MINISTRY OF EDUCATION MALAYSIA
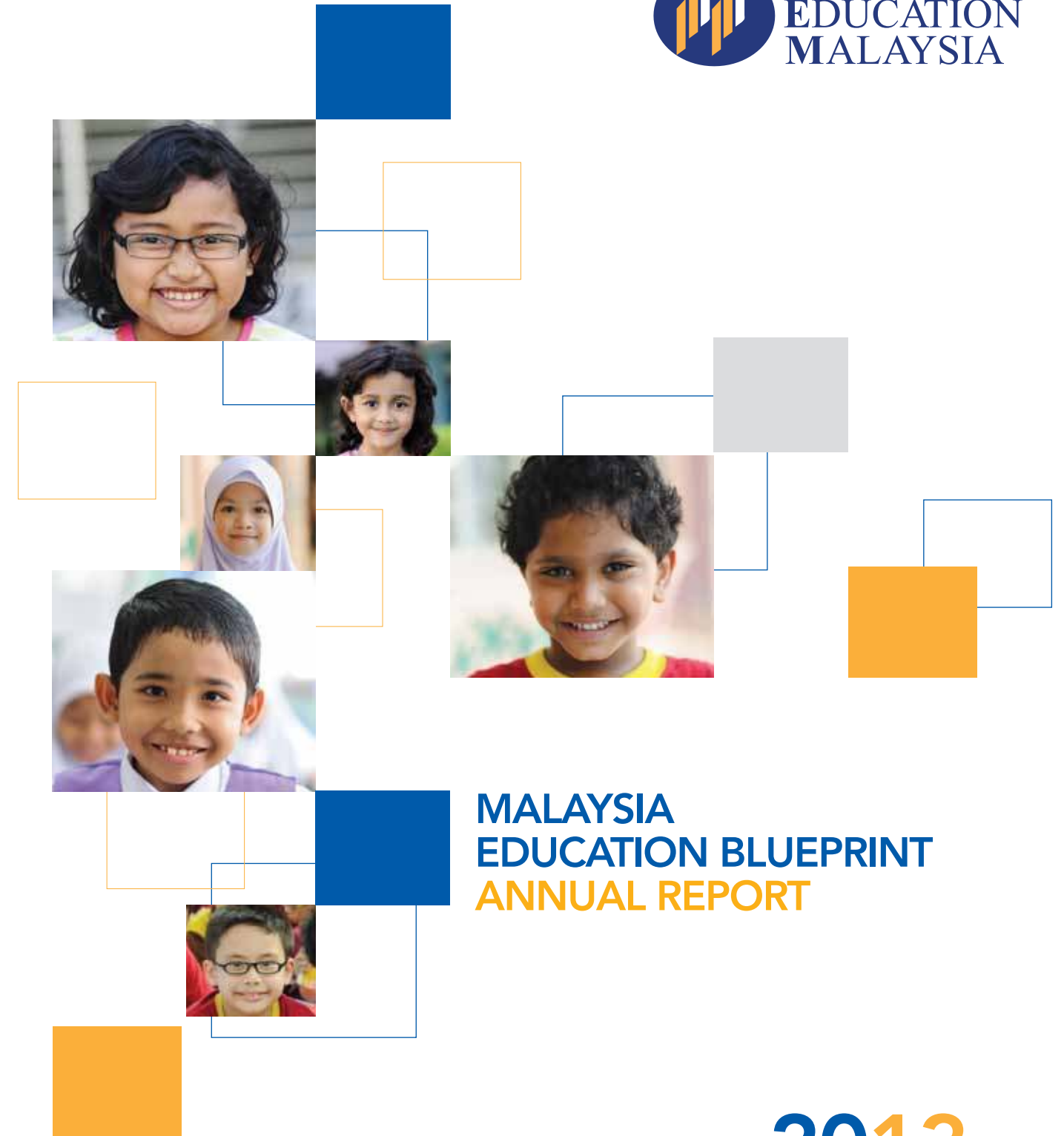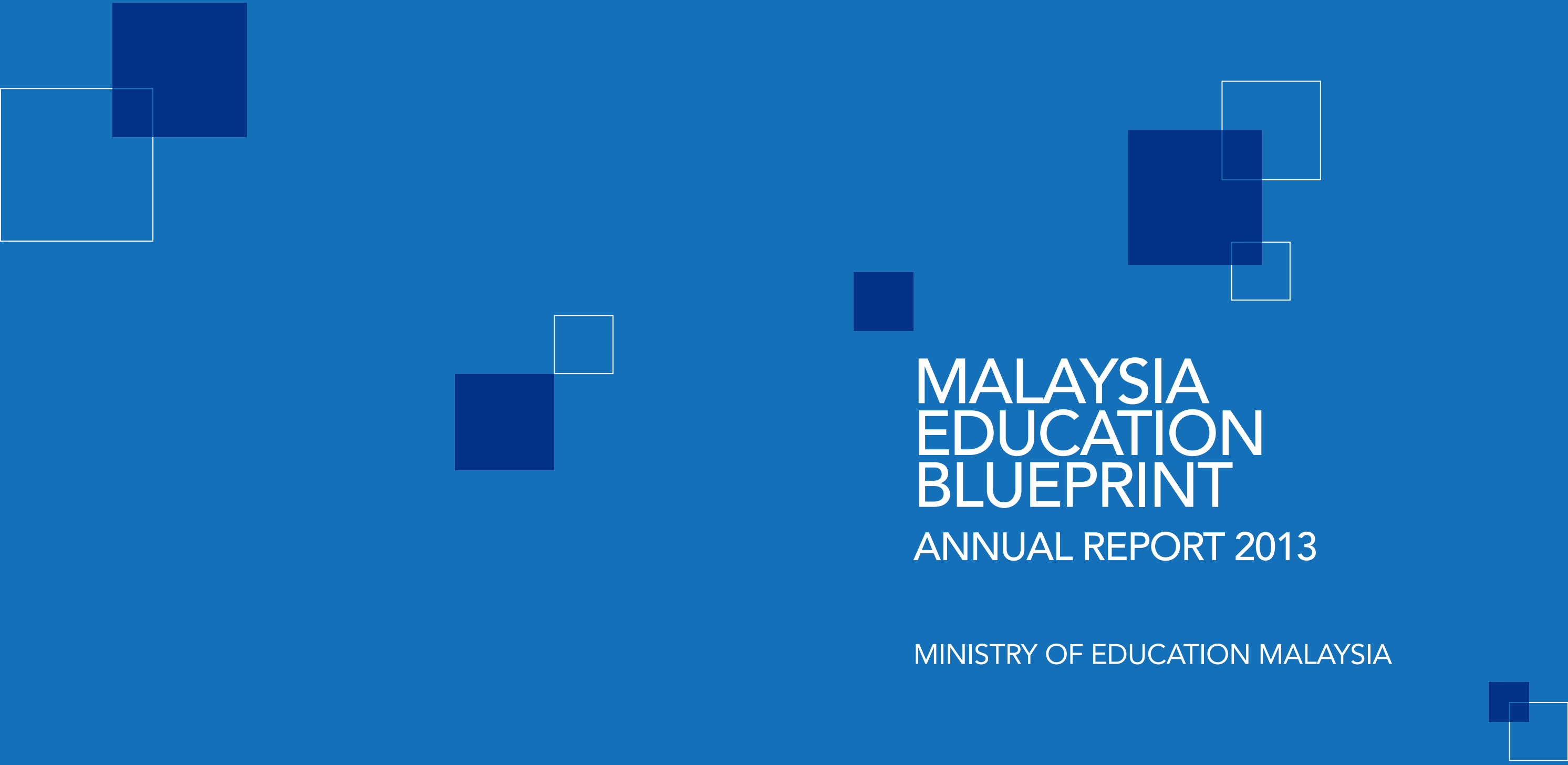
MINISTRY OF EDUCATION MALAYSIA

Ministry of Education Malaysia
Blok E8, Kompleks E,
Pusat Pentadbiran Kerajaan Persekutuan,
62604, PUTRAJAYA, MALAYSIA

www.moe.gov.my

**MALAYSIA
EDUCATION BLUEPRINT
ANNUAL REPORT**

2013

MALAYSIA EDUCATION BLUEPRINT

ANNUAL REPORT 2013

MINISTRY OF EDUCATION MALAYSIA

FOREWORD

> *I am pleased to present to you the first annual report by the Ministry of Education on the implementation of the Malaysia Education Blueprint 2013-2025. This report, which highlights successes in 2013 as well as gaps and areas for improvement, is an important part of the Ministry's commitment highlighted in the Blueprint towards greater transparency and direct public accountability.*

The focus in 2013 and during the early years of the transformation, is on laying the foundations and delivering a turn-around programme for the education system. Efforts have been focused on improving student literacy and numeracy, raising teaching quality, enhancing school leadership and empowering state education departments and district education offices to better support schools.

While it has only been a year, we are beginning to see promising impacts of Blueprint initiatives on student outcomes. For example, 99% of Year 3 students have now achieved literacy in Bahasa Malaysia and numeracy. Under the District Transformation Programme in the two piloted states of Kedah and Sabah, teachers and school leaders, with strong support from the State and District Education Offices, delivered the biggest performance improvements in national examinations against all other states in Malaysia.

At the same time, we also successfully improved the language proficiency of English teachers across Malaysia through the Professional Upskilling of English Language Teachers (ProELT) programme. Furthermore, we have enhanced the selection criteria for school leaders to ensure that we have the best talent leading our schools, irrespective of their tenure.

All these achievements are results of the collective efforts by all key stakeholders. I would like to thank our teachers, school leaders, Ministry officers and parents across Malaysia for all your efforts as the front-liners in our education transformation.

Going forward, the focus must continue to be on effective implementation. The feedback from the public as well as education experts from the global community is clear – the biggest challenge we face will be on improving our implementation efforts. The journey to transform the Malaysian education system to be among the best education systems globally will be very difficult and challenging, but our children deserve nothing less. We need to persevere, to stay the course, and to deliver on our commitments to provide quality education for all Malaysians.

TAN SRI DATO' HAJI MUHYIDDIN BIN HAJI MOHD YASSIN
Deputy Prime Minister and
Minister of Education Malaysia

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Whilst near universal access has been achieved, the primary challenge is now to improve quality in the Malaysian education system.

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3   **The Ministry started changing how it works in 2013.**
The Ministry acknowledges that education transformation is a challenging journey. Thus, in 2013, the Ministry began making changes to how it operates and focused on a few priority initiatives for intervention.

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Several early wins were delivered in 2013 and real changes are starting to happen in classrooms. This provides confidence that rapid change is possible.

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The success of the education transformation needs the continued support and commitment from all stakeholders.

Quality as our primary challenge.

Whilst near universal access has been achieved, the primary challenge is now to improve quality in the Malaysian education system.

- While student achievement is increasing in national examinations (UPSR, PMR and SPM) – there remains a gap between the performance of urban and rural schools. Improving student outcomes across the board, particularly in Higher Order Thinking Skills, and narrowing the performance gap remain the Ministry's focus areas.

- In PISA 2012, Malaysia remained in the **bottom third of countries** with more than 50% of 15-year old students not meeting minimum international standards. The PISA results reinforce the case for Malaysia to embark in 2013 on the 13-year transformation programme outlined in the Malaysian Education Blueprint (2013-2025). The journey from the bottom third to **the top third of TIMSS and PISA in 13 years** will be highly challenging, but the next generation of Malaysians deserves nothing less.

- Efforts are in place to improve the quality of teachers, starting with the raised bar for entry into teacher training in the Institute of Teacher Education, as well as developing the pedagogical skills of existing young teachers, who make up the majority of the teaching workforce.

Focus first on strengthening foundations and performance turnaround.

The first wave of the 13-year education transformation effort outlined in the Education Blueprint is intended to build the foundations and to deliver a turnaround in the performance of our education system.

- The first 3 years of the education transformation is intended to **rapidly turn-around the performance of the education system** by better supporting teachers and improving core student skills.

- The focus is on **ensuring basic numeracy and literacy** (Bahasa Malaysia, English language) through intensive remedial programmes, raising teacher quality by upskilling the existing pool of teachers, and **enhancing school leadership quality** by improving the training and appointment of school leaders. The Ministry will also **strengthen and empower state and district education offices** to better support schools at the front-line. The goal is to ensure all teachers, school leaders, and schools have achieved minimum quality standards.

- The Ministry is committed to ensuring that all schools, particularly rural and remote schools, have basic infrastructure.

The Ministry started changing how it works in 2013.

In 2013, the Ministry started making changes to how it operates and focused on a few priority initiatives for intervention.
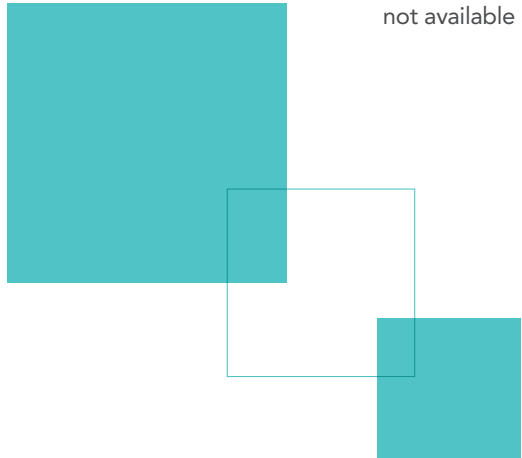
- **Establishment of PADU to drive delivery:**
  To accelerate delivery, a dedicated performance and delivery unit (PADU) was set up by the Ministry in 2013, drawing talent from both the public and private sectors. PADU conducts monitoring, initiates problem-solving and supports the Ministry in delivering on student outcome improvements envisaged in the Blueprint.

- **Empowerment of state and district offices to improve student performance:**
  Under the District Transformation Programme piloted in Kedah and Sabah, 352 SISC+ and SIPartner+ officers were placed in district offices to provide direct coaching and mentoring to low performing schools, resulting in improved student performance in both states. Structured performance dialogues on student performance have also commenced in state and district education offices.

- **Leadership Profiling and Development:**
  In order to assess the current capabilities of State Education Offices (JPN) and District Education Offices (PPD), 251 key leadership positions at the state and district level was profiled. Results from the profiling will be used to build the Ministry's talent pool.

- **Ministry Restructuring has begun:**
  The Ministry has begun reviewing its organisational structure at all levels – from federal, state, district to schools.

Early wins were delivered in 2013.

Several early wins were delivered in 2013 and real changes are starting to happen in classrooms. This provides confidence that rapid change is possible.

The Ministry is very proud of the efforts of teachers, school leaders and Ministry officers across Malaysia. They have invested significant time, effort and commitment in driving initiatives and delivering changes across classrooms. Their contributions and the early tangible impact provide greater conviction and confidence that the education transformation is indeed possible. Some examples are highlighted below:

- **District Transformation Programme:**
  The DTP programme is intended to accelerate school improvements and close the equity gap between schools and between states across Malaysia. The pilot programme for DTP focused on Sabah and Kedah – the two poorest performing states. In 2013, the DTP pilot delivered significant results, with these two states achieving the biggest improvements of any state in Malaysia across all national exams (UPSR, PMR, SPM), and delivered the strongest performance for these two states in the past 10 years. The urban-rural gap between schools in Sabah and Kedah also narrowed significantly, 14% and 15% respectively – far better than the national average. Building on the evident successes in Kedah and Sabah, DTP will be expanded to all districts nationwide in 2014.

- **Professional Upskilling of English Language Teachers (ProELT):**
  English language proficiency is a key concern of parents and the public. For the first time, the Ministry has conducted a large-scale assessment of the English language proficiency of 61,000 teachers, trainees and lecturers. From this assessment, 14,000 teachers were identified for upskilling and the first cohort of 5,000 teachers was trained in the ProELT programme, resulting in 76% of the teachers improving by at least 1 band of language proficiency.

- **Literacy and Numeracy Screening (LINUS):**
  Literacy and numeracy in the early Primary years are key in ensuring that a strong foundation is built for learning. Since its implementation in 2010, basic Bahasa Malaysia literacy and numeracy among students has greatly improved, from 81% and 90% respectively in 2010 to almost 99% for both Bahasa Malaysia and numeracy. In 2013, English language literacy screening was implemented for Year 1 students, with promising improvements from the initial baseline screening of 50% to 63%, within 6 months.

- **Pre-school Enrolment Initiative:**
  The Ministry's efforts in ensuring more children have access to early childhood education have been successful. Preschool enrolment has risen to 81.7%, as the Ministry collaborates with various government agencies and private preschool operators to increase the quality and numbers of preschools, as well as provide aid to lower income families.

- **Principal Charter: Selection of school leaders will now be merit based**
  Capable and high-performing school leaders no longer need to meet the required number of years in service under the new criteria for promotion. Candidates will be required to undergo the National Professional Qualification for Educational Leaders (NPQEL).

- **Higher Order Thinking Skills:**
  In order to develop stronger Higher Order Thinking Skills (HOTS) among students, the i-THINK Programme was launched in 500 schools, focusing on the usage of mind maps and thinking tools to enhance student learning. Ten schools also entered the nomination phase for International Baccalaureate (IB) Middle Years Programme.

- **Transforming Vocational Education:**
  4.6% of post-PMR students now pursue vocational education, compared to 4% in 2012. The Ministry expanded the number of Vocational Colleges (*Kolej Vokasional,* KV) from 15 to 72 in 2013, providing more students the opportunity to pursue various vocational fields. The Ministry also collaborated with various Public and Private Skills Training Institutes (ILKA, ILKS) in sponsoring students to study courses not available at KV.

Several lessons for improvement emerged in 2013.

There were several important lessons for the Ministry arising from implementation successes and challenges in 2013. The Ministry's experience in 2013 reinforces the need to improve on-going implementation, specifically:

- **Great schools and great practices exist in Malaysia:**
  Top performing schools exist in Malaysia (comparable to the top education systems in the world) as highlighted from the PISA 2012 assessment. There are also many lessons to be learnt from regular schools and Trust Schools that excel in involving parents, the community and private sector in contributing to improved student outcomes. The Ministry now needs to invest in identifying, codifying and disseminating these practices more broadly across schools in Malaysia.

- **Focus on student outcomes:**
  The Ministry recognises that education transformation becomes evident where there is significant improvements in student outcomes and practices in schools. To ensure this change happens in classrooms nationwide, the Ministry will continue to intensify efforts to focus on initiatives which directly impact the quality of teaching and learning, and subsequently student outcomes, particularly initiatives such as LINUS, Higher Order Thinking Skills (HOTS), Professional Upskilling of English Language Teachers (ProELT).

- **Tight co-ordination and detailed planning to overcome implementation challenges:**
  Given the complexity of the Malaysian education system, which encompasses more than 10,000 schools and 420,000 teachers, as well as the scope of the Ministry organisation, tighter and seamless collaboration is required between divisions and with districts and schools.

- **Active communication and engagement with stakeholders is critical:**
  Whilst different practices were put in place in 2013, the Ministry acknowledges that significantly more efforts need to be carried out to ensure that all key stakeholders – teachers, school leaders, parents and the community are invested into the implementation of the Blueprint initiatives. The Ministry will also continue to engage parents via the roll out of the parent toolkit to help parents in supporting their child's learning.

The Ministry is grateful for the public feedback.

The Ministry is grateful that it is continuing to receive helpful feedback from the Malaysian public and the global community. Fundamental transformation of the education system is not easy. Feedback to the Ministry in 2013 has been encouraging and enlightening, in particular:

- **Implementation must be accelerated:**
  The consistent feedback from the public and media is that the biggest challenge for the Ministry is on implementation. The Ministry acknowledges this, and will continue to improve its monitoring, follow-through and consequence management.

- **Gaps in awareness of transformation:**
  The Ministry acknowledges that there is not enough awareness of the Blueprint among the public. Going forward, the Ministry will further engage with various communities and stakeholders to ensure broader awareness of the rationale and actions required under the Blueprint.

- **Global community validation:**
  The Ministry has received direct input on the Blueprint from the international community, e.g. international experts like Dr. Michael Fullan (Special Advisor to the Premier and Minister of Education, Ontario) and Dr. Andreas Schleicher (Head of the Indicators and Analyses Division, OECD). There is consensus that the ingredients in the Blueprint are right, requiring effective implementation. This reaffirms the conviction of the Ministry that the education transformation is on the right track.

Continued support and commitment is needed.

The success of the education transformation needs the continued support and commitment from all stakeholders.

The education transformation requires the commitment of all stakeholders. Everyone must take ownership and action. The Ministry aspires for the following changes across the education system:

- **Teachers** will become leaders in their classrooms, with constant self-improvement and professional development. They will receive more support, coaching and training from the Ministry (e.g. from PPDs, and specialist coaches).

- **Parents** will become greater partners in their children's learning, working closely with school leaders and teachers to support their children's learning in school and at home.

- **School leaders** will become excellent instructional leaders, not just administrative leaders. They will spend more time coaching teachers, and will be agents of change in their schools and the community.

- **District and state education officers** will become better coaches and supporters of schools. They will visit schools regularly and help resolve problems.

- **Ministry officers** will become better collaborators and data-driven decision-makers. They will focus on implementation, on stakeholder engagement and primarily on ensuring improvements in student outcomes.

- **The general public and private sector** will need to provide unwavering support and encouragement to our teachers and our school leaders, recognising that education transformation requires time and effort. They will need to continue to provide feedback, and be active collaborators with schools and the Ministry on school improvement.

CHAPTER

01

MALAYSIAN EDUCATION
BLUEPRINT 2013-2025
AT A GLANCE

The Ministry of Education (Ministry) developed the Malaysia Education Blueprint 2013-2025 (Blueprint) with the aim of providing high quality education to all students. The Blueprint is inspired by the views and ideas gathered from local and international research studies, education experts, teachers, parents and students. It also integrated the aspirations and dreams of previous educational policies outlined in the Razak Report 1956, Rahman Talib 1960, Report of the Cabinet Committee to Review Educational Policy 1979, Education Act 1996 and Education Development Master Plan 2006-2010 (*Pelan Induk Pembangunan Pendidikan 2006-2010*).

Every child in Malaysia deserves the right to an education that enables them to be globally competitive and to contribute to the nation's prosperity. Every student who goes through the system should be equipped with knowledge, critical thinking skills, leadership skills, bilingual proficiency, ethics and spirituality whilst imbued with a strong sense of national identity (Exhibit 1-1). In order to realise these student outcomes, the Blueprint outlines five aspirations for the education system: access, quality, equity, unity and efficiency (Exhibit 1-2).

Exhibit 1-1

Six key attributes needed by every student to be globally competitive

Source: Ministry of Education, 2013

Exhibit 1-2

Five system aspirations for the Malaysian education system
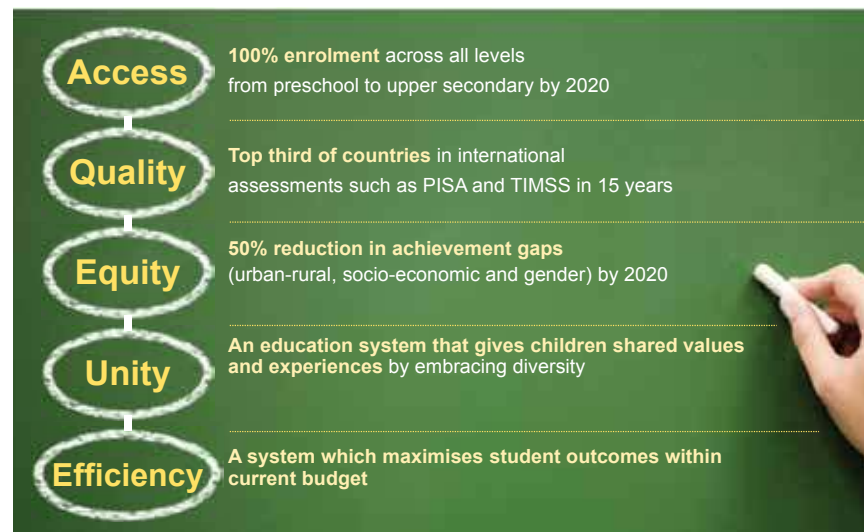
Source: Malaysia Education Blueprint, 2013

To achieve our aspirations, the Ministry has outlined 11 shifts that will transform the country's education system (Exhibit 1-3).

Exhibit 1-3

The 11 Shifts to transform the national education system

SHIFTS					
PROVIDE EQUAL ACCESS TO QUALITY EDUCATION OF INTER-NATIONAL STANDARD SHIFT **1**	**ENSURE EVERY CHILD IS PROFICIENT IN BAHASA MALAYSIA AND ENGLISH LANGUAGE AND IS ENCOURAGED TO LEARN AN ADDITIONAL LANGUAGE 2**	**DEVELOP VALUES-DRIVEN MALAYSIANS 3**	**TRANSFORM TEACHING INTO THE PROFESSION OF CHOICE 4**	**ENSURE HIGH-PERFORMING SCHOOL LEADERS IN EVERY SCHOOL 5**	
EMPOWER JPNs, PPDs, AND SCHOOLS TO CUSTOMISE SOLUTIONS BASED ON NEED 6	**LEVERAGE ICT TO SCALE UP QUALITY LEARNING ACROSS MALAYSIA 7**	**TRANSFORM MINISTRY DELIVERY CAPABILITIES AND CAPACITY 8**	**PARTNER WITH PARENTS, COMMUNITY, AND PRIVATE SECTOR AT SCALE 9**	**MAXIMISE STUDENT OUTCOMES FOR EVERY RINGGIT 10**	**INCREASE TRANS-PARENCY FOR DIRECT PUBLIC ACCOUNT-ABILITY 11**

Source: Ministry of Education, 2013

Establishment of PADU to drive delivery

The Education Performance and Delivery Unit (PADU) was established in April 2013 to act as a catalyst, and manage the implementation of the Blueprint initiatives, in order to ensure there is synergy and discipline in execution as well as follow through in achieving the education transformation outcomes. PADU draws talents from both the public and private sector and works in partnership with the various stakeholders within the Ministry (Exhibit 1-4) and with other external agencies. The main roles of PADU are to provide on the ground problem solving, facilitate and oversee implementation, manage interdependencies, monitor performance, and support the Ministry in delivering the Blueprint outcomes to full fruition by 2025.

Exhibit 1-4

PADU inter-relationships within the Ministry

Building the foundation for education transformation in Wave 1 (2013-2015) of the Malaysia Education Blueprint

The Blueprint will be implemented in three waves (Exhibit 1-5).

