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**The bold initiatives of the Ministry of Higher Education Malaysia in preparing Millennial learners to enter the workforce**

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**Abstract:**

The high unemployment rates among graduates and the existence of new clients of the 21<sup>st</sup> century higher education institutions known as the Millennials, or the Gen Y, are raising red flags with the Malaysian government. As the Millennial learners were born during the expansive boom of technology, their characteristics are glaringly different from the other generations preceding them. Their demands of higher education are also starkly opposed to that of the previous generations. Thus, to cater to the changing needs of the Millennials and to prepare them sufficiently for the workforce, this paper aims at underscoring the new strategies instituted by the Ministry of Higher Education Malaysia to ensure that Malaysian higher education institutions remain alive and relevant.

**Keywords:** unemployment, unemployed graduates, Ministry of Higher Education Malaysia, Millennials, Baby Boomers, Gen X, The CEO Faculty, MOOCs, 2u2i, iCGPA

**Introduction**

Having the right quality of human capital is essential to the development and progress of an organisation and a country. However, to produce quality employees to function effectively is becoming one of the greatest challenges Malaysia is facing currently.

The issue of unemployment among graduates is a hot topic in Malaysia and around the world. The phenomenon is worrying the Malaysian government. This reality of jobless graduates is also plaguing many developing countries, such as the Philippines, Indonesia, Thailand, India and developed nations like the UK and the US (Ahmad Asrul, 2009).

As being a university graduate does not guarantee employment, the number of graduates increases from time to time, together with unemployment rate, according to several studies. This reflects the struggles today's graduates are facing amid a shaky economy. There are many reasons contributing to the high unemployment among Malaysian graduates which include the national economy and the role of higher education institutions in shaping graduates ideal for the workforce.

Realising that higher education institutions are receiving the new clients known as the Millennials, the Ministry of Higher Education Malaysia has stepped forward in strategising action plans to meet the new demand. This is believed to be essential to prepare the Millennial learners for the workforce where the system in higher education institutions has been updated to their learning needs, thus reducing the rate of unemployment among Malaysian graduates today. Therefore, this paper aims to examine the bold initiatives of the Ministry of Higher Education Malaysia in shaping graduates to be able and ready for employment.

### **Unemployment among Malaysian graduates**

According to Wong (2010), in the year 2009, the statistics revealed that there were between 80,000 to 100,000 unemployed graduates in Malaysia. The Department of Statistics Malaysia (2013) revealed the unemployment rate in Malaysia in September 2013 showed a decrease compared to August 2013 with the rates of 3.1% to 3.2% respectively. Although the unemployment rate is deemed to be relatively low, Malaysia can be considered to have achieved full employment with an employment rate of 3.1% in August 2013 according to the Department of Statistics, as compared to countries in the Europe and the US. However, the issue of unemployed graduates is still a thorny issue. In 2010, the figure of unemployed graduates was 65,500, 16.7% of the total unemployed labour, according to the Department of Statistics, Malaysia. Unemployment among Malaysian graduates is a matter not to be taken lightly.

There are numerous job vacancies advertised in the newspapers and other sources, but why are Malaysian graduates unable to secure employment upon graduation? The reason may come from two directions: An oversupply of graduates in the job market (economy) and the inability of the graduates to meet the skills required set by the industries (attributes).

Wei (2011), suggest several reasons that lead to the unemployment question among Malaysian graduates. These reasons comprise the relationship between capital intensive economy, a hasty rise of the graduated workforce, a lack in a synergistic relationship between educational institutions and the industries, absence of proper training for work preparation, rapid growth in population rate, rapid decline in mortality rate, educational development, economic recession, quality of education, capabilities of graduates, and graduates' skills and personalities.

