











**29 Februari 1991**

*Always A Promise, Always Ahead*

*Excellence Through Competency*






## Wawasan 2020







- Diperkenalkan oleh YAB Dato Seri Dr Mahathir Mohamad bekas Perdana Menteri Malaysia pada 28 Februari 1991. Sembilan cabaran utama ialah:
  - a) Cabaran 1 - membentuk sebuah negara bangsa yang bersatu padu serta menyanjung masa depan yang dikongsi bersama
  - b) Cabaran 2 - melahirkan masyarakat yang bebas, teguh dan terbentuk jiwanya
  - c) Cabaran 3 - membentuk dan memperkembangkan sebuah masyarakat demokrasi yang matang
  - d) Cabaran 4 - membentuk masyarakat yang kukuh ciri-ciri moral dan etikanya
  - e) Cabaran 5 - membentuk sebuah masyarakat matang yang bersifat liberal dan toleransi
  - f) Cabaran 6 - membentuk sebuah masyarakat yang bersifat sains dan progresif serta berdaya cipta
  - g) Cabaran 7 - membentuk masyarakat yang berbudi bahasa dan berbudaya penyangg
  - h) Cabaran 8 - menjamin terbentuknya sebuah masyarakat yang adil ekonomi
  - i) Cabaran 9 - membentuk masyarakat yang makmur

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## APAKAH CADANGAN-CADANGAN UNTUK MENANGANI CABARAN WAWASAN 2020

-  Penjawat awam perlu faham peranan dalam menentukan pencapaian mereka sendiri, selain daripada pencapaian negara.
-  Mengenalpasti bidang-bidang yang diperluaskan, paradigma lama dan menerima paradigma yang baru.
-  Penjawat awam perlu melengkapkan diri mereka dengan pengetahuan dan kecekapan sesuai dengan paradigma baru ini serta penuh yakin bahawa mereka mempunyai kebolehan.
-  Di mana sahaja pertukaran pendekatan diperlukan, penjawat awam harus membuat pertukaran ini, termasuklah penghapusan sikap terasing dari masyarakat dan swasta yang menjadi pelanggan mereka. Piagam pelanggan mesti diterima sepenuhnya.
-  Penjawat awam perlu sentiasa memikir akan hasil dan sumbangan mereka kepada masa depan dan tidak hanya memikir akan sumbangan hari ini untuk hari ini.
-  Penjawat awam sebagai individu boleh menyumbang kepada kejayaan segala usaha, mereka harus sedar bahawa sumbangan sebagai anggota pasukan adalah lebih berkesan dalam apa jua usaha. Oleh itu mereka harus mengutamakan yang berkoordinasi dalam pasukan bagi menembusi paradigma lama dan memasuki paradigma baru.

SPACY




### 02 Program Transformasi Kerajaan (GTP)

Januari 2010  
6 Bidang Kelembutan Utama Negara (MKA)

Penyempatan perkhidmatan kerajaan yang berkesan



### 03 Program Transformasi Ekonomi (ETP)

Mac 2010  
8 Inisiatif Pembaharuan Strategik

Model Baru Ekonomi - Negara berpendapatan tinggi, keterangkuman dan kemahmuran

### 01 1Malaysia

April 2009  
Rakyat Disatukan, Pencapaian Disatukan

Pengiklan dan mengiktirafkan perpaduan dalam kepelbagaian

### 04 Rancangan Malaysia Ke-10 RMK-10



Jun 2010  
Sasaran Pertumbuhan Makroekonomi dan Penurunan Pertambahan


Perluasan program pembangunan kerajaan

## Wawasan 2020

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NKRAs	HEADED BY
Reducing Crime	Minister of Home Affairs
Fighting Corruption	Minister in the Prime Minister's Department, in charge of Law
Improving Student Outcomes	Minister of Education
Raising Living Standards of Low-Income Households	Minister of Women, Family and Community Development
Improving Rural Basic Infrastructure	Minister of Rural and Regional Development
Improving Urban Public Transport	Minister of Transport
Addressing Cost of Living	Deputy Prime Minister

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The NKREAs



Oil, Gas and EnergyPalm Oil & RubberFinancial ServicesTourism



Business ServicesElectronics & ElectricalWholesale & RetailEducation



HealthcareCommunications, Content and InfrastructureAgricultureGreater Kuala Lumpur/ Klang Valley

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## 12 National Key Economic Areas

### Focussed Approach to Economic Growth

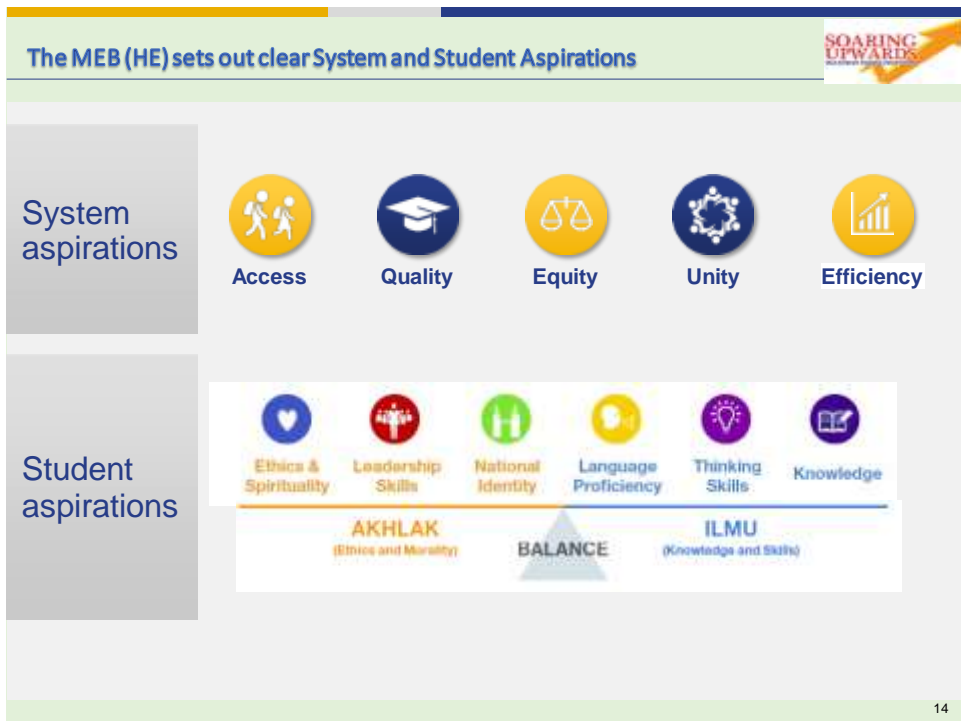
Malaysia will leverage its competitive advantages by prioritizing investment and policy support behind a limited number of key growth engines. Hence, the Economic Transformation Programme focusses on 12 National Key Economic Areas (NKEAs) as announced in the Tenth Malaysia Plan. These NKEAs will receive prioritised government support including funding, top talent and Prime Ministerial attention.

