



MINISTRY OF  
EDUCATION  
MALAYSIA

M A L A Y S I A  
E D U C A T I O N  
B L U E P R I N T

ANNUAL REPORT 2014



CREATIVITY



COLLABORATION



READING  
WRITING  
ARITHMETIC

CRITICAL  
THINKING



ICT  
LITERACY

INFORMATION  
LITERACY



COMMUNICATION





MALAYSIA  
**EDUCATION**  
BLUEPRINT

ANNUAL **REPORT** 2014  
Ministry of Education Malaysia



# Foreword

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I am pleased to present the 2014 Annual Report of the Malaysia Education Blueprint 2013-2025. In September 2013, the Ministry of Education launched the Blueprint, setting the foundations to turn around the education system within a 13 year period. Two years into the transformation journey, positive changes are taking place in classrooms nationwide, despite the challenges faced in the early stages of implementing Blueprint initiatives.

Within the last year, the Ministry prioritised improving the overall quality of schools and ensuring greater equity between urban and rural schools. Under the District Transformation Programme, the number of schools in Band 1 and Band 2 increased to 36.8% while schools in Band 6 and Band 7 reduced to 0.96%. Targeted coaching and support was given to 30 priority districts located in rural areas. These, together with greater empowerment to District Education Offices have enabled them to understand issues on the ground and to provide better support to low performing schools.

In line with the Blueprint's aspirations to build a nation of critical thinkers, the Ministry has made a bold move towards making significant changes in the curriculum and assessment of primary and secondary school students. Thus, in 2014, 20% of UPSR and SPM questions required students to apply Higher Order Thinking Skills (HOTS), signifying the Ministry's commitment towards raising the bar of excellence in education. These steps are necessary to challenge our teachers and students to move away from relying heavily on rote learning to application of knowledge and skills.

Year on year, we have also seen an increase in the number of students enrolled in the Technical and Vocational Education and Training (TVET). In 2014, a total of 22,096 or 5.2% of students who completed their lower secondary education pursued various vocational programmes, the highest number ever recorded in vocational stream. TVET continues to be one of the focus areas of the Ministry, producing skilled labour force for the nation.

In the aspect of teacher quality, entry into Institute of Teacher Education (Institut Pendidikan Guru, IPG) was further tightened, with 100% of IPG trainees having at least

5As in SPM. Teacher training and upskilling on curriculum, pedagogy and assessment for in-service teachers were also continued in 2014, to ensure teachers and school leaders received the support required as the front-liners of education transformation.

The landscape of learning is changing for Malaysian students, with the increased involvement of parents, community and the private sector – encompassing an ecosystem of learning beyond the four walls of a traditional classroom. The Ministry is encouraged by the increasing active participation of the community, a reinforcement of the collective investment into the education of our children.

All the achievements in 2014 were the results of the tireless dedication and commitment of all key stakeholders – the hard work and perseverance of teachers, school leaders and Ministry officers on the ground, as well as the strong support of parents, the community and the private sector. Thank you for your commitment in ensuring the successful implementation of the Blueprint.

We must continue to strive ahead in the journey to transform the Malaysia education system. Large-scale transformation is challenging and as we adapt to new ways of teaching and learning, as well as more efficient ways of managing the Ministry, we must adopt the culture which prioritises performance, outcomes and accountability and improve the way we manage schools and the Ministry. These changes in mind set and culture across all levels of the Ministry are crucial to ensure we are on track to achieve the Blueprint aspirations come 2025.



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

“

All these achievements are the results of the tireless dedication and commitment of all key stakeholders – the hard work and perseverance of teachers, school leaders and Ministry officers on the ground, as well as the strong support of parents, the community and the private sector. Thank you for your commitment in ensuring the successful implementation of the Blueprint.

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# Executive Summary

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## **Strengthening the foundation for quality education continues to be the Ministry's key focus**

In 2014, the Ministry has upskilled teachers, school leaders, state and district education officers.

2

## **There have been some notable achievements in 2014**

Success of priority initiatives has enhanced the accessibility, quality and delivery of education.

3

## **Enhancing performance management in the Ministry**

The Ministry is selecting and grooming the best people to serve the Malaysia education system.

4

## **Transformation involves changing the way we do our core business**

The first two years of the transformation has been challenging but change is taking place.

5

## **The Ministry appreciates the support and effort from stakeholders**

Key stakeholders encompassing teachers, school leaders, parents, the community and the private sector have been instrumental in contributing to the achievements of the Blueprint initiatives.





## 1 Strengthening the foundation for quality education continues to be the Ministry's key focus

*In 2014, the Ministry has upskilled teachers, school leaders, state and district education officers.*

- Student outcomes continue to be a key focus. State and district education officers are trained to provide greater support and interventions to schools in order to narrow the urban-rural gap.
- English Language teachers continue to be upskilled to improve their proficiency and enhance delivery of English literacy and intervention programmes.
- Changes are taking place in the classroom. Teaching and learning, and assessment are evolving to reflect the needs of the 21st century.

## 2 There have been some notable achievements in 2014

*Success of priority initiatives has enhanced the accessibility, quality and delivery of education.*

- In our efforts towards universal enrolment, we have achieved 97.9% enrolment for primary schools, 92.5% for lower secondary schools and 86.4% for upper secondary schools. We have also increased preschool participation to 84.2%.
- The District Transformation Programme (DTP) has narrowed the urban and rural achievement gap. Currently, there are 1,032 School Improvement Specialist Coaches (SISC+) and 312 School Improvement Partners (SIPartner+) who mentor and coach teachers as well as school leaders in Band 5, 6 and 7 schools. District education officers have to play a more effective and critical role in providing support to improve school performance.
- The Ministry has tightened the selection criteria for school leadership. An important prerequisite is certification in National Professional Qualification for Educational Leaders (NPQEL) for high potential candidates to prepare them for their roles and responsibilities as school leaders.



### 3 Enhancing performance management in the Ministry

*The Ministry is selecting and grooming the best people to serve the Malaysia education system.*

- The Ministry has continued to uphold the bar for new teacher trainee intake by having 100% of entrants to Institute of Teacher Education (Institut Pendidikan Guru, IPG) from among the top 30% of SPM graduates.
- The Unified Instrument (UI) has been rolled out to measure teachers' and school leaders' performance. Low-performing teachers and school leaders are receiving targeted intervention.
- The Ministry has commenced a succession plan which identifies and develops high potential individuals. This process will ensure that there is a ready pool of candidates for pivotal positions at all levels.

### 4 Transformation involves changing the way we do our core business

*The first two years of the transformation has been challenging but change is taking place.*

- The Ministry is strengthening its outcome-based programme management and reinforcing accountability at all levels.
- Teachers and school leaders are embracing new ways of teaching and learning, integrating Higher Order Thinking Skills (HOTS) and the use of technology in the classroom. Ministry officers at all levels are also tasked to play greater roles in supporting and assisting schools.
- The Ministry acknowledges change in work culture will take time. The Ministry will continue to support teachers, school leaders and Ministry officers as key enablers of the Blueprint initiatives.



## 5 The Ministry appreciates the support and effort from stakeholders

*Key stakeholders encompassing teachers, school leaders, parents, the community and the private sector have been instrumental in contributing to the achievements of the Blueprint initiatives.*

- The Ministry acknowledges the resilience of teachers, school leaders and officers on the ground in adapting to changes and for their commitment in ensuring our children receive quality education.
- The increased involvement of parents, community and the private sector in schools nationwide, has also contributed to the existence of a learning ecosystem which extends beyond the school.
- The Ministry is thankful for the hard work and dedication of all key stakeholders and values their continued support.

## Stakeholders engagement: Creating awareness, understanding and commitment for implementation

The Ministry continued to engage the education fraternity to create awareness and understanding of the country's education aspirations. For this purpose, a more strategic and targeted approach was developed to disseminate key messages through effective delivery channels for the different stakeholders. The Ministry of Education Committee for Communication and Change Management was set up to focus on enhancing the understanding and increasing the commitment of all towards the implementation of the Blueprint. In 2014, the committee concentrated on three main activities:

- 5-minute Info: Conveying short and concise messages of the Blueprint to be shared during meetings, workshops or assemblies;
- Blueprint Corner: Setting up of Blueprint corner in all education institutions nationwide and carry out activities related to the Blueprint;
- Blueprint Master Trainer: Developing local change agents from District Education Offices (Pejabat Pendidikan Daerah, PPDs), IPGs and Matriculation Colleges to help communicate the Blueprint in their respective institutions.

The Education Performance and Delivery Unit (PADU) continued to communicate the aspirations of the Blueprint through participation in various exhibitions, open days, and direct engagements with more than 10,000 people during interaction sessions involving top management of the Ministry. All media channels – print, electronic, social and outdoor – were utilised to inform the public about the Blueprint and the Ministry's activities. As the Blueprint garnered international recognition, the Ministry continued to receive delegations from South Korea, Japan, Pakistan, Bhutan, Morocco and other countries eager to learn from Malaysia's transformation experience.

# MALAYSIA EDUCATION SYSTEM

## SHIFTS



PROVIDE EQUAL ACCESS TO QUALITY EDUCATION OF INTERNATIONAL STANDARD

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



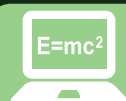
ENSURE HIGH-PERFORMING SCHOOL LEADERS IN EVERY SCHOOL

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

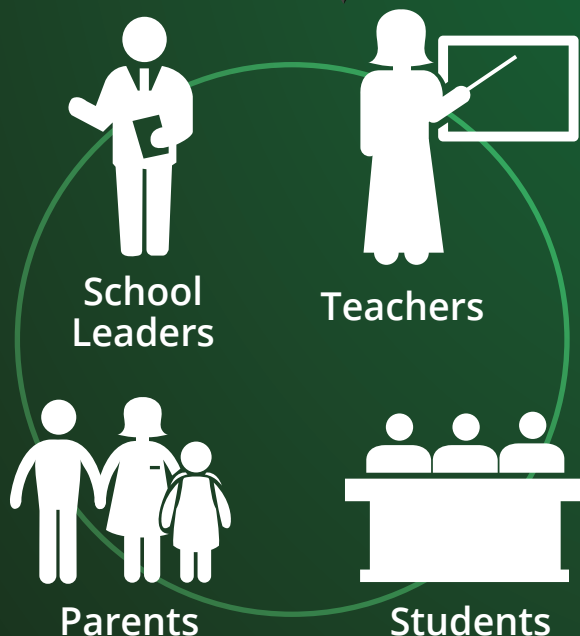
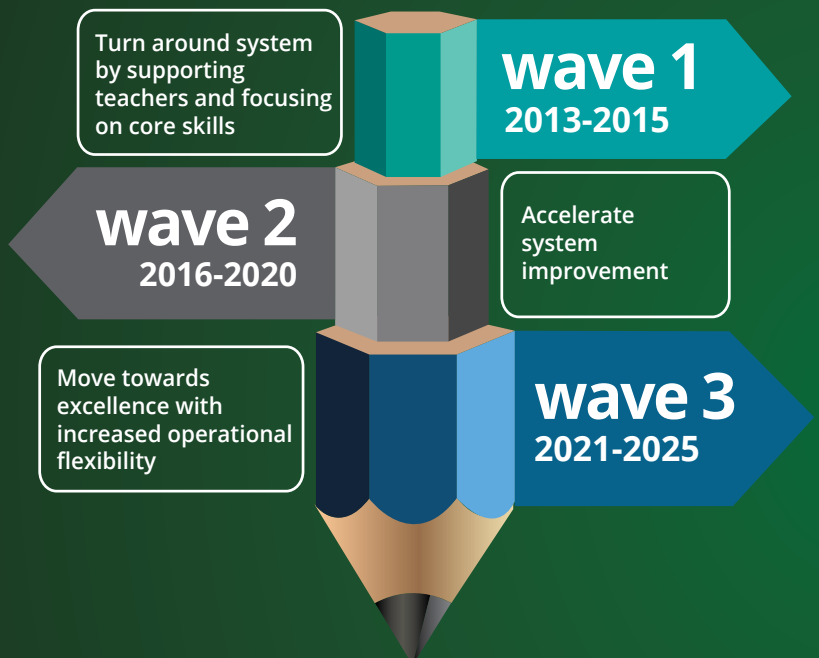
10




INCREASE TRANSPARENCY FOR DIRECT PUBLIC ACCOUNTABILITY

11

## The Waves of the Blueprint Implementation





**Access** 100% enrolment across all levels from preschool to upper secondary by 2020

**Quality** Top third of countries in international assessments such as PISA and TIMSS in 15 years

**Equity** 50% reduction in achievement gaps (urban-rural, socio-economic, gender) by 2020

**Unity** An education system that gives children shared values and experiences by embracing diversity

**Efficiency** A system which maximises student outcomes within current budget



Every student will have ...



**L**eadership skills

**B**ilingual proficiency

**E**thics and spirituality

**N**ational identity

**K**nowledge

**T**hinking skills

... aligned with the National Education Philosophy



## CHAPTER 1

# 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.

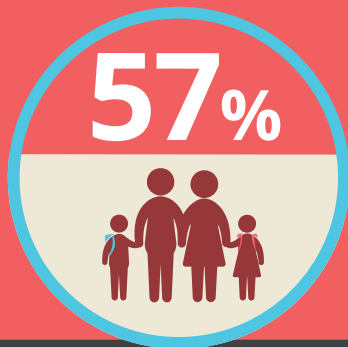


i. Extraction  
... and other  
... to separate  
...  
p. Digestion  
... to separate  
...  
...

# 2014 KEY HIGHLIGHTS & ACHIEVEMENTS

# 10,502

PROFESSIONAL UPSKILLING OF ENGLISH LANGUAGE TEACHERS



Parents' attendance in **6** Key School Activities

**10,502**

English Language Teachers trained under

**ProELT Programme**

Registration Day

Target Setting Day

Report Card Day

Sports Day

PTA Annual General Meeting

Prize Giving Day



**2,000**

Potential Principals/Headmasters trained in the

**NPQEL**

National Professional Qualification for Educational Leaders programme

**63%**

of NPQEL 2014 graduates passed with a CGPA above 3.75

TIMSS & PISA

**62**  
MODULES

**63.3%**

LINUS 2.0 English Literacy Achievement (Year 1)

**70.2%**



2013



2014

Quality is at the heart of the Blueprint. To prepare young Malaysians to face the challenges of the 21st century, the Blueprint aims for the Malaysia education system to provide students with the relevant knowledge, skills, and values at par with the best-performing education systems in the world.

