is of a relatively low level. The transition to the training system is smooth because the role of the youth as a student is gradually taken over by the role of the youth as skilled worker. The education system and working world are linked to each other in a demand as well as supply oriented manner. Vocational training thus becomes a bridge between the working world and the education system. The role of vocational education is to promote the development process of occupational competence from the beginner to the master (or reflective practitioner). Vocational education in its being is a process by which the occupational beginner is integrated step by step as a member of a community

of practice. The apprentices are challenged step by step on their way to reflective mastery that their competence and vocational identity grow with the vocational tasks, when it is possible to combine the process of increasing professional experience with a process of systematic reflection and in-depth knowledge.

One of the traits which distinguish the German dual system of vocational education and training (VET) from most training systems in the world is the voluntary contribution of many companies towards it, in both practical and financial terms. Obviously, the craft sector is a training segment within the dual system where the importance of practical experience is more strongly emphasized than the systematic approach underlying other modern training schemes (Deissinger, 2001, p 427). Germany's apprenticeship system has its roots in the corporatist framework established by legal sanction in the late nineteenth century which not only remained virtually unchanged in its basic features up to the establishment of the Vocational Training Act in 1969, but was incorporated into the modern training system. This means that training is workplace-led and, although work experience is paramount throughout the training period, it implies that the system actually works in accordance with skill requirements defined around the workplace (Deissinger, 2001, p 431). Such an objective requires a reliable organizational framework and also major participation of firms beyond imparting the skills needed for a specific job. However, the importance of enterprise responsibility has not led to over-specialized training as the priority has always been towards broad-based knowledge and the acquisition of basic techniques. For this purpose, the administrative and organizational contribution of the industries or enterprises seems crucial and virtually indispensable. Although the apprenticeship itself

is the responsibility of employers and trade unions, quality control is linked to a public interest in preventing the qualification process from being unrestrictedly exposed to market forces.

1.2 Vocational training in Malaysia and the role of Department of Skills

Development (DSD)

Vocational training in Malaysia has largely been dictated by the demands of the country's national policies in which the vocational training and development system aim to develop a highly skilled and knowledgeable workforce, imbued with positive attitudes and values, to enable Malaysian industry to be competitive domestically and internationally (Malaysia, 2008a, p30). The policies also targeted to promote, through vocational training, the development and improvement of the quality of life for Malaysians, having regards to the potentialities of every person's abilities. This overall mission will be fulfilled in collaboration with various education and training stakeholders, industry and those seeking vocational training and development.

Vocational training system in Malaysia began to take shape only in early 1970s after reformation of Central Apprenticeship Board (CAB) to National Industrial Training and Trade Certification Board (NITTCB) in 1971 and subsequently to National Vocational Training Council (NVTC) in 1989, and Department of Skills Development (DSD) in 2006. The DSD was established under the Ministry of Human Resources through the enactment, of the National Skills Development Act 2006.

Its primary role to date has been to develop National Occupational Skill Standards (NOSS) for the purposes of awarding Malaysia Skills Certificate (MSC) or *Sijil Kemahiran Malaysia (SKM)*. Initially, skills testing and certification was undertaken by the direct administration of examinations and testing. More recently, a system of registering providers as Accredited Centres has simplified the system and given DSD a more strategic, and less hands-on, role. This is a positive development and will assist DSD to continue to build up its role as a focal point for industry/Government relations concerning technical education and skills training without becoming involved in detailed matters of testing.

DSD has undertaken the initial planning of legislation which would provide statutory status through a proposed National Skills Development Act. The Act was enacted in 2006 which outlines a strengthening of its role to be more strategic in focus. The Act is perhaps the most significant development because for the first time in the history of skills training in Malaysia, a national legislation has been enacted solely and exclusively for skills development and training. This will help to ensure that DSD is seen by industry as its national voice in SDT. Under the proposed expansion of its charter, DSD will have the following tasks:

- To provide national Skill Development and Training (SDT) policy advice to the Government
- To coordinate SDT policy at the national level
- To facilitate industry involvement in SDT and ensure that SDT is industry-driven. NOSS is the prime vehicle for this

- To provide quality assurance for both private and public providers of SDT.