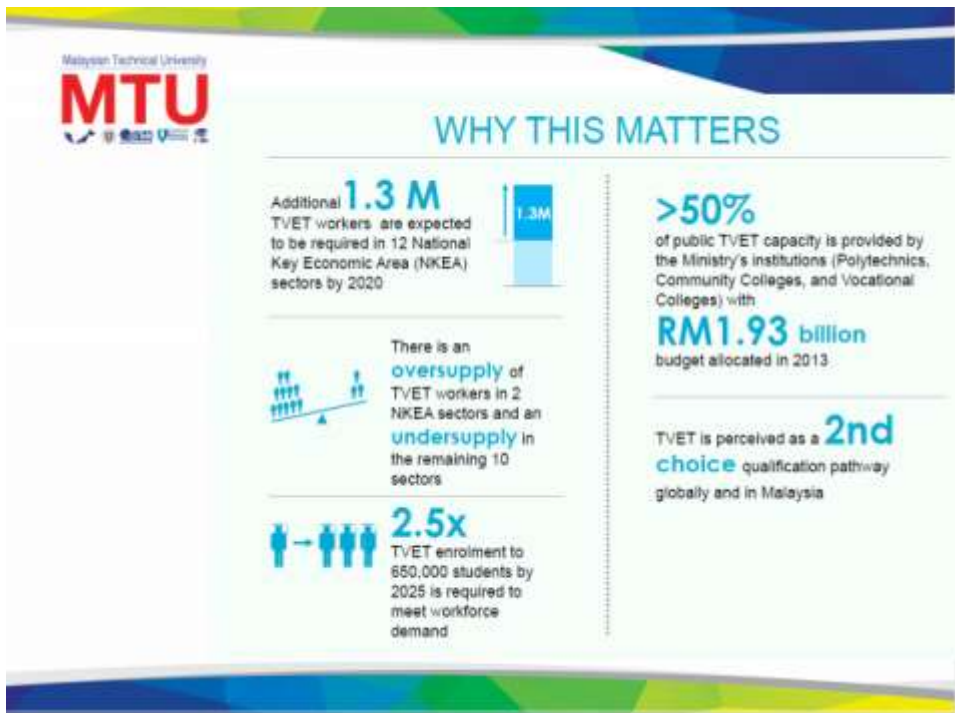
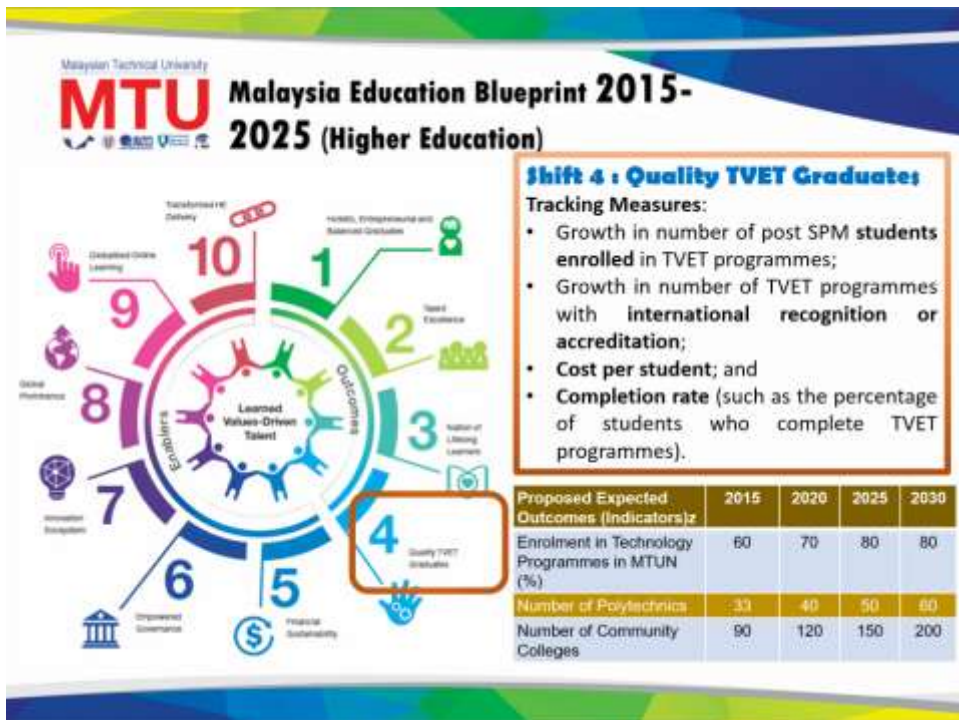
The Government is committed to the ongoing support of growth in the non-NKEA sectors. However, the Government will focus its efforts on the NKEAs because of the significance of the GNI contribution that these parts of the economy can drive.

