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SEAMEO VOCTECH Journal:

A Journal wholly dedicated to Vocational and Technical Education and Training (VTET) in Southeast Asia

The SEAMEO VOCTECH Journal, the official journal of SEAMEO VOCTECH Regional Centre for Vocational and Technical Education and Training, is published twice a year in June and December.

It is a medium of sharing and disseminating information and experiences in vocational and technical education and training (VTET) to all. We believe that much can be gained when there is a focal point where information is sought and utilised to enhance vocational and technical education and training, particularly in Southeast Asia.

The editorial objectives of the SEAMEO VOCTECH Journal are as follows:

- To provide all readers involved in VTET with current practices, ideas, news and research on major issues in the area.
- To inform readers on major developments in VTET to enable sharing of experience.

The following areas are covered in the journal:

- Innovations in vocational and technical teaching and curriculum development
- Human resource development in VTET
- Technological advancements and practices in VTET
- Researches in VTET.

Readers and contributors wishing to submit manuscript for publication should refer to the guidelines and details on the inside back cover.

SEAMEO VOCTECH would like to emphasise that all opinions expressed in the published articles are those of the authors of the respective articles and do not necessarily reflect the views of SEAMEO VOCTECH or any member government of the Southeast Asian Ministers of Education Organisation (SEAMEO).

DIRECTOR'S MESSAGE

The SEAMEO VOCTECH Journal serves as an invaluable reference that can provide information on trends and new developments of the vocational and technical education and training (VTET) in the region. Since its inception, the Journal has pursued its fundamental objectives to promote the search for knowledge and to facilitate regional and international cooperation.

The discussions in this latest issue of the SEAMEO VOCTECH Journal provide us in-depth perspectives on various contexts of VTET. The contexts include the apprenticeship programmes in Germany, USA and Indonesia, the changing training practices in large enterprises through the evidence from Australia, the future directions and strategies of technical education in Malaysia, the client needs and expectations of Vocational Education and Training in Australia, the development of diversified curriculum for junior secondary school in Indonesia, the calculation of return on training investment, the strategies on how to curb the plagiaristic tendency among students, and the reasons why students attend Vocational and Technical Institutions in Brunei Darussalam.

I would like to congratulate all the authors whose excellent contributions allow the Centre to seriously ponder the kind of issues and challenges in various aspects of Vocational and Technical Education and Training sector. I would also like to thank the Editor, the Board, and all those who have participated in the production of the Journal. I hope that our readers will find useful information and insights in this issue, which could assist in the development and improvement of VTET in the region.

EDITORIAL

This issue does not address a specific theme.

The first article by Susan Dawe, *The Changing Training Practices in Large Enterprises: Evidence from Australia*, investigates the operation of major drivers of workplace training and compares current and past training practices in large enterprises in Australia. It also identifies a set of training practices that lead to successful business outcomes.

The article by Paryono, *Apprenticeship Programmes in Germany, Indonesia and the United States: A Cross National Analysis of Programmes and Governance Policy Issues*, explores and contrasts four programme components: (1) integration of academic and practical skills training; (2) students' competency assessment for employment; (3) expectations and outcomes of employment preparation for all youth; and (4) system governance, policies and finance.

The third article by Ogonnaya Chuwku, *Productive Use of Technical Manpower in Brunei Darussalam*, outlines the different reasons why some graduates from Brunei Darussalam vocational and technical education institutions are unemployed even after completing their training programmes.

Technical Education in Malaysia: Future Directions and Strategies by Dato Ahamad bin Sipon and Mohamed Rashid bin Navi Bax describes how the Technical Education Department meets the global and local challenges in technical education by highlighting some key initiatives, future directions and strategies.

Assessing the Return On Training Investment by Joko Sutrisno highlights the available methods of calculating return on training investment (ROTI).

What Do Clients Want? Researching Client Needs and Expectations for the Australian National Strategy for VET 2004-2010 by Ingrid Fitzgerald describes the focus group research conducted to explore the changing needs and expectations of VET clients around Australia – individuals, enterprises, and communities.

Sri Hayati and Asep Herry Hernawan article on *The Development of Diversified Curriculum for Junior Secondary School*, highlights the shift from a centralized to a decentralized system of curriculum development due to recent legislative amendments in Indonesia.

Strategies to Curb the Plagiaristic Tendency among Students by Silvia Das Rajagopal and Lim Bee Yew discusses some strategies on how to curb plagiarism among students.

The article by Hendarman and Siti Aishah on *Students' Reasons for Attending Vocational and Technical Institutions in Brunei Darussalam: An Initial Survey* attempts to investigate the reasons why students choose vocational and technical institutions in Brunei Darussalam.