In addition to its current responsibilities for NOSS, DSD is expected to become the premier agency for SDT policy and coordination of policy advice to the Government dealing with the range of public and private stakeholders in the SDT system. It will also provide a statutory basis for DSD in the regulation and facilitation of private training providers.

1.2.1 Stakeholders Relationships

Given the extensive level of liaison required to ensure effective national policy and planning for SDT, DSD will need to have effective communication channels in place for its coordination role. Table 1.1 provides an overview of the stakeholders with whom DSD will need to work closely. It describes the priority issues which will be the focus of attention with each of the stakeholders. These relationships will be underpinned by principles which ensure a consultative and cooperative approach.

Table 1.1: Key stakeholders

Stakeholder	Priority Issues
Ministry of Human resources (MOHR)	Consult with the Manpower Department on national SDT policy and planning issues Exchange of data and policy information with Manpower Department on labour supply and demand issues including analysis of labour force data from the labour market information system Analysis of data on MSC (SKM) candidates and certification outcomes Analysis of data on private providers of SDT
Pembangunan Sumber	Continue to work with the PSMB on increasing opportunities for linking NOSS to apprenticeships programs

Manusia Berhad (PSMB)	<p>Assist the PSMB to extend these initiatives to other occupational areas</p> <p>Cooperate with PSMB on the registration of training providers to foster a light-handed regulatory framework and 'one stop shop'</p>
Economic Planning Unit (EPU)	<p>Work closely on issues of SDT policy and the financing of SDT</p> <p>Provision of regular policy advice on labour supply and demand issues linked to policy responses for SDT</p> <p>Provision of briefing on national SDT policy issues for meetings of the EPU and other agencies</p>
Public providers of SDT	<p>Work closely with the other Government agencies involved in SDT provision</p> <p>Ensure effective linkages between national SDT policy and delivery</p>
Private providers of SDT	<p>Regulatory responsibility for the registration of private providers of SDT</p> <p>Liaise with National Association of Private Education Institution (NAPEI) and Malaysia Association of Private Colleges & University (MAPCU) on SDT policy matters affecting the private provider of SDT</p> <p>Ensure comprehensive data base on private providers of SDT</p>
Industry and employer associations	<p>Enhance industry advisory mechanisms through regular Industry Forums.</p> <p>Liaise closely with industry to ensure strategic advice on labour market demand issues</p> <p>Negotiate with industry to assist in promoting SDT to its constituents</p> <p>Consult widely with employer associations and enterprises on HRD and cooperative delivery mechanisms, including apprenticeships</p> <p>Continue to work closely with industry in the development of NOSS and the associated DSD testing and certification arrangements</p>
Special Groups	<p>Consult widely with special interest group on skills training needs and the provision of equal skills training opportunities for special groups</p> <p>Ensure all policy and program initiatives reflect the needs of special groups</p>
Community Interests	<p>Work with providers and Government agencies to improve the community (ie parents, students and existing workers) perception of SDT as a viable education and training pathway</p>

1.2.2 Functions of DSD

Listed below are the range of functions which DSD would undertake in its expanded role as the premier agency for the development and coordination of national SDT policy. These are summarized in Table 1.2.