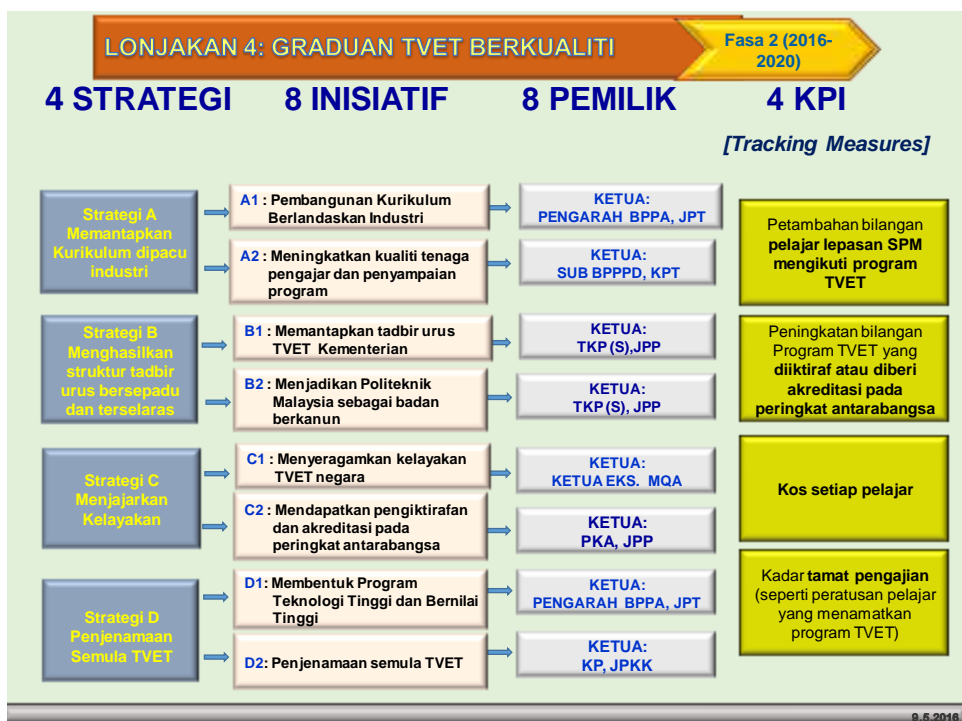


h Competency















**KPI**

**Pengenalan 3 buku UniTP baharu**  
- Purple Book/Silver Book/Orange Book


**ENHANCING UNIVERSITY INCOME GENERATION, ENDOWMENT & WAQF**

**ENHANCING ACADEMIC PRODUCTIVITY AND COST EFFICIENCY**


**STRENGTHENING ACADEMIC CAREER PATHWAYS AND LEADERSHIP DEVELOPMENT**


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# Purple Book



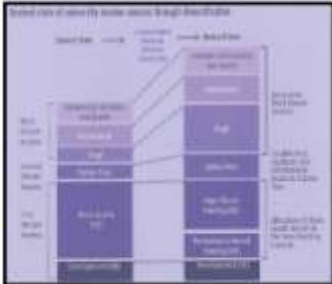


## University Transformation Programme (UniTP) Purple Book

### INCOME GENERATION – Endowment & Waqf



- Provides general guidelines to enhance institutional income generation from alternative sources including endowment and waqf
- Provides an analysis of the status of income generation by universities
- Highlights the need for universities to diversify income generation and identifies the external & internal hurdles
- Identifies best and transferable practices that improve the framework conditions
- Draws some basis on the governance perspective related to income generation.



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# Silver Book





## University Transformation Programme (UniTP) Silver Book

### Enhance academic Productivity & Cost Efficiency



Two key levers to improve academic productivity in Malaysian Universities



**Improving iGoT**

1. Optimise curriculum design
2. Reduce non-productive credits
3. Apply support measures for students

**Improving Annual Cost per FTSE**

1. Optimise instructional cost
2. Rationalise non-instructional costs

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# Orange Book



**University Transformation Programme (UniTP) Orange Book**  
 Strengthening Academic CAREER PATHWAY & Leadership Development

New Recommended Framework for Differentiated Career Pathways

1 Teaching Pathways	2 Research Pathways	3 Prof. Practice Pathways	4 Institutional Leadership
Teaching 50-65%	Teaching 20-30%	Teaching 30-50%	Teaching 5-10%
Research 20-30%	Research 50-65%	Research 5-10%	Research 10-40%
Services 10-15%	Services 10-15%	Services and Professional Practice 30-50%	Services 10-30%
Management/Leadership 5-10%	Management/Leadership 5-10%	Management/Leadership 5-10%	Management/Leadership 30-60%

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**02 Program Transformasi Kerajaan (GTP)**  
Januari 2010  
4 Rangka Kejuruteraan Utama Negara (RUKUN)

**03 Program Transformasi Ekonomi (ETP)**  
Mac 2010  
4 Inisiatif Pembangunan Strategik

**04 Rancangan Malaysia Ke-10 RMK-10**  
Jun 2010  
Saluran Perhubungan Makroekonomi dan Pemertanian Persekitaran

**Wawasan 2020**



**01 1Malaysia**  
April 2009  
Rakam Inovasi, Pencapaian Dunia Melayu

**Pelan Pembangunan Pendidikan Malaysia 2015-2025**  
Presiden 11th



**KPI UTeM**



**PELAN STRATEGI 2015-2020**



**10 LONJAKAN PPPM (PT) 2015-2025**



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## 2. Mission & Vision




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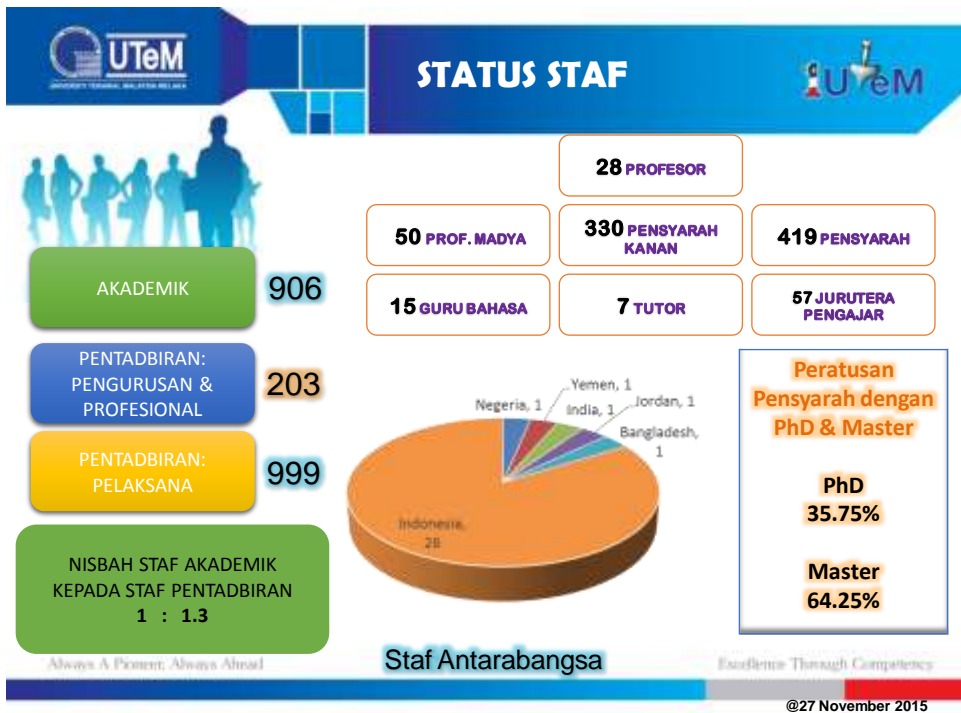
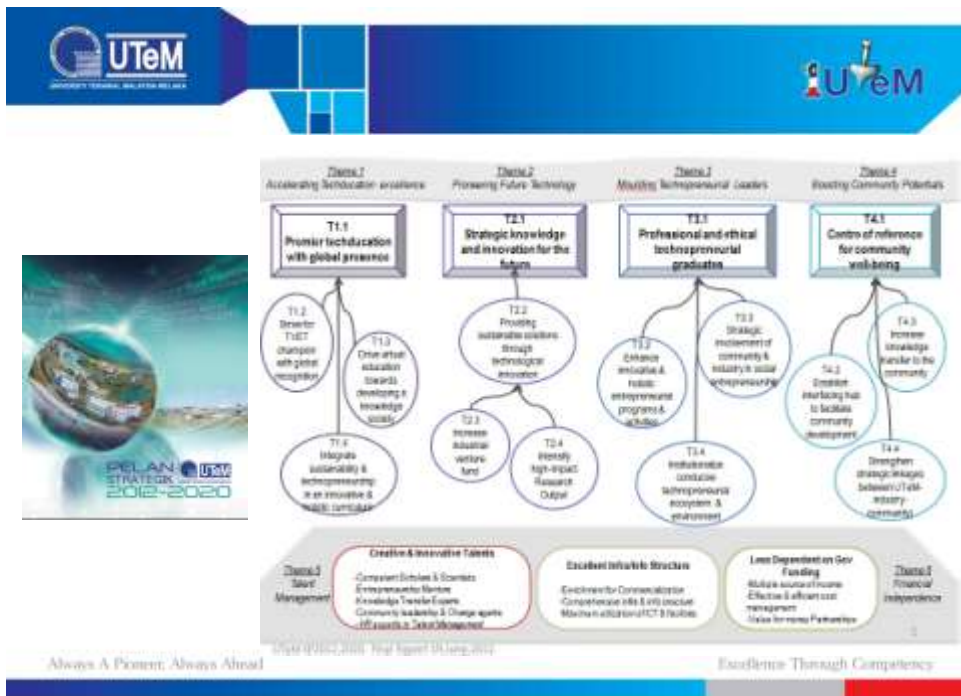
## 3.Strategic Direction 2020