Integral to the transformation is the quality of teaching and learning. Thus, it is of utmost importance for the Ministry to set a high standard for teachers and leaders in schools.

In 2014, the Ministry focused on several key activities in raising quality in the system as follows:

- Incorporating Higher Order Thinking Skills in the curriculum, assessment and pedagogy;
- Raising the standard of English Language;
- Enhancing the skills of teachers and school leaders; and
- Engaging parents and the community to create a learning ecosystem.

### PROMOTING HIGHER ORDER THINKING SKILLS

For the young generation of Malaysia to thrive in the globalised economy, the emphasis of education should no longer be just on understanding and retaining knowledge. Students should be equipped with a range of cognitive or Higher Order Thinking Skills (HOTS). The education system should develop students' ability to apply knowledge, skills and values in reasoning and reflection for problem solving, decision making, innovating and creating.

The Ministry has developed 62 modules, comprising teaching guides, presentation slides, student activity sheets and test items to improve the thinking skills of Form 2 and Form 3 students. These modules further emphasised the scientific inquiry and problem solving skills incorporated in the primary and secondary Mathematics and Science curriculum. To ensure changes in teaching and learning in the classroom, a total of 15,768 Science teachers, 16,123 Mathematics teachers and 50,957 teachers from various other subjects were trained on strategies to incorporate HOTS in the pedagogy and assessment as of December 2014. The Ministry has started to see some positive changes happening in the classroom as teachers incorporate HOTS into the teaching and learning processes.

In 2014, students who sat for public examinations answered questions which incorporated the element of HOTS. Across all examination papers, 20% of questions tested analytical, application and reasoning skills. This reflects the Ministry's commitment to shift from rote learning to the application of reasoning, critical and creative thinking in problem solving.





## Stepping into the 21st Century classroom : SMK Dato' Perdana, Bachok, Kelantan

Students must be prepared to face the challenges of the 21st century. Therefore, in addition to mastering the 3Rs, which are reading, writing and arithmetic, they also have to be equipped with the 4Cs, which are creative and critical thinking, communication and collaborative skills. Teachers must transform their teaching and learning strategies to provide students with more avenues and enriching experiences in gaining knowledge and skills. With these changes, the classroom setting and dynamics need to be transformed to facilitate active student participation in learning.

The State Education Office (Jabatan Pendidikan Negeri, JPN) of Kelantan initiated the pilot project "21st Century Classroom" in 100 schools to equip classrooms with the necessary setting, facilities and tools for teaching and learning. The project aims to encourage students to work collaboratively and enhance their skills in the 3Rs and 4Cs. Using existing resources, schools in the state started to prepare the 21st Century classrooms based on guidelines developed by the Ministry under the District Transformation Programme (DTP). The classroom setting was changed to enable group work and encourage creativity, interaction and communication among students. The JPN and the District Education Offices (Pejabat Pendidikan Daerah, PPD) together with the School Improvement Specialist Coaches (SISC+) and School Improvement Partners (SIPartner+) continuously collaborated to enhance teachers' pedagogical skills relevant for the 21st century. Parents were also encouraged to help schools to provide a more conducive learning environment.



21st century learning is much needed in this current age. The Ministry has provided various facilities such as Virtual Learning Environment (VLE) and 1BestariNet connection to ensure students have access to knowledge no matter where they are. The teaching and learning process becomes more interactive as students become independent learners. Our students can learn at any time, and do not depend entirely on the teachers as knowledge providers. Teachers play the role of facilitators and students become more responsible for their own learning."

"Methods used in the 21st century learning classroom are different from the previous methods. We have to find information ourselves for the tasks given to us in every subject. I can understand the topics faster through our presentation sessions. I can also communicate better with my friends through our project work. Because of that, I can develop my soft skills and cooperate better with my friends. I always try to prepare earlier to have better discussion in the class. I am more confident to surf the Internet and have also increased my ability to use the ICT tools. Now, I am happier to go to school."

Siti Khalilah Salleh  
Form 4 student

Puan Hajah Khatimas Mahmood  
Head teacher

“

The 21st century classroom is very good as it makes the teaching and learning process easier. Teachers can plan for their lessons better and in detail. Overall, the method has also increased participation from all students in the classroom. The students are more cooperative and the learning environment is more enjoyable. We hope the students will become more confident and mature.”

**Pn. Nooraihan Abd Hamid**  
Bahasa Malaysia teacher



“In the 21st century classroom, teachers play an important role as facilitators. Teachers have to plan their lessons carefully and challenge their students intellectually. Classroom activities emphasise the need to seek information and teachers facilitate the learning process. The shift in teaching and learning will enable schools to better nurture students who are knowledgeable, able to lead, articulate, and able to work collaboratively. As an Assistant PPD, I will continue to ensure teachers champion the 21st century classroom. I am happy to see the changes happening in the classroom. Based on my observation, students are more active and bold in expressing their opinions. I believe if all teachers embrace and implement the 21st century classroom, the aspirations as stated in the Blueprint will be realised.”

**Pn. Soo Ah Khem**  
Assistant PPD, Language Management  
PPD Bachok, Kelantan



### DEVELOPING HOTS THROUGH CO-CURRICULAR ACTIVITIES

The elements of HOTS are instilled in all activities inside and outside the classroom, including co-curricular activities which are uniform bodies, clubs and societies, and sports and games. In 2014, the Ministry introduced the Schools Clubs and Societies Innovation Project Competition, building upon the 1Student 1Project programme. The competition which was opened to all secondary students received overwhelming responses from schools all over the country. A total of 1,948 or 82% of secondary schools participated in the competition.

The competition managed to uncover the students' hidden talents and stimulate their innovative ideas. It also managed to attract the attention and encouraged greater involvement from teachers, parents and community in the students' projects. The project was evaluated from inception to completion in order to assess students' abilities and levels of achievement in successfully completing their chosen project. The evaluation scores were included in the students' yearly

co-curricular assessment, which makes up part of the Physical, Sports and Co-curricular Assessment (Pentaksiran Aktiviti Jasmani, Sukan dan Kokurikulum, PAJSK). PAJSK is one of the four components of the school based assessment (Pentaksiran Berasaskan Sekolah, PBS).

SMK Methodist, Miri, Sarawak was declared the winner of the inaugural competition. Their innovative project was called the "Magic Rollers". The idea for the project was triggered from a problem faced by the school when hundreds of chairs in the school hall had to be moved from one place to another. The students created a tool to move the chairs easily using a set of four rollers to hold the chair legs. This decreased the loud noise from the friction between the chair and the floor and prevented scratch marks on the floor when students pulled the chairs. The tool was created using recycled materials such as metal food cans, wheels and screws to hold the chair legs. The tool was created at a low cost, is easily portable and consumes minimal storage space.

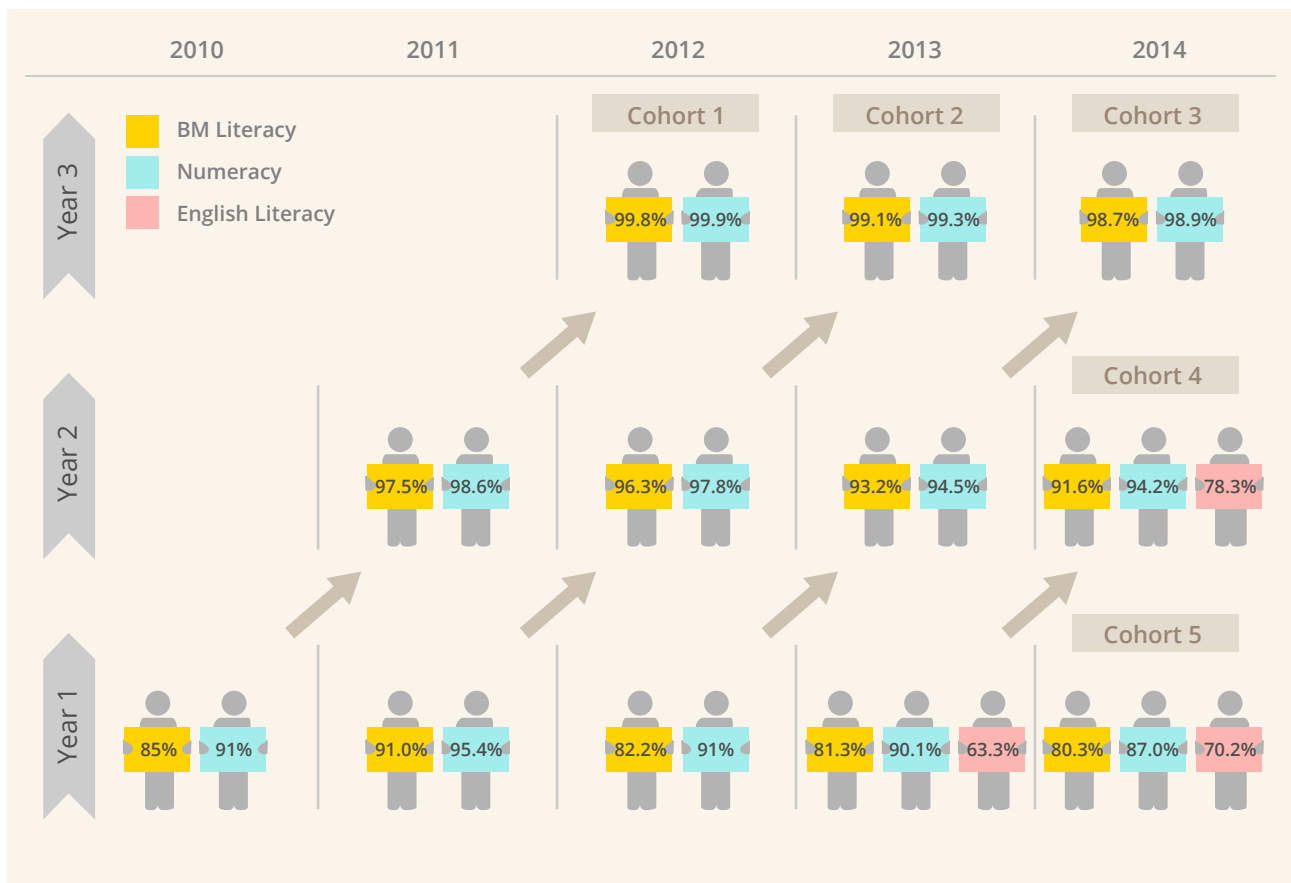
**BILINGUALISM**

The Ministry aims to ensure that every child is proficient in Bahasa Malaysia and the English language upon leaving school. To build a strong foundation for primary school children in Bahasa Malaysia literacy, English literacy and numeracy, the Ministry has implemented a screening and intervention programme for all Level 1 students called the Literacy and Numeracy Screening (LINUS).

Since 2013, the LINUS programme has incorporated an English literacy component. The 2013 cohort achieved 63.3% in English literacy in Year 1 and improved by 24% to 78.3% in Year 2. The Year 1 students in the 2014 cohort achieved 70.2% in English literacy and outperformed the achievement of the previous cohort. These achievements signify an improvement in the programme delivery.

**Exhibit 1-1**

**LINUS achievement, 2010 – 2014**



Source: Education Performance and Delivery Unit

A critical challenge faced by any English language teacher is applying differentiated teaching and learning strategies to students with varying language proficiency levels in the same class. Teachers are thus required to play a dual role – as a mainstream English language teacher and a remedial teacher. There is a distinct difference in skills sets between these two roles. As such, the Ministry has provided remedial English language training to English language teachers to equip them with remedial teaching skills. The training was also provided to FasiLINUS to enable them to act as facilitators in the training of teachers. In 2014, a total of 7,750 Year 3 English language teachers and 327 FasiLINUS benefitted from the training.

In 2014, the Ministry initiated the English Enhancement Programme for Secondary Schools to increase the proficiency level of students. The programme focuses on targeted interventions in 1,191 “hotspot” schools nationwide. Hotspot schools are schools with low passing rates for the SPM English Language paper. There are two components of the intervention programme - an In-Class component and an Out-of-Class component. The intervention programme has shown successes, with 140 hotspot schools achieving at least the national average passing rate in the SPM 2014 English Language paper.

a. In-Class Component

This component aims to enable teachers to recognise and address the learning needs of individual students by applying differentiated teaching and learning in the English language classroom. School Improvement Specialist Coaches (SISC+) play a critical role to guide teachers in enhancing teaching and learning through this programme. In 2014, 106 SISC+ attended training in Differentiated Teaching and Learning, as well as Coaching and Mentoring. The In-Class component will be fully implemented to all upper secondary English language teachers in 2015.

b. Out-of-Class Component

The Out-of-Class component aims to maximise co-curricular activities to boost students' confidence and proficiency in the English language. In 2014, 565 English panel heads and teachers were trained on methods to integrate the New School Times supplement as a resource for improving student proficiency through the Newspaper in Education programme. The panel heads then cascaded the training to 1,477 teachers.

The Ministry also conducted joint programmes with other agencies in efforts to create fun and exciting language learning experiences for students. Among the activities conducted in 2014 were:

- The CLICK! 4.0 Entrepreneurship Social Skills Camp: This event was jointly conducted by the Ministry and the Embassy of the United States of America. A total of 110 students from 22 schools in Terengganu and Pahang participated in the camp.
- The Teen Speech and Drama Camp: The camp was jointly conducted by the Ministry and Enfiniti Academy. A total of 114 students with low English language proficiency from 23 schools in Kuala Lumpur participated in the camp.

The Professional Upskilling of English Language Teachers (ProELT) programme has been designed as an intervention measure to improve the English language proficiency and enhance the pedagogical skills of teachers. In 2014, a total of 10,502 teachers were selected to attend the programme, with the aim of moving up teachers by one proficiency band level on the Common European Framework of References for Languages (CEFR).

The result of the Aptis test conducted at the end of the ProELT programme showed a total of 519 out of 591 (87.8%) teachers have successfully improved from Band B1 to B2, and 1,716 out of 3,979 (43.1%) teachers have improved from B2 to C1. Overall, out of 4,579 teachers that completed the programme and sat for the post-Aptis test, a total of 2,244 teachers have improved one proficiency level, and another 166 teachers have improved two proficiency levels.