Table 1.2: Functions of DSD

Functions	Operational Activities
Policy and planning	Develop and implement national SDT policy Undertake strategic planning for SDT Develop policy on SDT for special groups (ie women, the disabled etc) Provide policy advice to Cabinet Committee on Training through EPU
Industry liaison	Liaise with industry and employer associations on cooperative delivery arrangements Ensure proactive involvement by industry in DSD initiatives Tap the potential for in-plant training
Promotion and community relations	Promote public and private SDT to industry and the community Promote NOSS and the Malaysian Skills Certification (SKM) system to industry and public and private SDT providers
National Occupational Skills Standards (NOSS)	Develop National Occupational Skills Standards (NOSS) to underpin skills training arrangements
Making training courses relevant to NOSS	Arrange for and coordinate the development of teaching and learning materials based on NOSS including the use of flexible delivery modes
Skills Testing and Certification	Maintain and promote the skills certification system which enables Malaysians to have their skills certified and recognized
Quality Assurance	Coordinate and manage the quality assurance of SDT and the regulation for private providers
Research and Development	Undertake industry sector studies Monitor research and development on skills training and labour market issues
Monitoring and Evaluation	Monitor and evaluate SDT policy and programs Assist in monitoring and evaluating national skills training effort

	Report on national skills training outcomes to government, industry and the community Develop DSD performance management framework
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1.3 Changes of Skills Training in Malaysia: The Implementation of National Dual Training System (NDTS)

The National Apprenticeship Scheme (NAS) was first introduced in Malaysia in 1957. This training scheme involved combination of institutional training at Industrial Training Institutes (ITIs) and on-the-job training in employer's establishment. As reported by the Labour and Manpower Report in 1987, the number of apprentices decreases tremendously (Ministry of Labour and Manpower, 1989). It seems that the scheme has failed to produce skilled workforce for the industries. The apprenticeship scheme will not be plain sailing without any form of regulation or control, which can help to regulate the implementation of the scheme. The purpose of the legislation would be to encourage the development of coordinated vocational training activities which truly reflect industries' needs; to develop and improve job-seekers and employees levels of skills through obliging employers to facilitate approved training for all workers.

Another reason that could be the main factor for the failure was the problem faced by the so called coaches during on-the-job training. Such on-the-job training is generally unstructured and given by foremen who have had no knowledge and experience in training or transferring their acquired skills (Ministry of Labour and Manpower, 1989). Curriculum and quality of instructors are the main pillars of an effective technical education and vocational training delivery system (Husin, 2006, p 8). This requires

greater collaboration of industry as they are major employers. In the development of standards and curriculum, active and continuous involvement of the industry is crucial to ensure a market driven curriculum which incorporates technical, social and learning competencies as well as entrepreneurial skills and strong moral value and ethics.

The global changes in technology, and particularly in the nation's industries, have created a dire need for skilled workforce and comprehensive training system. A holistic technical education and vocational training (TEVT) programme to train "Knowledge-worker" (K-worker) should encompass not only technical competences but also human and social competences as well as learning and methodology competences. The ability of the workforce to work as a team, to undertake self-monitoring and to shoulder common responsibilities are becoming more and more important. In other words, the workers have to become "K-workers", rather than just skilled workers. The training focus required in developing K-worker occupational competence is shown in Figure 1.2. The final justification has to do with the steadily increasing responsibility of workers within the production process as well as somehow also with humanity. The human being at the worker level who is only reactive to the new demands would be at the mercy of all the forces within the process of changes.