Exhibit 1-5

The three waves of the Blueprint implementation

Source: Ministry of Education, 2013

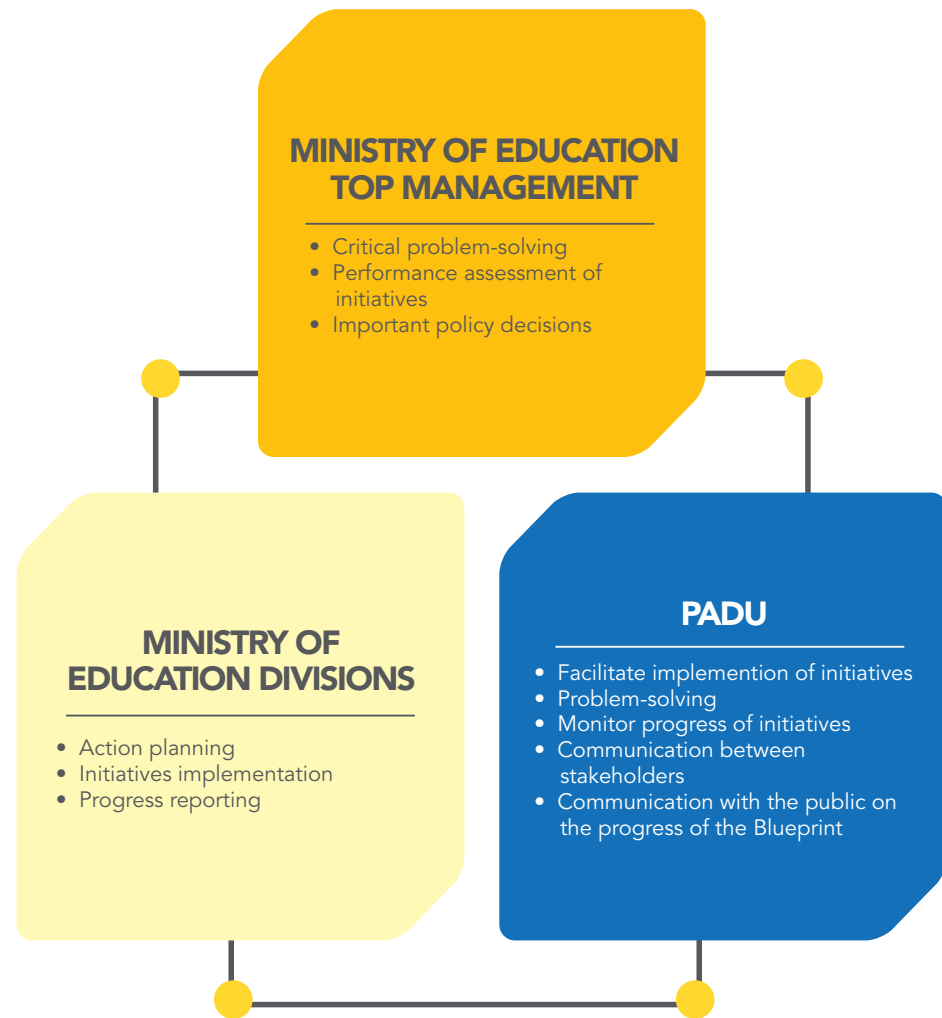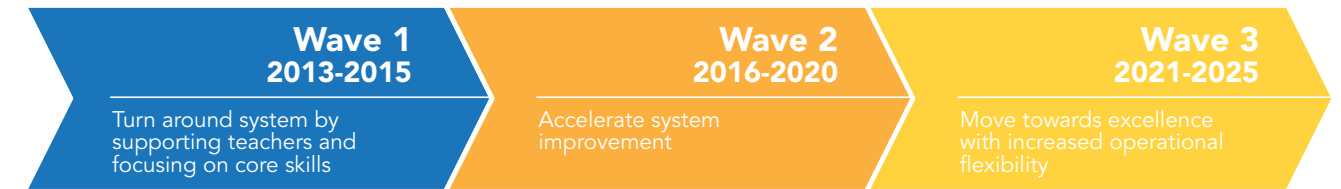The first two years of implementation in Wave 1 (2013-2015) lays the groundwork for a strong foundation in education transformation. The Ministry's focus during this phase is on delivering a rapid turnaround programme.

Efforts are focused on improving student literacy (both Bahasa Malaysia and English language) and numeracy through intensive remedial programmes, raising teaching quality by upskilling the existing pool of teachers, and raising school leadership quality by improving how the education system appoints and trains principals.

The Ministry will also strengthen and empower state and district offices to improve the quality of frontline support provided to all schools. In addition, the Ministry will also ensure that all schools are provided with basic infrastructure.

The Ministry is committed to ensure that by the end of Wave 1, all teachers, principals, and schools have achieved a minimum quality standard.

Key focus areas of Wave 1
- Improving student Literacy (BM and English) and Numeracy
- Raising teaching quality
- Raising school leadership
- Strengthening and empowering state and district education offices
- Ensuring schools are equipped with basic infrastructure

Some of the key challenges identified prior to the implementation of the Blueprint were managing the interdependencies and roles across divisions, and ensuring the right level of focus and support is given to priority initiatives. To address these challenges, the Ministry streamlined initiatives under 1Agenda KPM where initiatives in the various education plans and roadmaps were prioritised, shortlisted and assigned to divisions in the Ministry. The Ministry also conducted a mid-year review where programme managers had the opportunity to reflect on their successes and shortfalls, and to voice any challenges they were facing in implementing their initiatives.

The dedication of the Ministry in building momentum for transformation was effectively galvanised by the successes of the first 100 days of the Blueprint implementation after the launch of the Preliminary Blueprint. Some of the achievements included the:

- Introduction of 352 School Improvement Partners (SIPartner+) and School Improvement Specialist Coaches (SISC+) in Kedah and Sabah to support school leaders and teachers – in the pilot of the District Transformation Programme (DTP) ;
- Assessing the English language proficiency of 61,000 English teachers, and the training of the first cohort of 5,000 teachers;
- Launch and distribution of the School Toolkit (Sarana Sekolah) and Parents Toolkit (*Sarana Ibu Bapa*) to 10,000 schools; and
- Launch of the *e-Guru* video and portal.

Promoting the Blueprint

The Blueprint is a long term plan in transforming the Malaysian education system. The role of all citizens - the Rakyat, is critical to the transformation process, as Malaysians interact with the education system in many different ways – as parents, as students, as educators, and as employers. As such, the Ministry of Education conducted a diverse range of activities to share the aspirations of the Blueprint with the Rakyat.

Communicating the aspirations of the Blueprint in 2013
- Raising awareness of the Blueprint
- 6 road shows and dialogue sessions with Minister of Education II
- 8 exhibitions and open days
- 18,650 people attended interaction sessions with the Ministry's top management and officers

Blueprint in the media
- Interview sessions in main newspapers
- Involvement in talk shows on TV and radio stations (e.g. RTM, TV3, NTV7, TV9, and Astro Awani)
- Articles and publicity in social media
- 10 Anjakan bulletins

International recognition of the Blueprint

This paramount task of transforming the Malaysian education system received international accolades. Over the last year, delegations from Finland, Morocco, Japan, South Korea and Sri Lanka have praised the Malaysia Education Blueprint for its ambitious and exciting vision in positioning Malaysia as one of the top education systems in the world. The positive feedback received from delegates of the UNESCO 37th General Assembly also indicated that the Ministry is on track to achieving a high quality education system, reaffirming the Ministry's conviction in delivering education transformation.

"Malaysia is one of the countries where the results for Mathematics in the 2012 PISA rankings exhibited the biggest growth. Another sign that points towards Malaysia being able to carry its plan for education to fruition was the existence of top performing schools in the country. These schools show that it is possible. There is good evidence in Malaysia; we don't have to look to Japan, Singapore or Shanghai...there are world-class schools in Malaysia and they show that the highest level of performance is possible."

Dr. Andreas Schleicher, Head of the Indicators and Analyses Division, OECD

"The ingredients in the Blueprint were the right ones, but there needed to be hard work on the ground to get headmasters to be better leaders and for teachers to be stronger."

Prof. Michael Fullan, Special Advisor to the Premier and Minister of Education, Ontario

Summary of 2013 achievements

The Ministry is committed to being transparent with the Rakyat on the Blueprint's achievements. This Annual Report shares the progress of the initiatives implemented under the Blueprint. The main achievements of 2013 have been summarised in Exhibit 1-6.

Overall, the first year of implementation has been a promising start towards a 13-years transformation under the Blueprint. Progress has been encouraging with various initiatives meeting their targets. However, there remain challenges which the Ministry is committed to addressing. The Ministry will continue to increase its efforts in the coming years and continue to collaborate with relevant stakeholders to ensure that all Malaysian children receive quality education.

Exhibit 1-6

Key achievements in 2013

Impacting: **S** Students **T** Teachers **P** Principals **M** Ministry

	Initiative	Description	More Information
Access	Preschool Enrolment **S T**	Continued increase in children obtaining critical early education as a foundation to formal learning. 81.7% of children aged 4+ and 5+ enrolled in preschool compared to 80.2% in 2012.	Chapter 2 Page 27
	Vocational Education Transformation **S**	Widened access to vocational education, allowing more students to pursue various fields. 4.6% of post-PMR students now pursue the vocational stream compared to 4.0% 2012, including 518 students with special education needs.	Chapter 2 Page 30
Quality	Higher Order Thinking Skills (HOTS) **S T M**	Improved critical thinking skills in students to increase their competitiveness in the global economy. HOTS concept developed, i-THINK launched in 500 schools and 10 schools entered the nomination phase for IB Middle Years Programme.	Chapter 2 Page 50
	Literacy and Numeracy Screening (LINUS 2.0) **S**	Near universal Bahasa Malaysia literacy and numeracy. 99% of Year 3 students achieved Bahasa Malaysia literacy and numeracy. English literacy screening was introduced in 2013. English literacy improved to 63% in 4 months, from baseline of 50% for Year 1 students.	Chapter 3 Page 53
	English Language Teacher Proficiency (Pro-ELT) **T**	Increased proficiency among English teachers. 76% of English Language teachers who underwent the Pro-ELT increased their proficiency by at least 1 level.	Chapter 3 Page 57
	Transformation of Institut Pendidikan Guru, IPG (Institute of Teacher Education) **T**	Raised the bar for entry into Institute of Teacher Education. 42% of latest IPG intake are students with at least 7As, 70% with at least 5As, compared to 9% of applicants with at least 7As in 2012.	Chapter 3 Page 61
	Principal Charter **P**	Paved the way for selecting the best principals and headmasters to lead schools. New performance-based selection criteria approved to replace existing criteria based on duration of service.	Chapter 3 Page 61

Impacting: **S** Students **T** Teachers **P** Principals **M** Ministry

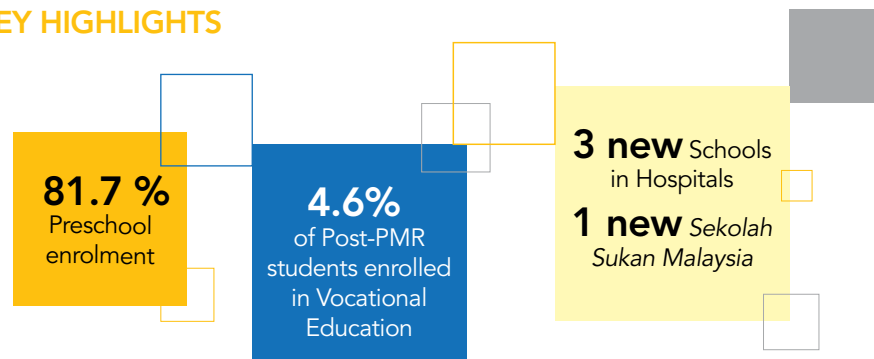|	Initiative	Description	More Information
Equity	District Transformation Programme (DTP) **S T P**	Improvements in student outcomes, by empowering District Education Offices (PPD) to provide targeted support to schools. DTP pilot in Kedah and Sabah recorded the best improvements in performance in UPSR, PMR and SPM.	Chapter 4 Page 73
	Inclusive Education **S**	More students with special education needs enrolled in the Inclusive Education Programme. 9.6% of students with special education needs study alongside students in mainstream schools.	Chapter 4 Page 80
Unity	Rancangan Integrasi Murid untuk Perpaduan (RIMUP) **S**	Increased interaction among students of various races from different school types. 20% of primary schools succeeded in implementing the RIMUP programme.	Chapter 5 Page 86
Efficiency	Ministry Transformation **M**	Ministry restructuring has commenced. Delegation of authority to JPN for procurement, services and supply contracts of up to RM5 million. Leadership profiling of 251 key leadership positions at JPN and PPD completed.	Chapter 6 Page 92
	Basic Infrastructure **S T P**	Equipped schools with much needed basic infrastructure to provide conducive environments for learning. 1,693 critical repair projects completed.	Chapter 6 Page 97
	1BestariNet **S T**	Improved access to connectivity and Virtual Learning Environments (VLE). 91.5% of 9,889 schools connected to 1BestariNet internet access.	Chapter 6 Page 99

CHAPTER

02

INCREASING ACCESS
TO QUALITY EDUCATION

Every Malaysian child deserves
equal access to an education that
will enable that child to achieve his
or her potential. The Ministry thus
aspires to ensure universal access
and full enrolment of all children
from preschool through to upper
secondary school level by 2020.

KEY HIGHLIGHTS

81.7 % Preschool enrolment

4.6% of Post-PMR students enrolled in Vocational Education

3 new Schools in Hospitals
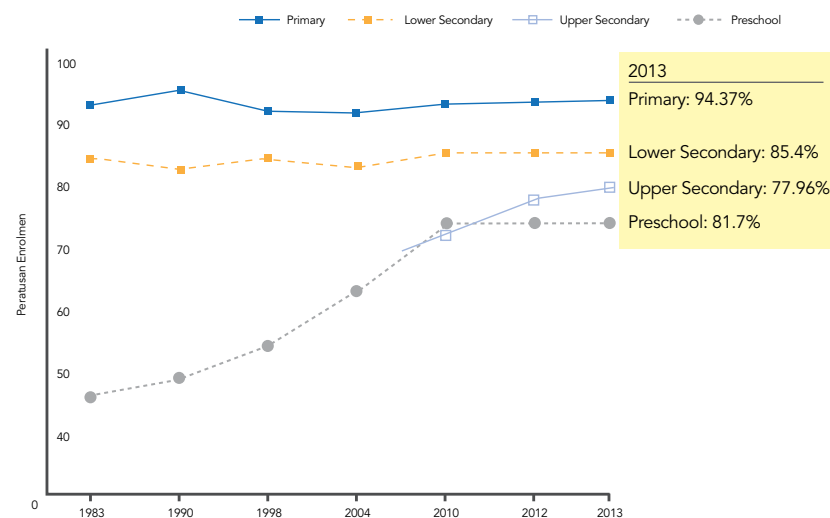
1 new *Sekolah Sukan Malaysia*

Over the last four decades and in tandem with the country's economic development and workforce needs, Malaysia has dedicated substantial resources to ensure sufficient access to education spanning from preschool to post-secondary levels. The current transformation will also provide opportunities for students to receive education that is relevant to their needs and interests, enabling them to develop their talents and reach their potential. The Ministry has sought to expand access to all levels of education by implementing the following measures:

- Increasing preschool enrolment;
- Transforming vocational education;
- Offering various education streams;
- Expanding access to education for specific groups;
- Transforming Form 6; and
- Expanding the recognition of the Matriculation Programme.

In 2013, the enrolment rates continued to show a modest increase at all levels, with preschools showing the most gains in enrolment (Exhibit 2-1).

Exhibit 2-1

Preschool, primary and secondary school enrolment rates

Legend: Primary · Lower Secondary · Upper Secondary · Preschool

2013
Primary: 94.37%

Lower Secondary: 85.4%

Upper Secondary: 77.96%

Preschool: 81.7%

(y-axis: Peratusan Enrolmen, 40–100; x-axis: 1983, 1990, 1998, 2004, 2010, 2012, 2013)

Note: Data collection for preschool began in 2007; preschool data includes Government agencies and private preschools. Primary, lower secondary and upper secondary data includes Government and Government-aided schools only.

Source: School Division, Education Planning and Research Division, 2013

Increasing preschool enrolment

Preschool education is an important foundation to prepare children for formal education. Preschool education in Malaysia is provided by Government and private agencies. Government agencies include the Ministry of Education, Department of Community Development (KEMAS), and the National Unity and Integration Department (JPNIN), while private sector agencies include Islamic Preschools (*Pusat Asuhan Tunas Islam*, PASTI), Muslim Youth Movement of Malaysia (ABIM) and child enrichment centres.

Measures to raise preschool enrolment are focused on:
- Increasing the number of public preschool classes;
- Providing the Private Preschool Launching Grant;
- Providing fee assistance for private preschool education;
- Providing teacher training fee assistance;
- Improving data collection through the National Preschool Data System; and
- Ensuring preschool quality through the National Preschool Quality System.

Through these efforts, the Ministry targeted to increase preschool enrolment from 80.5% in 2012 (768,145 students) to 88% in 2013. As of December 2013, preschool enrolment increased by 3% to 81.7% (793,269 students) of children aged 4+ and 5+.

Increasing the number of public preschool classes

Since 2010, the Ministry has opened more preschool classes and approved opening of more private preschools. To date, the Ministry had opened 8,883 preschool classes to accommodate 191,723 (24.2%) preschool students while private preschools classes increased to 25,153 classes (Exhibit 2-2).

Exhibit 2-2

Number of classes and enrolment in Government and private preschools

Agency	2012		2013	
	No. of classes	Enrolment	No. of classes	Enrolment
KPM	8,671	186,246	8,883	191,723
KEMAS	10,966	180, 113	11,065	176,993
JPNIN	1,731	37,747	1,781	37,617
Private Sector	22,965	364,039	25,153	386,936
Total	44,333	768,145	46,882	793,269

Source: School Division, 2013

Providing the Private Preschool Launching Grant

The Ministry provides the Private Preschool Launching Grant to encourage the private sector to open more preschools. In 2013, the Ministry channelled RM5 million to 259 new private preschool providers, including 38 preschools for children with special education needs.

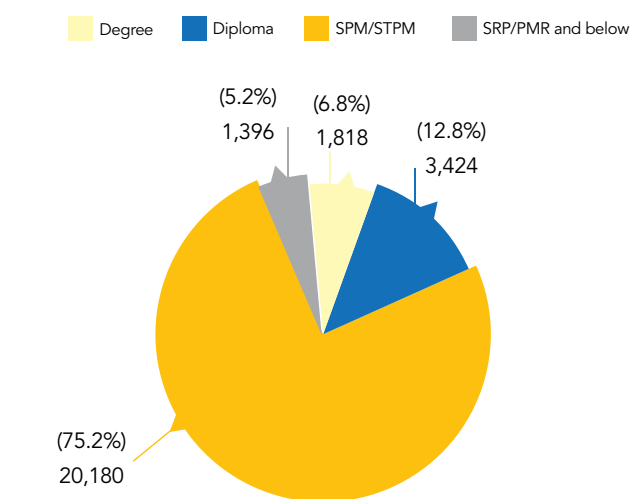### Providing fee assistance for private preschool education

To ensure that more children have access to preschool education, low income families receive private preschool fee assistance from the Government. In 2013, 34,477 children including 75 children with special education needs, received preschool fee assistance, totalling RM29.2 million, as compared to 13,985 children receiving a total of RM11.6 million in 2012.

Providing teacher training fee assistance

Given the critical function of preschool education to a child's development, it is important that our teachers are qualified in Early Childhood Care and Education. Based on data collected in 2012, almost 80% of private preschool teachers did not have qualifications in this field (Exhibit 2-3). In order to improve the quality of private preschool teachers, the Ministry provides tuition assistance amounting to RM1,000 per year for a three-year study period. This aid represents 16-25% of the overall cost of a diploma programme in Early Childhood Care and Education.

Exhibit 2-3

Private preschool teachers by educational level
Number, percentage

Legend: Degree | Diploma | SPM/STPM | SRP/PMR and below

(5.2%) 1,396
(6.8%) 1,818
(12.8%) 3,424
(75.2%) 20,180

Source: School Division, 2013

In 2013, a total of 383 private preschool teachers received the aid to pursue part-time diploma studies at 17 public and private institutions of higher learning. This is a promising start to raising the qualification of preschool teachers. In order to encourage more preschool teachers to pursue diploma education, the selection criteria and assistance for the aid will be reviewed in 2014.

Improving data collection through the National Preschool Data System

The Ministry developed the National Preschool Information System (*Sistem Maklumat Prasekolah Kebangsaan*, SMPK) in 2010 as a preschool enrolment database for the Ministry, KEMAS, JPNIN and registered private preschools. Meanwhile, a taskforce was set up to collect enrolment data manually from preschools. This accounted for approximately 16.7% (132,713 students) of preschool enrolment for 2013.

Ensuring preschool quality through the National Preschool Quality System

To ensure all preschools are of quality, the National Preschool Quality Standards (*Standard Kualiti Prasekolah Kebangsaan*, SKPK) was piloted in 2013 as an online self-assessment tool. A total of 99.2% (16,102) of public preschools and 44.3% (3,003) of registered private preschools completed the assessment.

Moving forward

The Ministry will continue its efforts to reach out to parents and strengthen collaboration with preschool providers and institutions of higher learning, in ensuring that more children have access to quality early education.

In order to further increase preschool enrolment in 2014, the Ministry will focus on:
- Increasing parental awareness on the importance of early childhood education;
- Enforcing SMPK on all preschool providers;
- Establishing alliances with public and private higher education institutions to upskill private preschool teachers; and
- Enhancing monitoring of preschools with other relevant agencies.

Transforming Vocational Education

Vocational education equips students with skills and qualifications that are required and recognised by industry as well as prepares them to become entrepreneurs. Vocational education transformation thus increases opportunities for students at the upper secondary level to enter vocational pathways. The priorities in transforming vocational education are focused on:

• Offering more places at Vocational Colleges (*Kolej Vokasional*, KV);
• Establishing collaborations with Public Skills Training Institutes (*Institut Latihan Kemahiran Awam*, ILKA) and buying seats at Private Skills Training Institutes (*Institut Latihan Kemahiran Swasta*, ILKS); and
• Offering places for students with special education needs in Vocational Special Education Secondary Schools (*Sekolah Menengah Pendidikan Khas Vokasional*, SMPKV) and ILKS.

Offering more places at Vocational Colleges

The implementation of vocational education transformation began with the rebranding and restructuring of Technical Secondary Schools (*Sekolah Menengah Teknik,* SMT) and Vocational Secondary Schools (*Sekolah Menengah Vokasional,* SMV) into Vocational Colleges. It was piloted in 15 Vocational Colleges in 2012 and expanded to 72 colleges in 2013.

In order to ensure that the programmes offered at Vocational Colleges meet the needs of industry, the Ministry has also signed 118 Memorandum of Understanding with industry partners in 2013. This partnership enables students to undergo training in their respective industries.

The transformation of vocational education received an overwhelming response from students. Out of more than 100,000 applications in 2013, the Vocational Colleges could only provide places for 19,404 post-PMR students. As such, the Ministry has taken initiatives to explore other alternatives in providing vocational education opportunities by collaborating with other public and private institutes.

Establishing collaborations with Public Skills Training Institutes (*Institut Latihan Kemahiran Awam*, ILKA) and buying seats at Private Skills Training Institutes (*Institut Latihan Kemahiran Swasta*, ILKS)

Collaboration with ILKA and ILKS enables the Ministry to provide places for students to study courses which are not being offered in regular Vocational Colleges. In 2013, the Ministry bought seats, by sponsoring and placing 435 students in 12 Manufacturing Technology and Engineering courses in 11 ILKA under the Ministry of Human Resources.

A total of 450 students were sponsored and placed in courses such as Aviation, Marine, Animation and Mechatronics Engineering in four ILKS, compared with 172 students in 2012. Each student will undergo four years of study up to the diploma level and undertake industrial training in the third and fourth year with prospective employers.

Offering places for students with special education needs in vocational training

Students with special education needs are also given the opportunity to further their studies in vocational education through placement and training in SMPKV and ILKS. In 2013, a total of 518 students received vocational skills training, of which 298 pursued skills training for 2 years up to Level 2 Malaysia Skills Certificate in SMPKV, with the remaining 220 students enrolled at ILKS in Culinary, Mechanical Engineering and IT courses.

Moving forward

The key success factor in transforming vocational education is the provision of more places to meet demand. The construction of more colleges will take time and involve high costs. As such, the Ministry will strengthen collaboration with public and private agencies to ensure more students will be able to pursue the education stream of their choice at upper secondary level.

In addition, the Ministry will need to ensure there are sufficient qualified vocational instructors to teach diploma level courses and new vocational fields. The Ministry will expedite collaboration with other ministries and the private sector to enhance the expertise of vocational instructors.

In 2013, 4.6% (20,289) of post-PMR students were enrolled in vocational education. The Ministry is committed to increasing the enrolment rate for vocational education to 7% (31,500) of post-PMR students.

Offering various education streams

Islamic religious education

There are currently a growing number of parents who enrol their children in religious schools. Parents may choose to enrol their children into Government and Government-aided religious schools, state religious schools (*Sekolah Agama Negeri*, SAN) and *Sekolah Agama Rakyat* (SAR) (Exhibit 2-4). In order to meet the growing demand, the Ministry also offers Religious Stream Classes (*Kelas Aliran Agama*, KAA) in national secondary schools. In 2013, 559 KAA classes were offered.

In order to ensure the quality of Islamic education, since 2006, all SAN and SAR have been encouraged to register with the Ministry to become Government-aided religious schools (*Sekolah Agama Bantuan Kerajaan*, SABK). In 2013, 203 SAN and SAR registered as SABK. The Ministry's main challenge in registering SAN and SAR is to convince the schools' Board of Trustees of the benefits gained by becoming an SABK.

Exhibit 2-4

Options for Islamic Education

Government and Government-aided Schools	Religious Schools under the Ministry of Education • National Religious Secondary Schools (SMKA) • Federal Religious Secondary Schools (SMAP) • Sultan Alam Shah Islamic College (KISAS) • Integrated Full Residential Schools (SBPI) • Religious Stream Classes (KAA)
	State Religious School (SAN)
	Government-aided Religious Schools (SABK)
Private Schools	Sekolah Agama Rakyat (SAR)
	Private Religious Schools (SAS)

The Ministry has strengthened the implementation of the National Islamic Education Curriculum by establishing:

• Dini Integrated Curriculum (*Kurikulum Bersepadu Dini*, KBD) for Usul al-Din, al-Syariah and al-Lughah al-Arabiah al-Muasirah subjects; and
• Tahfiz Integrated Curriculum (*Kurikulum Bersepadu Tahfiz*, KBT) for Hifz al-Quran and Maharat al-Quran subjects.

In 2013, the 231st Meeting of the Council of Rulers consented to the proposal for implementing KBD and KBT in SABK. Both curricula will be implemented in phases, starting with Form 1, in 2015.

The Ministry will pilot KBT in Government religious schools in 2014. KBT will be used in the implementation of the Ulul Albab Tahfiz Model in three boarding schools namely SMAP Bentong, SMKA Kuala Lumpur and SMKA Kedah.

