2. HUMAN RESOURCES

2.1 Ministry of Education

The Ministry of Education is responsible for education from pre-school right up to pre-university levels. The ministry is also responsible for managing private education as the establishment, management and operation of private education institutions are subject to the Education Act 1996 and its Regulations. Education institutions which come under this category offer education at pre-school, primary school up to secondary school levels.

MoE has a total of 7,655 primary schools with an enrolment of 3,111,948 students taught by 219,766 teachers and 2,189 secondary schools with an enrolment of 2,304,976 students taught by 166,265 teachers[2] under its jurisdiction.

In addition, the ministry also works with the Ministry of Women, Family and Community Development to provide education to children with disabilities. The categories for children with learning disabilities that are within the purview of the Ministry of Education Malaysia are: Down Syndrome, Mild Autism, Attention Deficit Hyperactivity Disorder, Minimal Mental Retardation, and Specific Learning Disability (ie: Dyslexia).

Teachers' education and training is carried out by the Teachers Training Institute and the English Language Teaching Centre[3]. The objectives of the Teachers Training Institute are to enhance the teaching profession by producing quality, skilful and responsible teachers who are proud to be educators, as well as achieving the target of having 100% graduate teachers in Secondary Schools and 50% graduate teachers in Primary Schools by the year 2010. They carry out the pre-service and in-service training at Certificate, Diploma and Degree level or any other prescribed qualification. The institute has 27 campuses located throughout Malaysia. Of these, 5 are special campuses dedicated to the teaching of Bahasa Malaysia, foreign (or international) languages, technical education, special education (music, arts) and Islamic education.

The **Teachers Training Institute, International Language** campus aims to provide training and development for the teaching and learning of English and other international languages such as French, Spanish, Japanese and German. It offers language courses for both government and private sector clientele, including non-teaching personnel. Currently it is the only institution at the Ministry of Education offering MTCP programmes. For the year 2009, it offers four 4-week courses:

- Developing classroom skills
- English for effective communication

[2] As at 31 January 2009. Extracted from http://apps.moe.gov.my/emis/emis2/emisportal2/mainpage.php?module=Maklumat&kategori=47&id=188&papar=1

[3] This centre was set up in 2002 to train master trainers for the English for the Teaching of Mathemetics and Science Programme.

- Integrating ICT in language teaching
- Testing and evaluation in second language teaching

The training of managers for education is the responsibility of **Institute Aminuddin Baki (IAB)** (National Institute of Educational Management and Leadership).

IAB is the main provider for educational management and leadership training for the Ministry. Besides providing fully residential training, IAB conducts career assessment programmes for educational leaders, consultancy, research and publication. It has campuses at Genting Highlands, Pahang and Jitra, Kedah with a third campus in Kuching, Sarawak expected to be operational in 2010.

IAB offers two long-term courses: the Leadership Course for Educational Leaders focusing on school principals and head teachers and other educational leaders while the National Professional Qualification for Educational Leaders provide 55 continuing professional development courses on a variety of subjects such as strategic management, financial management, community relations management to leadership skill and 28 high impact competency courses on skills such as decision-making, quality tools, to filing system and record management .

IAB also offers customised training courses for ASEAN, G-15, ISESCO (Islamic Educational, Scientific and Cultural Organization), UNESCO (United Nations Educational, Scientific and Cultural Organization), IIEP (International Institute for Educational Planning) and ANTRIEP (Asian Network of Training and Research Institutions in Educational Planning).

The ministry also oversees the SEAMEO Regional Centre for Education in Science and Mathematics (RECSAM).

SEAMEO Regional Centre for Education in Science and Mathematics (RECSAM)

RECSAM was established by the South East Asia Ministers of Education Organisation (SEAMEO) in May 1967. It was set up to nurture and enhance the quality of science, mathematics and technology education in the SEAMEO Member Countries of Brunei Darussalam, Cambodia, Indonesia, Laos PDR, Malaysia, Myanmar, Philippines, Singapore, Thailand and Vietnam. RECSAM is the only institution that has activities with JICA under the TCTP.

Institutional Information Sheet

2.1.1 SEAMEO Regional Centre for Education in Science and Mathematics (RECSAM)

Institutional Information Sheet (ate as of: October 29, 2009)

Name of Institution: **SEAMEO Regional Centre for Education in Science and Mathematics (RECSAM)**

Related Government Ministry/Department: **Ministry of Education**

Contact details of Institution (address, tel, fax, email):

SEAMEO RECSAM

Jalan Sultan Azlan Shah, 11700, Gelugor, Pulau Pinang, Malaysia

Tel: 04-658 3266 Fax: 04-657 2541
Website: www.recsam.edu.my

Name and position of respondent: **Dr Azian T.S. Abdullah** (Director, SEACOM RECSAM)

Contact details of respondent: Tel: 04-658 3266 Fax: 04-657 2541
Email: azian@recsam.edu.my

Outline and General Information of Organization

a) Brief History

RECSAM was established by the South East Asia Ministers of Education Organisation (SEAMEO) in May 1967. It was set up to nurture and enhance the quality of science, mathematics and technology education in the SEAMEO Member Countries of Brunei Darussalam, Cambodia, Indonesia, Laos PDR, Malaysia, Myanmar, Philippines, Singapore, Thailand and Vietnam.

RECSAM shares the campus grounds with the Institute Perguruan Persekutuan, Pulau Pinang (Teachers Training Institute, Penang) in Jalan Sultan Azlan Shah, Gelugor, fringing the city limits of Georgetown, Penang.

International Role

Since its inception, RECSAM has been dedicated to the development of educational manpower and has been playing the role of a catalyst for the advancement of science, mathematics and technology education at the primary and secondary school levels among its Member Countries. It is now in its 8th Five-Year Plan (July 2005–June 2010), and more than 6,000 key educators have passed out from RECSAM's Training, Development and Research Courses.

As RECSAM forges ahead with its programmes and activities, it not only draws upon its reserve of resources and past experiences but also continuously examines the development of science, mathematics and technology education in the SEAMEO Region as well as in the world at large. In keeping with current global trends and developments, RECSAM carries out its science, mathematics and technology education courses in the context of values and needs of changing societies.

Source: http://www.recsam.edu.my

b) Aims and Objectives

Mission

- To promote and enhance Science and Mathematics Education in the SEAMEO member countries

Vision

- Leading centre for quality science and mathematics education

Strategic Goals

- Conduct Research and Development activities to inform pedagogy and policy
- Design and implement effective professional development programmes.
- Ensure strong and active networking among experts and institution.
- Increase engagement in consultancy services.
- Convene international conferences, seminars and workshops to pool expertise in science and mathematics education.
- Serve as an effective clearing house for information.
- Enhance continuous professional staff development.
- Strengthen quality assurance in provision of services and management of resources

Source: http://www.recsam.edu.my

c) Function and Principal activity

SEAMEO RECSAM activities are in four main areas, namely:

- Training
- Research and Development
- Consultancy work
- Convener of conferences, seminars and workshops pertaining to science and mathematics education.

Management Philosophy

RECSAM undertakes to

- Design innovative and challenging programmes and activities which address the needs of mathematics and science teachers and educators in SEAMEO Member Countries, in line with contemporary advances in mathematics, science and technology education
- Strive for excellence and performance standards from its workforce
- Solicit the cooperation and participation of national, regional and international experts
- Manage human and other resources efficiently and effectively
- Establish networks to link science and mathematics teachers and educators throughout the Region
- Recognise its obligation to the host government and provide special services as and when needed
- Recognise and value cultural and social diversity and use this diversity as a vehicle for enhancing mutual respect and understanding

Source: http://www.recsam.edu.my

d) Description of organizational structure and facilities

SEAMEO RECSAM is an autonomous agency and reports to its Governing Board which comprise representatives from the ministries of education from Brunei Darussalam, Indonesia, Cambodia, Lao PDR, Myanmar, Philippines, Singapore, Thailand, Vietnam, and Malaysia (current Chairman since 2005).

Note: Currently, there are 11 member countries affiliated to SEAMEO: Malaysia, Singapore, Lao PDR, the Philippines, Brunei Darussalam, Indonesia, Cambodia, Myanmar, Thailand, Vietnam and Timor Leste. SEAMEO is a chartered international organization whose purpose is to promote cooperation in education, science and culture in the Southeast Asian region.

Total Staff Strength for Fiscal Year 2007/2008

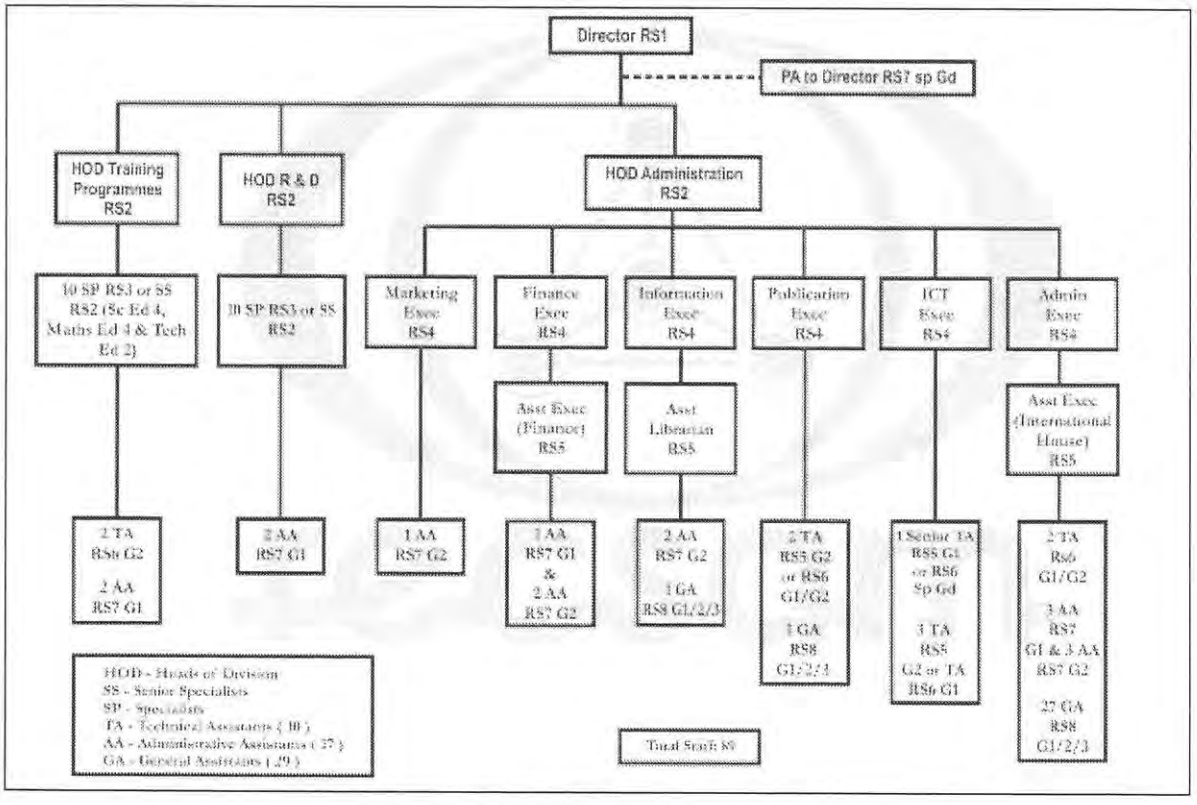
Category	Malaysian	Non-Malaysian
Director	1	-
Heads of Divisions	3	-
Specialists	4	6
Executives	6	-
Assistant Executives	3	-
Technical/Administrative/General Assistants	58	-
Sub-total	75	6
Total	**81**	

Source: RECSAM Annual Report 2007/2008

Facilities

- Conference hall, seminar halls, lecture rooms and residence halls.
- International House with 52 rooms and suites for accommodation.

e) Organisation Chart:



Source: http://www.recsam.edu.my/html/staff.html

f) Description of specialized fields with the contents of activity

SEAMEO RECSAM conducts four kinds of courses:- Regular courses, Customized courses, Workshops and In-Country training..

- **Regular Courses** are run according to a set schedule throughout the year. Participants are educators nominated by the education ministry of the 11 SEAMEO member countries. It is open to individual participants.
- **Customized Courses** are held to respond to the special needs of Member Countries and other agencies which are not adequately address in the regular programme of training courses. These special tailor-made programme of varying duration may be held in-country or at RECSAM.
- **Workshops** are enrichment activities offered by SEAMEO RECSAM to all SEAMEO member countries for their teachers/teacher educators. They are entirely conducted in RECSAM. The workshops will be conducted for Primary or Secondary Science, Mathematics and Technology Education ranging from half a day to a maximum of five days duration.
- **In-country Training** courses are offered by SEAMEO RECSAM to all SEAMEO member countries for their teachers/teacher educators to be trained in their own countries. The courses will be conducted upon country request for their Primary or Secondary Science and Mathematics teachers/teacher educators for up to five days (30 hours) duration

Source: http://www.recsam.edu.my

1. Official Development Assistance received

1a) History / experience of Technical Cooperation or Loan Assistance by the Government of Japan

a) Third Country Training Programme

Secondary Science/ Mathematics Teacher Educators Training for African Countries, 2008 - 2010 *Period:* approximately 4 weeks per annum
Uganda and Zambia's Mathematics & Science Education, 2008

b) Others

Secondary Science and Mathematics Teachers' Project (SESEMAT) Country: Republic of Uganda Issue/Sector: Basic Education Period: August 3, 2005 to August 2, 2008 (3 years) *Project Purpose* By the end of the project: • Teaching ability of math and science teachers at secondary level of pilot districts will improve. After the cooperation: • Secondary school students' achievement in math and science will improve in pilot districts. *Outputs* • Secondary-level math and science teachers and the trainers of teachers training institutes of pilot districts complete in-service education and training (INSET) programs as prescribed. • School and parental support for teaching and learning math and science is enhanced. • INSET will be institutionalized
Strengthening of Mathematics and Science Education in Western, Eastern, Central and South Africa Association (SMASSE-WECSA) Period: 7 August – 1 September 2006 Total of 40 Kenyan educators attended two customised courses

c) Japanese experts assistance received by the institution (by number of dispatched)

	Assistance provided	Month/Year	Duration (days)
1.	Computer-based education	Feb 1989	54
2.	Audiovisual	Feb 1989	48
3.	Science and mathematics education (computers)	Feb 1990	50
4.	Science and mathematics education (computers)	Feb 1990	32
5.	Computer-based education	Aug 1991	35
6.	Computer-based education	Aug 1991	35
7.	Computers in education	Mar 1993	31

	Assistance provided	Month/Year	Duration (days)
8.	Educational technology (video / slides)	Mar 1993	31
9.	Computer forms	Mar 1994	28
10.	Developing distance education materials	Mar 1996	26
11.	Developing distance education materials	Mar 1996	23

Source: JICA Malaysia Office data

1b) Experience of other International / Technical Cooperation by other countries

Professional Development Programme for Science & Mathematics Educators (in collaboration with MTCP and Colombo Plan), 29 July - 18 August 2009

2. Technical Cooperation provided by the institution for other developing countries

2a) Year of first involvement Malaysian Technical Cooperation Programme:

2009

2b) Type of MTCP provided

Short term Training (through TCTP)

2c) List of cooperation activities conducted by the institution (Training, Dispatch of Seminar Lecturer or Technical Expert)

Started in-country training since 2006

Please see the appendix

2d) List of Training Courses under execution / planned by the institution for the future

Please see the appendix

3. Suggestions for Technical Cooperation

3a) The institution's possible or interested field of cooperation and country/region

Interested. to work with JICA in country training especially with the CLMV countries as well as with Timor Leste

Appendix 1

Regular Courses

The regular courses are designed to address the needs of teachers and educators from the SEAMEO member countries. The themes and topics of the four-week courses are determined in consultation with all member countries through strategic planning workshops that serve to assess past performances and identify emerging trends, and principal lines of action for educational development. The courses are conducted by RECSAM on a regular basis.

	Title
Regular Courses (Duration: 1 month) - 2009	
1	SS-4120: Developing Scientific Skills for Meaningful Learning in Secondary Science (Batch 2 - 2008/2009)
2	SS-2233: Enhancing Online Teaching and Learning for Secondary Science Teachers (Batch 2 - 2008/2009)
3	PM-5264: Assessment in Student-Centered Primary Mathematics Classrooms (Batch 2 - 2008/2009)
4	PM-7112: Lesson Study: Enhancing Instructional Practices in Primary Mathematics Classroom (Batch 2 - 2008/2009)
5	PS-1444: Exploring Interactions in Science, Technology, Environment and Society (STES) Education for Sustainable Development at the Primary Level (Batch 1 - 2009/2010)
6	PS-4120: Developing Scientifc Skills for Meaningful Learning in Primary Science (Batch 1 - 2009/2010)
7	SM-6522: Learning Mathematics in a Constructivist Secondary Classroom (Batch 1 - 2009/2010)

The general guidelines for conducting regular courses are as follows:

- There are 7 regular courses planned for each of the fiscal year 2008/09 and 2009/10.
- One representative from each SEAMEO member country, selected by their respective Ministries of Education, is awarded a scholarship sponsored by the Ministry of Education of Malaysia.
- Member countries are welcome to send fee-paying participants for the regular courses.

At the end of the course, the participants are awarded a certificate of attendance. They will be awarded another certificate upon completing the multiplier effect criteria after the course. The multiplier effect is part of the requirement of the course which encourages knowledge and skills learnt during the course to be propagated and shared among fellow educators when the participants return to their respective countries.

Customised Courses

The objective of the Customised Course is to respond to the special needs of Member Countries and other agencies which are not adequately addressed in the regular programme of training courses. These special tailor-made programmes of varying durations may be held in-country or at RECSAM.

	Customised Courses	Period
1.	Action Research: Enhancing Teaching and Learning in The Classroom and Resolving Classroom Problems. Participants: 21 from Indonesia	21 – 25 Aug 2006
2.	Strengthening of Mathematics And Science Education in Western, Eastern, Central and South Africa Association (SMASSE-WECSA) Participants: 40 Kenyan Educators	7 Aug – 1 Sept 2006
3.	Quality Assurance, School Mapping and Lesson Study Participants: 20 Indonesian	11 – 15 Dec 2006
4.	Online Instructional Material Development Participants: 20 Indonesian	11 – 15 Dec 2006
5.	Professional Development Courses in Science, Mathematics and English Participants: 100 Educators from Aceh, Indonesia	8 Jan – 2 Feb 2007
6.	Interactive Pedagogy for Enhancing Active Teaching and Learning in Primary Science Enhancing Problem Solving in Student-Centred Primary Mathematic Classroom Participants: 40 Kenyan	13 Aug – 7 Sept 2007
7.	Methodology in Teaching English Participants: 43 Aceh teachers	14 – 18 Jan 2008
8.	Enhancing Scientific & Technological Literacy (STL) in a Constructivist Learning Environment at the Secondary Level Participants: 28 from Uganda, Nigeria and Zambia	2 – 27 June 2008
9.	Training for Strengthening of Mathematics and Science at Secondary Education (SMASSE) In-Service Education and Training (INSET) Malawi Trainers (Physical Science and Biology)(Batch 1)	2 - 13 February 2009
10.	Professional Development for Secondary Science and Mathematics Teachers of Aceh, Indonesia	10 February – 8 May 2009
11.	Training for Strengthening of Mathematics and Science at Secondary Education (SMASSE) In-Service Education and Training (INSET) Malawi Trainers (Physical Science and Biology)(Batch 2)	1 - 12 June 2009
12.	Customized Training for Ugandan/African Teacher Educators and Secondary Science Teachers: Interactive Strategies for Contextualizing and Enhancing Constructivist-Based Pedagogy in Secondary Science	1 - 26 June 2009
13.	Geometer Sketch Pad: Training of Trainers by Asst. Prof. Dr Krongthong Khairiree, Mr Teoh Boon Tat, Dr Leong Chee Kin & Dr Warabhorn Preechaporn	6-17 July 2009
14.	Third Country Training Programme (TCTP): Professional Development Programme for Science & Mathematics Educators (in collaboration with Economic Planning Unit, Malaysia and Colombo Plan)	29 July - 18 August 2009
15.	Third Country Training Programme (TCTP) : Secondary Science/ Mathematics Teacher Educators Training for African Countries (in collaboration with Economic Planning Unit, Malaysia and Japan International Cooperation Agency, JICA)	5 - 30 October 2009
16.	A RECSAM-DEAKIN UNIVERSITY PROGRAMME: Post Graduate Diploma of Education in Teaching Science & Mathematics in English, Master of Education in Science, Master of Education in Mathematics	-

The general guidelines for conducting customised courses are as follows:

- The Centre may develop other training courses in Science, Mathematics and Technology Education as desired by any country/institution.
- The requested courses may be conducted at RECSAM or in the country requesting the programme.
- English will be used as the medium of instruction in all courses. Participants must therefore have a working knowledge of the language to fully benefit from the courses.
- For each customised course, SEAMEO RECSAM will endeavour to secure the services of prominent consultants in the areas concerned to further enhance the quality of course inputs.
- The country requesting for the customised course(s) should:
    - initiate negotiations with RECSAM, at least three (3) months before the programme starts to allow time for consultation and preparation; and
    - provide the necessary information regarding the:
        - number of participants
        - provision of training venue, equipment, facilities and supplies
        - administrative services

The following list of customised courses is a sampling of the structure of course titles that the Centre is prepared to conduct. However, if clients have other options in the related areas, they are invited to approach the Centre with details of their requests. These courses will be promoted widely via the home-page, brochures and other promotional materials displayed at RECSAM's regional and international events, both at home and abroad.

List of Customised Courses

- Using Hand-held Technology: Graphic Calculator as a Tool in Secondary
- Digital Video Production for Science and Mathematics Teaching and Learning
- E-Learning: Preparing our Young in a Scientific & Technological Era
- Action Research: Improving Practice & Resolving Classroom Problems in Science
- Action Research: Improving Practice & Resolving Classroom Problems in Mathematics
- Problem-based Learning in the Primary/Secondary Science Classroom

Workshops

Workshops are enrichment activities offered by SEAMEO RECSAM to all SEAMEO member countries for their teachers/teacher educators. They are entirely conducted in RECSAM.

The workshops will be conducted for Primary or Secondary Science, Mathematics and Technology Education ranging from half a day to a maximum of five days duration.

The contents are leading edge developments in the teaching and learning techniques, approaches and strategies relevant to science, mathematics and technology education. Many of the workshops deal with the integration of information and communication technology (ICT) into teaching and learning to enhance its management and effectiveness.

The workshops are conducted by:

- RECSAM's specialists/staff

- Foreign consultants.

Flyers will be sent to targeted institutions inviting them to sponsor participants to the workshops. Individual participants are also welcome as walk-in and fee-paying participants.

Workshops for 2009

	Workshop Title	Period
1.	Enhancing Mathematical Thinking in Primary Mathematic Using Student-Centred Approach Participants: 36 from Jakarta	11 – 15 Sept 2006
2.	Active Teaching and Learning in Science Participants: 43 from Thailand	16 – 20 Oct 2006
3.	Active Teaching and Learning in Primary Science Participants: 55 Vietnamese	24 – 28 Sept 2007
4.	Action Research: Enhancing Teaching and Learning in The Classroom and Resolving Classroom Problems Participants: 55 Thai Educators	26 – 29 Nov 2007
5.	Best Practice Using the Geometer's Sketchpad: Advanced Workshop Participants: 58 Educators from Malaysia	21 – 24 Apr 2008
6.	Micro-scale distillation set and its assembly Participants: 13 Educators from Malaysia	3 – 6 June 2008
7.	Making Science Content Meaningful Through Fun and Creative Activities: A Workshop for Science Educators by Dr Janchai Yingprayoon	10-12 March 2009
8.	Display Stand and Microscale Chemistry Experiments by Mr K.M. Chan (Director, MicroChem Lab, Hong Kong)	16-18 March 2009
9.	A Magical Workshop On Creativity in Mathematics Education by Ms Teoh Poh Yew	25-26 March 2009
10.	WEB 2.0: A New Wave of Innovation in Teaching and Learning Science by Mr. Chockalingam Annamalai (SEAMEO RECSAM)	tentative date ONLY May 2009
11.	Constructive Assessment or Testing to Destruction? by Dr Jon A. Scaife, University of Sheffield, UK	8-9 June 2009
12.	Science As A Platform For Effective Integration of ICT's, Mathematics and Languages: A Workshop for Science Educators by Mr Colin Web	14-15 July 2009
13.	EXCEL in Mathematics Through Learning with EXCEL by Mr Julien Besson	20-21 July 2009

In-Country Courses

The in-country courses are courses offered by SEAMEO RECSAM to all SEAMEO member countries for their teachers/teacher educators to be trained in their own countries. The courses will be conducted upon country request for either Primary or Secondary Science and Mathematics teachers/teacher educators for up to five days (30 hours) duration.

The in-country courses will be conducted on first-come-first-served basis. The topic of the courses can be chosen from the list provided by RECSAM or can be proposed by the requesting country based on their needs.

Special in-country courses are offered for Malaysian teachers each year in the form of workshops in RECSAM or for a specially convened course outside of RECSAM requested by a region to train their teachers/teacher educators in mathematics or science education at their premises.

	In-Country Training 2009	Dates
1	Action Research: Enhancing Teaching and Learning in the Science/Mathematics Classroom and Resolving Classroom Problems	NEGOTIABLE (In-Country training for Fiscal Year 2009/2010 is open for request.
2	Enhancing Meaningful Learning In Secondary/Primary Mathematics Instruction Using ICT	
3	Active Teaching and Learning in Science	
4	Integrating ICT into Science Instruction	

The general guidelines for conducting in-country courses are as follows:

- The centre will offer in-country courses each year to all SEAMEO member countries for Science, Mathematics, and Technology Education.
- The requested courses must be conducted in the country requesting the course.
- English will be used as the medium of instruction in all the courses. Participants must therefore have a working knowledge of English to fully benefit from the course.
- The in-country courses will be offered to four SEAMEO member countries each year with the rules that each country cannot get two training courses for two consecutive years.
- For each in-country course, SEAMEO RECSAM will endeavour to send two facilitators.
- Beginning from Fiscal year 2008/2009, RECSAM funds facilitators' airfare and per diem but the respective MOE will provide for the other requirements.
- The country requesting for the in-country course should:
    - Initiate negotiation with RECSAM at least 3 (three) months before the programmes start to allow the time for consultants to prepare.
    - Provide the necessary information regarding:
        - The number of participants (not more than 40)
        - Provision of training, venue, equipment, facilities and supplies
        - Administrative services
    - Provide the facilitators:
        - Transportation to and from the airport
        - Logistics support as required throughout the duration of the training

The following are brief description of the in-country courses conducted by RECSAM..

Action Research: Enhancing Teaching And Learning In The Science / Mathematics Classroom And Resolving Classroom Problems

- Focuses on action research as a means to enhance classroom practice. Discusses the idea of action research and its methods and strategies. Preparation of an action plan for undertaking a small-scale action research in school.

Target Participants: Primary/ Secondary Science/ Mathematics teachers

Enhancing Meaningful Learning In Secondary / Primary Mathematics Instruction Using ICT

- Providing participants with the opportunities to enhance teaching and learning mathematics using powerful tools through problem solving, exploration and investigation, and cooperative learning approaches.

  Target Participants: Mathematics teachers, educators, lecturers

Active Teaching and Learning In Science

- Introduces participants to a wide range of active teaching and learning approaches designed to enhance students' learning in the science classroom. Techniques for conducting full class learning, small group learning, stimulating discussions and debates, developing process skills and experimental capabilities will be presented.

  Target Participants: Primary/Secondary school teachers

Integrating ICT into Science Instruction

- Knowledge to integrate readily available tools into science instruction. Some of the tools include multimedia (linear and non-linear), applets/flashlets and concept mapping tools.