Graduan2u (2010) suggested soft skill deficiency as being the top factor for the high unemployment numbers among fresh graduates. The Central Bank of Malaysia (2002), meanwhile, conducted a study and found that Malaysian graduates are less skilled when compared to their international counterparts. The skills that are lacking in Malaysian graduates

include, among others, technical skills, problem-solving skills and communication skills, specifically in the English language. Wye and Liew (2009) listed a few fundamental weaknesses of these graduates. These deficiencies are related to aspects of management, problem-solving, communication, leadership, creativity, critical thinking, being proactive, lack of self-confidence and poor interaction skill.

A survey that was carried out by the Central Bank of Malaysia (2004), which involved 312 companies revealed that 77.6% of respondents felt that Malaysian graduates were lacking the vital critical skills to function well in an organization (Ng et al.,2009).

Wei (2011), meanwhile, discovered that current graduates in Malaysia were ill-prepared to face the age of globalisation and the k-economy (knowledge economy). As a result, they were meeting with many obstacles to gain a place in the working world. Even if they were gainfully employed, they were unable to execute well and give full commitment to their jobs. The inability of Malaysian graduates to fill the job openings had resulted in the Malaysian government having to hire many foreign workers.

Archer and Davison (2008) reported in their study that one of the most sought after skills which employers look for when recruiting new graduates is good communication. Unfortunately, employers were disappointed as many graduates were unable to communicate and express themselves adequately. Dickenson (2000) stated that the UK government had acknowledged the weakness of graduates' communication skills. Malaysia also faces the same problem in this regard. As Malaysia is a trading nation, mastery of the English language is considered vital, a component in the context of globalisation, as employers regard the ability to communicate reasonably well in the English language as important. Another reason is that Malaysia is a multi-ethnic and multi-lingual society. Malaysian institutions are part of a bigger global network where constant interaction with foreign establishments is more than essential. Employers have cited the decline in fluency in the English language as a dominant weakness among Malaysian graduates.

According to Sharifah Hapsah (2008), there were many university students who were unable to construct proper sentences in English. In addition, those who were proficient chose not to speak the language due to a severe lack in confidence.

According to the Department of Statistics (2011), between the years 2008 and 2010, about 28,000 to 34,000 graduates were unable to secure jobs due to factors such as poor communication skills, low levels of English language proficiency and lack of work experience (Gill, 2002). During job interviews, prospective employers admitted that although these graduates were well trained in their areas of specialisation, they were sorely lacking in communication skills which are deemed vital to communicate their skills and knowledge and to "sell" themselves (Gill, 2002). Most jobs today demand graduates to have the right skills and knowledge as well as the soft skills such as fluency in language, interpersonal communication, maturity and wisdom. Employers find it a great challenge to hire graduates with these attributes and especially those graduates with the ability to communicate reasonably well in the English language.

Employability of a graduate relies much on his or her ability to show and express the attributes which employers foresee are needed for the future successful functioning of their establishment (Harvey, 2000). It is apparent that in this day and age, a sound academic degree is no longer a guaranteed passport for graduates to obtain employment (Noor Azina, 2011).

### **The new 21<sup>st</sup> Century clients of higher education institutions**

In addition to this major issue of Malaysian graduates' high unemployment rate is the concern of the 21<sup>st</sup> Century clients of the Higher Education Institutions in Malaysia. Many books, articles, studies, articles and research have been done on the Millennial Generation, also known as the Gen Y.

There are other terms to refer to this group of people. Tapscott (1997) called this group as the Net Generation Trophy because the members came into this world during the era of computers and the Internet. They are also labelled as the Trophy Generation because they deserve a trophy simply for participating as there are no winners or losers (Tulgan, 2009). As for the term Millennials, according to Howe and Strauss (2000), this description is created by the students themselves to set them apart from the Gen X. Prensky (2006) tagged the Millennials as "Digital Natives" since their "mother tongue", the language that they have been exposed to since birth, is that of computers, mobile phones, play stations and technological devices of the digital era.