Arts education

National arts schools (Sekolah Seni Malaysia) are established to develop students' artistic and creative potential. The Arts Curriculum covers four areas comprising Music, Theatre, Dance and Visual Arts. In 2013, there are two national art schools in Malaysia, namely Sekolah Seni Malaysia Johor and Sekolah Seni Malaysia Kuching with a total enrolment of 573 students. Both schools demonstrated significant achievements at the international level (Exhibit 2-5).

Exhibit 2-5

Sekolah Seni Malaysia achievements in 2013

Competition	Achievements
8th Sabah International Folklore Festival 24-25 June 2013 Kota Kinabalu, Sabah	Special Jury Award Runner Up Chief Minister Award Best Management Award
World Championship Folklore 6 August - 3 September 2013 Bulgaria	Overall Champion Diploma - Authentic Folklore Dances Gold Medal Diploma - Laureate Diploma Authentic Folklore Dances - World Champion Diploma Essential Contribution at Preserving and Developing of the World Traditional Folklore Arts. Diploma Nomination For Golden Orpheus Diploma - Discovery Diploma - Special Award Diploma - Honourable Presentation
International Festival Pop Foundation 14-21 December 2013 Lloret de Mar, Costa Brava, Spain	Music Group - Champion Dance Group - Champion Theatre Group - Champion Visual Arts Group - First, Second and Third

Source: Co-curriculum and Arts Division, 2013

While the two arts schools have done well, the Ministry faces challenges in employing Theatre and Dance trainers from the civil service and in providing specific infrastructure in the areas of Music, Theatre, Dance and Visual Arts.

Moving forward, the Ministry will identify qualified trainers in the arts, expand the number of national arts schools and establish state arts schools. The Ministry will also continue to encourage talented students to enrol in national arts schools to develop their artistic and creative potential.
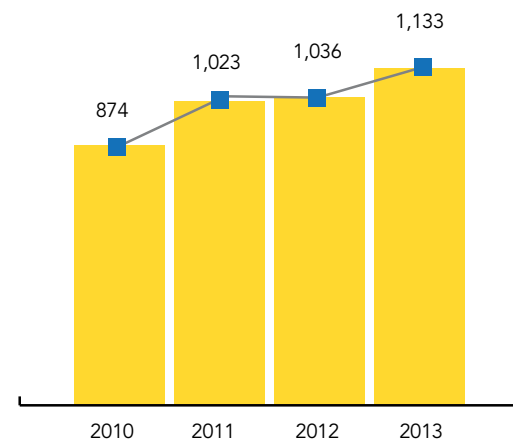
Sports Education

National Sports Schools (*Sekolah Sukan Malaysia*) bring together talented athletes and nurture them to excel in sports under the guidance of qualified instructors. In 2013, Sekolah Sukan Malaysia Sabah was opened, bringing the number of National Sports Schools to four with 1,133 students enrolled (Exhibit 2-6). The National Sports Schools are:

• Sekolah Sukan Bukit Jalil, Kuala Lumpur
• Sekolah Sukan Tunku Mahkota Ismail, Johor
• Sekolah Sukan Malaysia Pahang
• Sekolah Sukan Malaysia Sabah

The National Sports Schools offer more than 25 types of sports. The Ministry selects potential students through a series of standardised tests under the Talent Identification Programme. The schools also accept students who are identified by the National Sports Association (*Persatuan Sukan Kebangsaan*, PSK) with the approval of the National Sports Council (*Majlis Sukan Negara*, MSN). The Ministry has also selected one school in each state as a State Sports School.

Some of the international achievements of Sekolah Sukan Malaysia are listed in Exhibit 2-7:

Moving forward

The Ministry will continue to focus on further developing religious, sports and arts schools. Through these efforts, the Ministry hopes to strengthen its provision of diverse pathways to cater to the many talents and needs of Malaysian students.

Exhibit 2-6

Enrolment of Sekolah Sukan Malaysia, 2010-2013
Number of Students

Source: Sports Division, 2013

Exhibit 2-7

Key achievements of Sekolah Sukan Malaysia students at the international level

| International Tournament	Achievement
Australian Youth Olympic Festival 13-22 January 2013 Sydney, Australia	Gold: 3 Silver: 2 Bronze: 4
5th ASEAN Schools Games 22-30 June 2013 Singapore	Malaysia: Runner Up Gold: 25 Silver: 30 Bronze: 30
1st Asian School Track & Field Championship 17-24 September 2013 Kuantan, Malaysia	Malaysia: Champion Gold: 12 Silver: 14 Bronze: 10
AFC Football Cup (Under 16s) 19-30 September 2013 Nay Pyi Taw, Myanmar	Qualified for the final round
SEA Games XXVII 11-22 December 2013 Nay Pyi Taw, Myanmar	Gold: 8 Silver: 6 Bronze: 8

Source: Sports Division, 2013

Access to education for specific groups

The Ministry is ensuring that less fortunate children have access to mainstream education. Thus, various efforts have been undertaken to ensure that they continue to have access to quality education.

Sekolah Bimbingan Jalinan Kasih

The Ministry established Sekolah Bimbingan Jalinan Kasih in Chow Kit, Kuala Lumpur, to provide education to children without documents. The purpose of the school is to ensure that these children still have access to education and to protect them from the risk of exposure to various forms of social ills. The school commenced operations in August 2013 and offers Preschool, Primary and Secondary Education Modules tailored to the students' needs.

108 Students | **1** Principal

3 Senior Assistants | **1** Full-time Counsellor

11 Teachers
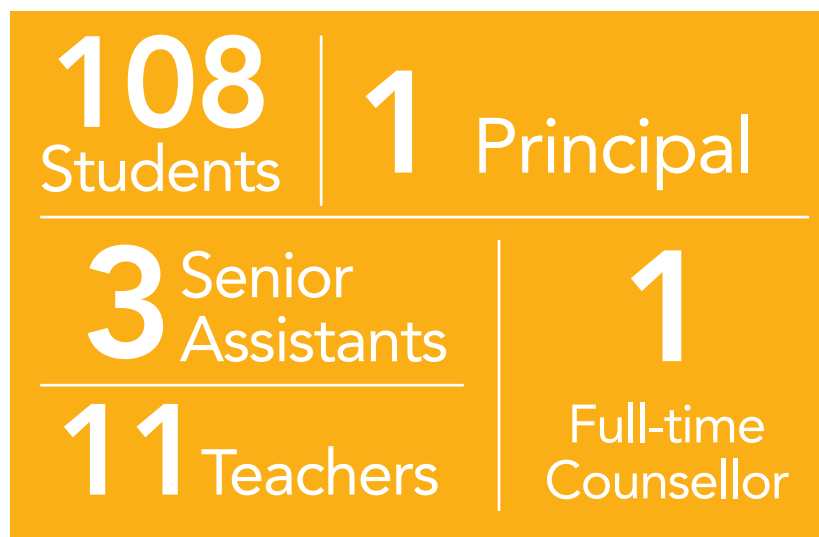
Sekolah Dalam Hospital

The Sekolah Dalam Hospital (SDH) programme is a collaboration between the Ministry of Education, the Ministry of Health and Yayasan Nurul Yaqeen. SDH provides education for students undergoing long-term or repeated treatment at hospitals. The concept is based on best practices from countries such as the United States, the United Kingdom and Australia. In 2013, three additional SDH were established, bring the total of SDHs to 10 (Exhibit 2-8).

Exhibit 2-8

List of Sekolah Dalam Hospital and year established

Year	Name of Hospital
2011	Hospital Kuala Lumpur, Kuala Lumpur Hospital Ampang, Selangor Hospital Serdang; Selangor
2012	Hospital Universiti Sains Malaysia, Kubang Kerian, Kelantan Pusat Perubatan Universiti Kebangsaan Malaysia, Cheras, Selangor Hospital Sultanah Aminah, Johor Baharu, Johor Hospital Sultan Haji Ahmad Shah, Temerloh, Pahang
2013	Hospital Pakar Sultanah Fatimah, Muar, Johor Pusat Perubatan Universiti Malaya, Kuala Lumpur Hospital Selayang, Selangor

SDH provide formal education and operates for four hours a day after the patient receives medical treatment. SDH utilises the existing curriculum with an edutainment approach in core subjects of Bahasa Malaysia, English, Mathematics, Science, and other subjects based on the need of the students. Islamic education and spiritual-based education is also included in the teaching and learning process to help students cope with any emotional or psychological issues they face during their treatment.

Selected experienced teachers are required to undergo special training to enhance their competency in multi-tasking and multi-grade pedagogy skills. The teachers are also trained with clinical skills. In 2013, the number of students who attended SDH totalled 19,240 (including children undergoing repeated treatment). In 2014, three new SDH will open to meet the needs of patients.

Sekolah Integriti and Sekolah Henry Gurney

8 Sekolah Integriti | **3** Sekolah Henry Gurney

96 Teachers

The Young Prisoners Programme at Sekolah Integriti and the Juvenile Education Programme in Sekolah Henry Gurney are established in collaboration with the Prison Department of Malaysia.

Sekolah Integriti (SI) is tailored to prisoners under 21 years old, providing school facilities within the prison compound separated from other prisoners. The facilities include classrooms, computer labs, sports facilities, prayer rooms and a staff room. The schools use the national curriculum and classes are divided into 3M (reading, writing, arithmetic), pre-PMR, PMR, pre-SPM, SPM and STPM.

The provision of education to prisoners and students in Sekolah Integriti allows students to continue their education and sit for national examinations i.e. PMR, SPM and STPM. This will provide them hope and appropriate educational qualifications in preparation for their return to society.

Sekolah Integriti (SI)

SI Kajang, Selangor	SI Kota Kinabalu, Sabah
SI Kluang, Johor	SI Kuching, Sarawak
SI Marang, Terengganu	SI Bentong, Pahang
SI Sungai Petani, Kedah	SI Muar, Johor

Sekolah Henry Gurney (SHG)

SHG Telok Mas, Melaka
SHG Keningau, Sabah
SHG(W) Kota Kinabalu, Sabah

Henry Gurney Schools (*Sekolah Henry Gurney* - SHG) are youth rehabilitation institutions which house youths who have been ordered by the Juvenile Court to be detained for rehabilitation. The academic module of Henry Gurney Schools is based on the national curriculum to enable students to sit for public examinations such as SPM and STPM. The schools also use the Prison Department rehabilitation module, which includes character building, academics, spirituality, skills, sports, and recreational activities.

Students in SI and SHG who sat for the SPM (2012) and PMR (2013) public examinations have shown favourable results. In the 2012 SPM, SI and SHG schools achieved 100% pass rates for 5 subjects – Science, Geography, Economics, Visual Arts and Chinese language. One student also obtained 8A's. Both SI and SHG schools also have students who are currently enrolled in diploma and undergraduate level programmes.

Moving forward

The Ministry will continue to ensure high risk students as well as students who maybe potentially excluded from the school system receive quality education. Moving forward, the Ministry will provide educational opportunities in more hospitals and further strengthen education provision in prisons and juvenile centres.

Post-Secondary Education

The Ministry provides a wide range of post-secondary education pathways, including:
- Form 6 programmes with Sijil Tinggi Persekolahan Malaysia (STPM) or Sijil Tinggi Agama Malaysia (STAM) qualification:
    - STPM – recognised for admission to undergraduate programmes in institutions of higher learning in Malaysia and by the Cambridge International Examinations as equivalent to A-Level
    - STAM – recognised for admission to undergraduate programmes in institutions of higher learning in Malaysia and Al-Azhar University, Egypt;

- Matriculation Programmes (Science, Accounting or Technical field), recognised for direct entry to undergraduate programmes in institutions of higher learning in Malaysia and several overseas universities;

- Pre-university programme at Sekolah Sukan Malaysia, for admission to undergraduate programmes in institutions of higher learning in Malaysia;

- Foundation Programme for public institutions of higher learning, for admission to undergraduate programmes in Malaysia (e.g. *Program Asasi* in public universities); and

- Foundation and undergraduate programme in education at Institute of Teacher Education (*Institut Pendidikan Guru*, IPG).

Transforming Form 6

The Form 6 Transformation programme promotes and encourages students to pursue higher education. In an effort to attract and increase Form 6 enrolment, the Ministry has engaged with various stakeholders and identified five focus areas to transform the Form 6 programme. The five areas are changing the image and perception of Form 6, infrastructure and info-structure, management and administration, mode of teaching and learning, and curriculum.

Improvements in the five areas will create conducive learning environments, provide teaching and learning equivalent to other higher learning institutions and create a college-like atmosphere by relaxing the requirement to wear school uniforms. Transformation of Form 6 will also include establishing Form 6 Centres, which mirror the college environment in higher learning institutions.

In 2013, the Ministry identified five Form 6 Centres in Sabah, Selangor, Johor, Federal Territory of Kuala Lumpur and Kedah.

Expanding the recognition of the Matriculation Programme

The Ministry is committed to providing quality pre-university education, or matriculation, to equip graduates with a strong academic foundation before entry into university. The curriculum and assessment of the matriculation programme will be benchmarked against international pre-university programmes. The Ministry also will ensure that the matriculation qualification is recognised internationally for entry into the fields of Science, Technology, Engineering and Mathematics (STEM) by 2017.

In 2013, Matriculation Programme Subject Matter Experts together with Pearson/Edexcel benchmarked the curriculum standards and assessment of the Matriculation Programme against the United Kingdom's A-Levels programme. Five subjects were benchmarked: Mathematics, Chemistry, Physics, Biology and Engineering Studies (Civil/Electrical and Electronics/Mechanical).

Moving forward

In 2014, the Ministry will establish two Form 6 Centres in Kota Kinabalu, Sabah and Petaling Jaya, Selangor. The Matriculation programme will be benchmarked with the cooperation of other international awarding bodies. The results from the benchmarking will be utilised to enrich and enhance the Matriculation programme.

03

IMPROVING QUALITY IN EDUCATION

All children will have the opportunity to attain an excellent education that is uniquely Malaysian and comparable to the best international systems. The aspiration is for Malaysia to be in the top third of countries in terms of performance in international assessments, as measured by outcomes in TIMSS and PISA, within 15 years. TIMSS and PISA currently test for literacy, Mathematics, and Science only. Additional assessments that address other dimensions of quality that are relevant to the Malaysian context may be included as they are developed and become accepted.

KEY HIGHLIGHTS

99% of Year 3 students mastering basic literacy in Bahasa Malaysia and numeracy

63% of Year 1 students mastering basic English literacy

76% of teachers who underwent ProELT improved by at least 1 band of English proficiency

42% of selected pre-service teachers in IPG scored at least 7As (SPM) while 70% scored at least 5As

New selection criteria for principals and headmasters

Selection of school leadership to be based on merit

The end goal of this transformation is for the Malaysian education system to be world-class. In order for this this to happen, one of the main focus areas for the Ministry is to improve the quality of education and student outcomes. The Ministry has identified and prioritised the following clusters of initiatives to create a direct impact on the quality of education and student outcomes. The clusters are:

• Curriculum and Assessment;
• Language;
• Teachers;
• School Leaders; and
• Parental, Community and Private Sector Engagement

Overview of student outcomes

Since 2005, UPSR, PMR, SPM and STPM results have, overall, remained at a satisfactory level, with a growing number of students earning excellent grades (Exhibit 3-1). The implementation of the Blueprint will pave the way for further improvements in student outcomes and school performance.

The quality of schools, which is measured from Band 1 (high performing) to Band 7 (low performing), has improved from 2012 to 2013. Overall, the number of high performing schools (Band 1 and 2) in 2013 increased to 31.03%, compared to 28.99% in 2012. The number of low performing schools (Band 6 and 7) decreased to 1.39% compared to 1.73% in 2012 (Exhibit 3-2).

At the primary school level, the number of Band 1 and 2 schools rose by 7.7%, while the number of Band 6 and 7 schools has decreased by 11.8% (Exhibit 3-3). At the secondary school level, the number of Band 1 and 2 schools rose by 4.2% while the number of Band 6 and 7 schools decreased by 24.6% (Exhibit 3-4).

Exhibit 3-1

Student performance in public examinations

Percentage of papers graded as pass in public examinations

Percentage of papers graded as A in public examinations
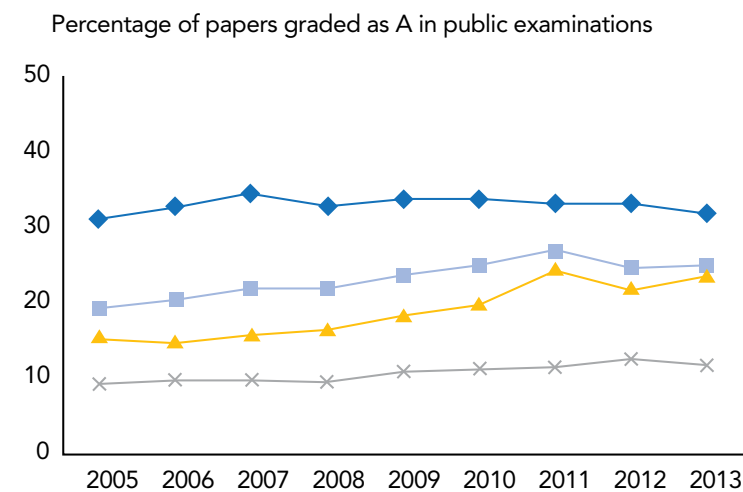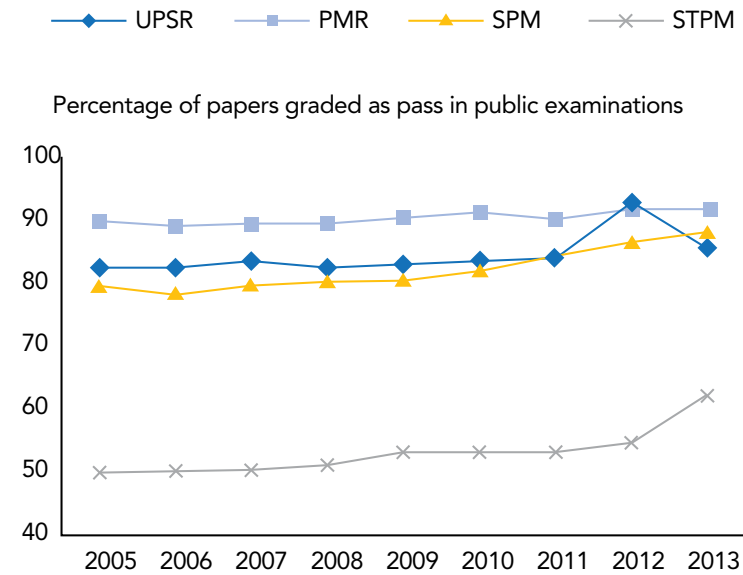
Source: Examination Syndicate, Malaysian Examinations Council, 2014

Exhibit 3-2

Overall School performance from 2009 to 2013
Number of Schools
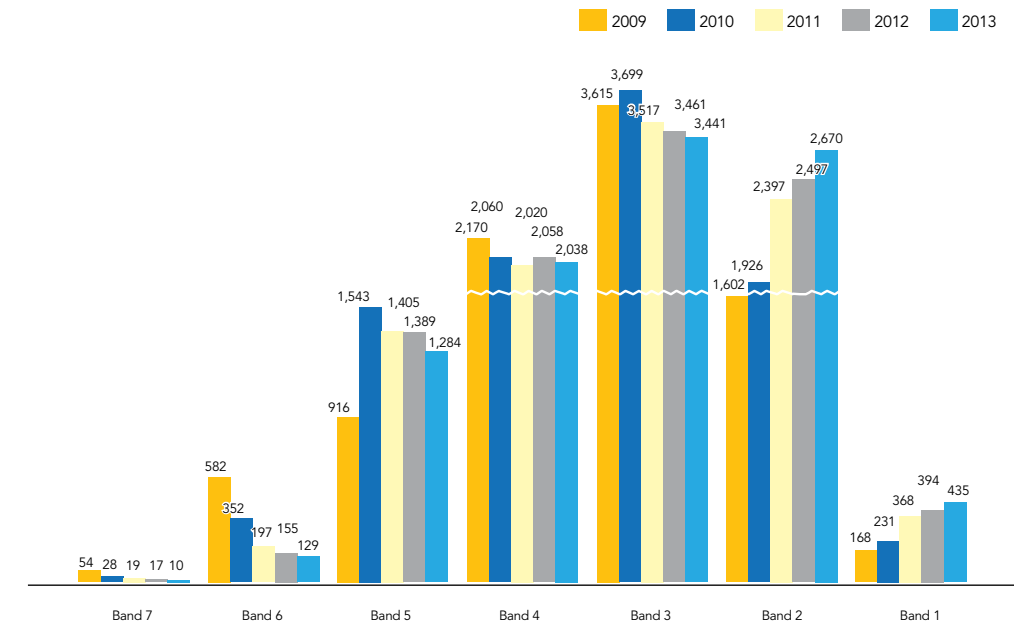
Source: NKRA, 2014

Exhibit 3-3

Primary School performance from 2009 to 2013
Number of Schools

Source: NKRA, 2014

Exhibit 3-4

Secondary School performance from 2009 to 2013
Number of Schools

Source: NKRA, 2014

Exhibit 3-5

Malaysia's performance in PISA 2009 and 2012

Malaysian rank and score in PISA 2012 improved in Mathematics but deteriorated in Reading and Science

	2009		2012		OECD AVERAGE SCORE 2012
	Ranking	Score	Ranking	Score	
READING	55	414	59 ↓4	398 ↓16	496
MATH	57	404	52 ↑5	421 ↑17	494
SCIENCE	52	422	53 ↓1	420 ↓2	501

Source: PISA 2009+, PISA 2012

The Blueprint is also concerned with students' performance compared to international benchmarks such as Trends in International Mathematics and Science Study (TIMSS) and the Programme for International Student Assessment (PISA). TIMSS assesses Mathematics and Science while PISA assesses Mathematics, Science and Reading. Both assessments test students for higher order thinking skills.
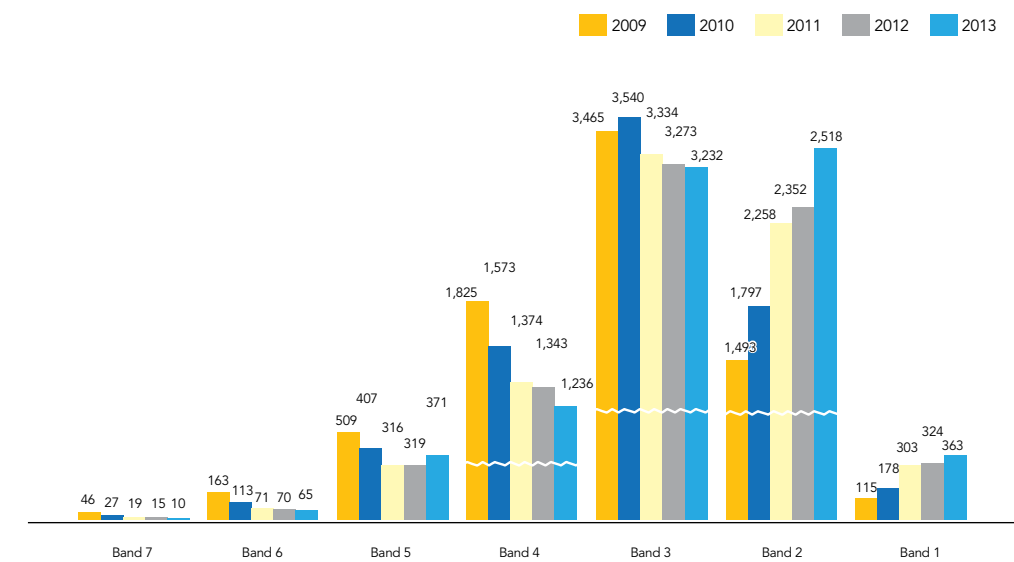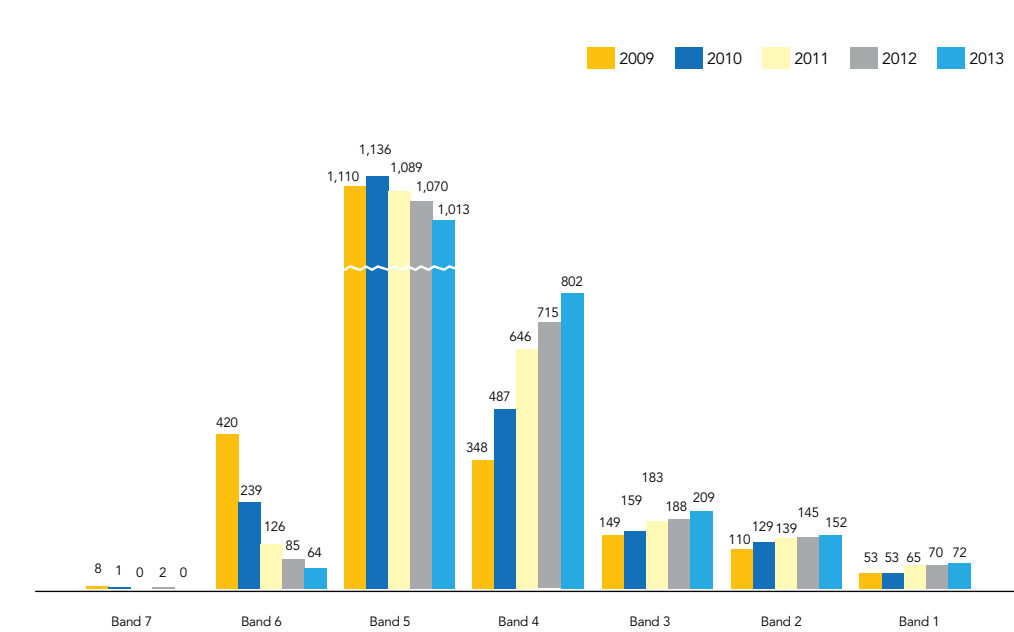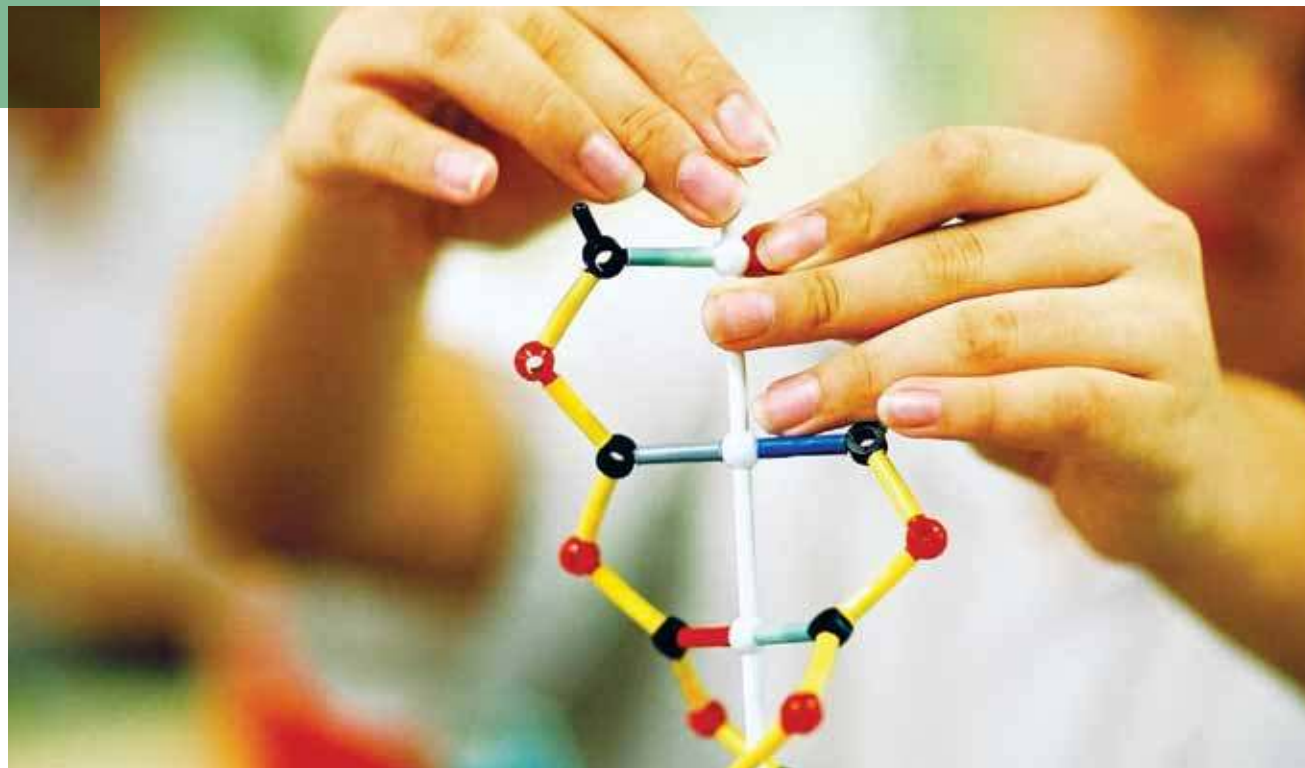
While some Malaysian schools performed above the OECD average (Exhibit 3-6) for PISA 2012, Malaysia remained in the bottom third. This indicates that there are issues impacting the quality of our education system. Whilst Malaysia achieved one of the biggest improvements globally in Mathematics, performance deteriorated in Reading and Science. On average, about 50% of the students did not achieve the minimum level in Mathematics, Science and Reading compared to the OECD average.