  Target Participants: Secondary school teachers and trainers with basic experience in ICT

Education Tour Programme Package

The Centre is a recognized government international body which can accommodate official requests from any international foreign institutions, bodies or private agencies to provide the above services. This project provides a package comparative educational study visit in the following areas:

- Formal and Non-formal Educational sectors.
  - The program covers study visits to various Government Ministries and agencies and NGOs and private sectors which deal with the above subjects.

The purpose of the Centre in offering the educational tour program services is primarily to enable clients to learn and observe the conduct of the **Malaysian Formal and Informal Education System** which form the pillars in determining the current and future socio-economic status of its people.

Publications

Journal of Science and Mathematics Education In Southeast Asia

The Journal of Science and Mathematics Education In Southeast Asia, the official journal of SEAMEO Regional Centre for Education In Science and Mathematics (RECSAM), is published twice a year in June and December.

It is a medium for the exchange of ideas and the dissemination of information in science, mathematics and technology education for a wide range of readership. Submission of quality papers relevant to the teaching and learning science, mathematics and technology education at the primary and secondary levels and the area of teacher education are invited.

Other publications

- Learning Science and Mathematics Online Journal
- Research report: Girls' Interest and Participation in Science and Mathematics: Cases in Indonesian, Malaysia, and Myanmar
- Monograph Series 2: Cooperative Learning in a Cooperative School: RECSAM – Bainum School Project

Linkages & Collaborations

The RECSAM/Deakin 'twinning program' is a collaborative program involving a formal partnership between RECSAM and Deakin University, Australia. The twinning program has a special focus on studies in mathematics education, science and environmental education, and information technology education. Studies are available at both Masters and Doctoral levels.

Other linkages and collaborations

- ITNM (Malaysia): Translation of Science, Mathematics and IT Works
- University of British Columbia (CIDA): Consultancy and Staff Development
- RETRAC (Vietnam): Regular and Customised Courses
- BP (Asia Pacific): Science across Asia Pacific Project
- IKIP Semarang (Indonesia): Collaboration in Training and Research
- Deakin University (Australia): Post-Graduate Studies
- IED (Malaysia): Consultancy on Aspects of Physical/Facilities Development
- Lao PDR: Human Resource Development and Consultancy
- IPST (Thailand): Collaboration in Training and Research
- VOCTECH (Brunei Darussalam): Collaboration in Training and Research
- RIHED/KHURUSAPHA (Thailand): Exchange of Expertise Research and Development
- IED/Freudenthal Institute (Utrecht University of the Netherlands): Collaborative Action Research
- 8 Partner Schools (Malaysia): Research and Development
- University of Durham (UK): Consultancy and Staff Development
- UP-ISMED (Philippines): Collaboration in Research and Development
- New Zealand Government: Consultancy and Staff Development
- Universiti Sains Malaysia: Distance Education, Consultancy and Facilities Development

2.2 Ministry of Higher Education

The Ministry of Higher Education (MoHE) was established in April 2004. It is currently in charge of public and private universities. In addition the ministry is also responsible for the provision of vocational education and training through the Management of Polytechnics Division as well as the Management of Community College Division.

There are currently 20 public universities and more than 450 private institutions of higher learning in Malaysia. In addition, currently there are 20 polytechnics and 39 community colleges that are managed by the ministry.

List of Public Universities

a) University of Malaya (UM)
b) Science University of Malaysia (USM)
c) National University of Malaysia (UKM)
d) Universiti Putra Malaysia (UPM)
e) Universiti Teknologi Malaysia (UTM)
f) International Islamic University Malaysia (IIUM)
g) Universiti Utara Malaysia (UUM)
h) Universiti Malaysia Sarawak (UNIMAS)
i) Universiti Malaysia Sabah (UMS)
j) Universiti Pendidikan Sultan Idris (UPSI)
k) Islamic Science University of Malaysia (USIM)
l) Universiti Teknologi MARA (UiTM)
m) University of Malaysia Terengganu (UMT)
n) Tun Hussein Onn University of Malaysia (UTHM)
o) University of Technical Malaysia Melaka (UTeM)
p) University of Malaysia Pahang (UMP)
q) University of Malaysia Perlis (UniMAP)
r) Universiti Darul Iman Malaysia (UDM)
s) Universiti Malaysia Kelantan (UMK)
t) Universiti Pertahanan Nasional Malaysia (UPNM)

Ungku Omar Polytchnic (PUO)

This is the first polytechnic in the country which was set up with the assistance of UNESCO in 1969. One of the early involvements of JICA in Malaysia was through the Technical Cooperation project to set up the Marine Engineering Department.

Multimedia University (MMU)

Formerly known as Universiti Telekom, Multimedia University is Malaysia's first private university and was established in 1994. Under the 7th Malaysia Plan, JICA also provided technical cooperation for the Project on Networked Multimedia Education System. The

project was implemented by the MMU together with the (then) Ministry of Energy, Water and Communications (MEWC).

University Malaya (UM)

UM is a designated research university with a history of more than 100 years. Currently it has about 10,000 postgraduate students enrolled with 25 percent international students. A multi-faculty university, its research is focused on eight clusters i.e. Sustainability sciences, Advanced fundamental research, ICT and computational science, Biotechnology and bioproducts, Health and translational medicine, Advanced engineering and technology, Social and behavioural science and Humanities & ethics[4].

International Institute of Public Policy and Management (INPUMA) was set up in 1999 to be a centre of human resource development for both academic and professional purposes, focusing on public policy and public management. Since 2001, INPUMA has been participating in JICA's TCTP to provide traiing for diplomats and administrators from Myanmar. In addition they have been providing training under TCTP for participants from post-conflict countries.

Universiti Kebangsaan Malaysia (UKM) (or the National University of Malaysia),

UKM is one of four designated research universities. Established in 1970, its research activities are centred around eight areas i.e. national identity and nation state in cultural diversity and globalisation, sustainable regional development, renewable energy, medical and health technology, biodiversity for biotechnology development, climate change, nanotechnology and advanced materials and content-based informatics.

It received a loan to establish its teaching hospital.

University Putra Malaysia (UPM)

UPM evolved from the merger between the College of Agriculture Malaya and the Faculty of Agriculture, University of Malaya.to become the Universiti Pertanian Malaysia before it changed its name to University Putra Malaysia.

JICA has provided Technical Cooperation to UPM for the Project for the Development of the Faculty of Fisheries & Marine Science as well as the Project for the Development of Biotechnology at the Faculty of Food Science and Biotechnology. UPM also received technical cooperation from JICA for the Project for the Aquatic Resource and Environmental Studies of the Straits of Malacca which was carried out by its Faculty of Science and Environmental Studies through the Malacca Straits Development and Research Centre (MASDEC).

Since 1992, UPM has also been involved in the provision of TCTP for individuals as well as for groups. The TCTP conducted were in: Food Technology (Individual), Plant Systematic (Individual), General Freshwater Aquaculture, Enhancing Women's Economic Participation through Scaling up of Micro-Production Activities to Small-Scale Enterprises, General Freshwater Aquaculture for Laos and Marine Ecosystem and Pollution Management.

Institute for Tropical Biology & Conservation (ITBC), University Malaysia Sabah

ITBC is currently co-implementing agency for the Borneo Biodiversity and Ecosystem Conservation Phase 2.

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[4] Source: New Sunday Times, November 15, 2009.

Institutional Information Sheets

2.2.1 Ungku Omar Polytechnic

Institutional Information Sheet (as of: October 21, 2009)

Name of Institution: **Department of Maritime Engineering, Ungku Omar Polytechnic (PUO)**

Related Government Ministry/Department: **Ministry of Higher Education (MoHE)**

Contact details of Institution (address, tel, fax, email):

Department of Maritime Engineering, Ungku Omar Polytechnic (PUO)

Jalan Raja Musa Mahadi, Ipoh , 31400 Perak
Tel: 05-545 7656 / 7622 Fax: 05-547 1162
Website: http://www.puo.edu.my/

Name and position of the respondent: Mr Yee Lee Chua (Deputy Head of Marine Engineering Department)

Contact detail of the respondent: Email: lcyee@jkp.puo.edu.my

Outline and General Information of Organization

a) Brief History

Polytechnic Ungku Omar (PUO) was established in 1969 to provide continuing higher education in vocational and technical disciplines to young Malaysians. In 1972 the Department for Marine Engineering was set up with technical cooperation from Government of Japan. This assistance is clearly acknowledged in their webpage:

http://www.puo.edu.my/puo2008/index.php?option=com_content&task=view&id=206&Itemid=421 Accessed on 16 October 2009.

Japanese assistance in the form of teachers and facilities such as building and equipment was received over the period December 1973 to June 1982.

Currently PUO is the only polytechnic in Malaysia offering Diploma in Marine Engineering that qualifies its graduate to serve as fourth engineer on board ship. The course is a combination of theory, practical training at their workshops and one semester at sea.

As at August 2009, the polytechnic has an enrolment of 6,921 students at 8 departments. With an enrolment of 237 students, the Marine Engineering Department is the smallest department in PUO. Of the 237 students 67 are currently undergoing industrial training at sea.

The department is fully equipped to meet the needs of the marine industry. In 2001 the department acquired an engine room simulator with assistance from World Bank. In 2002 an engine test bed was commissioned and operational.

b) Aims and Objectives

Vision

To become a center of excellence in the education of engineering, trade and information technology and aspires to produce graduates who are competent, virtuous, responsible and in line with the national philosophy of education

Mission

To produce semi-professional workforce and high quality professional to meet the needs of public and private sector in Malaysia

Source: http://www.puo.edu.my/puo2008/index.php?option=com_content&task=view&id=20&Itemid=112, translated by Google Translate

c) Description of organizational structure and facilities

Academic departments:

- Department of Civil Engineering
- Department of Electrical Engineering
- Department of Mechanical Engineering
- Department of Marine Engineering
- Department of Trade
- Department of General Study
- Department of Information Technology & Communications
- Department of Mathematics, Computer Science &
- Department of Student Affairs

Units:

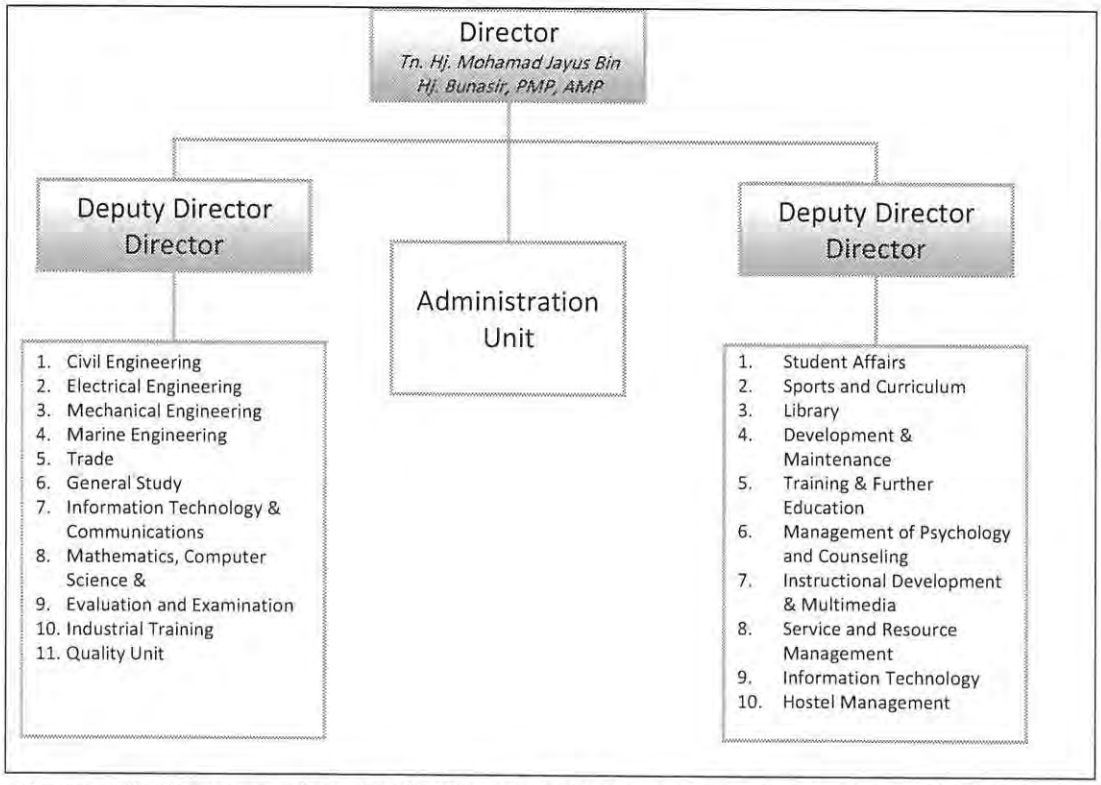
- Evaluation and Examination
- Industrial Training
- Management of Psychology and Counselling
- Sports and Curriculum
- Library
- Training and Further Education
- Administration
- Service and Resource Management
- Instructional Development and Multimedia
- Information Technology
- Development and Maintenance
- Career
- Quality Unit

d) Description of organizational structure and facilities

Total staff strength:

- 25 academic staff
- 4 non academic staff

e) Organisation Chart (as at 2008)



Source: http://www.puo.edu.my/puo2008/index.php?option=com_content&task=view&id=19&Itemid=111

Marine Engineering Department

The Marine Engineering course at Ungku Omar Polytechnic was established in 1972, with the helped of JICA under the Colombo Plan. In the initial stage of setting up this course 5 experts from JICA were assigned to establish the development of the curriculum and workshops with the assistance of local lecturers and officers from the Ministry of Education. The main idea of setting up this course was to support the nation first shipping company, Malaysian International Shipping Corporation Berhad by providing professionals in the Marine Engineering field. The department was officiated by the Minister of Education then, Datuk Musa Hitam on the 18th of May 1978

The course covers the operation and maintenance of sea-going vessel, marine power plants, associated equipment, as well as ship construction and naval architecture. This 3 ½ - year course incorporates, 3-months industrial training and 9-months on-board ship training. Students who successfully completed this course are exempted from Part A of the 1st. and 2nd. Class Certificate of Competency examination conducted by the Malaysian Marine Department.

The department is managed by the local lecturers with various backgrounds. We have the C.O.C professional marine engineers, master degree lecturers and those with marine and mechanical engineering degree. The department still received technical advices and aids from JICA.

Objectives

- To provide the students with such academic knowledge and requisite practical skills to serve as marine engineer officers on merchant ships and to pursue professional careers in maritime related industries.
- To instill discipline and condition the students, mentally and physically, to rigors of a ship's environment so as to ensure a more convenient adjustment to life at sea

Specialized Facilities

- Boiler Water Treatment Laboratory
- Purifier and Oily Water Separator Workshop
- Electronic and Control Laboratory

- Winches Workshop
- 2-cycle Marine Diesel Engine Workshop
- Electrical Motor Workshop
- 4-cycle Marine Diesel Engine Workshop
- Marine Diesel Engine Room Simulator Laboratory
- Steam Turbine Workshop
- 4-cycle Diesel Test Bed Laboratory
- Boiler Workshop (Water tube)
- Fuel Injector Testing Laborator
- Refrigeration & Air Conditioning Workshop
- Naval Architecture- Ship drawing
- Hydraulic Workshop Steering gear Workshop
- Ship Stability and Ship vibration Laboratory

Modular Courses

- Elementary First Aid
- Personal Survival Techniques
- Medical First Aid
- Survival Craft & Rescue Boat
- Fire Fighting
- Tanker Familiarisation
- Advanced Fire Fighting
- Class IV Preparatory
- Personal Safety & Social Responsibility

Source: http://www.marinesince72.com/aboutus.html

1. Official Development Assistance

1a) History / experience of Technical Cooperation or Loan Assistance by the Government of Japan

a) Technical Cooperation Project

The Marine Engineering Training Project at Ungku Omar Polytechnic, Dec 1973 – June 1982

The Department of Marine Engineering offers the country's only Diploma in Marine Engineering. As at August 2009 it has 237 students taught by 23 academic staff supported by 4 administration staff.

Source: http://www.puo.edu.my/

b) Staff sent for training in Japan

	Work Position/Title at the time of training	Course attended	Year
1.	Yee Lee Chnua	Engine Room Simulator	2003
2.	Kamaruddin b Ajib	Marine Technique (Marine Engineering)	1993
3.	Loo Leong Peng	Shipbuilding & Maintenance	1993
4.	Mohana A/L Krishnan	Marine Technique (Navigator)	1993
5.	Misri b Darmo	Marine Technique (Marine Engineering)	1993
6.	*Technical Lecturer, PUO	Digital Communications Network Planning and Design	1996
7.	*Lecturer, PUO	Robot Control Technology (Vocational Instructors)	1996
8.	*Lecturer, Marine Engineering Department, PUO	Engine Room Simulator	2002
9.	*Lecturing & Intel Microelectronics Laboratory Coordinator, PUO	Malaysia East Policy - Network OS & Software Programming	2003
10.	*Lecturer, PUO	Japan - Malaysia Economic Partnership Training (Casting Mold)	2007
11.	*Lecturer, PUO	Japan - Malaysia Economic Partnership Training (Casting Mold)...	2007

**Source: JICA Malaysia Office Data*

c) Japanese experts assistance received by the institution

	Assistance provided	Year	Duration
1.	Advisor for Marine Engineering Department	2001-2005	3 years

Source: PUO

1b) Experience of other International / Technical Cooperation by other countries

PUO was established in 1969 with technical assistance from UNESCO and financial assistance from UNDP amounting to RM24.5 million

2. Technical Cooperation provided by the institution for other developing countries

2a) Year of first involvement Malaysian Technical Cooperation Programme:

Not applicable

2.2.2 University Putra Malayia (UPM)

Institutional Information Sheet (as of: November 20, 2009)

Name of Institution: **University Putra Malaysia (UPM) formerly known as University Pertanian Malaysia**

Related Government Ministry/Department: **Ministry of Higher Education**

Contact details of Institution (address, tel, fax, email):

Universiti Putra Malaysia

43400 UPM Serdang, Selangor
Tel: 03-8946 6000 Fax: 03-8948 7273
Website: http://www.upm.edu.my

Name and position of person in charge: **Prof. Datuk Dr. Nik mustapha R. Abdullah** (Vice Cancellor)

Contact details of person in charge: Tel: 03-8946 6001 / 6002 Email: nmra@econ.upm.edu.my

Outline and General Information of Organization

a) Brief History

The origins of Universiti Putra Malaysia can be traced to the School of Agriculture, which was officially established on 21 May 1931. The school was located on a 22-acre land in Serdang. The School offered two programmes then, namely a three-year diploma programme and a one-year certificate course. By 1941, the School succeeded in training 321 officers - 155 obtained the diploma and 166 the certificate. On 23 June 1947, the school was declared the College of Agriculture Malaya. In 1948, it was proposed that this college be upgraded to a university. The proposal, however, was shelved. In 1960, the Faculty of Agriculture at the University of Malaya was established, and on 1 January 1962 a statute was approved to appoint the Council of the College of Agriculture Malaya as an authoritative body of the University of Malaya. In conjunction with the growing importance of the agricultural sector in the country's economy, the role of the college became prominent. Hence, the government allocated RM7.9 million to carry out development under the First Malaysian Plan (1966-1970). The allocation received was spent on increasing students' intake, building lecture halls, extending areas for college development, adding more science laboratories and recruiting more staff. Tun Abdul Razak Hussein, the Prime Minister then, when officiating extended buildings in the college on 31 March 1969, envisioned an agricultural university which would offer degree courses. This vision was finally realized with the founding of University Pertanian Malaysia.

The establishment of this university was the result of the merger between the College of Agriculture Malaya and the Faculty of Agriculture, University of Malaya. Universiti Pertanian Malaysia started its first academic session in July 1973 with three central faculties: the Faculty of Agriculture, Faculty of Forestry, and Faculty of Veterinary Medicine and Animal Science. Besides the three faculties there was a Basic Sciences Division. The student enrolment at that time was 1,559. In the early eighties, however, UPM has expanded its area of studies to the field of Science and Technology (S&T). In 1994, UPM embarked on its ambitious plan to develop as a futuristic university, which would provide better and up-to-date skills and systems for science and technology education by taking full advantage of the rapid development in information technology (IT). Thereafter, UPM has transformed into a borderless campus, its name and reputation stretching far beyond the national boundaries. With the transformation, the name of the university was changed from Universiti Pertanian Malaysia to **Universiti Putra Malaysia.**

Source: http://www.upm.edu.my

b) Aims and Objectives

Vision

To become a university of international repute

Mission

To be a leading centre of learning and research, contributing not only towards the creation of wealth and nation building but also towards universal human advancement and discovery of knowledge

Goal

UPM has established ten (10) goals to realize its own specific objectives. The achievement of each objective depends on the execution of the respective action plan. The ten (10) goals are as follows:

- to produce quality graduates who are competitive and resilient
- to enhance the quality of UPM students through inculcation of soft skills
- to transform UPM into a renowned research university
- to strengthen UPM as a center of excellence in agriculture education and research
- to broaden and strengthen UPM network with industry and society
- to manage human capital and work enviroment effectively
- to enhance a quality management system based on good practice
- to effectively generate and manage the financial resources of UPM
- to make UPM fully conneted based on information and communication technology
- to strengthen UPM through alumni involvement

Source: http://www.upm.edu.my

c) Description of organizational structure and facilities

Research

The Deputy Vice Chancellor of Research and Innovation is given the responsibility of this office to manage the matters of research, innovation and commercialization of research products.

The mission of this office is to ensure that UPM remains a Research University by providing full support to all activities involving research, innovation and commercialization.

All matters pertaining to research will be managed by (Research Management Centre), whereas matters pertaining to innovation and commercialization of research products will be managed by Innovation and Commercialization Centre. Both will be headed by a Director.

The general administration, human resource, finance and infrastructure will be managed by the Head Department of Research and Innovation.

Academic and International

The Office of the Deputy Vice-Chancellor (Academic and International) has the responsibilities to enhance academic policy development, to promote quality assurance processes, to improve the quality of teaching and learning, and is responsible for the development and promotion of international affairs of the University.

The role of the Deputy Vice-Chancellor (Academic and International) is to provide leadership in achieving the University's strategic goals, particularly in relation to teaching and learning, including the provision of enriching student experience in the University and the continuing professional development for University academic staff. Fundamental to the role is the development of educational frameworks and policies that support the University's strategic goals, and which provide faculties and other areas guidance and support in achieving them.

Student Affairs & Alumni

Deputy Vice Chancellor (Student Affairs & Alumni) heads and responsible to the entire management of Student Affairs and Alumni that consist of Student Affairs Division, Alumni Centre, Co-Curiculum

Centre, Sports Centre, PALAPES, SUKSIS and Residential College.

Industry and Community Relations

The office of Deputy Vice Chancellor (Industry and Community Relations) is responsible to improve and to coordinate potential linkages between UPM and the industry as well as the outreach for community in order to find room for improvement in the quality of teaching and learning, research and development, which are the foundation of the motto 'WITH KNOWLEDGE WE SERVE'.

- Mission
  - The office of Deputy Vice Chancellor's (Industry and Community Relations) mission is to support the University in becoming an outstanding Learning and Research Centre that is able to contribute towards human's development and discovery of knowledge through UPM-industry and community relations.
- Functions
  - To build strategic relationship with the industry;
  - To enrich learning experience and industrial training;
  - To enhance a mutual alliance between the academic officers and the industry;
  - To offer services on agriculture development, biotechnology and any related fields at both national and international level;
  - To promote life time learning to the community; and
  - To provide entrepreneurial development programme that is agriculture based.

Business

Realizing the rising tide in the corporate sector and economic development, UPM has established a few business entities to protect and fully utilize the university's quality research findings as well as technical expertise.

These entities are UPM's investment machines from the aspect of technological commercialization and assistance in transferring academic's technological ability and expertise to the industrial sector. It is hoped that new findings and creations will be able to be introduced for commercial purposes.

The entities are:

- Innovation & Commercialization Centre (ICC)
- University Business Development Centre (UBC)
- Extension, Entrepreneurship & Professional Advancement Centre
- University Agriculture Park

Facilities

Sultan Abdul Samad Library (http://www.lib.upm.edu.my)

In line with the increase in the number of students for each intake, UPM has prepared a variety of facilities to improve the learning process, either formally or informally, while maintaining the same comfortable feeling among the students. Sultan Abdul Samad Library, UPM, is the benchmark of the advancement in knowledge mastery that fills the air in its every corner.

Information and Communication Development Centre (IDEC) (http://www.idec.upm.edu.my)

Information and Communication Development Centre (iDEC) functions to plans, develops and executes the Information Communication Technology policies set forth under the University ICT Policies that involve the development of ICT infrastructures including software and hardware serve for the purpose of administration, learning and teaching. Interim Computer Centre envisions to makes UPM the most connected and wired university.

Centre for Academic Development (CADe) (http://www.cade.upm.edu.my)

Centre for Academic Development exists to support and enhance excellence in academia through the development of high quality teaching and learning, and effective management of knowledge. CADe

was established with three main functions: Knowledge Management, Teaching & Learning Development and Research & Development (R&D) and Quality Assurance (QA). For each function, CADe has developed more specific goals to facilitate the achievement of the objectives of those functions and CADe's vision.

- **Teaching & Learning Development (TLD)**

  TLD functions to improvise the teaching and learning quality in UPM by providing supports and training programs to academic staffs in teaching and learning, research and academic leadership. In order to achieve these objectives, TLD comprises four functions: Staff Development & Training, Assessment & Evaluation, E-Learning and Teaching & Learning Research & Development (R&D).

- **Research & Development (R&D) and Quality Assurance (QA)**

  R&D and QA unit is responsible to conduct research, development, implementation and monitoring to support the functions of TLD and KM. The research in TLD includes to enrich the quality of teaching and learning and to produce high quality graduates that fulfills the needs and requirements of employers and society. Current research includes Evaluation of Learning Outcomes, Exit Survey and Employer Survey. In KM, the research that is being carried out, which include studies on Taxonomy and Ontology, is to enhance the UPM KM Portal so that UPM Community can effectively access and utilize the system.

University Agriculture Park (http://www.tpu.upm.edu.my)

University Agricultural Park offers complete research facilities such as laboratories, farms, and research stations to ensure a smooth research and development process. Among the services available are research field and space, research products, equipments and machinery as well as transports.

The agricultural park also offers administration, research, incubators and agrotechpreneurs development service.

It was established to be the engine of growth and platform for the integration of all agricultural components using a holistic approach in the effort of developing and modernising agricultural sector, and the nation's food production.

UniPutra Production (http://www.unipro.upm.edu.my)

UniPutra Production was managed by UPM Business Centre that focused on business activities and served as money-making machine other than helping the university in audiovisual related programs.

Islamic Centre (http://www.pic.upm.edu.my)

It is a centre for student personality development as it guides students on the importance of quality traits and sound moral level to suit their status as scholarly and intellectual group.

The centre also plan activities that promote and encourage campus community–students, lecturers and officers including the non-muslims to seek better understanding on the main principles and activities in true Islamic spirit so that honest understanding, racial unity and respect will flourish among the multi-ethnic and multi-religious community.

University Health Centre (http://www.mc.upm.edu.my)

UPM provides the best health service to help student in managing their health problems and to ensure student will always be in good health condition during their study here.

The centre began its operation to serve student in 1974. In 1994, it was open to UPM staff and the public. It is well-equipped with modern health facilities and pharmaceutical amenities that offer health and dental service to all registered students.

Sultan Salahuddin Abdul Aziz Shah Culture and Art centre (http://www.pkkssaas.upm.edu.my)

Cultural and Art Center, Sultan Salahuddin Abdul Aziz Shah (PKKSSAAS) University Putra Malaysia were launched by, Sultan Of Selangor, DYMM Sultan Salahuddin Abdul Aziz Shah on April 1996. The majesty concern for art and culture already inspires UPM to immortalize PKKSSAAS in conjunction with the name of majesty.

