



TRAINING AND DEVELOPMENT: INTERNATIONAL BEST PRACTICES

Progressive development of human capital is crucial for stimulating and sustaining the economic growth of Malaysia. In order to produce human capital that is equipped with the right knowledge and skills, the Malaysian government is focusing on four (4) critical areas that can potentially help to accelerate human capital development.

According to the 11th Malaysia Plan, the four (4) key areas are Technical and Vocational Education and Training (TVET), labour market, lifelong learning and education system.



TRANSFORMING TVET
Meet industry demands



IMPROVING LABOUR MARKET
Accelerate economic growth



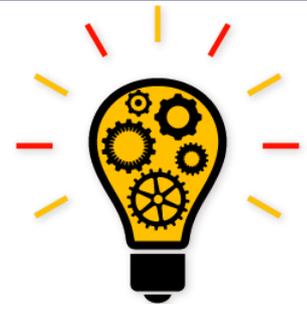
IMPROVING EDUCATION SYSTEM
Better student outcomes and institutional excellence



STRENGTHENING LIFELONG LEARNING
Skill enhancement

In support of the government's direction, HRDF aims to ensure the growth of current and future workforces through high-skilled training, certification programmes and various initiatives. To achieve this, HRDF has to understand and benchmark other countries as a guide to implement the right initiatives in accordance with Malaysia's current training landscape.

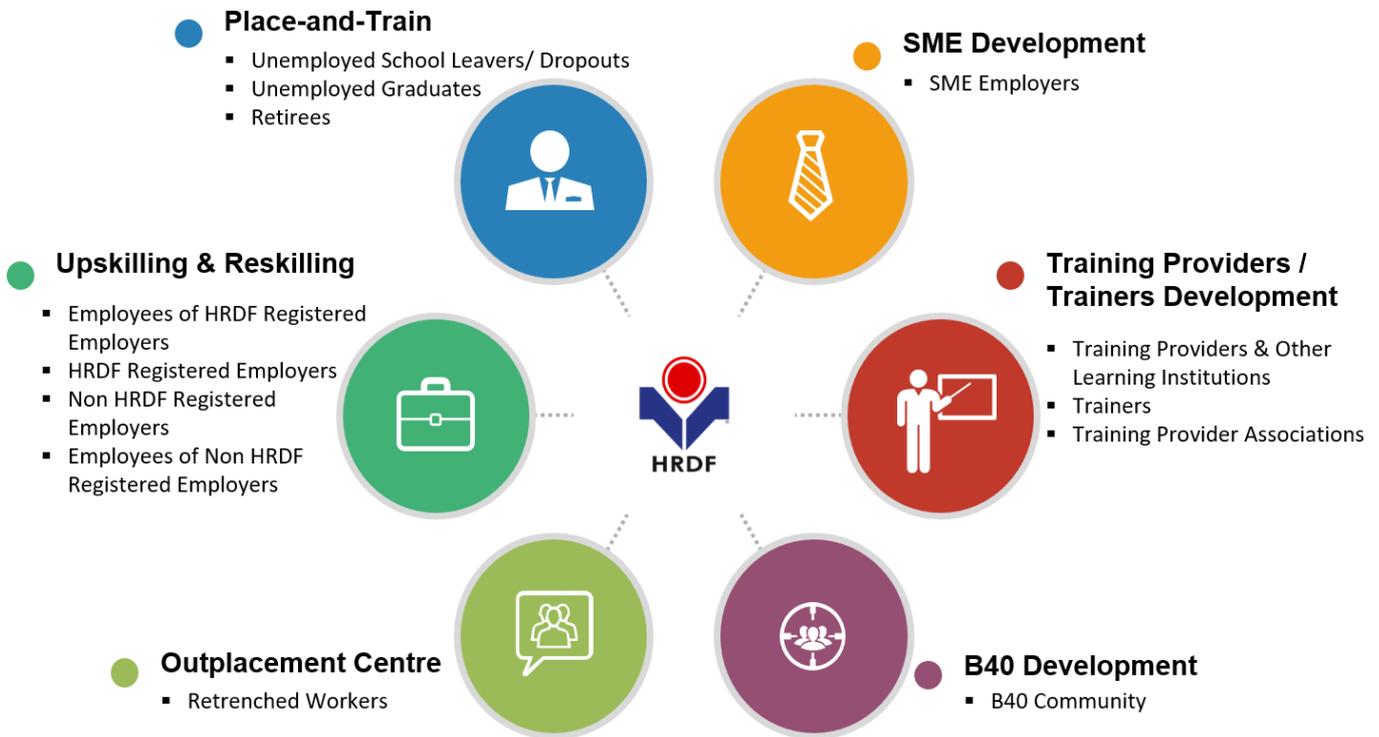
The Design Lab Unit under HRDF Research and Development Department has conducted phase-by-phase benchmarking studies to identify training and development initiatives practised by other countries with emphasis on HRDF's six (6) clusters.