To further emphasise the importance of English proficiency in students, the Ministry implemented the following additional measures:

- English Language Skills Acquisition (ELSA)  
In 2014, the English language assessment for PT3 was expanded to include listening and speaking skills in addition to reading and writing skills. This assessment was developed by the Ministry with reference to the CEFR and additional guidance from the Cambridge International Examination (CIE) as a measure to benchmark student proficiency level to international standards.



- **Native Speaker Programme**  
In 2014, 360 native speakers from English-speaking countries such as United States of America, England, Australia and New Zealand were placed as mentors in 1,800 primary schools in remote areas. This programme continues to build teachers' capacity in language proficiency, resource personnel development, and instructional leadership through in-house support and training.
- **English Teaching Assistants (ETA)**  
English Teaching Assistants is a 10 month programme jointly managed by the Ministry and MACEE (Malaysian-American Commission on Education Exchange). Since 2012, a total of 225 ETAs, who are selected scholars from the Fulbright Programme, were placed in 101 primary and secondary schools to provide assistance to local English teachers in raising students' interest, confidence, and communication skills through classroom lessons, co-curricular activities and special projects. A study by the Ministry found this programme has helped to increase students' interest and language learning, especially in rural areas.

## Bringing the world to Malaysian classrooms: ETAs in SMK Kompleks Gong Badak, Kuala Terengganu



Since 2012, students of SMK Kompleks Gong Badak, Kuala Terengganu were fortunate to have three different Fulbright English Teaching Assistants or ETAs. Based on my observation, the students enjoyed interacting with the native speakers, even those with low proficiency levels of English. Although the ETAs may have limited pedagogical training in teaching English, they were able to assist English teachers to provide enrichment activities such as group singing, presentations and language games during lessons and outside the classroom. Not only did students have more opportunities to express themselves in English, even the teachers felt encouraged to practice the language with the ETAs. One such example was when we had an ETA who helped the Physical Education teachers implement the 1Student 1Sport policy by popularising frisbee. The students love playing it; we even have a Frisbee Club now."



The centralised English Camp conducted by the ETAs in Kuala Terengganu was quite successful as students who were usually shy were drawn out from their shells and were able to use the language in the activities. I was happy to see some of my more reserved students attempting to communicate in English with the ETAs. I believe this has been an enriching language learning and cultural exchange experience for my students."

**Pn. Mahiran Mohd Noor**

English language teacher, SMK Kompleks Gong Badak, Kuala Terengganu, Terengganu



## Promoting the learning of English Language through the Teen Speech and Drama Camp

The stage was set. Smoke dispersed throughout the theatre and the curtains made way for what looked like an international stage production. Batrisyia, one of the actresses on stage, seemed to be thoroughly enjoying herself. She exuded confidence in every move, and was accompanied by flair and fluency in every spoken line. The audience was positively surprised; they did not expect a 4-day, 3-night camp would result in an amazing show and at the same time enabling the students' to use the English language with confidence.

The students were participants of the inaugural Teen Speech and Drama Camp, most of whom have low proficiency level in the English language. They were selected from 23 schools around Kuala Lumpur. Organised by the Ministry of Education in collaboration with Enfiniti Academy, 114 students aged 15 and 23 teachers were immersed in the world of drama and acting, providing them the opportunity to converse and express themselves in English.

With the guidance of experienced theatre actors, Batrisyia and other participants were exposed to elements of theatre, acting and artistic performance, as well as other skills such as leadership, teamwork, and effective communication through constant interaction and group work. At the end of the week, the participants' level of confidence to use the language increased, which is a strong prerequisite for successful language acquisition. As for the teachers, the camp provided an avenue to explore new ideas to make the teaching and learning process fun and meaningful.

**"This program is so much fun! I can't wait to go back and start a Speech and Drama club in my school."**

**Nur Batrisyia Anuar**  
Speech and Drama Camp participant,  
SMK Bandar Tun Razak, Cheras, Kuala Lumpur



“

**I feel the Teen Speech and Drama Camp has greatly improved my confidence and increased my public speaking skills to a whole new level. Learning English has never been this fun! I look forward to sharing this with my friends and family."**

**Dhevyah Shangkar**  
Speech and Drama Camp participant  
SMK Bangsar, Kuala Lumpur





“English is a language of expression, and to master it, you need to express yourself with confidence. Drama is a wonderful platform for anyone to learn to express themselves, and at the same time it builds confidence and the skills required to master the English language. I am very happy to see a wonderful performance by the participants and sincerely hope that they will continue their adventure into the fascinating world of drama.”

**Puan Sri Tiara Jacqueline**  
Enfiniti Academy



*The Teen Speech and Drama Camp is an out-of-classroom component of the English Enhancement Program for Secondary Schools initiative under the Malaysia Education Blueprint 2013-2025. The program aims to enhance communication skills through speech and drama, build self-confidence and improve English language fluency.*



## TEACHER QUALITY

The Ministry has set a more stringent admission requirement for intake into the Institute of Teacher Education (Institut Pendidikan Guru Malaysia, IPG) for its Bachelor of Education Programme (Program Ijazah Sarjana Muda Pendidikan, PISMP). Only the top 30% of students or those with a minimum of 5As in SPM are eligible to enrol for this programme.

This admission requirement puts IPG on par with countries which have the best education systems. As a comparison, countries such as Finland, Hong Kong and Singapore have also set the admission requirements for teacher trainees to be among the top 20% - 30% of the graduating class. However, South Korea managed to set a more stringent admission requirement by attracting 5% of their top graduating class into the teaching profession.

In 2014, 99.8% of the new trainees in IPG had obtained at least 5As in SPM. The remaining intake of 0.02% was given exemptions from fulfilling all the entrance requirements due to the nature of the specialised courses which require specific talent, skills and background. Grade A in the English Language SPM paper has also become a prerequisite for applicants aspiring to be English language teachers. For the Teaching of English as a Second Language (TESL) programme commencing in 2014, the whole intake obtained at least an A in the English Language SPM paper. Graduates for the English language courses must also obtain a minimum of Band C level based on the CEFR before being deployed to schools nationwide.

## Exhibit 1-2

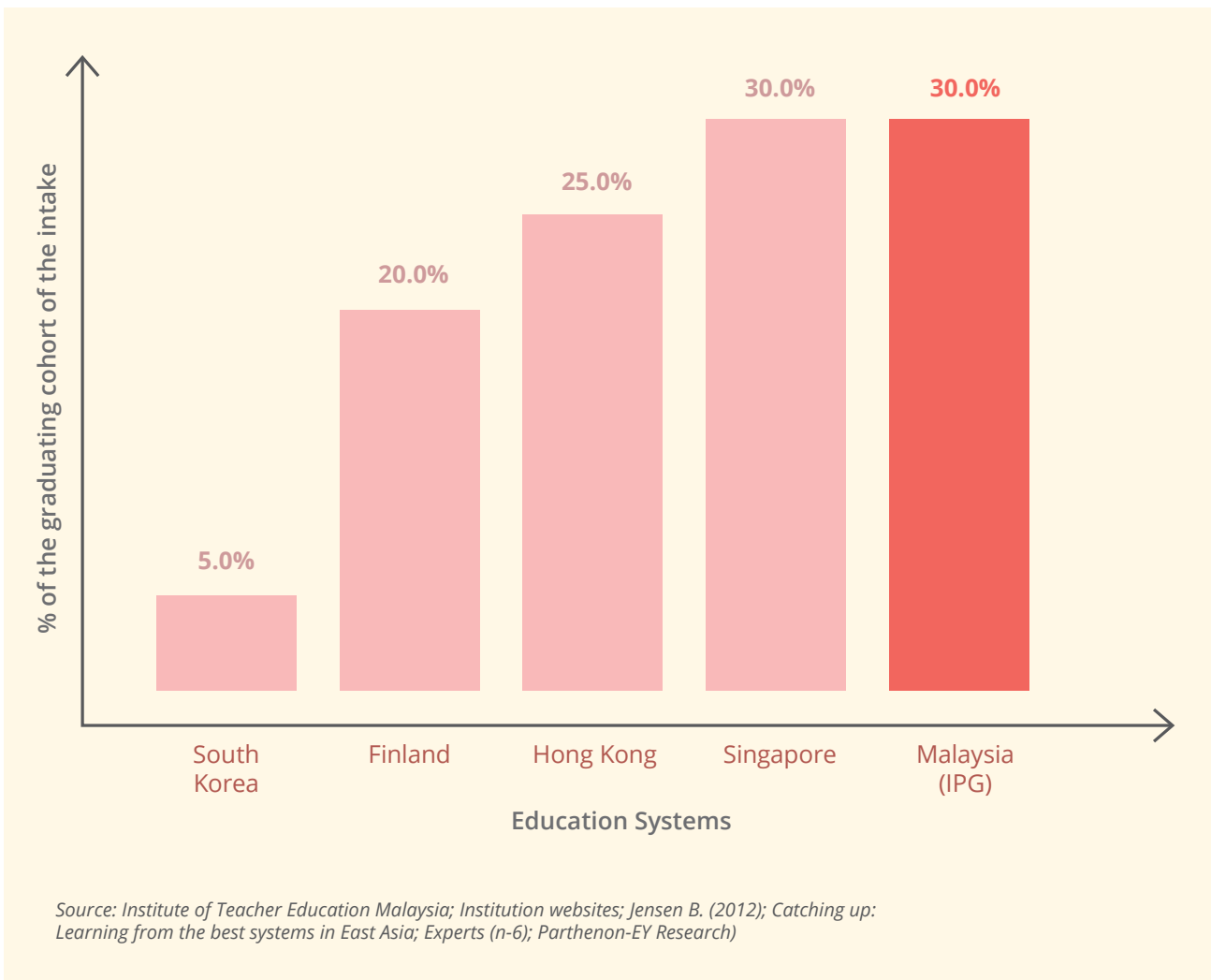
## Institut Pendidikan Guru, IPG intake, 2013 – 2014

| SPM Achievement | 2013 | 2014  |
|-----------------|------|-------|
| At Least 5As    | 70%  | 99.8% |
| At Least 7As    | 42%  | 51%   |
| At Least 9As    | -    | 22%   |

Source: Institute of Teacher Education Malaysia

## Exhibit 1-3

## Quality of intake by education systems



The Ministry has launched and distributed the Continuous Professional Development (CPD) Plan to all principals and head teachers in Malaysia. The plan serves as a guideline for school leaders and teachers to develop themselves professionally and enhance their core competencies. Some of the suggested activities that would help in improving teacher professionalism are coaching and mentoring, innovation project, knowledge discourse and benchmarking.

To maintain the quality of teachers in schools, the Ministry implemented the following activities:

- New Teacher Development Program - an induction course to help new teachers fit into their role.
- Competency Development Course - a compulsory course for low performers to meet the minimum competency standard set by the Ministry.
- Competency Development Course by Grade - an optional development programme to increase teacher competency. In 2014, 23,507 Grade 41 teachers participated in the programme.
- e-Guru videos - an additional resource for teachers to enhance their teaching and learning sessions. A total of 105 e-Guru videos were introduced in 2014.

The Ministry introduced the Unified Instrument (UI) in 2014 to gauge the baseline of teacher performance. During this pre-implementation stage, teachers undergo a continuous performance review. They were assessed based on teaching competencies and performance in improving student outcomes. Underperforming teachers will receive additional support through counselling and professional development programmes. Those who show no improvement and continue to underperform will be exited.

## SCHOOL LEADERSHIP

New selection criteria for principals and head teachers based on merit and qualification was introduced in 2013 and fully implemented in 2014. To help address the issue of vacant leadership positions in primary schools and to provide opportunities for outstanding potential head teachers, the Flexi Grade Position Warrant was approved in September 2014 and implemented with immediate effect. A vacant post for head teacher which was previously reserved only for officers at grade DGA32/34 can now be filled by those at grade DGA32 to DG48. As a result, the percentage of head teacher positions filled has significantly increased from 56.9% in June 2014 to 98.8% in December 2014.

To ensure an adequate pool of qualified candidates for principals and head teachers, efforts are also being made to identify potential candidates for the National Professional Qualification for Educational Leaders (NPQEL) programme. A total of 1,020 teachers have obtained the NPQEL certification, of which 63% attained a Cumulative Grade Point Average (CGPA) of 3.75 and above. In addition, various programmes are carried out to ensure principals and head teachers receive preparatory induction and training to assist them in developing and sustaining their leadership skills.

The Immersion and Residency Programme (Program Residensi dan Imersif, PRLIme) was piloted in 2013 to ease the transition of newly appointed principals and head teachers into their roles. In 2014, 109 head teachers and 81 principals successfully completed the programme.

## PARENTS AND COMMUNITY INVOLVEMENT

Under the Parental, Community and Private Sector Involvement Initiative, school leaders and teachers are encouraged to engage parents using the guidelines in the School Engagement Toolkit (Sarana Sekolah). Schools have also established the Parents Support Group (Kumpulan Sokongan Ibu Bapa, KSIB) under the Parent Teacher Associations (PTA). Parents in the KSIB play an important role in engaging other parents to be involved in school activities, for example volunteering to teach extra classes, gotong-royong sessions and chaperoning for school events. They also provide support to other parents on parenting skills and child management strategies.

As a continuation from all the efforts started last year, the Ministry began measuring the attendance of parents for 6 key school activities, which are Registration Day, Performance Target Setting Day, Annual Parent Teacher Association Meeting, Report Card Day, Sports Day and Prize Giving Day through e-Sarana, a pilot online system. The system showed the baseline national average of parents' attendance for the 6 activities was 57%. The Ministry understands that parents' participation is more than just about the quantity, but more importantly the quality of involvement. There are some inspiring stories from schools that show the dedication of parents to support schools.

## Strong collaboration with alumni, the community and the private sector: SJKC Union, Pulau Pinang



SJKC Union, Pulau Pinang is an urban school that fully utilises technology in the classroom, a unique example of ubiquitous learning in a public school. This way of learning is made possible through generous contributions from notable alumni, parents, the community and the private sector. Every classroom is equipped with a Smart TV, which gives teachers immediate access to electronic textbooks and online resources used in lessons every day.

In collaboration with the community and the private sector, the school organises programmes tailored to students' interests such as the Astronomy camp and participation in large scale recycling campaigns. Parents are also committed to the school, showing active participation in school activities such as being traffic wardens and volunteers to welcome students to school every day.