PKKSSAAS aspiration towards the arts and culture center are distinguished in contribute to the human development, especially to campus community and the country generalized. PKKSSAAS were

furnished infrastructure and facility which neither implement any programme or official business either overtly nor closed. These include Great Hall which has 2800 people capacity oftenly use to the affairs of official business such as Convocation Ceremony and so on. Besides with Stage Attempt which have 400 audiences capacity oftenly use as staging post and art ceremony besides official business

Security Department (http://www.bk.upm.edu.my)

The Security Department of UPM has progressed along with the university. In realising the 4th objective in the university strategic plan, this division has attained the MS ISO 9001: 2000 certification on September 19, 2003.

This division is also the only first ever service entity that manage to achieve the MS ISO 9001: 2000 certification.

Residential College

College accommodation provides a choice of single room, double room, four-bed room and eight-bed room (dormitory). It also has rooms for study, social activities, meeting, students association, surau (prayer room), rest room, computer (with internet connection), modern canteen, pantry, sports and recreational facilities, a small shop, public telephone booths at every residential block, launderette, students assembly area, parking lots and many others.

UPM Campus Security is 24 hours a day. UPM always stress on students' safety in the campus area.

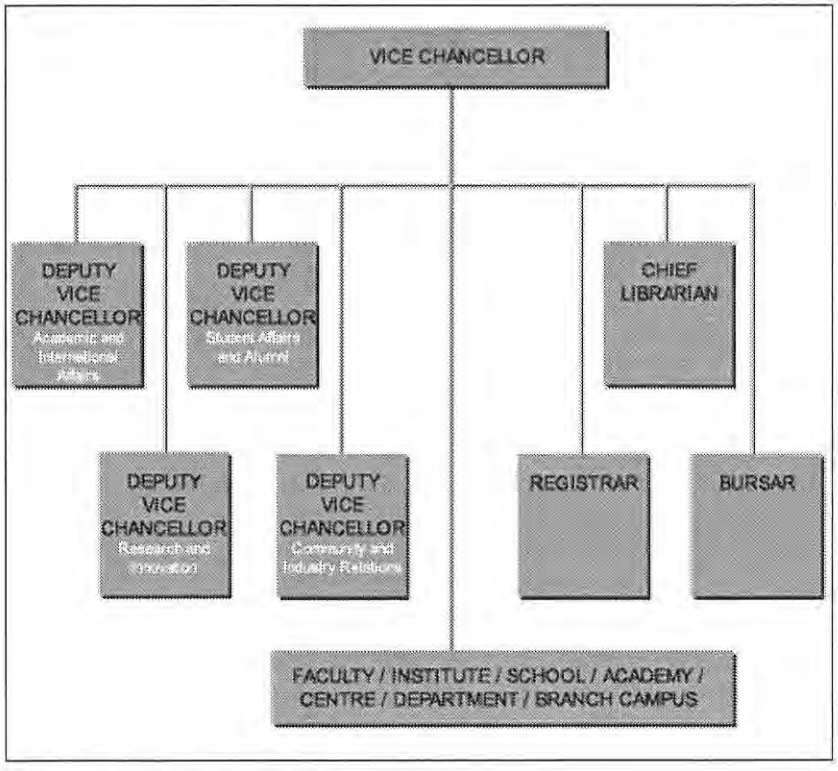
International Centre (http://www.bpa.upm.edu.my)

This centre serves various international communities by encouraging contact with local communities. Activities are planned to highlight positive values among students of various race and culture from all over the world.

The international student centre is a place to cater to international students needs by having excellent facilities which include international student association office, reading room and community room with audio video equipments to be used in their activities.

Source: http://www.upm.edu.my

d) Organisation Chart:



Source: http://www.upm.edu.my

1. Official Development Assistance

1a) History / experience of Technical Cooperation or Loan Assistance by the Government of Japan

a) Technical Cooperation Project

Development Project of the Faculty of Fisheries & Marine Science, University of Pertanian Malaysia, 1984 Oct 01~1989 Sep 30, A/C 1993 Dec 26~1995 Dec 25, *(implemented by Faculty of Fisheries & Marine Science)*

Objective:

To enhance the education of the Faculty of Fisheries and Marine Science, UPM, through technical guidance and advice to the teaching staff in the following fields:

- Curriculum developments
- Fishing gear technology
- Mariculture
- Fisheries oceanography
- Navigation and seamanship
- Population dynamics
- Hatchery management
- Fish./prawn disease
- Fish nutrition
- Handling of caught fish

Dispatch of experts: 17

Source: Progress report on Development Project of the Faculty of Fisheries & Marine Science, University of Pertanian Malaysia, 1987

Development of Biotechnology at the Faculty of Food Science and Biotechnology, UPM, 1990 Jun 01~1995 May 31, A/C 1999 Apr 01~2001 Mar 31, *(implemented by Faculty of Food Science and Biotechnology)*

Project Goal:

To expand research activities in the field of biotechnology in Malaysia

Objective:

To enhance the Department of Biotechnology in UPM through technical guidance and advice to the academic staff for promoting and strengthening education and research activities in the field of biotechnology.

Inputs:

Japanese side

- Dispatch of expert: 7 long term, 45 short term
- Acceptance of counterpart trainees: 18 person (from 1990-1994)
- Provision of equipment: Total 247,230,000 JPY
- Supplement of local cost expenditure:
  - Emergency Countermeasure Programme: 3,008,000 JPY
  - Local recurrent cos expenditure: 16,287,000 JPY
  - Project seminar programme: 1,755,000 JPY
  - Model infrastructure construction programme: 27,126,000 JPY

- Publication for extension: 381,000 JPY
- Dispatch of survey team

Malaysia side

Provision of land, building and facilities

Supply and replacement of equipment

Allocation of running expenses

Assignement of counterpart and other personnels: 93

Source: Joint Evaluation Report on Development of Biotechnology at the Faculty of Food Science and Biotechnology, 1995

The Project for the Aquatic Resource and Environmental Studies of the Straits of Malacca in UPM, May 1998 to May 2003, *(implemented by Malacca Straits Research and Development Centre (MASDEC), Faculty of Science and Environmental Studies)*

This project led to a TCTP on 'Marine Ecosystem and Pollution Management' conducted by the faculty.

The Project overall goal was to recognise issues pertaining to the management of coastal zone resources, as well as conservation of aquatic resources and environment of the Straits of Malacca by strengthening the research capability of the University in the field of aquatic resources and environmental studies.

The planned outputs were to build capacity by enhancing the expertise and skills of UPM's researchers and to improve the research facilities and equipment, to produce a database of bio-diversity and aquatic resources of the Straits of Malacca, and to make an assessment of the socioeconomic aspect of aquatic resource utilization. Other outputs were

- Features on oceanographic conditions and current status of pollution in the Straits of Malacca are analyzed and recognized.
- Impacts of pollution on aquatic and marine resources / environment are analyzed and assessed.
- The improvement measures of environment problems (management methods of contaminant) are discussed.
- Ecological and environmental risks of marine pollutions are analyzed by qualitative values.
- Research findings are disseminated.

Input

- Japanese Side:
  - Long-/Short-Term Experts 21 (173M/M)
  - Trainees Received 18 (29.7M/M)
  - Equipment 122 million yen
  - Local Cost 39 million yen
- Malaysian Side:
  - Personnel Assignment (Counterparts 31)
  - Land, Facilities and Equipment

Based on the outputs of the project, it is expected that MASDEC will not only expand its contribution in the academic research field on aquatic resources and environmental preservation in the Straits of Malacca in the future, but will also develop the capability of policy recommendation on the management in the Straits of Malacca, such as continual utilization of coastal natural resources, cooperative management of resources, and solving environmental problems. Strengthening the capability of research activities of MASDEC as a research institute that enabled such recommendations can be evaluated as positive and unexpected impacts of the project. In addition, there were other positive impacts, such as the dissemination of information by holding international

conference and workshops, and the education of young researchers at the graduate school.

The retention rate of the counterparts was high. New central laboratory facilities will be built within the year 2003 to secure an integrated space for MASDEC research facilities. Therefore, MASDEC will develop as an implementing organization of the project in the future. However, it is foreseeable that the financial dependency on the competency of individual researchers will continue to prevail in the future and thus it would greatly affect the sustainability of the activities set out by the project. To realize more fruitful research contents, its role must be shared with similar research institutes in Malaysia.

See also www.fsas.upm.edu.my/

b) Third Country Training Programme

Forestry (Individual), 1987 -1989
Food Technology (Individual), 1992 -1995
Plant Systematic (Individual), 1993 -1994
General Freshwater Aquaculture, 1995 -1998 followed by **General Freshwater Aquaculture for Laos**, 1999
Enhancing Women's Economic Participation through Scaling up of Micro-Production Activities to Small-Scale Enterprises, 1998 -2002. This TCTP was conducted by the Faculty of Human Ecology. The goal was to strengthen the capability of participants to prepare and offer training programme targeting women engaged in micro-enterprises to expand their production to become more viable and sustainable. Additionally it was to improve the quality of life in the rural areas, provide avenue for empowerment, especially among the poor, minimally educated rural women. The 5 courses, each between 4-5 weeks, conducted over 5 years trained 81 participants - 46 participants from ASEAN countries and Timor Leste, 12 from South Asia, 6 from Pacific islands, 2 each from Papua New Guinea, Mongolia and Iran and 11 Malaysians. The 2002 Thematic Evaluation Study on TCTP concludes that the project met its overall goals and objectives. *Source: Thematic Evaluation Study on the TCTP in Malaysia, 2002*
Marine Ecosystem and Pollution Management, 2001 – 2003. This TCTP was conducted by the Faculty of Science and Environmental Science. The goal was to provide participants from Asia-Pacific countries with advanced knowledge and techniques in the field of Marine Ecosystem and Pollution Management. As the Thematic Evaluation Study on TCTP in Malaysia was conducted in early 2002, only information on the first course held in June 2001 was available. The 64-day course was attended by 6 participants from ASEAN member countries, 4 from South Asia and 2 from Malaysia. The course consisted of lecture session (60%) practical work (15%) site/field visits (20%) and individual presentations (5%). The 7 modules covered oceanography, marine biology and ecology, marine pollution and management, coastal zone management, marine resource economics, marine policy and regulations and risk assessment and modelling was conducted by 23 UPM lecturers and 3 Japanese experts. Participants rated the course favourably and said that they are utilising 80% of their training. *Source: Thematic Evaluation Study on the TCTP in Malaysia, 2002*

c) Staff sent for training in Japan

	Work Position/Title at the time of training	Course attended	Year
1.	Associate Professor, UPM	Assessment Of Marine Pollution (Molecular Microbiology)	1999
2.	Lecturer, Department of Biochemistry & Microbiology, UPM		2001
3.	Associate Professeor, Department of Biotechnology Faculty of Food Science & Biotechnology UPM	Bioplastics	1999
4.	Senior Lecturer, UPM	Carotene Extraction	1999
5.	Lecturer, UPM		2000
6.	Lecturer, Department of Biochemical and Microbiology, UPM	Chemical Utilization Of Natural Oceanic Marine Microbe	1998
7.	Lectuer, UPM	Diagnosis And Prevention Of Zoonotic Diseases Such As Rabies Viral	1998
8.	Lecturer, UPM	Effluent Treatment	2000
9.	Lecturer, UPM	Enzyme Extraction	1999
10.	Associate Professor, UPM	Fisheries Economics	1999
11.	Associate Professor, Department of Biology, UPM	Genetic Analysis Of Fish	2002
12.	Head of MTD-RC, UPM	Geotechnical	1998
13.	Professor, Faculty of Science and Environment, UPM	GIS Remote	2001
14.	Lecturer, UPM	In-Organic Materials Engineering For Electronics Industry	1999
15.	Lecturer in Animal Reproduction UPM	IVF (In Vitro Fertilisation) twins production technology	1997
16.	Lecturer, UPM	Larval Otolith Aging Assessment	1998
17.	Associate Professor, UPM	Mangrove Ecosystems	2000
18.	Associate Professor, UPM	Marine Biology (Plankton)	1999
19.	Lecturer, UPM Terengganu	Marine Chemistry	1998
20.	Professor, UPM	Marine Plankton	2002
21.	Lecturer, UPM	Marine Pollution (Petroleum Hydrocarbon Contamination)	2001
22.	Associate Professor, Department of Biology, UPM	Marine Pollution And Toxicology	2000
23.	Senior Lecturer, UPM		2001
24.	Lecturer, Dept. of Physics, UPM	Materials Engineering	2000
25.	Lecturer, UPM	Materials Engineering	2001
26.	Lecturer, UPM	Physical Oceanography	2001
27.	Lecturer, Department.of Environmental Science UPM		2002
28.	Professor, UPM	Plant Breeding And Genetics	2002
29.	Professor, UPM	Public Health Seminar	2000
30.	Rector/Professor, UPM Terenggnu	Raw Fish Farming	1998
31.	Lecturer, UPM	Research On Useful Enzymes	2000

	Work Position/Title at the time of training	Course attended	Year
32.	Lecturer, UPM	Soil And Foundation Engineering	1997
33.	Lecturer, UPM Bintulu Campus	Vegetation Recovery In Degraded Lands Of Asia And Africa	2007
34.	Lecturer, Faculty of Agriculture and Food Sciences, UPM		2008
35.	Project Manager, Centre for Environmental Technology and Natural Resource Management, UPM	Waste Landfill Technology	2002

Source: JICA Malaysia Office Data

d) Japanese experts assistance received by the institution (by number of dispatched)

	Assistance provided	Month/Year	Duration (days)
1.	Mariculture	Jun 1987	737
2.	Operational Coordination	Apr 1988	531
3.	Oceanography	Apr 1989	180
4.	Biocatalytic Processing Biological Products	Aug 1989	12
5.	Brewing Genetic Engineering	Aug 1989	12
6.	Fishing Gear, Fishing	Aug 1989	42
7.	Technical Cooperation	Aug 1989	12
8.	Tissue Culture	Aug 1989	12
9.	Waste Fish	Aug 1989	30
10.	Hatchery Management	Oct 1989	821
11.	Operational Coordination	Jun 1990	914
12.	Enzyme	Jul 1990	14
13.	Enzyme	Jul 1990	19
14.	Genetics	Jul 1990	19
15.	Tissue Culture	Jul 1990	19
16.	Fishing	Aug 1990	45
17.	Team Leader / Tissue Culture	Nov 1990	89
18.	Waste Fish	Dec 1990	31
19.	Team. Leader / Enzyme	Jan 1991	377
20.	Enzyme Fermentation	Apr 1991	91
21.	Tissue Culture	Apr 1991	366
22.	Enzyme Fermentation	Jul 1991	68
23.	Enzyme Fermentation	Jul 1991	20
24.	Tissue Culture	Jul 1991	29
25.	Enzyme Fermentation	Aug 1991	20
26.	Enzyme Fermentation	Aug 1991	86
27.	Enzyme Fermentation	Dec 1991	78
28.	Team Leader / Molecular Biology	Jan 1992	366

	Assistance provided	Month/Year	Duration (days)
29.	Tissue Culture	Apr 1992	61
30.	Enzyme Fermentation	Jul 1992	28
31.	Enzyme Fermentation	Jul 1992	28
32.	Molecular Genetics	Jul 1992	89
33.	Tissue Culture	Jul 1992	89
34.	Tissue Culture	Jul 1992	29
35.	Enzyme Fermentation	Aug 1992	12
36.	Molecular Genetics	Aug 1992	12
37.	Tissue Culture	Aug 1992	11
38.	Molecular Genetics	Sep 1992	83
39.	Tissue Culture	Oct 1992	365
40.	Molecular Genetics	Dec 1992	85
41.	Operational Coordination	Dec 1992	903
42.	Enzymatic Fermentation Engineering-Cum-Team Leader	Apr 1993	629
43.	Molecular Biology / Genetics	Apr 1993	86
44.	Biological Reaction Processes	Jul 1993	91
45.	Biological Reaction Processes	Jul 1993	24
46.	Enzyme Fermentation	Jul 1993	25
47.	Molecular Biology / Genetics	Jul 1993	82
48.	Molecular Biology / Genetics	Jul 1993	24
49.	Tissue Culture	Jul 1993	26
50.	Biological Reaction Processes	Sep 1993	96
51.	Molecular Biology / Genetics	Sep 1993	98
52.	Biological Reaction Processes	Dec 1993	94
53.	Hatchery Management	Dec 1993	730
54.	Molecular Biology / Genetics	Dec 1993	87
55.	Biological Reaction Processes	Apr 1994	91
56.	Genetics	Apr 1994	31
57.	Molecular Genetics	Apr 1994	21
58.	Biological Reaction Processes	Jun 1994	14
59.	Biological Reaction Processes	Jul 1994	41
60.	Biological Reaction Processes	Aug 1994	20
61.	Hatchery	Nov 1994	30
62.	Biological Reaction Processes	Dec 1994	62
63.	Biological Reaction Processes	Dec 1994	14
64.	Head Of Delegation In Tissue Culture Specialists	Jan 1995	146

	Assistance provided	Month/Year	Duration (days)
65.	Molecular Genetics	Jan 1995	8
66.	Molecular Genetics	Jan 1995	8
67.	Molecular Genetics	Jan 1995	8
68.	Third Country Training Freshwater Aquaculture	Mar 1995	8
69.	Third Country Training Freshwater Aquaculture	Mar 1995	20
70.	Fish Disease (Bacterial)	Apr 1995	21
71.	Fry Rearing	Nov 1995	31
72.	Prey Culture	Nov 1995	31
73.	Third Country Training "Small Female Entrepreneurship Training"	Feb 1998	10
74.	Third Country Training "Small Female Entrepreneurship Training"	Mar 1998	6
75.	Leader Cum Biodiversity (Algae, Seaweed)	May 1998	365
76.	Operational Coordination	May 1998	1157
77.	Fisheries	Jun 1998	1096
78.	Biological Diversity (Shellfish)	Jul 1998	50
79.	Biological Oceanography	Jul 1998	62
80.	Marine chemistry	Aug 1998	51
81.	Third Country Training "Small Female Entrepreneurship Training"	Oct 1998	5
82.	Third Country Training "Small Female Entrepreneurship Training"	Nov 1998	5
83.	Physical Oceanography / GIS	Feb 1999	1548
84.	Marine Ecology (Seagrass Beds)	Apr 1999	28
85.	Search For Useful Enzymes	Jun 1999	90
86.	Team Leader / Chemical Oceanography	Jun 1999	366
87.	Bioplastics	Jul 1999	15
88.	Biological Diversity (Makurobentosu)	Aug 1999	22
89.	Marine Ecology (Mangrove)	Aug 1999	29
90.	Biological Diversity (Meiobentosu)	Oct 1999	30
91.	Third Country Training "Small Female Entrepreneurship Training"	Oct 1999	7
92.	Bioplastics 2	Mar 2000	8
93.	Carotene Extraction	Mar 2000	8
94.	Marine Pollution Control	Apr 2000	26
95.	Chief Advisor Of Marine Pollution Assessment	May 2000	396
96.	Bioplastics	Jul 2000	16
97.	Effluent Treatment	Jul 2000	34
98.	Search For Useful Enzymes	Jul 2000	41
99.	Carotene Extraction	Aug 2000	40
100	Biological Diversity (Fry)	Nov 2000	29

	Assistance provided	Month/Year	Duration (days)
101	Biodiversity (Genetic Resources)	Feb 2001	28
102	Marine Pollution And Toxicology	Apr 2001	15
103	Chief Advisor / Marine Science	May 2001	735
104	Operational Coordination	Jun 2001	730
105	Fisheries Economics	Jul 2001	87
106	Marine Pollution And Its Mitigation Techniques	Oct 2001	15
107	Marine Pollution	Feb 2002	47
108	Molecular	Feb 2002	40
109	Law Of Marine Larval	Mar 2002	214
110	Risk Assessment	Mar 2002	8
111	Technology Mutagenicity	Mar 2002	6
112	Fisheries Economics	Aug 2002	63
113	Physiological Ecology Of Phytoplankton	Aug 2002	25
114	Environmental Risk Assessment Ecological	Oct 2002	13

Source: JICA Malaysia Office Data

2. Technical Cooperation provided by the institution for other developing countries

2b) Year of first involvement Malaysian Technical Cooperation Programme:

Not available

2c) Type of MTCP provided

Long-term post-graduate studies

Appendix

Facts and Figures about the University of Putra Malaysia (*As Of 19th October 2009*)

	General Info	Total
1.	Serdang - Main Campus Size	1108.103 hectares
2.	Bintulu - Branch Campus Size	714.717 hectares

	Faculty	Total
1.	Number of Faculty	2,513
2.	Number of International Faculty	123
3.	Number of Inbound Visiting Faculty	723
4.	Number of Outbound Visiting Faculty	921

	Undergraduates	Total
1.	Number of Undergraduates	17,784
2.	Number of International Undergraduates	85
3.	Number of Inbound Exchange Undergraduates	94
4.	Number of Outbound Exchange Undergraduats	43
5.	Average International Undergraduate Fees	USD 3,542.00
6.	Average Domestic Undergraduate Fees	USD 1,388.00
7.	Average Undergraduate Class Size	38

	Postgraduates	Total
1.	Number of Postgraduates	8,942
2.	Number of International Postgraduates	2,672
3.	Number of Inbound Exchange Posgraduates	125
4.	Number of Outbound Exchange Postgraduates	128
5.	Average International Graduate/Postgraduate Fees	USD 7,084.00
6.	Average Domestic Graduate/Postgraduate Fees	USD 2,776.00
7.	Average Graduate/Postgraduate Class Size	15.25
8.	Average Entry Requirement	3.28
9.	Proportion of Graduates Pursuing Further Study	62.57%
10.	Proportion of Graduates Employed	37.43%*

	Research & investment	Total
1.	Annual Library Spending	USD 4,940,405.00
2.	Community/Cultural Investment	USD 3,980,953.00
3.	Total Funding for Research	USD 20,545,811.03
4.	Government Funding for Research	USD 19,390,581.38
5.	Facilities Investment	USD 46,740,687.00
6.	Alumni Donations	USD 234,525.00
7.	Industrial Funding/Investment	USD 9,392,231.00
8.	Number of PhDs Awarded	164
9.	Number of Papers (5 Years)	6,126
10.	Number of Citations	5,310

2.2.3 International Institute of Public Policy and Management (INPUMA)

Institutional Information Sheet (as of: October 21, 2009)

Name of Institution: **International Institute of Public Policy and Management (INPUMA), University of Malaya**

Related Government Ministry/Department: **Ministry of Higher Education (MoHE)**

Contact details of Institution (address, tel, fax, email):

International Institute of Public Policy and Management (INPUMA)

Block C, Level 3, UM City Campus, University of Malaya, Jalan Tun Ismail, 480 Kuala Lumpur, Malaysia

Tel: 03-2617 3038, 03-2617 3005, 03-2617 3031 Fax: 03-2617 3040, 03-2617 3027
Email: inpuma@um.edu.my
Website: www.inpuma.org.my

Name and position of respondent: **Dr Khadijah Md. Khalid** (Executive Director)
Assoc Prof Dr Shakila Yacob (Deputy Director)

Contact details of respondent: Tel: 03-2617 3039 (Dr Khadijah), 03-2617 3007 (Dr Shakila)
Fax: 03-2617 3040, 03-2617 3027
Email: khadijah@um.edu.my; shakila@um.edu.my; shakila.yacob@gmail.com

Outline and General Information of Organization

a) Brief History

Established in August 1999, the International Institute of Public Policy and Management (INPUMA) was set up to be a centre of human resource development for both academic and professional purposes, focusing on public policy and public management. It is located in the University of Malaya's city campus, in Kuala Lumpur. INPUMA has become a regional centre of excellence at the forefront of public policy issues.

This is done through carefully crafted strategies and by consistently benchmarking itself against the best global practices in public policies. The tracking of current developments in the political, economic and social spheres at the national and international levels constantly shape INPUMA's outlook and perspective.

Through forums, conferences and public lectures, INPUMA has succeeded in building a brand name by significantly contributing to the intellectual discourse on public policy issues in Malaysia. These events deal with topical and important public policy issues such as good governance in higher education, the impact of IT in bridging the urban-rural (or generational) divide, alongside development issues. They are designed to give the platforms to policy makers, leaders and the mass media to exchange and articulate ideas pertaining to policy issues

Over the years, INPUMA has increased collaborations with the private and public sectors, locally and internationally, in areas such as human development, policy advisory and consultancy work as well as development through various research programmes mainly in the social sciences. It has also succeeded in attracting partners such as the Asia Foundation, the Commonwealth Secretariat in London, and the International Law Institute - African Centre for Legal Excellence (ILIACLE), based in Kampala, Uganda.

b) Aims and Objectives

The objectives of INPUMA are to serve as a regional centre of excellence in public policy and as a source of new ideas on policy, a research and training centre for management, public administration and governance, a platform for discussion of topical issues on public policy, and a conduit for sharing Malaysia's development experience with others

Mission:

Nurturing innovative leaders for public service

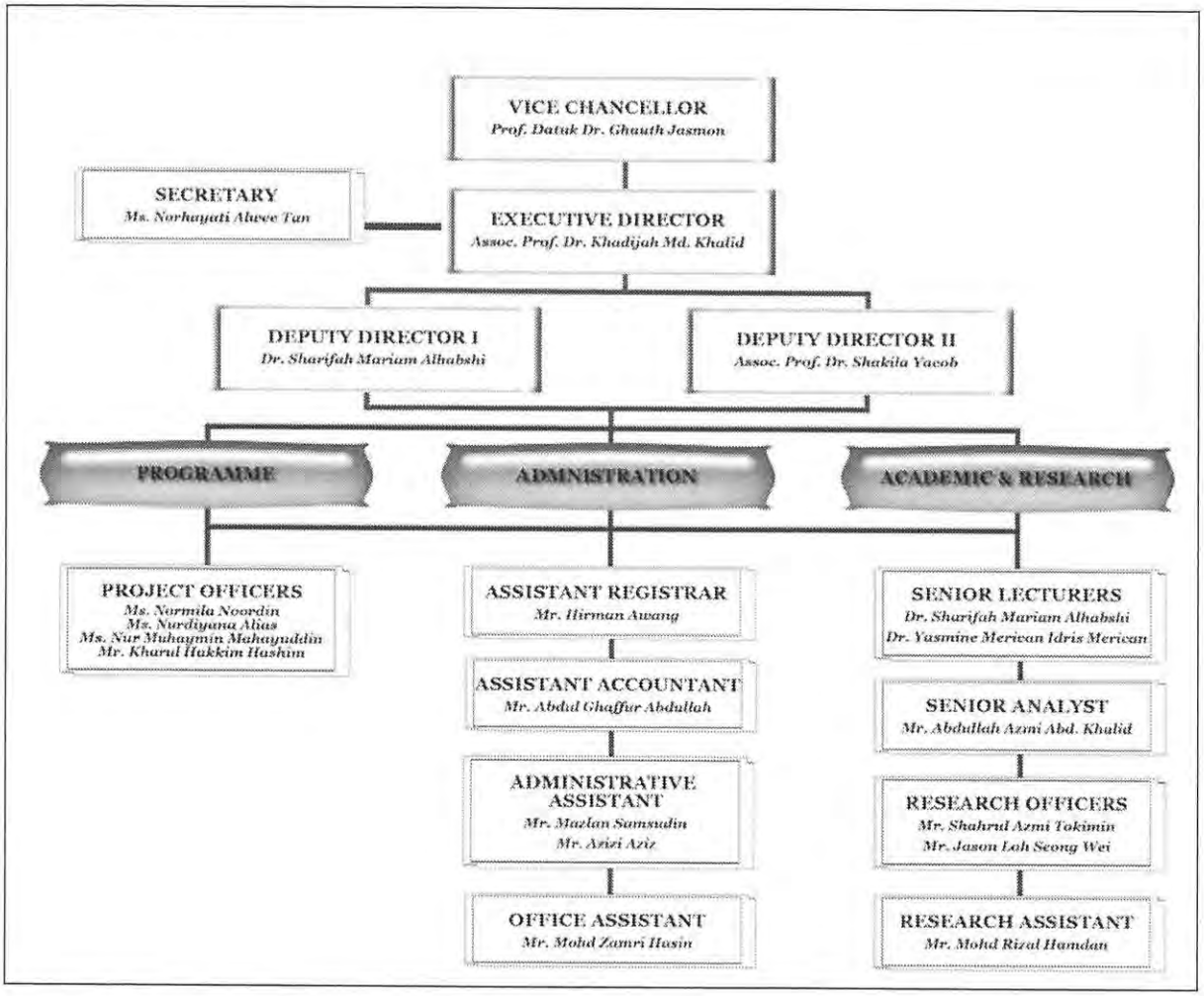
Vision:

To be the catalyst for, and synergy of, change for the global community

c) Function and Principal activity

Research and training in public policy

d) Organisation Chart:



Source: INPUMA

e) Description of specialized fields with the contents of activity

INPUMA training courses are

- Public and Economic Policy and Development Planning
- Governance, Management and Administration
- Human Development
- Science, Technology and Environmental Management.
- International Studies

These are delivered through

- Master of Public Policy, a one and half year full-time on-course course to the needs of practising or prospective managers who wish to acquire or enhance the skills necessary for effective and responsible public sector management and policy analysis.
- Short-term training courses
- International Cooperation courses
- Conference, seminars and public lectures

1. Official Development Assistance

1a) History / experience of Technical Cooperation or Loan Assistance by the Government of Japan

a) Third Country Training Programme

Training Program on International Politics & Economics for Myanmar Diplomats & Administrators 2001, 2002, 2003 & 2004

The goal is to provide Myanmar government officials with an opportunity to learn the theory, history and practises in international politics and economics. As at March 2002 2 courses have been conducted with 26 officials trained.