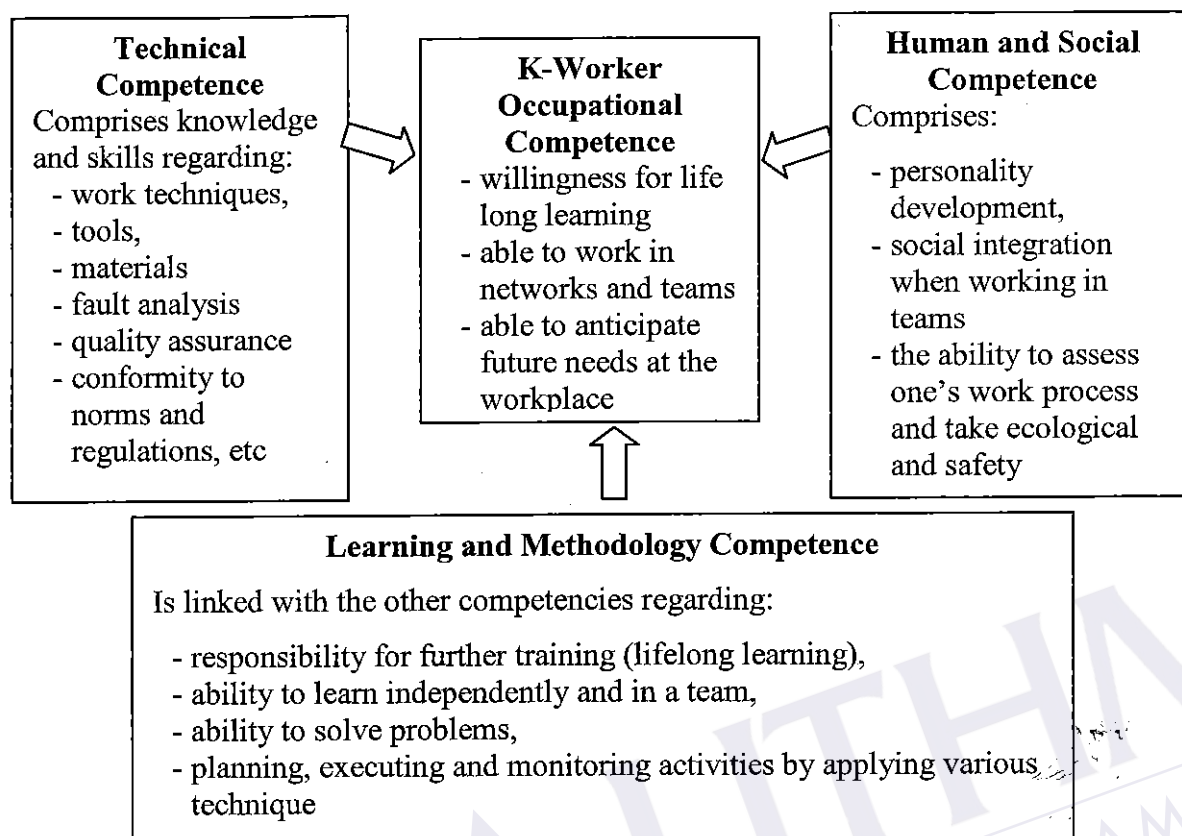


Figure 1.2: Areas and elements of occupational competences

On 19th May 2004, the Malaysian government has approved the implementation of the National Dual Training System (NDTS) where Department of Skills Development (DSD) (formerly known as National Vocational Training Council) was given the responsibility to coordinate the training activity. NDTS is introduced to produce K-workers under a comprehensive and latest training system, to meet the industries prevailing requirements. NDTS is expected to resolve the issue of skilled workers being produced but not meeting the needs of the industries. The main purpose of the NDTS is to stimulate and assist industry in developing and improving apprenticeship and other

training programmes designed to provide the skilled workers needed to compete in a global economy. NDTS is a combination of on-the-job training and related classroom instruction in which workers learn the practical and theoretical aspects of a highly skilled occupation. NDTS programmes are sponsored jointly by employer and labour groups, individual employers, and/or employer associations. The NDTS approach ensures the generation of K-workers which are capable in contributing the continuous industrial development in our country. Thus, the overall advantages of implementing the NDTS is to minimize the mismatch in term of quality and quantity of skilled workers; closing the technological gap between industry and institution; minimizing the dependence on foreign workers; and also transferring technology to skilled workers and training institutions, as well as the industrial society at large.