**UTeM's Strategic Direction 2020**  
Strategic Themes & Results




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# NISBAH PENSYARAH: PELAJAR



Fakulti	Bilangan Pelajar	Bilangan Pensyarah	Nisbah Pensyarah: Pelajar
1. Fakulti Kejuruteraan Elektrik (FKE)	1,312	126	1: 10.4
2. Fakulti Kejuruteraan Elektronik dan Kejuruteraan Komputer (FKEKK)	1,117	122	1:9.2
3. Fakulti Kejuruteraan Mekanikal (FKM)	1,310	123	1:10.6
4. Fakulti Kejuruteraan Pembuatan (FKP)	1,141	106	1:10.8
5. Fakulti Pengurusan Teknologi dan Teknousahawan (FPTT)	970	46	1:21
6. Fakulti Teknologi Kejuruteraan (FTK)	2,597	181	1:14.3
7. Fakulti Teknologi Maklumat dan Komunikasi (FTMK)	1,798	127	1:14.1

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# TARGET-SETTING: Overview of 2016 Minister KPIs and targets (1/4)

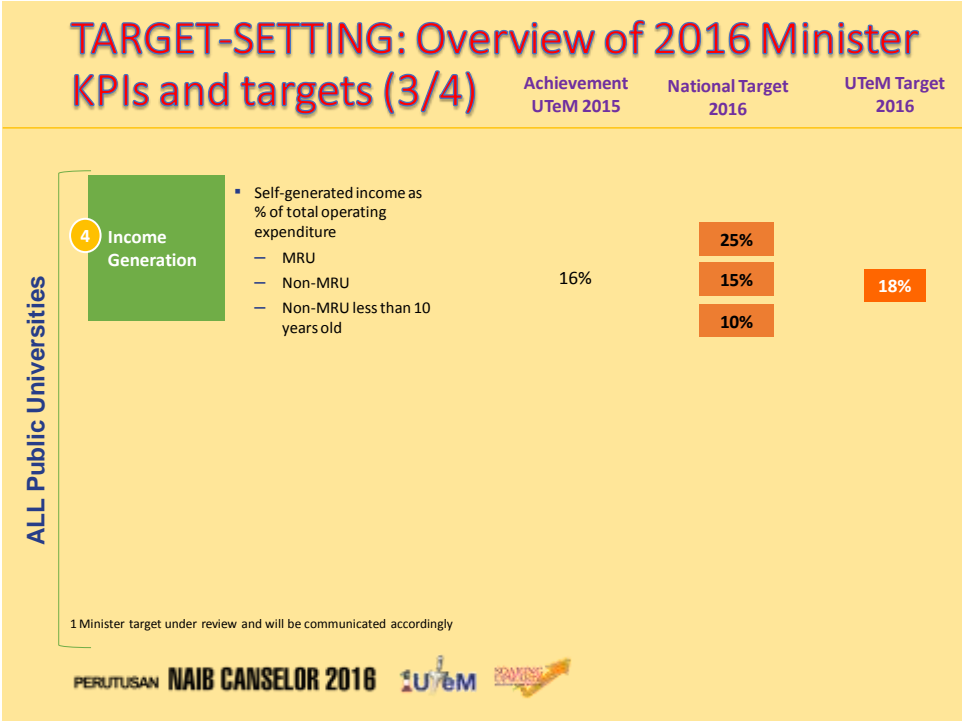
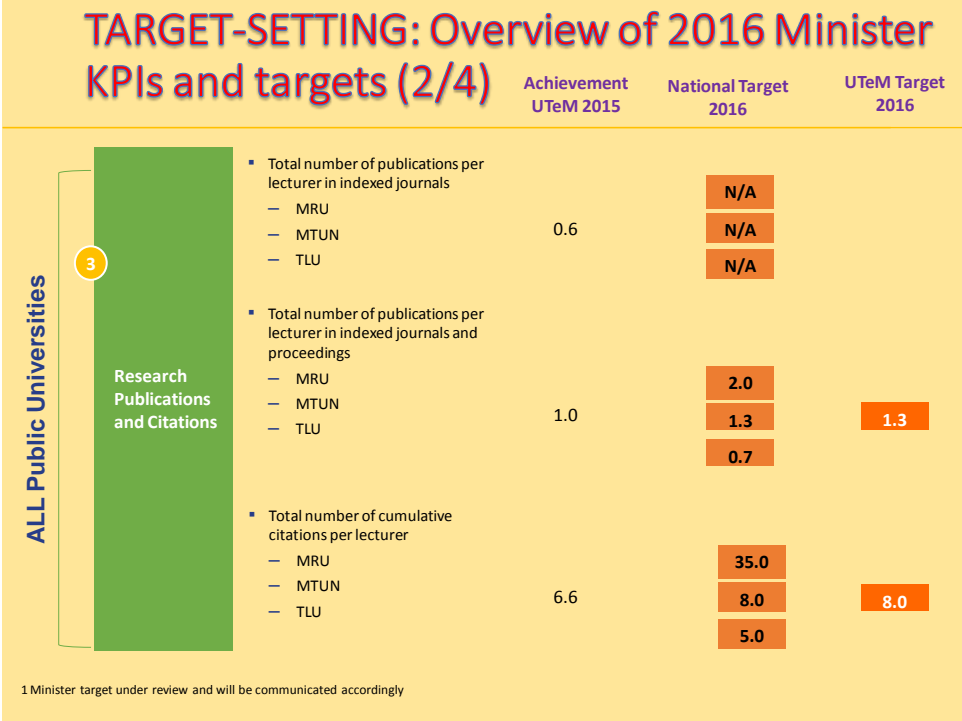
		Achievement UTeM 2015	National Target 2016	UTeM Target 2016	
ALL Public Universities	<div>1</div> <div>Graduate Employability</div>	<ul style="list-style-type: none"> <li>% of graduates at convocation with the following status (and tracked by demographics (ethnicity, gender, socio-economic background):               <ul style="list-style-type: none"> <li>Employed</li> <li>Entrepreneurs (self-employed)</li> <li>Awaiting placement or furthering studies</li> </ul> </li> </ul>	66.24%	80%	80%
	<div>2</div> <div>International Students<sup>1</sup></div>	<ul style="list-style-type: none"> <li>Total number of international students enrolled</li> </ul>	319	130,000	650
		<ul style="list-style-type: none"> <li>Total number of postgraduate international students enrolled</li> </ul>	143	35,000	200