Are the Millennials different from the Baby Boomers and the Gen X, the generations preceding them? Indeed they are. Since the Millennials are born in the burgeoning era of digital technology, they generally have these characteristics:

- They are technologically adept and are proficient in complicated assignments since they are born with technology as their main staple (Carlson, 2005; Prensky, 2006).
- They favour learning that allows them to be hands-on and experiential, rather than having to read from textbooks or listen to lectures (Tapscott, 1999).
- They are open to failing and then starting over when they are working on their tasks as this is due to the practice they have had when they are playing computer games (Prensky, 2006).
- They are more inclined towards visuals and images, and are less inclined towards text-only literature and do not enjoy reading textbooks (Gomez, 2007).
- They embrace teamwork and like to work collaboratively on activities such as small group discussions and volunteering projects (Tapscott, 2009).
- They appreciate multiculturalism and embrace diversity as the influence of the Internet has allowed them to be exposed to the whole world (Greenberg & Weber, 2008).
- They want constant and instant feedback on the progress of their work, and require clear directions on how they should complete their assignments (Lowery, 2004).

To address both these issues of high graduate unemployment rates and the new clients of the higher education institutions, known as the Millennial learners, in Malaysia, the Ministry of Higher Education Malaysia has taken the lead with several bold initiatives.

### **Ministry of Higher Education Malaysia (MOHE)**

The Ministry of Higher Education Malaysia is the governing body for Malaysia's higher education system. On March 27, 2004, the Ministry of Higher Education Malaysia was established based on the restructuring programme of the Ministry of Education. Its enactment was based on the mission to build and create a higher education environment which is suitable for the development of academic and institutional excellence. This would help the country to generate competent individuals aligned to serve the nation and the world.

The ministry runs on five core values:

- To create a strategic and systematic plan for higher education.
- To reinforce the management system of higher education.
- To increase the level of capacity, accessibility and participation in higher education.
- To enhance the quality of higher education.
- To enhance the quality of higher education and to internationalise higher education branding in Malaysia.

The actions of the Ministry of Higher Education since its enactment have been based on this guideline. Its plans are inclusive of both the public and private institutions. The components can be broken down to the community colleges, polytechnics and other government agencies whom are involved in higher education activities. In depth, the education structures are constructed to create a valuable talent pool for the Malaysian workforce.

### **MOHE's goals for higher education institutions**

This paper aims to highlight the evolution on actions taken by MOHE, from the enactment of Ministry of Education in the 1960's until today. This paper will also describe the phases of MOHE's actions and the current initiatives to suit the demands and needs of the Millennial learners as a preparation to enter the workforce.

The recent phases can be uniquely understood through the "The National Higher Education Plan: Beyond 2020". This report is used as a point of reference as it is sourced directly from MOHE, and the report is recent and relevant. In this section, the focus is on the evolution of tertiary education, and how MOHE is putting all efforts to bring the best out of Gen Y or the Millennial learners in order to prepare them for employment.

On March 27, 2004, MOHE was successfully formed with the vision to turn Malaysia into a centre of excellence for higher education. With this in mind, the mission is to develop an environment that encourages growth of knowledge centres, focusing on individuals and entities

which are competent and innovative, with an eye for national and international interest. MOHE is responsible for the development and performances of all universities in Malaysia.

MOHE was enacted during the tenure of the fifth prime minister of Malaysia, Tun Abdullah Ahmad Badawi, who was prime minister from 2003 until 2009. Ever since its enactment, MOHE has seen slight changes to its mission and approaches. In fact, in 2013, Prime Minister Datuk Seri Mohd Najib Razak merged the Ministry of Education and the MOHE into a single ministry known as the Ministry of Education (MOE). Most recently, the two were again separated and back to being what they were originally. Their vision and mission has changed over the years as well, with the most recent vision of the MOE being “quality education begets learned individuals for a prosperous nation”, and bearing the mission of “upholding a quality education system that develops individuals to their full potential and fulfills the aspirations of the nation”. (Ministry of Education Malaysia, 2016)

The focus of the education structure has changed from focusing on access to education, towards raising the standards. The Higher Order Thinking Skills (HOTS) are being emphasised by the MOE for the primary, secondary and tertiary education levels in Malaysia (Ministry of Education, 2015). Understanding the shift of the emphasis is crucial in knowing what gaps are required to be filled, in order for the system to produce individuals suited for the vision and mission of the nation.