Source: Thematic Evaluation Study on TCTP in Malaysia, 2002

Consolidation of Peace for Post Conflict Countries, 2005, 2006

Consolidation of Peace for Multicultural Nations, 2007, 2008, 2009

The objectives were to enhance public officials' understanding of multiculturalism via lessons from the experiences of plural societies such as Malaysia, impart knowledge and skills, particulary in the areas of human security, peace-building, institution building, good governance, conflict management in a multicultural environment, and develop greater understanding and close relations between Malaysia, Japan and participating countries. The participants are

- Participants in 2007: A total 25 public officials from Afghanistan (7), Sudan (5), Sri Lanka (6) and Timor Leste (5)
- Participants in 2008: A total of 18 public officials from Afghanistan (5), Sri Lanka (5) and the Sudan (8)

Source: INPUMA Annual Report, 2007, 2008

b) Japanese experts assistance received by the institution

	Assistance provided	Month/Year	Duration
1.	Facilitator for TCTP Training Programme	2005- 2009	2-3 days each year

Source: INPUMA

2. Technical Cooperation provided by the institution for other developing countries

2a) Year of first involvement Malaysian Technical Cooperation Programme:

2001

2b) Type of MTCP provided

- Short-term specialized training – scheduled training
- Short-term specialized training – customized training
- Study visit and practical attachments

2c) List of cooperation activities conducted by the institution (Training, Dispatch of Seminar Lecturer or Technical Expert)

	Title	Type	Country/ Region	Period	Year
1.	International Politics and Economics for ASEAN Public Officials	MTCP	ASEAN	-	2007
2.	Effective Capacity Building for Senior Sudanese Officials	MTCP	Sudan	-	2002-2008
3.	Effective Capacity Building for Senior Public Officials from Selected OIC Member States	MTCP/OIC	OIC	-	2008
4.	Multicultural Nation-building for Senior Afghan Officials (2007)	MTCP	Afghanistan	2 weeks	2007-2008
5.	Human Resource Management Exposure Visit to Malaysia for Senior Staff the Presidential Office, Afghanistan	Funded by Asia Foundation	Afghanistan	-	2008
6.	Developing Skills and Techniques for General Administration		Nigeria	5 days	2008
7.	Macro Economic Management Training at the Micro Level	Funded by Sudan Govt	Sudan	-	2008
8.	Training Programme for the Officials from the Office of Inspectorate, Province of Acheh, Indonesia	Funded by Province of Acheh	Acheh, Indonesia	-	2008
9.	Public Policy Exposure Visit to Malaysia for Senior Staff of the Presidential Office, Afghanistan	Funded by Asia Foundation	Afghanistan	-	2008
10	Commonwealth Executive Programme on Finance for Sub-national and Local Government	MTCP/Commonwealth Foundation		7 days	2009

Source: INPUMA

2d) List of Training Courses under execution / planned by the institution for the future

	Title	Type	Country/ Region	Period	Year
1.	Advanced Diploma in Public Policy and Governance	MTCP	-	4 months	2009/2010
2.	Training Programme on Consolidation of Peace for Multicultural Nations	Technical Cooperation	Sudan Iraq Afghanistan	2 weeks	2010-2012

Source: INPUMA

2e) Human Resources (Professionals and Expert)

	Name (Mr. / Ms)	Job Title	Field of Expertise	Experience of Training Instructor / International Cooperation
1.	Assoc. Prof Dr Khadijah Md Khalid	Executive Director	Political Studies with emphasis on: Comparative & International Relations	MTCP/TCTP
2.	Dr Sharifah Mariam Alhabshi	Deputy Director	Geo-information Project Planning & Evaluation Local & National Policy	MTCP/TCTP
3.	Assoc. Prof. Dr Shakila Yacob	Deputy Director	Business History International Business & Joint Ventures	MTCP/TCTP
4.	Dr Yasmin Merican	Senior Lecturer	International Economic, Economic Development English Language (Technical Writing), Media Relations	MTCP/TCTP
5.	Mr. Azmi Khalid	Senior Analyst	Economic History, management	MTCP/TCTP

Source: INPUMA

3. Suggestions for Technical Cooperation

3a) The institution's possible or interested field of cooperation and country/region

Will continue to work with Governments of Sudan, Afghanistan, and Province of Acheh. Would like to work with provincial government in Southern Thailand.

Intend to continue with programme on 'Consolidation of Peace for Multicultural Nations'

3b) Any other comments for future activity as a resource institution for cooperation to other developing countries

INPUMA still have capacity to expand it activities. Its programmes are acceptable to developing countries.

It does not send its academics out to developing countries to deliver courses though it did in its early years. It prefers students to come to Malaysia as the course curriculum includes study visits to federal and/or state institutions.

Good opportunity for Japanese government to fund their scholars to join the Master in Public Policy as the students will meet up with students from developing countries.

Appendix

2009

Training Programme on ***Commonwealth Executive Programme on Finance for Sub-National and Local Governments***, 5 – 11 January 2009
Training Programme on ***Consolidation of Peace for Multicultural Nations II***, 24 May – 6 June 2009
Training Programme on Islamic ***Republic of Afghanistan Policy Experts Exposure Visit to Malaysia***, 12 – 23 June 2009
Training Programme on ***Effective Capacity Building for Senior Public Officials from Selected OIC Member States II***, 22 June – 24 July 2009

2008

Training Programme on ***International Politics and Economics for ASEAN Public Officials***, 13 - 25 May 2008
Training Programme on ***Effective Capacity Building for Senior Sudanese Officials VI***, 22 June - 5 July 2008
Training Programme on ***Effective Capacity Building for Senior Public Officials from Selected OIC Member States***, 22 June - 5 July 2008
Training Programme on ***Effective Capacity Building for Senior Afghan Officials***, 27 July - 9 Aug 2008
Training Programme on ***Consolidation of Peace for Multicultural Nations***, 27 July - 9 Aug 2008
A Training Programme on ***Improving Organisational Effectiveness: Skills for Senior Modern Public Sector Managers***, 30 June - 4 July 2008
A Training Programme on ***Macro Economic Management Training at the Micro Level for The Republic of The Sudan Government Officials***, 18 October - 1 November 2008
A Training Programme on Developing Skills and Technique for General Administration, 20 - 24 October 2008
Training Programme on Human Resource Management Malaysia Exposure Visit Programme, 1 - 9 November 2008
Training Programme on Training for Officials from the Office of Inspectorate, The Province of Acheh, 2 - 10 November 2008
Training Programme on Public Policy Malaysia Exposure Visit Programme, 15 - 23 November 2008
Training Programme on Developing Skills and Technique for General Administration II, 10 - 14 November 2008

2007

A Training Programme on *Consolidation of Peace for Multicultural Nations*, 5 - 17 March 2007.
A Training Programme on ***International Politics and Economics for CLMV Public Officials V***, 13 - 25 May 2007.
A Training Programme on ***Effective Capacity Building for Senior Sudanese Officials V***, 26 August - 9 September 2007.
Training Programme on ***Multicultural Nation Building for Senior Afghan Officials***, 26 August - 9 September 2007.

2006

Training Programme on ***Consolidation Peace for Post-Conflict Country II***, 6 – 18 Mac 2006.
Training Programme on ***International Politics and Economics for CLMV Public Officials IV***, 15 – 27 May 2006.
Training Programme on ***Effective Capacity Building For Senior Sudanese Officials IV***, 7 – 19 August 2006.

2005

Training Programme on ***Consolidation Peace for Post-Conflict Country***, 14 – 25 February 2005.
Training Programme on ***International Politics and Economics for CLMV Public Officials III***, 8 – 21 May 2005.
Training Programme on ***Effective Capacity Building for Philippines Muslim Leaders***, 18 – 30 July 2005.
Training Programme on ***Effective Capacity Building For Senior Sudanese Officials III***, 7 – 19 August 2005.

2004

Training Programme on ***International Politics and Economics for Myanmar Diplomats and Administrators IV***, 8 - 21 February 2004.
Training Programme on ***International Politics and Economics for CLMV Public Officials II***, 16 – 29 May 2004.
Training Programme on ***Effective Capacity Building for Senior Sudanese Officials II***, 8 – 21 August 2004.
The Second Annual ***Malaysian-Egypt Conference on Malaysian-Egyptian Comparative Perspectives on the World of Globalisation***, 6 – 7 September 2004

2003

Training Programme on ***International Politics and Economics for Myanmar Diplomats and Administrators III***, 16 February – 3 March 2003.
Training Programme on ***International Politics and Economics for CLMV Public Officials***, 3 – 17 August 2003.
Launching, The Department of Malaysian Studies (DMS) with the Centre for Asian Studies, Faculty of Economics and Political Science, Cairo University, Egypt.

2002

Training Programme on ***International Politics and Economics for Myanmar Diplomats and Administrators II***, 13 – 27 February 2002.
Training Programme on ***Effective Capacity Building for Senior Sudanese Officials***, 13 – 27 July 2002.

2001

Study Tour Programme for Cambodia Officials, 15 – 19 January 2001.
Training Programme on ***International Politics and Economics for Myanmar Diplomats and Administrators***, 10 – 25 January 2001.
Course on ***Organisational Behaviour for Senior Laos PDR Officials***, 8 – 29 March 2001.

2.2.4 Multimedia University (MMU)

Institutional Information Sheet (as of: November 12, 2009)

Name of Institution: **Multimedia University (MMU)**

Related Government Ministry/Department: **Ministry of Higher Education (MoHE)**

Contact details of Institution (address, tel, fax, email):

Multimedia University (MMU)

Cyberjaya Campus
Jalan Multimedia, 63100 Cyberjaya, Selangor Malaysia
Tel: 03 - 8312 5000/5018 Fax: 03 - 8312 502

Melaka Branch
Jalan Ayer Keroh Lama, 75450 Bukit Beruang Melaka Malaysia
Tel: 06 - 252 3333/3411 Fax: 06 - 231 5604
Website: http://www.mmu.edu.my

Name and position of person in charge: **Prof. Dr. Zaharin bin Yusoff** (President)

Contact details of person in charge: Te: 06-252 3400 Email: zarin@mmu.edu.my

Outline and General Information of Organization

a) Brief History

Multimedia University (MMU) was established in 1996 with the aim of producing graduates, who are kept abreast on the latest developments in the IT and Multimedia industry, and adept with the ability to innovate, contribute and lead in the new millennium. Its location at Cyberjaya puts it in a position to be a catalyst for the development of the Multimedia Super Corridor (MSC) along the lines of the Silicon Valley in the US.

The first Government-approved private university in Malaysia, MMU plays an important role in providing world class education within the broad sphere of telecommunications, multimedia, computers, digital art, animation, information technology, software development, and management. With IT and Multimedia evolving at high speed, MMU is strategically placed within the MSC to capture and capitalize continual technology transfer from external industries, and create new inventions, innovations and technology to benefit the nation. The University now operates with two campuses - Melaka and Cyberjaya. At present, the university caters to about 20,277 undergraduate and postgraduate students.

b) Aims and Objectives

Vision

- To be a premier university that propagates the generation and dissemination of knowledge in cutting edge technologies

Mission

- To deliver quality academic programmes based on state-of-the-art R&D.
- To attract and nurture quality minds who will contribute towards the global knowledge economy.
- To inculcate a strong research culture within a dynamic, efficient and effective team of academic and support staff.
- To be financially self-sustaining via education and the commercialisation of R&D products and services

Source: http://www.mmu.edu.my

c) Function and Principal activity

Digital Production Unit (DPU)

- Digital production unit under IT Service Division (ITSD) is a full-service facility specializing in the production of educational and commercial videos. The unit provides a comprehensive range of services in all areas of production, post-production, transfer of audiovisual format, duplication and packaging of audio-visual products. Above all the unit is the archive centre for university's collection of photos and videos. A creative and specialized team of professionals supports both campuses of MMU and external demands.

Government Relations Unit (GRU)

- Government Relations Unit (GRU) acts as a relation unit frontline between MMU and the local government. GRU also offers short courses and provides consultancy to multimedia support and information technology projects.

Internationalization and Intuitional Collaborations Unit (IICU)

- Internationalization and Intuitional Collaboration Unit (IICU) functions as the body to coordinate schedules and arrange itineraries for short-term visitors from international institutions. Besides maintaining the database of current and past international partners, IICU also assists centres/faculties/ units in developing new international links and programmes.

MSC Relation (MSCR)

- Since MMU is strategically located in the heart of Multimedia Super Corridor (MSC) in Cyberjaya, the MSC Relation Unit (MSCR) plays as the key liaison between MMU, Multimedia Development Corporation (MDC) and MSC-status companies. Mode of collaborations between MSCR and partners include joint Research and Development (R&D), contract R&D, consultancy, joint venture, training and short courses, sponsorship, industrial training, scholarships and endowment chair.

Multimedia Product Innovation Unit (MPU)

- Multimedia Product Innovation Unit was formally known as Centre for Multimedia Education & Applications Development (CMEAD) and it was established in 1997. MPU is responsible for the development of innovative products for the university as well as for the industry. R&D ideas will be packaged and made ready for the market. Among the products that have gained wide acceptance are the Multimedia Learning System (MMLS), Smartcard System, e-Scroll, SMS Services, Interactive Voice Response (IVR) System, Document Management System and e-Procurement System (EPS). MPU is committed to provide high quality multimedia content and application software for the university and clients.

Network and Telecommunications Unit (NTU)

- Network and Telecommunications Unit (NTU) is committed to the exploitation of emerging and cutting edge technology with a constant eye on the evolution of future technologies. It provides computing and communications infrastructure, media services and support for the University's instructional, research and administrative programmes. The ultimate goals of this center are to excel in the use of technologies and to allow users rediscovering and realizing their highest potentials. These technologies will enable both campuses (Cyberjaya and Melaka) to fulfil their mission of providing education to students and many others including those in other Institutions as well as the general public at large.

R & D Division

- The establishment of R&D Division is to spearhead and manage all research activities in the University. The mission of the Division is to inculcate a strong research culture within a dynamic, efficient and effective team of academic and support staff. The primary role is to plan, strategise and take proactive action to materialize the vision and mission of the University.

Unitele Multimedia Sdn. Bhd. (MMU Cnergy)

- Unitele Multimedia Sdn. Bhd. (UMSB) is wholly owned by Multimedia University (MMU) and incorporated on 25th of January 1999 to venture into businesses other than tertiary education.

Source: http://www.mmu.edu.my

d) Description of organizational structure and facilities

Total Staff Strength (As at 30th June 2008)

Categories of staff	Number of staff
Academic	878
Technical / Administrative Staff	749
Non Executive	151
Total	1778

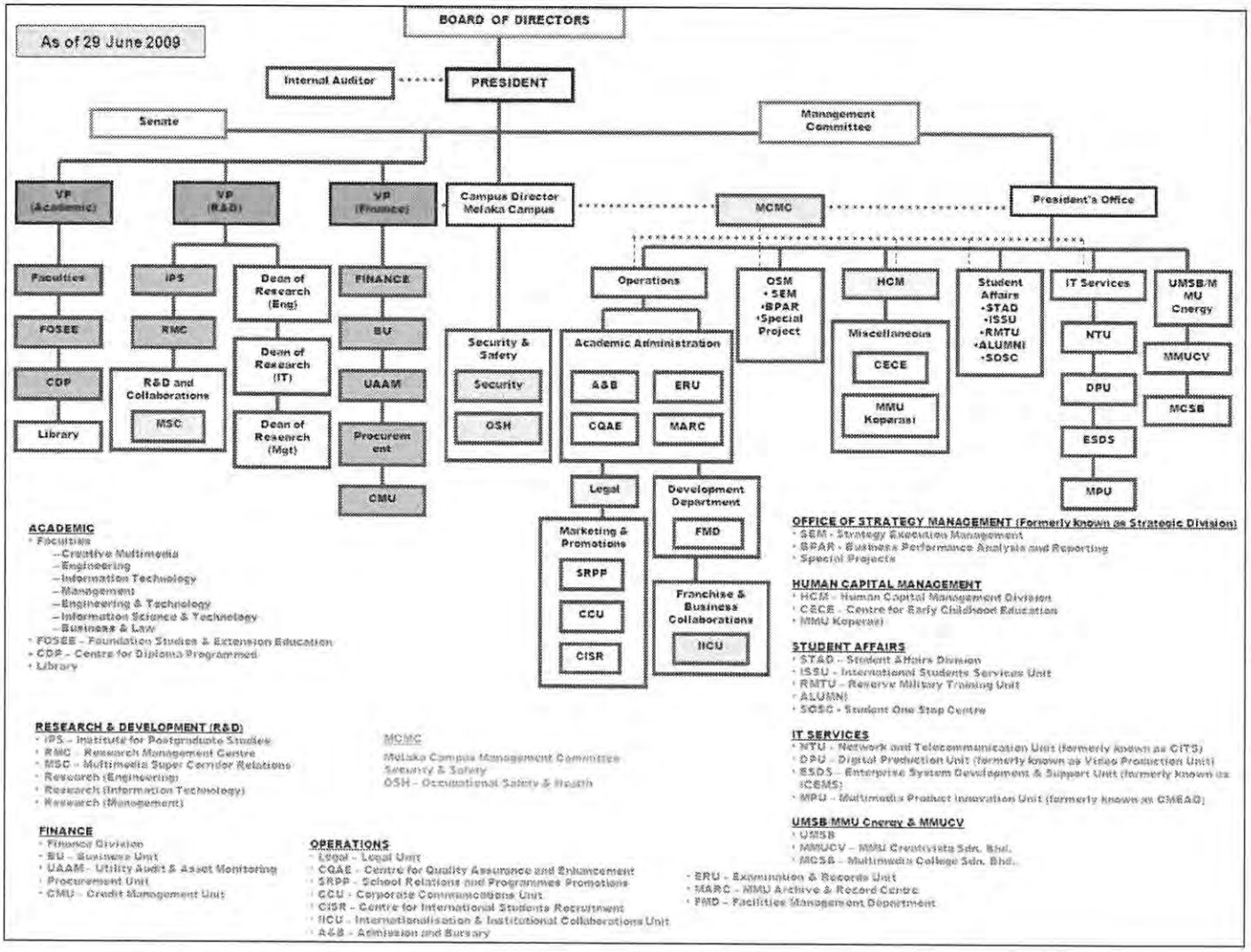
Source: www.mmu.edu.my/ccc/downloads/MMUOverview100708.ppt

e) Description of specialized fields with the contents of activity

Specialization of Majors:

- Engineering (Electronics, , Computers, Telecommunications, Optical Engineering, Robotics and Automation, Microwave and Communications, Mechanical, Bio-Instrumentation, Nanotechnology, Photonics)
- Management (E-Commerce, E-Business, Knowledge Management, IT Management, Accounting, Finance and Marketing, International Economics, Knowledge Economy, Financial Engineering, Entrepreneurship, Cyber law)
- Information Technology (Software Engineering, Information Systems, Business Information Systems, Multimedia, Artificial Intelligence, Knowledge Engineering, Data Communication, System Security, Computer Science, Games Design, Medical IT & Life Sciences)
- Creative Multimedia (Digital Media, Media Innovation, Film and Animation, Interface Design, Virtual Reality, E-Learning)

f) Organisation Chart



Source: http://www.mmu.edu.my

1. Official Development Assistance

1a) History / experience of Technical Cooperation or Loan Assistance by the Government of Japan

a) Technical Cooperation Project

Project on Networked Multimedia Education System

Period: Jul 2001 – Jun 2005

Overall Goal

To expand the Networked Multimedia Education System (NMES) and involve more institutions at home and abroad in the fields of engineering, IT and multimedia.

Project Purpose

To establish the NMES at MMU and the remote sites.

Outputs

- A system will be in place for satellite-based tele-education at MMU and the remote sites.
- Tele-education courses will be provided according to the curricula of MMU and the remote sites.
- Effective multimedia teaching/learning materials will be used in the tele-education courses.

Inputs (until the time of terminal evaluation)

Japanese side:

- Long-term Experts: 8 experts
- Short-term Experts: 24 experts
- Trainees received: 15 persons
- Equipment: 468,805,000 yen
- Local cost: 16,564,000 yen

Malaysian side:

- Counterparts: 35 persons
- Land and facilities
- Local cost: 1,070,058 ringgit

The NMES, a satellite-based system to support real-time, interactive multimedia tele-education has been in place at the hub site (MMU Cyberjaya Campus) and the five remote sites. By April 2005, 16 students, including 13 at the remote sites, completed the first NMES-based diploma course

The terminal evaluation conducted in May 2005 concluded that 'the Project has demonstrated that NMES provides an effective tool for tele-education, while the impact of the Project on technological development in Malaysia is obvious because the Project realized the practical application of real-time, interactive multimedia tele-education for the first time in Malaysia.

The overall goal has not been achieved and there were no specific plans to involve other institutions in NMES at the time of the terminal evaluation. Additional investment to increase its beneficiaries is essential for ensuring that the Project has an impact on the development plan of Malaysia (by contributing to human resources development)

Output

Multimedia Learning System

MMLS is a web-based Learning Management System, with built-in intelligence that delivers content according to the abilities of the learners. The system captures and analyses students' learning patters in a digital learning environment. Using the MMLS system, students are able to learn more effectively. The progress and activities of each learner can be captured, analysed and displayed graphically. Other features incorporated in the system are online quizzes, chat, forum, learning object manager, email, and progress tracking. Currently, about 15,000 MMU students are using the system. More innovative features are researched on and incorporated into the system.

Source: http://www.jica.go.jp/english/operations/evaluation/tech_and_grant/project/term/asia/2005/ma_01.pdf

b) Staff sent for training in Japan

	Work Position/Title at the time of training	Course attended	Year
1.	Tutor	Satellite Radio Systems And Communications Technology	2001
2.	Assistant Lecturer	Satellite Radio Systems And Communications Technology	2001
3.	Lecturer, Faculty of Information Technology	Multimedia Technology Development	2001
4.	Engineer, Multimedia Center	Network Technology Management	2001
5.	Lecturer, Faculty of Engineering	Backbone Optical Transmission Network (Terrestrial And Submarine Cables)	2003
6.	Lecturer	Satellite Communications Network Management	2003
7.	Tutor	Satellite Communications Network Management	2003
8.	Lecturer	Cyber Law (Network Educational Multimedia)	2003
9.	Lecturer	Multimedia Courseware Development	2004
10.	Lecturer, Faculty of Engineering (2 persons)	Multimedia Courseware Development	2004
11.	Lecturer	Multimedia Courseware Development	2004

Source: JICA Malaysia Office Data

c) Japanese experts assistance received by the institution (by number of dispatched)

	Assistance Provided	Month/Year	Duration (Days)
1.	Operational Coordination	2001 Jul	1461
2.	Satellite Radio System Technology	2001 Aug	365
3.	Chief Advisor	2001 Oct	1340
4.	Satellite Radio System Technology	2001 Nov	10
5.	Multimedia Software Development	2002 Jan	7
6.	Network Systems And Technology Management	2002 Jan	1250
7.	Cyber Law	2002 Feb	21
8.	Cyber Law Cooperation Plan	2002 Feb	14
9.	Multimedia Software Development	2002 Mar	10
10.	Satellite Radio System Technology	2002 Mar	7
11.	Multimedia Development	2002 May	371
12.	Create Multimedia	2002 Aug	7
13.	Cyber Law	2002 Aug	21
14.	Satellite Radio System Technology	2002 Aug	7
15.	Satellite Radio System Technology	2002 Aug	365
16.	Maintenance System (Satellite Radio System)	2003 Jan	35

	Assistance Provided	Month/Year	Duration (Days)
17.	Maintenance System (Satellite Radio System)	2003 Feb	27
18.	Multimedia Development	2003 May	366
19.	Application Maintenance Technology Distance Learning	2003 Oct	45
20.	Satellite Systems Maintenance Technology	2003 Oct	70
21.	Satellite Radio System Technology	2004 Jan	538
22.	Satellite Systems Maintenance Technology	2004 Jan	65
23.	Application Maintenance Technology Distance Learning	2004 Feb	45
24.	Conservative Leaders Baseband Satellite Communication	2005 Apr	21

Source: JICA Malaysia Office Data

2. Technical Cooperation provided by the institution for other developing countries

2a) Year of first involvement Malaysian Technical Cooperation Programme:

2004

2b) Type of MTCP provided

Short-term specialized training – scheduled training conducted by Centre for Foundation Studies and Extension Education

2c) List of cooperation activities conducted by the institution (Training, Dispatch of Seminar Lecturer or Technical Expert)