In the K-economy, the value of an organization is measured in terms of its intellectual assets and not its tangible assets. The most important asset of a firm in the K-economy is its intellectual asset, ie. its human capital – the combined knowledge and skills of its workers. Some of the largest technology firms in the world are valued at 10 to 16 times the value of their physical assets because of their intellectual assets. All enterprises, including small and medium-sized ones, need the resourceful and innovative thinking of knowledge workers who constitute their intellectual assets. They realize that employing knowledge workers is crucial in order to compete in an increasingly open and dynamic market. While acknowledging that knowledge workers (K-workers) are a prerequisite for success in the K-economy, the knowledge economy itself presents policy makers with a vast array of new ordeals and challenges. To meet these challenges and ensure sustainable development we require workers who are knowledgeable.

K-workers are expected to contribute their high-level technical competence acquired in TEVT and their appropriate human and social competencies, which are more and more in demand for the performance of complex tasks. The learning and methodical competency is another competency crucial for coping with the demands of work processes, i.e. competencies for the application of working and learning methods. The latter refer to the fact that the process of performing complex work tasks – the work process – contains a lot of learning potential. Thus competencies of three competencies areas (as shown in Figure 2) are the preconditions for the management of work processes. This has to be considered as properly as possible within the process of choosing the right work for coaching the trainees.

In this new system, the industry plays an important role to ensure 70% of the training is carried out at the workplace. The rest 30 % of the training will be carried out at the training institution premises. The NDTS is a training concept which involves training at two locations that is 70-80 percent of the training at the industries and remaining 20-30 percent at the training institutes. The types of training programme under the NDTS will be determined by the industries concerned in collaboration with the training institutes. There are two modes of programme delivery to choose from, either day-release or block-release, whichever is convenient to the industries. In the day-release mode, students are trained at the industry about 4–5 days a week and the remaining 1-2 days at the training institutes. In the block release mode, trainees undergo training for about 4-5 months in the industries and about 1 -2 months at the training

institutes. Nevertheless, both the industry and training institute are allowed to make any adjustment as required.

Training will be conducted through several approaches:

- i. Hands-on and knowledge training to be conducted by a coach at the industry, whereas at the institute, an instructor will conduct the training programme to be undertaken by the public or private sector, or the industry itself.
- ii. Training programme may also be conducted by industries at their premises together with the trainers from any approved institutes.

The skill courses identified for the implementation of NDTs in 2005 were Tool Making (Mould & Die) for production technology; Process Automation for industrial electronics; Automotive Mechatronics; and Plant Operation (Petrochemical). There are seven training occupations which are currently being developed namely Automotive Manufacturing for Vehicle Assembly, Printing, Toolmaking (for large category), Steel Fabrication, Bioinformatics Technology, Transportation (for shipping technology) and Distributive Trade Service (Retail Executive). The number of skills courses under the NDTs will be increased annually to meet industry requirements and the 780 National Occupational Skills Standard (NOSS) will also be used as basis for other training occupations for the implementation of the NDTs.

The main parties that are involved in implementing the NDTs are the government and public agencies especially the DSD, companies and employers, as well as training

institutes. The government is to provide training funds to selected training institutions, while the companies/employers sponsor the apprentices and provide in-house training according to prescribed conditions and standards. The DSD being the main implementing agency, is responsible for coordinating and providing the mechanism to implement and assure the quality of training. The key parties involved in the implementation of NDTS and their respective functions are as shown in Figure 1.3.