<sup>1</sup> Based on NKEA EPP12 (International Branding)

PERUTUSAN

NAIB CANSELOR 2016





TARGET-SETTING: Overview of 2016 Minister KPIs and targets (4/4)				Achievement UTeM 2015	National Target 2016	UTeM Target 2016
ALL Public Universities	5 Productivity and Cost Efficiency	▪ Student attrition rate			TBD <sup>1</sup>	
		— MRU	5.5%		TBD <sup>1</sup>	5%
		— MTUN				
		— TLU			TBD <sup>1</sup>	
		▪ Graduation-on-time (GoT) (%)				
		— Undergraduate	80.16%	85	85%	
	6 TVET Enrolment	— Masters	48.4%	50	52%	
		— PhD	42.11%	40	40%	
		▪ % student enrolment in TVET programs				
— MTUN		58.6%	37%	60%		
— UiTM						
7 Subject Rankings	▪ Number of placements within QS global rankings by subject					
	— Top 50		3			
	— Top 200		26			

1 Minister target under review and will be communicated accordingly



# Penjanaan Pendapatan





## PENJANAAN PENDAPATAN FAKULTI


- Fakulti hendaklah **menjana pendapatan** sepertimana yang telah dipersetujui
- Aktiviti/ projek yang dijalankan perlu **mematuhi dasar/ ketetapan** yang telah ditetapkan oleh universiti.

PUSAT TANGKUPANAN	RM
Pejabat Terbitan Naskh Cetak (JHEP)	200,000
Pejabat Penyelenggaraan Naskh Cetak (JNHC)	50,000
Pejabat Pengurusan Kenderaan Universiti	150,000
Pejabat Keselamatan	30,000
Pejabat Pendidikan	300,000
Pejabat Pendidikan	400,000
Pejabat Pendidikan	50,000
Pejabat Pendidikan	100,000
Pusat Perkhidmatan Pengeluaran dan Komersial	100,000
Pusat Pengajaran & Pembelajaran	10,000
Pusat Penyelidikan Komersial	5,000,000
Pusat Penyelidikan Komersial	200,000
Pusat Penyelidikan Komersial & Inovasi (KSI)	50,000

PUSAT TANGKUPANAN	RM
CDE >	
1) CATER	500,000
2) CERIA	500,000
3) C-ART	500,000
4) CARE	500,000
5) AMIC	500,000
6) IPEK	500,000
Pusat Islam	50,000
Fakulti Kejuruteraan Elektronik & Kejuruteraan Komputer	100,000
Fakulti Kejuruteraan Elektrik	100,000
Fakulti Kejuruteraan Mekanikal	100,000
Fakulti Kejuruteraan Perindustrian	100,000
Fakulti Teknologi Maklumat & Komunikasi	100,000
Fakulti Pengurusan Teknologi & Industri	100,000
Fakulti Teknologi Kejuruteraan	100,000
Pusat Bahasa & Pembangunan Bahasa	10,000
Institut Pengurusan Teknologi & Kejuruteraan	10,000
Pusat Pembangunan Bahasa	10,000


JUMLAH 9,328,000





UNIVERSITI TEKNIKAL MALAYSIA MELAKA

# JAWATAN GRADUAN UTEM



UNIVERSITI TEKNIKAL MALAYSIA MELAKA

Main Occupation Group / Year	2013 (%)	2014 (%)	2015 (%)
Managerial Positions	4.69	5.44	4.28
Professional Engineers	63.02	57.29	58.11
Technician and Associate Engineers	13.54	13.31	15.12
Supporting Clerical Staff	5.63	7.06	6.67
Services and Sales	6.88	8.68	9.65
Skilled Workers in Agriculture, Forestry and Fisheries	2.29	0.46	0.20
Craft and Related Trade Workers	0.63	2.55	2.79
Factory Operators, Machine and Assembly	3.33	0.69	0.70
General Workers		4.51	2.49

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# MAJIKAN GRADUAN UTEM



UNIVERSITI TEKNIKAL MALAYSIA MELAKA

Job Sector / Year	2013 (%)	2014 (%)	2015 (%)
Government	4.6	8.80	7.76
Statutory Body	2.1	4.98	3.08
Private (Multinational)	35.6	29.40	33.43
Private (Local)	42.4	38.54	39.40
Own Firm / Business	9.5	10.19	8.56
Government-Linked Company (GLC)	3.7	3.13	4.58
Non-Governmental Organization (NGO)	1.3	3.13	1.79
Others	0.8	1.85	1.39

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# STRATEGI GE 2016



UNIVERSITI TEKNIKAL MALAYSIA MELAKA

No.	TINDAKAN
1	SASARKAN LI PADA SEMESTER AKHIR SEBAGAI <b>PRE-HIRING PLACEMENT</b>
2	GALAK GRADUAN UNTUK TERUS DAFTAR KE PROGRAM SARJANA TERUTAMA SECARA KERJA KURSUS
3	TINGKATKAN KEMAHIRAN GENERIK CARI PEKERJAAN PELAJAR TAHUN AKHIR
4	ADAKAN KEMPEN JOM DAPATKAN PEKERJAAN
5	PENGANJURAN KARNIVAL KERJAYA &HEBAHAN PELUANG PEKERJAAN
6	<b>LAKUKAN FOLLOW UP TENTANG TAWARAN PEKERJAAN BAGI PELAJAR KUMPULAN LI SEMESTER AKHIR</b>
7	TINGKAT PROGRAM PROMOSI KERJAYA SEKTORIAL PERINGKAT FAKULTI
8	GIATKAN KAUNSELING KERJAYA
9	MEMPERCEPATKAN SENAT GRADUASI DAN LEWATKAN KONVO
10	PASTIKAN MAKLUMAT GE DILENGKAPI DENGAN TEPAT SEBELUM MAJLIS KONVO