The Ministry views the results of PISA 2012 in a positive light, with initiatives under the Blueprint intensifying efforts to improve the performance of the national education system. The PISA results also reinforce the importance of implementing the Blueprint as a way to address prevailing challenges and to transform our education system to better meet the needs of an increasingly competitive global economy.

Exhibit 3-6

Top Malaysian schools in PISA 2012

MATH	
🇨🇳	613
🇸🇬	573
SM Sri KDU	568
SMJK (P) China Pulau Pinang	546
SMK (A) MAIWP	543
SM Kuen Cheng (P)	542
SMA Persekutuan Kajang (SMBP)	535
SMK Sultanah Asma	533
SMK Damansara Jaya	530
Maktab Tentera Diraja	520
MRSM Kota Kinabalu	519
SMK Ave Maria Convent	519
494	

SCIENCE	
🇨🇳	570
SM Sri KDU	559
SMJ (A) MAIWP	526
SMJK (P) China Pulau Pinang	523
SMK Damansara Jaya	520
SMK Tinggi Batu Pahat	519
SMK Sultanah Asma	515
MRSM Kota Kinabalu	510
SM Teknik Johor Bahru	505
SMA Persekutuan Kajang (SMBP)	504
SMK Kuen Cheng (P)	502
496	

READING	
🇨🇳	580
🇸🇬	551
SM Sri KDU	530
SMA Persekutuan Kajang (SMBP)	511
	501
SMK Sultanah Asma	500
SMJ (A) MAIWP	498
SAMT Tengku Ampuan Jemaah	497
SMJK (P) China Pulau Pinang	489
SMK Kuen Cheng (P)	487
MRSM Kota Kinabalu	487
SM Teknik Johor Bahru	487
SMK Ave Maria Convent	485

- - - OECD Average

Source: PISA 2012

Curriculum and Assessment

The Ministry has begun to develop a standard-based curriculum that is at par with international benchmarks to ensure students acquire the required knowledge and skills to succeed in the 21st century. It has also endeavoured to introduce more holistic assessment through the improvement of public examinations and school based assessments. Among these initiatives are:

- Aligning the curriculum and assessment for English language, Science and Mathematics to international standards; and
- Incorporating Higher Order Thinking Skills (HOTS) in Teaching and Learning.

Aligning the curriculum and assessment for English, Science and Mathematics to international standards

The Ministry has benchmarked the critical subjects of English, Science, Mathematics, Biology, Physics, Chemistry and Additional Mathematics in the Malaysian curriculum and UPSR and SPM exam papers curricula. This will enable the Ministry to incorporate international best practices during the review of the Standard Curriculum for Primary Schools (*Kurikulum Standard Sekolah Rendah*, KSSR) and the formulation of the Standard Curriculum for Secondary Schools (*Kurikulum Standard Sekolah Menengah*, KSSM) by 2017. Singapore and the United Kingdom were chosen as comparison countries because both countries use a British-based education system, which has the equivalent O-Level and A-Level examinations. Additionally, Singapore achieved excellent results in TIMSS and PISA.

The Malaysian curriculum and examination papers were also benchmarked against the curriculum framework for TIMSS and PISA.

The findings of the Pearson International (2013) benchmarking report include:

- Curriculum documents for English, Science, Mathematics, Biology, Physics, Chemistry and Additional Mathematics are progressive, inclusive and include 21st century skills;
- The content standards for Science and Mathematics in general are at par with England and Singapore, as well as with TIMSS and PISA, in terms of general curriculum content;
- The English language curriculum is less challenging than Singapore and England; particularly in terms of reading comprehension and grammar;
- The application of higher order thinking skills needs to be more explicit in the learning standards;
- Conceptual thinking for big ideas in Science and Mathematics needs to be integrated into the curriculum; and
- The UPSR and SPM examination papers should include more questions that require high cognitive demand and cognitive operations.

The Ministry will ensure HOTS and 21st century skills will be highlighted explicitly in the curriculum and learning materials. Furthermore, the Ministry will continue to provide teachers continuous professional development (CPD) especially with regards to the latest teaching and learning techniques to promote students' active learning.

Incorporating Higher Order Thinking Skills (HOTS) in Teaching and Learning

HOTS are critical to a student's success in the 21st century. HOTS is defined as the ability to apply knowledge, skills and values while reasoning and reflecting to solve problems, make decisions, innovate, and create.

Based on the benchmarking study conducted, HOTS in the Malaysian curriculum was found to be comparable to the curriculum in Singapore, England, TIMSS and PISA. However, less emphasis was placed in assessments. For example, the Pearson International (2013) benchmark found that 78% of UPSR Science questions, 60% of SPM Science questions and 85% of SPM Additional Mathematics questions require lower or medium order thinking skills.

Implementation of higher order thinking skills will be done through seven elements (Exhibit 3-7).

Exhibit 3-7

7 Elements of Higher Order Thinking Skills

1 Curriculum	Incorporate **HOTS explicitly into KSSR and KSSM from Year 1 to Form 5** • Definition of HOTS; • Definition of level of thinking skills; and • Mapping HOTS into KSSM	**4** Co-Curriculum	**Preparing the 1M1P (1Student 1 Project) guide** • Implementation guides has been sent to secondary schools • Guide being developed for primary schools
2 Pedagogy	**Utilising thinking tools and questioning techniques** • Teachers utilise thinking tools and questioning techniques in 500 schools (through the i-THINK programme) • Science, Mathematics and History teachers have started to use HOTS in their teaching and learning	**5** Community and private sector support	• Prepare the concept for the 'One-Stop Center'
		6 Capacity building	**Provide training in HOTS for teachers and School Improvement Specialist Coaches (SISC+)** • 194 Science coaches (Form 1 & 2) • 192 Matematics coaches (Form 1 & 2) • 6,881 History coaches (Form 5) • 407 SISC+
3 Assessment	**Published manual on constructing HOTS questions** • 1,800 panel members to develop assessment have been given training in developing HOTS assessment questions	**7** Resources	• All resources (books, audiovisuals) must contain at least 20% HOTS

Source: Curriculum Development Division, 2013

Key Elements

Implementation of the HOTS concept via the i-THINK programme

The i-THINK programme enhances and develops thinking skills in teaching and learning to produce creative, critical and innovative students. Under this programme, Thinking Maps have been identified as a critical tool in teaching and learning. First implemented in 2012 in 510 schools, including 10 schools selected as showcase schools, the programme was expanded to 548 schools in 2013. Various efforts were undertaken to promote thinking tools and questioning in teaching and learning, such as courses for teachers and collaborative leadership dialogues.

i-T:INK PROGRAMME

CIRCLE MAP   BUBBLE MAP   DOUBLE BUBBLE MAP   TREE MAP

FLOW MAP   BRACE MAP   MULTI-FLOW MAP   BRIDGE MAP

Benchmarking of HOTS amongst students via International assessments

In 2013, the Ministry analysed students' aptitude for problem solving and teachers' ability to apply HOTS in teaching and learning. Several Science and Mathematics tests in line with TIMSS and PISA formats were conducted for all Form 1 and Form 2 students. The Ministry also analysed student achievement in TIMSS and PISA and as a result, created 30 intervention modules for Science and another 32 modules for Mathematics. Each module has been piloted in two urban schools as well as two rural schools. These intervention modules will be used in all schools in 2014.

Form 1 Science and Mathematics teachers were given intensive training on HOTS-based pedagogy through questions from the TIMSS and PISA assessments. Teachers were trained by 191 Science master trainers and 195 Mathematics master trainers. These master trainers were trained by SEAMEO RECSAM (South East Asian Ministers of Education Organisation Regional Centre for Science and Mathematics). The teachers were guided and encouraged to implement HOTS pedagogy and to use questions based on the TIMSS and PISA format during teaching and learning sessions.

Moving forward

In 2014, the Ministry will continue to incorporate HOTS into the KSSM and KSSR curriculum. The Ministry will also raise the number of HOTS-based questions to 20% in the UPSR and SPM examinations, compared to 10% in 2013. All teachers will continue to be trained to apply HOTS in teaching and learning through i-THINK. The Ministry will also implement 1M1P (1 Student, 1 Project) in all schools where students solve an issue facing their school or community. 1M1P will engage the community and private sector to facilitate the execution of 1M1P in all schools.

Language

Increasing proficiency in Bahasa Malaysia and English language among students is one of the main priorities of the Blueprint. Student achievement in Bahasa Malaysia is high, with 71% of students obtaining at least 'Credit' in SPM 2013. However, achievement in the English language subject is significantly lower with only 45% of students gaining at least 'Credit' in SPM 2013.

The initiatives to increase English language proficiency will focus on:

- Expansion of LINUS 2.0 to include English language literacy;
- Strengthening of English Language teaching and learning through the Oral Proficiency in English for Secondary Schools (OPS-English) programme;
- English Language Set System; and
- Professional Upskilling for English Language Teachers (ProELT).

Expansion of LINUS 2.0 to include English language literacy

To ensure that all primary school students master basic Bahasa Malaysia literacy and numeracy, the Literacy and Numeracy Screening (LINUS) programme was designed to identify the level of student language proficiency during the first three years of schooling. The target for student mastery of basic Bahasa Malaysia literacy and numeracy by the end of Year 3 is 100%. Beginning 2013, the initiative expanded its scope to include English language literacy.

LINUS 2.0 is implemented based on the following eight key strategies:

1. Screening of all Level I students twice a year to ensure that students progress at the expected rates;
2. Providing remedial programmes for students who have not mastered basic literacy and numeracy;
3. Providing learning materials for students;
4. Preparing teaching materials for teachers;
5. Providing effective pedagogical training for teachers;
6. Monitoring, supervising and evaluating the implementation of LINUS 2.0 in schools;
7. Raising awareness among parents on the implementation of LINUS 2.0 in schools; and
8. Appointing LINUS Facilitator (FasiLINUS i.e. one FasiLINUS for every 30 schools) in each PPD, to help and guide teachers and students.

In 2013, LINUS 2.0 showed encouraging performance for Year 3 students, with 99.1 % of students mastering basic Bahasa Malaysia literacy and 99.3% of students mastering basic numeracy (Exhibit 3-8). Year 1 English language literacy showed a significant increase, from a baseline screening of 50.1% to 63.3% in the second screening. Despite this progress, there remains a large gap between the current literacy rate and the targeted rate of 100% literacy by the end of Year 3. This will require an increase of more than 18% annually over the next two years, which is greater than the progress gained for Bahasa Malaysia literacy and numeracy. The Ministry recognises this as a stretch target as there remain many schools with Year 1 students who have not mastered basic English language literacy (Exhibit 3-9).

Exhibit 3-8

Literacy and Numeracy Rates, 2013
Percentage

	Year 1		Year 2		Year 3	
	Actual	Expected	Actual	Expected	Actual	Expected
English Literacy	63.3	67	-	83	-	100
Bahasa Malaysia Literacy	81.3	90	93.2	95	99.1	100
Numeracy	90.1	90	94.5	95	99.3	100

Source: NKRA, 2013

Exhibit 3-9

Achievements based on the number of state primary schools where 85% or more of the students have not mastered English literacy (baseline)
Number and percent of schools

Perlis
16 (22%)

WP Labuan
4 (24%)

144 (35%)
Kedah

56 (9%)

Sabah

Kelantan

Pulau Pinang
17 (6%)

55 (16%)

Perak

Terengganu

Pahang

61 (11%)

67 (8%)

Selangor

382 (36%)

WP KL

63 (10%)

Sarawak

N. Sembilan

9 (5%)

Johor

32 (10%)   Melaka
23 (10%)

98 (11%)

360 (29%)
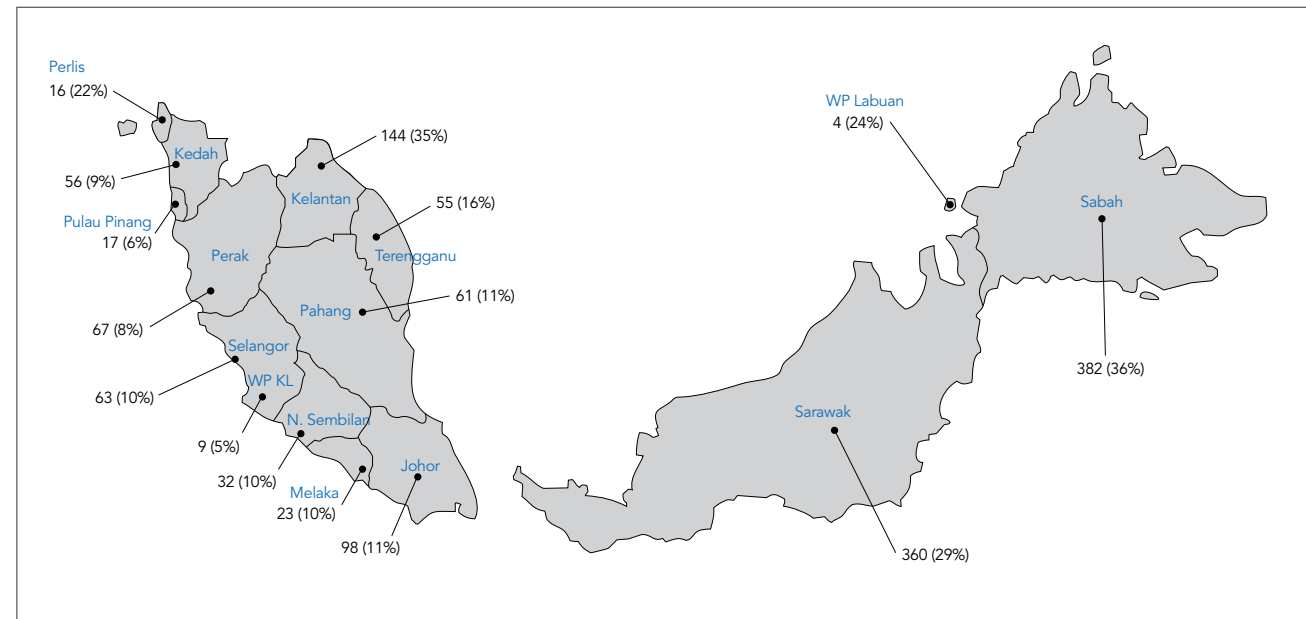
Source: NKRA, 2013

In 2014, the Ministry will strengthen the implementation of LINUS 2.0 by ensuring consistency between the programme and the curriculum. Unlike Bahasa Malaysia literacy and numeracy which are supported by separate remedial teachers, English language literacy requires English language teachers themselves to act as remedial teachers. The Ministry will provide pedagogical training modules and remedial pedagogical training for teachers, particularly in schools that have low English literacy scores in the 2013 screening. Priority will be given to the 18% (1,387) of schools where 85% or more of their Year 1 students have not mastered English language literacy. These schools have been identified as most in need of remedial intervention and differentiated support to improve performance.

The English Language Standards and Quality Council (ELSQC) is an independent panel of English language experts comprising 7 members from universities, professional bodies, and individuals who are practitioners and experts in the field of English Language Teaching in Malaysia. The Council assists the Ministry in determining English language policy through the recommendation of English language standards and by assuring the quality of English language programmes, subject to the approval of the Minister of Education.

The key functions of the Council are to:
i)   determine and establish standards for English language learning,
ii) conduct verification studies related to the content and performance standards for the learning of English, and
iii) establish English Language standards for students from pre-school to Form Six, Matriculation and Teacher Training Institutions.

Some of the key activities undertaken by ELSQC since May 2013 include:
•   Review of the LINUS 2.0 (English language) teacher and student modules;
•   Organisation of the CEFR Symposium 2013: Towards Language Education Transformation in Malaysia; and
•   Development of a Roadmap for English Language Education in Malaysia.

The proposed Roadmap for English Language Education is a direct outcome of the resolutions tabled at the CEFR Symposium 2013. The proposal argues for the CEFR to be used as the organising framework to chart the transformation of English language education in the country. Once completed, the document will establish the target incremental English language proficiency levels that students at different grade levels should achieve, as the Ministry works towards attaining the English language proficiency targets outlined in the Malaysia Education Blueprint for 2015. The document will also ensure that the various aspects of English language education - curriculum, classroom teaching and learning, assessment and teacher training - are integrated and inter-linked to ensure that our students attain the English language proficiency that will allow Malaysia to be globally competitve.

Strengthening English Language teaching and learning through the English Language Set System and the Oral Proficiency in English for Secondary Schools (OPS-English) programme

The Ministry aspires for all secondary schools to implement the English Language Set System and the OPS-English programme to enhance student proficiency in the language. The Set System groups students according to their level of proficiency to enable the implementation of differentiated instructional and remedial approaches. In 2013, all 2,007 secondary schools implemented the set system for Form 1 students, while 581 secondary schools also implemented the system for Form 2 students. The Ministry has provided the Form 1 Set System Implementation Enhancement Guide and the Form 1 Set System Implementation Enhancement Circular for 2014 to enable schools and the District Education Office (*Pejabat Pendidikan Daerah*, PPD) to better understand and implement these initiatives.

OPS-English is developing English language communication skills of Form 1 and Form 2 students by improving their listening and speaking skills. The programme was introduced gradually to Band 3 to Band 6 schools in 2012. In 2013, the initiative was expanded from 20 schools to 216 schools, and involved 56,000 students, compared to the previous 5,215 students (Exhibit 3-10).

In 2014, the Ministry will expand the OPS-English programme to Form 3 students in 1,191 schools with low passing rates in English, with focus on co-curricular activities.

Exhibit 3-10

OPS - English Programme Expansion (Wave 1: 2013 – 2025)

Year	No. Schools	No. Master Trainers	No. Teachers Trained	No. Students (Form 1 & Form 2)
2012 (Pilot)	20	20	60	5,215
2013	216	36	684	56,000
2014	827	180	3,340	260,500
2015	682	180	4,774	341,000

Source: ELTC, 2013

Findings from the OPS-English 2013 Effectiveness Study conducted by UiTM shows:

- Students are more confident to speak in English;
- Students' skills have improved in listening and in understanding spoken English; and
- Students and teachers communicated more in English, compared to before the implementation of the OPS-English programme.

These findings demonstrate that the OPS-English programme has resulted in positive results for students and teachers. Thus the Ministry will intensify its efforts and continue to expand the programme to more schools.
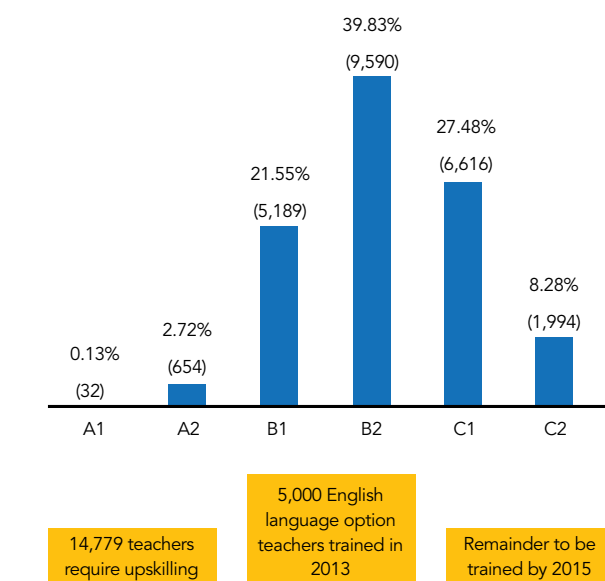
Professional Upskilling for English Language Teachers (ProELT)

The Ministry has targeted for primary and secondary school teachers to master the language based on the Common European Framework for Reference (CEFR) standard. In line with this, all 61,000 English language teachers, trainee teachers and lecturers in the Institute of Teacher Education (*Institut Pendidikan Guru*, IPG) were tested to identify their level of English language proficiency in 2012; with almost 65% of the 24,075 English language option teachers who were assessed found to fall short of the minimum standard (Exhibit 3-11). Following this, the Ministry provided Professional Upskilling for English Language Teachers (ProELT) training for teachers who did not meet the standards set. The Aptis test (an English language proficiency assessment tool) will be used as both the pre- and post-training assessment method in ProELT to evaluate teachers' language proficiency level.

Exhibit 3-11

English language proficiency among option teachers in 2012
Percentage, number

| Bar chart: A1 0.13% (32), A2 2.72% (654), B1 21.55% (5,189), B2 39.83% (9,590), C1 27.48% (6,616), C2 8.28% (1,994) |

14,779 teachers require upskilling

5,000 English language option teachers trained in 2013

Remainder to be trained by 2015

Source: ELTC, 2014

ProELT uses an integrated training model that combines face-to-face and virtual learning modules. The resources and training materials used are in accordance with the language proficiency level of the teachers. A total of 5,010 English option teachers from Cohort 1 attended the ProELT programme from November 2012 to December 2013. The target is for 100% of teachers to improve by at least one proficiency level.

The post-Aptis test results were encouraging with, 76.4% of teachers increasing by at least one proficiency level, 90.8% improving from B1 to B2 and 42.1% improving from B2 to C1. In addition, 10.8% of teachers improved by two proficiency levels (Exhibit 3-12).

Exhibit 3-12

Improvement in English language proficiency in ProELT
Percentage of teachers

11% Improved by 2 proficiency bands or more

65% Improved by 1 proficiency band
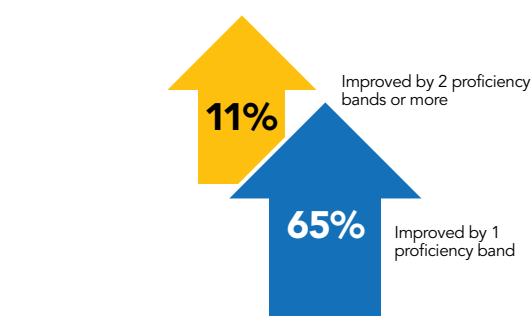
Source: ELTC, 2014

From November 2012 to December 2013, local universities, IPG and the English Language Teaching Centre (ELTC) conducted a review of the effectiveness of the ProELT programme. The results of the review showed improvements in the areas of:

- Proficiency: Teachers demonstrated strong understanding and application of grammar, improved pronunciation, and increased confidence when giving instruction;
- Teacher Pedagogy: Teachers utilised a wide variety of teaching and learning techniques which resulted in students showing more interest in their lessons; and
- Student Achievement: Students were less inclined to use their first language for communication in the classroom, and were more willing to participate in language activities.

The findings of Cohort 1 will be used to improve the performance of the next ProELT cohort. In 2014, the Ministry will implement Cohort 2 for 9,000 teachers, followed by Cohort 3 for 10,000 teachers.

Moving forward

The Ministry will continue its efforts in improving literacy and numeracy amongst Malaysian students as this is critical to reducing student attrition rates in the education system. It will also continue to evaluate and upskill English language teachers and provide remedial pedagogical training to teachers in schools with low performing English scores.

Science, Technology, Engineering and Mathematics (STEM)

The development of a strong foundation in STEM during schooling years plays an important role in encouraging more students to choose STEM related fields for higher education and employment. The Ministry has set a target of 60% of students in STEM fields. However, this is significantly higher than the percentage of students currently in STEM fields, with Form 5 enrolment in STEM accounting for 35% (29.2% in the pure science stream, 1.3% in the technical stream and 4.5% in the vocational stream) in 2013.

In 2013, the Ministry outlined an action plan for 2014 to encourage STEM in schools. Among the efforts to increase student participation in STEM are as follows:

- Improve the STEM curriculum based on international standards
- Improve knowledge and skills of STEM teachers
- Increase public and student awareness of STEM
- Provide support and encouragement to upper secondary school students to choose STEM streams

Teachers

In Wave 1 of the Blueprint, the Ministry will improve the quality of teachers by focusing on elevating teaching as a profession of choice through the Teacher Charter Initiative.

The Teacher Charter has been developed to raise standards of professionalism and improve the existing support system for teachers. Its main activities are:
- Developing a Unified Instrument (UI);
- Developing the Continuous Professional Development Master Plan (Pelan Induk Pembangunan Profesional Berterusan, PIPPB); and
- Streamlining career pathways for teachers.

Producing a Unified Instrument (UI)

In 2013, the Ministry targeted to develop a Unified Instrument (UI) to assess the competency and performance of education officers (*Pegawai Perkhidmatan Pendidikan*) based on established standards. The UI is a single instrument that is being developed to replace numerous instruments currently being used (Exhibit 3-13) to assess the performance of officers and teachers under the Scheme for Education Services (*Skim Perkhidmatan Pendidikan*). The UI for teachers and school leaders has been completed and is now at the pre-implementation stage. A total of 101,535 (25%) teachers and school leaders were evaluated using the UI in 2013.