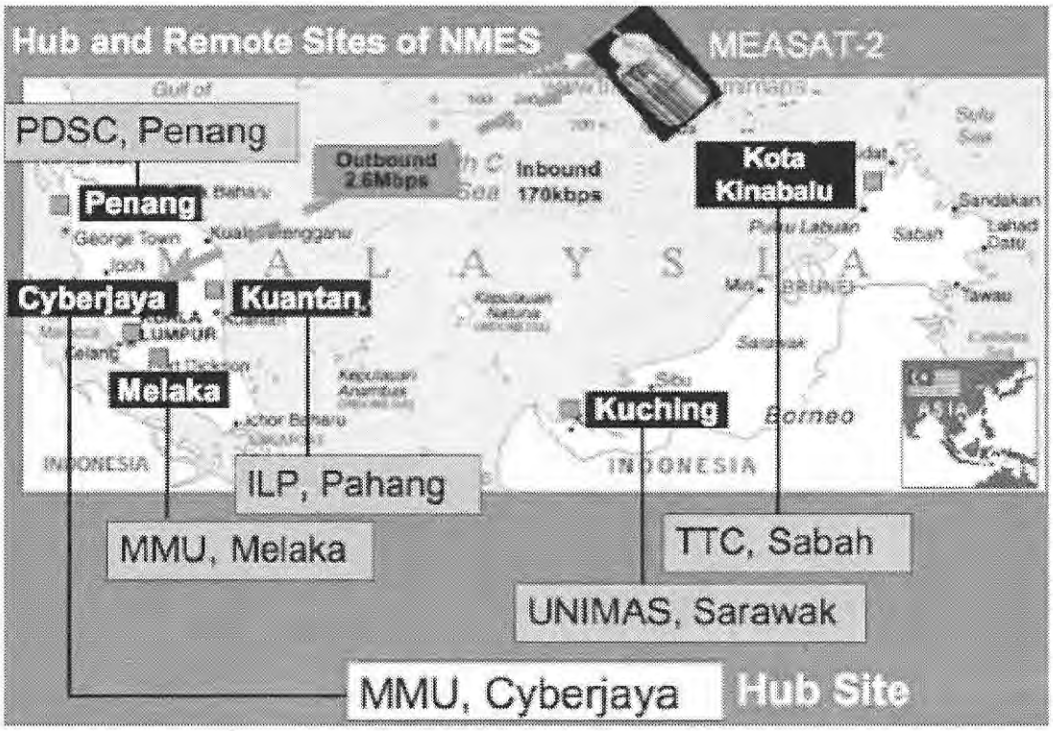
	Title	Type	Country/ Region	Year	Remarks (e.g. Number)
1.	Groupware Applications For Electronic Commerce (GAEC)	MTCP	Palestine	2009	-
2.	Instructional Design and Multimedia Content Development (IDMCD)	MTCP	Bosnia and Herzegovina, Brunei, China, Ecuador, Eqypt, Gambia, Guinea, Indonesia, Iraq, Kazakhstan, Kenya, Lao PDR, Lebanon, Mauritius, Morocco, Myanmar, Namibia, Oman, Republic of Yemen, Saudi Arabia, Seychelles, Sierra Leone, South Africa, Sudan, Thailand, Trinidad Tobago, Turkey, Uganda, Uzbekistan, Vietnam, Western Samoa, Zambia	2005 2009	Average Participants: 19
3.	Managing E-University: A Study Visit for Senior Officials (MEUNI)	MTCP	Bangladesh, Bhutan, Cambodia, Indonesia, Iraq, Kyrgyz Republic, Philippines, Republic of Yemen, Seychelles, Sierra Leone, Sri Lanka, Sudan, Zimbabwe	2006 2008	Average Participants: 7

	Title	Type	Country/ Region	Year	Remarks (e.g. Number)
4.	Multimedia for English Language Teaching (MELT)	MTCP	Bangladesh, Brunei, China, Cote D`Ivore, D.P.R. Korea, Eqypt, Ethiopia, Gambia, Grenada, Guinea Equatorial, Indonesia, Iraq, Lao PDR, Lesotho, Malawi, Morocco, Oman, Palestine, Philippines, Republic of Yemen, Senegal, Seychelles, Sierra Leone, Syria, Thailand, Timor Leste, Tonga, Uganda, Uzbekistan, Vietnam, Zimbabwe	2005 2006	Average Participants: 22
5.	Webpage Design and Dynamic Webpage Design (WDDW)	MTCP	Afghanistan, Albania, Algeria, Antigua Barbuda, Bahamas, Bahrain, Bangladesh, Bhutan, Bosnia and Herzegovina, Brazil, Brunei, Cambodia, China, Colombia, Croatia, Eqypt, Fiji, Gambia, Guinea, Indonesia, Iraq, Kazakhstan, Kiribati, Kyrgyz Republic, Lao PDR, Lebanon, Libya, Myanmar, Namibia, Nepal, Nigeria, Oman, Pakistan, Peru, Philippines, Seychelles, Sierra Leone, South Africa, Sri Lanka, Sudan, Swaziland, Syria, Tajikistan, Tanzania, Thailand, Timor Leste, Tunisia, UAE, Uganda, Uzbekistan, Venezuela, Vietnam	2004 2005 2006 2007 2009	Average Participants: 29

Source: Unpublished EPU Data (based on the information available)

Appendix

Networked Multimedia Education System (NMES)



Source: WINDS "KIZUNA" Symposium and Workshop 2009, 24 February 2009, Kokuyo Hall, Tokyo, Japan, Presentation: "Satellite Tele-Education: MMU's Experience"

NMES Learning Centre

The Networked Multimedia Education System (NMES) Learning Centre is initiated from a collaborative project between the Ministry of Energy, Communications and Multimedia (MECM) and the Japan International Cooperation Agency (JICA) with the aim of setting up a satellite-based tele-education infrastructure and applications in Malaysia, focusing on IT and multimedia training and education. JICA has provided a grant of RM15 million in the form of equipment for the project as well as expertise in the project area.

The system has been operational since September 2002. Once the project is fully operational and is successful, there are plans to embark on strategic alliances with several regional universities in the near future.

This is a government-to-government project whereby the Japanese government will provide the expertise and the infrastructure for the project while the Malaysian government will provide the location and the infrastructure in Malaysia to ensure the success of this project.

Lecturers will be transmitted via the hub site located at Multimedia University in Cyberjaya, Selangor to 5 remote sites located at:

- Penang Skills Development Centre (PSDC), Penang
- Multimedia University, Malacca Campus
- Institut Latihan Perindustrian Kuantan (ILP), Pahang
- Telekom Training College, Sabah (TTC)
- University Malaysia Sarawak (UNIMAS), Sarawak

The proposed courses to be run in this project in the initial stage are as follows:

(a) Diploma in Telecommunication

(b) Diploma in Information Technology

(c) Bachelor in Information Technology

(d) Masters of Engineering in Telecommunication

(e) Masters in Information Technology

(d) Masters of Engineering in Micro Electronics

The teaching method is based on an interactive communication method whereby students at any remote site may raise a question to the lecturer at the hub site and the feedback from the lecturer (hub site) can be transmitted back to the students at the remote sites. Questions and feedback are all in the form of audio as well as visual. It is similar to attending a real time class where students may interrupt the lecturer at any point of time to clarify any uncertainties.

This is a pilot project whereby only certain selected course from a programme will be conducted. The whole Diploma / Degree / Masters programme will not be via this project.

- The coordinating body of this project is the Multimedia Cooperation Centre (MMCC) located at Multimedia University, Cyberjaya. MMCC has the following activities:
- Develop multimedia teaching materials for effective tele-education courses;
- Educate technical staff for transmission facilities and equipment maintenance;
- Upon operation of tele-education courses, conduct periodical surveys on students taking the classes;
- Study possibilities on tele-education coursed being delivered from remote sites; and
- Create a collaborative relationship amongst persons / officers / teaching staff in MMU, remote sites and also the Ministry of Education, Ministry of Human Resources and the Ministry of Energy, Communications and Multimedia.

MMCC will ensure the smooth operation of this project by providing administrative support as well as maintaining the necessary manuals and documented procedures for the project.

Source: http://foe.mmu.edu.my/v2/main/lab/nmes_facilities.html

2.2.5 Institute for Tropical Biology & Conservation, UMS

Institutional Information Sheet Date as of: 30 November 2009

Name of Institution: **Institute for Tropical Biology & Conservation (ITBC)**

Related Government Ministry/Department: **Universiti Malaysia Sabah, Ministry of Higher Education**

Contact details of Institution (address, tel, fax, email):

Institute for Tropical Biology and Conservation (ITBC), Universiti Malaysia Sabah

Locked Bag 2073, 88999 Kota Kinabalu, Sabah, Malaysia.

Tel: 088 320 104 (Direct Line), 088 320 000 Ext 2398
Fax +6088 320 291 Email: pejtbcu@ums.edu.my
Website: www.ums.edu.my/ibtp

Name and position of person in charge: Dr Abdul Hamid Ahmad, Director

Outline and General Information of Organization

a) Brief History

Universiti Malaysia Sabah or UMS was established in November 1994. Shortly thereafter, the Institute for Tropical Biology and Conservation (ITBC), then recognised as a Unit, was formed. The founding of the Institute has allowed for local scientists to work more closely together to explore the diverse and vast centre of natural resource - the Tropical Rain Forest

b) Aims and Objectives

- To be a research and reference centre in the field of tropical biology and conservation.
- To be the node for database for the purpose of management and assessment.
- To carry out studies on tropical rain forest and freshwater bodies as well as the conservation of the organisms and habitats.
- To provide well trained and skilful manpower in the fields of tropical biology and conservation through long and short term programmes and supervision.
- To organize forum (conference, training and workshops) in the field of tropical biology and conservation.

c) Function and Principal activity

The Institute has started collecting specimens of flora and fauna beginning with the expedition to Maliau Basin in May 1996, the Tabin Expedition in 1997, the Klias-Binsulok in 1999 and the Imbak Valley in 2000. These collections are gradually building up as more and more field work are being carried out.

Places like Trusmadi Range, Keningau, Tenom and Pensiangan have already been targeted by the Institute for its field work visits. All specimens collected are housed at BORNEENSIS for use by local and international researchers.

d) Description of organizational structure and facilities

ITBC has four main divisions:

- The Administration and Financial (A&F)
- The Research and Development Division (R&D)
- The Centre for Biodiversity (BORNEENSIS)
- Information Network (IN)

Four research areas are currently being emphasized;

- Biodiversity and Biosystematics
    - DNA Sequencer (Applied Biosystem)
    - Image Analyser
    - Microscopes and accessories (Olympus & Carl Zeiss)
    - Microtomes
    - PCR Thermocycler
    - Refrigerated centrifuges
    - Ultracentrifuge
    - Scanning electron microscope and accessories (JEOL)
    - MUSEBASE Programme
    - Data loggers
- Ecological Process
    - DNA Sequencer (Applied Biosystem)
    - GPS and Binoculars
    - PCR Thermocycler
    - Densiometer & Luxmeter
    - Hydrometer
    - Data loggers
- Advancement of Biodiversity
    - Atomic Absorbtion Spectrometer
    - Cappilary Electrophoresis
    - Fourier-Transform InfraRed (Thermo Nicolet)
    - Gas Chromatography (Perkin Elmer)
    - Gas Chromatography Mass Spectrometer (Thermo Finigan)
    - Liquid Chromatography Mass Spectrometer (Thermo Finigan)
    - Nuclear Magnetic Resonance (JEOL)
    - Polarimeter (Applied Photophysics)
    - Refrigerated centrifuges
    - Ultracentrifuge
    - Super Critical Fluid Chromatography and Extraction (Jasco)
    - UV-Visible Spectrophotometer
- Nature Tourism
    - GIS Facilities
    - Digitizer, Plotter
    - GPS, Binoculars
    - Softwares
- SEM
    - The Scanning Electron Microscope.

Source: http://www.ums.edu.my/ibtp/index2.html

e) Description of specialized fields with the contents of activity

As biodiversity is a global issue, the Institute has established linkages with institutions from several parts of the world. These include

- the United Kingdom (the Royal Society, Natural History Museum, Imperial College and Queen Mary College of the University of London, University of Leeds, Durham, York and Wales in Cardiff),
- Denmark (University of Aarhus and Copenhagen),
- Netherlands (University of Leiden),
- Germany (University of Wurzburg and Frankfurt),
- Japan (Japanese International Corporation Agency (JICA); Museum of Nature and Human Activities, Hyogo; Nagao Natural Environment Foundation (NEF); Universities of Kyusu, Kobe, Kagoshima, Hokkaido, Kyoto and the Kyoto and Himeji Institutes of Technology),
- Australia (Southern Cross University),
- Singapore (Zoological Raffles Collection, National University of Singapore),
- Indonesia (Bogor Zoological Collection),
- Brunei (University of Brunei Darulsalam),
- Vietnam (Biology and Ecology Research Institute) and
- Thailand (Kasetsart University).

Cooperation are in the form of academic linkages such as taxonomic support, collaborative research, postgraduate supervision, technical and information exchange, staff exchange programmes and joint publication.

Source:
http://www.ums.edu.my/webv3/appl/index.php?mod=Publication&action=facilitiesaccess&sek=itbc&lang=_en

1. Official Development Assistance

1a) History / experience of Technical Cooperation, Loan Assistance by the Government of Japan

a) Technical Cooperation Project

Technical Cooperation Program for Bornean Biodiversity and Ecosystems Conservation in Sabah, Malaysia

Phase I – Feb 2002 – Jan 2007

Phase II – Oct 2007 – Oct 2012

Overall goal:

Conservation of biodiversity and ecosystem in Sabah is enhanced.

Outputs of Phase I:

- A monitoring system and integration among components for comprehensive conservation is enhanced
- An appropriate research and education model for conservation is established
- Effective management options for protected areas are developed
- An integrated approach to habitat management for important species is established
- Models to change behaviours of the tatget groups towards biodiversity conservation are established
- Models to change behaviours of the target groups towards biodiversity conservation are established
- A more permanent framework as a basis for comprehensive conservation which is modelled from BBEC is developed
- The plan, progress and results of the programme are made known to the public.

Inputs of Phase I:

Japanese sides

Long term expert: 18

Short term experts: 20

Training of counterpart in Japan: 117

Provision of equipment: JYP 9,029,530.97

Malaysian side

- Programme steering committee
- Programmes chairman
- Deputy chairman
- Office space and administrative service
- Secretary for PgSC
- Secretary for coordinating Sabah state agencies
- Secretary for coordinating BBEC Programme

Source: Evaluation report of Technical Cooperation Program for Bornean Biodiversity and Ecosystems Conservation in Sabah, JICA, 2007

b) Third Country Training Programme

Biodiversity Conservation Training Course, 2009 - 2011

c) Staff sent for training in Japan

	Work Position/Title at the time of training	Course attended	Year
1.	N/A	Regional ecosystem monitoring technology	2001
2.	Lecturer, Researcher, ITBC	Nature Conservation in Malaysia	2002
3.	Lecturer, ITBC	Sample collection system and database	2003
4.	Scientific Officer, ITBC	Taxonomic research and database construction of amphibians	2003
5.	Lecturer, ITBC	Conservation Biology 2-1	2004
6.	Lecturer and Researchers, ITBC	Conservation Biology	2005
7.	Lecturer, Researcher, ITBC	Malaysia Nature Conservation	2005
8.	Lecturer, ITBC	Malaysian Borneo Wildlife Management	2006
9.	Lecturer, ITBC	Malaysia Nature Conservation	2006
10.	Director, ITBC	Government biodiversity conservation	2008
11.	N/A	Regional ecosystem monitoring technology	2001

Source: JICA Malaysia Office Data

d) Japanese experts assistance received by the institution

	Assistance provided	Month/Year	Duration (Days)
1.	Participatory monitoring and evaluation methods	Mar 2003	29
2.	Sample management database	Sep 2003	57
3.	Classification of small mammals	Feb 2004	179
4.	Amphibian Taxonomy	Dec 2003	29
5.	Insect taxonomy	Mar 2004	29
6.	Conservation Biology Education	Jun 2005	365
7.	Conservation Biology Education	Jun 2005	365
8.	Entomology	Sep 2004	37
9.	Of small mammals	Mar 2005	120
10.	Botany	Feb 2005	27
11.	Conservation Biology Education	Mar 2006	365
12.	Ecology	May 2005	13
13.	Conservation Biology Education	Jan 2007	365
14.	Established a permanent Census (soil)	Jun 2006	15
15.	Established a permanent Census	Aug 2006	41
16.	Established a permanent Census	Aug 2006	41
17.	Laboratory Management System	Jan 2007	33

Source: JICA Malaysia Office Data

2. Technical Cooperation provided by the institution for other developing countries

2a) Year of first involvement Malaysian Technical Cooperation Programme:

Not applicable

Appendix

Bornean Biodiversity and Ecosystems Conservation Phase I (BBEC I) is a programme to establish sustainable approaches for the conservation of the endangered and precious biodiversity and ecosystems of Sabah

BBEC I is five years programme implemented by nine agencies of the Sabah State Government agencies and Universiti Malaysia Sabah and assisted by JICA (Japan International Cooperation Agency)

The BBEC I Programme has five projects sites: Crocker Range Park, Tabin Wildlife Reserve and around, Maliau Basin Forest Reserve, Lower Kinabatangan Wildlife Sanctuary and Kulamba Wildlife Reserve

BBEC I applies integrated approach comprehensively covering four fields of essential to the conservation:

- Research and Education
- Park Management
- Habitat Management
- Public Awareness

The agencies and institutions listed under each component below jointly implement the activities to pursue the objective of respective components. The implementing organisations allocate and assign sufficient number of qualified staff, administrative personnel, budget and facilities necessary to pursue the objective of respective components.

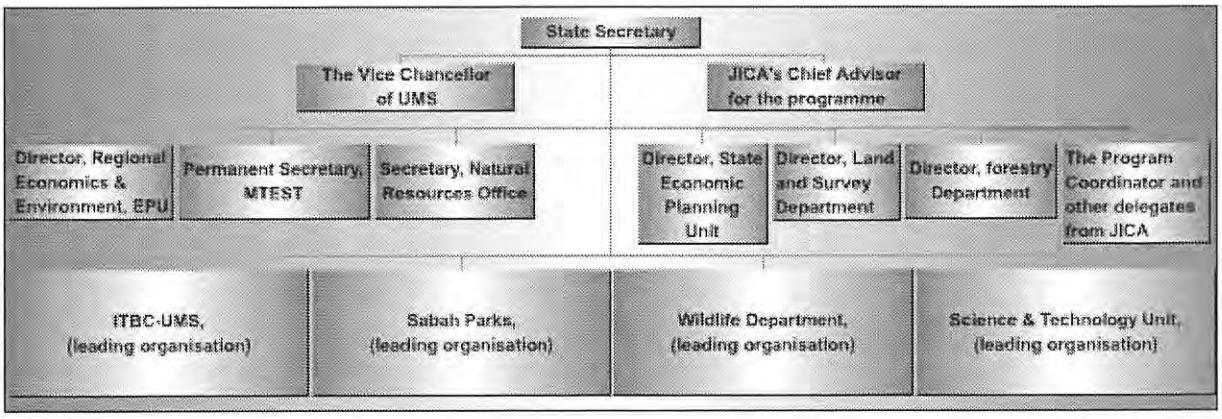
The leading organisation of each component is responsible for the organising and functioning of the Working Group stated in Secretariat Office of the Programme section.

- Implementing organisations of the Research and Education Component
    - ITBC, UMS (the leading organisation)
    - Forestry Department
    - Wildlife Department
    - Sabah Park
    - Sabah Foundation
- Implementing organisations of the Park Management Component
    - Sabah Parks (the leading organisation)
    - Wildlife Department
    - Forestry Department
    - District Offices of Crocker Range Park
    - UMS
    - Lands and Survey Department
    - Environmental Conservation Department
- Implementing organisations of the Habitat Management Component
    - Wildlife Department (the leading organisation)

  - Forestry Department
  - Sabah Parks
  - District Offices of Tabin Wildlife Reserve
  - UMS
  - Lands and Surveys Department
  - Environmental Conservation Department
  - Sabah Foundation
- Implementing organisations of the Public Awareness Component
  - Science and Technology Unit (the leading organisation)
  - Environmental Action Committee (Public Awareness and Education Sub-Committee)
  - UMS
  - Sabah Foundation
  - Forestry Department
  - Sabah Parks
  - Environmental Conservation Department
  - Wildlife Department
  - District Offices of Crocker Range Park and Tabin Wildlife Reserve

The coordinating mechanism are

The Programme Steering Committee headed by the Sabah State Secretary



The components' Working Group

The secretariat consisting of the ITBC, UMS and the Science and Technology Unit, Sabah Chief Minister's Department

Source: http://www.bbec.sabah.gov.my/aboutus.htm accessed 19 Oct 2009

BBEC Phase II

The BBEC consists of two phases, ie (1) Technology transfer : building up the monitoring and research skills of different agencies (BBEC Phase I) and (2) Policy support : integrating relevant agencies to fully utilise research and monitoring data in the management decisionmaking process (feedback system) (BBEC Phase II).

The Phase II aims to support the implementation of the Sabah Biodiversity Enactment 20001 in order to achieve a balance between development and conservation by linking conservation activities and decision-making process.

Programme Purpose is:

- A system for biodiversity and ecosystems conservation in Sabah is strengthened and Sabah state becomes a centre for extension of knowledge and information to other areas of Malaysia and foreign countries.

Overall Goal of BBEC II is:

- Biodiversity and ecosystems conservation in Sabah is strengthened and internationally recognised as a conservation model.

Outputs

There are three Outputs in BBEC II such as:

Output 1: Functions and implementation capacity of Sabah Biodiversity Council/ Centre are enhanced. (Sub-Outputs for Output 1)

1-1 Sabah Biodiversity Council (the Council) is activated.

1-2 Sabah Biodiversity Centre (the Centre) is established and activated.

1-3 Basic activities for biodiversity and ecosystems conservation in Sabah state are coordinated, promoted and implemented by the Centre.

Output 2: Biodiversity and ecosystems conservation activities are implemented. (Sub-Outputs for Output 2)

2-1 Protected areas such as state parks, wildlife reserves, and forest reserves are managed under relevant policies of Sabah.

2-2 Research and education activities for protected area management are strengthened.

2-3 Sabah environmental education policy (EE policy), which was formulated under BBEC Phase I, is implemented and monitored.

Output 3: Extension services and training capability related to the biodiversity and ecosystems conservation are enhanced. (Sub-Outputs for Output 3)

3-1 Sabah state agencies, UMS and related organizations are able to conduct trainings on biodiversity and ecosystems conservation to both foreign and local trainees, based on the experience of BBEC.

3-2 Knowledge and information concerning biodiversity and ecosystems conservation activities are made available in Malaysia and foreign countries.

2.3 Ministry of Human Resources

The Ministry of Human Resources (MOHR) is the main ministry that is responsible for the development and management of human resources in the country.

Under the ambit of the MOHR, currently there are eight departments, four statutory bodies and companies, three advisory councils. In addition, under the Manpower Department there are five Advanced Training Institutes (including the Japan-Malaysia Technical Institute) and 21 Industrial Training Institutes (ITIs), while the Center for Instructor & Advanced Skill Training (CIAST) reports to the Department of Skills Development. Through its departments and agencies, the MOHR has carried several activities with JICA and these include Development Studies, Technical Cooperation (TC) Projects and Third Country Training Programmes (TCTP).

Currently, the Ministry is receiving Technical Cooperation from JICA for the Improvement of Vocational Training System to Keep Meeting with the Needs of Industries. The project runs from 2007 - 2010.

Departments:

- Manpower Department
- Department of Skills Development
- Department of Occupational Safety and Health (DOSH)
- Labour Department (Peninsular Malaysia, Sabah and Sarawak)
- Trade Union Affairs Department
- Industrial Relation Department
- Industrial Court
- National Human Resources Institute

Statutory Bodies and Companies:

- Social Security Organisation (SOCSO)
- Human Resource Development Berhad
- National Institute of Occupational Safety and Healthy (NIOSH)
- Skill Development Fund Corporation

Advisory Council:

- National Labour Advisory Council
- National Council for Occupational Safety and Health
- Wages Council

Training Institutes:

- 4 Advanced Technology Training Centers (ADTEC) and Japan-Malaysia Technical Institute (JMTI)
- 21 Industrial Training Institutes
- Center for Instructor & Advanced Skill Training (CIAST)

Manpower Department

The Manpower Deparatment is responsible for preparing and conducting skills training programmes to meet the needs of industry and to improve the skills of workers in the industrial sector. It is responsible for the vocational education and training institutions ie the ADTECs including JMTI

Department of Skills Development

The Department of Skills Development is responsible for the co-ordination and control of skills training as well as career development in skills training, in line with the implementation of the National Skills Development Act, 652 (2006) on September 1, 2006. CIAST reports to this department.

Japan-Malaysia Technical Institute (JMTI)

JMTI was set up in 1998 to generate quality skilled workers through the skilled training programmes at the higher level to cater to the industrial needs in Malaysia. JMTI is a Technical Cooperation project with JICA. In addition, JMTI also participates in the TCTP in the field of Computer Networking Technology.

Center for Instructor & Advanced Skill Training (CIAST)

CIAST was set up in 1991 to provide courses in instructor training, supervisory training and advanced skill training for skill instructors, industrial supervisors, coaches and industrial skilled workers from the private and public sectors as well as internationally level. CIAST is a Technical Cooperation project with JICA. It also participates in providing training under the TCTP in various subjects - Vocational Training Methodology, Arc Welding, Operation and Maintenance of ENG/EFP - Advanced Course, Electrical Control (Individual), Advanced Skill Training on Programmable Logic Controller, Advanced Skill Training on Fuel Injection System Service, and Engine Electrical and Electronic System Services.

In 1999, CIAST participated in a workshop entitled Trilateral Technical Cooperation of France-Japan-Malaysia Programme: Workshop on Effective Vocational Training for Sub-Saharan African Countries

Institutional Information Sheets

2.3.1 Department of Skills Development

Institutional Information Sheet (Date as of: 23/11/2009)

Name of Institution: **Department of Skills Development (DSD)**

Related Government Ministry/Department: **Ministry of Human Resources (MOHR)**

Contact details of Institution (address, tel, fax, email):

Department of Skills Development

Aras 7 & 8, Blok D4, Kompleks D, Pusat Pentadbiran Kerajaan Persekutuan, 62530, Wilayah Persekutuan, Putrajaya
Tel: 03-8886 5000 Fax : 03-8889 2423
Email: jpk@mohr.gov.my Website: www.dsd.gov.my/bi

Name and position of person in charge: **Y.Bhg Dato' Ir. Wan Seman b. Wan Ahmad** (Director General)

Contact details of person in charge: Tel: 03-8886 5422 Email: : wseman@mohr.gov.my

Outline and General Information of Organization

a) Brief History

The Department of Skills Development, formerly known as The National Vocational Training Council, is one of the agencies under the Human Resource Ministry, responsible for the co-ordination and control of skills training as well as career development in skills training, in line with the implementation of the National Skills Development Act, 652 (2006) on September 1, 2006.

b) Aims and Objectives

Mission

- Develop skilled (k-pekerja) and competitive manpower resources.

Vision

- To be a world class leader in skills development of manpower resources.

c) Function and Principal activity

- Assess training requirements,
- Develop, approve and revise the National Skills Standard,
- Implement the national training certification programmes,
- Promote skills training systems,
- Assist and enhance skills proficiency of individuals, and
- Guide learning/research programmes related to skills training

d) Description of organizational structure and facilities

Divisions under DSD:

National Occupational Skills Standard Division (NOSS)

- Standards Development Unit
- Learning Materials Unit
- National Occupational Core Curriculum Unit (NOCC)

Manpower Resource Management Division (KPSM)

Planning, Research and Development Division (P, P & P)

- Planning Unit
- Research Unit

Expertise Development Division

- Coordination Unit
- Advisory Service Unit

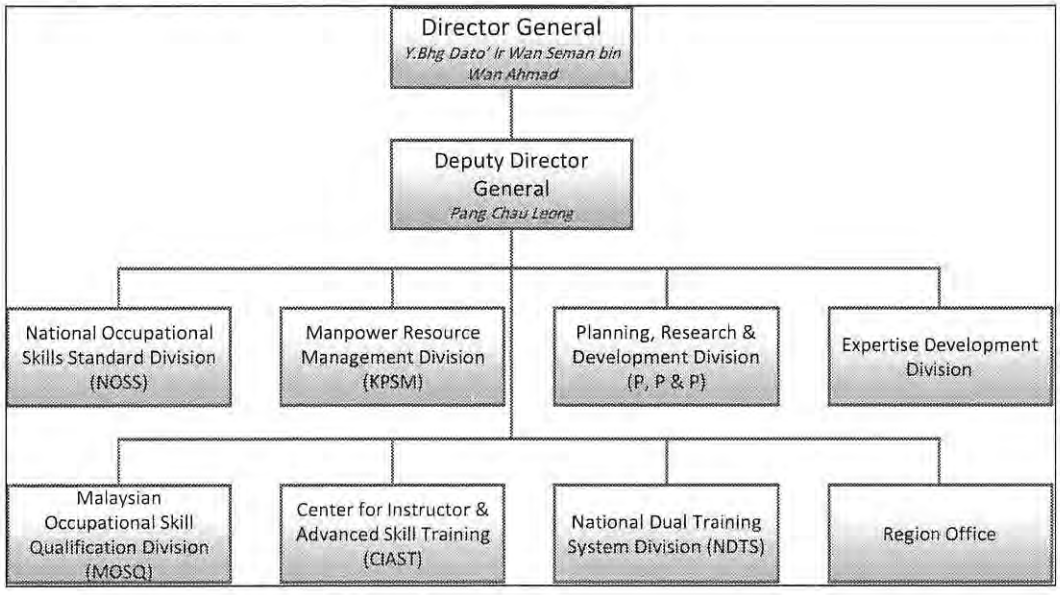
Malaysian Occupational Skill Qualification Division (MOSQ)

- Accreditation Unit
- Skills Certificate Unit

National Dual Training System Division (NDTS)

Centre for Instructor and Advanced Skill Training (CIAST) (more information available in Chapter 8.7.5 below.

e) Organisation Chart:



Source: Extracted from www.dsd.gov.my/bi

f) Description of specialized fields with the contents of activity

National Occupational Skills Standard Division (NOSS)

Standards Development Unit

- Plans and develops National Occupational Skills Standard (NOSS) as a document that determines the skill standard which has to be acquired by a skilled worker for all sectors of industries.
- Develops career paths for skilled and professional manpower resources.
- Plans and provides facilitation services in the development of teaching and learning materials for the requirements of all training institutions.
- Revises NOSS for it to be abreast with current technological developments.

