

INDUSTRIAL INSIGHTS REPORT

06/2019

- 
1. **EARLY CHILDHOOD EDUCATION**
 2. **PRIVATE INSTITUTION OF HIGHER LEARNING**
 3. **TRAINING PROVIDER**

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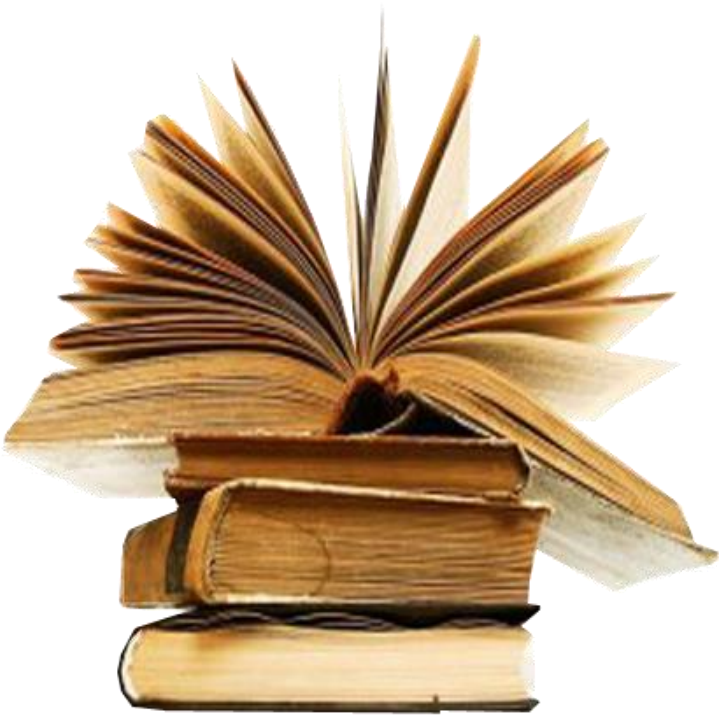
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WHAT’S INSIDE ?

HRDF Industrial Insights Report is intended to share the latest training related updates and insights for various industries in Malaysia. This report will be crucial for HRDF and other associated stakeholders to learn from the present issues and work towards improving the nation’s human capital development. This report will highlight the general industry outlook, training trends under HRDF and employers’ qualitative feedback. This report covers the importance of the industry, training overview, industry demographics, related skill areas, academic qualifications for the current workforce, training challenges and their impacts.

Instead of taking the traditional social science research approach, this report adopted an action research approach inspired by Kurt Lewin’s process, with the aspiration of inducing changes in HRDF to better meet the changing needs of HRDF registered employers. Using HRDF’s internal data as well as selected employer’s qualitative feedback, insights and recommendations will be provided for the reader’s enlightenment.

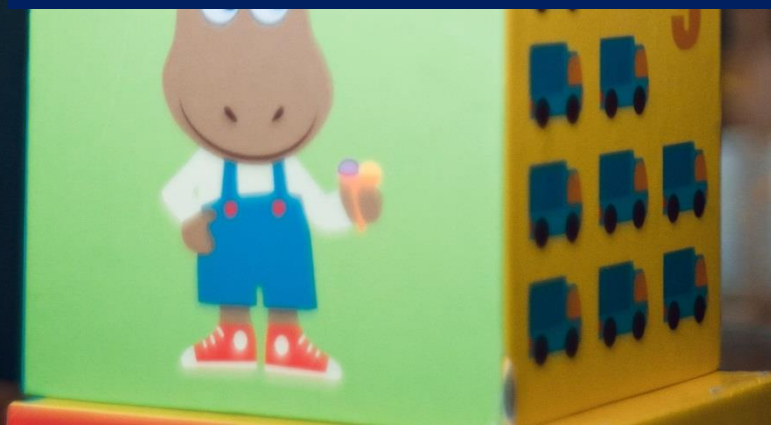
Nevertheless, it should be noted that since the content of this report is confined to the context of the selected HRDF subsectors and their registered employers, there is limitation on the extent of how the contents can be generalised to the overall industries.





CHAPTER 1

EARLY CHILDHOOD EDUCATION



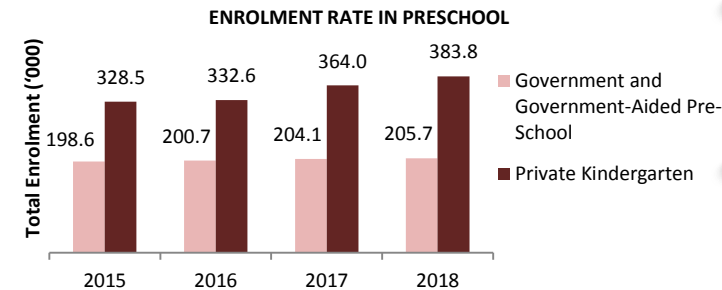
Chapter 1:

EARLY CHILDHOOD EDUCATION

INDUSTRY OUTLOOK AT GLANCE

Definition : Early Childhood Education is the provision of care or early education to the children below six years old by nurseries and kindergartens including the provision of special education for handicapped children at this level but excluding the child care or early education provided by nurseries or kindergartens owned or run by any Federal Government or State Government department or agency or by any statutory body.

The enrolment in government and government-aided preschool increased by 3.6% from 198.6 thousand in 2015 to 205.7 thousand in 2018. Private kindergarten also increased by 16.8% from 328.5 thousand (2015) to 383.8 thousand (2018)



Source: Children Statistic Publication, Department of Statistic Malaysia. (2016-2019)

In order to enable more women to stay in the labour market and to be employed in more productive jobs, Early Childhood Education industry need to expand the availability and quality by:

- Expanding the definition of child care services to cover children aged 0 to 17 years, and increase the provision and quality of child care by updating and simplifying policies, procedures, standards and data systems.
- Increase options and types of child care and early childhood education provision and financing to cater for different needs of the families.

Source: *Breaking Barriers, Towards Better Economic Opportunities for Women in Malaysia*, World Bank Group 2019

EARLY CHILDHOOD EDUCATION IN HRDF

FACT 1: 44.0% of the Early Childhood Education industry has established their company in Central Region and followed by East Malaysia at 18.1%.

	408 Employers		12,212 Employees		RM2,433,353 Levy Collected		42.5% Levy Disbursed
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Employers Data as of September 2019

NUMBER OF HRDF REGISTERED EMPLOYERS ACCORDING TO STATES IN 2018

							
Johor	Sarawak	Selangor	Pahang	Sabah	Perak	Kedah	Kelantan
49 (12.0%)	32 (7.8%)	106 (26.0%)	12 (2.9%)	39 (9.6%)	20 (4.9%)	14 (3.4%)	7 (1.7%)

							
Penang	N.Sembilan	Terengganu	Melaka	KL	Perlis	Putrajaya	Labuan
39 (9.6%)	8 (2.0%)	5 (1.2%)	12 (2.9%)	59 (14.5%)	1 (0.2%)	2 (0.5%)	3 (0.7%)

Quick Takeaways & Highlights

Preschool children's enrolment in kindergartens has marked an increase from 67% in 2005 to 84.2% in 2014 (Ministry of Education Malaysia, 2015). The Malaysian government aims to achieve a 97% enrolment rate in preschools by 2020.