### **MOHE’s policies and strategies**

As the higher education sector in Malaysia aspires to produce quality graduates ideal for the workforce, the MOHE has outlined a strategic plan for the sector comprises four phases as its strategies to achieve its goals, as well as come out with several policies to support its aspiration. According to the National Higher Education Action Plan (Ministry of Education, 2015), phase one was done between the years 2007 to 2010, which focused on the foundation of the high performance education.

Phase two, which was run from the years 2011 until 2015, have just been completed. During phase two, MOHE focused more on strengthening and enhancing education level. For example, the strategic partners for all levels of education were brought in through various programmes. Focusing on tertiary level students, there were mainly hosted by government-related entities such as the Malaysian Global Innovation and Creativity Centre (MaGIC) who set a platform of opportunities for tertiary students to study, work and discuss with their counterparts from Stanford Business School, Boston Consulting Group, as well as Google Malaysia. Phase three was running alongside phase one and two. Phase four is dubbed as the Glory and Sustainability phase, which is targeted to go beyond 2020.

On the major policies, a handful of Critical Agenda Projects (CAPS) were enacted during phase two. These CAPS revolved around holistic student development, polytechnic transformation, accelerated programme for excellence (APEX), as well as liaising with top business schools in the world promoting the idea of entrepreneurship.

Strategy	Action Plan	Outcomes	Year
To provide a conducive ecosystem and environment, infrastructure, and holistic entrepreneurial education system support system.	<p>Re-assess the curriculum based on entrepreneurship.</p> <p>Take into account equivalent credits for entrepreneurship co-curricular activities.</p> <p>Strengthen and expand the system to suit entrepreneurship and learning.</p> <p>Increase the number of elective courses based on the field of effective entrepreneurship.</p>	<p>There must be cluster of entrepreneurship courses offered to the students, equivalent of the necessary credits.</p> <p>The number of percentage of students with basic skills of entrepreneurship increases steadily.</p> <p>The should be a steady number of graduates with effective set of skills, complementing HOTS, and employability.</p>	2011-2015

According to MOHE's strategic plan, entrepreneurship plays an important role in assisting employability rates of graduates from higher education institutions. Through this plan, there are to be a positive development of entrepreneurial activities which would assist the Malaysian government in improving the welfare of its people, bridging the gap between the poor and the rich, and the development of rural areas (Ministry of Higher Education, 2015).

Entrepreneurship is one of the main CAPs and in this context, entrepreneurial values and skills are able to encompass aspects of leadership, creativity, innovation, endurance, self-reliance, the ability to identify opportunities, and most importantly, the ability to take calculated risk, which are deemed crucial for the working world.

The action plan for entrepreneurship-based curriculum is derived as shown below:

Table 1: Action Plan for Entrepreneurship-based Programme derived from MOHE's Strategic plan

There are tools which are being implemented in order to attain the required outcomes set out by the MOHE. The main tools are advocated to meet the needs of the Millennial learners in the 21<sup>st</sup> century higher education institutions and as a preparation for the working world. They include the CEO Faculty Programme, MOOCS, 2u2i and iCGPA.

## **Tools**

### **CEO Faculty Programme**

The MOHE has embarked on the CEO Faculty Programme in its efforts to create holistic and industry-ready graduates. With the aim to boost talent excellence, this strategy began in 2015 and is part of the Malaysia Education Blueprint 2015-2025 where industry leaders and distinguished CEOs are brought into public universities to conduct lectures.

This approach is to ensure that private companies are involved to contribute to the universities. Using this platform, CEOs not only impart knowledge but also share their invaluable experiences to university students. The MOHE is expanding this programme to include senior government officers, alongside 31 CEOs from the private sector. The MOHE has also launched the Malaysia Academia Industry Network (MyAIN) portal which functions as the intermediary platform between industry players and universities.