Learning Materials Unit

- Develops Training Manuals and Internship Manuals as learning documents at all DSD Accredited Centres.
- Develops Training Guidelines for each NOSS that has been completed; this is to be used as a training guideline for all DSD Accredited Centres.
- Develops Training Guidelines for each NOSS that has been completed; this is to be used as a training guideline for all DSD Accredited Centres.

National Occupational Core Curriculum Unit (NOCC)

- Develops NOCC for all fields by coordinating workshops involving the industrial experts and institutional instructors with a view to specify objectives, lesson requirements of institutions as well as workplace requirements.
- Develops Learning & Work Assignment (LWA) as a document for appraisal questionnaire, knowledge assessment criteria, knowledge and skill assessment criteria which will be utilised at institutions and industries by coordinating workshops which involve industrial experts as well as instructors in training institutions.

Expertise Development Division

Coordination Unit

The Coordination Unit is divided into three sub-units, namely Coordination Unit 1, Coordination Unit 2 and Coordination Unit 3. This unit is responsible to make available experts for all DSD's activities such as External Verification Officers (EVO), to verify the Malaysian Skills Certification; SDAC members; Prior Achievement Accreditation Appraiser (PAAA) etc. This Unit will also provide authorisation services to instructors, at public training institutions as well as private training institutions, who are qualified in accordance with set criteria. Further, in line with DSD's function as a coordinating body, this Unit is also entrusted with the responsibility of coordinating the relations between the industrial sector, as the end user, and the training institutions.

Advisory Service Unit

The Coordinating Unit is divided into three sub-units; namely, Advisory Service Unit 1 and Advisory Service Unit 2. These Units are responsible for the progress development of instructors and other personnel involved in the accreditation system by providing skills enhancement training and induction courses to the

Planning, Research and Development Division (P, P & P)

Planning Unit

- Formulating the policy and strategy for National Skills Training to be in line with technological developments, skills and training requirements in accordance with government policies such as the Malaysian Plan and the Long Term Plans.
- Preparing a development plan for the National Skills Training which is in line with the requirements of the economic sector.
- Monitoring the implementation of the National Skills Training policy.
- Planning for the implementation of projects funded by foreign organisation/nations including foreign

technical aids.

- Advising the government and related industries on matters pertaining to skills training.
- Assuming the role as a secretariat for the enactment of an act and NASDA regulations to safeguard the quality standard of labours' skills and competencies.

Research Unit

- Conducting studies and research on the impact of existing skill training programmes with a view to reinforce future programmes.
- Conducting research to benchmark the National Training System with those of foreign systems.
- Publicizing research findings to specific agencies/divisions for their actions and general reference.
- Conducting research and evaluation on skill training curriculum to ensure its effectiveness and relevance to industrial needs.
- Developing the Skilled Manpower Research Institute (IPSMM)
- Publicizing research findings, analyses and assessment for general reference

Malaysian Occupational Skill Qualification Division (MOSQ)

Accreditation Unit

- Operating the Malaysian Certification System (MOSQ) by monitoring the implementation of skills trainings:
- Handling of registration and issuance of certificates by accreditation, tests and Prior Achievements Accreditation (PAA).
- Handling and managing of National Skills Tests for Accredited Centres, including among others:
- Provision of advisory and information services as well as carrying out promotional activities on the administration of certification process to applicants, public and private training institutions, industries and the general public.
- Organising Skills Competition at national and international level.

Skills Certificate Unit

- Implementing Certification System by Prior Achievement Accreditation (PAA) for skilled employees, including among others:
- Evaluate and certify skills of foreign workers who have been employed in Malaysia for five years and intend to extend their work permits.
- Coordinating the process of induction courses for foreign workers abroad.

Source: www.dsd.gov.my/bi

1. Official Development Assistance

1a) History / experience of Technical Cooperation or Loan Assistance by the Government of Japan

a) Technical Cooperation Project

Improvement of Vocational Training System to Keep Meeting with the Needs of Industries, Oct 2007 – Oct 2010

Project Activities:

Among the activities planned for the implementation CUDBAS (Curriculum Development Based on Skill and Ability) was a 2-day workshop in April 2009. Two JICA experts introduce the concept and application of CUDBAS to the workshop participants.

Source: http://www.adtecsa.gov.my/ver01/index.php/en/the-news/125-cudbas

b) Staff sent for training in Japan

Name	Course attended	Year
Director, DSD	Advanced Seminar on Government Higher Management	2007
Principal Asst Director, DSD	Industrial Policy and Human Resources	2006

Source; JICA Malaysia Office data

2. Technical Cooperation provided by the institution for other developing countries

2a) Year of first involvement Malaysian Technical Cooperation Programme:

Not applicable

Appendix

Malaysian Skills Certification

The Malaysian Skills Certification was introduced by the Department of Skills Development (DSD) in 1993 and is made up of five levels as follows:

- Malaysian Skills Certificate (SKM) Level 1
- Malaysian Skills Certificate (SKM) Level 2
- Malaysian Skills Certificate (SKM) Level 3
- Malaysian Skills Diploma (DKM) Level 4
- Malaysian Skills Advanced Diploma (DLKM) Level 5

The Malaysian Skills Certification is implemented based on the National Occupational Skills Standard (NOSS) where every candidate is assessed and certified to meet the requirements of NOSS before being awarded the Malaysian Skills Certification.

There are three ways of earning the Malaysian Skills Certification:

I. Accreditation through recognised training institutions.

- By going through training programmes at DSD Accredited Training Centres for specific field and level of study that has been accredited.

II.Accreditation through industry (Dual Nasional Training System)

- By way of apprenticeship conducted within an industry and at public skills training institution.

III.Prior Achievement Accreditation

- Earning Malaysian Skills Certification by virtue of past experience (employment or training) without the need to sit for any tests. Candidates, however, are required to furnish proof of competency for assessment by Evaluating Officers and verified by External Verification Officers appointed by DSD.

Benefits of Malaysian Skills Certification

Among the benefits of the Malaysian Skills Certification are:

- Malaysian Skills Certification is recognised by Malaysian industries.
- Malaysian Skills Certification provides an exciting career path and personal development comparable with that of an academic qualification-based career path.
- Malaysian Skills Certification has the capability to produce a skilled worker trained and qualified to raise the competitiveness of local industries at the global market.

Qualification Requirements For Enrollment With The Malaysian Skills Certification

The minimum qualification requirements for enrollment to the Malaysian Certification, by means of accreditation, are:

- Able to read and write in Bahasa Melayu and English; and
- Possesses a lower level SKM prior to attempting the next level of SKM in similar course of study. (However, the Accredited Centres reserved the rights of imposing qualifying conditions at their respective centres.)

Malaysian Skills Certification Accredited Centres

Accredited centres refer to the providers of training courses duly approved by DSD to carry out skill trainings and offer Malaysian Skills Certification for specific field and level of skills based on National Occupational Skills Standard (NOSS). There are five categories of Accredited Centres:

- Public Accredited Centres (K)
- Private Accredited Centres (L)
- Industrial Accredited Centres (I)
- Association Accredited Centres (P)
- NDT Accredited Centres (NDT)

Candidates may refer to the List of Accredited Centres provided on this site to get further information on Accredited Centres and the latest skills training programmes certified by DSD.

Programmes Offered

Offered programmes are based on the National Occupational Skills Standard developed (please refer to NOSS list). Skills available under the NOSS list are as follows:

No.	Field	No.	Field
1	Precision Instruments	22	Aeronautic
2	Construction Industry	23	Office Administration
3	Electrical	24	Diving - Commercial
4	Audio & Video Electronics	25	SCUBA Diving - Recreational
5	Steel and Foundry Manufacturing	26	Hotel Industry
6	Plastics Industry	27	Personnel Services
7	Agricultural Industry	28	Business & Finance
8	Machinery & Land Transport	29	Business & Finance - Insurance
9	Machinery & Land Transport - Crane Operation	30	Welding Technology & Metal Fabrication
10	Woodworks & Furniture	31	Information Technology - Computers
11	Handicrafts	32	Information Technology - Multimedia
12	Plan Drafting	33	Information Technology - Telecommunications
13	Maritime	34	Information & Communications Technology - Security
14	Oil & Gas	35	Steel Machining Technology
15	Mechanical - Mechatronic	36	Printing Technology
16	Mechanical - Production	37	Weaponry Technology
17	Mechanical - Maintenance	38	Textile & Garments
18	Travel & Tours	39	NDT - Non Destructive Tests
19	Travel & Tours - Theme Parks	40	Security Services
20	Motor Vehicle Assembly	41	Land Survey
21	Motorcycle Assembly		

Source: www.dsd.gov.my/bi/

2.3.2 Japan-Malaysia Technical Institute (JMTI)

Institutional Information Sheet (Date as of: 29/10/2009)

Name of Institution: **Japan-Malaysia Technical Institute (JMTI)**

Related Government Ministry/Department: **Ministry of Human Resource (MoHR), Manpower Department**

Contact details of Institution (address, tel, fax, email):

Japan-Malaysia Technical Institute (JMTI)

Plot 59, Lorong Perindustrian Bukit Minyak 15, Taman Perindustrian Bukit Minyak, 14100 Simpang Ampat, Seberang Perai Tengah, Pulau Pinang, Malaysia
Tel: 604-5087800 Fax: 604-5087809
Website: http://www.jmti.gov.my/english/node/4

Name and position of respondent: **Mr. Zaihan Bin Shukri**, Director
Tn Hj Azman Bin Ibrahim, Deputy Director

Contact details of respondent: Tel: 04-5087800 Ext. 2513 (Tn Hj Azman); Fax: 04-5087809

E-mail: zaihan@jmti.gov.my; azman@jmti.gov.my

Outline and General Information of Organization

a) Brief History

Since the late 1980s, the Malaysian economy experienced rapid and continued growth owing to the successful government efforts for attracting foreign investment. Faced with intensifying shortages of manpower and increasing dependency on foreign labour, in the early 1990s, the government changed its policy focus on the development of high-tech industries. In the 7th Malaysia Plan, 1996-2000, more emphasis was placed on restructuring the country's manufacturing sector by encouraging foreign investment in high-tech areas and upgrading of the skill levels of its workforce.

A Human Resources Development Plan was formulated to meet the manpower demand and requirements of this sector and this entails training more workers for high-tech jobs. In line with this policy, the Manpower Department under the Ministry of Human Resources took positive steps to achieve the targets of the Plan by establishing Advanced Technology Training Centres (ADTEC), among which is the Japan-Malaysia Technical Institute (JMTI).

In 1993, the Malaysian Government's proposal to establish JMTI was conveyed to the Japanese Government. In August 1994, the then Japanese Prime Minister, during his tour of Malaysia and the ASEAN countries, promised his Malaysian counterpart that the Japanese Government would cooperate to realise the proposal. Subsequently on 7 October 1997, a Technical Cooperation Accord for the establishment of JMTI was concluded and signed by representatives of both governments. This technical cooperation based on the Accord started in January 1998 as a government-government Project extending over the next five years.

However towards the end of the initial five-year period, some activities in certain important technical fields have not been completed due to late delivery of equipment. The Project was then extended by a year and was terminated only on 14th January 2004.

JMTI started its operation in early 1998 at its temporary campus at CIAST Shah Alam to provide training programmes at the Diploma of Technology level. Since January 2000, JMTI has fully implemented and carried out the training programmes at its permanent campus located at the Bukit Minyak Industrial Park, Seberang Prai Tengah, Penang.

b) Aims and Objectives

Mission: Using all the optimal resources to increase and provide industrial training to client institutions with advanced technology by using the institute facilities.

Vision: To become a leading institute to produce disciplined skilled and competitive workforce.

JMTI Objective:

- To become an institute as excellent and prime mover of the development of advanced technologies.
- Design and develop curriculum and implementing full-time training programmes in areas of high technology advanced.
- To strengthen and enhance the participation of industry sectors in the training programmes to move towards the skilled manpower development.
- Produce an industry with technologically, knowledgeable engineering and technical skills in advanced technologies which also have high work ethics and discipline.
- Providing assistance to local industry especially Small and Medium Industries (SMIs) and tutoring as well as continuous training to industrial workers and technical advisory services to entrepreneurs and managers.

c) Function and Principal activity

- To generate quality skilled workers through the skilled training programmes at the higher level as it will cater to the industries needs in Malaysia and prepares the students to adapt and face the challenge of the technology's rapid growth as well as the future globalisation.
- To assist in the development of local industries, especially the small and medium-sized industries through the provision of supervisory and continuous skills training for their employees and individual technical consultancy services for their entrepreneurs and managers.

d) Description of organizational structure and facilities

Reports to the Ministry of Human Resources.

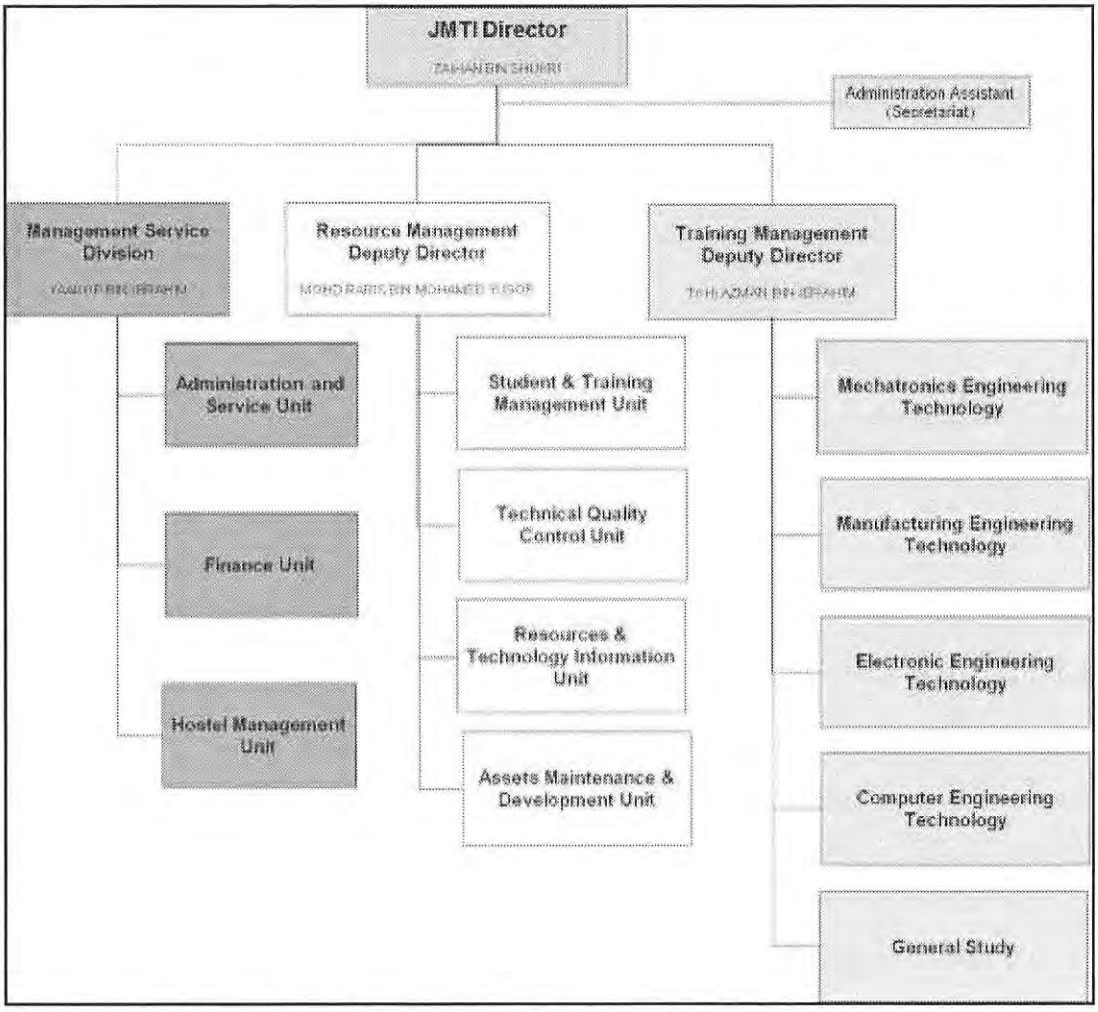
Total Staff Strength (as at September 9 2009):

Category	Total No. of Posts	Total No. of Filled Posts	Total No. of Unfilled Posts
Technical	123	111	12
Support	39	33	6
Total	162	144	18

Source: JMTI

Major equipment: Electro-pneumatic system, electro-hydraulic system, industrial robot, diagnosis system, process control system

e) Organisation Chart



f) Description of specialized fields with the contents of activity

Courses Offered: JMTI offers the Diploma in the Engineering Technology Programmes in four main fields of study - Diploma in Computer Engineering Technology, Diploma in Electronic Engineering Technology, Diploma in Mechatronic Engineering Technology and Diploma in Manufacturing Engineering Technology (see Appendix 1 for course details).

1. Official Development Assistance

1a) History / experience of Technical Cooperation or Loan Assistance by the Government of Japan

a) Technical Cooperation Project

Japan-Malaysia Technical Institute

Period of the Technical Cooperation: 15th January 1998 - 14th January 2003

Project Purpose: To produce highly skilled industrial technologist (L4 or Equivalent) in the fields of high technology in manufacturing, electronics, computer and mechatronics in the JMTI.

Outcome:

Many of the counterpart staff has been upgraded in their posts while some have been promoted to head other ILPs throughout the country. This has not only benefited the individual career development but has enabled the MoHR to staff the new VTIs (both ILPs and ADTECs) that have been set up.

JMTI has been able to offer services to private sector: Renting out computer labs and measuring equipments; providing consultancy services through the engineering consultancy services department; and short-term training course to approximately 300 participants each year. Services rendered to the private sector, especially the customised short-term training courses have earned income for the JMTI Trust fund.

JMTI Technical Cooperation Project (Follow Up)

Period of Follow up: From 15th January 2003 to 14th January 2004

Outputs of Technical Cooperation:

- To enhance the training ability of the instructors to meet the changing industrial needs.
- To develop Center of Excellence for Manufacturing, Computer Engineering Technology, Electronics Engineering Technology and Mechatronics Engineering Technology.

b) Third Country Training Programmes

Computer Networking Technology

Implementation date: 2001-2006 (6 years)

Duration/course: 1 month

Collaboration between: JMTI – JICA

Participants:

10 participants/ course (Invited countries: Sri Lanka, Pakistan, Nepal, Myanmar, Cambodia, Vietnam, Laos, Indonesia, Thailand and Philippines.

Purpose:

- The purpose of the course is to provide the participants from countries of the Asia and Pacific region with an opportunity to acquire and to apply knowledge, skills and techniques in Computer Networking Technology.

Total 60 participants from 10 countries have been trained under this course

c) Staff sent for training in Japan

	Name	Course attended	Year
1.	Nor Azeman bin Ya'cob @ Mat Yacob	Economic Partnership Programme "Vocational Training Programme" (Machine Control Technology" at Polytechnic University, Japan	16 February – 19 March 2009

	Name	Course attended	Year
2.	Erwan bin Omar	Economic Partnership Programme "Vocational Training Programme" (Machine Control Technology" at Polytechnic University, Japan	16 February – 19 March 2009

List of staff sent for training in Japan during technical cooperation period as per Appendix 2.

d) Japanese experts assistance received by the institution

	Assistance provided	Month/Year	Duration
1.	Chief Advisor	January/1998- January/2001	3 years
2.	Chief Advisor	January/2001- January/2003- January/2004	2 years + 1 year ext.
3.	Training Planning	January/1998- January/2000	2 years
4.	Training Planning	January/2000- January/2003	3 years
5.	Coordinator	January/1998- May/2000	2 years & 5 months
6.	Coordinator	May/2000- January/2003	2 years & 8 months
7.	Expert on Electronics Engineering	March/1998- January/2001	2 years & 10 months
8.	Expert on Electronics Engineering	January/2001- January/2003	2 years
9.	Expert on Computer Engineering	April/1998- April/2000	2 years
10.	Expert on Computer Engineering	April/2000- April/2002	2 years
11.	Expert on Computer Engineering	March/2002- January/2003	10 months
12.	Expert on Mechatronics Engineering	July/1998- July/2000	2 years
13.	Expert on Mechatronics Engineering	July/2000- January/2003- January/2004	2 years & 6 months + 1 year ext.
14.	Expert on Manufacturing Engineering	January/2001- January/2003- January/2004	2 years + 1 year ext
15.	VDT Works	March/1999	1 week
16.	Quality Control	September/1999	2 weeks
17.	Design & Planning In-House Training	January/2000	2 weeks
18.	Industrial Robot	February/2000	1 month
19.	Flexible Manufacturing System- FMS	February/2000	1 month
20.	Flexible Manufacturing System- FMS	February/2000	1 month
21.	Flexible Manufacturing System- FMS	February/2000	1 month
22.	Micro Computer Control	February/2000	1 month

	Assistance provided	Month/Year	Duration
23.	Robot System	March/2000	2 weeks
24.	Logic IC Design	September/2000	2 weeks
25.	Pneumatic & Hydraulic Control	November/2000	1 month
26.	Work Instruction	January/2001	1 month
27.	Network Management	February/2001	1 month
28.	Production Management	February/2001	3 weeks
29.	Production Process Control	March/2001	3 weeks
30.	Measurement & Control System & Construction of LAN System	April/2001	2 weeks
31.	Electric Discharge Machining	June/2001	1 month
32.	CAD System for Digital Circuit	July/2001	1 month
33.	FA Network System	January/2002	1 month
34.	IT/Multimedia	January/2002	2 weeks
35.	Practice on Data	January/2002	1 month
36.	Circuit Design Technology	February/2002	1 month
37.	Conventional Lathe Turning	March/2002	3 weeks
38.	Equipment Management	April/2002	3 weeks
39.	FA System using PLC and VB	August/2002	10 days
40.	CAE	August/2002	1 month
41.	Motor Control and Power Electronics	September /2002	1 month
42.	Electronic Control Robot by Z80MPU	March/2003	6 weeks
43.	Electronic Control Robot by PLC	August/2003	1 month
44.	Electronic Control Robot by PIC	August/2003	1 month
45.	Heat Treatment Technology	August/2003	1 month
46.	Electric Control Technology (Panel Making)	September/2003	1 month

Source: JMTI

Senior Volunteers (2000 – 2011)

	Assistance provided	Month/Year	Duration
1.	Japanese Language	2000-2001	1 year
2.	Computer System	2006	6 months
3.	Machine Maintenance	2006-2008	2 years
4.	Flexible Manufacturing System	2006-2008	2 years
5.	Industrial Relations	2006-2008	2 years
6.	Computer Systems	2007-2009	2 years
7.	Computer Systems	2009	5 months
8.	Community & Employment Support Services (CESS)	2009-2011	2 years

Source: JMTI

Engineer for Installation

Name of Equipment (Number of Engineers)	Duration
Flexible Manufacturing System (3)	14 November 1999 – 28 December 1999
Diagnosis System (2)	1 December 1999 – 11 December 1999
Factory Automation Practice System (2)	12 December 1999 – 25 December 1999
Automatic Measuring System (3)	21 February 2000 – 15 March 2000
Coordination Robot System (2)	20 February 2000 – 27 February 2000

Source: JMTI

1a) Experience of other International / Technical Cooperation by other countries

ASEAN-Japan Collaboration Programme 2007 (AJCP 2007)

AJCP 2007 entitled "Developing and Improving Vocational Training Systems – Training for Upgrading Technologies-". This is a collaboration programme between JMTI and Overseas Vocational Training Association (OVTA), Japan was held at OVTA, Japan from 23rd -30th July 2007 and at JMTI, Malaysia from 1st. -3rd. August 2007.

Total of 8 participants from CLMV countries (Cambodia, Laos, Myanmar and Vietnam) had attended this programme.

2. Technical Cooperation provided by the institution for other developing countries

2a) Year of first involvement Malaysian Technical Cooperation Programme:

Not applicable

In 2008, applied to EPU to offer training for MTCP in the areas of Computer Engineering Technology, Manufacturing Engineering Technology, Mechatronics Engineering Technology and Electronics Engineering Technology.

The programmes have been postponed by EPU.