Exhibit 3-13

Unified Instrument (UI)

Note: LNPT – *Laporan Penilaian Prestasi Tahunan*, SKPM - *Standard Kualiti Pendidikan Malaysia*, PROSPEK - *Program Bersepadu Pembangunan Kompetensi*

Source: Competency Development and Evaluation Division, 2013

Developing the Continuous Professional Development Master Plan (*Pelan Induk Pembangunan Profesionalisme Berterusan*, PIPPB)

The Ministry is developing the Continuous Professional Development Master Plan (*Pelan Induk Pembangunan Profesionalisme Berterusan*, PIPPB) to empower teachers and education officers under the Ministry to undertake professional self-development. In 2013, a total of 13,964 teachers attended the Competency Development course for Grade 41 and Grade 44. This course broadened and ameliorated teachers pedagogical and management capabilities thereby improving their performance in the classroom.

District Transformation Programme (DTP)

DTP was piloted in Kedah and Sabah in 2013. SISC+ are placed at PPD for 3 main subjects - Bahasa Malaysia, Mathematics and English language. SISC+ directly mentor and support teachers, especially in low performing schools, to improve their pedagogical skills and delivery of lessons. Read more about the programme in Chapter 4 – Page 73

Streamlining career pathways for teachers

In line with the Ministry's restructuring and overall succession planning, career pathways for teachers will be improved. In preparing the New Career Pathway Concept, benchmarking was conducted against the teaching professions in Japan, Germany and the United Kingdom. Some of the key findings from the study were that the countries utilised performance based promotion and licensing to ensure the quality of teachers.

In 2014, the UI for management staff and subject matter experts will be fully developed. Training will be conducted on an on-going basis for all assessors. The Continuous Professional Development Master Plan will be distributed as a general guide for teachers and education officers to develop their competencies and potential.

Raising quality of education professionals

The Institute of Teacher Education *(Institut Pendidikan Guru, IPG)* is responsible for the training of pre-service primary school teachers. There are 27 campuses which offer degree courses in Education. In the next five to ten years, IPG aspires to become a world-class teacher training university. In 2013, IPG has started offering places to the top 30% of students who achieved excellent grades in SPM, in its efforts to strengthen the pipeline of teacher trainee recruits. A total of 42% of selected pre-service teachers scored at least 7As while 70% scored at least 5As, compared to 9% who scored at least 7As in 2012. This is a promising step towards the practices of top-performing systems like Finland, Singapore and South Korea where only the top 10-30% of students are accepted into teaching.

Moving forward

Strengthening the pipeline of teacher trainee recruits is one of seven reform categories to raise the quality of teacher education in Malaysia. Moving forward, the Ministry will continue efforts in the remaining six categories, namely, enhancing the IPG curriculum, improving the leadership in IPG, raising lecturer quality, upgrading IPG infrastructure, increasing research and innovation activities and raising the profile of the IPG.

School Leaders

Committed and high-performing school leaders are key catalysts to improve and thus create excellent schools. The Ministry will ensure that every school has a high-performing principal and school leadership team to drive school performance. In 2013, the Ministry introduced the Principal Charter to improve the selection and training of principals. Among the key initiatives are:

- Establishing new selection criteria and the succession planning process;
- Offering National Professional Qualification for Educational Leaders (NPQEL);
- Offering the Professional Residency and Immersion Programme (PRIme) for prospective principals and headmasters; and
- Providing on going differentiated professional development to principals, based on their competencies and performance.
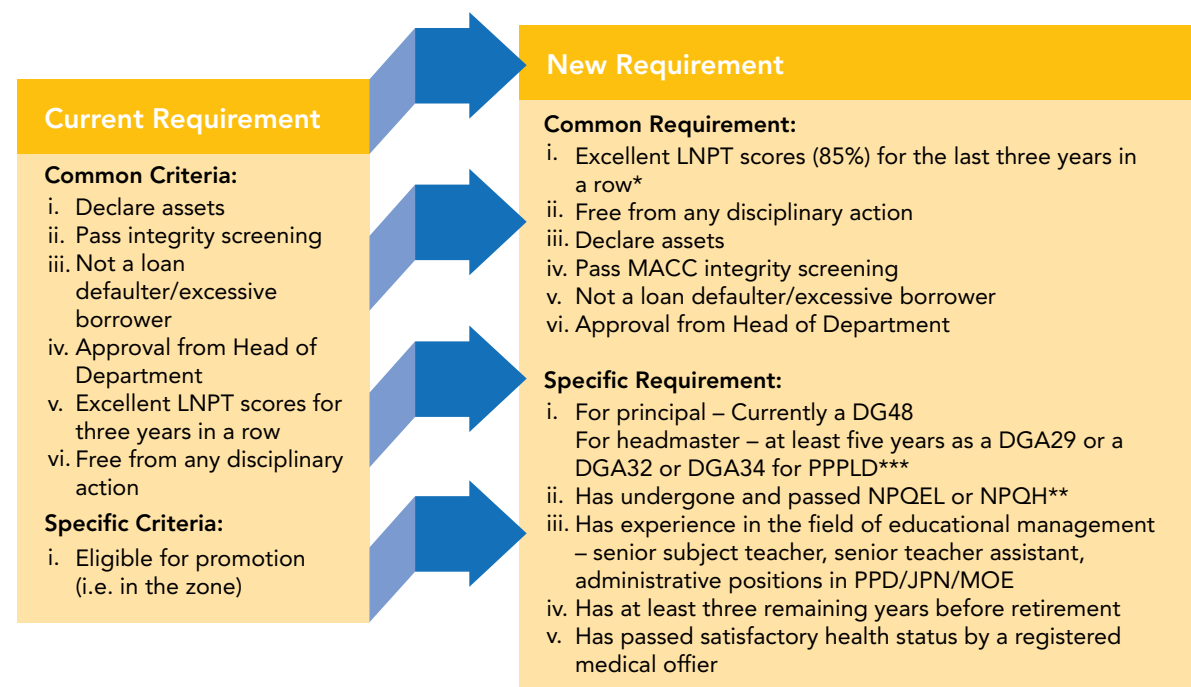
Establishing new selection criteria and implementing succession planning

The Principal Charter strengthens the criteria for the selection and succession planning process of principals and teachers. Following this, the new requirements for selection of principals and headmasters were produced and approved by the Board for the Promotion of Education Officers (*Lembaga Kenaikan Pangkat Perkhidmatan Pelajaran*, LKPPP) on 8 October 2013 and will be fully applied to the July 2014 intake (Exhibit 3-14). Additionally, the School Principal Replacement Module (*Modul Penggantian Pemimpin Sekolah*, MPPS) was developed as part of the *e-Pangkat* system to provide preliminary information about vacancies for principals due to retire in the 6-month period prior to the positions being vacated (Exhibit 3-15). Through this module, qualified individuals who are interested can apply for the post of Principal and Headmaster. Eligible applicants will then be required to undergo an interview process conducted by their respective JPN and PPD.

Exhibit 3-14

New requirements for selection of principals and headmasters

The minimum requirement to become principal, effective January 2014

Current Requirement

Common Criteria:
i.   Declare assets
ii. Pass integrity screening
iii. Not a loan defaulter/excessive borrower
iv. Approval from Head of Department
v.   Excellent LNPT scores for three years in a row
vi. Free from any disciplinary action

Specific Criteria:
i.   Eligible for promotion (i.e. in the zone)

New Requirement

Common Requirement:
i.   Excellent LNPT scores (85%) for the last three years in a row*
ii. Free from any disciplinary action
iii. Declare assets
iv. Pass MACC integrity screening
v.   Not a loan defaulter/excessive borrower
vi. Approval from Head of Department

Specific Requirement:
i.   For principal – Currently a DG48
     For headmaster – at least five years as a DGA29 or a DGA32 or DGA34 for PPPLD***
ii. Has undergone and passed NPQEL or NPQH**
iii. Has experience in the field of educational management – senior subject teacher, senior teacher assistant, administrative positions in PPD/JPN/MOE
iv. Has at least three remaining years before retirement
v.   Has passed satisfactory health status by a registered medical offier

*   LNPT (*Laporan Penilaian Prestasi Tahunan*) will be used until 2014 and will be replaced by the Unified Instrument by 2015
**   NPQEL – National Professional Qualification for Educational Leaders
       NPQH – National Professional Qualification for Headship
*** PPPLD – *Pegawai Perkhidmatan Pendidikan Lepasan Diploma*

The new appointment system will apply to the new batch of principal appointments beginning July 2014.

Source: NKRA, 2014

Exhibit 3-15

NPQEL graduates relative to retiring school leaders
Number
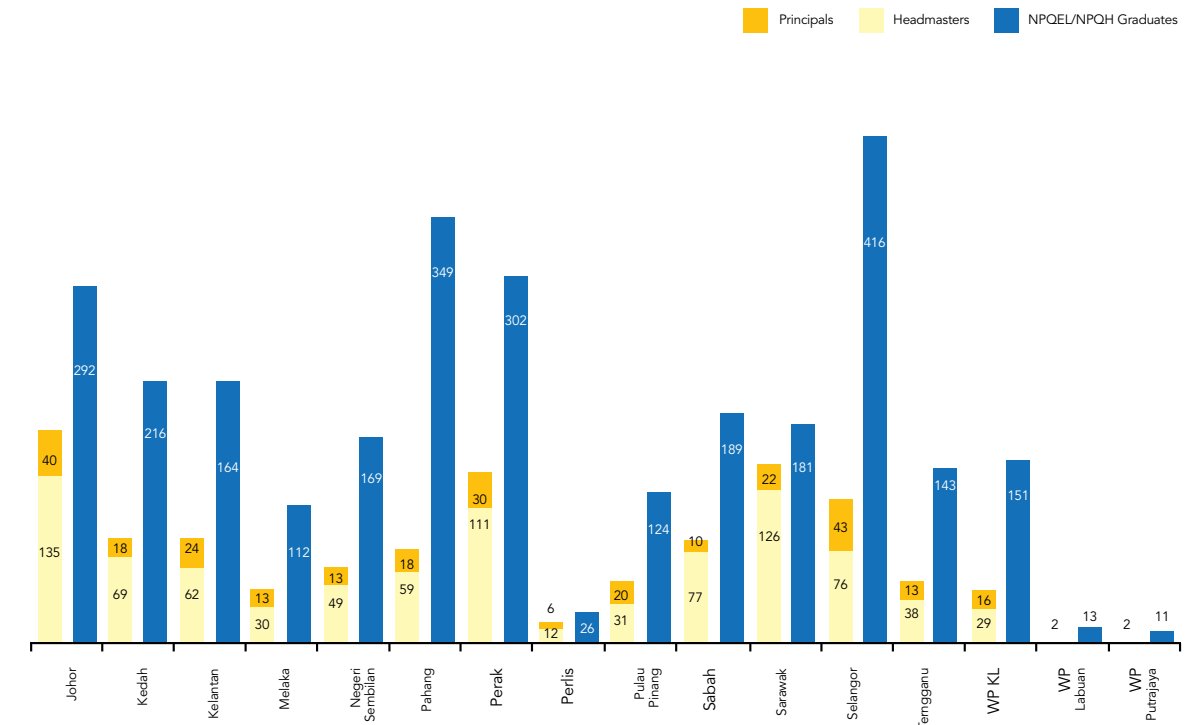
Source: Aminuddin Baki Institute, 2013

National Professional Qualification for Educational Leaders (NPQEL) as a compulsory requirement

In 2013, a total of 3,423 teachers and 464 officers from the Ministry of Education, State Education Department (*Jabatan Pendidikan Negeri*, JPN) and PPD applied for the NPQEL programme. Of these, 1,007 were qualified to attend the programme, surpassing a target of 1,000 teachers. The NPQEL training was conducted at Institut Aminuddin Baki in Genting Highlands, Jitra, Kota Kinabalu and Kuching.

In 2014, the Ministry will prepare a database and map the profiles of NPQEL graduates by state and district. This will be used to prepare a succession plan for qualified high-performing school leaders. Furthermore, a special NPQEL programme will be provided for 403 principals and headmaster candidates appointed in 2014 who do not have the NPQEL qualification.

The NPQEL is one of the criteria that a teacher needs to fulfill in order to become a school leader. The NPQEL prepares school leaders by training them in management and leadership skills. These skills will enable them to effectively run their schools.

Pn. Zainun Bt Ahmad – Head of Quality Assurance Sector,
JP Wilayah Persekutuan Kuala Lumpur

Offering a Residency and Immersion Programme (PRIme) for identified prospective principals and head teachers

All candidates who are appointed as principals under the new criteria will be required to enrol in a one-month residency programme (PRIme) before assuming their respective duties. They will also undergo an immersion programme alongside principal coaches for seven days (42 hours within their first 6 months) upon taking up the position.

In 2013, a total of 194 principal coaches were appointed from among *Pengetua Cemerlang* and *Guru Besar Cemerlang*. These coaches received training to assist newly appointed principals in implementing best practices in management and administration of their schools. A PRIme pilot was conducted with 200 candidates while a pre-residency pilot programme was conducted with 87 candidates. The PRIme programme will commence in January 2014.

Providing on-going differentiated professional development to principals based on competency and performance

The Principal Charter also emphasises the professional development of school leaders. In line with this, differentiated modules for Continued Professional Development (CPD) were developed for leaders whose level of performance vary widely from one another. These modules aim to raise the leaders' potential in improving the performance of their schools. In 2013, eight new modules were piloted involving 104 principals. The modules will be rolled out to all principals in 2014.

In addition, high-performing school leaders have also been given the opportunity to undergo attachments in the corporate sector. The attachments provide exposure to best practices in the private sector, which can be adapted to schools. In 2013, a total of 30 school leaders participated in the attachment programme with Telekom Malaysia. The attachment programme will be expanded to involve more corporations in 2014.

Moving forward

Strong school leadership is imperative to drive change in schools. In 2014, the Ministry will apply the newly developed criteria for school leaders. Upskilling of suitable candidates will continue through the expansion of the NPQEL, PRIme programmes as well as need based Continuous Professional Development.

Parental, Community and Private Sector Involvement

The Ministry has identified two main initiatives in its effort to increase the participation of parents, communities and the private sector as partners in delivering quality education in an integrated, effective and efficient manner.

The initiatives comprise:

* Increasing parental and community involvement in schools; and
* Increasing private sector involvement through programmes such as Teach for Malaysia and Trust Schools (*Sekolah Amanah*).

Increasing parental and community involvement in schools

Learning happens both in and outside of the school. As such, the Ministry has taken steps to raise awareness on the role of parents and the community in education, particularly by partnering with schools to improve student outcomes. In support of this, the Ministry has developed the Parent Engagement Toolkit (*Sarana Ibu Bapa*), which advises parents on how to play an active role in helping their children succeed in school (Exhibit 3-16).

The Ministry is also assisting schools to develop close relationships with parents and teachers through the School Engagement Toolkit (*Sarana Sekolah*). In addition, the Ministry conducted training on parental engagement programmes involving more than 332,000 (80.2%) teachers and more than 2.2 million parents. An online data collection system for parental involvement was also launched in 2013. This system collects data on parent attendance to school events, as well as data from survey results on parental engagement.

The Ministry also collaborated with other Government agencies such as the Royal Malaysian Police (*Polis DiRaja Malaysia*, PDRM), the Ministry of Health, Department of National Unity and Integration (*Jabatan Perpaduan Negara dan Integrasi Nasional*, JPNIN), Department of Orang Asli Development (*Jabatan Kemajuan Orang Asli*, JAKOA) and Community Development Department (*Jabatan Kemajuan Masyarakat*, KEMAS) in fostering community involvement for students' character building.

Exhibit 3-16

Elements in *Sarana Ibu Bapa*

Learning Environment	• Provide a conducive learning space • Plan a study timetable • Minimise radio / TV distractions during child's learning • Ensure learning space is always tidy and clean • Provide ample reference materials
Social Interaction	• Share stories • Have meals together • Engage in activities together • Know your child's whereabouts • Provide religious education
Communication	• Discuss learning progress • Ask about your child's experience in school • Know your child's homework • Be informed about planned school activities • Exchange ideas
Support for Excellence	• Praise and stimulate your child's learning • Encourage and motivate • Conduct reading activities • Guide homework • Provide coaching and tuition classes

Source : Sarana Ibu Bapa, 2013

Successful Parental Engagement in School - SK (L) Jalan Batu

Since the launch of the Parent Engagement Toolkit and School Engagement Toolkit, I have been involved with the PIBG and school administration in discussing "how can I, as a parent, help the school". Since I have gardening and wiring repair skills, I obtained a list of repairs from the school and worked together with other parents to assist the school in carrying out repairs. We fixed the school toilets and fish pond, repaired the electrical wiring in the school canteen and even repaired the air conditioner in the school office. We also involved parents in the KSIB (Parents Support Group), as well as members of the community and private sector in taking care of the garden in the school.

Rizal Hussin, Professional Videographer, Parent

Teach for Malaysia (TFM)

Teach for Malaysia (TFM), launched on 24 December 2010, is a collaborative effort between the Ministry and the Teach for Malaysia Foundation (*Yayasan Teach for Malaysia*). TFM Fellows are made up of high-performing fresh graduates and young professionals from diverse backgrounds who serve as teachers for two years. After completing the fellowship, the TFM Alumni Network continues to contribute towards the improvement of our national education. Since its inception, TFM has placed 140 Fellows in 49 high-need schools in seven states.

TFM Fellows Contributions

Increasing student achievements
TFM Fellows are proactive in improving student achievement inside and outside the classroom through activities including free tuition, using teaching and learning techniques which are creative and innovative to draw the attention of students, and by engaging volunteers to help weaker students.

Providing opportunities for student development
TFM Fellows create various initiatives in schools which expose students to a variety of opportunities to succeed in life. Some of the programmes that have been developed include one which connects students to role models to raise student aspirations.

Creating strategic alliances
In 2013, a few TFM Fellows initiated the sharing of teaching and learning techniques with PPD and SISC+, providing training and developing guides for new teachers, as well as establishing partnerships with local communities to improve student performance.

Trust Schools

The Trust School Programme is a public-private partnership (PPP) initiative to improve school performance. In Malaysia, the Trust School concept is implemented in collaboration with Yayasan AMIR. Since 2011, 10 schools in Johor and Sarawak have participated in the programme, with three primary schools in Kuala Lumpur joining the programme in 2013. The target for 2014 is to expand the programme to 17 new schools in Johor, Kuala Lumpur and Selangor to bring the total of Trust Schools to 30.

The implementation of the Trust School programme since 2011 has brought a positive change to my school. In terms of infrastructure, subject-based classrooms were established. Teachers received continuous guidance and as a result were more confident and willing to apply new methods of teaching and learning that optimise student potential. The cooperative learning methods, consistent with the concept of school-based assessment, helped boost student confidence and fostered student interest in learning. Another benefit of the cooperative method is that it indirectly encourages children to become more independent and responsible for their learning. Since 2011, the school has consistently recorded attendance of more than 90% of students.

En Samion Kassim, Principal, SMK Semenchu Kota Tinggi, Johor

Moving forward

The Ministry will continue to emphasise the role of the parents, community and the private sector in enhancing the quality of education. In 2014, the Parent Engagement Toolkit will be supplied to all parents in the country. A National Parents and Teachers Association (*Persatuan Ibu Bapa dan Guru*, PIBG) Convention (*Konvensyen Persatuan Ibu Bapa dan Guru*) will be held to share best practices on parental involvement among high-performing PIBGs. The PIBG Awards will also be continued to recognise the contribution of active PIBGs in increasing student achievement. In addition, the online data collection system for parental involvement will be further enhanced.

The Ministry will work with schools and district and state offices to expand its parental engagement programmes. The Ministry will also continue to collaborate with the private sector to develop education programmes that complement the national education system.

The Ministry has embarked on a monumentous journey to raise the quality of education. The aspiration of being in the top third of education systems in international assessments can only be achieved with the strong support and dedication of stakeholders at all levels. The Ministry will continue to rally the commitment of teachers, school leaders, Ministry officers, parents and external stakeholders in its efforts to improve basic literacy, expand the incorporation of higher order thinking skills, increase the quality of teachers, develop strong school and Ministry leadership, as well as engaging parents, community and the private sector.
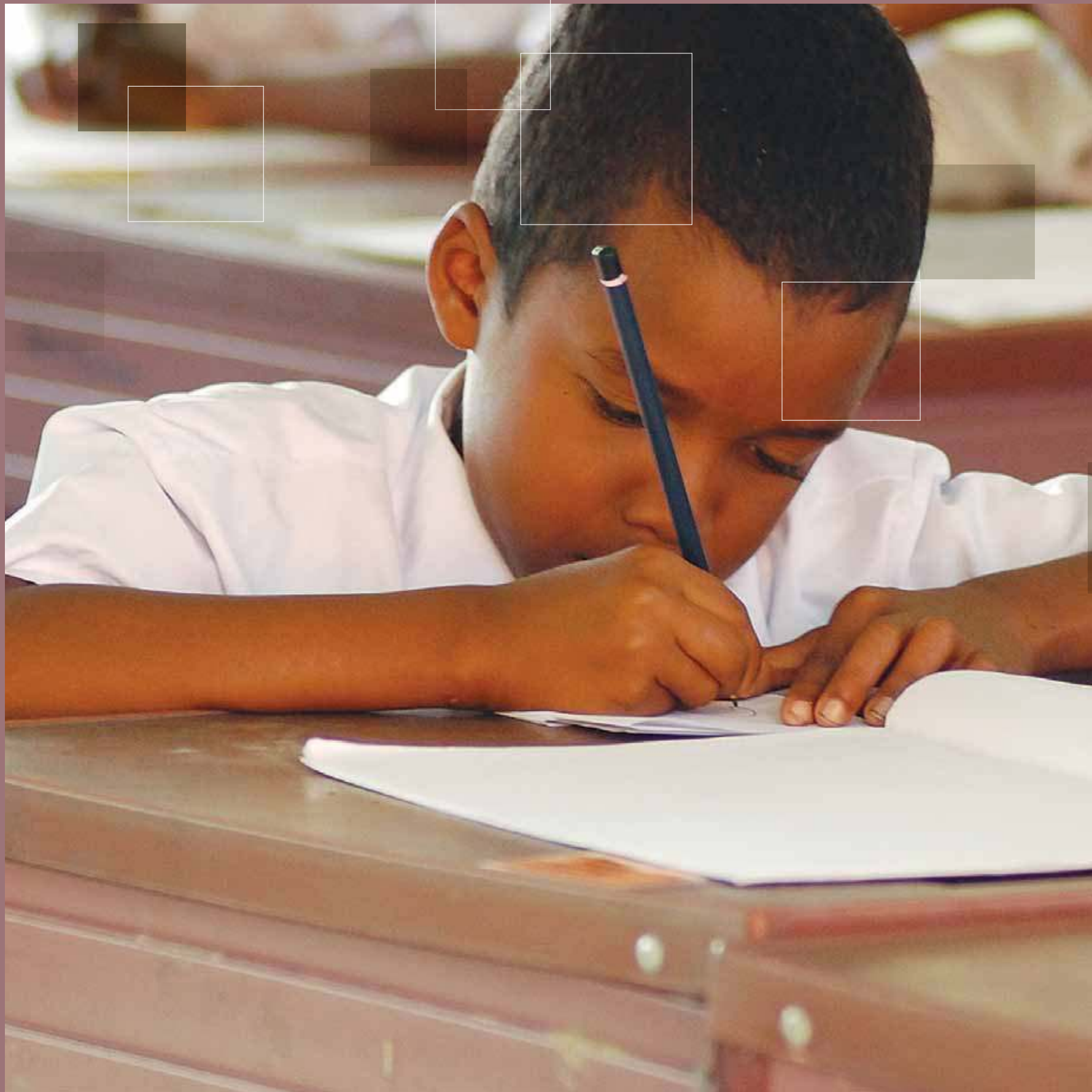
CHAPTER | 04

EQUITY IN EDUCATION

Top-performing school systems deliver the best possible education for every child, regardless of geography, gender, or socioeconomic background. The Ministry aspires to halve the current urban-rural, socio-economic, and gender achievement gaps by 2020.

KEY HIGHLIGHTS

District Transformation Programme (DTP) pilot states, Sabah and Kedah achieved best UPSR, PMR and SPM results in 10 years
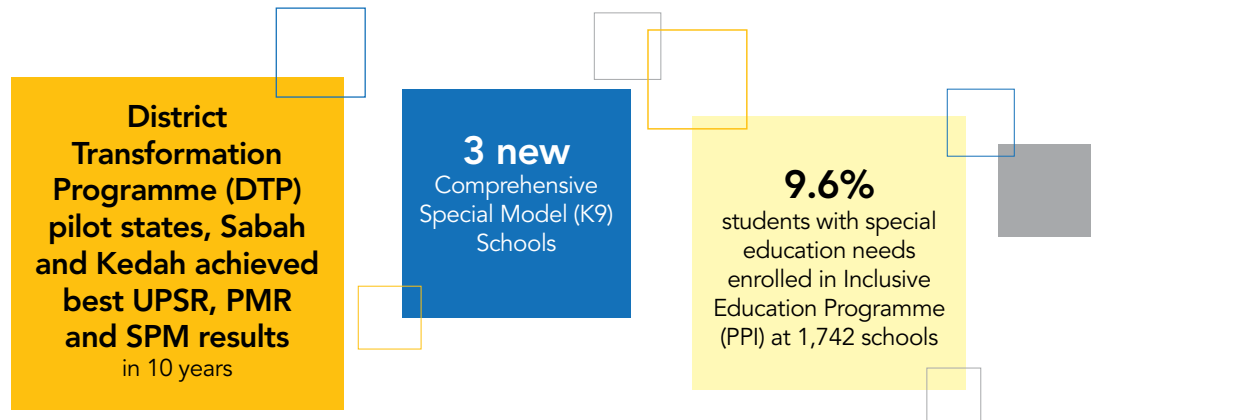
3 new Comprehensive Special Model (K9) Schools

9.6% students with special education needs enrolled in Inclusive Education Programme (PPI) at 1,742 schools

The Ministry is responsible for ensuring all students receive equal opportunities in education. Indeed, an education system is not considered outstanding unless it delivers the best education to all students regardless of socioeconomic background, capabilities and need. Thus, there is a strong link between quality of education and equity in education. Therefore, it is of paramount importance that the Ministry is focused on raising the bar of the poorest performing schools and students.
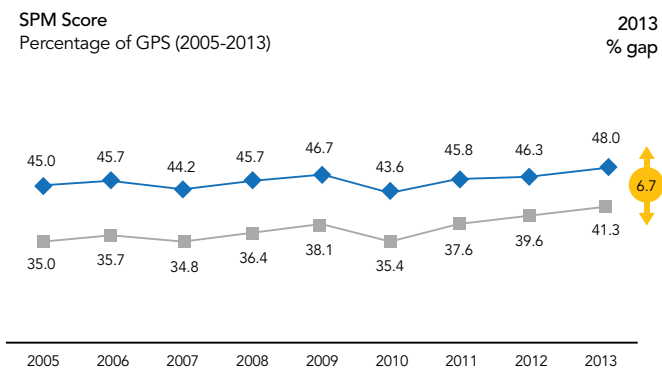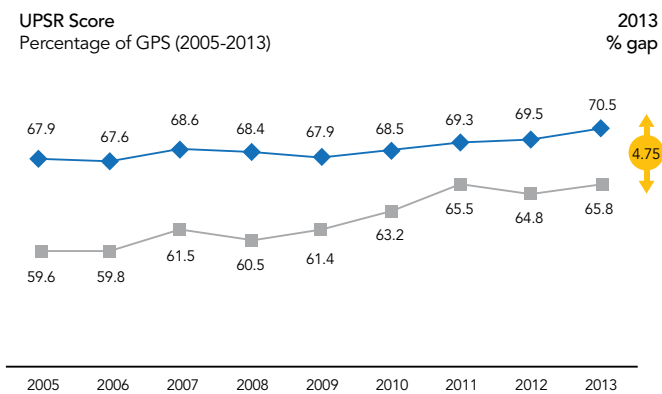
In Wave 1 of the Blueprint, the Ministry is focused on efforts to further narrow the performance gap between urban and rural schools. In 2013, the performance gap at the SPM level narrowed from 8.0% in 2011 to 6.7% in 2013. For UPSR, the performance gap has remained at 4.75% from 2012 to 2013 (Exhibit 4-1). Accelerated improvements in reducing the performance gaps are expected to be seen in 2014 and 2015, when the District Transformation Programme is rolled out nationwide in 2014.