Developing Objectives: A Basis for Sustainable Training Programme by Corazon Daus Sampang focuses on developing objectives as a basis for a sustainable training programme.

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THE CHANGING TRAINING PRACTICES IN LARGE ENTERPRISES: EVIDENCE FROM AUSTRALIA

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Abstract: *This paper reports on a study by Susan Dawe from the National Centre for Vocational Education Research Ltd. (NCVER) in Australia on 'Determinants of Successful Training Practices in Large Australian Firms.' It investigates the operation of major drivers of workplace training and compares current and past training practices in large enterprises in Australia. It also identifies a set of training practices that lead to successful business outcomes.*

Australian studies of enterprise training during the mid-1990s found that while training practices varied considerably between industry sectors and individual enterprises, formalised training and learning strategies were more likely to be found in larger organisations. These studies also found that the major drivers of training in organisations were workplace change and innovation, and the need to implement quality assurance processes and adapt to new technology. More recent studies of training practices in organisations have confirmed the importance of these factors.

The research points to a number of trends resulting from organisational changes and recent developments affecting the workforce. These trends include an increased emphasis on generic skills training (such as communication, negotiation and problem solving) and devolving of responsibility for training to line managers. Large enterprises are increasingly providing training that leads to externally recognised qualifications. Individuals tend to take responsibility for their own training, career planning and lifelong learning. Successful training practices in large enterprises also involve the evaluation of training. Although training represents an investment by enterprises in their employees, measuring returns on this investment is not an easy task.

Three elements found to be fundamental for best practice in training and learning practices in large enterprises include having in place: (1) An organisational culture that supports learning, (2) Mechanisms to link training to the business strategy, and (3) Mechanisms to link training to workplace change.

Key words: training and learning, skills, Australian firms, and competency assessments

APPRENTICESHIP PROGRAMMES IN GERMANY, INDONESIA AND THE UNITED STATES: A CROSS- NATIONAL ANALYSIS OF PROGRAMMES AND GOVERNANCE POLICY ISSUES

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Abstract: *This study focuses on apprenticeship programmes in Germany, Indonesia, and the United States by exploring and contrasting four programme components: (1) integration of academic and practical skills trainings; (2) students' competency assessments for employment; (3) expectations and outcomes of employment preparation for all youth; and (4) system governance, policies and finance. This study is based on literature analysis and reviews of draft analysis done by national experts. The cross-national analysis revealed similarities, differences, and lessons that can be learned from other countries regarding the programmes. Finally, there are recommendations for apprenticeship systems and for potentially valuable avenues of research needed for each country.*

Key words: apprenticeship programmes, Germany, Indonesia, United States, cross-national analysis, governance policy issues

PRODUCTIVE USE OF TECHNICAL MANPOWER IN BRUNEI DARUSSALAM

OGBONNAYA CHUWKU

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Abstract: This study outlines the different reasons why some graduates from Brunei Darussalam vocational and technical education institutions are unemployed even after completing their training programmes. Some graduates prefer to be unemployed instead of accepting low-paid jobs in private sector organisations. The present study reveals many of the technical qualifications holders are often refused admissions to the Universiti Brunei Darussalam (UBD) degree programmes and the Higher National Diploma (HND) programmes of the Institut Teknologi Brunei (ITB). This has been and will continue to be a major cause of frustration amongst many technical students in Brunei Darussalam. The study aims to discuss strategies on how the graduates from vocational and technical institutions become more productive after they have finished their training programmes. The researcher has suggested ways of providing more opportunities for their personal and professional development.

Key words: technical manpower, VTE institutions, multi-skilled graduates, unemployed, professional and personal development, Brunei

TECHNICAL EDUCATION IN MALAYSIA: FUTURE DIRECTIONS AND STRATEGIES

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&

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Abstract: *The future will be very different and have profound implications for technical education. The global challenges facing the technical education system include rapid population growth and urbanization, poverty and lack of skills, increasing demand for education at all levels, low participation rates in technical vocational education, the rapid change in technology, changing patterns of international trade, liberalization and globalization of the workplace, new technologies of training, growth of the knowledge economy, and emergence of the digital divide. At the same time, the technical education system will have to address the Human Resource Policy Thrusts as proposed in the Third Outline Perspective Plan (OPP3) and the Eighth Malaysia Plan (8MP). To respond to these challenges will require the formulation of appropriate strategies and initiatives. Besides providing a brief description of the technical education system with special focus on the newly established Community Colleges, this paper describes how the Technical Education Department is meeting the global and local challenges in technical education by highlighting some key initiatives, future directions and strategies.*