### **MOOCS**

Massive Open Online Courses, also known as MOOCs, is aimed at the high rate of participation thanks to the open access of the World Wide Web. There are several common reasons why higher education institutions (HEIs) are adopting MOOCS at this day and age.

One of the reasons of adopting MOOCs is to democratise education. MOOCs provide education with quality information for those seeking to study the subjects. When HEIs provide these platforms, they are also promoting their own branding status. Moving forward, for the education industry in Malaysia, this opens up the opportunities for collaboration between inter-university learners as well as the universities. This also makes it easier for the learners to enroll with the institutions. MOOCs have also substantially transformed the teaching and learning approaches over the years as the Gen Y is craving access to information through the use of the Internet.

There is a concern where MOOCs in Malaysia are dubbed as carbon copies of more successful and established global samples. This is hardly the case as Malaysian MOOCs do have their own identity.

The current MOOCs in Malaysia are in tandem with the 11<sup>th</sup> Malaysia Plan (2016-2020), the National Economic Model (NEP), and the Malaysian Education Blueprint for Higher Education. The characteristics of MOOCs revolve around them being massive, open and online. These three factors are the key towards getting MOOCs providing considerable impact in Malaysia. Online learning in Malaysia is an essential component of this blueprint.

In 1996, MSC Malaysia launched projects such as the “Smart School” project – in an effort to promote integration between school-based learning and Internet access. In 2011, this branched out to a broader platform: YouTube through “EduWebTV”. Malaysian education sector took a bold step forward where Open University Malaysia (OUM), Wawasan Open University (WOU), Asia e-University (AeU) and International Centre for Education in Islamic Finance (INCEIF) combined online learning with self-managed education ecosystem.



Malaysian public universities, for example Universiti Sains Malaysia (USM) and Universiti Putra Malaysia (UPM), also followed these steps, by offering long-distance studies with delivery methods similar to those of higher education institutions which are branded as full-fledged open distance learning institutions. The demand and the outcome of these institutions molded the Malaysian version of MOOCs.

As the history of Internet penetration in Malaysia has reached 91.7% inhabitants as of the second-quarter of 2015 (BBC News, 2015), this number shows the access which can be used for education purposes through MOOCs.

In the current practices of MOOCs in Malaysia, there are six notable higher education institutions which are currently involved in the development of MOOCs in Malaysia. They are:

- Taylor's University
- Universiti Putra Malaysia (UPM)
- Universiti Kebangsaan Malaysia (UKM)
- Univeristi Teknologi Malaysia (UKM)
- Universiti Malaysia Sarawak (UMS)
- Open University Malaysia (OUM)

What these higher education institutions are providing in the short term are the promotion of MOOCs, while at the same time increasing public awareness and providing opportunities for the masses to experiment with the programmes and courses. These are inclusive of non-formal and formal courses as part of the goal to increase public awareness for MOOCs-related materials.

If Malaysian higher education institutions are compared against the top universities such as Stanford University, Massachusetts Institute of Technology (MIT) and Harvard, their main focus starts on the material provided. These notable universities build their reputation on churning out top scholars and graduates. This helped them greatly, to attract over 150 000 students from over 100 countries per year with their online courses. Malaysian MOOCs do not entail similar goals to the global examples. The MOHE is moving MOOCs in accordance with the blueprint on higher education, which has declared the intent to highlight local expertise in niche areas, rather than focusing on widespread global reach, for now. The MOHE's main focus is complementing the government's focus and delivery methods at public universities, and the private institutions are following similar trends, if not setting new ones.

By implementing education through MOOCs, the MOHE is believed to be shoring up the market value of graduates from higher education institutions in Malaysia. This is so as the Millennial graduates are polished through approaches favouring the way they learn the best holistically

which is through technology. Thus, MOOCs can be seen as a step to prepare the Millennials to meet the demand of the industries.