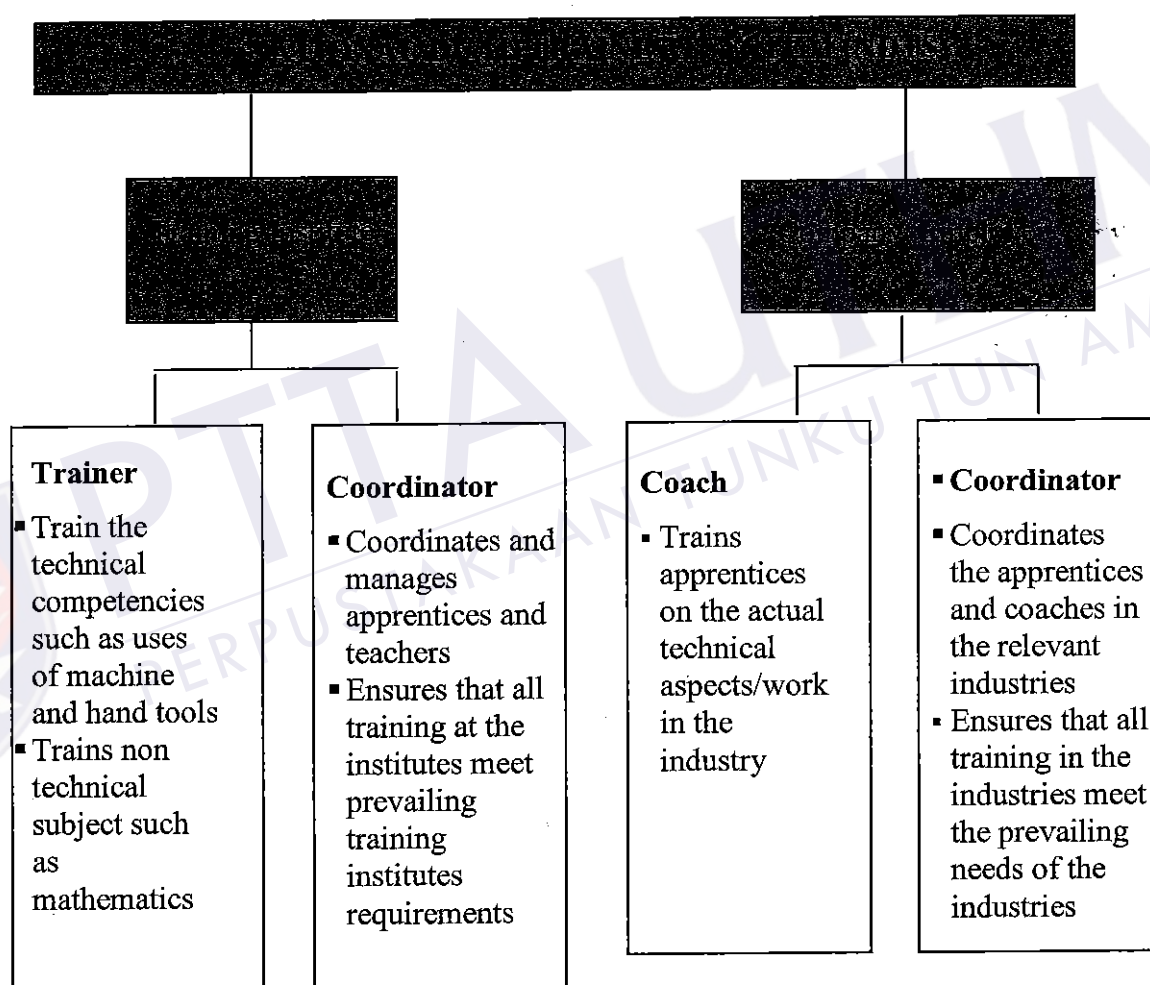


Figure 1.3: Parties and Persons Involved in NDTS
(Source: NVTC, 2005, p3)

Apprentices are selected by the company based on their performance during interview and aptitude or dexterity testing, as well as medical examination. Eligible candidates include Malaysian citizens aged between 17 and 25 years old, or existing workers of participating companies. The candidates should preferably possess a Malaysian Certificate of Education (SPM) with passes in *Bahasa Malaysia*, English and Mathematics. Every apprentice is required to sign an apprenticeship contract with the sponsor company. The purpose of the apprenticeship contract is to legally bind the apprentices to the companies according to the terms and conditions agreed by both parties. There are two types of apprenticeship contracts, as outlined below:-