## Excellence in holistic student achievement, the outcome of an invested rural community: SK Hj Ismail, Kuala Kedah, Kedah



SK Hj Ismail is a rural school located in a fishing community in Kuala Kedah. Parents and local community members are always seen around the school, helping to improve the school infrastructure, and committed to building an environment which is conducive for learning. Through the efforts of the head teacher and chairman of the Parents Teachers Association (PTA), the annual PTA meeting is attended by almost all parents in the school. There is also frequent communication from the school to parents regarding school activities and ways parents can support their children's learning. SK Hj Ismail is a high performing, Band 2 school, with 100% of its students passing the UPSR examination in 2014. Students also excel in co-curricular activities. Excellent parents' involvement and commitment also contributes towards the success of the school.

## PRIVATE SECTOR INVOLVEMENT: TRUST SCHOOLS

The private sector plays an important role to support the national education system. The Trust School Programme was developed in 2009 and is a collaborative effort with partners from the private sector, NGOs and members of the local community to create a transformational model for schools. A diverse range of schools are selected under the programme. A key factor for school selection is the transformational potential of a school. In 2014, an additional 17 schools were selected for the Trust Schools Programme, bringing the total to 30 schools.

The Trust School Programme has been ongoing for 4 years. To date, the Trust Schools have shown progress in the transformation of the school. Thus far, the Cohort 2011 schools have seen commendable achievements. For example, SK Kampung Layau was named the Anugerah Pencapaian Cemerlang Sekolah 100% Orang Asli 2014 Peringkat Kebangsaan, SJKT Kangkar Pulai was awarded the title of Cluster School, SK Tabuan received the Anugerah Khas Ketua Menteri Sarawak – Kategori PIBG Sekolah Rendah Tahun 2013 and SM Sains Kuching ranked 5th among Fully Residential School for SPM Results.

### Exhibit 1-4

#### List of Trust Schools by state and cohort

| NO | STATE   | COHORT | SCHOOL                          |
|----|---------|--------|---------------------------------|
| 1  | SARAWAK | 2011   | SK COMBINED                     |
| 2  |         | 2011   | SK TABUAN                       |
| 3  |         | 2011   | SMK SERI SETIA                  |
| 4  |         | 2011   | SK KG. EMPILLA                  |
| 5  |         | 2011   | SEKOLAH MENENGAH SAINS KUCHING  |
| 6  | JOHOR   | 2011   | SJKT KANGKAR PULAI              |
| 7  |         | 2011   | SK KG. LAYAU                    |
| 8  |         | 2011   | SMK SEMENCHU                    |
| 9  |         | 2011   | SK BANDAR UDA 2                 |
| 10 |         | 2014   | SK LADANG PENDAS                |
| 11 |         | 2014   | SK MEDINI                       |
| 12 |         | 2011   | SMK GELANG PATAH                |
| 13 |         | 2014   | SMK MEDINI                      |
| 14 |         | 2014   | SK JERAM BATU                   |
| 15 |         | 2014   | SJKC YU MING 2                  |
| 16 |         | 2014   | SK PEKAN NANAS                  |
| 17 |         | 2014   | SEKOLAH MENENGAH AGAMA BUGISIAH |
| 18 |         | 2014   | SMK PEKAN NENAS                 |
| 19 |         | 2014   | SK PASIR GUDANG 1               |
| 20 |         | 2014   | SK PASIR GUDANG 3               |
| 21 |         | 2014   | SK PASIR GUDANG 4               |
| 22 |         | 2014   | SMK PASIR GUDANG 2              |
| 23 |         | 2014   | SMK PASIR GUDANG 3              |



| NO | STATE           | COHORT | SCHOOL                         |
|----|-----------------|--------|--------------------------------|
| 24 | WP KUALA LUMPUR | 2013   | SK SULTAN HISAMUDDIN ALAM SHAH |
| 25 |                 | 2013   | SK DESA PANDAN                 |
| 26 |                 | 2013   | SK CONVENT JALAN PEEL          |
| 27 |                 | 2014   | SJKT VIVEKANANDA               |
| 28 | SELANGOR        | 2014   | SK PULAU INDAH                 |
| 29 |                 | 2014   | SK PULAU INDAH 2               |
| 30 |                 | 2014   | SMK PULAU INDAH                |

“

After attending the TeachSmart course, I found that the techniques suggested were very much similar with what I have learnt before. However, with continuous monitoring I am motivated to apply the methods in my lessons. As a result, I can see that students are more participative. Prior to this, some of the academically weak students tend to be more passive, but now they participate actively in class. They even helped each other. I have also noticed that the dependency on teachers has reduced and students are more confident in stating their opinions. There has also been an increase in student leadership attributes.”

**Pn. Siti Zariyah Ibrahim** Teacher, SK Convent Jalan Peel,  
Kuala Lumpur, 2013 Trust School Cohort

“

This is a very good programme. The PTA and schools can collaborate to develop holistic students. Parents can get involved in any of the activities planned by the school and are often invited to informal discussions. As a result, students feel more appreciated and they enjoy going to school to showcase their talents to their parents and teachers. Parents are involved directly as chaperones, coaches, emcees and in organising events. The school looks more alive and students are having fun learning.”

**En. Ismail Serah** Deputy Chairman of PTA SK Tabuan,  
Kuching, Sarawak, 2011 Trust School Cohort

**“I feel that I have seen a change in my learning. I feel more confident to communicate and interact with fellow peers. It has also provided me with the opportunity to develop my leadership skills.”**

**Nur Afiq Razali** Form 5 student,  
SMK Semenchu, Kota Tinggi, Johor,  
2011 Trust School Cohort

## SCHOOL PERFORMANCE

In 2014, there has been a nationwide decrease in performance in the Ujian Pencapaian Sekolah Rendah (UPSR) and Sijil Pelajaran Malaysia (SPM) examinations. The performance for UPSR and SPM declined by 0.8% and 3% respectively. In contrast, the performance of the Sijil Tinggi Pelajaran Malaysia (STPM) examination improved by 2.7%.

### A HOLISTIC ASSESSMENT OF STUDENTS: SCHOOL BASED ASSESSMENT (PENTAKSIRAN BERASASKAN SEKOLAH, PBS)

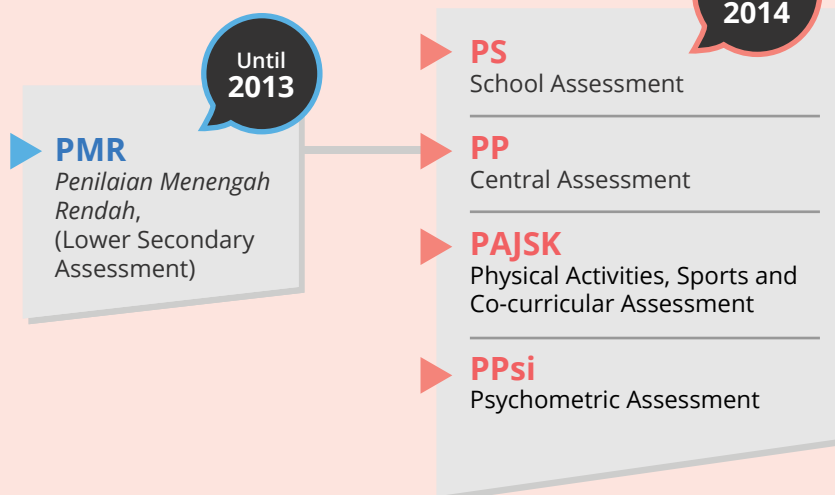
School Based Assessment (PBS) is a holistic assessment that assesses the cognitive, affective and psychomotor aspects of students. The focus of PBS is to ensure student achievement is not only limited to examinations but also on progress, learning growth and performance. Under PBS, schools are given more empowerment and accountability to develop examination papers and administer school based formative and summative assessments. PBS consists of academic and non-academic components. The academic component consists of Central Assessment (Pentaksiran Berpusat, PP) and School Assessment (Pentaksiran Sekolah, PS), while the non-academic component consists of Physical, Sports and Co-curricular Assessment (Pentaksiran Aktiviti Jasmani, Sukan dan KoKurikulum, PAJSK) and Psychometric Assessment (Pentaksiran Psikometrik, PPSi).

Compared to previous assessments, PBS is a more wholesome assessment. The Central Assessment under PBS has also been transformed by using multiple modes of assessment comprising written and oral tests, as well as project work.

Improvement in the existing assessment is important to ensure students are evaluated holistically. The improvement is required to ensure students' potentials are identified and developed according to their interest and inclination, in line with the National Education Philosophy.

The Ministry will continue to improve the assessment system to ensure student outcomes are measured fairly by teachers. In 2014, the Ministry continued to improve the implementation of PBS, Performance Standard Document and the implementation process of Form 3 Assessment (Pentaksiran Tingkatan 3, PT3). The Ministry encourages cooperation and support from all stakeholders to work together with the Ministry to ensure PBS will continue to be implemented in an effective manner and contribute towards student outcomes.

### TRANSFORMATION IN REPORTING STUDENT ACHIEVEMENT



PP  
Central Assessment

NEW

PENTAKSIRAN BERASASAN SEKOLAH  
PENTAKSIRAN TINGKATAN 1, 2014

|                             |                          |                  |               |
|-----------------------------|--------------------------|------------------|---------------|
| NAMA                        | ISKANDAR BIN<br>ABDULLAH | ANDAKA<br>OLIVIA | Y0114201      |
| NAMA<br>SEKOLAH             | SJK<br>PUTRAJAYA         | NO. KP           | BEREP-10-0307 |
| JENIS<br>PELAKSANA          | PRIBADI                  | PERNYATAAN       |               |
| BIKHSIA<br>MELAYU<br>UMUM   | A                        | Cemerlang        |               |
| BIKHSIA<br>MELAYU<br>SUKSES | A                        | Cemerlang        |               |
| BIKHSIA<br>MELAYU<br>SUKSES | A                        | Cemerlang        |               |
| BIKHSIA<br>MELAYU<br>SUKSES | A                        | Cemerlang        |               |
| AMATEUR                     | B                        | Baik             |               |
| SCIENCE                     | B                        | Baik             |               |

PS  
School Assessment

+

SKEMA PENILAIAN  
PENILAIAN BERASASAN BERKUALITI  
PENILAIAN BERASASAN BERKUALITI  
TINGKATAN 1, 2014

| Unit                    | Sub-Unit | Perkembangan<br>Kemahiran Berfikir dan Menalar  |
|-------------------------|----------|---|
| I<br>Bahasa<br>Melayu   | Unit 1   | Unit 1 mengandungi dua subunit yang berkaitan dengan aspek-aspek komunikasi dan budaya masyarakat Melayu. |
|                         | Unit 2   | Unit 2 mengandungi subunit yang berkaitan dengan aspek-aspek komunikasi dan budaya masyarakat Melayu.     |
|                         | Unit 3   | Unit 3 mengandungi subunit yang berkaitan dengan aspek-aspek komunikasi dan budaya masyarakat Melayu.     |
| II<br>Bahasa<br>Inggris | Unit 1   | Unit 1 mengandungi subunit yang berkaitan dengan aspek-aspek komunikasi dan budaya masyarakat Melayu.     |
|                         | Unit 2   | Unit 2 mengandungi subunit yang berkaitan dengan aspek-aspek komunikasi dan budaya masyarakat Melayu.     |
|                         | Unit 3   | Unit 3 mengandungi subunit yang berkaitan dengan aspek-aspek komunikasi dan budaya masyarakat Melayu.     |

PAJSK  
Physical Activities, Sports  
and Co-curricular  
Assessment

+

PAJSK  
PENILAIAN AKTIVITI SUKSES DAN KURIKULUM EKSTRAKURIKULUM

| NO. | PP | 11-12<br>TUMBUH | 11-12<br>KEMAMPUAN | 11-12<br>KEMAMPUAN | 11-12<br>KEMAMPUAN | 11-12<br>KEMAMPUAN |   |   |   |   |   |   |   |   |   |
|-----|----|-----------------|--------------------|--------------------|--------------------|--------------------|---|---|---|---|---|---|---|---|---|
| 1   | A  | A               | A                  | A                  | A                  | A                  |   |   |   |   |   |   |   |   |   |
|     |    |                 |                    |                    |                    |                    | A | A | A | A | A |   |   |   |   |
|     |    |                 |                    |                    |                    |                    |   |   |   |   |   | A | A | A | A |
|     |    |                 |                    |                    |                    |                    |   |   |   |   |   |   |   |   |   |
| A   | A  | A               | A                  | A                  |                    |                    |   |   |   |   |   |   |   |   |   |

PPsi  
Psychometric  
Assessment

+

PPSI  
PENILAIAN PSIKOMETRIK

| NO. | PP | 11-12<br>TUMBUH | 11-12<br>KEMAMPUAN | 11-12<br>KEMAMPUAN | 11-12<br>KEMAMPUAN | 11-12<br>KEMAMPUAN |   |   |   |   |   |   |   |   |
|-----|----|-----------------|--------------------|--------------------|--------------------|--------------------|---|---|---|---|---|---|---|---|
| 1   | A  | A               | A                  | A                  | A                  | A                  |   |   |   |   |   |   |   |   |
|     |    |                 |                    |                    |                    |                    | A | A | A | A |   |   |   |   |
|     |    |                 |                    |                    |                    |                    |   |   |   |   | A | A | A | A |
|     |    |                 |                    |                    |                    |                    |   |   |   |   |   |   |   |   |
| A   | A  | A               | A                  | A                  |                    |                    |   |   |   |   |   |   |   |   |