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## Nilai-nilai Teras



**1** **TEKAD UNTUK CIPTA PERUBAHAN**  
(PASSIONATE to make a difference)

➤ Kreatif dan Inovatif Berimpak Tinggi



**2** **CEKAL (RESILIENCE)**

➤ Komited, Tahan lasak, Tidak Putus Asa



**3** **KESETIAAN (LOYALTY)**

➤ Bersatu, Hormat, Ketaatan, Kekeluargaan, Kekitaan



**4** **INTEGRITI (INTEGRITY)**

➤ Amanah, Telus, Kebertanggungjawaban, Mempercayai





**5** **PROFESIONALISMA (PROFESSIONALISM)**

➤ Kerja Berkualiti, Tidak Emosi Melulu

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## RESOLUSI PD

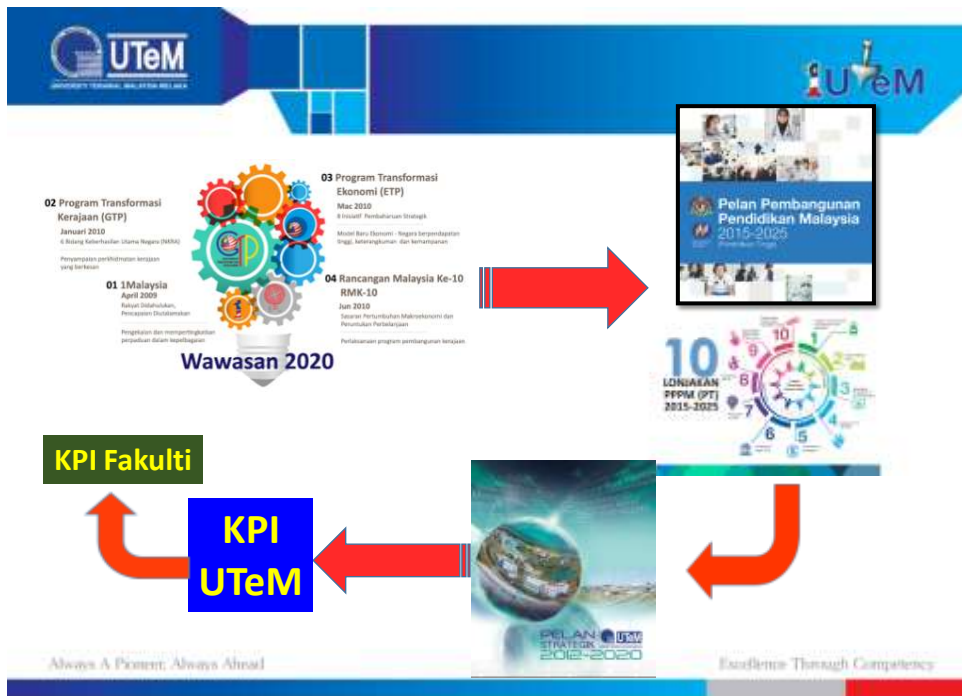
- Pekerjaan Sebagai Ibadah.
- Menghidupkan Nilai Teras UTeM.
- Menyerlahkan Potensi.
- Teruja Bekerja Sebagai Sebuah Pasukan

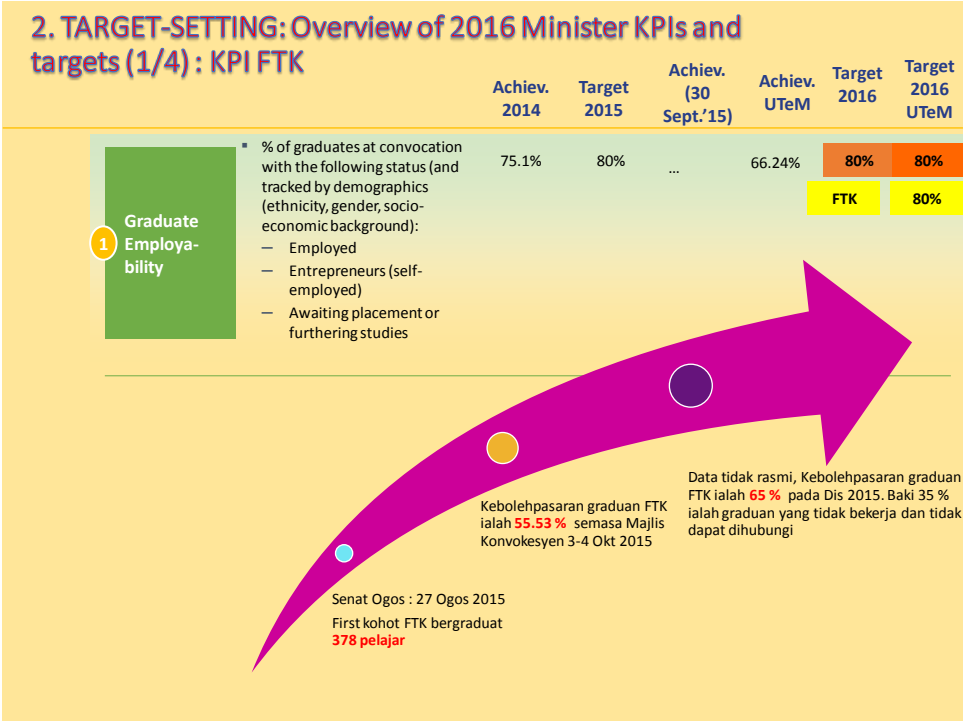
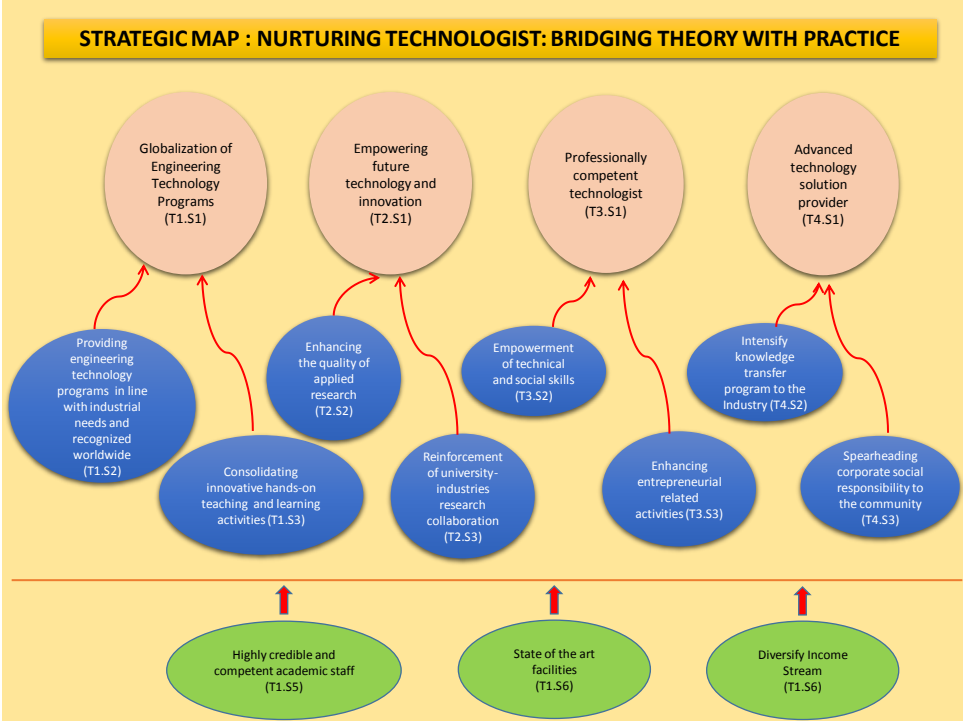
- Persaudaraan UTeM.
- Pengoptimuman Sumber.
- Pemuafakatan Kepimpinan Berimpak.
- Permasyarakatan UTeM.