2b) List of Training Courses under execution / planned by the institution for the future

	Title	Type	Country/ Region	Period	Year	Remarks (e.g. Number)
1.	Computer Networking Technology and Web Services	Technical Course	CLMV	1 month	2010	The number of participants shall not exceed ten (10) in total
2.	Advanced Machining Technology	Technical Course	Sri Lanka, Pakistan, Nepal, Myanmar, Cambodia, Vietnam, Laos, Philippines	1 month	2010	The number of participants shall not exceed ten (10) in total

	Title	Type	Country/ Region	Period	Year	Remarks (e.g. Number)
3.	Electronics Design, Control & Measurement	Technical Course	Sri Lanka, Pakistan, Nepal, Myanmar, Cambodia, Vietnam, Laos, Philippines	1 month	2010	The number of participants shall not exceed ten (10) in total
4.	Mechatronic Technology	Technical Course	Sri Lanka, Pakistan, Nepal, Myanmar, Cambodia, Vietnam, Laos, Indonesia, Thailand, Philippines	1 month	2010	The number of participants shall not exceed twenty (20) in total

Source: JMTI

2c) Human Resources (Professionals and Expert)

	Name (Mr. / Ms)	Job Title	Field of Expertise	Experience of Training Instructor / International Cooperation	Remarks
1.	Mr. Ahmad Nazri bin Zainol	Head of Dept. Computer Eng Tech./ Vocational Training Officer	Computer Programming & Networks	• 12 years experience as JMTI training instructor • TCTP training instructor	• Master in Information Technology • Bachelor in Electronics/ Computer Eng.
2.	Mr. Mohamad Safri bin Mohd.Dali	Vocational Training Officer	Electronics Engineering	• 10 years experience as JMTI training instructor	• Master in Electronics Eng • Bachelor in Electronics & Electrical System
3.	Mr. Zuraidy bin Shamsuddin	Vocational Training Officer	Manufacturing Technology	• 8 years experience as JMTI training instructor	• Master in Mechanical Eng. (Advance Manufacturing) • Bachelor in Foundry Tech.
4.	Mr. Yaakub bin Saad	Vocational Training Officer	Mechatronics	• 23 years experience as training instructor	Bachelor in Mechanical Eng.
5.	Ms. Noor Kasumaayu binti Khalily	Vocational Training Officer	Electronics Engineering	• 8 years experience as training instructor	• Master in Electronics Eng. (System Design) • Bachelor in Electronics & Electrical System
6.	Mr. Mat Idrus bin Mat	Vocational Training Officer	Mechatronics	• 19 years experience as training instructor	• Bachelor in Electrical & Electronics Eng.
7.	Mr. Sarizal bin Md. Ani	Vocational Training Officer	Manufacturing Technology	• 6 years experience as training instructor	• Master in Mechanical Eng. (Advance Manufacturing) • Bachelor in Mechanical Eng.
8.	Ms. Najwa binti Abd Rahim	Vocational Training Officer	Computer Engineering	• 6 years experience as training instructor • TCTP & AJCP 2007 Coordinator	• Bachelor in Information Technology

	Name (Mr. / Ms)	Job Title	Field of Expertise	Experience of Training Instructor / International Cooperation	Remarks
9.	Mr. Zainol bin Abd Razak	Vocational Training Officer	Manufacturing Technology	• 21 years experience as training instructor	• Bachelor in Manufacturing Engineering • Diploma in Mechanical Eng.
10.	Mr. Muhammad Asnoor bin Abdul Abas	Vocational Training Officer	Electronics Engineering	• 5 years experience as training instructor	• Bachelor in Electrical/ Electronics
11.	Ms. Zaitul Iradah binti Mahid	Vocational Training Officer	Computer Engineering	• 5 years experience as training instructor	• Bachelor in Electrical/ Electronics
12.	Mr. Irwan Affandi bin Abd Rahman	Vocational Training Officer	Mechatronics	• 5 years experience as training instructor	• Bachelor in Electronics
13.	Mr. Zulkifli bin Saad	Asst. Vocational Training Officer	Manufacturing	• 21 years experience as training instructor	• Bachelor in Manufacturing System Management • Diploma in Mechanical Eng.
14.	Mr. Roslan bin Mat Ariff	Asst. Vocational Training Officer	Manufacturing	• 17 years experience as training instructor	• Diploma in Mechanical Eng.
15.	Mr. Mohd Azhar bin Yahaya	Asst. Vocational Training Officer	Electronics	• 16 years experience as training instructor	• Diploma in Power Electrical
16.	Ms. Ivo Rita Crustia binti Salamon	Asst. Vocational Training Officer	Electronics	• 12 years experience as training instructor	• Diploma in Electronics Eng.
17.	Mr. Yusri bin Md. Taib	Asst. Vocational Training Officer	Computer Networking	• 9 years experience as training instructor	• Diploma in Industrial Automation
18.	Mr. Mohd Abdul Nasir bin Alias	Asst. Vocational Training Officer	Computer Networking	• 29 years experience as training instructor	• HND in CAD Mecahnical
19.	Mr. Salam bin Taazim	Asst. Vocational Training Officer	Mechatronics	• 13 years experience as training instructor	• Diploma in Mechanical Eng.
20.	Mr. Zaidi bin Kassim	Asst. Vocational Training Officer	Mechatronics	• 7 years experience as training instructor	• HND in Mechanical Eng.

Source: JMTI

3. Suggestions for Technical Cooperation

3a) The institution's possible or interested field of cooperation and country/region

- To cooperate with JICA to conduct 4 technical course and one management course:
  - Computer Networking Technology and Web Services
  - Advanced Machining Technology
  - Electronics Design, Control & Measurement
  - Mechatronics Technology
  - Vocational Training & Management

3b) Any other comments for future activity as a resource institution for cooperation to other developing countries

- Send JMTI instructors as Junior Experts to the developing countries in the field of Mechatronics Engineering Technology, Computer Engineering Technology, Manufacturing Engineering Technology and Electronics Engineering Technology.
- To give assistants in Technical Skill and Training Management.
- To established special Instructor/ Student Exchange Programme.

4. Others

JMTI is currently one of the institutions under the Ministry of Human Resources that have been included in the three year (October 2008 – October 2011) pilot project for the "Improvement of Vocational Training System to Keep Meeting with the Needs of Industries". The project outputs are:

- To establish Community and Employment Support Service (CESS) offices at model institutions;
- To establish collaboration system among model vocational training institutes, local industries and community;
- To introduce a career counselling system;
- To establish a system for improving ability of instructors; and
- To establish a management system to meet the needs of industries at each of the model institutes.

Appendix 1: Short Courses Training offered in 2009

MANUFACTURING ENGINEERING TECHNOLOGY DEPARTMENT			HOURS
1	P-1-1	BASIC MANUFACTURING TECH. ENGINEERING	200
2	P-2-1	MILLING PRACTICE	60
3	P-3-1	TURNING PRACTICE	60
4	P-4-1	GRINDING PRACTICE	80
5	P-5-1	CNC-FUNDAMENTAL TURNING CENTER	40
6	P-6-1	CNC FUNDAMENTAL MACHINING CENTER	40
7	P-7-1	EDM FUNDAMENTAL	32
8	P-8-1	CMM-FUNDAMENTAL	32
9	P-9-1	CAD/CAM-2D WIREFRAME DESIGN	40
10	P-9-2	CAD/CAM-3D WIREFRAME DESIGN & SURFACE MODELLING	48
MECHATRONICS ENGINEERING TECHNOLOGY DEPARTMENT			**HOURS**
11	M-1-1	BASIC PROGRAMMABLE LOGIC CONTROLLER	20
12	M-1-2	INTERMEDIATE PLC	20
13	M-2-1	PNEUMATIC	20
14	M-2-2	ELECTRO-PNEUMATICS	20
15	M-3-1	HYDRAULICS	20
16	M-4-1	BASIC ROBOTICS	20
17	M-7-1	BASIC SENSOR ENGINEERING	20
COMPUTER ENGINEERING TECHNOLOGY DEPARTMENT			**HOURS**
18	K-1-1	VISUAL BASIC 6.0	16
20	K-2-1	HTML	16
21	K-3-1	PC MAINTENANCE	16
22	K-4-1	PC ASSEMBLE	16
23	K-5-1	PC NETWORKING	16
24	K-6-1	ADOBE PHOTOSHOP	16
25	K-7-1	C/ C++ PROGRAMMING	16
26	K-8-1	LINUX OPERATING SYSTEM	16
27	K-9-1	STATISTICS FOR MANAGERS USING MICROSOFT EXCEL	16
28	K-10-1	DATABASE DESIGN & PROGRAMMING WITH SQL & VISUAL BASIC	16
29	K-11-1	MICROSOFT OFFICE APPLICATION	16
30	K-12-1	OPEN OFFICE	16
ELECTRONICS ENGINEERING TECHNOLOGY DEPARTMENT			**HOURS**
31	E-1-1	BASIC LAB VIEW	16
33	E-4-1	PCB DESIGN AND FABRICATION	20
34	E-5-1	POWER ELECTRONICS (LINE AND SELF-COMMUTATED CONVERTER TECHNOLOGY)	20

35	E-6-1	PROGRAMMABLE LOGIC DESIGN (PLD)	16
36	E-7-1	SEQUENCE CONTROL	20
37	E-8-1	ELECTRICAL SYSTEM	16
38	E-9-1	INDUSTRIAL ELECTRONICS	16
39	E-10-1	TROUBLESHOOTING TECHNIQUES	32
40	E-11-1	MICROCONTROLLERS	24
MANAGEMENT TRAINING			**HOURS**
41	MN-1-1	SHOP FLOOR CONTROL	14
42	MN-1-2	MATERIALS AND INVENTORY MANAGEMENT	14
43	MN-2-1	PRODUCTION PLANNING AND CONTROL	21

Source: JMTI

Appendix 2: List of staff sent for training in Japan during technical cooperation period

	Name of Counterparts	Period of Training (Month, year)	Status	Subject / Field of Training
1	Abd. Halim B Ali Mohamed	Oct 1997 - Feb 1998	C/F	Manufacturing Engineering
2	Abdul Halim B Abd. Rahman	Oct 1997 - Feb 1998	C/F	Mechatronics Engineering
		June - Aug 1999	C/P	Vocational Training Institute
3	Abdul Halim B Mustafa	Aug - Dec 2000	C/F	Manufacturing Engineering
4	Abdullah Hapipi B Daimon	Oct 1997 - Feb 1998	C/F	Manufacturing Engineering
5	Abu Mansor B Abd Mutalib	Aug - Dec 1998	C/P	Mechatronics Engineering
6	Ahmad Nazri B Zainol	Oct 1997 - Feb 1998	C/F	Computer Engineering
7	Azhari B Ismail	Mar - Apr 2003		Electronic Control Robot by Z80MPU
		Aug - Sept 2003		Electronic Control Robot by PLC
8	Azman B Ibrahim	Oct 1997 - Feb 1998	C/F	Computer Engineering
9	Azmanruzee B Abdullah	Aug - Dec 1998	C/F	Computer Engineering
10	Azmi B Ahmad	Oct 1997 - Feb 1998	C/P	Mechatronics Engineering
11	Azmi B Mat	Aug - Dec 2000	C/F	Manufacturing Engineering
12	Azmir B Mohd Yunus	Oct 1997 - Feb 1998	C/F	Manufacturing Engineering
		Mar - Apr & Oct - Nov 2003		FMS Maintenance
13	Dalila Bt Sharingat	Aug - Dec 1998	C/F	Computer Engineering
14	Faizah Bt Harun	Oct 1997 - Feb 1998	C/F	Mechatronics Engineering
		Oct - Dec 1999	C/P	Supervisory Training
15	Fakharudin B Mohd Yusof	Aug - Dec 2000	C/F	Manufacturing Engineering
16	Fakhrul Azman B Mohamed	Aug - Dec 2000	C/F	Mechatronics Engineering
		Jan - Feb 2003		Machine Component
		Sept - Oct 2003		Electrical Control
17	Farahiah Bt Mohd Razari	Aug - Dec 2001	C/F	Mechatronics Engineering
18	Fardila Bt Azman Lingan	Aug - Dec 2001	C/P	Electronics Engineering
19	Fazlul Rahman B Mohd Yunus	Aug - Dec 2002	C/P	Electronics Engineering
20	Habibollah B Mahmud	Aug - Dec 2000	C/F	Mechatronics Engineering
		Nov 2003		Machine Allignment
		June 2003		Lubrication
		July - Aug 2003		Actuator

	Name of Counterparts	Period of Training (Month, year)	Status	Subject / Field of Training
21	Hafazah Bt Jaffar	Oct 1997 - Feb 1998	C/F	Manufacturing Engineering
22	Hamidom B Ngah	Jan - Apr 2000	C/F	Manufacturing Engineering
		Mar - Apr & Oct - Nov 2003		FMS Maintenance
23	Hj Abdul Wahid B Embong	June - Aug 2000	C/P	Vocational Training Institute
24	Isham B MD Tamimi	Aug - Dec 2000	C/F	Manufacturing Engineering
		July - Sept 2003		Material Testing
		Sept 2003		Heat Treatment
25	Ismawi B Ismail	Aug - Dec 1998	C/F	Electronics Engineering
		Aug - Dec 2000	C/P	Training
26	Ivo Rita Crustia Bt Salamon	Aug - Dec 2000	C/P	Electronics Engineering
27	Jailani B Abdullah	Jan - Apr 2000	C/F	Mechatronics Engineering
28	Jamli B Yahaya	Jan - Apr 2000	C/F	Electronics Engineering
29	Johari B. Hj Mohd Tahar	Aug - Dec 1998	C/F	Electronics Engineering
30	Junnainah Bt Husin Chua	Oct 1997 - Feb 1998	C/P	Mechatronics Engineering
31	Kamaruddin B Mohd	Aug - Dec 2001	C/F	Computer Engineering
32	Khairul Anuar B Deni	Jan - Apr 2000	C/F	Mechatronics Engineering
34	Mahadi B Mat Idris	Aug - Dec 1998	C/P	Mechatronics Engineering
35	Md. Fuzailee B Sabu	Jan - Apr 2000	C/F	Computer Engineering
36	Mohamad Safri B Mohd Dali	Aug - Dec 2001	C/P	Electronics Engineering
37	Mohd Azhar B Yahaya	Aug - Dec 1998	C/F	Electronics Engineering
38	Mohd Bazri B Mhd Bahri Shah	Aug - Dec 2000	C/F	Computer Engineering
39	Mohd Halil B Yahaya	Aug - Dec 1998	C/F	Computer Engineering
33	Mohd Lazim B Mat Lazi	Jan - Apr 2000	C/P	Mechatronics Engineering
		Sept - Oct 2003		Electrical Control
40	Mohd Raffi B Abd Rahman	Oct - Dec 2003		Statistical Method and Data Analysis
41	Mohd Rafizal B Abd Rahid	Aug - Dec 2001	C/F	Manufacturing Engineering
42	Mohd Rosli B Hussain	Aug - Dec 2003	C/F	Manufacturing Engineering
43	Mohd Safri B Mohd Dali	Sept 2003		Electronic Control Robot by PIC
44	Mohd Sanusi B Yusof	Aug - Dec 2000	C/P	Electronics Engineering
45	Mohd Suhaini B Hashim	Aug - Dec 2000	C/F	Manufacturing Engineering

	Name of Counterparts	Period of Training (Month, year)	Status	Subject / Field of Training
46	Mohd Sukimi B Mat Salleh	June - Aug 2001	C/P	Vocational Training Institute
47	Mohd Yusri B Mohd Rahim	Aug - Dec 2002	C/P	Computer Engineering
48	Mohd Zaibid B Nordin	Jan - Apr 2000	C/F	Electronics Engineering
49	Mohd. Manoj B Jumidali	Oct 1997 - Feb 1998	C/F	Electronics Engineering
50	Mohd. Sukri B Ismail	Aug - Dec 1998	C/F	Computer Engineering
51	Munirshah B Sumiri	Aug - Dec 2001	C/F	Manufacturing Engineering
52	Mustapa B Minhat	Aug - Dec 1998	C/F	Electronics Engineering
53	Nasaruddin B Mohd Khalid	Oct 1997 - Feb 1998	C/F	Electronics Engineering
54	Nazir B Elias	Jan - Feb 2003		Machine Component
		Aug - Sept 2003		Electronic Control Robot by PLC
55	Nikmat B Mohamd	Jan - Apr 2000	C/F	Mechatronics Engineering
		Dec 2003		Quality Control
56	Noordin B Abdullah	Jan - Apr 2000	C/F	Manufacturing Engineering
		Mar - Apr & Oct - Nov 2003		FMS Maintenance
57	Nor Asykin Bt Ismail	Aug - Dec 1998	C/F	Computer Engineering
58	Noraila Bt MD Noor	Aug - Dec 2001	C/F	Electronics Engineering
59	Noraishah Bt Mohamad	Aug - Dec 1998	C/F	Computer Engineering
60	Norliza Bt Yaakob	Aug - Dec 1998	C/F	Electronics Engineering
61	Nur Rizana Mohd Said	Aug - Dec 2001	C/F	Mechatronics Engineering
		Sept 2003		Electronic Control Robot by PIC
62	Pezol Ahmad B Yahya	Aug - Dec 2003	C/P	Manufacturing Engineering
63	Roslan B Mat Ariff	Jan - Apr 2000	C/F	Manufacturing Engineering
		July - Sept 2003		Material Testing
		Sept 2003		Heat Treatment
		Oct - Dec 2003		Statistical Method and Data Analysis
64	Rustam B Sulaiman	Aug - Dec 1998	C/P	Mechatronics Engineering
		Sept - Oct 2003		Electrical Control
65	Sahadi B MD Aziz	Aug - Dec 2000	C/F	Mechatronics Engineering
		Nov 2003		Machine Allignment
		June 2003		Lubrication
		July - Aug 2003		Actuator
66	Salam B Taazim	Aug - Dec 1998	C/P	Mechatronics Engineering
				Material and Strength of Material

	Name of Counterparts	Period of Training (Month, year)	Status	Subject / Field of Training
				Mechanical Measurement
67	Salamiyah Bt Ismail	Aug - Dec 2000	C/F	Mechatronics Engineering
				FMS Maintenance
				FMS Maintenance (Database)
68	Samsuri B Arif	Aug - Dec 2001	C/F	Manufacturing Engineering
69	Seliman B Wagimin	Oct 1997 - Feb 1998	C/P	Mechatronics Engineering
70	Shahran B Othman	Jan - Apr 2000	C/P	Manufacturing Engineering
71	Shahrudin B Othman	Mar - Apr 2003		Electronic Control Robot by Z80MPU
		Aug - Sept 2003		Electronic Control Robot by PLC
72	Shamsida Bt Zainal Abidin	Jan - Apr 2000	C/P	Electronics Engineering
73	Shamsul Basri B Bahrom	Aug - Dec 2001	C/F	Mechatronics Engineering
				Material and Strength of Material
				Mechanical Measurement
74	Sharani B Taib	Aug - Dec 2000	C/F	• Mechatronics Engineering • Machine Component • Quality Control
75	Shukri B Che Hassan	July - Sept 2003		• Material Testing • Heat Treatment • Statistical Method and Data Analysis
76	Suzrinnelly Mohd Salleh	Aug - Dec 2001	C/F	Manufacturing Engineering
77	Syahmi B Ramley	Aug - Dec 2002	C/P	Computer Engineering
78	Syamsiah Bt Salleh	Aug - Dec 1998	C/F	Mechatronics Engineering
79	Tukimin B Solehan	Aug - Dec 2003	C/F	Manufacturing Engineering
80	Wan Mohd Asri B Wan Zakaria	Aug - Dec 2001	C/F	Computer Engineering
81	Yaakob B Saad	Nov 2003	C/F	Machine Alignment
		Jan - Apr 2000		Mechatronics Engineering
82	Yusni B Abd Rahim	Mar - Apr 2003		Electronic Control Robot by Z80MPU
		Aug - Sept 2003		Electronic Control Robot by PLC
83	Yusri B Md Yusof	Dec 2003		Quality Control
84	Zafitul Azida Bt Sa'adin	Aug - Dec 1998	C/F	Computer Engineering
85	Zaidi B Kassim	Aug - Dec 2000	C/F	Mechatronics Engineering
		Mar - Apr 2003		Material and Strength of Material
		Apr - May 2003		Mechanical Measurement

	Name of Counterparts	Period of Training (Month, year)	Status	Subject / Field of Training
86	Zaidi B Mat Tan	Mar - Apr & Oct - Nov 2003		FMS Maintenance
87	Zaihan Shukri	Mar - Apr 1998	ID	Project Planning & Management
88	Zainal B Atan	Jan - Apr 2000	C/F	Electronics Engineering
89	Zainol B Abd Razak	Jan - Apr 2000	C/P	Manufacturing Engineering
		Mar - Apr & Oct - Nov 2003		FMS Maintenance
90	Zakaria B Sidek	Aug - Dec 2000	C/F	Mechatronics Engineering
		Nov 2003		Machine Alignment
		June 2003		Lubrication
		July - Aug 2003		Actuator
91	Zamberi B Jamaludin	Oct 1997 - Feb 1998	C/F	Manufacturing Engineering
		Oct - Dec 2000		Training
92	Zamzuri B Hassan	Aug - Dec 2001	C/P	Electronics Engineering
		Mar - Apr 2003		Electronic Control Robot by Z80MPU
		Sept 2003		Electronic Control Robot by PIC
93	Zatulmaharah Bt Baian@byin	Aug - Dec 2001	C/F	Computer Engineering
94	Zulkefki B Abd Maman	Oct 1997 - Feb 1998	C/P	Mechatronics Engineering
95	Zulkefli B Omar	Aug - Dec 1998	C/F	Computer Engineering
96	Zulkifli B Saad	Aug - Dec 2002	C/F	Manufacturing Engineering
97	Zuraini Bt Muda	Aug - Dec 1999	C/F	Manufacturing Engineering

C/P - Counterpart Training Course

C/F - Country Focused Training Course

Source: JMTI

2.3.3 Center for Instructor & Advanced Skill Training (CIAST)

Institutional Information Sheet (Date as of: 30/10/2009)

Name of Institution: **Center for Instructor & Advanced Skill Training (CIAST)**

Related Government Ministry/Department: **Ministry of Human Resources, Department of Skills Development**

Contact details of Institution (address, tel, fax, email):

CIAST, Center for Instructor & Advanced Skill Training

Peti Surat 7012 Jalan Petani 19/1 Seksyen 19, 40900 Shah Alam Selangor
Tel: 03 5543 8200 Fax: 03 5541 1508
Website: http://www.ciast.gov.my

Name and position of respondent: **Mr Ghazlan bin Ghazali**, (Director), PA: Pn Kasma

Contact details of respondent: Tel: 03 5543 8211
Email: ghazlan@ciast.gov.my

Outline and General Information of Organization

a) Brief History

CIAST was first mooted by the Malaysian Government in 1979. Following a joint feasibility study, the construction of CIAST was completed in 1983, with financial assistance from the Japanese Government under the ASEAN Human Resources Development Project and was assisted by technical and management experts from the Japanese Government via JICA until 1991.

From 1991 till June 2007 the purview of CIAST was under the Manpower Department, Malaysian Ministry of Human Resources. As of 1st June 2007 this was taken over by the Department of Skills Development of the same ministry with the aims of restructuring CIAST and exploring new possibilities. The centre offered courses in instructor training, supervisory training and advanced skill training for skill instructors, industrial supervisors, coaches and industrial skilled workers from the private and public sectors as well as internationally level.

With effect from 1 November 2007 the Malaysian Qualification Agency (MQA) established by the Malaysian Qualification Agency Act 2007 is responsible for monitoring and overseeing the quality assurance practices and accreditation of national higher education (www.mqa.gov.my). There are 965 accredited skill training centres and 6,163 accredited training programmes with the Department of Skills Development that requires qualified instructors. These two factors prompt CIAST to redefine its role in the development and delivery of programmes in the skills training sub-sector.

From February 2009 onwards, CIAST takes on the responsibility to produce trainers for these centres, upgrade trainers, implement qualification and licensing system for trainers, develop and enhance curriculum of skills training. To prepare for its new role CIAST is currently undergoing a RM28 million refurbishment and upgrading programme scheduled to be completed in February 2010. CIAST manpower would in increased from 232 to 294 persons.

b) Aims and Objectives

Vision

Leading organization in the development and enhancement of world class trainers for skills training

Mission

Develop world class trainers that are knowledgeable, competent, disciplined and responsive to environmental and technological changes.

Objectives

- To produce trainers to meet the needs of skills training institutions
- To upgrade trainers continuously in their respective technical skills areas and training methodology in pace with the technology advancement
- To implement qualification and licensing system for trainers
- To enhance the curriculum of skills training
- To strengthen international relation and training programs
- To strengthen information and communication infrastructure as well as electronic and multimedia learning system.
- To provide conducive environment and facilities for training
- To inculcate good values, positive attitude and work culture to trainers

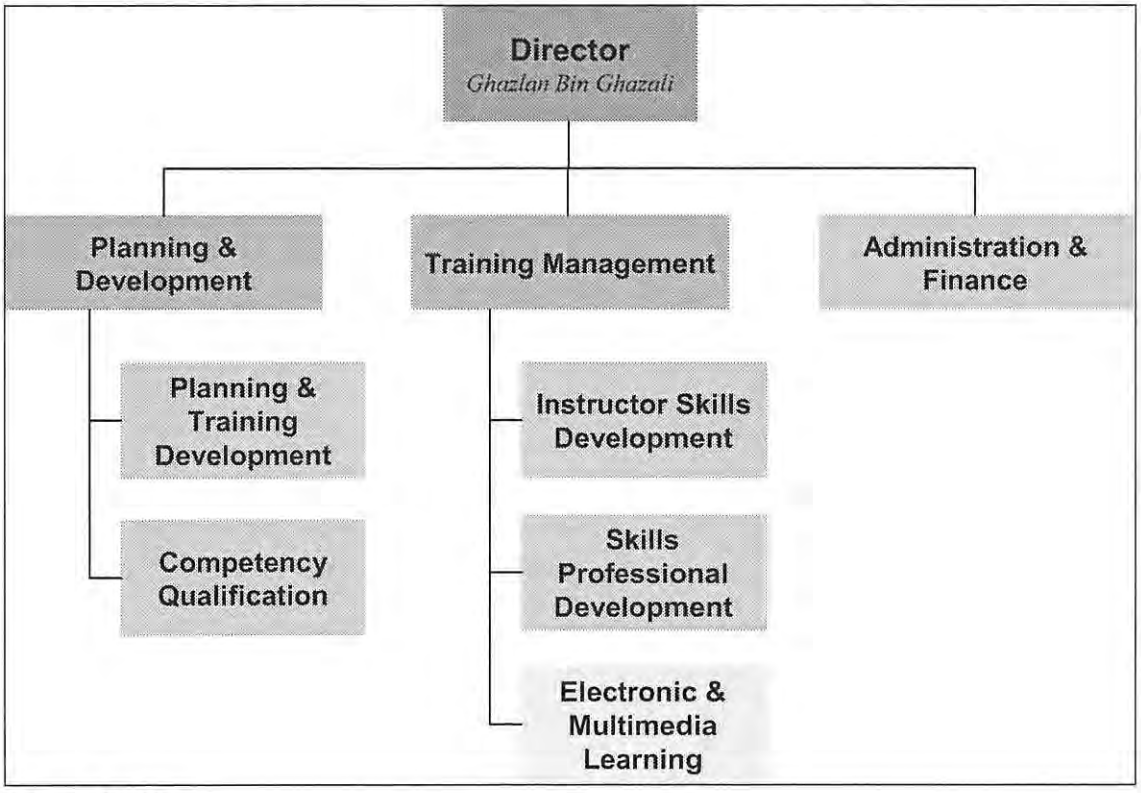
c) Function and Principal activity

Function

- as technical training supervisor besides more commitment with new functions to make Malaysia as world leading technical training supervisor
- **Activity**

The centre offers course in instructor training, supervisory training and advanced skill training for skill instructors, industrial supervisors, coaches and industrial skilled workers from the private and public sectors as well as internationally level. Training programs at the centre were conducted by experienced instructors with various technical backgrounds.

d) Organisation Chart



Source: CIAST

Facilities

CIAST 16 acres campus in Shah Alam has the following facilities

- A 250-seat auditorium
- 4 fully-equipped workshops catering to automotive, electrical and electronics, metal fabrication and machining courses.
- A computer laboratory with facilities such as CAD-CAM, C++ and Visual Basic programmes.
- classrooms and meeting rooms
- A library
- A hall with 2 badminton courts and other recreational facilities
- Accommodation for 591 students in 3 hostel blocks
- Other facilities such as canteen, muslim prayer room
- An Administration block

1. Official Development Assistance

1a) History / experience of Technical Cooperation or Loan Assistance by the Government of Japan

a) Technical Cooperation Project

Centre for Instructor and Advanced Skill Training

Period: 1982 Aug 20~1990 Mar 31, F/U 1990 Apr 01~1991 Mar 31.

Impact:

Instructors and engineers who are trained in CIAST are showing good performance in their institutions or organisations. CIAST will play more important roles in Human Resource Development sector.