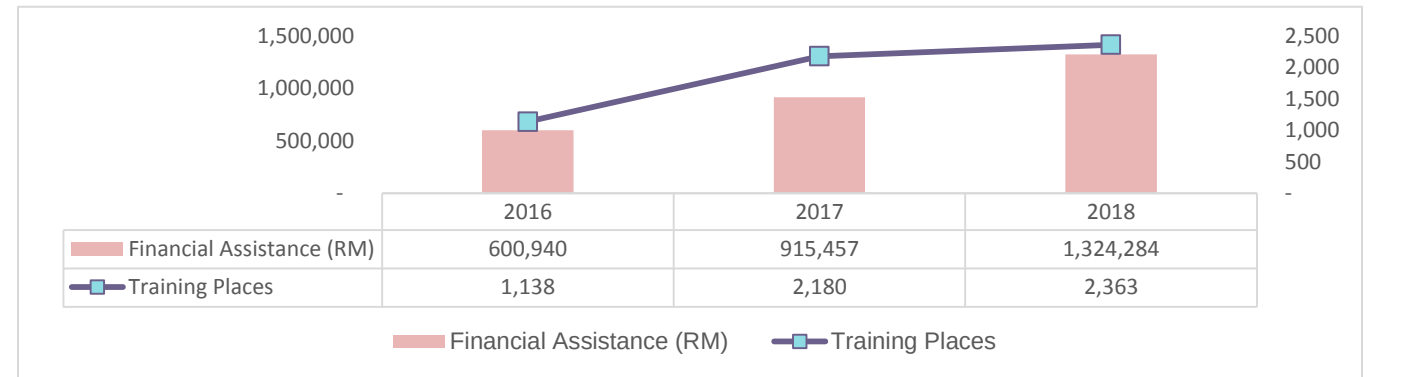
Source: *Private Sector Early Child Care And Education In Malaysia: Workforce Readiness For Further Education*, Lydia Foong et al., 2018

Chapter 1:

EARLY CHILDHOOD EDUCATION

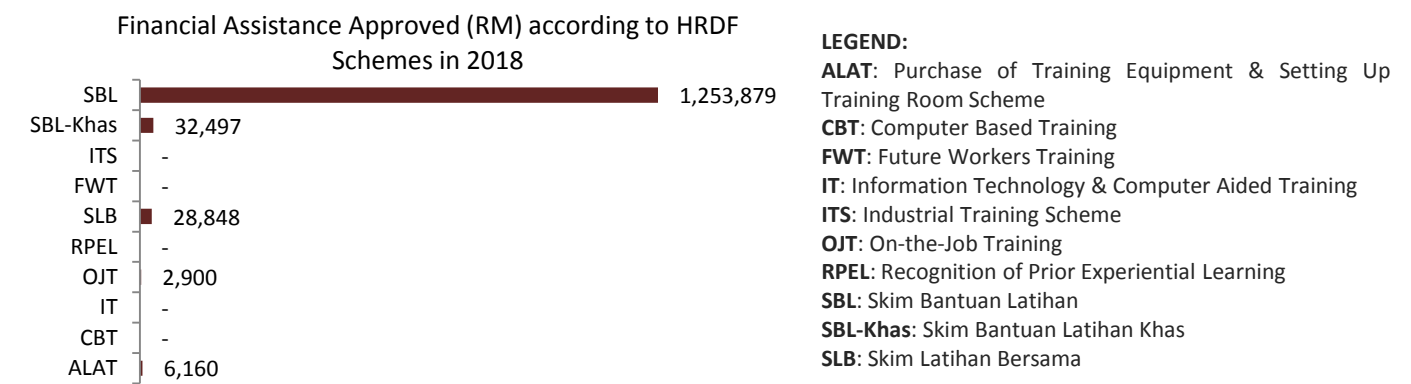
TRAINING OVERVIEW

FACT 2: The trend of training places increased by 107.6% from 1,138 (2016) to 2,363 (2018). The financial assistance increased by 120.4% from 600,940 (2016) to 1,324,284 (2018).



HRDF LEVY SCHEMES

FACT 3: Skim Bantuan Latihan (SBL) is the most utilised scheme by Early Childhood Education employers in 2018.



COURSE FEES (PER DAY)

FACT 4: Training programmes related to Team Building or Motivation have the lowest cost per day compared to other training programmes.

Highest Cost	Medium Cost	Lowest Cost
Effective Communication Skills(RM1,300)	Tax Budget Seminar 2018 (RM547)	Bengkel Kaedah Pengajaran Membaca Untuk Murid Disleksia (RM28)
SHRM Certified Professionals (SHRM-CP)(RM1,300)	Excel for HR Professionals (RM540)	Kaedah Pengendalian Aktiviti, Teknik Pengajaran Dan Pendekatan Pengajaran (RM40)
HR Analytics For Business Performance(RM1,300)	Cambridge IGCSE Chinese - First Language (0509) Extension Training (RM533)	Fobisia Teacher Assistant Job-alike Workshop May 2018 (RM58)

Quick Takeaways & Highlights

By the year 2020 all preschool teachers in Malaysia must possess a minimum qualification of a diploma in early childhood education. According to a report from the Ministry of Education dated, September 2011, there were 5,355 preschool teachers from government preschools with a diploma in preschool education and 2,783 teachers with a bachelor's degree in ECE. The number of qualified teachers in the government sector was significantly higher than that of the private sector.

Source: Private Sector Early Child Care And Education In Malaysia: Workforce Readiness For Further Education, Lydia Foong et al., 2018

Chapter 1:

EARLY CHILDHOOD EDUCATION

SKILL AREAS

FACT 5: Early Childhood Education industry spent most of their financial assistance on training related to Education and Training in 2018.



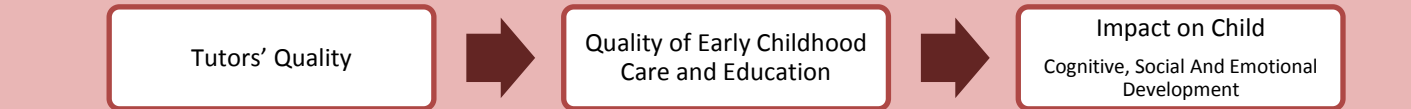
EMPLOYERS FEEDBACK ON TRAINING NEEDS

FACT 6: Teaching and Child care skills training required by skilled and semi-skilled workers of this industry.

MASCO	TECHNICAL	NON-TECHNICAL
Skilled Workers	- Teaching skills - Information Technology - Management skills - Human Resources - Finance	- Communication skills - Marketing skills - Planning skills - Leadership skills - Listening skills
Semi-Skilled Workers	- Child Care - Safety and Health - Accountancy - Administration - Information Technology	- Childhood Development - Creative teaching technique - Positive mindset - Child Care - Safety and Health
Low Skilled Workers	- Computer skills - Safety and Health - Food handling - Driving skill - Administration	- Cooking skills - Child Care - Safety and Health - Communication Skills - Creative skills

Quick Takeaways & Highlights

Education level of child care tutors and better working conditions are important determinants of the quality of services received by the children as shown:



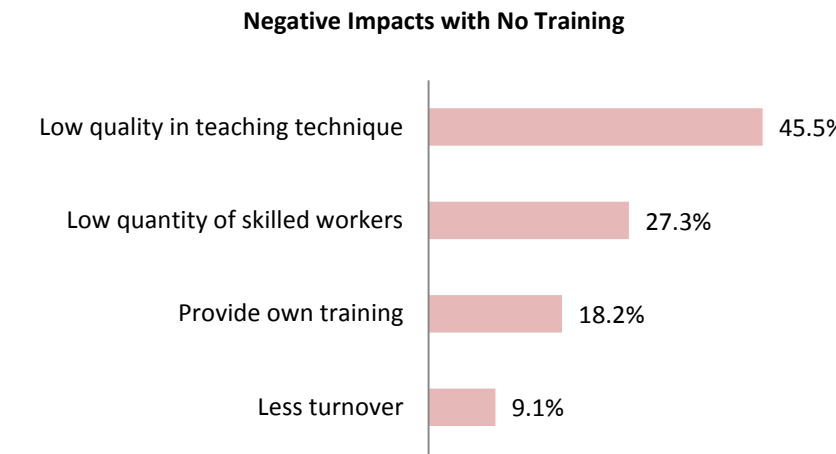
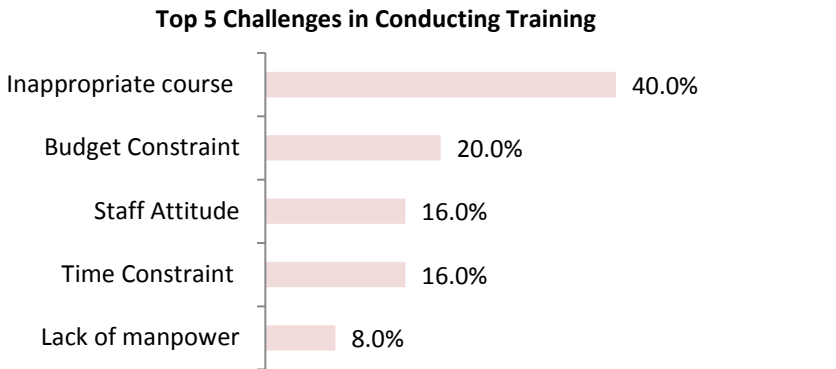
Source: Private Sector Early Child Care And Education In Malaysia: Workforce Readiness For Further Education, Lydia Foong et al., 2018

Chapter 1:

EARLY CHILDHOOD EDUCATION

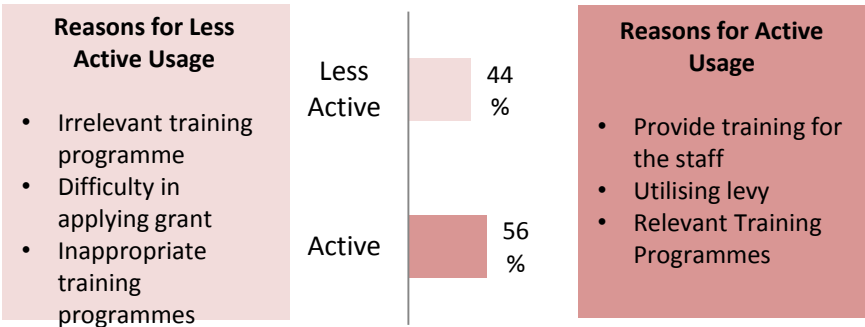
CHALLENGES IN TRAINING

FACT 7: The biggest challenge highlighted was “Inappropriate course in this industry”.