In 2013, the Ministry has built the foundations to address the performance gap between urban and rural schools and the challenges faced by groups with specific needs. The three key initiatives in this area comprise:

- District Transformation Programme (DTP);
- Orang Asli Education Transformation Plan; and
- Inclusive Education Programmes for students with special education needs

Exhibit 4-1

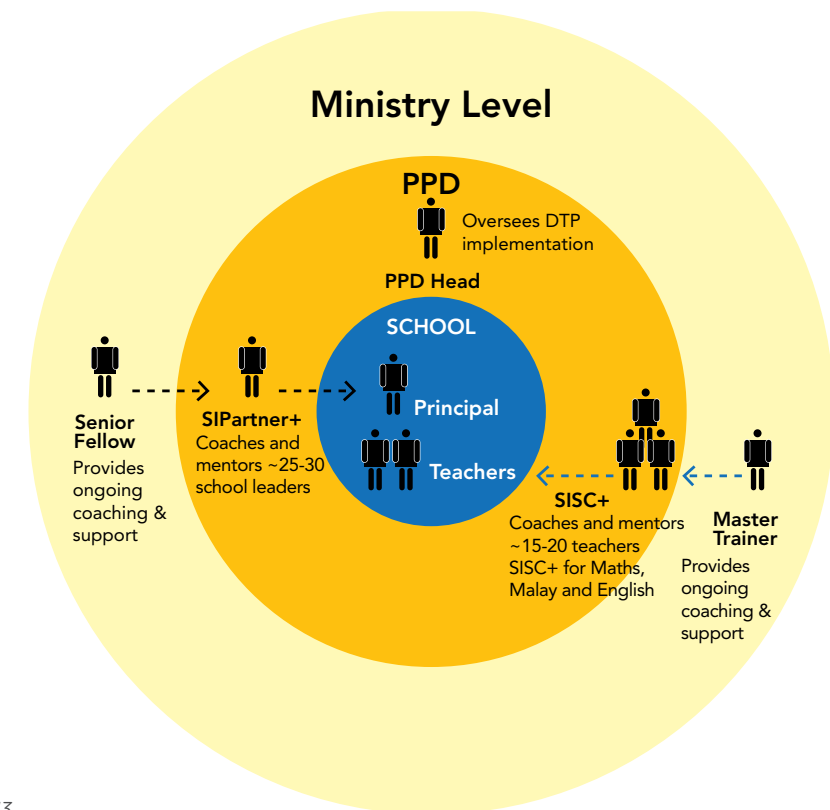**Performance gap between urban and rural schools for SPM and UPSR**

UPSR Score
Percentage of GPS (2005-2013)

2013 % gap

2005	2006	2007	2008	2009	2010	2011	2012	2013
67.9	67.6	68.6	68.4	67.9	68.5	69.3	69.5	70.5
59.6	59.8	61.5	60.5	61.4	63.2	65.5	64.8	65.8

4.75

SPM Score
Percentage of GPS (2005-2013)

2013 % gap

2005	2006	2007	2008	2009	2010	2011	2012	2013
45.0	45.7	44.2	45.7	46.7	43.6	45.8	46.3	48.0
35.0	35.7	34.8	36.4	38.1	35.4	37.6	39.6	41.3

6.7

◆ Urban ■ Rural

Source: Examination Syndicate, 2014

District Transformation Programme (DTP)

The District Transformation Programme (DTP) develops the capacity of the District Education Office (PPD) to accelerate school improvement. Through this programme, PPDs are empowered with more autonomy in decision making and receive resource and capacity development support from the Ministry. PPDs are also held accountable for achieving their targets (Exhibit 4-2). This programme will be conducted in two phases; the pilot and national roll out (Exhibit 4-3).

Exhibit 4-2

District Transformation Programme

Ministry Level

PPD — Oversees DTP implementation

PPD Head

SCHOOL

Principal

Teachers

Senior Fellow Provides ongoing coaching & support

SIPartner+ Coaches and mentors ~25-30 school leaders

SISC+ Coaches and mentors ~15-20 teachers SISC+ for Maths, Malay and English

Master Trainer Provides ongoing coaching & support

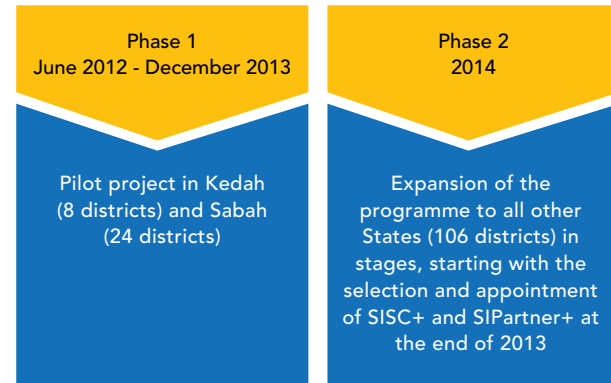Source: School Division, 2013

SISC +

SISC+ are education officers placed at PPD, selected from senior teachers and *Guru Cemerlang* with commendable experience in schools. They specialise in one of the three main subjects of Mathematics, Bahasa Malaysia or English language and provide coaching and mentoring to teachers. SISC+ work together with teachers to improve pedagogical skills, as well as plan intervention and remedial programmes for students.

SIPartner+

SIPartner+ are education officers placed at PPD, selected from senior principals or senior assistants with commendable management experience in schools. SIPartner+ provide coaching and mentoring to school leaders on management and leadership issues and help formulate targeted interventions. They are also responsible for creating a professional learning community within the school and district.

Exhibit 4-3

DTP Implementation

Phase 1 June 2012 - December 2013	Phase 2 2014
Pilot project in Kedah (8 districts) and Sabah (24 districts)	Expansion of the programme to all other States (106 districts) in stages, starting with the selection and appointment of SISC+ and SIPartner+ at the end of 2013

DTP was piloted in Kedah and Sabah due to the significant challenges faced in the two states in reducing the performance gap and improving school quality. Two new positions were established in PPDs, namely School Improvement Specialist Coach (SISC+) and School Improvement Partner (SIPartner+). Their role is to assist teachers and school leaders to improve the performance of low performing schools.

The pilot showed that DTP has had a positive impact on the academic performance of students in Kedah and Sabah. Furthermore, the two states not only showed improvements in the 2013 UPSR, PMR and SPM exams, but also displayed the largest improvement in 2013 UPSR results compared to other states (Exhibit 4-4). This improvement is the best achievement in the last 10 years for the two states (Exhibit 4-5). Underscoring the significance of the implementation of the DTP, the achievement gap between urban and rural areas was also reduced (Exhibit 4-6).

School improvement was also reflected across districts in Kedah and Sabah. In the 2013 UPSR examinations, seven of the eight PPDs in Kedah and 21 of the 24 PPDs in Sabah showed improved performance. In addition, Kedah and Sabah showed an increase in the number of schools in Band 1 and Band 2 and a decline in the number of schools in Band 6 and Band 7 (Exhibit 4-7).

Postcards to their children – Hopes of SISC+

During the training for new SISC+ in Kedah and Sabah, officers were asked to write their hopes as SISC+ to their children.
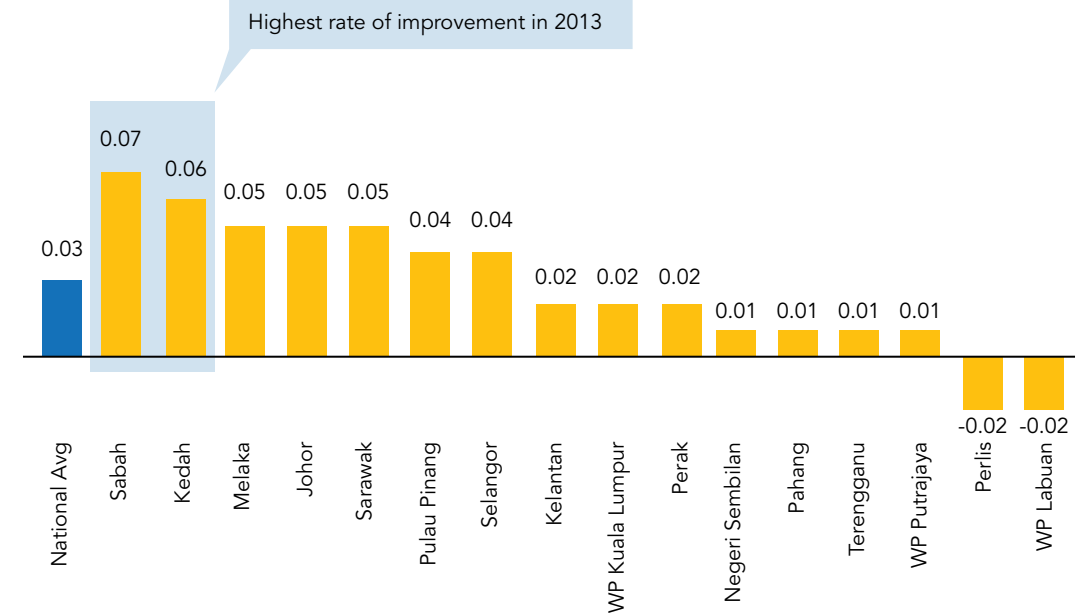
My dear son,
I am undergoing the SISC+ programme to become a full time coach, in the hope that you will receive only the best education in the education system. As a result, you will be a great individual who is able to compete in the global workplace.
– SISC+ from PPD Papar, Sabah

To my dearest son,
I chose to take up the SISC+ position to help young teachers who lack experience in teaching Mathematics. I hope to be able to guide them in mastering the subject in order to cultivate students' interest in Mathematics.
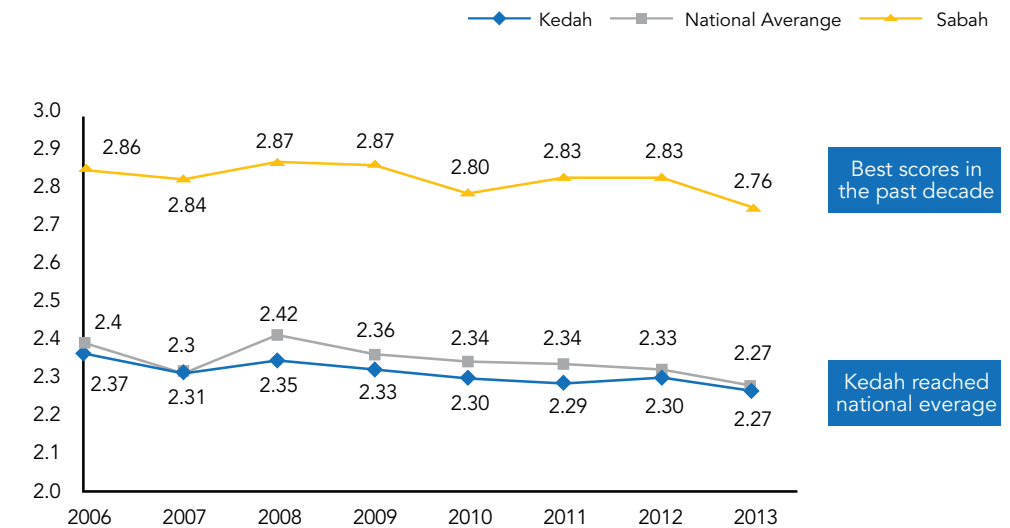– SISC+ from PPD Kubang Pasu, Kedah

Exhibit 4-4

Rate of improvement in UPSR 2013 compared to UPSR 2012
GPS Points

Highest rate of improvement in 2013

National Avg	Sabah	Kedah	Melaka	Johor	Sarawak	Pulau Pinang	Selangor	Kelantan	WP Kuala Lumpur	Perak	Negeri Sembilan	Pahang	Terengganu	WP Putrajaya	Perlis	WP Labuan
0.03	0.07	0.06	0.05	0.05	0.05	0.04	0.04	0.02	0.02	0.02	0.01	0.01	0.01	0.01	-0.02	-0.02

Source: Examination Syndicate, 2013

Exhibit 4-5

UPSR scores in Kedah and Sabah (2006-2013)
GPS

◆ Kedah   ■ National Averange   ▲ Sabah

	2006	2007	2008	2009	2010	2011	2012	2013
Sabah	2.86	2.84	2.87	2.87	2.80	2.83	2.83	2.76
National Average	2.4	2.3	2.42	2.36	2.34	2.34	2.33	2.27
Kedah	2.37	2.31	2.35	2.33	2.30	2.29	2.30	2.27

Best scores in the past decade

Kedah reached national everage

Source: JPN Kedah, JPN Sabah, Examination Syndicate, 2013

Exhibit 4-6

Reduction of performance gap between urban and rural schools, 2012-2013

Urban-rural gap 2012-2013
UPSR GPS

○ Urban-rural gap   ● % decrease 2012-2013

	National		Kedah		Sabah	
	2012	2013	2012	2013	2012	2013
Urban	2.22	2.18	2.30	2.22	2.73	2.64
	0.19	0.19	0.15	0.13	0.17	0.14
Rural	2.41	2.37	2.45	2.35	2.90	2.79
	0%		14%		15%	
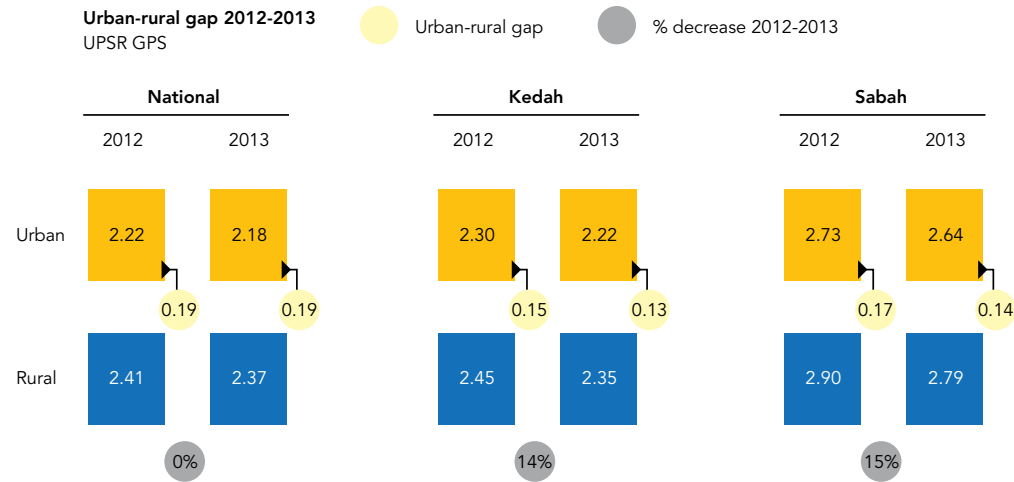
Source: JPN Kedah, JPN Sabah, Examination Syndicate, 2013

Exhibit 4-7

Primary schools in Band 1-7 in Kedah and Sabah for 2012-2013
Number
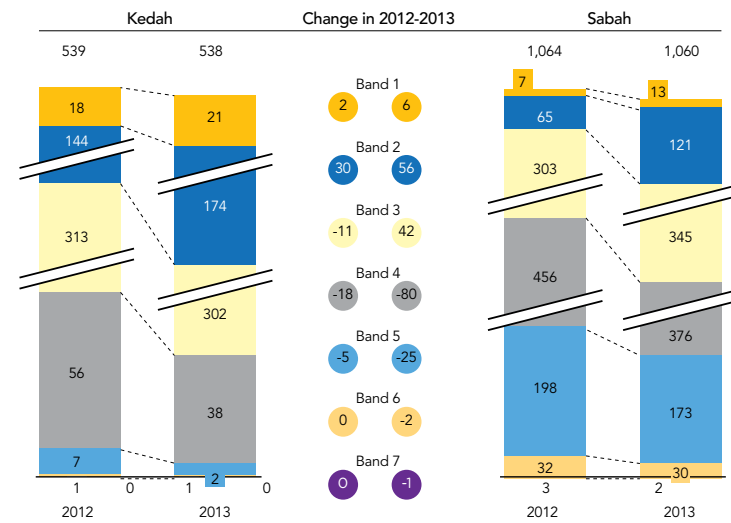
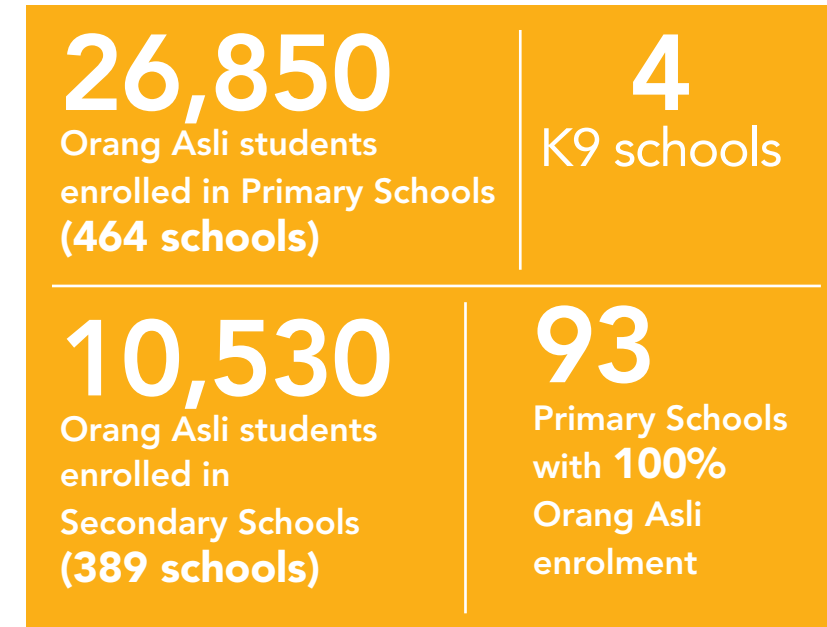Source: JPN Kedah, JPN Sabah, Examination Syndicate, 2013

Moving forward

The DTP will be expanded nationwide in 2014. A total of 1,265 new SISC+ and SIPartner+ officers will undergo Induction Training and Skills Upgrading Training. Performance dialogues will continue to be held at the district, state, and national levels. At the district level, performance dialogues will be held once a month, while those at the state and national levels will be held once in three months.

Orang Asli Education Transformation Plan

26,850
Orang Asli students enrolled in Primary Schools **(464 schools)**

4
K9 schools

10,530
Orang Asli students enrolled in Secondary Schools **(389 schools)**

93
Primary Schools with **100%** Orang Asli enrolment

The Ministry has developed the Orang Asli Education Transformation Plan 2013-2017 to increase enrolment and improve access to education for Orang Asli students. In 2013, the initiative focused on:

- Improving enrolment and reducing dropout rates;
- Improving infrastructure in schools; and
- Engaging the community through adult classes for parents of Orang Asli and Indigenous students (KEDAP)

Improving enrolment and reducing dropout rates

Orang Asli enrolment has increased by 2.6% from 38,156 in 2011 to 39,149 students to 2013 (Exhibit 4-8). While Orang Asli dropout rates are decreasing, it remains significant in the transition from Year 6 to Form 1 at 25.2% (Exhibit 4-9). At the secondary school level, the overall dropout rate of Orang Asli students is 26.7%.
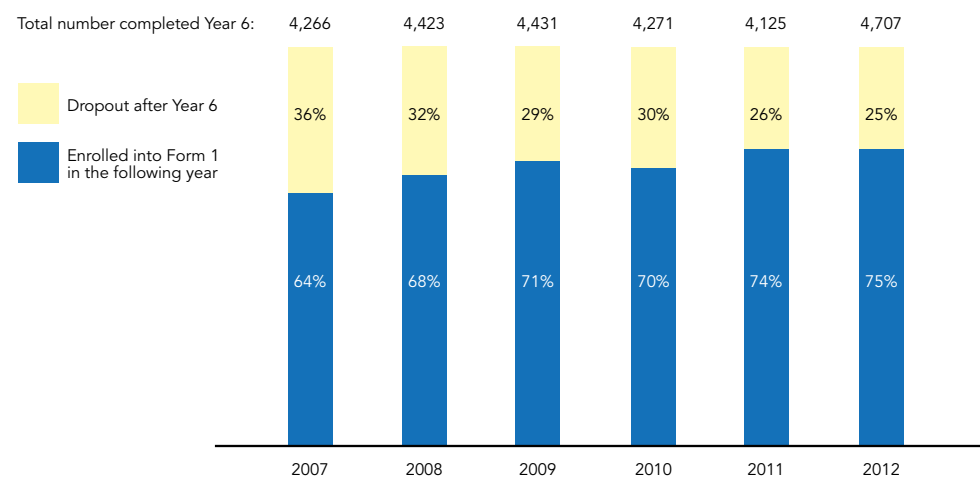
Exhibit 4-8

Orang Asli student enrolment from 2011 to 2013

Level	2011	2012	2013
Preschool	1,534	1,737	1,769
Primary	26,643	26,830	26,850
Secondary	9,807	10,100	10,374
Form 6	172	204	156
Total	**38,156**	**38,871**	**39,149**

Source: School Division

Exhibit 4-9

Orang Asli students enrolled into Form 1 or dropped out
Percentage, number of students

Total number completed Year 6:

	2007	2008	2009	2010	2011	2012
Total	4,266	4,423	4,431	4,271	4,125	4,707
Dropout after Year 6	36%	32%	29%	30%	26%	25%
Enrolled into Form 1 in the following year	64%	68%	71%	70%	74%	75%

Source: School Division, 2013

The Ministry has taken steps to reduce the dropout rate by implementing the primary school curriculum for Orang Asli and indigenous people (*Kurikulum Standard Sekolah Rendah Orang Asli dan Penan* - KAP), and providing more Comprehensive Special Model K9 schools.

The KAP curriculum was introduced in 2007 to overcome student absenteeism. Established in line with the Primary School Standard Curriculum (KSSR) and the Minimum Adequate Syllabus (MAS) approach, the KAP Curriculum was reviewed in 2013 based on the KSSR. The review saw a modification of the curriculum in terms of scope and depth of content, skills, assessment, and teaching and learning approaches, which take into account the needs, experiences, environment, and socio-cultural factors affecting Orang Asli and Penan students. After six years of implementing KAP at six schools, three schools have improved by one band (Exhibit 4-10).

Exhibit 4-10

School banding performance for KAP pilot schools (2011 – 2013)

School Name	School Band 2011	School Band 2012	School Band 2013
SK Pos Bersih, Slim River, Perak	**6**	**5**	**5**
SK Sungai Mas, Kuantan, Pahang	**6**	**5**	**5**
SK Sungai Sampo Jempol, Negeri Sembilan	**5**	**4**	**4**
SK Kampung Busut Baru Asli, Kuala Langat, Selangor	4	4	4
SK Pasir Linggi, Gua Musang, Kelantan	5	5	6
SK Tanah Abang, Mersing, Johor	4	3	4

Note: Students in the 2006-2011 cohort used the national curriculum, while the 2007-2012 and 2008-2013 cohorts used KAP.

Source : School Division

Improving infrastructure in schools

Comprehensive Special Model Schools (K9) are established by the Ministry to ensure Orang Asli students receive a minimum of 9 years of education, and to reduce the dropout rate between Year 6 and Form 1. K9 schools provide education from the primary to lower secondary level.

SK Bandar 2 was opened in Paloh Hinai, Pekan, Pahang and SK Long Bedian was opened in Baram, Sarawak, in 2008 and 2012, respectively. In 2013, three more K9 schools were opened, comprising SK Betau in Kuala Lipis, Pahang; SK RPS Kemar and SK RPS Banun in Gerik, Perak.

The Ministry has since enhanced facilities for K9 schools, building four hostel blocks in SK Betau, as well as two hostel and two classroom blocks in SK RPS Kemar. The Ministry has also upgraded hostels that house students from different schools (*asrama berpusat*), improved existing school infrastructure and built new schools in Orang Asli settlements.

Orang Asli and Indigenous Parents Adult Class Programme (KEDAP)

Parental involvement is one of the critical factors for a child's educational success. KEDAP provides parents with mastery of basic skills in reading, writing and arithmetic to enable them to guide and assist their children in revising their lessons at home. Under this programme, parents are also taught basic skills in ICT, English communication and life skills. Since the start of its implementation in 2008, 18,195 parents of Orang Asli and indigenous students have benefited from KEDAP (Exhibit 4-11).

Exhibit 4-11

Number of parents who have attended KEDAP (2008-2013)

Year / Location	2008 Phase I	2008 Phase II	2009 Phase III	2010 Phase IV	2011 Phase V	2012 Phase VI	2013 Phase VII	Total
Peninsular Malaysia (Orang Asli)	425	1,650	2,200	1,590	4,110	2,550	2,790	15,315
Sarawak (Penan)	50	50	175	270	420	270	210	1,445
Sabah (Indigenous)	75	50	200	150	420	360	180	1,435
Total	**550**	**1,750**	**2,575**	**2,010**	**4,950**	**3,180**	**3,180**	**18,195**

Source: School Division, 2013

Moving forward

The Ministry will continue to concentrate on improving school infrastructure in Orang Asli communities. Furthermore, it will expand its KEDAP programme in order to raise awareness amongst the parents of Orang Asli children on the importance of education.

Special Needs Education

Special Needs Education programmes are implemented in special education schools (*Sekolah Pendidikan Khas*) as well as via Special Education Integration Programme (*Program Pendidikan Khas Integrasi* - PPKI) and Inclusive Education Programmes (*Program Pendidikan Inklusif* - PPI) (Exhibit 4-12). The PPKI is implemented in special classes in mainstream schools, while the PPI is a programme in which students with special education needs learn together with other students in the same classroom.