NDTS apprenticeship contract under the Employment Act 1955 – involving the parties of companies, apprentices and their guarantors. Its main features:

- (a) Apprentices are covered under PERKESO Class One Work Disaster and Disability protection scheme;
- (b) Apprentices are entitle to KWSP contributions;
- (c) Apprentices are covered under the Occupational Safety and Health Act 1994.
- (d) Apprentices are entitle to weekly rest days, public holidays, annual and medical leaves;
- (e) Apprentices are not bonded to work for the sponsor companies after completion of the NDTS training; and
- (f) Employers qualify for tax incentives under the Income Tax Act 1967.

NDTS apprenticeship contract under the Pembangunan Sumber Manusia Berhad (PSMB) Act 2001 (Act 612) – involving the parties of employers (companies qualified

under the PSMB Act 2001, apprentices, guarantors and the PSMB. Its main features are:-

- (a) Apprentices are assured of employment after the NDTs training;
- (b) Employers qualify to claim for reimbursement of the training costs under the Human Resource Development Fund;
- (c) Apprentices are entitled to insurance protection by the employers; and
- (d) Apprentices are covered under the Occupational Safety and Health Act, 1994.

The companies which participate in the NDTs ultimately enjoy savings in the costs of training, assessment, recruitment and selection of skilled workers. In addition, several financial incentives are provided by the government, namely tax deductions under the Income Tax Act 1976, or training grants from the Human Resource Development Fund (HRDF) for eligible companies. The companies stand to gain from the increased quality and productivity of the workers trained under the NDTs programmes, thus enhancing their competitiveness. The NDTs is capable of providing relevant skilled workers since the apprentices are exposed to the latest technologies and the actual work processes involved in the industry during their training. Companies will also develop their human resources/capital because the training involves inculcating positive work attitudes and performance; improves workers' satisfaction; enhances company/employer's image as a producer of k-workers; fulfills its corporate social responsibilities to the nation; provides additional mechanism for worker's promotion and skills development; as well as exposes skilled workers to new knowledge and coaching skills. The apprentices will also benefit immensely from the NDTs programmes.

The participating companies should provide to the apprentices monthly allowances - from a minimum of RM350 for first semester, to RM400 in the second semester, RM450 in the third semester and RM500 in the final semester. The apprentices will be awarded the NDTS K-Worker Certificate (which is equivalent to the Malaysian Skills Certificate at level 3) upon successful completion of the two years programme. The apprentices also have the opportunity to develop their career path as shown in Figure 1.4.