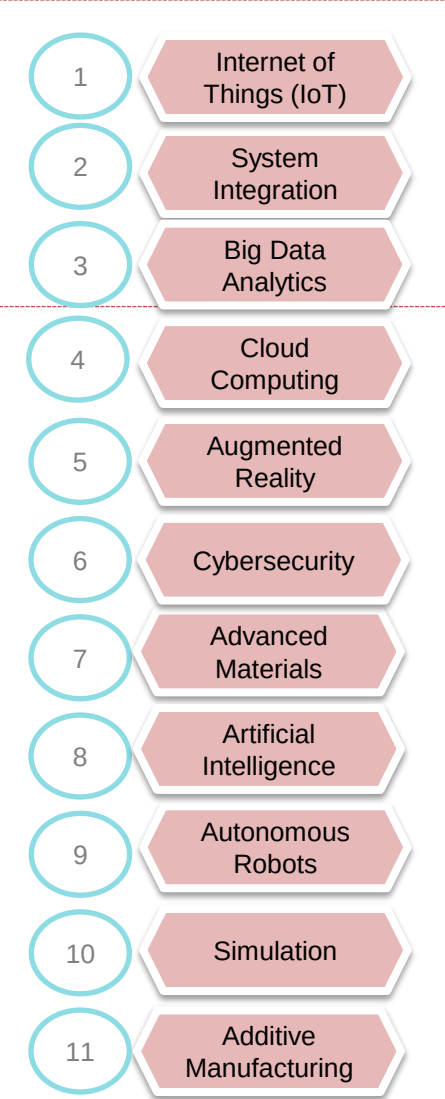
UTILISATION OF HRDF LEVY

FACT 8: 56% of the respondents cited that they were actively using their HRDF levy.



INDUSTRY 4.0 FOR EARLY CHILDHOOD EDUCATION

FACT 9: The registered employers in Early Childhood Education subsector required their employees to be skilled in “Internet of Things (IoT)”, “System Integration” and “Big Data Analytics” areas to enhance technology usage in education.

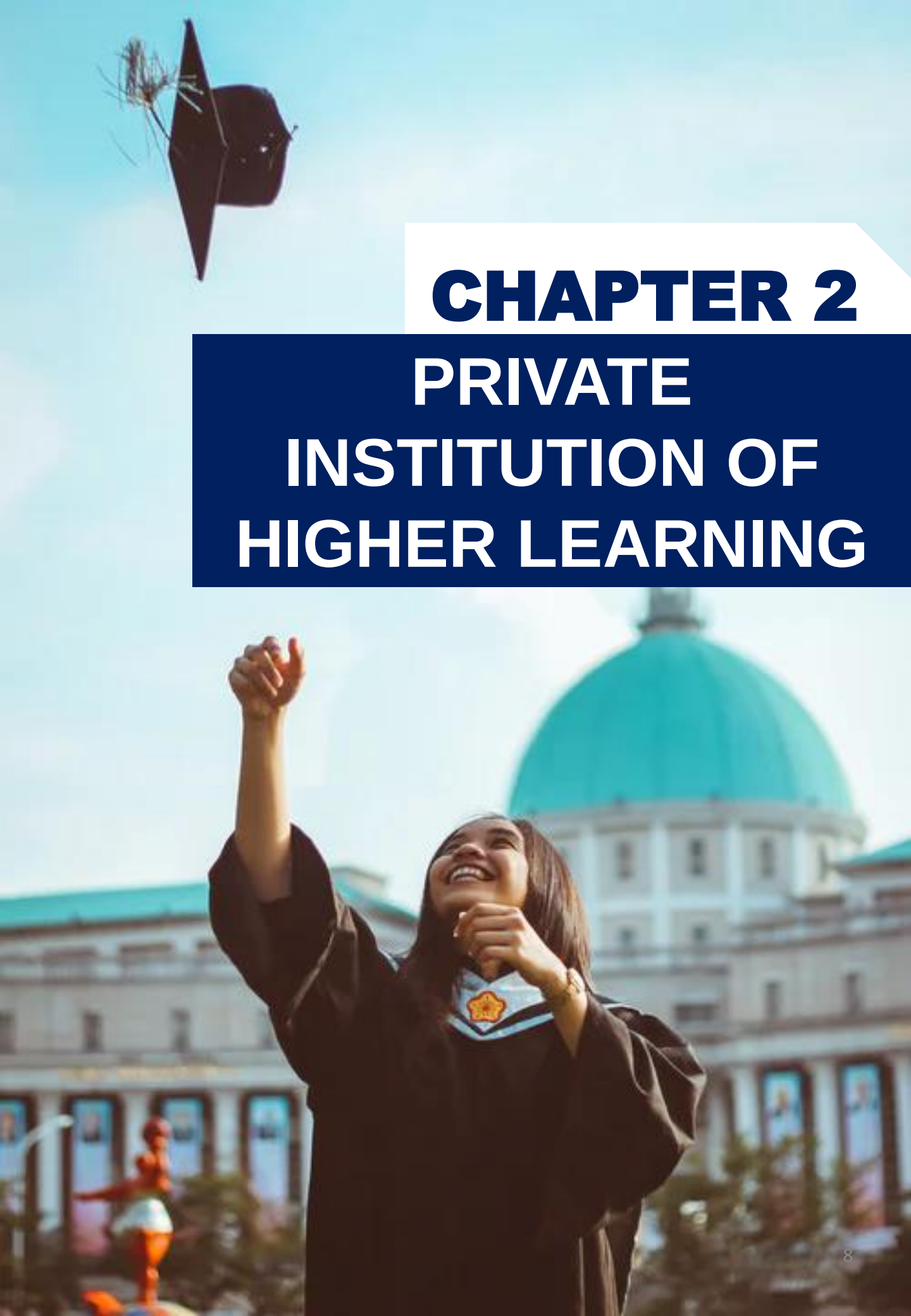




Quick Takeaways & Highlights

The feedback received shows that 40.0% of the employers within this industry has difficulty to send their employees for training due to inappropriate courses for this industry. Employers in this industry also agreed that lack in training will lead to low quality in teaching technique.

Internet of Things (IoT) has been ranked as the highly important area for early childhood education as IoT devices give students better access to everything from learning materials to communication channels, and they give teachers the ability to measure students’ learning progress in real-time.

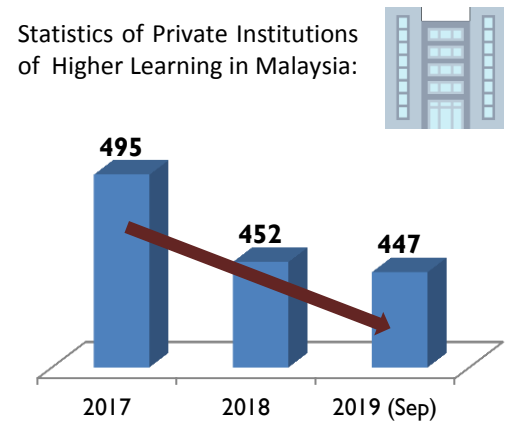


CHAPTER 2

PRIVATE INSTITUTION OF HIGHER LEARNING

INDUSTRY OUTLOOK AT GLANCE

Statistics of Private Institutions of Higher Learning in Malaysia:



Source: Ministry of Education Malaysia (MoE)

Definition: Higher Education, that is, the institution of providing instruction or training on or teaching of a course of study leading to the award of a certificate, diploma or degree upon the successful completion thereof or the providing of distance education, but does not include higher education or distance education provided by educational institutions established and managed directly by the Government or the Government of any State or provided by any University or University College established under the Universities and University Colleges Act 1971 [Act 30] or the Universiti Teknologi MARA Act 1976 [Act 173] or the Politeknik Ungku Omar established under the Politeknik Ungku Omar Act 1974 [Act 145].