Exhibit 4-12

Special Education programmes provided by Ministry of Education 2013

Special Education Needs Schools – *Sekolah Pendidikan Khas*	Special Needs Education Integration Programme – *Program Pendidikan Khas Integrasi* (PPKI)	Inclusive Education Programme – *Program Pendidikan Inklusif* (PPI)
• Schools for students with special education needs • 28 Primary schools • 2 Secondary schools • 3 Vocational Special Education Schools	• Students with special education needs study in special classes in mainstream schools • Implemented in 1,768 schools	• Implemented in mainstream schools • Students with special education learning with other students in the same classroom • Using national curriculum • In 1,742 schools

Source: School Division, 2013

Exhibit 4-13

Enrolment of students with special education needs and number of teachers in SPK, PPKI and PPI 2013

Programme Name	Level	No. students	No. of teachers
Special Education Schools (SPK)	Preschool	90	29
	Primary	1,508	789
	Secondary	743	306
Special Education Integration Programmes (PPKI)	Preschool	674	156
	Primary	30,617	6,934
	Secondary	22,774	4,207
Inclusive Education Programme (PPI)	Primary	2,238	Teachers in mainstream schools
	Secondary	3,018	

Source: Special Education Division, 2013

Under the Blueprint, the PPI is given special focus. A total of 5,376 (9.6%) students with special education needs were enrolled in PPI at 1,742 schools in 2013.

Steps taken to increase enrolment of students with special education needs into PPI included:

• Providing disabled-friendly facilities at five schools under the Inclusive Education Holistic Model Project;
• Conducting on-going training through the whole-school approach; Training was conducted for 1,176 administrators, 1,524 mainstream school teachers and 2,392 special education teachers;
• Producing the Special Education Programme Placement Test (IMPaK), an instrument which determines the placement of students with special education needs; and
• Increasing awareness of the Inclusive Education Programme by conducting briefings in schools.

i-Sayang Portal (One Stop Information Centre for Special Education - *Pusat Maklumat Setempat Pendidikan Khas*)

The i-Sayang portal is currently being developed in collaboration with six ministries – the Ministry of Education, Ministry of Health, Ministry of Women, Family and Community Development, the Ministry of Communications and Multimedia, Ministry of Rural and Regional Development and Ministry of Human Resources. The portal provides information to the public regarding support and learning resources for children with disabilities.

The portal can be accessed at : **http://pmspk.moe.gov.my/**

Moving forward

The Ministry has set a target of 30% of students with special education needs in the PPI by 2015. By educating all children together, inclusive schools are able to change attitudes towards diversity and form a society that respects and tolerates people with diverse needs and backgrounds. This in turn leads to a just and non-discriminatory society. Furthermore, all students will have the skills to integrate into society when they become adults, irrespective of their abilities.

In many of the top-performing school systems, there is little variance between the performance of students from different geographical or socio-economic backgrounds. In Malaysia, the expansion of the District Transformation Programme nationwide will play a pivotal role in reducing the performance gap between urban and rural schools, as targeted support from the district will be given towards low performing schools across the country. The Ministry will also continue to focus on improving the quality of education for Orang Asli and indigenous people, as well as to students with special education needs. These efforts are part of the Ministry's aspiration in delivering the best possible education for every child in Malaysia.
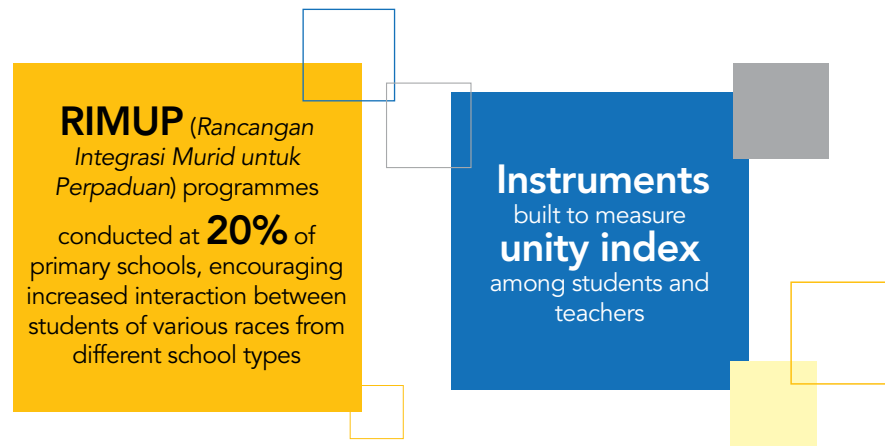
CHAPTER

05

STRENGTHENING
UNITY IN SCHOOLS

As students spend over a quarter of their
time in school from the ages of 7 to 17,
schools are in a key position to foster unity.
Through interacting with individuals from a
range of socioeconomic, religious, and ethnic
backgrounds, students learn to understand,
accept, and embrace differences. This creates
a shared set of experiences and aspirations
to build Malaysia's future on. The Ministry
aspires to create a system where students
have opportunities to build these shared
experiences and aspirations that form the
foundation for unity.

KEY HIGHLIGHTS

RIMUP (*Rancangan Integrasi Murid untuk Perpaduan*) programmes conducted at **20%** of primary schools, encouraging increased interaction between students of various races from different school types

Instruments built to measure **unity index** among students and teachers

The Ministry is committed providing opportunities for students to interact, learn and understand, accept, respect, appreciate and manage the diversity that exists in Malaysia. In view of this, the Ministry has initiated 2 key initiatives in Wave 1 as follows:

- Improving the concept and implementation of the Student Integration Plan for Unity (*Rancangan Integrasi Murid Untuk Perpaduan* - RIMUP); and
- Conducting a survey amongst students and teachers to produce a unity index.

Improving the concept and implementation of the Student Integration Plan for Unity (*Rancangan Integrasi Murid Untuk Perpaduan* - RIMUP)

RIMUP encourages more interaction among students from different school types, ethnicities, and religious beliefs. Its implementation was first institutionalised in the Education Development Master Plan (*Pelan Induk Pembangunan Pendidikan*, PIPP) 2006-2010 under the Nation Building thrust.

Through the Malaysia Education Blueprint, the aspirations and implementation of RIMUP have been revitalised and improved by focusing on three aspects: Culture and arts; sports and games; and patriotism and national identity. National schools, National-type Chinese and National-type Tamil schools have been clustered to encourage interaction among students of different races (Exhibit 5-1), focusing on activities outside the classroom. In 2013, the Ministry achieved its target of implementing RIMUP in 20% of primary schools.

Moving forward

In 2014, the implementation of RIMUP will be expanded to 60% of school clusters at the primary and secondary school level. It will focus not only on interaction among students from different school types, but also on the interaction among the races within each school.

Exhibit 5-1

RIMUP school clustering method

Cluster method
Cluster type A (grouping of 3 school types)   Example : Primary school - [SJKC, SJKT, SK]   Secondary school - [SMJK, SMKA, SMK]
Cluster type B (grouping of 2 school types)   Example: Primary school - [SJKC, SK, SK]   Secondary school - [SMJK, SMK, SMK]

Source: Co-curriculum and Arts Division, 2013

RIMUP Implementation 2013: Interaction between SK Masai, SJKC Masai and SJKT Masai, Johor schoolchildren

In 2013, the RIMUP rebranding programme saw greater cooperation between three schools in the Masai district of Johor. The activities carried out jointly by the students of the three schools included aerobics, football clinics, traditional Indian games, chapteh and Chinese yo-yo games. Students of various ethnic backgrounds were gathered into one group, learning from each other via traditional games and demonstrations. This active learning process not only provided an opportunity for the students to interact, but also allowed them to establish on-going relationships outside of the programme.
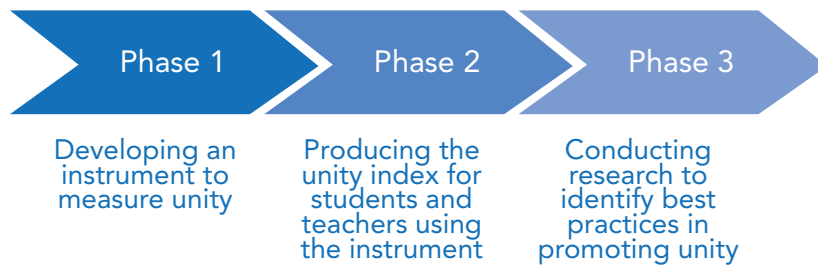
"This programme is effective because not only could the students make new friends, but they were also able to understand cultural differences. The Chinese and Indian students also had the opportunity to interact in Bahasa Malaysia." Mrs Ling Ai Choon, Senior Assistant of Co-curricular activities, SJKC Masai

Conducting a survey amongst students and teachers to produce a unity index

The Ministry will conduct a comprehensive study in phases to develop instruments to measure unity levels among students and teachers (Exhibit 5-2). This is to gauge the level of unity among students and teachers, in order to develop best practices and to improve programmes related to unity.

Exhibit 5-2

Implementation of the unity study

Phase 1	Phase 2	Phase 3
Developing an instrument to measure unity	Producing the unity index for students and teachers using the instrument	Conducting research to identify best practices in promoting unity

Source: Education Planning and Research Division, 2013

Exhibit 5-3

The concept of unity

Accepting Diversity
• Tolerance
• Openness
• Cooperation
• Trust

Respecting Diversity
• Politeness
• Appreciation
• Care for others

Managing Diversity
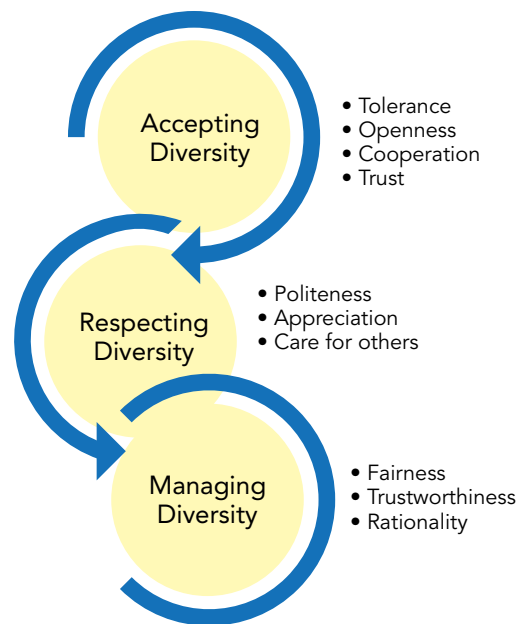• Fairness
• Trustworthiness
• Rationality

Source: Education Planning and Research Division, 2013

In 2013, the Ministry collaborated with researchers from the Institute of Strategic & International Studies (ISIS), the Department of National Unity and Integrity (JPNIN) and other higher education institutions (IPT) to develop instruments for the unity index among students and teachers. The instrument was piloted on a sample of over 2,000 teachers and over 2,000 students of different ethnicities. Following this, four instruments were developed for primary school students, secondary school students, primary school teachers and secondary school teachers, respectively.

Moving forward
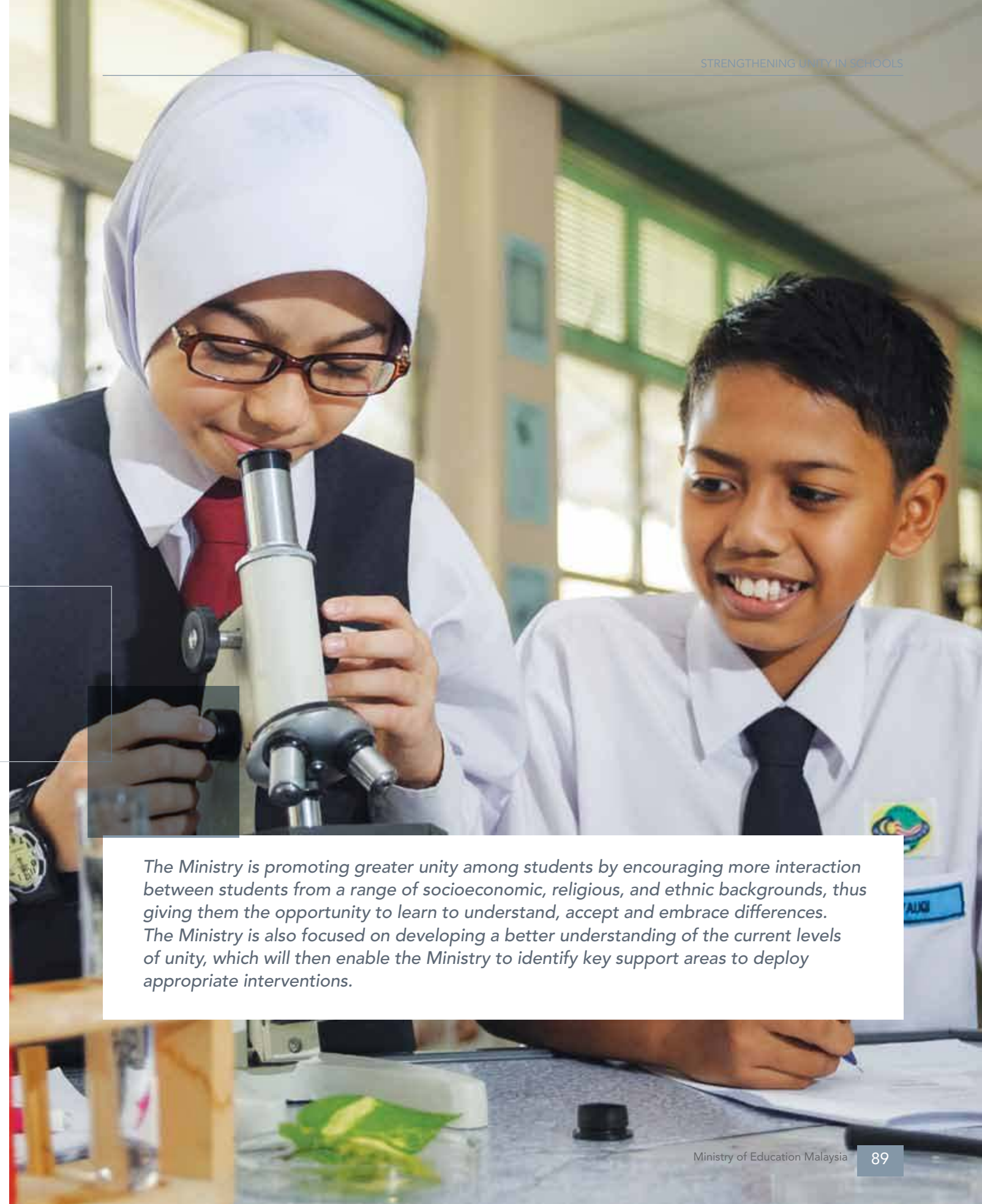
In 2014, the Ministry will conduct the survey on students and teachers from all types of government and private primary and secondary schools to determine the unity index.

The Ministry is promoting greater unity among students by encouraging more interaction between students from a range of socioeconomic, religious, and ethnic backgrounds, thus giving them the opportunity to learn to understand, accept and embrace differences. The Ministry is also focused on developing a better understanding of the current levels of unity, which will then enable the Ministry to identify key support areas to deploy appropriate interventions.
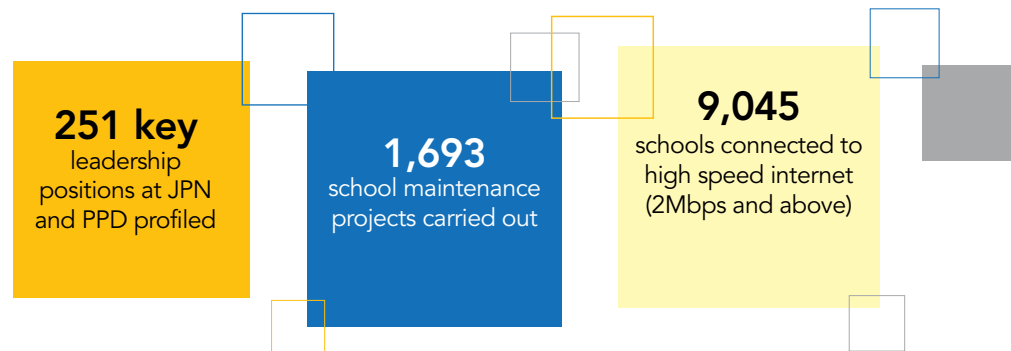
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EFFICIENCY

The Malaysian education system has always been well-funded, yet improvements in student outcomes have not always matched the resources channelled into the system. While the Government will maintain current levels of investment, the aspiration is to further maximise student outcomes within the current budget levels.

KEY HIGHLIGHTS

251 key leadership positions at JPN and PPD profiled

1,693 school maintenance projects carried out

9,045 schools connected to high speed internet (2Mbps and above)

The success of education transformation depends on efficient management of financial and human resources. Four aspects of efficiency emphasised by the Ministry in 2013 comprised:

* Transforming Ministry delivery capabilities and capacity;
* Optimising expenditure to maximise student outcomes;
* Providing basic infrastructure; and
* Providing information and communication technology (ICT).

## Transforming Ministry delivery capabilities and capacity

The Ministry is in the process of restructuring its organisation, which is expected to be fully implemented in Wave 2 (2016-2020). In Wave 1, the restructuring is focused on improving the leadership capabilities and competencies to align with the new functions at the JPN and PPD level.

Strengthening capabilities in pivotal positions

In order to assess the current capabilities of JPN and PPD, competency profiling was conducted for all JPN and PPD key leadership positions in 2013. A total of 251 key leadership positions were identified for profiling, including JPN Directors, JPN Deputy Directors, District Education Officers and Deputy District Education Officers. The competency profiling consists of 3 stages; a functional competency self-assessment followed by two series of interviews – a panel interview to evaluate functional competencies related to job function and the Behavioural Event Interview (BEI) to evaluate the officers' leadership qualities (Exhibit 6-1).

Exhibit 6-1

JPN and PPD key leadership competency profiling approach
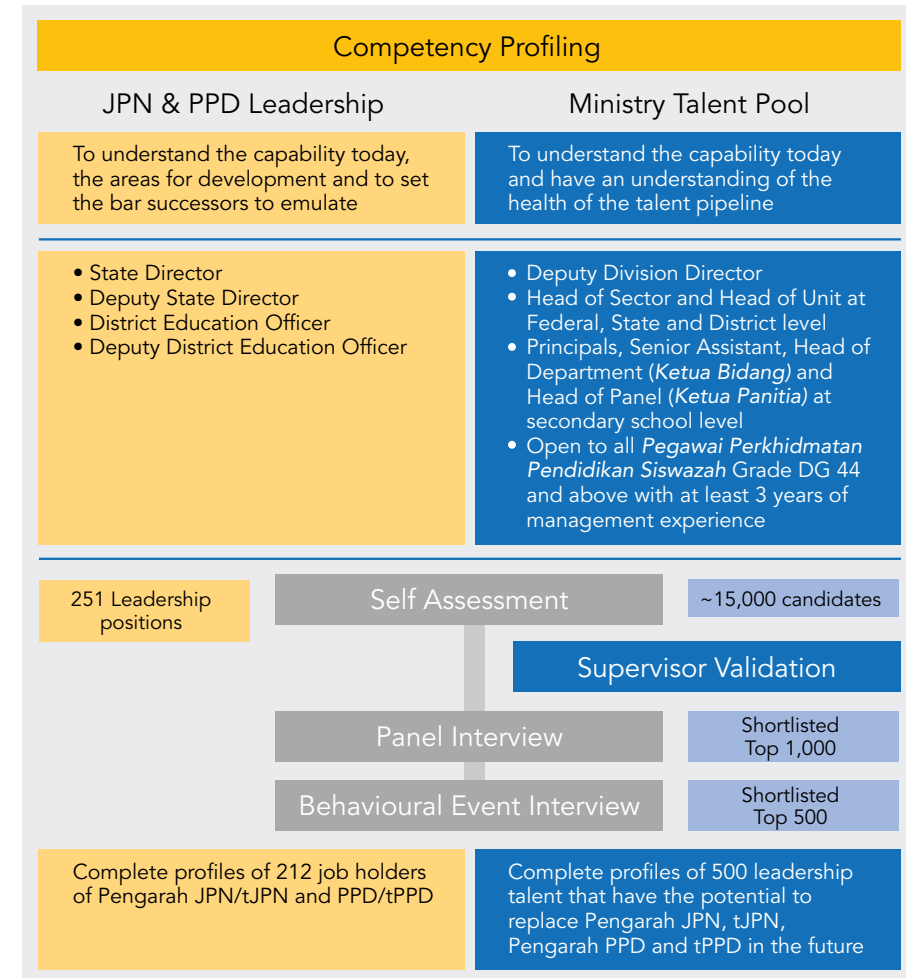
Source: Human Resource Management Division, 2013

In 2014, the Ministry will develop professional development programmes for the 251 profiled positions based on their competency levels. Officers will be grouped into high-, medium-, and under-performing levels based on inputs from the competency profiling conducted in 2013.

The Ministry must also create a healthy talent pipeline to deploy capable employees to the critical positions of JPN and PPD leaders. As such, the Ministry is identifying talents by screening officers with at least three years of management experience. The Ministry is targeting to screen 1,000 candidates through the Panel Interview, of which 500 candidates are targeted to be selected to undergo BEI. Ultimately, the Ministry will have an overview of potential talents to be further developed and placed in pivotal JPN and PPD positions.

Delegation of power to JPN

The transformation of Ministry capabilities and capacity will also see JPN empowered in matters related to management and administration. In 2013, Directors of JPN Sabah and Sarawak were given the authority to manage development, supply and service contracts. Through these efforts, the JPN will have the authority to approve procurements of up to RM5 million.

Ministry Restructuring

The restructuring of the Ministry is a complex process. It involves ensuring streamlined key processes from Ministry to school, addressing gaps and overlaps in organisation structure and identifying the optimum level of manpower. The restructuring also includes adapting the career track to ensure clear succession requirements and career progression.

As part of its restructuring, the Ministry in 2013 began to review the organisational structure and functions of JPN and PPD. The review found a lack of clear role demarcations between state and district, resulting in duplication of work in areas of programme design, delivery and management of talent movement. In addition, the wide geographical spread of schools and the nature in which PPDs are delineated have resulted in a significant disparity between the largest and smallest PPD in terms of the number of schools they manage. In addition, some job complexities do not commensurate with job grade requirements.

Moving forward

In 2014, the Ministry will continue to review its organisational structure at the federal level. This will provide a holistic structure review from the federal, JPN, PPD to the school level. The Ministry restructuring implementation targets until 2015 are shown in Exhibit 6-2.

Exhibit 6-2

Ministry restructuring implementation targets

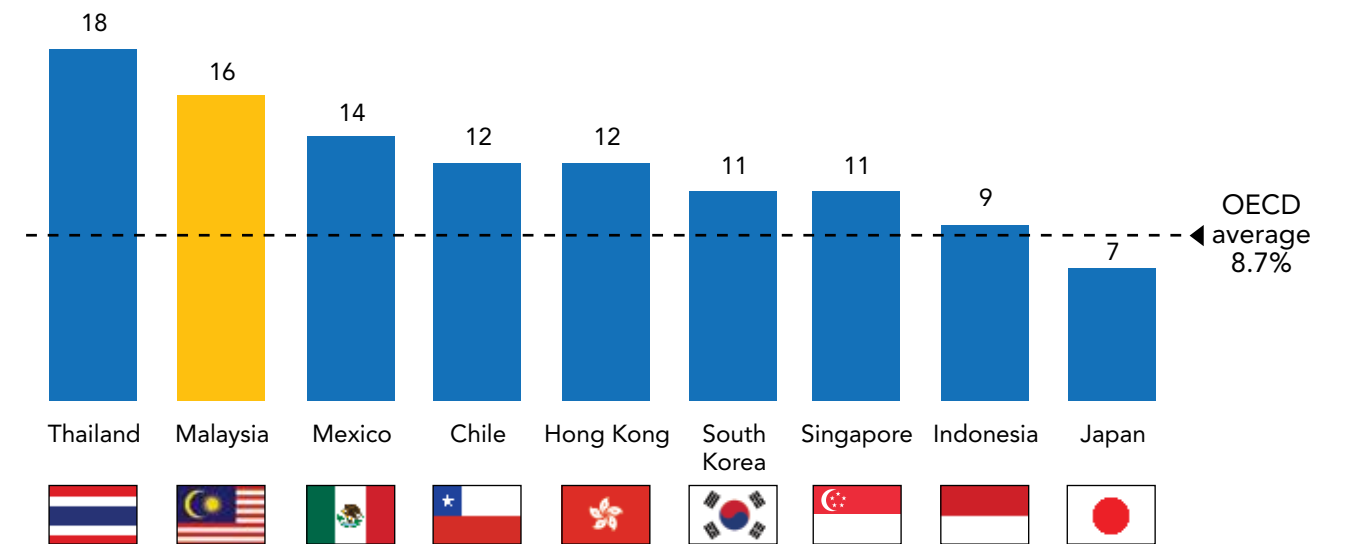| Action	2013	2014	2015
Strengthening capabilities in pivotal positions	Assess competency for JPN and PPD key leadership positions	Identifying talent pool for JPN and PPD leadership positions Implementing the Leadership Professionalism Programme	Implementing the Leadership Professionalism Programme
Delegation of power to JPN	Decision to delegate power to JPN	Delegation of power to JPN upon approval	Expanding the scope of power delegation
Ministry Restructuring	Restructure JPN and PPD	Restructure Ministry Approval of Central Agency for restructuring	Commence Ministry restructuring (from federal level to school level)

Source: Human Resource Management Division, 2013

Optimising expenditure to maximise student outcomes

The emphasis placed by the Malaysian Government on the education sector is reflected by the high percentage of allocations from the country's operational expenditure to education. This is higher than allocations for education in countries within the region and GDP-equivalent countries, such as Mexico and Chile (Exhibit 6-3). The Ministry is determined to ensure that every allocation spent maximises student and teacher outcomes.

Exhibit 6-3

Basic education expenditure as a percentage of total government expenditure
Percent 2008

Thailand	Malaysia	Mexico	Chile	Hong Kong	South Korea	Singapore	Indonesia	Japan
18	16	14	12	12	11	11	9	7

OECD average 8.7%

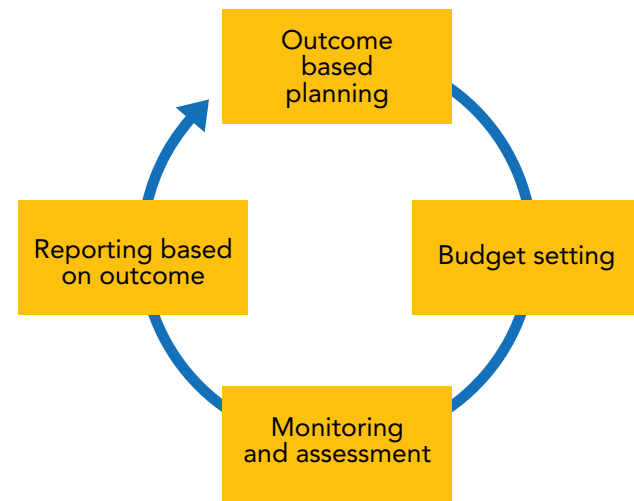Note: Data from 2008 or 2010 depending on latest available data

Source: Ministry of Education Malaysia; OECD-Education at a Glance 2011; Singstat; Ministry of Finance Thailand; Ministry Finance Indonesia; Education Bureau of Hong Kong.