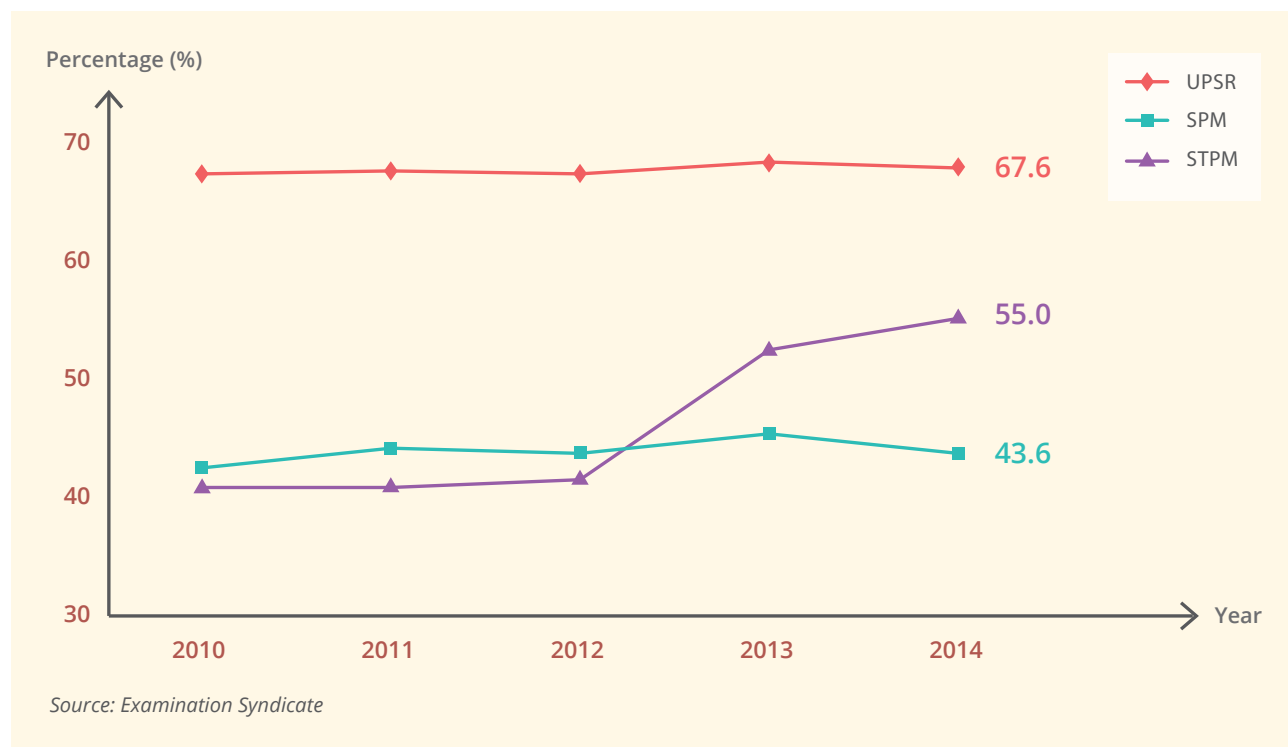


PMR  
Penilaian Menengah Rendah,  
(Lower Secondary Assessment)

Overall school performance as measured by a composite score has shown improvement. The percentage of schools in Band 1 and 2 has increased from 31% in 2013 to 36.8% in 2014. At the other end of the spectrum, the percentage of schools in Band 6 and 7 has reduced to 1% from 1.4% in 2013.

## Exhibit 1-5

### National average grade point for UPSR, SPM and STPM, 2010 – 2014



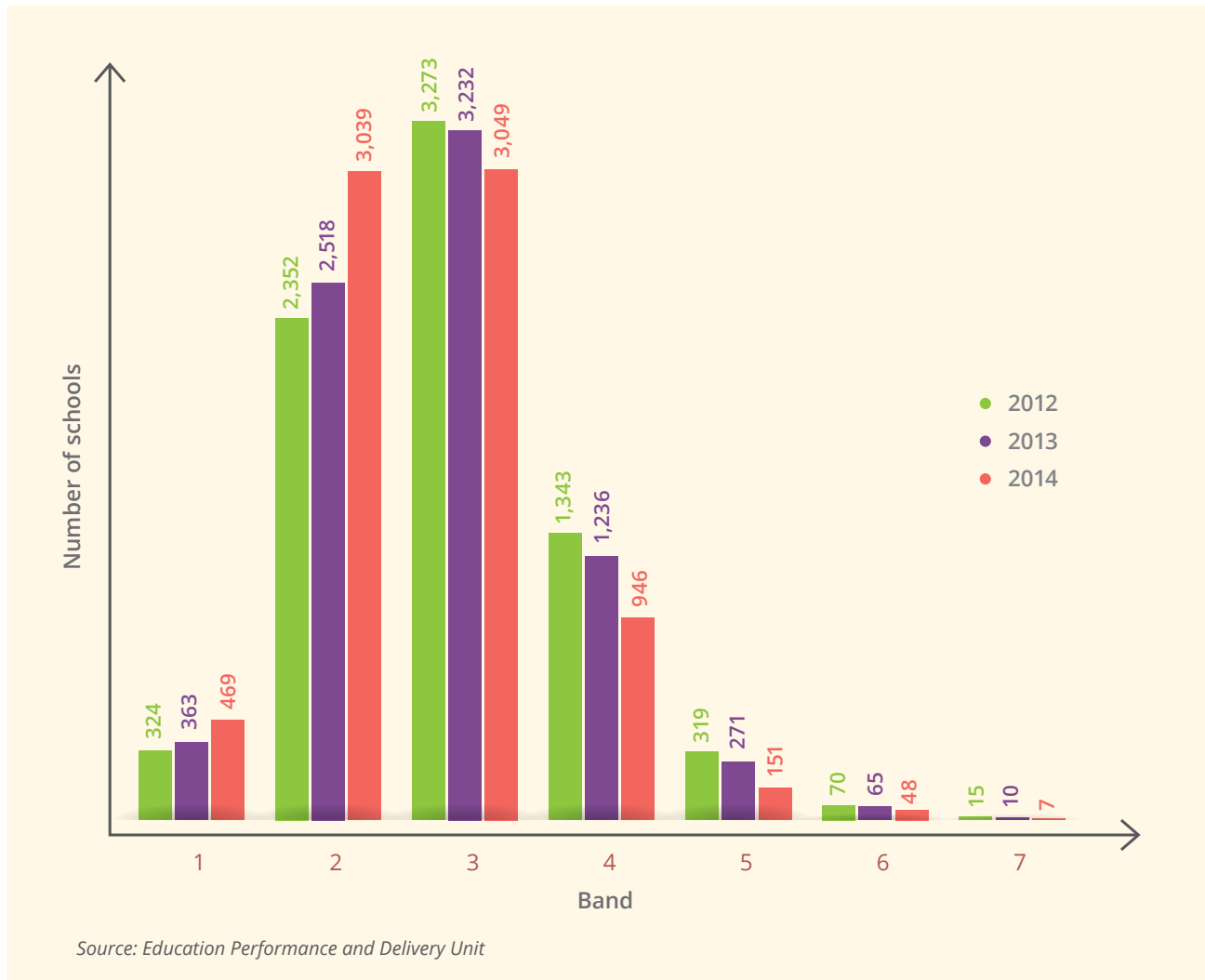
### Straight As achievement for all subjects in UPSR, SPM and STPM, 2010 – 2014

| Achievement      | 2010   | 2011   | 2012   | 2013   | 2014   |
|------------------|--------|--------|--------|--------|--------|
| Straight As UPSR | 48,434 | 46,026 | 45,049 | 42,646 | 36,310 |
| Straight As SPM  | 9,290  | 10,860 | 11,648 | 11,892 | 9,438  |
| Straight As STPM | 919    | 931    | 1,098  | 1,396  | 1,348  |

Source: Examination Syndicate

## Exhibit 1-6

## Primary school band, 2012 – 2014

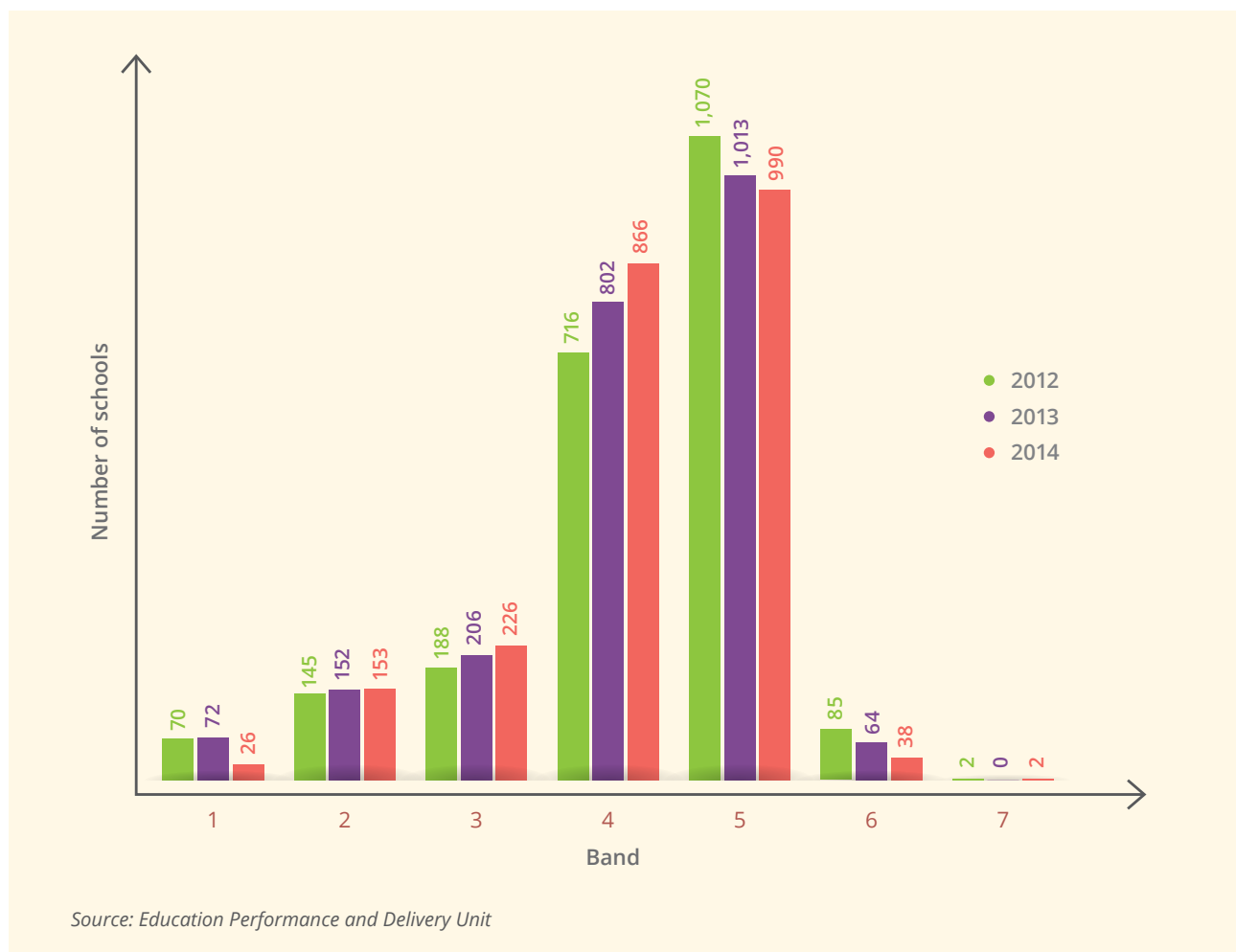


| Band         | Primary 2012 | Primary 2013 | Primary 2014 |
|--------------|--------------|--------------|--------------|
| 1            | 324          | 363          | 469          |
| 2            | 2,352        | 2,518        | 3,039        |
| 3            | 3,273        | 3,232        | 3,049        |
| 4            | 1,343        | 1,236        | 946          |
| 5            | 319          | 271          | 151          |
| 6            | 70           | 65           | 48           |
| 7            | 15           | 10           | 7            |
| <b>Total</b> | <b>7,696</b> | <b>7,695</b> | <b>7,709</b> |

Source: Examination Syndicate

## Exhibit 1-7

## Secondary school band, 2012 – 2014



| Band         | Secondary Schools 2012 | Secondary Schools 2013 | Secondary Schools 2014 |
|--------------|------------------------|------------------------|------------------------|
| 1            | 70                     | 72                     | 26                     |
| 2            | 145                    | 152                    | 153                    |
| 3            | 188                    | 209                    | 226                    |
| 4            | 716                    | 802                    | 866                    |
| 5            | 1,070                  | 1,013                  | 990                    |
| 6            | 85                     | 64                     | 38                     |
| 7            | 2                      | 0                      | 2                      |
| <b>Total</b> | <b>2,276</b>           | <b>2,312</b>           | <b>2,301</b>           |

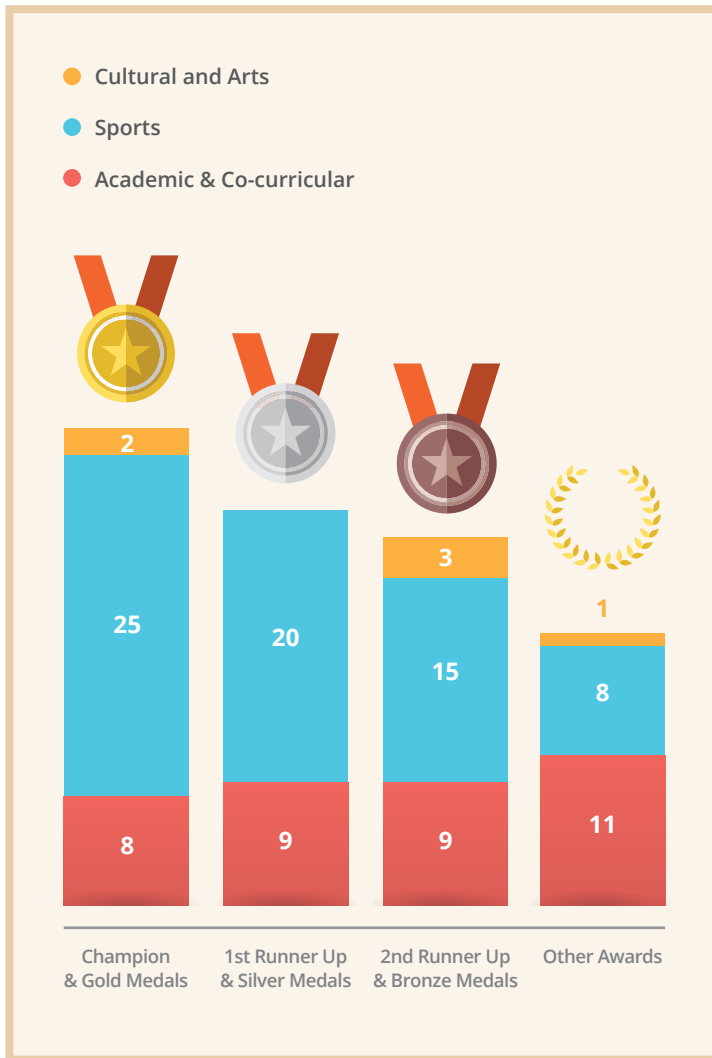
Note: Banding for schools in 2012 and 2013 included PMR results. In 2014, PT3 results and PAJSK grades were used instead of PMR.