Source: Pembangunan Sumber Manusia Berhad Act 2001

Private institutions of higher learning absorb large amounts of government subsidised loans through the National Higher Education Fund Corporation (PTPTN). However, in 2014 itself, the PTPTN allocations has been reduced by 15% and many private institutions of higher learning are struggling and facing poor profitability and under-resourced cash-flows. Many years of accumulated losses, poor financial management and increasing levels of debt have increased the negative equity in private institutions of higher learning (ELM Graduate School HELP University, 2018).This scenario significantly indicates the drop in number of private institutions of higher learning in Malaysia.

Malaysian Private Higher Education: Meeting National Internationalisation Objectives

- To attract 250,000 students by 2025 and 200,000 international students by 2020.
- This represents an Annualized Net increase of 10% per year or Gross increase of 20% per year taking into account graduation and attrition.
- In order to achieve this target, the intake of new students annually would need to be doubled up.

Source: Ministry of Education Malaysia (MoE)

PRIVATE INSTITUTION OF HIGHER LEARNING IN HRDF

FACT 1: Private Institutions of Higher Learning is concentrated in Central Region with 57.0% (Selangor, KL, Putrajaya) and dominated by SME with 67.2%.

	381 Employers		45,764 Employees		RM214,319,597 Levy Collected		79.8% Levy Disbursed
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Employers Data as of September 2019

NUMBER OF HRDF REGISTERED EMPLOYERS ACCORDING TO STATES IN SEPTEMBER 2019

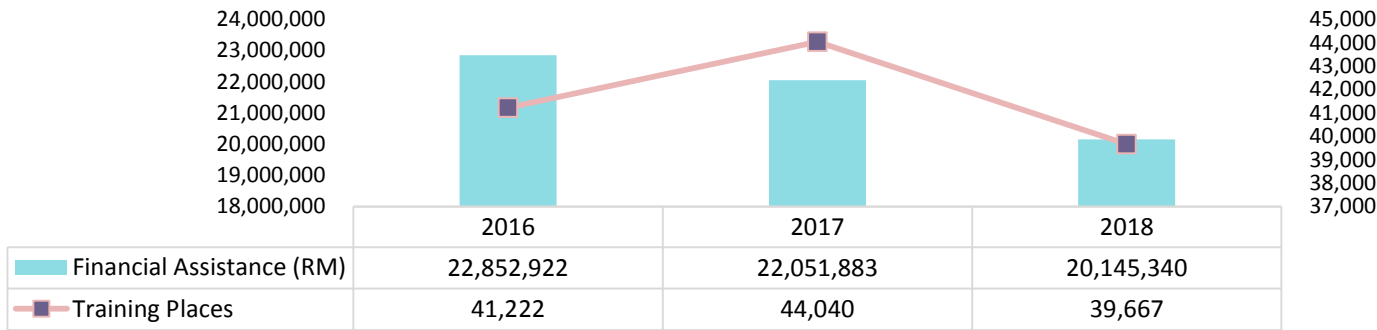
Selangor	KL	N. Sembilan	Johor	Perak	Sarawak	Penang	Sabah
130 (34.1%)	86 (22.6%)	24 (6.3%)	23 (6.0%)	23 (6.0%)	19 (5.0%)	18 (4.7%)	15 (3.9%)
Melaka	Pahang	Kedah	Kelantan	Terengganu	Perlis	Putrajaya	Labuan
11 (2.9%)	8 (2.1%)	7 (1.8%)	7 (1.8%)	6 (1.6%)	3 (0.8%)	1 (0.3%)	0 (0.0%)

Quick Takeaways & Highlights

Out of 447 private institutions of higher learning in Malaysia as in September 2019, only 381 were registered under HRDF that fulfilled the requirement under PSMB Act 2001, and overall, Selangor is the state with the highest number of private institutions.

TRAINING OVERVIEW

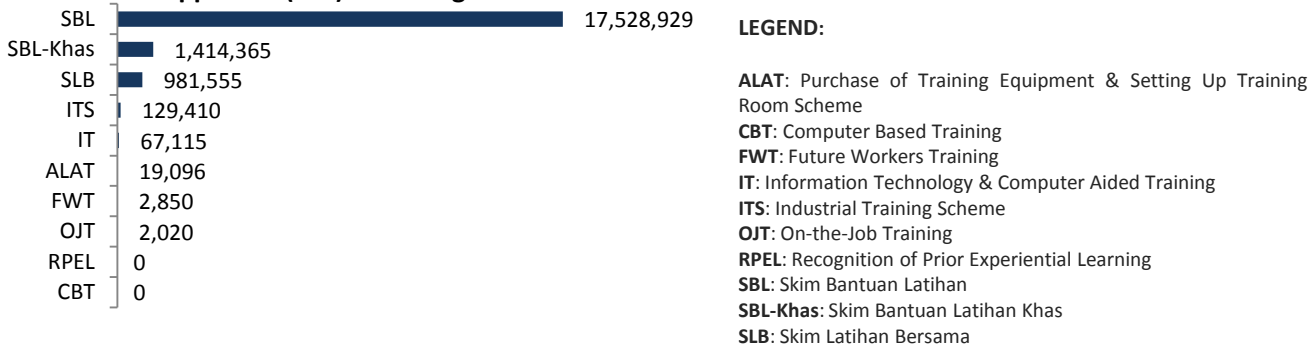
FACT 2: The training investment for 2017 is the lowest compared to 2016 and 2018 but trained the highest with 44,040 training places.



HRDF LEVY SCHEMES

FACT 3: Financial Assistance for Industrial Training is among the highest in rank after normal training such as classroom/online training by Private Institution of Higher Learning employers in 2018.

Financial Assistance Approved (RM) according to HRDF Schemes in 2018



COURSE FEES (PER DAY)

FACT 4: Training programmes related to functional and job related to Higher Learning Institution Administrator classified as the medium cost in 2018.

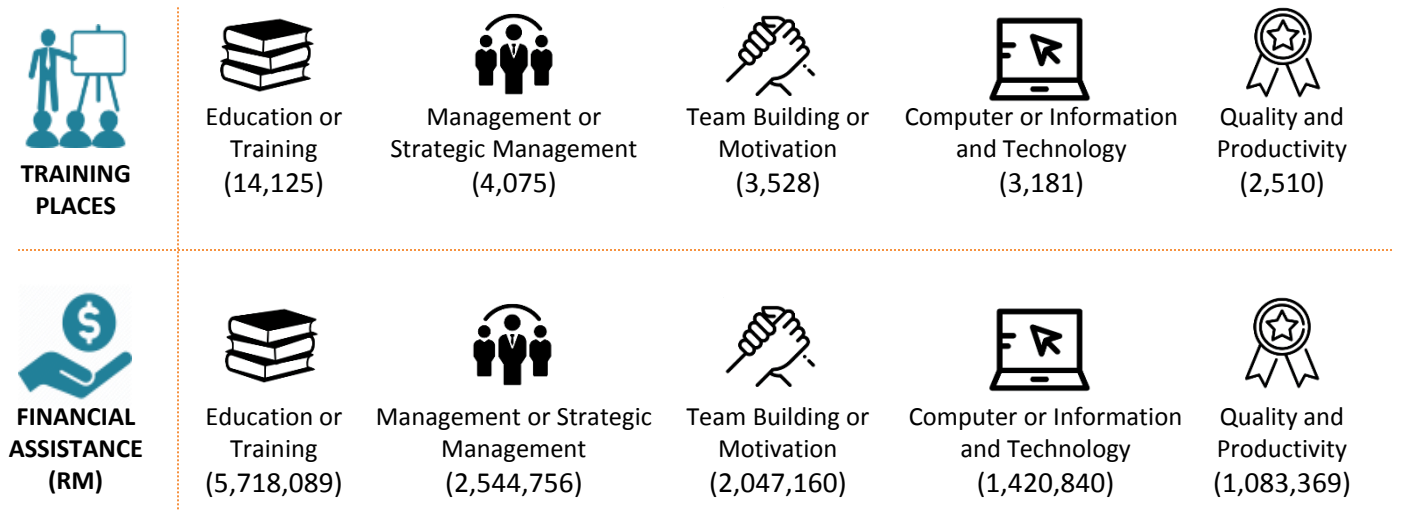
Highest Cost	Medium Cost	Lowest Cost
Applied Data Analytics (RM1,300)	International Conference for University Administrators (RM475)	Program Perkembangan Profesional Berterusan (PPB) (RM50)
Digital Marketing Strategy (RM1,300)	National Symposium on Mathematical Science (RM475)	Workshop on Learning Outcomes (RM47)
High Impact Presentations (RM1,300)	Kaedah Analisis Keperluan Latihan Berasaskan Kompetensi (RM472)	National Accounting Educators Convention (RM32)

Quick Takeaways & Highlights

Private Institution of Higher Learning registered employers were focusing more on In-house training based on the approval of financial assistance in 2018 with 55.2% out of the total approval of the highest amount approved scheme which is Skim Bantuan Latihan (SBL).