### iCGPA

Another tool which was recently launched by the MOHE is the iCPGA. This is a holistic evaluation system, which takes into consideration not just the knowledge and understanding of a student to a subject, but also the practical, social, ethics, communication, problem solving, information management, entrepreneurial and patriotic-related skills, which are the focus of employers when hiring new employees. In all, there would be nine different sections which are taken into consideration.

This system was six years in the making and was only enacted in fourth-quarter of 2015 by the MOHE. Five public universities are pioneering the iCGPA, namely: Universiti Kebangsaan Malaysia (UKM), Universiti Teknologi Mara (UiTM), Universiti Malaysia Terengganu (UMT), Universiti Malaysia Kelantan (UMK) and Universiti Malaysia Pahang (UMP).

This implementation is in line with the Malaysia Education Blueprint 2015-2025, focusing on the higher education sector. Under this context, the main objective is to produce holistic, entrepreneurially balanced graduates.

The basic implication of this MOHE's initiative is to create students who are not just studying to pass for their examinations. The skewed perception of "good grades equal to good graduates" has often shown that grades do not necessarily mean that the graduates are able to produce the goods in their specific industry (The Star, 2015). The iCGPA would take into consideration not just the activities done in the classrooms, but also out of the classrooms. For example, through the initiatives done by the government, learners are now able to network with international universities for collaborative projects. Organisations such as, Cradle and MaGIC, are the platforms for the learners to indulge with the relevant industry players. A learner who is involved in taking part and providing significant input to these organisations could certainly do better in comparison to a learner who is focusing purely on class-based exams.

The iCGPA prepares the students in advance with the industry players. This could enhance their chances on either starting their own businesses through the network of opportunities they are able to experience, or finding themselves in a temporary project that would showcase to industry leaders their capabilities and how they are benefitting those organisations should they are hired. MOHE foresees that it would take approximately two years for the iCGPA to be successfully implemented.

The underlying issue is creating an environment for the next generation of Millennial learners to be industry prepared. The essence of the iCGPA is not to do well in all criteria before the graduate starts working, but rather to understand that grades do not just signify what one can do, and to know at which juncture the graduates can improve themselves.

An important factor to be taken into consideration for holistic learning is the psychological health of the learners. Although learners are usually prepped through the subjects they need to learn, iCGPA can assist them on how they learn it in their best possible suited intelligence. Professor Howard Gardner believes that parts of intelligence and psychometric of behaviours are inherited, which begs the argument that all are trainable to learn, given that it is presented in the best consumable way for the subject (Smith, 2002; 2008). For example, an introvert might be able to digest the theory of a certain finance topic by studying on his/her own, in comparison to an extroverted person whom might be able to learn it by doing more exercises in a group/team environment. Hence, this could be advantageous to the Millennial learners when the academics are able to adjust their methods of delivery in accordance to the learners preference.

Taking this into consideration, future employers should take this method seriously on their training and development programmes. Understanding a certain discipline is done best by broadening the focus area to improve the graduates as individuals.

## 2u2i

2u2i was derived from “2 Universities, 2 Industries”. This is an initiative which requires the Millennial learners to spend two years studying at their respective universities, and the other two years on industrial-based learning. The urge is not just from the camp of the Millennial learners to participate, but also from the industry players to provide those opportunities for the Millennial learners as well.

The cooperation is essential to prepare the industries on accepting the Millennial learners for this initiative. Universities and industries must work closely for this programme to work. Two universities which have already implemented the 2u2i programme are Universiti Malaysia Kelantan (UMK) and Universiti Putra Malaysia (UPM).

To encourage industry players to participate, Malaysian Employers Federation’s (MEF) proposed that the employers use the Human Resource Department Fund (HRDF) budget for this programme (Berita Harian, 2016). It was also mentioned on getting tax-related benefits through the 2u2i initiative. It was stressed that the opportunity can be given but not at the risk of compromising the performance of the companies.