**STUDENT ACHIEVEMENTS AT INTERNATIONAL LEVEL**

Schools in Malaysia also showed their capability at the international arena through participations in co-curricular activities. In 2014, schools in Malaysia successfully participated in 67 international competitions.

**Exhibit 1-8**


**School achievements in international competitions**



The following were a few of the numerous notable achievements for 2014:

- 1) Intel – ISEF (International Science & Engineering Fair) 2014, Los Angeles, USA – Champion, 1st Runner Up and 2nd Runner Up
- 2) 55th International Mathematical Olympiad, Cape Town, South Africa – 2 Gold, 1 Silver and 1 Bronze medals
- 3) International Biomedical Olympiad 2014, Anglo Chinese Junior School & National University Of Singapore – Champion
- 4) 46th International Chemistry Olympiad, Hanoi, Vietnam – 1 Silver and 2 Bronze Medals
- 5) World Robotic Olympiad (WRO), Sochi, Russia – 2 Gold and 1 Silver Medals
- 6) Pertandingan First Lego League (FLL) World Festival, St. Louis, Missouri, Amerika Syarikat – 1st Runner Up
- 7) Pertandingan Debat Bahasa Arab Piala Mufti Singapore, Singapore – 2nd Runner Up
- 8) Kejohanan 12th WATA Open Intercontinental Taekwondo 2014, Sakai City Osaka, Jepun – 2nd Runner Up
- 9) 13th Asian Junior Rhythmic Gymnastics Championship 2014 (Youth Olympic Games Qualifier), Bukit Jalil, Malaysia – 1 Gold, 1 Silver and 1 Bronze Medals
- 10) Kejohanan Olahraga MSSC-WALA-SSSC, Perth, Australia – 4 Gold, 6 Silver and 3 Bronze Medals

## CHAPTER 2



# INCREASING ACCESS TO EDUCATION

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





# 2014 KEY HIGHLIGHTS & ACHIEVEMENTS

Preschool Enrolment Rate has increased from

2013

81.7%

2014

84.2%

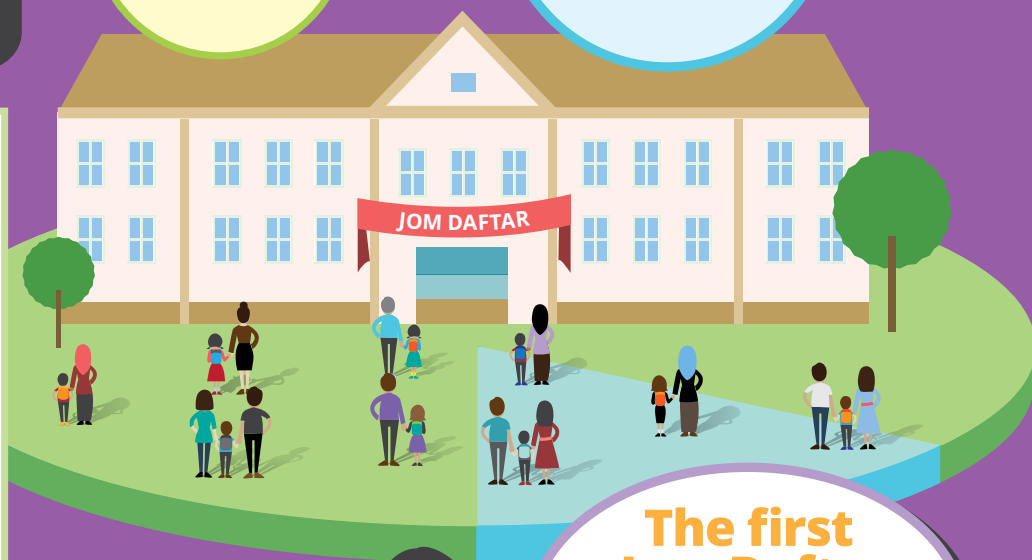
**1,273**  
number of  
new preschool  
classes

**PUBLIC**

MoE - 99 new classes  
KEMAS - 100 new classes

**PRIVATE**

1,074 new classes



**The first Jom Daftar**  
campaign was held in  
Subang Jaya, Selangor  
in 2014

The Ministry is conducting several  
“**JOM DAFTAR**”  
campaigns at selected states with  
low enrolment rates to boost  
parental awareness





**90**  
additional companies

*lu*

have signed **MoU's** to provide training opportunities to vocational students

**TVET**

**66**

Malaysia Vocational Diploma Programmes received provisional accreditation from **MQA**

**5** new Form 6 centres

SMK Seri Bandar  
Pontian, Pontian, Johor

SMK Desa Mahkota,  
Kuala Lumpur

SMK Taman Mahsuri,  
Kulim, Kedah

SMK Petaling Jaya,  
Petaling Jaya, Selangor

SMK Bandaraya 2,  
Kota Kinabalu, Sabah

The Blueprint aspires to ensure every Malaysian child is given access to quality education. The Malaysia education system has achieved near-universal enrolment for primary and lower secondary education.

Therefore, in 2014, the Ministry intensified efforts to increase enrolment rates for:

- Preschool;
- Vocational; and
- Upper secondary Education.

## PRESCHOOL ENROLMENT

Preschool education aims to ensure children build a strong foundation in basic literacy and numeracy. It also aims to encourage social interactions from a young age, enabling children to better succeed in school and later in life. Preschool education in Malaysia is offered by both the public and the private sector. Public preschools are provided free or at a minimal fee; however, places are limited. Private preschools provide the majority of seats and thus, play an important role in increasing access to students nationwide. To further increase preschool enrolment and the quality of its provision, the Government has implemented a number of measures:

- **Increasing the number of preschool classes**  
Since 2010, the number of preschool classes in the country has steadily increased. In 2014, an additional 1,273 preschool classes were opened, bringing the total number of preschool classes to 42,866.
- **Providing the Private Preschool Launching Grant**  
The grant was made available to encourage the private sector to open more preschools, including for children with special education needs. This initiative has increased the number of new private preschools by 36% or 735 preschools in 2014.

- **Providing preschool fee assistance**

To ensure accessibility to all, low income families and children with special education needs are eligible for fee assistance to enrol in private preschools. The eligibility to receive fee assistance is for families whose household income is less than RM500 per capita. In 2014, a total of RM36.8 million was given to 41,109 recipients by way of fee assistance.

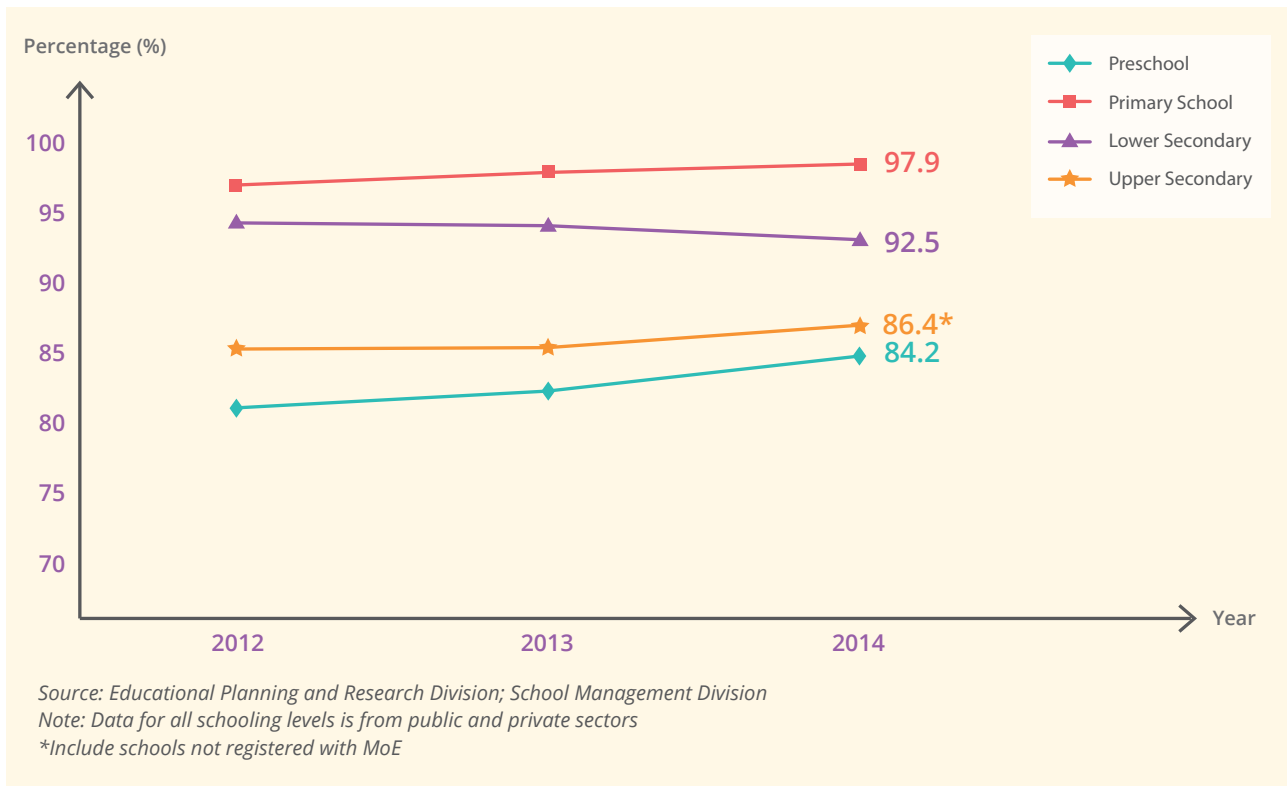
Currently, a total of 412,098 preschool students are enrolled in public preschools, while 421,863 students are enrolled in private preschools. The enrolment rate of children aged 4+ and 5+ increased by another 5% in 2014, improving the rate to 84.2% as compared to 80.5% in 2012. In 2013, preschool enrolment was recorded at 81.7%. To further increase the enrolment rate, the Ministry introduced the Jom Daftar campaign. This campaign aims to educate the public on the importance of early childhood education and also promote the registration of children to preschools.

To raise the quality of preschool teachers, the Ministry has encouraged all preschool teachers to have at least a Diploma in Early Childhood Care and Education. The Ministry has provided annual tuition fee assistance to obtain the diploma. This assistance increased the percentage of qualified preschool teachers in the private sector to 21.6% (5,871) in 2014 from 19.6% (5,242) in 2013. The efforts to encourage teachers in private preschools who have yet to obtain the diploma will continue to be intensified.

In 2014, the Ministry developed the National Preschool Quality Standards (Standard Kualiti Prasekolah Kebangsaan, SKPK), an online self-assessment tool to measure the quality of preschool programmes offered nationwide. There are five dimensions measured: Governance, Curriculum, Teachers/ Teacher Assistants, Interaction, and Food, Health and Safety. The SKPK will be rolled out in 2015 to all 23,655 institutions registered with the Ministry.

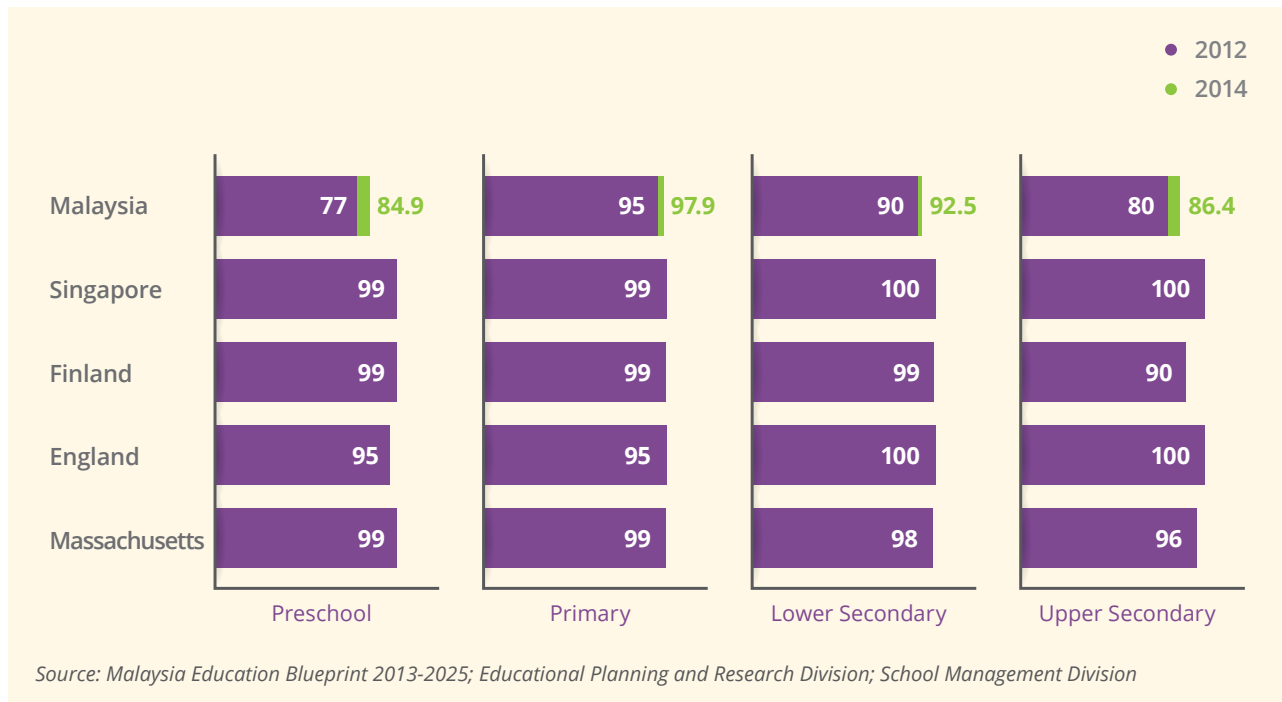
Exhibit 2-1

Enrolment trends for preschools, primary and secondary schools, 2012 – 2014



## Exhibit 2-2

Comparison of enrolment at preschool, primary, lower secondary and upper secondary levels among selected education systems



## TRANSFORMING VOCATIONAL EDUCATION

Vocational education is pertinent for capacity building towards achieving a high income nation status by 2020. It is estimated at least 46% of additional jobs created will require technical and vocational qualification. The expansion of technical and vocational education is also a mechanism for the Ministry to increase access to education, especially for students who are inclined towards skills-based education. In line with this aspiration, the Ministry aims to increase upper secondary enrolment in vocational education to 20% by the end of 2020.