SKILL AREAS

FACT 5: Private Institution of Higher Learning Focusing on Education or Training Skills as a Requirement for its Nature of Business.



EMPLOYERS FEEDBACK ON TRAINING NEEDS

FACT 6: Teaching skills and Education Plan is the Main Focus areas of Employees in this Industry.

MASCO	TECHNICAL	NON-TECHNICAL
Skilled Workers	1. Advanced Presentation/Powerpoint 2. Bloom Taxonomy 3. Computer skills 4. Lecturing, Teaching & Learning 5. Research	1. Communication 2. Emotional Intelligence 3. Innovative & Creativity 4. Leadership 5. Problem Solving
Semi-Skilled Workers	1. Basic Programming 2. Computer / IT/ Multi-Media Proficient 3. Graphic Business 4. System Administration (Linux/Windows Server) 5. Video Editing	1. Accounting 2. Administration 3. Communication 4. Customer Relation 5. Problem Handling
Low Skilled Workers	1. Basic Programming 2. Machine Maintenance 3. Operating System	1. Clerical 2. Communication 3. Emergency Response 4. Facility Management 5. Front Office

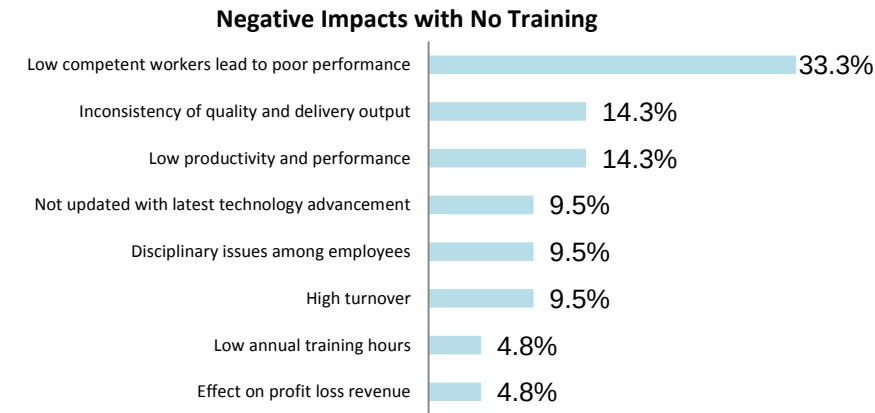
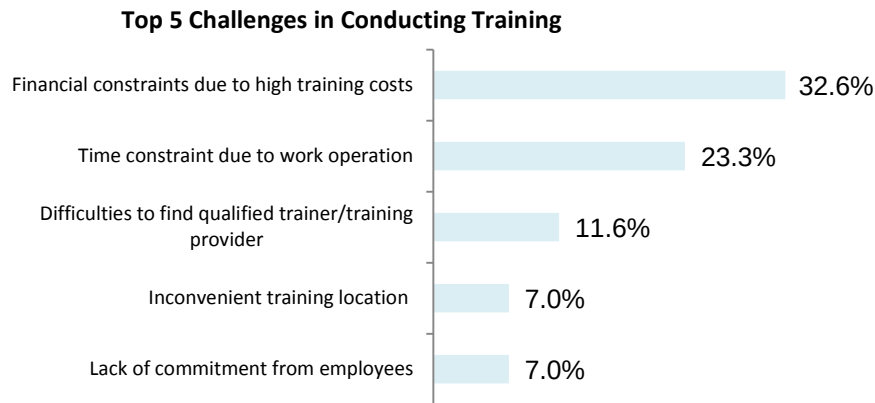
Quick Takeaways & Highlights

Based on the findings, Private Institution of Higher Learning were focusing on Education or Training Skills as it's the prerequisite and requirement for the educators. To align with its nature of business, the employers feedback on training needs are mainly to develop teaching and education plan, for instances Bloom Taxonomy training for the Skilled Workers level and Computer and Technology related courses for Semi-Skilled Workers level.

PRIVATE INSTITUTION OF HIGHER LEARNING

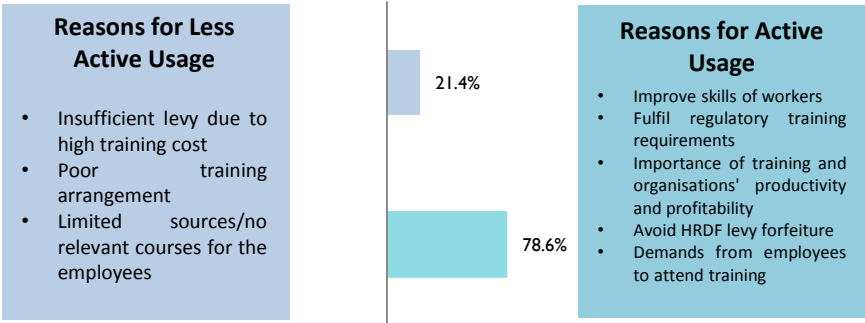
CHALLENGES IN TRAINING

FACT 7: The biggest challenge highlighted is “Financial Constraint”.



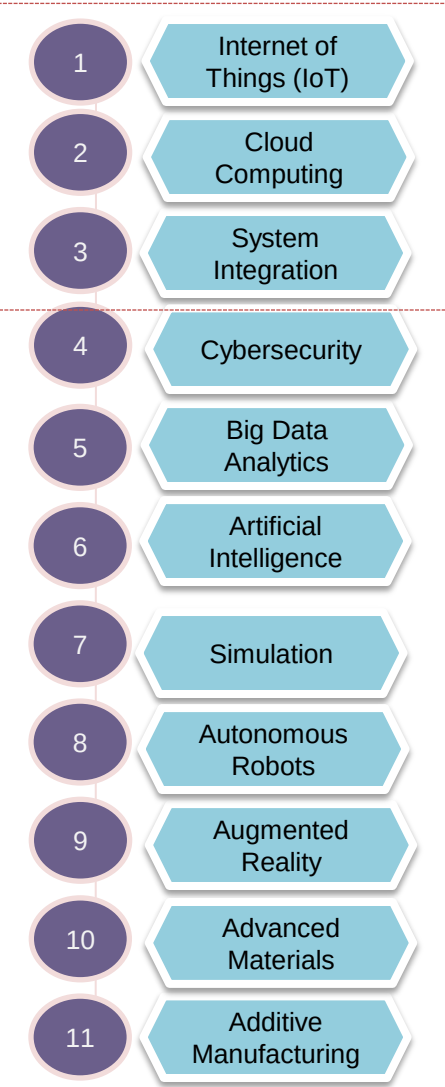
UTILISATION OF HRDF LEVY

FACT 8: 78.6% of the respondents cited that they were actively using their HRDF levy.



INDUSTRY 4.0 FOR PRIVATE INSTITUTION OF HIGHER LEARNING

FACT 9: The registered employers in Private Institution of Higher Learning subsector require their employees to be skilled in “Internet of Things (IoT)”, “Cloud Computing” and “System Integration” areas to support emerging innovations.



Quick Takeaways & Highlights

Level of activeness in training is measured by the utilisation of levy by the registered employers. Even though 78.6% of the employers provide feedback that they are active in the survey conducted, the actual levy utilisation under Private Institution of Higher Learning is 97.6% in 2018. This industry has become one of the active industry covered by HRDF based on their training performance.