Inputs

- Japanese Side (From 1982 – 1990):
  - Dispatched experts: Long-term: 27
    - Short-term: 22
  - Construction of building
  - Provision of machinery and equipment
- Malaysian Side:
  - Number of counterparts send to C/P training in Japan (1982-1987): 45

Note: F/U: follow up; C/P: Counterpart training courses

b) Third Country Training Programme

Operation and Maintenance of ENG/EFP - Advanced Course, 1989 – 1993

No information available

Electrical Control (Individual), 1988 – 1995

No information available

Advanced Skill Training on Programmable Logic Controller, 1994 -1997

Fixed number of trainees:

- 10 persons
- 19 Countries – Bangladesh, Cambodia, Fiji, Indonesia, Kribati, Laos, Maldives, Nauru, Nepal, Pakistan, Papua New Guinea, Solomon Island, Sri Lanka, Thailand, Tonga, Vanuatu, Vietnam And West Samoa

(The number of participants in the course per year from the invited countries will not exceed 10 and the number from Malaysia will not exceed 2)

Duration: 25 days

Advanced Skill Training on Fuel Injection System Service, 1994 -1996

Fixed number of trainees:

- 10 persons
- 21 Countries – Bangladesh, Cambodia, Fiji, Indonesia, Kribati, Maldives, Mauritius, Nauru Pakistan, Philippines, Papua New Guinea, Seychelles, Singapore, Solomon Island, Sri Lanka, Thailand, Tonga, Vanuatu, Vietnam And West Samoa

(The number of participants in the course per year from the invited countries will not exceed 10 and the number from Malaysia will not exceed 2)

Duration: 25 days

Engine Electrical and Electronic System Services, 1999 – 2003

Overall Goal

To provide participants from countries in the Asia-Pacific region with an opportunity to learn techniques in the field of electronic mechanical engineering as well as the Engine Electrical and Electronic System Services (EEESS).

Project Purpose

To acquire the latest techniques in Engine E&E system relating to:

- Servicing various E&E devices related to the engine such as charging, starting and ignition system;
- Handling engine electrical rewiring and fault finding;
- Carrying out proper testing procedures;
- Using correct tools and measuring instruments to determine measurements on clearance and limit required and specified
- To cooperate in strengthening Asia-Pacific network for the practice of advanced skill training on EEESS

Inputs:

- Japanese side: (at 2002)
    - Short-term Experts: 3
    - Equipment: 5.82 Million ten (in 1999)
    - Trainees received: 61
    - Local Cost: approx.21.6 million yen (70% of total)
- Malaysian Side:
    - Counterparts: 4
    - Local Cost: RM 292,336.5 (approx. 9.28 million yen: 30% of total)
- Others: Facilities, repairing equipment, management and development of training contents

Participating Countries

For the period till 2001 48 participants from Cambodia, Laos, Indonesia, Malaysia, Philippines, Papua New Guinea, Thailand, Nepal, East Timor, Fiji, Kiribati, Tonga, Samoa, Solomon, Vanuatu and Nauru participated in the training

Source: Thematic Evaluation Report on TCTP In Malaysia, 2002

Trilateral Technical Cooperation of France-Japan-Malaysia Programme: Workshop on Effective Vocational Training for Sub-Saharan African Countries, 1999

No information available

Arc Welding, 2001 – 2003

Participants: 9 – 14 persons

Overall goal:

To provide participants from Asia and Pacific with advanced knowledge and expertise on specific techniques in the field of welding.

Objectives:

Training participants can acquire new knowledge and skills of advanced welding technology including health and safety practises and testing procedures (both destructive and non-destructive testing)

Course content: Through lectures, practicaland site and field visits.

Participated Countries:

Philippines, Thailand, Vietnam, Pakistan, Papua New Guinea, Solomon Islands, Tonga, Vanuatu,

Samoa, Seychelles Additional participated countries start from year 2000: Fiji, Kiribati, Nauru, Maldives, Nepal, Indonesia, Myanmar, Laos, Cambodia, East Timor, Mauritius *Source: JICA Knowledge Site, http://gwweb.jica.go.jp (translated by Google Translate, 9 November 2009)*
Vocational Training Methodology, 2004-2008 *Participants*: 11 – 18 persons *Participated Countries*: Samoa, Sri Lanka, Indonesia, Nigeria, Nepal, Timor Leste, Fiji, Solomon Islands, Tanzania, Uganda, Zimbabwe • MTCP/JICA participants of the VTM course were given lectures in HRD, curriculum development, training methodology as well as safety and health. Discussions, demonstrations and practical were also part of the training module. The participants were taken on study visits to the Penang Skill Development Centre (PSDC) and the Jitra Industrial Training Institute in Kedah. *Source: MTCP Alumni Newsletter, Issue No. 6, September - December 2005*

c) Staff sent for training in Japan

	Work Position/Title at the time of training	Course attended	Year
1.	Vocational Training Assistant Officer, CIAST	Training (Ma Sun Institute of Technology)	1997
2.	Vocational Training Instructor, CIAST	Training (Ma Sun Institute of Technology)	1998
3.	Vocational Training Assistant Officer, CIAST	Vocational instructor (Electronic Engineering) II	2000
4.	Vocational Training Assistant Officer, CIAST	Vocational instructor (Mechanical Engineering)	2001
5.	Vocational Training Assistant Officer, CIAST	Malaysia East Policy "NC Machinery Tools"	2005
6.	Assistant Vocational Training Officer, CIAST	Technical Guidance and Mechatronics	2008
7.	Vocational Training Officer, CIAST	Industrial Technology Education	2008
8.	Head of Program, CIAST	Management Training	2008
9.	Vocational Training Officer , CIAST	Malaysia 5S Activities in Vocational Schools	2008
10.	Vocational Training Officer, CIAST	South-South Cooperation - Strengthening the basis of Vocational Training Instructor	2009
11.	Vocational Training Officer, CIAST	South-South Cooperation - Strengthening the basis of Vocational Training Instructor	2009

Source: JICA Malaysia Data

d) Japanese experts assistance received by the institution (by number of dispatched)

	Assistance provided	Month/Year	Duration (Days)
1.	Materials Development	May 1986	1776
2.	Research Coordination	May 1987	1048

	Assistance provided	Month/Year	Duration (Days)
3.	Chief Advisor	Aug 1987	968
4.	N/A	Mar 1988	738
5.	N/A	Mar 1988	738
6.	N/A	Mar 1988	738
7.	Electrical Control	Jul 1989	27
8.	Automobile Maintenance	Jul 1989	27
9.	Non Destructive Testing (NDT)	Aug 1989	20
10.	Plastic	Aug 1989	92
11.	Automobile Maintenance	Aug 1990	48
12.	Electrical Control	Aug 1990	48
13.	Welding	Nov 1990	60
14.	Safety	Jan 1991	66
15.	Third Country Training "Fuel Injection Skills Training"	Jan 1993	43
16.	Third Country Training "Program Logic Control"	Jan 1994	36
17.	Third Country Training "Fuel Injection Skills training"	Sep 1994	42
18.	Third Country Training "Program Logic Control"	Sep 1994	42
19.	Third Country Training "Automotive"	Feb 1999	14
20.	Third Country Training "Automotive"	Oct 1999	21
21.	Multimedia Application Development (Vocational Guidance Techniques)	Oct 2000	29
22.	Vocational Guidance Techniques	Aug 2001	24
23.	Electronic Communication	Sep 2001	28
24.	Mechanical Engineering Development	Feb 2002	28

Source: JICA Malaysia Data

2. Technical Cooperation provided by the institution for other developing countries

2a) Year of first involvement Malaysian Technical Cooperation Programme:

1994

2b) Type of MTCP provided

Short-term specialized training – scheduled training

2c) List of cooperation activities conducted by the institution (Training, Dispatch of Seminar Lecturer or Technical Expert)

	Title	Type	Country/ Region	Year	Remarks (e.g. Number)
1.	Engine Electrical Electronic System Services	MTCP / JICA	Cambodia, Fiji, Indonesia, Kiribati, Lao PDR, Maldives, Myanmar, Nepal, Pakistan, Papua New Guinea, Philippines, Seychelles, Solomon Island, Thailand, Timor Leste, Tonga, Vanuatu, Vietnam, Western Samoa	1999-2003	Participants: 8-18
2.	Fuel Injection System Services	MTCP / JICA	Bangladesh, Cambodia, Fiji, Kiribati, Nauru, Nepal, Papua New Guinea, Philippines, Seychelles, Sri Lanka, Vietnam	1994 & 1996	Participants: 9
3.	Plastic Injection Molding Technology	MTCP / JICA	Bangladesh, Cambodia, D.P.R. Korea, Lao PDR, Myanmar, Papua New Guinea, Philippines, Sri Lanka, Timor Leste, Vietnam	2005-2007	Participants: 9-10
4.	Programmable Logic Controller	MTCP / JICA	Bangladesh, Cambodia, Fiji, Papua New Guinea, Philippines, Sri Lanka, Vietnam	1994 & 1996	Participants: 5-11
5.	Vocational Training Methodology	MTCP / JICA	Fiji, Indonesia, Nepal, Nigeria, Seychelles, Solomon Island, South Africa, Sri Lanka, Tanzania, Timor Leste, Uganda, Uzbekistan, Western Samoa, Zambia, Zimbabwe	2004-2008	Participants: 9-18
6.	Welding Technology	MTCP / JICA	Cambodia, Myanmar, Papua New Guinea, Philippines, Seychelles, Sri Lanka, Thailand, Timor Leste, Vietnam, Western Samoa	2001-2003	Participants: 9-10

Source: Unpublished EPU Data (based on the information available)

3. Suggestions for Technical Cooperation

3a) The institution's possible or interested field of cooperation and country/region

CIAST is an active participant of MTCP. For 2009 it is currently conducting a course on "Effective Multimedia Development for Trainers'. It training methodology is a combination of theory and practical training. It has courses to trained newly graduated engineers as well as skilled employees to be skills instructors.

CIAST has the (physical, human and intellectual) capacity to do more. CIAST can offer training of trainers courses in the field of instructor training, supervisory training and advanced skill training for skill instructors, industrial supervisors, coaches and industrial skilled workers from the private and public sectors.

3b) Any other comments for future activity as a resource institution for cooperation to other developing countries

CIAST also has capacity to send its experts to assist developing countries to develop its skills training curriculum and to train its skills instructors.

2.4 Ministry of Rural and Regional Development

Established as the Ministry of National and Rural Development since 1959, the role of the ministry is to address issues of rural poverty and backwardness in line with the slogan of "urbanising rural areas". In 1990 it was renamed the Ministry of Rural Development. Regional development authorities (KEJORA, KETENGAH, PERDA, KEDA, KESEDAR, DARA and LKWJ) and land development authorities (RISDA and FELCRA) were placed under the ministry.

In 2004, as a result of a reshuffling of portfolios, the ministry was renamed as the Ministry of Rural and Regional Development (MRRD). Currently there are 10 agencies and departments that fall under the ambit of the ministry. They are:

1. Social Development Department (KEMAS)
2. Department of Orang Asli Affairs (JHEOA)
3. Institute for Rural Advancement (INFRA)
4. Majlis Amanah Rakyat (MARA)
5. Rubber Industry Smallholders Development Authority (RISDA)
6. Federal Land Consolidation and Rehabilitation Authority (FELCRA)
7. Kedah Regional Development Authority (KEDA)
8. Southeast Johor Development Authority (KEJORA)
9. Terengganu Tengah Development Authority (KETENGAH)
10. South Kelantan Development Authority (KESEDAR)

Majlis Amanah Rakyat (MARA)

MARA[5] was created in the 1966 specifically to cater for *Bumiputeras* to address the perceived backwardness of the community. Within its vocational and technical education ambit, it seeks to address *Bumiputera* poverty through the provision of skills and education in order to achieve skilled employment.

JICA has provided Technical Cooperation for two MARA vocational training institutes – in Kuala Lumpur and in Johor Bahru. We are not able to obtain information on these two TCs.

Institute for Rural Advancement (INFRA)

INFRA is the primary training institute for the management of rural development. INFRA's main focus to train leaders from the grassroots level and conduct research pertaining to rural issues. The institute also focuses on issues of poverty alleviation and non-formal education.

Currently, INFRA is involved in JICA's TCTP and conducts training courses on Sustainable Rural Development and Poverty Alleviation. It is a MTCP provider.

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[5] Council of Trust for the Indigenous People

Institutional Information Sheet

2.4.1 Majlis Amanah Rakyat (MARA)

Institutional Information Sheet (Date as of: 22/11/2009)

Name of Institution: **Majlis Amanah Rakyat (MARA)**
MARA Vocational Training Institute, Kuala Lumpur
MARA Vocational Training Institute, Johore Bahru

Related Government Ministry/Department: **Ministry of Rural and Regional Development**

Contact details of Institution (address, tel, fax, email):

MARA Vocational Training Institute, Kuala Lumpur

Jalan Belangkas, Kampung Pandan, 55100 Kuala Lumpur

Tel: 03-92844455 / 03-92844535 Fax: 03-92848213

MARA Vocational Training Institute, Johore Bahru

Jalan Taruka Off Jalan Datin Halimah, Karung Berkunci 848, 80990 Johor Bahru, Johor.

Tel: 07-2370001 @ 2361129, (Direct Line) 2371434 Fax: 07- 2364289

Outline and General Information of Organization

a) Brief History

History

MAJLIS AMANAH RAKYAT (MARA) or Council of Trust for Bumiputera was incorporated as a statutory body on March 1, 1966 under an Act Of Parliament, No. 20, 1966. MARA was entrusted with the responsibility to promote, stimulate, facilitate and undertake economic and social development of the people particularly in the rural areas thereof.

Education Sector

The main objective of the education sector is to increase and upgrade professionally trained, skilled, productive and resourceful *bumiputeras*.

There are 4 main education programmes :

- Secondary education programmes
  - MARA Junior Science College or MRSM (emphasis on science and technology).
    - 3 lower secondary colleges (Form 1 – 3)
    - 4 higher secondary colleges (Form 4-5)
    - 33 colleges (Form 1-5)
  - MARA colleges (conduct various pre university programmes).
- Vocational training programmes
  - GIATMARA Centres provide basic technical training. The courses offered include tailoring, printing technology, furniture technology, electrical wiring, electronics and automotives.
  - MARA Vocational Institutes or Institut Kemahiran Mara (IKM) - skill training programmes at the certificate and diploma level
- Higher education programmes
  - MARA Professional College (KPM)
  - MARA Poly – Tech College (KPTM)

- German -Malaysian Institute (GMI) (established in 1993)
- University Kuala Lumpur (UniKL) with 8 campuses
  - University Kuala Lumpur-British Malaysian Institute (UniKL BMI)
  - University Kuala Lumpur-Malaysia France Institute (UniKL MFI)
  - University Kuala Lumpur-Malaysian Institute of Aviation Technology (UniKL MIAT)
  - University Kuala Lumpur-Malaysian Spanish Institute (UniKL MSI)
  - University Kuala Lumpur-Malaysian Institute of Chemical Engineering Technology (UniKL MICET)
  - University Kuala Lumpur-Malaysian Institute of Marine Engineering Technology (UniKL MIMET)
  - University Kuala Lumpur-Malaysian Institute of Information Technology (UniKL MIIT)
  - University Kuala Lumpur-Royal College of Medicine Perak (UniKL RCMP)

- Sponsorship Programmes
  - Provides financial assistance in the form of study loans to qualified *bumiputera* students to further their studies at institutions of higher learning, in the country or overseas

MARA Vocational Institute or Institut Kemahiran Mara (IKM) offers a wide range of skill training programmes at the certificate and diploma level. There are 12 IKM(certificate level) and 8 MARA Advance Training Colleges or Kolej Kemahiran Tinggi MARA (KKTM)(diploma level) in Malaysia.

Objectives:

- To encourage, guide, train and assist *bumiputera*;
- To enable them to participate actively and progressively in small and medium scale commercial; and
- Industrial enterprises towards creating a strong and viable Bumiputera Commercial and Industrial Community.

Strategies:

- Create and increase the number of *bumiputera* entrepreneurs and upgrade their level of participation in the small and medium scale commercial and industrial enterprises towards creating a strong and viable *bumiputera* business and industrial community.
- Participate actively in specific commercial and industrial enterprises through investments and management in companies as a means of nurturing and promoting *bumiputera* participation in commerce and industry.
- Increase the number of trained *bumiputera* manpower at all levels and in various fields to meet the nation's need in the nation's commercial and industrial sectors.
- Provide other facilities and services where appropriate and become trustee in areas which can help raise the social and economic standard of the *bumiputera* community directly or indirectly

Source: http://www3.mara.gov.my/english/

b) Aims and Objectives

MARA Vocational Institute

Vision

To be the World-Class Training Centre

Mission

- To make the Skill Training in Malaysia as the leader and role model
- Produce *bumiputera* workforce that are competitive, well-trained, ethical, innovative and first class

mentality.

- Produce Global technopreneur towards the development of Bumiputera Commercial And Industrial Community (BCIC)

Objective

- Providing infrastructure facilities that meet standards and skills appropriate to the needs of the industry to all the MARA Skills training institute
- Design, implement and improve the quality of New or Existing program and obtain recognition from Government & Industry.
- Increase the number of *bumiputra* to participate in the latest industry that reflects the current racial composition.
- Increasing the entrepreneurship programme stabilisation to achieve the target of 10% of the former trainees participate in technical business.
- Improve the Development Programmes by forming noble trainee to decrease the cases of misconduct to less than 1% in each MARA Skills Institute

Source: http://www.ekemahiran.edu.my, translated by Google Translate

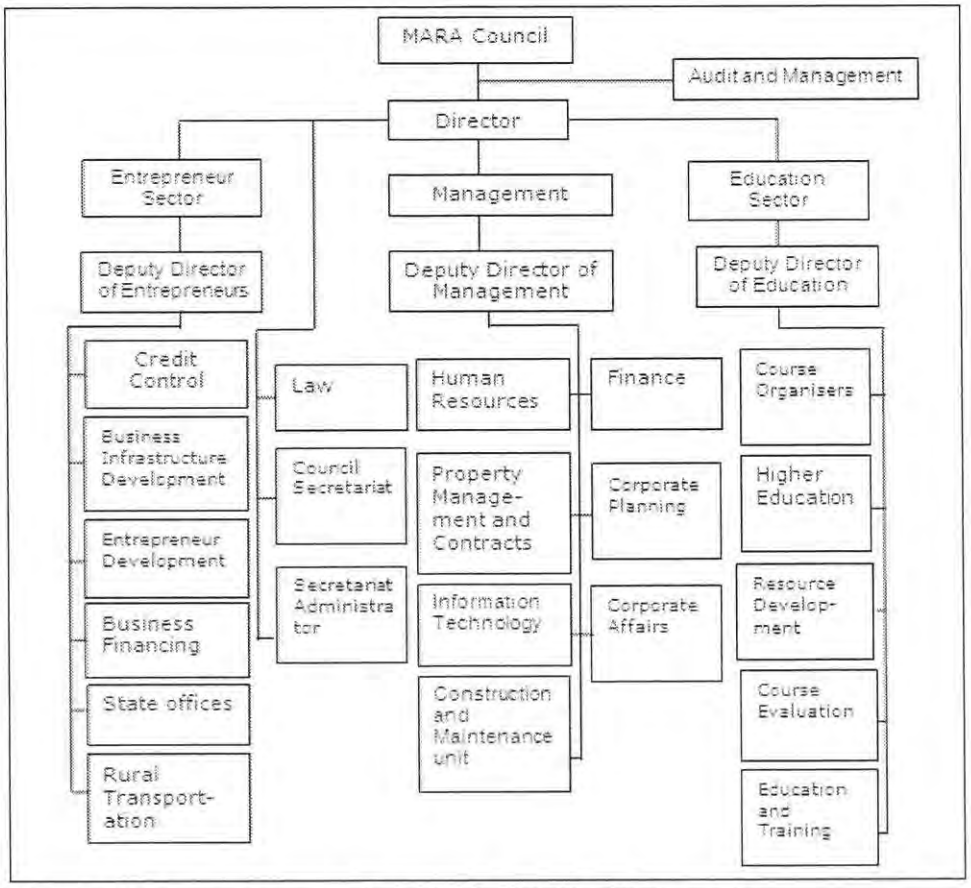
c) Function and Principal activity

Function & Strategies

- Create and increase the number of *bumiputera* entrepreneurs and upgrade their level of participation in the small and medium scale commercial and industrial enterprises towards creating a strong and viable *bumiputera* business and industrial community.
- Participate actively in specific commercial and industrial enterprises through investments and management in companies as a means of nurturing and promoting *bumiputera* participation in commerce and industry.
- Increase the number of trained *bumiputera* manpower at all levels and in various fields to meet the nation's need in the nation's commercial and industrial sectors.
- Provide other facilities and services where appropriate and become trustee in areas which can help raise the social and economic standard of the *bumiputera* community directly or indirectly.

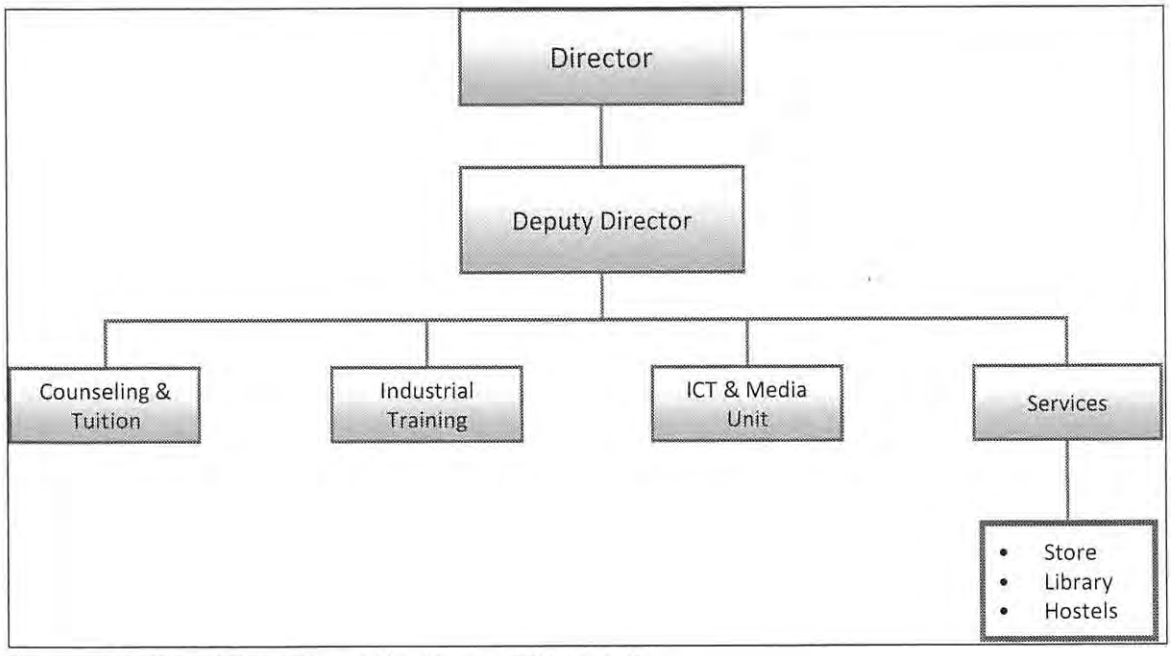
d) Organization Chart

MARA



Source: http://www.mara.gov.my/organisasi , edited by PE Research

MARA VTI Kuala Lumpur



Source: http://www2.ikm.edu.my/kl/, edited by PE Research

1. Official Development Assistance

1a) History / experience of Technical Cooperation or Loan Assistance by the Government of Japan

a) Technical Cooperation Project

MARA Vocational Training Institute, Kuala Lumpur, Jun 1973 – Jan 1976 (3 years)
MARA Vocational Training Institute, Johor Bahru, Sep 1976 – Sep 1981 (4 years)

b) Staff sent for training in Japan

	Work Position / Title at the time of training	Course attended	Year
1.	Instructor , MARA VTI	OVTA	1999
2.	Instructor, MARA VTI Lumut	OVTA / Machinery	2001
3.	Instructor, MARA VTI Besut	OVTA / Refrigeration and Air Conditioning	1998
4.	Instructor, MARA VTI Lumut	OVTA / Welding	2001
5.	Instructor, MARA VTI		2001
6.	Instructor, MARA VTI	Steel Technology	1999
7.	Instructor, MARA VTI Lumut	Malaysia Country-Specific Special Steel Cast Technology	1998
8.	Instructor, MARA VTI	Malaysia Steel Cast	2001
9.	Instructor, MARA VTI Lumut		2002
10.	Instructor of Electronics, MARA VTI	Look East Policy - Electronic	2003
11.	Instructor, MARA VTI		2003
12.	Vocational Training Officer, MARA VTI		2004
13.	Assistant of Vocational Training Officer, MARA VTI Jasin	Look East Policy - Design Of CAD Mechanical	2003
14.	Teacher, MARA VTI		2004
15.	Instructor, MARA VTI	Look East Policy Construction Cad	2003
16.	Assistant Vocational Officer, Mechatronic Technology Department, MARA VTI, Kangar	Robotic	2008
17.	Assistant Vocational Officer, Mechatronic Technology Department, MARA VTI, Pekan, Pahang		2008
18.	Technical Instructor, Mechatronics Department, MARA VTI, Beseri, Perlis		2008
19.	N/A	Management Training Program	2006
20.	Asst. Officer in Vocational Training MARA VTI	Safety Management In Construction	2002
21.	Assistant Vocational Training Officer MARA VTI Lumut	Japan - Malaysia Economic Partnership Training (Casting Mold)	2007
22.	Assistant Vocational Training Officer, MARA VTI		2007

	Work Position / Title at the time of training	Course attended	Year
23.	Vocational Training Officer, MARA Vocational Higher College	Mechanical Control Engineering	2007
24.	Vocational Training Officer, MARA Vocational Higher College		2007
25.	Assistant Vocational Training Officer, MARA VTI	Maritime Safety Training (Agency)	2006
26.	Senior Instructor, MARA VTI	Steel Cast	2000
27.	N/A	Industrial Technology Education	2003
28.	Lecturer , Kedah Sungai Petani Mara Vocational Institute	Technical Training Industry (Medical Electronics)	2006
29.	Vocational Training Officer , Sarawak Kuching MARA VTI	Technical Training Industry (Medical Electronics)	2006
30.	Vocational Training Officer , Vocational Education and Skill Training Division MARA		2006
31.	Vocational Training Officer , Pulau Pinang Balik Pulau Mara Higher Vocational College		2006
32.	Assistant Vocational Training Officer MARA VTI, Sik, Kedah		2008
33.	Senior Assistant Vocational Training Officer , MARA VTI, Kuching, Sarawak		2008
34.	Vocational Training Officer , MARA Vocational College, Pasir Mas, Kelantan		2008
35.	Assistant Vocational Training Officer , Perak Lumut MARA VTI	Industry Technical Training (Casting Mold)	2006
36.	Vocational Training Assistant Officer, Perak Lumut MARA VTI		2006
37.	Vocational Training Assistant Officer , Perak Lumut MARA VTI		2006
38.	Vocational Training Officer , Pulau Pinang Balik Pulau Mara Higher Vocational College		2006
39.	Vocational Training Officer , Pulau Pinang Balik Pulau Mara Higher Vocational College		2006
40.	Head Department, MARA VTI Jasin, Melaka,	Human Resources Development Administration Seminar	2007
41.	Assistant, Vocational Training Officer, MARA Vocational Division	Improve Training Seminar	2001
42.	Assistant Principle(Training), MARA VTI	Improve Vocational Training Seminar II	2005
43.	Instructor, MARA VTI	Vocational Instructor (Architectural Engineering)	2002
44.	Vocational Training Officer, MARA VTI	Strengthen South-South Cooperation Based On Domestic Dissemination Of Vocational Training Instructor	2008
45.	Vice Principal, MARA VTI	Management Training Seminar	1999
46.	Principal, MARA VTI		2002

	Work Position / Title at the time of training	Course attended	Year
47.	Assistant Principal, Vocational Education and Training Division, MARA		2005
48.	Vice Principal, MARA VTI Kuala Lumpur		2007
49.	Instructor, MARA VTI Lumut	Die Casting	1998

Source: JICA Malaysia Office Data

c) Japanese experts assistance received by the institution (by number of dispatched)

	Assistance provided	Month/Year	Duration (Days)
1.	Microcomputers I	Oct 1993	60
2.	PLC	Oct 1993	60
3.	Microcomputer II	Dec 1993	68

Source: JICA Malaysia Office Data

2. Technical Cooperation provided by the institution for other developing countries

Not available