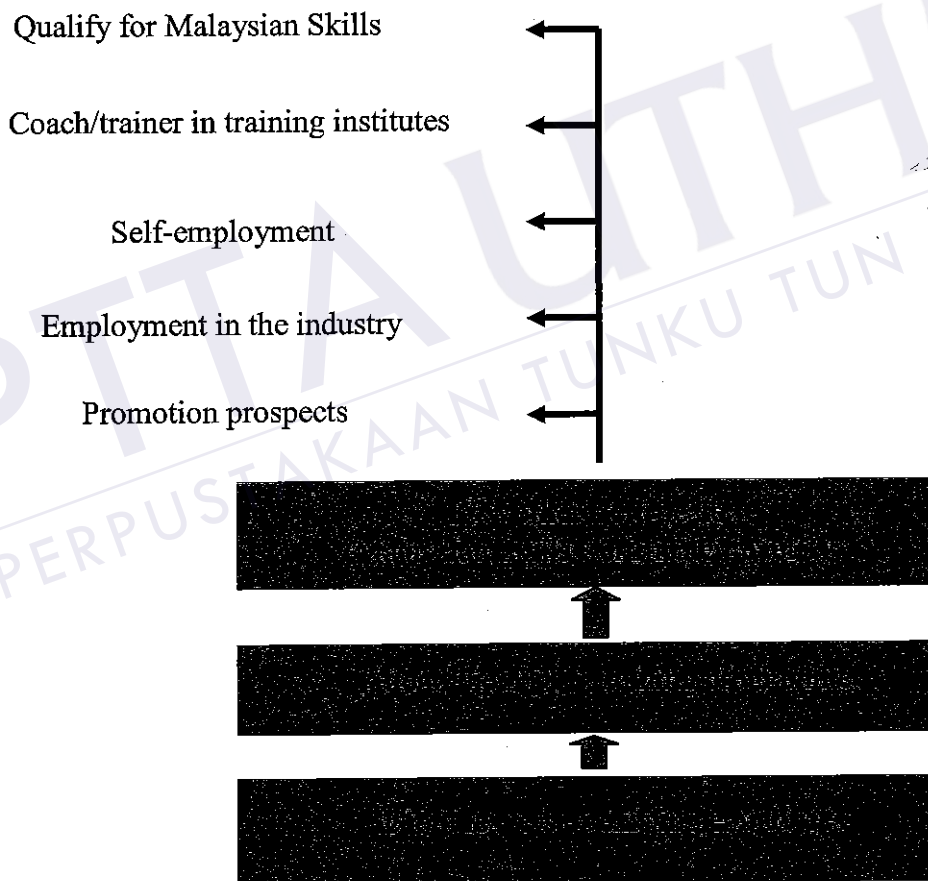


Figure 1.4: Career Development for NDTS Apprentices
(Source: NVTC, 2005, p5)

1.4 The status of the implementation of National Dual Training System (NDTS).

The first dialogue with the CEOs of companies of central region was held at the Sunway Lagoon Resort Hotel, Petaling Jaya on 2nd June 2005 and was launched by the Honourable Datuk Seri Dr. Fong Chan Onn, Minister of Human Resources Malaysia. The CEOs Dialogue is an agenda for awareness campaign in promoting the NDTS to all parties involved; employers and training institutes. The Dialogue with the CEOs was held according to zone:

- i. South Zone on 15th September 2005 at Putri Pan Pacific, Johore;
- ii. Sabah Zone on 23rd September 2005 at Sutera Harbour Resort, Sabah; and
- iii. North Zone on 1st October 2005 at Sentosa Regency Hotel, Alor Setar, Kedah.

Skills required by the companies that are highlighted during the dialogue with the Chief Executive Officer (CEO) on 2nd June 2005 as follow:

- i. Franchising
- ii. Sheet Metal Works
- iii. Steel Fabrication
- iv. Home Decoration
- v. Tele-communication
- vi. Food Industry
- vii. Forwarding & Logistic
- viii. Manufacturing Assembly

- ix. Hospitality
- x. Tourism
- xi. Automobile Collision Repair
- xii. Ship Building
- xiii. Ship Repair and Maintenance

The successful of NDTS is more likely to depend on involvement of training institutions and participation from industries in providing complete training facilities. Schmidt and Alex (1997, p 8) argued that the success of the German's Dual System are mainly due to: (i) vocational qualification confers high standing in Germany, (ii) skilled blue- and white-collar workers and SME craftsmen enjoy high status in society, (iii) VET is a primary political concern, (iv) the Dual System is not questioned by any major political party as the most suitable system of VET, likewise both employers and trade unions regard it as the stable basis of their VET relationship, (v) large research and development institutes offer database and advice to employers, trade unions and the government, and they provide (a platform for joint planning and for the improvement and adaptation of vocational training, (vi) when planning VET, the government acts on the consensus principle, by building on the agreement of employers and trade unions, and (vii) employers and trade unions provide on-going renewal of the training content and the examination syllabus. Vocational education and training in Germany continues the tradition of medieval guild training, as it was practised all over Europe (Tutschner et al, 2008b, p 119). Under the dual system, state-run part-time vocational schools on the one hand, and companies on the other hand, share a joint educational responsibility. In

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