In relation to the opinion received from the employers, Internet of Things (IoT) has been ranked as the highly important area in building a workforce with high-demand of IoT skills. The institutions need to be equipped with current expertise and knowledge in line with the latest IT industry requirements, as well as preparing students to meet future industry requirements.

A person's hand is visible in the lower-left corner, pointing towards a whiteboard. The whiteboard is covered with numerous yellow and pink sticky notes, some of which are partially obscured by the hand. The notes appear to contain handwritten text, though it is not legible. The background is a plain white surface.

CHAPTER 3

TRAINING PROVIDER

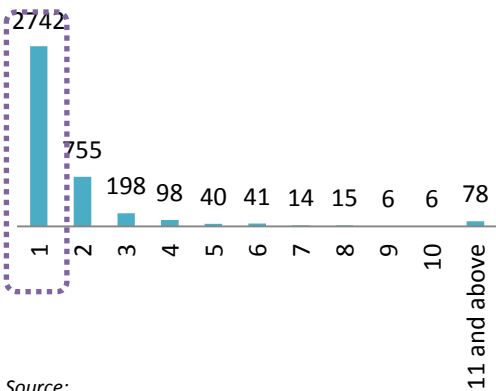
INDUSTRY OUTLOOK AT GLANCE



DEFINITION

Training, that is, the business of providing general or specialised training or skills by any body corporate or body of persons but does not include training by the Government or the Government of any State training providers.

There are 3,993 active training providers registered with HRDF which at least has one trainer (69%).



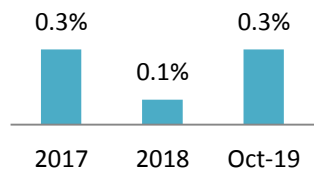
Source:
1. HRDF InstaBI as of December 2019
2. Ken Research

Out of the numbers, 545 (14%) are also registered as the employers of HRDF. This is due to the number of employees in the organisations less than 10 or some of them are association/industry based training centre and government institution that are not liable to register as HRDF employers.

Malaysia E-Learning Industry Revenue is Expected to Reach over USD 2 billion by 2023

Corporate companies are looking for E-Learning solutions to lower the cost of their training and development, and provide a conducive hub for accessing, editing and adding E-Learning content.

HRDF internal data has shown that the overall adoption of web-based learning/e-learning among HRDF registered employers still remains low (remains at 0.3%) for recent years. Thus, the registered HRDF training providers has to play their role in strengthening the culture of e-learning.



TRAINING PROVIDER IN HRDF

FACT 1: There are 62% of training providers has established their company in Central region, followed by East Malaysia at 10%.



545
Employers



14,635
Employees



RM68,156,676
Levy Collected



72.5%
Levy Disbursed

Employers Data as of September 2019

NUMBER OF HRDF REGISTERED EMPLOYERS ACCORDING TO STATES IN 2018

 Selangor 213 (39.1%)	 KL 125 (22.9%)	 Sarawak 33 (6.1%)	 Johor 33 (6.1%)	 Penang 29 (5.3%)	 Sabah 21 (3.9%)	 Terengganu 19 (3.5%)	 N.Sembilan 18 (3.3%)
 Perak 15 (2.8%)	 Melaka 14 (2.6%)	 Kedah 11 (2.0%)	 Pahang 8 (1.5%)	 Kelantan 5 (0.9%)	 Perlis 1 (0.2%)	 Putrajaya 0 (0.0%)	 Labuan 0 (0.0%)

Quick Takeaways & Highlights

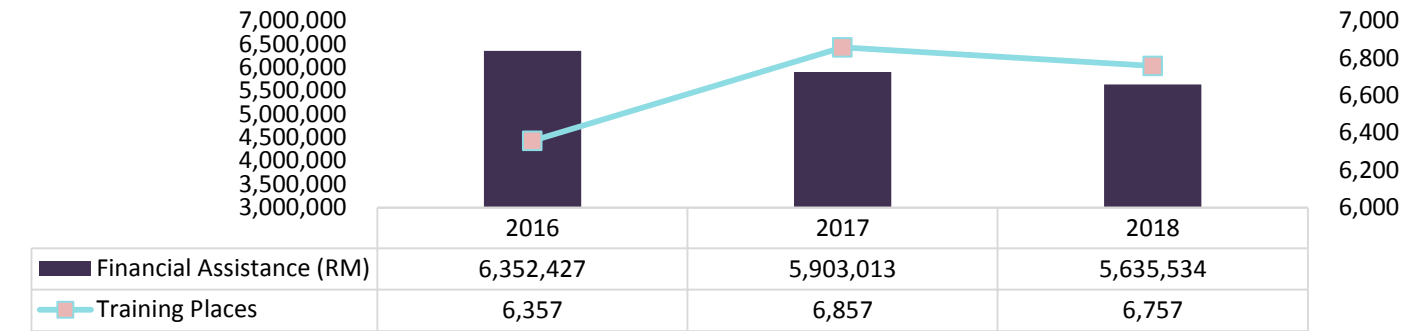
Corporate training usually refers to training initiatives driven by employer productivity needs and defines competency skills which involves formal or informal training programme to fit into the job description. While e-learning is one of the good tools to enhance learning experience and reduce cost of training, it is encouraged that all HRDF training providers as well as the employers to strengthen the culture of e-learning.

Chapter 3

TRAINING PROVIDER

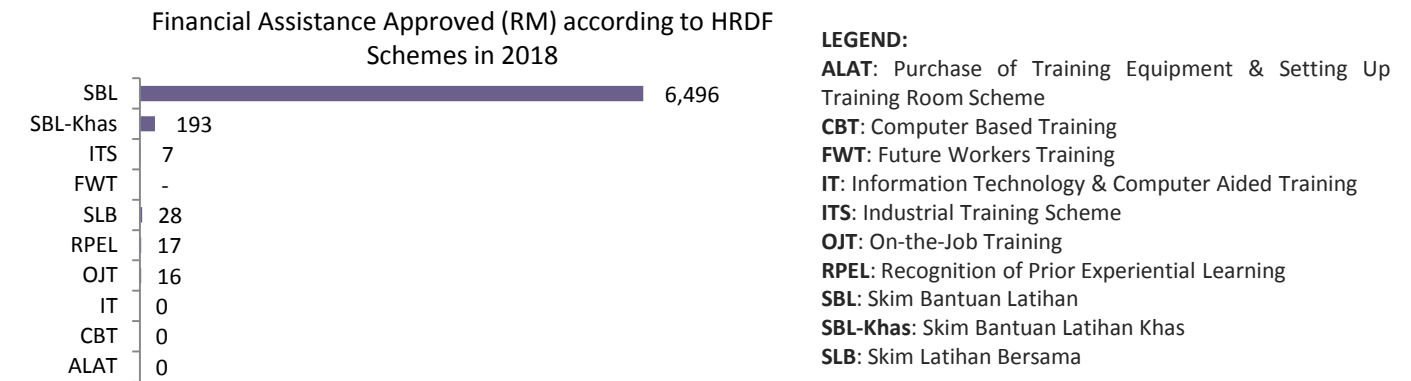
TRAINING OVERVIEW

FACT 2: The financial assistance trend decreased by 11.3% from RM6.35 mil to RM5.64 mil, even though the number of training places increased by 6.3%. This is due to the subsector of Training Providers likely to attend training under the skill area of “Education/Training” in 2018 while in year 2017, “Safety and Health” skill area is one of the top training they have attended. Thus, the scenario has affected the financial assistance for these two consecutive years as the “Education/Training” course fee becomes lower compared to “Safety and Health”.



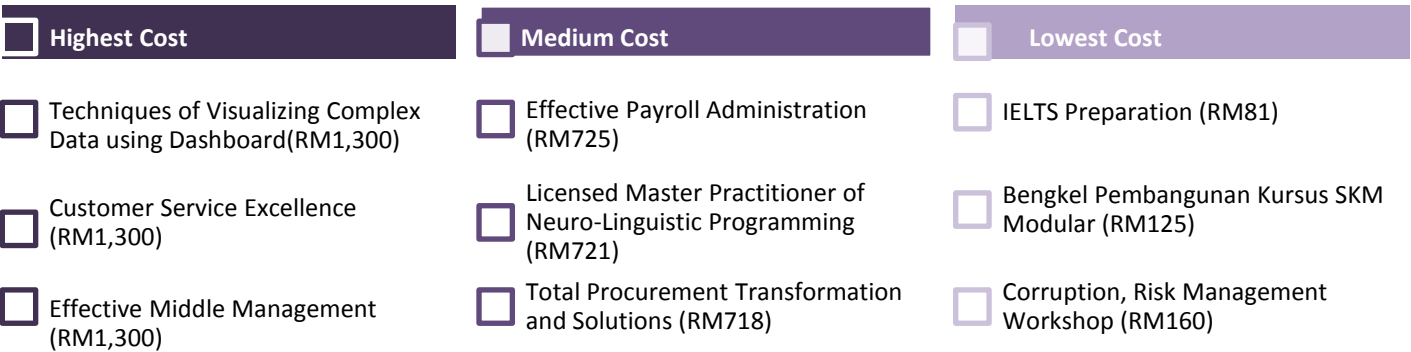
HRDF LEVY SCHEMES

FACT 3: Skim Bantuan Latihan (SBL) is the most utilised scheme by Training Providers in 2018.