Key words: technical education, Malaysia, Human Resource Policy Thrusts

ASSESSING THE RETURN ON TRAINING INVESTMENT (ROTI)

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Abstract: *Many companies have traditionally considered training as a cost. There have been lengthy debates between human resource managers and operation managers on whether training is an investment or a cost. There is evidence that training pays back on its investment. These returns may include both monetary and non-monetary aspects and both should be considered important to any organization. Training will be considered an investment if it is well planned and the decision to invest in training is made in the same way as any other business investments. In this research, the Kirkpatrick and discounted cash flow methods will be used as possible tools in evaluating training investment.*

Key words: Return on Training Investment, business, training

WHAT DO CLIENTS WANT? RESEARCHING CLIENT NEEDS AND EXPECTATIONS FOR THE AUSTRALIAN NATIONAL STRATEGY FOR VET 2004-2010

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***Abstract:** VET providers increasingly operate within a world of difference created by the varying needs, expectations and priorities of industries, enterprises, local employers, learners, differences between national, regional and local training needs and finally variations in the goals and purposes set for the Australian VET system.*

Keywords: client needs, Australian National Strategy, VET

THE DEVELOPMENT OF DIVERSIFIED CURRICULUM FOR JUNIOR SECONDARY SCHOOL

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Abstract: *Recent legislative amendments concerning the education sector in Indonesia has facilitated a major change in the development of curriculum for Junior Secondary schools. This paper highlights the shift from a centralized to a decentralized system of curriculum development. It elaborates on the need for harnessing special talents and competencies through a diversified curriculum. The researcher discusses the various stages in the formation of a diversified curriculum, from its inception to its implementation. The following recommendations are presented in the paper: (1) A diversified curriculum(DC) is used as reference by people (e.g. teachers) who implement the curriculum, (2) The diversity of local potential can be developed by local schools, which have specific characteristics; (3) In implementing the DC, total and complete socialization is needed to include related institutions, especially all students and their parents, and (4) As a new form of innovation, in order to support the implementation of Curriculum 2004, commitment from the principal and teachers is needed in implementing DC.*

Key words: Indonesia, Curriculum, Secondary School

STRATEGIES TO CURB THE PLAGIARISTIC TENDENCY AMONG STUDENTS

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***Abstract:** Plagiarism amongst students in higher institutions particularly in America and Europe has become a serious problem. Research studies have shown evidence that it is becoming more common and widespread worldwide especially in projects and assignment based assessments. Since assessments of this nature are becoming a common feature in higher institutions in Brunei Darussalam, the researchers feel that academicians should take necessary steps to prepare themselves before plagiarism becomes a serious problem. This paper has attempted to identify its main forms amongst students. Besides this, the researchers also identified reasons as to why students plagiarise. This is important in order to find ways to combat plagiarism. Suggestions as to strategies on how teachers and the administrators can overcome this are preferred. Techniques to detect such a tendency have also been identified for their benefit. The researchers hope that this paper will contribute to the growing awareness on plagiarism amongst students and on the need for educators to focus some thought and attention to the potential problems of plagiarism.*

Key words: Plagiarism, higher institutions, students, educators, administrators

STUDENTS' REASONS FOR ATTENDING VOCATIONAL AND TECHNICAL INSTITUTIONS IN BRUNEI DARUSSALAM: AN INITIAL SURVEY

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&

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Abstract: *This survey attempts to investigate the reasons why students choose vocational and technical institutions in Brunei Darussalam. There are six investigated factors that influenced the students' choice, namely: features of the institutions, nature of programme offered, employment opportunities, encouragement from others, force or pressure by others and further study opportunities. A questionnaire was administered to the student-respondents from six institutions with a total number of 699. The survey indicates that vocational and technical institutions in Brunei Darussalam are not perceived as inferior to academic programmes. It reveals that features of institutions, employment and further study opportunities were considered critical and influential for students to enrol in vocational and technical institutions in Brunei Darussalam.*

Key words: Vocational and Technical Institutions, Brunei Darussalam, students' choice, college choice

DEVELOPING OBJECTIVES: A BASIS FOR A SUSTAINABLE TRAINING PROGRAMME

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Abstract: *The paper presents the need for developing objectives that must be clearly defined and stated. Objectives must be attainable with a reasonable length of time length of time and related to the person's interest and work. Trainer and trainee require distinctive set of goals that are functional and operational. Addressing objectives to link them with the organisational goals follows the result-based approach where evaluation spans the complete training process. Past written objectives towards the end will allow opportunities for analysis and retrospection.*

Key words: training objectives, performance objectives, organizational goals