The development of new and current initiatives under HRDF are guided by these six (6) clusters.

The purpose of these clusters is to cater to training and development across all layers of society.

The six (6) main initiatives clusters are as follows:-



The nature of the study conducted by HRDF is through exploratory methods and identifying training and development practices in other countries in an attempt to discover suitable and adaptable training and development practices.



Countries were benchmarked based on their ranking in the Global Human Capital Index 2017. The Global Human Capital Index 2017 ranks 130 countries on how well they are developing their human capital across four thematic dimensions, namely capacity, deployment, development and know-how :-



1	Capacity	Measures the human capital built through past education investments.
2	Deployment	Measures the extent to which countries are developing human capital through deployment in the labour market.
3	Development	Measures countries' current success in building the human capital of their next-generation workforce.
4	Know-how	Captures the current quality and skill-intensity of employment in a country.

**Why
Global Human
Capital Index?**

- 1) Full human capital potential profile of a country captured.
- 2) A tool to assess progress within countries and points to opportunities for cross-country learning and exchange.

Currently, several countries have been benchmarked such as Canada, South Korea, France, Indonesia and more.

Key Findings :

Based on the benchmarking study undertaken, several inspirations were derived for future HRDF implementation. For example, the Virtual Reality Simulation Training implemented in Canada that can be explored further as a new form of training methodology in Malaysia. This programme can enrich the training landscape beyond the traditional classroom and facilitate continuous learning throughout pandemic or crisis.



In South Korea, the government has implemented an "Employment First, College Later" initiative wherein after graduation, students are encouraged to seek employment first before making plans for university. This programme can help to increase opportunities for high school leavers or dropouts to find a job and get financial assistance to further their studies.

In addition, France has also introduced a programme called *Compte Personnel De Formation* (Personal Training Account). This stands out as a unique initiative whereby it is an individualised financing scheme for professional training and ensure seamless transfer and usage of training credit. Similarly in Indonesia, the same concept for this initiative has been implemented through an initiative named Pre-Employment Card Programme (*Program Pelatihan Prakerja*).



CANADA

Virtual Reality Simulation Training



SOUTH KOREA

Employment First, College Later



FRANCE

Compte Personnel De Formation (Personal Training Account)



INDONESIA

Pre- Employment Card Programme (*Program Pelatihan Prakerja*)



In general, the variety of training and development initiatives across benchmarked countries were, indeed, influenced by industrial, technological, and cultural trends which are unique to themselves. If Malaysia were to integrate or implement any of these initiatives locally, extensive research and analysis need to be conducted within these same parameters, to determine the feasibility in relation to our own nation's industrial, technological and cultural trends.



The current findings will help us gain better insight into training and development in Malaysia by examining the training "gaps" between Malaysia and other countries. It is wise to further explore these initiatives by leveraging on information from the benchmarking report. This is to improve training and development standards and quality in order to remain relevant in the global market.



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