COURSE FEES (PER DAY)

FACT 4: Training programmes related to course development and language are the lowest per day cost programmes compared to other training programmes.



 Quick Takeaways & Highlights

Based on few listing of programmes attended, it can be concluded that HRDF registered employers were trying to equip themselves with the latest technology by attending programming and data visualisation programmes. At the same time, they are continuously researching and improving their training content through Bengkel Pembangunan Kursus SKM Modular.

SKILL AREAS

FACT 5: Education or Training is the highest skill area trained by the Training Providers industry in year 2018.



EMPLOYERS FEEDBACK ON TRAINING NEEDS

FACT 6: Computer skill is one of the Technical training required by all job categories workers of this industry.

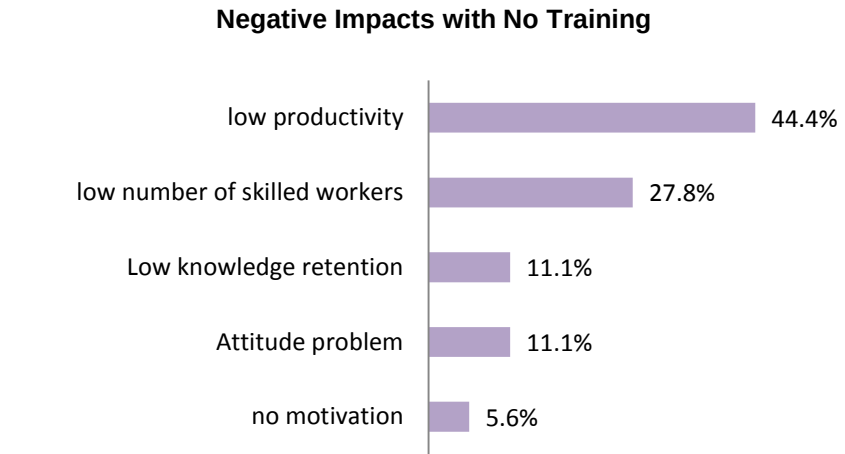
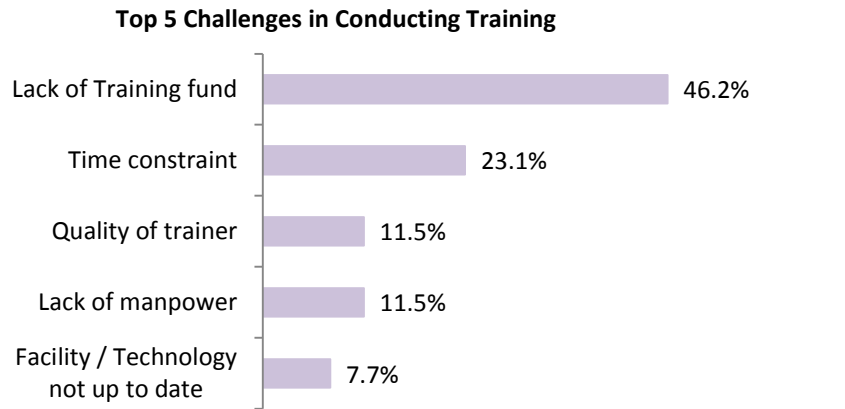
MASCO	TECHNICAL	NON-TECHNICAL
Skilled Workers	1. Coding / Programming 2. Project Management 3. Engineering 4. Big Data / Data analytics 5. Graphic & Design	1. Leadership 2. Marketing 3. Presentation / Public Speaking 4. Event Management 5. Communication skill
Semi-Skilled Workers	1. Tax / Accounting 2. Digital Marketing 3. Computer Skills 4. Data analysis 5. Programming	1. Sales and Marketing 2. Negotiation skills 3. Time Management 4. Presentation skills 5. Customer Service
Low Skilled Workers	1. Basic computer skills 2. Administrative skill 3. Customer services 4. Housekeeping 5. Sale and Purchase	1. Communication skill 2. Administrative skills 3. Negotiation Skills 4. Customer Service 5. Team building

Quick Takeaways & Highlights

Education / training are the high demand courses and skills that have been trained in the year 2018. Based on the feedback received, one of the most technical skill a trainer should master is computer or Information Technology (IT) skill. Whereas, for non-technical training, a trainer should master in preparing presentations and public speaking that can deliver the content smoothly.

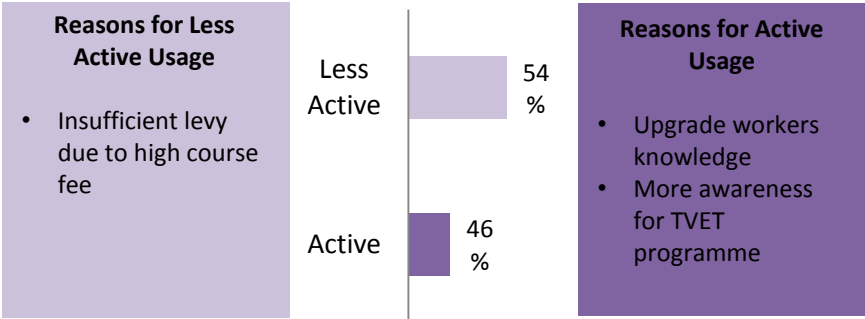
CHALLENGES IN TRAINING

FACT 7: The biggest challenge highlighted was “lack of training fund”.



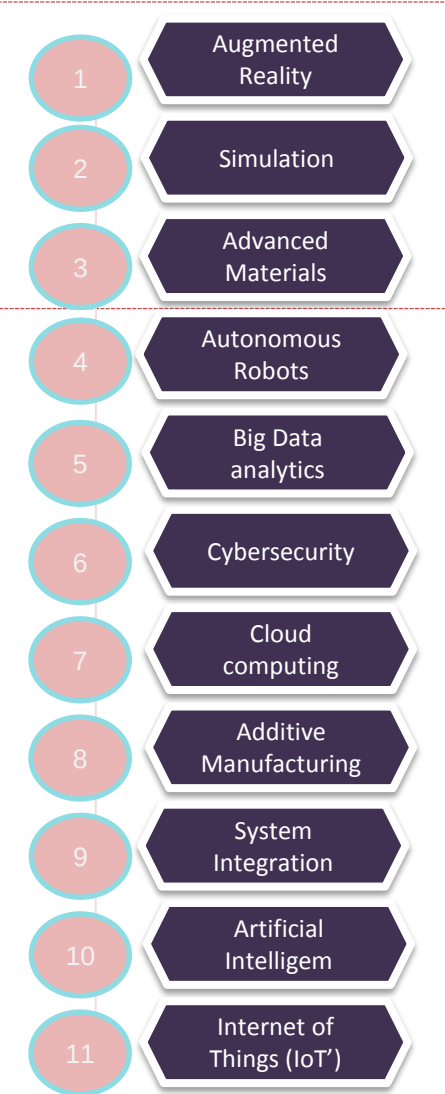
UTILISATION OF HRDF LEVY

FACT 8: 55% of the respondents cited that they were less actively using their HRDF levy.



INDUSTRY 4.0 FOR EARLY CHILDHOOD EDUCATION

FACT 9: The registered employers in Training Providers subsector require their employees to be skilled in “Augmented Reality”, “Simulation” and “Advanced Materials” areas to support emerging innovations.



Quick Takeaways & Highlights

The feedback received shows that 46.2% of employers within this industry are having difficulties in sending their employees for training due to insufficient levy balance. Nonetheless, they also agreed that the failure of sending their employees for training may lead to low productivity in their company. As for IR4.0, the respondents agreed that “Augmented Reality” is a best way to turn an ordinary class into an engaging experience by providing virtual examples and add gaming elements to support the hardcopy materials. As a result, classes become more interactive with AR function.