The Vocational Education Transformation Programme includes the introduction of the Basic Vocational Education (Pendidikan Asas Vokasional, PAV), and upgrading of Vocational Secondary Schools (Sekolah Menengah Vokasional, SMV) to Vocational Colleges (Kolej Vokasional, KV). In addition, the transformation programme encompasses a comprehensive review of the existing curriculum, adoption of new methods of assessment and appraisal, upskilling of teachers and reinforcement of strong industry linkages.

### Enrolment for vocational programmes: Lower secondary

PAV was introduced in 2012 at the lower secondary level. Currently, 81 secondary schools throughout Malaysia provide PAV, compared to only 15 secondary schools when the programme was introduced. PAV is offered as an opportunity for 13 to 15-year-old students to enrol in vocational education.

In 2014, PAV enrolment increased by 14% or 240 to a total of 1,961 students. A total of 345 students from the first cohort of PAV completed the programme in 2014. About 60% of the first cohort successfully obtained the Malaysia Skills Certificate (Sijil Kemahiran Malaysia, SKM) Level 2 while the rest obtained SKM Level 1. The programmes included Food Preparation, Furniture Making, and Electrical Wiring. These students will be able to continue their vocational education and training at KVs, Institut Latihan Kemahiran Awam (ILKA) or Institut Latihan Kemahiran Swasta (ILKS).

### Enrolment for vocational programmes: Upper secondary

A total of 15 KVs were piloted in 2012 to cater for upper secondary school students with inclinations towards vocational education and training. There are currently 80 KVs nationwide, which use the vocational standard curriculum. There are two types of vocational programmes introduced, which are the Vocational Diploma of Malaysia (Diploma Vokasional Malaysia, DVM) and the Malaysia Skills Certificate (Sijil Kemahiran Malaysia, SKM) / Apprenticeship. In 2014, a total of 22,096 (5.2%) post-lower secondary students were enrolled in vocational programmes.

The Ministry has collaborated with the ILKA and ILKS to increase access due to the limitation of places and to provide a wider choice of vocational programmes for students. The Ministry has intensified its efforts in sponsoring and placing students in those institutions for SKM and DVM programmes which have high impact and demand in courses such as Aviation, Marine and Automotive.

In 2014, an additional 2,579 students were sponsored in ILKA and 1,300 students in ILKS, a higher portion compared to 435 and 450 students respectively last year. Opportunities in vocational education for students with special education needs have increased, thereby improving the enrolment from 518 students in 2013 to 775 students in 2014. To widen access to vocational education, the Ministry is exploring options such as introducing some vocational programmes in mainstream secondary schools and educational institutions under other ministries and private institutions.

### Ministry of Education Technical and Vocational Education and Training Steering Committee

In 2014, the Technical and Vocational Education and Technical (TVET) Steering Committee and Working Committees were established to set the strategies and action plans for the ongoing transformation of vocational education in Malaysia. The Steering Committee is supported by four working committees, which are:

- i. Policy, Governance and Articulation;
- ii. Curriculum and Accreditation;
- iii. Resources; and
- iv. Industry and Community Linkages.

Members of the committees include the top management of the Ministry of Education, representatives from other ministries, higher learning institutions, accreditation bodies, industries and government-linked companies.



**CIDB is committed to its participation in the development of TVET curriculum in Malaysia by organising training programs across 6 of its academies. Therefore, CIDB hopes its involvement in the TVET Curriculum and Accreditation Working Committee would contribute towards the enhancement of the curriculum, which fulfils the current demands based on current needs and standards, specifically in the construction sector.”**

**Puan Sri Azizah Mohd Yusoff**, Senior Manager,  
Construction Industry Development Board (CIDB)

### Upskilling TVET teachers

In 2014, the Ministry continued to upskill teachers to attain the SKM Level 4 and 5. The certification programme is a joint effort between the Ministry of Education and the Department of Skills Development under the Ministry of Human Resources. The programme was held at the Institut Pendidikan Guru Kampus Pendidikan Teknik (IPGKPT). The first cohort of 311 teachers will be graduating in July 2015.

### COLLABORATION WITH INDUSTRY PARTNERS

The Ministry has established a Memorandum of Understanding with industry partners to ensure the relevance of the vocational programmes and to secure attachment in various industries. In 2014, the Ministry collaborated with 90 additional companies, bringing the total to 208 companies. The positive response from industries is a clear indication of high demand for vocational school graduates. The Ministry foresees the overwhelming response from the industries would increase the appeal of vocational education, in turn encouraging stronger collaboration with industry partners.







## Vocational Colleges - Builders of the future

### Gold medal winner at i-ENVEX 2014: KV Teluk Intan, Perak

On April 11, 2014 the International Engineering Invention and Innovation Exhibition 2014 (i-ENVEX) took place in Universiti Malaysia Perlis (UNIMAP) showcasing the inventions of vocational schools at an international level.

The competition garnered a lot of attention, attracting 20 countries such as Canada, China, India, South Korea and Taiwan, as compared to 13 countries last year. The winning team from KV Teluk Intan consisted of three students namely Yasril Yahya, Noor Syafiqah Diana Mohamad Ghazali and Nurul Fila Hazuin Mohd Kassim, who created the Banana Peel Bacteria Plastic (BBPlast). The BBPlast is an easily biodegradable plastic highly recommended for agricultural poly bags and for normal storage purposes.

The team did not expect to win, let alone receive the coveted gold medal. However, the team managed to put aside their anxiety and was determined to showcase their invention to their level best in the international competition. When they were declared the winner, the team was elated and jubilant. Now, they felt more confident and proud of their invention which was recognised on such a competitive scale.

Competitions such as these showcase the level of innovative skills of our vocational students. It was an invaluable experience for the participants from KV Teluk Intan to be involved in an international competition. Such an event has made vocational education more appealing to the masses and raises the standards of vocational education in Malaysia.



“These students developed most of the products during their practical lessons. As the students in vocational courses spend close to five hours daily on practical training, the long hours allow them to experiment and try new things in the workshops. They learn to add value from the subjects taught in class, and this results in new inventions and innovations.”

En. Mohd Roslizam  
Teacher,  
KV Teluk Intan, Perak



### Champion, 21st Asia-Pacific Regional Space Agency Forum (APRSAF), Water Rocket Competition, Chiba, Japan, 2014: KV Slim River, Perak

The Asia-Pacific Regional Space Agency Forum (APRSAF) was established to enhance space activities in the Asia Pacific region. Among the efforts to raise public awareness on space technologies is by organising a water rocket competition involving school students in the region. Malaysia has been participating in the competition since it was first held.

In 2014, a team of two students from KV Slim River, Perak was declared Champion of the APRSAF Water Rocket Competition held in Funabashi University, Chiba Campus, Japan from November 28 to December 1, 2014. Muhammad Danial Redzuan (major in Welding Technology) and Nor Hafizi Shaharudin (major in Industrial Machinery) managed to launch their water rocket at a score of 0.98m from the target, far eclipsing the score of 2.34m of the 2nd place winner from Japan.



En. Abd Basir Muin, the mentor recalled the team's success in the competition. "To form a team that will represent Slim River, we initiated a competition in the school which could highlight individual skills in line with the curriculum. Both students used their individual strengths and were able to apply the knowledge learnt in various subjects such as Science and Mathematics. Combined with the application of problem solving skills, they were able to win many competitions at the district, state and national levels, and finally they were selected to represent the country at the international level."



"During the competition, teams are not allowed to use their own materials but only those provided during the competition. My colleague, Mr. Mohd Zakir Hassan Basri and I as the team mentors, used our past experience in the 2004 competition to assist Danial and Nor Hafizi during the competition. We were so proud when both of them could apply their knowledge and skills, and showed high spirit of cooperation and determination to succeed. I believe it is important for teachers to provide opportunities for students to excel based on their individual talents and abilities. If teachers can play this role, we can develop our students in line with the six Student Aspirations as stipulated in the Blueprint."

### Partnership between industry and Vocational College: ProjectLINK, 25 years of collaboration between Shell and KV Miri, Sarawak

Industry-recognised skills and qualifications are critical for students to be accepted in the labour market and enable them to be successful and competitive entrepreneurs in the future. The Ministry has implemented various initiatives under the Blueprint to raise the quality of vocational education through partnerships with the private sector to enable students to receive industry-recognised qualifications.

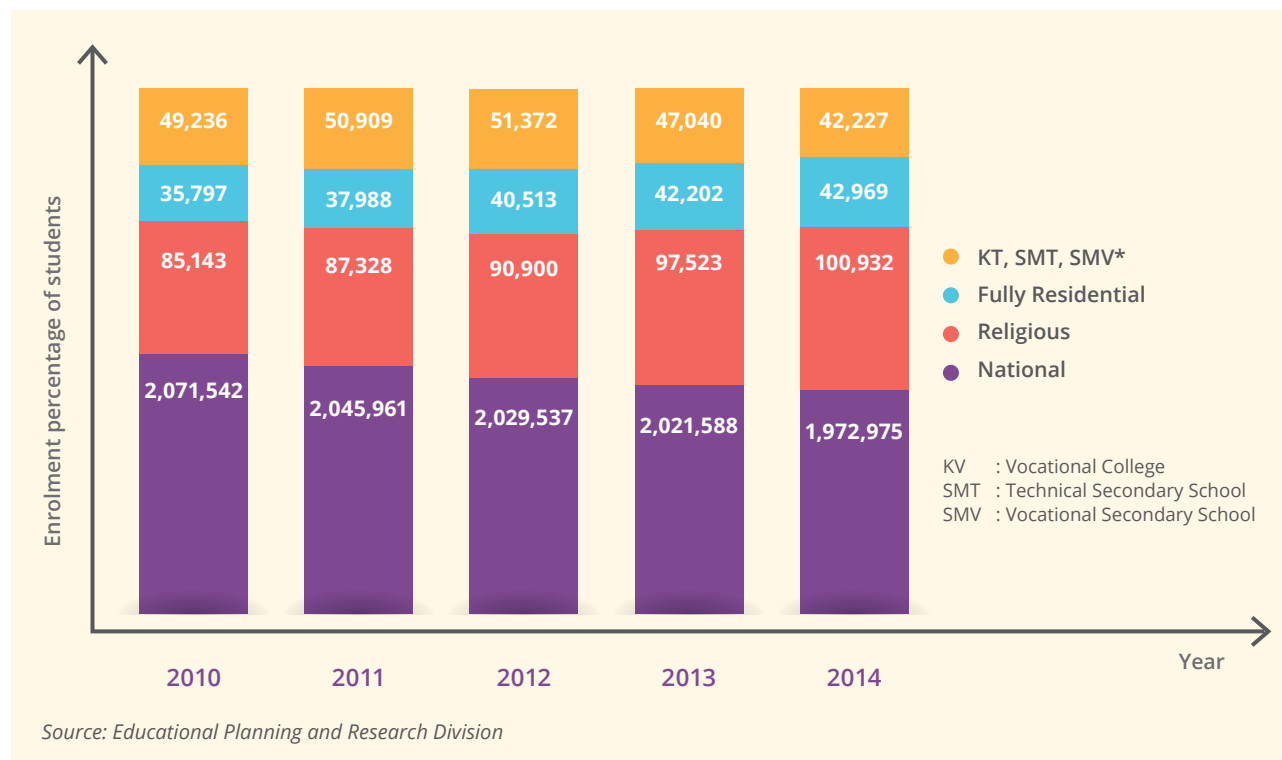
KV Miri (previously known as Sekolah Teknik Miri) has superseded the Ministry's efforts when the college fostered a smart partnership with Sarawak Shell Bhd since 25 years ago through the Industrial Welding Training Project (ProjectLINK). This project aims to develop technical skills, specifically raising the standard of welding skills and increase the number of qualified welders among the locals. Prior to 1989, most of the welders in Malaysia who worked in the oil and gas industry were non-locals. According to the Managing Director of Sarawak Shell Bhd, after the implementation of ProjectLink, 60% of the graduates from this project are employed by the oilrig companies, 30% work in shipping and fabrication companies while another 10% work as certified welding inspectors. This collaboration shows smart partnerships in vocational education contribute towards meeting the supply and demand of skilled workers, providing greater industry-relevant skills and ensuring higher employability for vocational students.

*The Vocational Education Transformation Programme, which was launched in 2012 has succeeded in shifting the perceptions of the Rakyat to recognise vocational education as one of the major contributors to nation building. The many successes gained by students in the technical and vocational field at the national and international levels have showcased the innovative and creative skills of Malaysia's children. Now, the technical and vocational field has become one of the fast growing fields of choice for further education in line with the high demand for skilled workers in the future.*

## ACCESS TO VARIOUS SECONDARY SCHOOLS

### Exhibit 2-3

#### Enrolment trend for secondary schools, 2010 – 2014





### Religious Education

In 2014, all operators of Government-Aided Religious Schools (Sekolah Agama Bantuan Kerajaan, SABK) agreed to implement the Kurikulum Bersepadu Dini or Kurikulum Bersepadu Tahfiz. In addition, the Ulul Albab Model was implemented in 3 schools, namely SMAP Bentong, SMKA Kuala Lumpur and SMKA Kedah. The Ulul Albab Model is an integration of the existing Science stream and Religious stream, which also includes Tahfiz Al-Quran (memorisation of the Holy Quran). The number of SABK also increased from 203 schools in 2013 to 215 schools in 2014.



### Arts schools

As of 2014, there are 2 arts schools which offer an extensive arts curriculum. The Ministry is pleased to note these outstanding achievements:

- 1) International Folk Dance Competition Timisoara, Romania (24 - 27 July 2014) – Overall champion (Sekolah Seni Malaysia Kuching, Sarawak)
- 2) Asian Championship Of Folklore 2014, St Petersburg, Russia (14 - 19 November 2014) – Champion for Dance and Music Ensemble (Sekolah Seni Malaysia Johor, Johor Bharu)



### Sports schools

In 2014, the existing 4 sports schools continued to offer more than 25 different types of sports. These schools have achieved several outstanding results. Among the achievements were:

- 1) ASEAN Schools Games (6th ASG), Manila, Philippines – Champion
- 2) 4th Asian Schools Hockey Championship, Ipoh, Malaysia – Champion
- 3) World Youth Wushu, Antalya, Turkey – 2 Gold Medals
- 4) Football FAM – FRENZ Asian Champion Trophy U16, Kuala Lumpur, Malaysia – Champion



## POST-SECONDARY EDUCATION

Students who complete their SPM have an array of options for post-secondary education to prepare them for admission to undergraduate programmes in higher education institutions. One of the internationally recognised pre-university pathways is the Form 6 programme. The programme is often seen as a less favourable option. Thus, it is imperative to transform the Form 6 Programme to increase its appeal as a preferred choice.