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2. TARGET-SETTING: Overview of 2016 Minister KPIs and targets (1/4) : KPI FTK

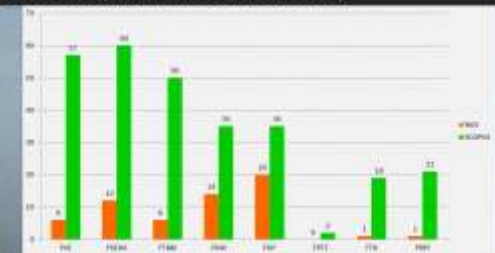
		Achiev. 2014	Target 2015	Achiev. (30 Sept.'15)	Achiev. UTeM	Target 2016	Target 2016 UTeM
2 Internatio- nal Students <sup>1</sup>						FTK	20
	▪ Total number of international students enrolled	107,838	125,000	103,767	319	130,000	650
	▪ Total number of postgraduate international students enrolled	27,812	30,000	28,631	143	35,000	200
						FTK	0

2. TARGET-SETTING: Overview of 2016 Minister KPIs and targets (2/4) : KPI FTK

		Achiev. 2014	Target 2015	Achiev. (30 Sept.'15)	Achiev. UTeM	Target 2016	Target 2016 UTeM
3 Research Publications and Citations	▪ Total number of publications per lecturer in indexed journals and proceedings					FTK	
	— MRU	...	N/A	1.74		2.0	
	— MTUN	...	N/A	1.15	1.0	1.3	1.3
	— TLU	...	N/A	0.37		0.7	

• DS45 : 1 jurnal ISI/SCORPUS per staf (Main Author)  
• DS52/54 : 2 jurnal ISI/SCORPUS per staf (Main Author)

PENERBITAN ARTIKEL JURNAL MENGIKUT FAKULTI DI WEB OF SCIENCE DAN SCOPUS (JANUARI HINGGA DESEMBER 2015)



BILANGAN PENERBITAN UTeM MENGIKUT FAKULTI/TAHUN DI SCOPUS BAGI 5 TAHUN (2011 - DESEMBER 2015)





2. TARGET-SETTING: Overview of 2016 Minister KPIs and targets (4/4) : KPI FTK

5	Productivity and Cost Efficiency	▪ Graduation-on-time (GoT) (%)	Achiev.	Target	Achiev.	Achiev.	Target	Target
			2014	2015	(30	UTeM	2016	2016
					Sept.'15)			UTeM
							FTK	95 %
		— Undergraduate		...	82	80.16%	85	85%
		— Masters		...	42	48.4%	50	52%
		— PhD		...	33	42.11%	40	40%

Kursus	Bilangan pelajar	GOT	% GOT 2015
BETA	55	55	100.00%
BETC	14	13	92.86%
BETD	36	34	94.44%
BETE	42	41	97.62%
BETH	16	16	100.00%
BETI	55	55	100.00%
BETM	27	27	100.00%
BETP	37	36	97.30%
BETR	33	33	100.00%
BETT	69	68	98.55%
	384	378	98.44%

2. TARGET-SETTING: Overview of 2016 Minister KPIs and targets (4/4) : KPI FTK

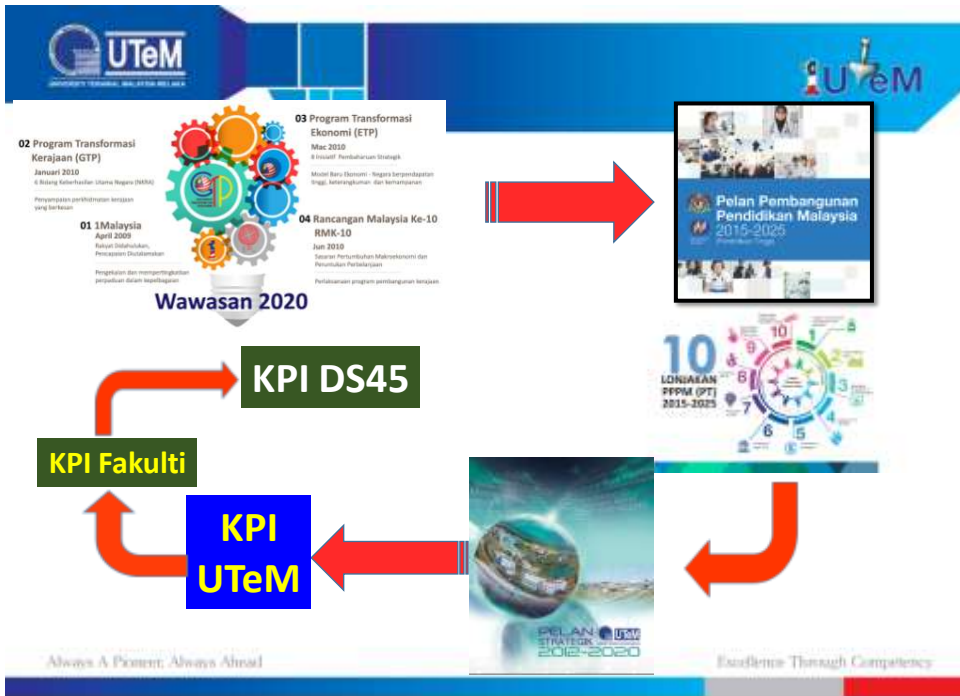
5	Productivity and Cost Efficiency	▪ Graduation-on-time (GoT) (%)	Achiev.	Target	Achiev.	Achiev.	Target	Target
			2014	2015	(30	UTeM	2016	2016
					Sept.'15)			UTeM
							FTK	95 %
		— Undergraduate		...	82	80.16%	85	85%
		— Masters		...	42	48.4%	50	52%
		— PhD		...	33	42.11%	40	40%

No	Kursus	Jumlah Pelajar	Jumlah Pelajar yang Tidak Layak ke LI	Jumlah pelajar di jangka bergraduati pada 2016	Jangkaan % GOT 2016
1	BETR	53	0	53	100.00%
2	BETI	70	4	66	94.29%
3	BETE	57	0	57	100.00%
4	BETT	93	3	90	96.77%
5	BETC	26	0	26	100.00%
6	BETH	27	0	27	100.00%
7	BETP	53	0	53	100.00%
8	BETD	51	4	47	92.16%
9	BETA	76	3	73	96.05%
10	BETM	46	0	46	100.00%
		552	11	541	98.01%



## 2. TARGET-SETTING: Overview of 2016 Minister KPIs and targets (4/4) : KPI FTK

		Achiev. 2014	Target 2015	Achiev. (30 Sept.'15)	Achiev. UTeM	Target 2016	Target 2016 UTeM
<div>6</div> <div>TVET Enrolment</div>	▪ % student enrolment in TVET programs	34.1%	37%	31.3%	58.6%	37%	60%
	— MTUN					FTK	100 %
	— UiTM						
	— Other public universities						



## Challenges to enhance quality Lecturers

To transform education it has to be from cradle to grave.