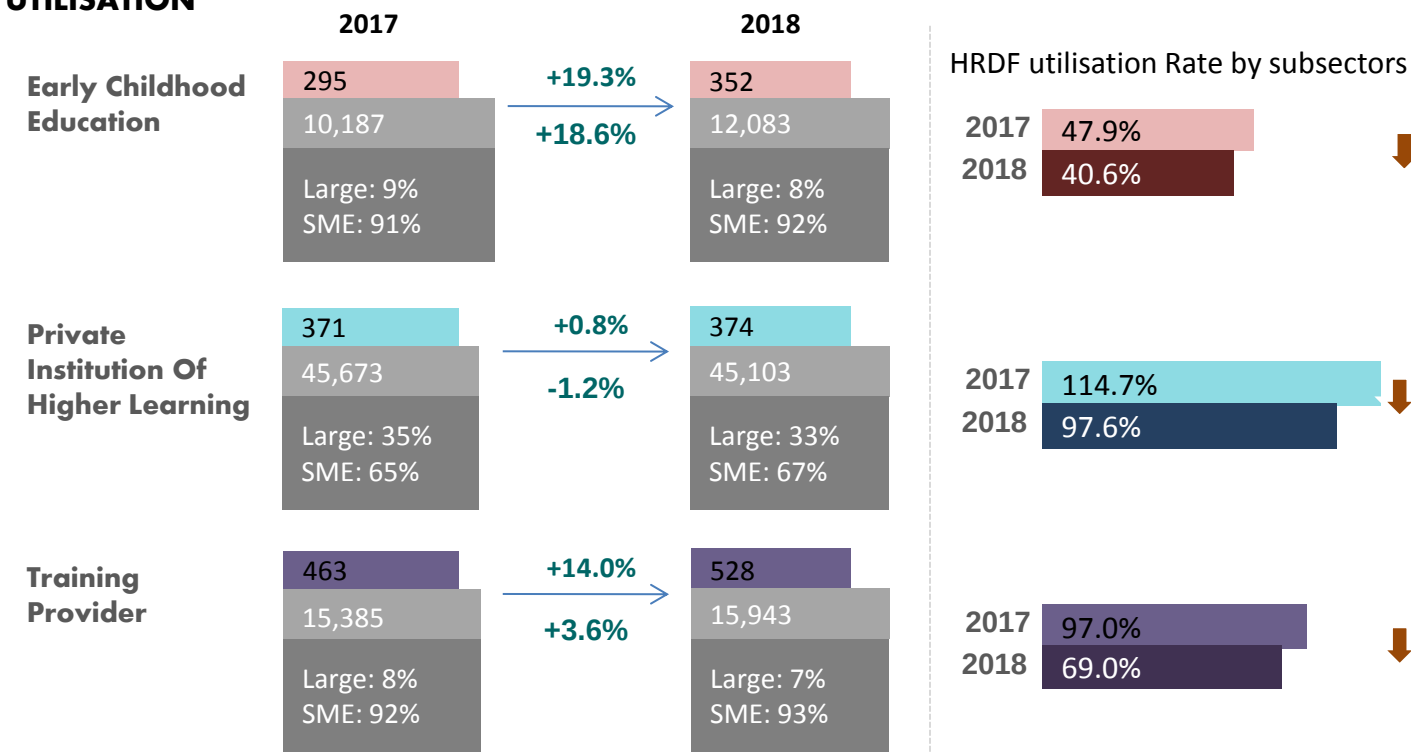
SUMMARY

PRIVATE EDUCATION INDUSTRY

Comparison Report

SUMMARY & COMPARISON OF SUBSECTORS

COMPARISON IN THE GROWTH NUMBER OF HRDF REGISTERED EMPLOYERS AND HRD FUND UTILISATION



The statistics show that all three (3) subsectors have increased number of HRDF registered employers which formerly stands below 20% for each subsectors from year 2017 to 2018. In terms of establishment size, Early Childhood Education and Training Provider subsectors have lower representatives from large companies, of which below 10% compared to Small and Medium Enterprises (more than 90%). Nonetheless, Private Institution of Higher Learning has more than 30% representatives from large companies but recorded a 2% decline from year 2017 to 2018.

In terms of levy utilisation rate, Private Institution of Higher Learning is the active subsector compared to the other two (2), Early Childhood Education and Training Provider. The utilisation of HRD levy for Private Institution of Higher Learning is more than 100% in 2017 but decreased in 2018 due to the decrease in the number of employees and training activities in this subsector.

The statistics also indicated that the utilisation rate for Early Childhood Education and Training Provider has decreased from year 2017 to 2018, even though training activities among the respective employees have increased. Although the number of registered employers increased in both subsectors, the respective employees might have participated in low cost training.

CHALLENGES AND IMPACTS IN TRAINING



Most of the respondents from Early Childhood Education, Private Institution of Higher Learning and Training Provider agreed on almost the similar challenges in training faced by their registered employers which are budget and time constraint, lack of manpower, attitudes of staff and difficulty in finding suitable training.

Other than that, inappropriate training location, out-dated facility and technology are also indicated as training challenges.

Registered employers also agreed that the impacts of low quality and quantity of training will lead to low productivity, number of skilled workers as well as low quality in teaching techniques.

Comparison Report

SUMMARY & COMPARISON OF SUBSECTORS

TOP 3 SKILL AREAS PRIORITISED BY THE INDUSTRIES

	2017	2018
Early Childhood Education	Education or Training Safety and Health Team Building or Motivation	Team Building or Motivation Education or Training Safety and Health
Private Institution of Higher Learning	Education and Training Management or Strategic Management Team Building or Motivation	Education or Training Management or Strategic Management Team Building or Motivation
Training Provider	Education or Training Team Building or Motivation Safety and Health	Education or Training Team Building or Motivation Management or Strategic Management

The statistics show that “Education or Training” skill remains as a priority within education and training industry. The scenario happens as it is necessary for the workforce in education and training industry to have better skills and qualification. The importance of having a professional qualification in education and training is to ensure the effectiveness of their professional practice. Other skills required within education and training industry are “Safety and Health”, “Team Building or Motivation” and “ Management or Strategic Management”

TOWARDS INDUSTRIAL REVOLUTION 4.0

Early Childhood Education and Private Institution of Higher Learning industries agreed that “Internet of Thing (IoT)” allows better operational efficiency in all learning environments. IoT can support classroom instruction by improving the learning setting, enhance learning resources, improve methods and techniques of learning, raise management efficiency, and save management costs. The resources available for learning on devices, such as e-books, are more engaging and interactive.

Apart from that, respondents from Training Provider also agreed that with the advancement of some wearable technologies, say augmented reality (AR), a user’s sense and interaction with the physical world can be enhanced thereby creating a virtual laboratory. AR can supplement reality via superimposing computer generated information over the physical context in real time which can facilitate exploration and interpretation processes.

CAN TECHNOLOGY REPLACE TEACHERS?

The fourth Industrial Revolution (IR 4.0) has been changing the landscape of educational innovation. Nonetheless, there is an art to impart knowledge to students that current technology is nowhere close to mastering.



- ✓ Collect data on student learning patterns.
- ✓ Check for the efficacy of a new learning method.
- ✓ Identify social cues that would be impossible for a machine to parse, especially non-verbal or invisible interactions, that affect the learning experience.
- ✓ Identify roadblocks for students that might be more personal or emotional in nature, that a machine could not pick up on.

Hence, HRDF still plays a crucial role in encouraging employers to retrain and upgrade the skills of teachers and trainers in order to prepare their students for future life and work achieved by IR 4.0.

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Human Resources Development Fund (HRDF)

INDUSTRIAL INSIGHTS' REPORT SNAPSHOT

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HRD LEVY UTILISATION IN 2018

42.5%



Early Childhood Education

79.8%



Private Institution of
Higher Learning

72.5%



Training Provider

CHALLENGES IN TRAINING



Budget & Time
Constraint



Difficulty to
find suitable
training



Lack of
Manpower



Staff
Attitudes

TOWARDS INDUSTRY 4.0



System
Integration



Augmented
Reality (AR)



Internet of
Things (IoT)

CRITICAL SKILLSETS



Safety &
Health



Management
or Strategic
Management



Education
or Training

[Click Here for FULL REPORT](#)

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