In 2013, the Ministry received an allocation of RM42.77 billion for its operating expenditure and RM2.12 billion for development expenditure, of which 99.9% and 99.2% were spent, respectively. The Ministry began to pilot the distribution of financial allocation based on the Outcome Based Budgeting (OBB) principle, which emphasises the impact and effectiveness of programmes that receive budget allocations (Exhibit 6-4).

Exhibit 6-4

OBB Strategic Cycle

Outcome based planning → Budget setting → Monitoring and assessment → Reporting based on outcome → (cycle)

Source: Ministry of Finance, 2012

Under-enrolled schools

Among the Ministry's efforts to reduce costs is to review the process of teacher allocation for under-enrolled schools. This initiative will optimise staffing and expenditure without impairing the quality of teaching and learning in these schools.

Moving forward

The Ministry is focused on maximising student outcomes for every ringgit invested into the education system. Thus, it will continue its policy of prioritising budgets based on the level of impact a programme has on student or teacher outcomes thus ensuring prudent and efficient management of finances.

Providing basic infrastructure

School infrastructure plays a vital role in creating an environment which is conducive to learning. The Ministry will continue upgrading and maintaining basic infrastructure in schools to ensure that all schools are in good condition and attain basic infrastructure standards within Wave 1 (Exhibit 6-5).

Exhibit 6-5

School infrastructure requirement

Basic (2013-2015)	Baseline (2016-2020)	Future (2021-2025)
For all schools to at least achieve the **bare essentials required for a safe, hygienic and conducive** environment for teaching and learning	To provide the **minimum level of facilities to enable curriculum** and pedagogical delivery	To create an exciting environment for **21st century learning**

Requirements to be further tailored, based on school type (e.g. urban, rural, SKM, schools with hostels)

Basic	Baseline	Future
Physical structure (roof, walls, wiring, paint)	**1 sporting facility**	**Internet connectivity:** At least 10 Mbps for all schools
Classrooms that meet ratio of 15-20 sq ft/student	**24-hour Internet** access at speeds of at least 4-10 Mbps	**1 device/student** at secondary level
Toilets that meet ratio of 1 toilet bowl/ 50 students	At least **1 device for every 10 students in all schools**	At least **1 video conferencing facility** to support distance learning
12 hours electricity, except for schools with hostels which require 24 hour supply	**1 library/resource centre**	At least **1 advanced sports facility per state**
Treated water, that is safe for drinking	**Accessibility features** for the disabled, such as ramps and toilets	**Further changes to school design may be required** based on requirements of new curriculum (e.g. specialist teaching room based on student grade and performance)
1 table and chair per student	**Designated places** for Islamic education activities	
1 workspace per teacher	For secondary schools (subject to size of school):	
1 whiteboard or blackboard per classroom	**Science** (Biology, Chemistry and Physics) + **General Science labs Living Skills workshops** (e.g. Home Economics, Agriculture)	
At least **1 ICT device for every 20 students in all schools**	**Hostel for rural school students** who travel more than one hour to school daily	
Internet connectivity at minimum speed of 2 Mbps		

Source: Guidelines and Rules on Development Planning by the Committee of Standards and Costs, Economic Planning Unit, Prime Minister's Office.

In 2013, a total of 1,693 school maintenance projects were carried out, exceeding the target of 1,608 projects, at a cost of RM287 million under the Special Stimulus Package projects (*Pakej Rangsangan Khas* - PRK). Sabah, Sarawak and Johor executed the most projects and received the largest allocations for construction and maintenance of infrastructure (Exhibit 6-6).

Exhibit 6-6

Total maintenance projects by state in 2013
Number of projects
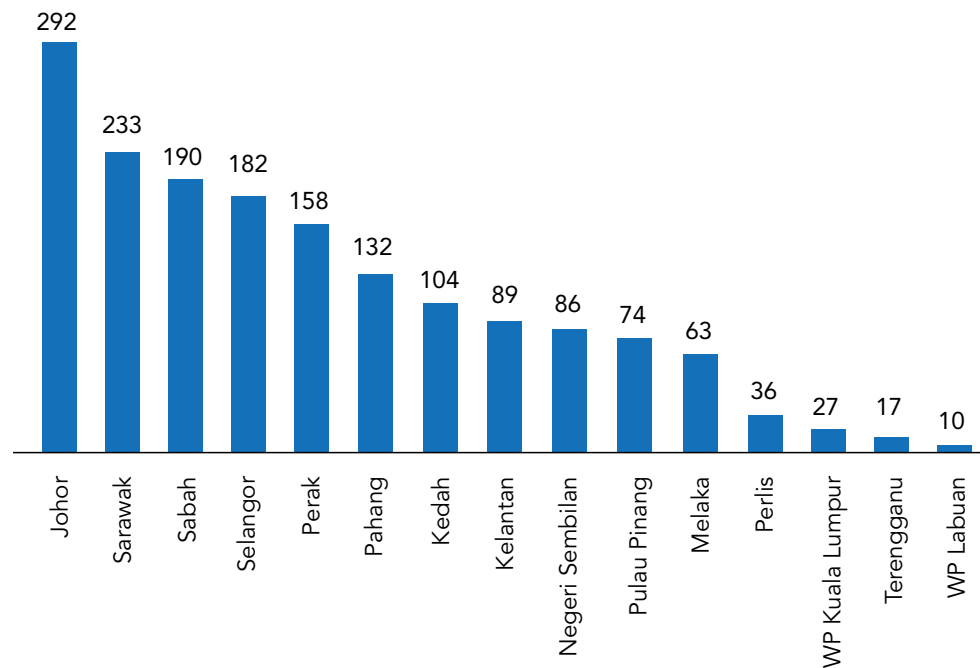
Source: Education Development Division, 2013

The Ministry plans infrastructure maintenance projects based on infrastructure data collected from schools. Complete and accurate data is therefore crucial for the Ministry to prioritise schools that need repairs and also to estimate project costs.

Providing Information and Communication Technology (ICT)

ICT allows students and educators to benefit from modern learning techniques while keeping them abreast with global developments. Furthermore, the usage of ICT will improve efficiency in the Ministry and assist teachers and school administrators in managing school data. Two key initiatives which promote the usage of ICT in teaching and learning, as well as in school management and administration are as follows:

• Provision of 1BestariNet; and
• Integration of education data systems.

1BestariNet

The use of ICT as a medium to improve education has become increasingly important, allowing teachers and students to gain immediate access to information, regardless of their location. ICT has thus been identified as a crucial tool in enabling the Ministry to widen access to education.

The 1BestariNet project provides high-speed Internet broadband access to all Government and Government-aided schools. The project also supports the integration of ICT in schools through the creation of a Virtual Learning Environment (VLE). VLE is a platform for teachers, parents and students to communicate and share learning resources with each other. It also provides wider, more engaging and interactive content to students, while principals, head teachers and teachers are afforded more breadth and depth of learning resources. In addition, teachers are encouraged to develop learning sites to share best practices of teaching and learning through the VLE. It also provides a forum for discussion among the local and international teaching community.

In 2013, 9,045, or 91.5%, of 9,889 schools were connected to high-speed Internet between 2-4 Mbps or 4-10 Mbps, with 6,394 (88.34%) of these schools availing to a 4G Internet network. The Ministry will continue to ensure that all schools are connected to the Internet with the cooperation of state Governments, school management boards, local communities and other stakeholders.

The Ministry also conducted a promotional campaign for 1BestariNet to encourage students and parents to access the VLE using IDs provided. Furthermore, the Ministry developed the *e-Guru* portal, where teachers are able to share and learn best practices in teaching and learning. In 2013, a total of 53 *e-Guru* videos have been uploaded in the portal, exceeding the target of 50 videos. This platform has great potential to strengthen teaching and learning practices amongst teachers. In light of this, the Ministry will continue to develop and improve the site to attract more teachers to leverage of this useful and valuable resource.

Integration of education data

Current and accurate education data is essential in making decisions for policy formulation, planning, development and execution of education programmes. At present, the Ministry utilises more than 28 systems and applications which consist of school, student and teacher data systems. This results in a duplication of information and data inconsistency at the Division, JPN and PPD levels. Moreover, the process of data entry into multiple systems results in duplication of work for teachers.

In order to improve and be more effective, the Ministry has developed the School Management System (*Sistem Pengurusan Sekolah* - SPS), an integrated online data management system which is an entry point for all school data. The implementation of this initiative will simplify the storing and acquisition of data, enable information sharing and avoid duplication of work. Over the last year, the Ministry has focused on a detailed analysis of existing systems and the development of SPS.

From October 2013, the Ministry monitored the readiness of SPS for data integration in selected schools nationwide to determine its effectiveness and identify issues in its implementation. It has been found that the main challenge in SPS implementation is poor internet access in rural and remote areas, where schools are yet to be connected to the 1BestariNet network.

In light of the challenges faced in SPS implementation, the Ministry will continue to increase internet access in all schools. It will also improve teachers' understanding of SPS to enable teachers to fully utilise the system and thus reap the benefits from having a single database.

Moving forward

In 2014, the Ministry will ensure the Education Management Information System (EMIS) contains accurate infrastructure data to plan and monitor school infrastructure repairs. This will reduce the information gap between the Ministry and school and therefore ensure that infrastructure needs and repairs are conducted in a timely manner.

The Ministry will also ensure that all schools are connected to 1BestariNet, with stable and fast Internet connections. Additionally, the Ministry is targeting 10,000 digital learning sites to be developed and uploaded by teachers onto the VLE. Campaigns to encourage teachers to develop learning sites will continue to be carried out at the state and district levels.

The Ministry will concentrate on further expanding and improving connectivity to all schools. It will also encourage teachers to leverage of the VLE and other online resources to improve and share teaching and learning practices with their colleagues as well as incorporating ICT into the classroom.

The Ministry is committed towards greater efficiency in managing financial and human resources, as well as managing its talent skill pool and usage of technology. Through its efforts in increasing efficiency, the Ministry is developing key leadership capabilities, maximising student outcomes with every Ringgit spent and capitalising on technology to improve data management, as well as teaching and learning.
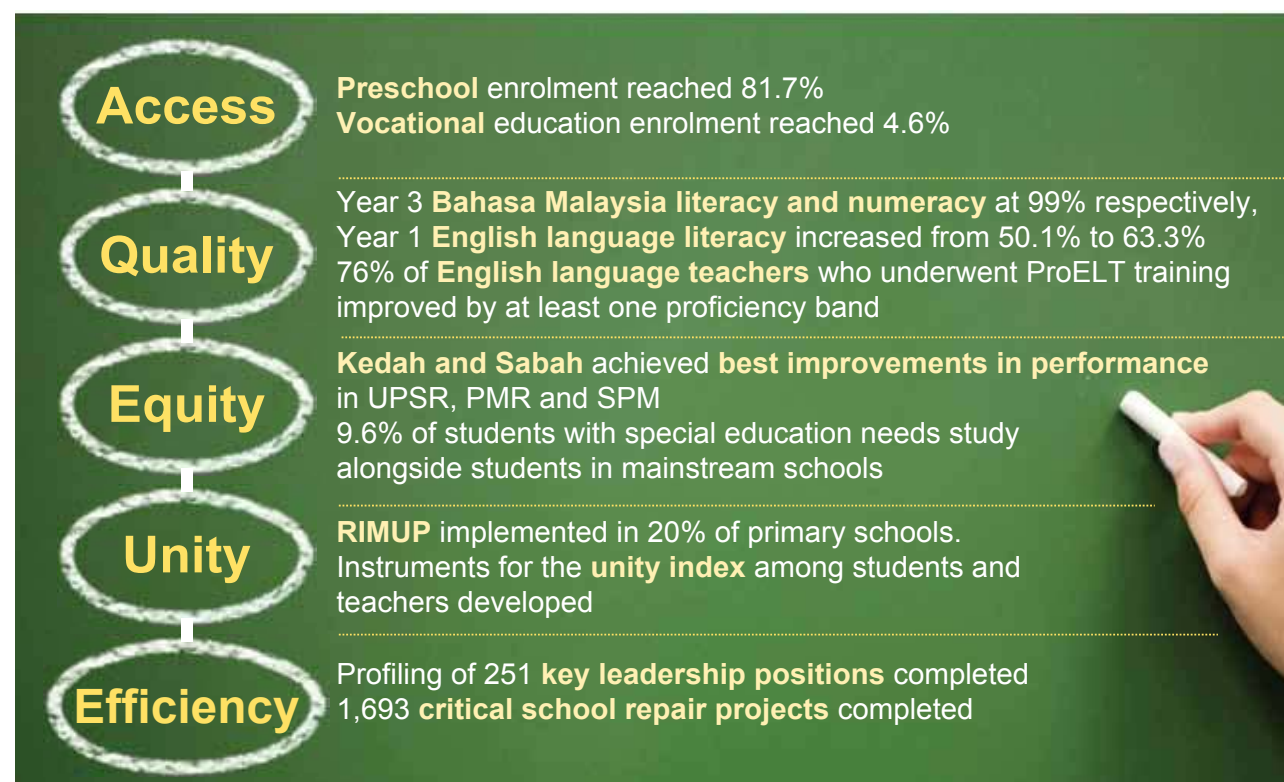
CHAPTER

07

CONCLUSION

The Ministry of Education recognises that education transformation is a challenging journey. In Wave 1 of the Blueprint implementation, focus is given to improving student literacy, changing the system by supporting teachers, raising the quality of teaching and learning and developing strong leaders at the school, district and state level, as catalysts for transformation. Initiatives planned for 2013 have shown encouraging results within the first year of the implementation of the Blueprint (Exhibit 7-1). However, tangible outcomes such as improvements in international assessments will only be visible a few years down the road.

Exhibit 7-1

Key achievements in 2013

- **Access**
  - **Preschool** enrolment reached 81.7%
  - **Vocational** education enrolment reached 4.6%

- **Quality**
  - Year 3 **Bahasa Malaysia literacy and numeracy** at 99% respectively, Year 1 **English language literacy** increased from 50.1% to 63.3%
  - 76% of **English language teachers** who underwent ProELT training improved by at least one proficiency band

- **Equity**
  - **Kedah and Sabah** achieved **best improvements in performance** in UPSR, PMR and SPM
  - 9.6% of students with special education needs study alongside students in mainstream schools

- **Unity**
  - **RIMUP** implemented in 20% of primary schools. Instruments for the **unity index** among students and teachers developed

- **Efficiency**
  - Profiling of 251 **key leadership positions** completed
  - 1,693 **critical school repair projects** completed

There were several important lessons for the Ministry arising from implementation successes and challenges in 2013. The Ministry's experience in 2013 reinforces the need to improve on-going implementation, for example:

1. **Excellent schools and great practices exist in Malaysia:** The Ministry is committed to identify and replicate best practices used by top performing schools across the country – Malaysia has schools which excelled in the PISA 2012 assessment, with achievements comparable to the top education systems in the world, as well as schools which have shown remarkable successes in engaging parents, the community and the private sector.

2. **Alignment of goals:** The Ministry acknowledges that it is imperative to align goals and assign clear roles among all stakeholders, to ensure effective implementation of the Blueprint initiatives, especially in efforts that involve several divisions and external parties. In addition, the Ministry will also continue to build internal capabilities to deliver education transformation across all levels of the Ministry.

3. **Tight co-ordination and detailed planning to overcome implementation challenges:** The Ministry of Education is the largest ministry within the government of Malaysia. The sheer magnitude of the Ministry's operations across more than 10,000 schools requires tighter and seamless collaboration between divisions and with districts and schools, to ensure successful implementation of initiatives.

4. **Active communication and engagement with stakeholders is critical:** Successful education transformation requires the participation of all key stakeholders within and outside of the Ministry – namely, teachers, school leaders, parents and the community. Broader and more effective communication is required to ensure that all key stakeholders are invested in the implementation of the Blueprint. The Ministry also recognises the role of parents in actively participating in their children's education and will continue to engage parents through the Parents' Support Group (KSIB) and Parent-Teacher Associations (PIBG) in schools.

The Way Forward

Moving forward in 2014, the Ministry is determined to continue increasing efforts to achieve the system aspirations envisaged in the Blueprint. The Ministry is committed towards transparency and accountability in the implementation of the Blueprint and has identified Key Performance Indicators (KPI) to measure the progress and success of initiatives. The targets for key initiatives in 2014 have been set as follows:

Aspiration	Initiative	KPI	Targets for 2014
Quality	LINUS 2.0	Percentage of Year 2 students mastering English literacy	83%
	English Proficiency	Percentage of teachers trained in ProELT improving by at least 1 CEFR band	85%
	Principal Charter	Percentage of high potential Headmasters and Principals identified within 6 months to fill vacant positions using the new criteria	100%
	Teacher Charter	Percentage of PISMP intake in IPG from the top 30% of SPM graduates	100%
Equity	District Transformation Programme	Percentage of schools in Band 1 and 2	31%
		Percentage of schools in Band 6 and 7	1.4%
Efficiency	Ministry Transformation	New JPN and PPD structure, including roles, function and accountability presented to JPA	Structure completed and sent to JPA for approval
		Number of key positions profiled at JPN and PPD (Talent Chessboard)	751

The Ministry carries tremendous responsibility in fulfilling the system and student aspirations of the Malaysia Education Blueprint. Successful transformation can only be achieved with the full cooperation and commitment from all parties involved at every level - federal, state, district, school, teacher, as well as parents and local communities.

The Ministry aspires for the following changes across the education system:

- **Teachers** will become leaders in their classrooms, with constant self-improvement and professional development. They will receive more support, coaching and training from the Ministry (e.g. from PPDs, and specialist coaches).
- **School leaders** will become excellent instructional leaders, not just administrative leaders. They will spend more time coaching teachers, and will be agents of change in their schools and the community.
- **District and state education officers** will become better coaches and supporters of schools. They will visit schools regularly and help resolve problems.
- **Ministry officers** will become better collaborators and data-driven decision-makers. They will focus on implementation, on stakeholder engagement and primarily on ensuring improvements in student outcomes.
- **Parents** will become greater partners in their children's learning, working closely with school leaders and teachers to support their children's learning in school and at home.
- **The general public and private sector** will need to provide unwavering support and encouragement to teachers and school leaders, recognising that education transformation requires time and effort. They will need to continue to provide feedback, and be active collaborators with schools and the Ministry on school improvement.

Support towards the implementation of the Blueprint in the past year has been tremendous. The Ministry acknowledges and deeply appreciates the unwavering hard work and commitment of all teachers, school leaders, Ministry officers as well key external stakeholders in transforming the education system.

The Ministry is steadfast in its efforts to support education officers of all levels to deliver quality education to Malaysian children in classrooms nationwide. The Ministry also welcomes constructive feedback from the Rakyat. The Rakyat's active participation in voicing their concerns and providing invaluable feedback plays a critical role in successfully transforming the Malaysian education system.

It is only through this collective effort that the Malaysian education system can achieve its vision of becoming a high performing system.

Glossary

1BestariNet	A project to equip all public schools in Malaysia with high-speed 4G internet and a VLE
1M1P	*Satu Murid Satu Projek* or One Student One Project
4G	Fourth-generation wireless, is a type of technology that can be used with cellular phones, wireless computers and other mobile devices.
ABIM	*Angkatan Belia Islam Malaysia* or Muslim Youth Movement of Malaysia
CEFR	Common European Framework for Reference
CPD	Continuous Professional Development
CPT	Cambridge Placement Test
DTP	District Transformation Programme
ELSQC	The English Language Standards and Quality Council
ELTC	English Language Teaching Centre
EMIS	Educational Management Information System
FasiLINUS	*Fasilitator Program Literasi dan Numerasi* or Literacy and Numeracy Screening Programme Facilitator
GDP	Gross Domestic Product
GPS	*Gred Purata Sekolah* or School Grade Point Average
HOTS	Higher Order Thinking Skills
ICT	Information and Communication Technology
ILKA	*Institut Latihan Kemahiran Awam* or Public Skills Training Institute
ILKS	*Institut Latihan Kemahiran Swasta* or Private Skills Training Institute
IMPaK	*Instrumen Menentu Penempatan Murid Berkeperluan Khas* or Special Education Needs Placement Instrument
IPG	*Institut Pendidikan Guru* or Teacher Education Institute
ISIS	Institute of Strategic & International Studies
JAKOA	*Jabatan Kemajuan Orang Asli* or Department of Orang Asli Development
JPN	*Jabatan Pendidikan Negeri* or State Education Office
JPNIN	*Jabatan Perpaduan Negara dan Integrasi Nasional* or Department of National Unity and Integration
K9 Comprehensive School Model	Schools that provide residential education from Primary Year 1 to Secondary Form 3 for indigenous and minority group students.
KAA	*Kelas Aliran Agama* or Religious Stream Class
KAP	*Kurikulum Asli dan Penan* or Curriculum for the Orang Asli and Penan communities

KBD	*Kurikulum Bersepadu Dini* or Integrated Dini Curriculum
KBT	*Kurikulum Bersepadu Tahfiz* or Integrated Tahfiz Curriculum
KEDAP	*Kelas Dewasa Orang Asli dan Peribumi* or Adult Classes for the Orang Asli and Peribumi communities
KEMAS	*Jabatan Kemajuan Masyarakat* or Community Development Department
KPI	Key Performance Index
KSIB	*Kumpulan Sokongan Ibu Bapa* or Parents Support Group
KSSM	*Kurikulum Standard Sekolah Menengah* or Secondary School Standard Curriculum
KSSR	*Kurikulum Standard Sekolah Rendah* or Primary School Standard Curriculum
KV	*Kolej Vokasional* or Vocational College
LINUS	Literacy and Numeracy Screening Programme
LKPPP	*Lembaga Kenaikan Pangkat Pegawai Perkhidmatan Pelajaran* or Board for the Promotion of Education Officers
LNPT	*Laporan Penilaian Prestasi Tahunan* or the Annual Performance Report
MAS	Minimum Adequate Syllabus
MOE	Ministry of Education
MPPS	*Modul Penggantian Pemimpin Sekolah* or School Principal Replacement Module
MSN	*Majlis Sukan Negara* or National Sports Council
NKEA	National Key Economic Area
NKRA	National Key Result Area
NPQEL	National Professional Qualification for Educational Leaders
NPQH	National Professional Qualification for Headship
OBB	Outcome Based Budgeting
OECD	Organisation for Economic Co-operation and Development
OPS-English	Oral Proficiency in English for Secondary School programme
PADU	Education Performance and Delivery Unit
PASTI	*Pusat Asuhan Tunas Islam* or Islamic Preschools
PDRM	*Polis DiRaja Malaysia* or Royal Malaysia Police
PIBG	*Persatuan Ibu Bapa dan Guru* or Parent-Teacher Association
PIPPB	*Pelan Induk Pembangunan Profesionalisme Berterusan* or Continuous Professional Development Master Plan

Glossary

PISA	Programme for International Student Assessment
PMR	*Penilaian Menengah Rendah* or Lower Secondary Assessment
PPD	*Pejabat Pendidikan Daerah* or District Education Office
PPI	*Program Pendidikan Inklusif* or Inclusive Education Programme
PPKI	*Program Pendidikan Khas Integrasi* or Special Needs Education Integration Programme
PPP	Public-private Partnership
PRIme	Professional Residency and Immersion Programme
PRK	*Peruntukan Rangsangan Khas* or Special Stimulus Package
ProELT	Professional Upskilling of English Language Teachers
PROSPEK	*Program Bersepadu Pembangunan Kompetensi* or Integrated Competency Development Programme
PSK	*Persatuan Sukan Kebangsaan* or National Sports Association
RIMUP	*Rancangan Integrasi Murid untuk Perpaduan* or Student Integration Plan for Unity
SABK	*Sekolah Agama Bantuan Kerajaan* or Government-aided Religious School
SAN	*Sekolah Agama Negeri* or State Religious School
SAPS	*Sistem Analisis Peperiksaan Sekolah* or School Examination Analysis System
SAR	*Sekolah Agama Rakyat* or People's Religious School
SAS	*Sekolah Agama Swasta* or Private Religious School
SBPI	*Sekolah Berasrama Penuh Integrasi* or Integrated Boarding Schools
SDH	*Sekolah dalam Hospital* or School in Hospital
SEAMEO RECSAM	Southeast Asian Ministers of Education Organisation Regional Centre for Education in Science and Mathematics
SHG	*Sekolah Henry Gurney*
SI	*Sekolah Integriti*
SIPartner+	School Improvement Partner
SISC+	School Improvement Specialist Coach
SJKC	*Sekolah Rendah Jenis Kebangsaan Cina* or National-type Chinese school for primary education
SJKT	*Sekolah Rendah Jenis Kebangsaan Tamil* or National-type Tamil school for primary education
SK	*Sekolah Kebangsaan* or National School
SKM	*Sekolah Kurang Murid* or Under-enrolled School
SKPK	*Sistem Kualiti Prasekolah Kebangsaan* or National Preschool Quality System
SKPM	*Standard Kualiti Pendidikan Malaysia* or Malaysian Education Quality Standard

SM	*Sekolah Menengah* or Secondary School
SMAP	*Sekolah Menengah Agama Persekutuan* or Federal Religious Secondary School
SMJK	*Sekolah Menengah Jenis Kebangsaan Cina* or National-type Chinese School for Secondary Education
SMK	*Sekolah Menengah Kebangsaan* or National secondary school
SMPK	*Sistem Maklumat Prasekolah Kebangsaan* or National Preschool Information System
SMPKV	*Sekolah Menengah Pendidikan Khas Vokasional* or Vocational Special Education Secondary Schools
SMT	*Sekolah Menengah Teknik* or Technical Secondary School
SMV	*Sekolah Menengah Vokasional* or Vocational Secondary School
SPK	*Sekolah Pendidikan Khas* or Special Education School
SPM	*Sijil Pelajaran Malaysia* or Malaysian Certificate of Education
SPS	*Sistem Pengurusan Sekolah* or School Management System
STAM	*Sijil Tinggi Agama Malaysia* or Malaysian Religious Higher Certificate
STEM	Science, Technology, Engineering and Mathematics
STPM	*Sijil Tinggi Persekolahan Malaysia* or Malaysian Higher School Certificate
TFM	Teach for Malaysia
TIMSS	Trends in International Mathematics and Science Study
TPV	*Transformasi Pendidikan Vokasional* or Vocational Education Transformation
UI	Unified Instrument
UPSR	*Ujian Penilaian Sekolah Rendah* or Primary School Achievement Test
VLE	Virtual Learning Environment
WP	*Wilayah Persekutuan* or Federal Territory