This programme could be based on the low standards of Malaysian graduates during their internship phase. The 2u2i programme would revamp the tertiary education system’s output, tackling the concerns of employers unwilling to hire fresh graduates. However, there is a possible back lash, in case the Millennial learners do not see themselves staying in that industry for two years, or if the employer does not trust the Millennial learners with relevant work for that given period of time.

Taking into consideration of the previously mentioned iCGPA, certain Millennial learners may not have specific skills which are required by the employer to get them into the 2u2i programme. Training and development will request the industry players to bear the cost, hence the reason why MEF was proposing for HRDF and Internal Revenue Board to play a role in this

programme. As much as the industry is willing to provide the platform, they would require a certain amount of assurance. The issue which deters 2u2i from being implemented thoroughly is the risk factor of having the Millennial learners being with the company for two years, which is considered to be a lengthy period for the industries.

Moving forward, Millennial graduates must use these initiatives to get a head start of the already competitive market. The 2u2i programme is a good platform for them to network around with their future employers to assess on the suitability of the working cultures, and for the employers to spend lesser investment on recruitment processes.

### **Issues and Challenges**

Malaysian education sector has grown considerably ever since the year 2000, both in the sense of industrial growth and number of graduates produced. Yet, the progress is not sufficient to fulfill the demand of the labour market (World Education Forum/WEF, 2015).

As stated in the 10<sup>th</sup> Malaysian Plan, it was noted that there is a lack of high quality Technical Vocational Education and Training (TVET) to meet the demand for skilled labours. That demand has now changed into something more mercurial, where not just TVET is required but HOTS too, which require the graduates to be able to multitask and adapt quickly to their surroundings.

According to the WEF report, a survey done by the World Bank from 2009 showed that 40% of firms reported that vacancies took them approximately four weeks to fill them in. This is due to the long process of assessing the right workers. There is a fear of mismatching the worker to the industry that they are applying.

The gap is apparent as the employers are facing issues on retraining current set of employees to adapt to new roles, and selecting new Millennial graduates to fill in the roles. With the current mentality of this Gen Y's graduate, employers are facing crucial task on ensuring their hiring and training process is on the right track.

### **Summary**

Through the tools mentioned earlier, they were created to cater to the need of the industry based on the best suited style of learning for the current and future Millennial generations. Inevitably, all employers must follow suit what the tertiary education is doing. For example, now that the public and private universities are in the direction of digital information, trainings by employers could follow the same direction. Analog or traditional method of training and development may not suit the Millennials.

The aforementioned tools are based on freedom and the free will of learning by the students. The essence of trust must be apparent for this gap to be bridged. It is crucial for the employers to participate in the 2u2i programme and others of similar method in order to understand the best way to get their message across. These factors could minimise their risks when they are hiring the next generation of Millennial talents, at the same time reducing unemployment among the Millennial graduates when supply meets demand.

## Conclusion

As a conclusion, MOHE does not only cover primary level of education, but to the extent of few years of industry experience for the students. What is more interesting is that, the education style being implemented is a forecast on what future industries will be practicing. Certain organisations are getting broader in terms of their operations and organisational charts. Over time, the working structures are becoming more flexible, much alike the example on the high demand for virtual classes.

In an age where information is needed with lightning speed and accuracy, the prime source of information sourced out by the government now needs the platform to allow information to be consumed more efficiently. Through the policies, tools and phases being implemented, it is obvious that tertiary education is slanted towards self-initiated involvement. MOHE's vision is clearly stated: The goal is to create individuals who can contribute to the country and the world at large.

The holistic approach and emphasis of skills are dictating how learning is done. Learning is now comprised of the training and development done by the respective industry players, as they are now demanding for the graduates to possess numerous set of skills to be able to contribute to the company not in just one specific spectrum. The key idea here is to ensure that both the graduates and teachers are able to adjust in accordance to the demand of the industry, rather than creating an influx either in supply of talents, or supply in career path. As technology and speed of information advances, education itself is liberalising itself from the conventional way of being consumed.

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