Lecturers will play the biggest role to do so.

Quality lecturers with passion and dedication to the profession will make a difference to the education system in the country.



What can we do to enhance quality lecturers?

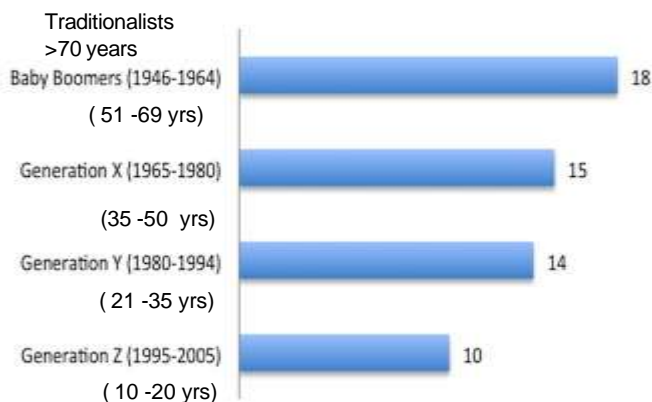


16

## Challenge: Being sensitive to generational needs



### Number of Years in Generations @ 2015



19

## Characteristics of the different generations

Who is designing the curriculum and for whom?

Category	Traditionalists	Baby Boomers	Generation Xers	Millennials
<b>Birth Year</b>	<b>1922-1943</b>	<b>1943-1960</b>	<b>1960-1980</b>	<b>1980-2000</b>
<b>Education is</b>	... a dream	... a birthright	... a way to get there	... an incredible expense
<b>Attitude toward authority</b>	Honor and respect	Replace them, challenge them	Ignore leaders	Leaders must respect you
<b>Schedules</b>	Mellow	Frantic	Aimless	Volatile
<b>Career</b>	Means for living	General focus	Irritant	Always changing
<b>Technology</b>	Hope to out-live it	Master it	Enjoy it	Employ it
<b>Interactive Style</b>	Team player	Self-absorbed	Entrepreneur	Team player
<b>Work is</b>	... an obligation	... an exciting adventure	... a difficult challenge	... a means to an end
<b>Characteristics</b>	Veterans, structured, loyal, follows rules, individual	Question authority, driven, optimistic, efficient, team player	Latch-key kids, do it my way, survivors, self-reliant, independent	Asks why, structured, supportive, creative, team participant
<b>Message That Motivates</b>	"Your experience is respected."	"You're important to our success."	"Do it your way."	"You and your coworkers can turn this place around."

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## Characteristics of the different generations



### ORGANIZATIONAL GENERATIONAL CLASH POINTS

Clash Point	Traditionalists	Boomers	Xers	Millennials
<b>Work/career goal</b>	To build a legacy	To build a stellar career	To build a portable career	To build parallel careers
<b>Reward system</b>	Satisfaction of a job well done	Money, title, recognition	Freedom is the ultimate reward	Meaningful work
<b>Feedback</b>	No news is good news	Once a year is enough	"How am I doing?"	Comes at the push of a button
<b>Changing jobs ...</b>	Carries a stigma	Puts your career behind	Is necessary	Is part of my daily routine
<b>Retirement is ...</b>	A reward	Time to retool	Time off to renew	Recycling
<b>Training</b>	"I learned it the hard way; you can too."	"Train 'em too much and they'll take the new skills and leave."	"The more they learn, the more they stay."	Continuous learning is a way of life.

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## Learning lifestyles of the different generations




### Learning Styles by Generation

	Baby boomers	Generation X	Generation Y
Preferred learning culture	Collegial	Relevant	Supervised and structured
Learning materials	Major headings with information	Facts up-front	Visual stimulation
Learning likes	<ul style="list-style-type: none"> <li>• Recognition of experience</li> <li>• Group activities</li> <li>• Practicing new skills</li> </ul>	<ul style="list-style-type: none"> <li>• Asking questions</li> <li>• Challenging material</li> <li>• Interaction/socializing</li> </ul>	<ul style="list-style-type: none"> <li>• Edutainment</li> <li>• Multi-sensory</li> <li>• Collaboration</li> </ul>
Learning dislikes	<ul style="list-style-type: none"> <li>• Criticism</li> <li>• Role playing</li> </ul>	<ul style="list-style-type: none"> <li>• Non-value added activity</li> </ul>	<ul style="list-style-type: none"> <li>• Confronting people issues</li> <li>• Asking for help</li> </ul>
Instruction	Do not like authority	Demand competence	Will help instructor
Feedback	Once a year with documentation	Interrupts and asks how they are doing	Wants feedback at the push of a button


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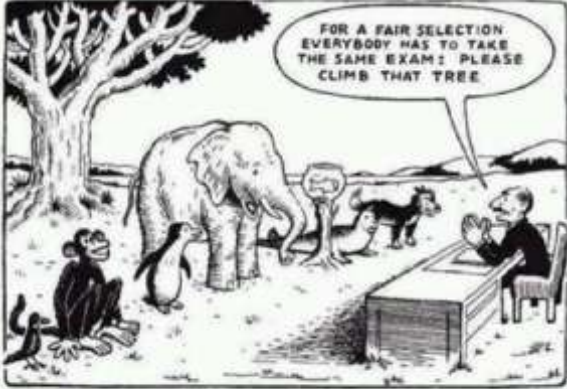
- The **university curriculum**, environment and administration (probably designed by traditionalists and baby boomers must also be **sensitive to generational needs of X and Z (millennials)**).
- Address the fact that the **lecturers are traditionalist or baby boomers** while the **students are in the X and Z generation**. Hence how each **generation teach** and how **each generation is learning** must also be addressed in order to prevent communication gap.
- In the private universities, the understanding of diversity among their students are realised. They create a conducive environment for the millennials. They also provide **training for the lecturers to understand the future generation better** so that they can create a better technology savvy curriculum



Are we addressing the needs of the Millennials in the UAs?



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FOR A FAIR SELECTION EVERYBODY HAS TO TAKE THE SAME EXAM: PLEASE CLIMB THAT TREE.

## Our Education System

*"Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid."*

*- Albert Einstein*

Always A Pioneer, Always Ahead

SOARING UPWARDS

The university in order to transform must plan the curriculum to teach FUTURE teachers to prepare and cope with the X and the millenials.

There should also be able to address divergent thinking among the graduates

Excellence Through Competency

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