The Ministry is in the process of transforming Form 6 in stages by focusing on the following areas:

1. **Image and perception**
2. **Infrastructure and info structure**
3. **Management and administration**
4. **Mode of teaching and learning**
5. **Curriculum**

In 2014, the Ministry continued to develop teaching and learning modules as guidelines for Form 6 teachers in the classroom. These modules were developed by National Master Trainers together with the Malaysian Examination Council for Bahasa Malaysia, History, General Studies, Business Studies, Biology and Chemistry. Five new Form 6 centres were established in 2014. These centres are independent of any secondary schools, having individual governance structure and administration.



## Rebranding of Form 6

- ✓ Recognised internationally as similar to A-Levels
- ✓ Minimal study fees (no student loans required)
- ✓ Relatively short duration of study (1 year and a half - 3 semesters)
- ✓ Three different modes to choose from : Form 6 buildings/classes in secondary school or independent centres
- ✓ Modular examination similar to other pre-university programmes (cumulative grades at the end of the programme)
- ✓ Flexible dress code (no more school uniforms)
- ✓ Syllabus similar to pre-university programmes, with additional teaching and learning modules

### New Form 6 centres established in 2014 and the student enrolment

SMK Seri Bandar Pontian, Pontian, Johor

**201**

SMK Desa Mahkota, Kuala Lumpur

**243**

SMK Taman Mahsuri, Kulim, Kedah

**215**

SMK Petaling Jaya, Selangor

**168**

SMK Bandaraya 2, Kota Kinabalu, Sabah

**409**



## CHAPTER 3

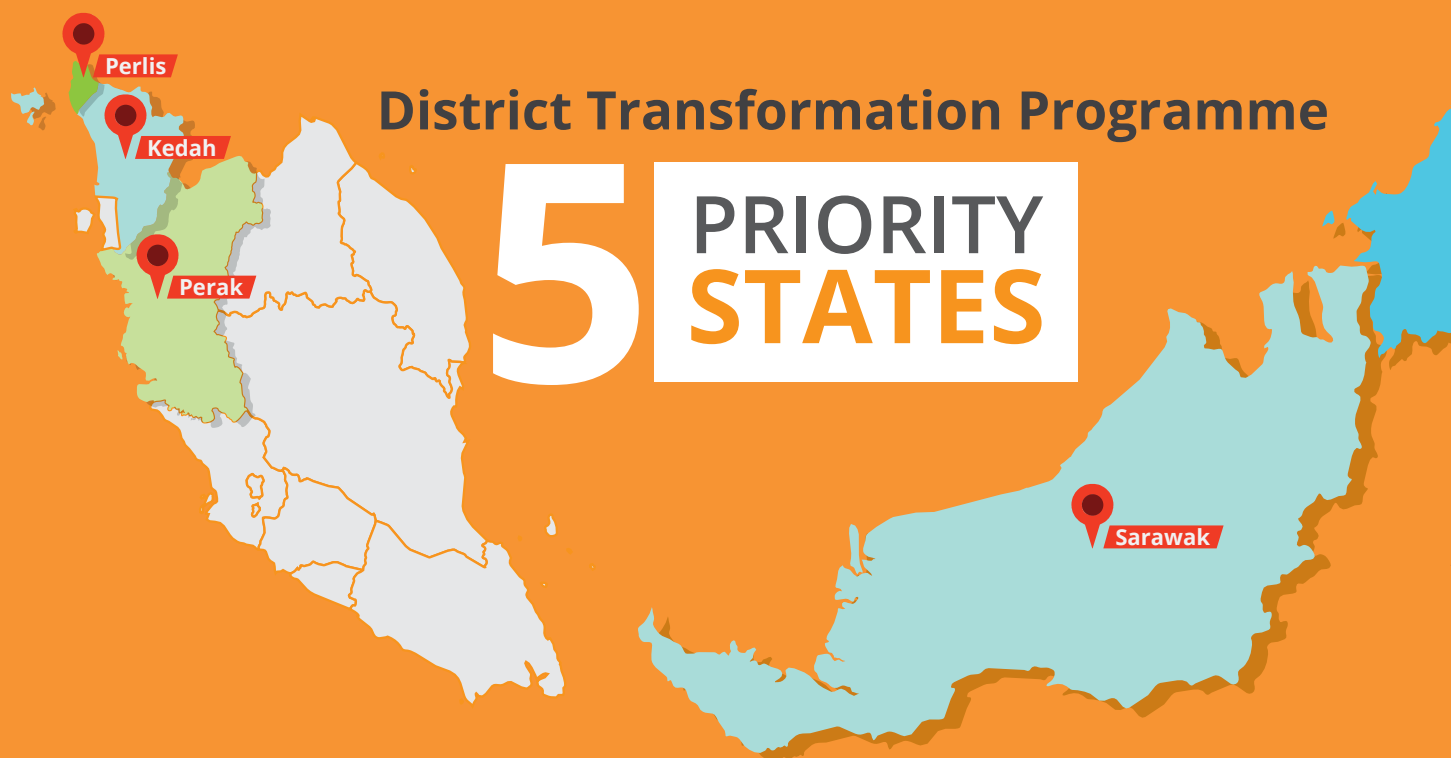
# EQUITY IN EDUCATION

The best school systems deliver the best possible education for every student, regardless of ethnicity, geographical location, or socio-economic background. The education system envisioned for Malaysians is one where all students – regardless of who their parents are, or where they study – will be equipped with the tools they need to unlock their own future.





# 2014 KEY HIGHLIGHTS & ACHIEVEMENTS



Urban - Rural  
performance gap  
narrowed by

**11%** in **UPSR**

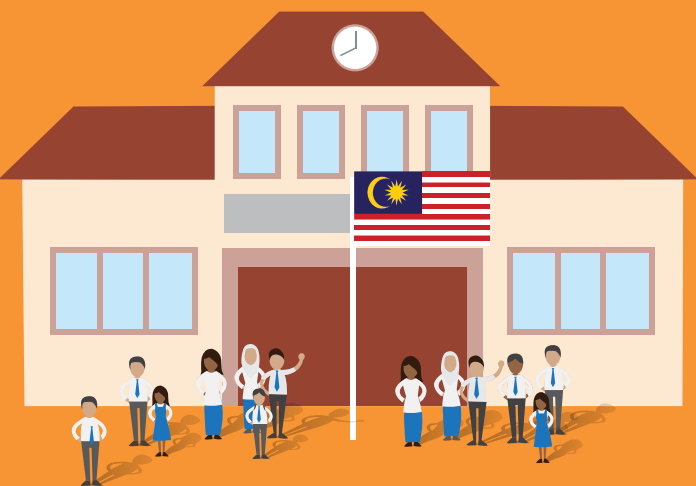
**10%** in **SPM**

**18.4%**

Students with  
Special  
Education Needs

**10,700**

of 58,006 students  
with Special Education  
Needs (SEN)  
(within the MoE  
education system)  
are enrolled in  
Inclusive Education



**2,798** schools

offer Inclusive  
Education Programme

**41,207**

Orang Asli students  
in schools



The Ministry aspires to halve the urban-rural achievement gap by 2020 and the socio-economic and gender achievement gaps by 2025. Wave 1 of the Blueprint focuses on narrowing the urban-rural differences in education outcomes.

The Ministry has rolled out three key programmes to achieve equity, namely:

- District Transformation Programme (DTP);
- Orang Asli Education Transformation Plan; and
- Inclusive Education Programme.

### DISTRICT TRANSFORMATION PROGRAMME

To narrow the urban-rural achievement gap, the Ministry has focused on expanding the DTP nationwide based on the success of the pilot project in Kedah and Sabah in 2013. The objective of the DTP is to accelerate improvements in schools by supporting and empowering District Education Offices (Pejabat Pendidikan Daerah, PPD) while providing greater autonomy in decision making and accountability to achieve their targets.

The Ministry has identified 5 key impact areas which will significantly improve student performance in schools: student attendance, student discipline, teacher attendance, teaching quality and school leadership. These key impact areas are important in improving academic performance and accelerating school improvement. These key areas are tracked and monitored real-time through a performance dashboard, accessible by district, state and ministry officers. Based on these key indicators, PPDs develop their intervention plan to raise the performance of schools in their respective districts.



## Exhibit 3-1a

## MoE Performance Dashboard

| KEBERHASILAN  |           | Sasaran                              | Status Pencapaian                                      | Murid  |                              | Minggu Sebelum   | 2 Minggu Lepas               |                          |                          |         |
|---|-----------|--------------------------------------|--|--|------------------------------|--|------------------------------|--------------------------|--------------------------|---------|
| <b>Akses</b>  |           | <b>Hari Ini</b>                      | <b>Semalam</b>   | <b>Disiplin murid</b>  |                              | 0.00 %   | 0.00 %                       | =                        |                          |         |
| Kedatangan Murid  | R         | 95.10 %<br>(2,559,764/<br>2,691,655) | 94.19 %<br>(2,535,539/<br>2,691,655)                   | 95 %   | ▲                            | (56/2,691,656)   | (62/2,691,656)               | =                        |                          |         |
|   | M         | 90.06 %<br>(2,00,4084/<br>2,225,277) | 91.11 %<br>(2,027,449/<br>2,225,277)                   | 95 %   | ▼                            | (71/2,225,277)   | (101/2,225,277)              |                          |                          |         |
| <b>Kualiti</b>  |           | <b>2014</b>                          | <b>2013</b>  | <b>Guru</b>  |                              | <b>Hari Ini</b>  | <b>Semalam</b>               |                          |                          |         |
| GP Peperiksaan Awam   | UPSR      | 2.29                                 | 2.27   | % keberadaan guru  | R                            | 88.94 %<br>(138,309/155,505)                                 | 88.17 %<br>(151,536/171,875) | 90 % ▲                   |                          |         |
|   | SPM       | 5.08                                 | 4.93   |  | M                            | 87.06 %<br>(99,574/114,376)                                  | 86.37 %<br>(107,183/124,104) | 90 % ▲                   |                          |         |
| <b>TOV</b>  |           | <b>2015</b>                          | <b>2014</b>  | % guru mencapai tahap minimum kualiti guru iaitu sebanyak 80% - SKPM Std 4 untuk P&P                 |                              | <b>2014</b>  | <b>2013</b>                  |                          |                          |         |
| GP Peperiksaan Dalaman  | UPSR      | 2.77                                 | 2.20   | R  | 94.32 %<br>(219,991/233,227) | 89.24 %<br>(207,793/232,856)                                 | ▲                            |                          |                          |         |
|   | PPT       | -                                    | 2.62   | M  | 94.83 %<br>(163,757/172,686) | 91.12 %<br>(155,095/170,212)                                 | ▲                            |                          |                          |         |
|   | UPSRC     | -                                    | 2.47   |  |                              |  |                              |                          |                          |         |
|   | SPM       | -                                    | 4.78   |  |                              |  |                              |                          |                          |         |
|   | PPT       | -                                    | 6.53   | 5.73   |                              |  |                              |                          |                          |         |
| SPMC  | -         | 6.19                                 | 5.25   |  |                              |  |                              |                          |                          |         |
| <b>Skor Komposit</b>  |           | <b>2014</b>                          | <b>2013</b>  | <b>Kepimpinan sekolah</b>  |                              | <b>2014</b>  | <b>2013</b>                  |                          |                          |         |
| Skor Komposit   | R         | 72.86 %                              | 70.99 %  | % sekolah mencapai tahap minimum kualiti kepimpinan iaitu sebanyak 80% - SKPM Std 1 untuk kepimpinan | R                            | 93.78 %<br>(7,248/7,729)                                     | 84.22 %<br>(6,521/7,743)     | ▲                        |                          |         |
|   | M         | 63.18 %                              | 62.2 %   |  | M                            | 97.25 %<br>(2,337/2,403)                                     | 94.49 %<br>(2,231/2,361)     | 100 % ▲                  |                          |         |
| Sekolah dalam Band 1/2  | R         | 45.50 %<br>(3,505/7,703)             | 37.44 %<br>(2,881/7,694)                               |  |                              |  |                              |                          |                          |         |
|   | M         | 7.78 %<br>(179/2,301)                | 9.69 %<br>(224/2,311)                                  | 31 %   | ▲                            |  |                              |                          |                          |         |
| Sekolah dalam Band 6/7  | R         | 0.71 %<br>(179/2,301)                | 0.97 %<br>(75/7,694)                                   |  |                              |  |                              |                          |                          |         |
|   | M         | 1.74 %<br>(40/2,301)                 | 2.73 %<br>(63/2,311)                                   | 1.4 %  | ▲                            |  |                              |                          |                          |         |
| <b>Ekuiti</b>   |           | <b>2014</b>                          | <b>2013</b>  | <b>PPD (Ketua)</b>   |                              | <b>2015</b>  | <b>2014</b>                  |                          |                          |         |
| UPSR Murid tidak melepasi tahap penguasaan minimum                                  | BM        | 10.89 %<br>(50,129/460,181)          | 10.87 %<br>(50,645/465,977)                            | -  | ▼                            | Sekolah dibimbing sekurang-kurangnya sekali tahun ini        | R                            | 35.22 %<br>(2,731/7,754) | 67.20 %<br>(5,211/7,754) | 100 % ▼ |
|   | BM        | 14.26 %<br>(65,647/460,198)          | 15.40 %<br>(71,777/466,007)                            | -  | ▲                            |  | M                            | 47.24 %<br>(1,119/2,369) | 71.34 %<br>(1,690/2,369) | 100 % ▼ |
|   | BI        | 22.56 %<br>(103,759/459,981)         | 26.33 %<br>(122,694/465,950)                           | -  | ▲                            |  |                              |                          |                          |         |
|   | Matematik | 14.42 %<br>(68,559/459,393)          | 13.50 %<br>(62,874/465,882)                            | -  | ▼                            |  |                              |                          |                          |         |
|   | Sains     | 14.57 %<br>(67,008/459,895)          | 13.04 %<br>(60,741/465,960)                            | -  | ▼                            |  |                              |                          |                          |         |
| SPM Murid yang gagal dalam mata pelajaran   | BM        | 8.89 %<br>(35,023/394,119)           | 8.60 %<br>(35,174/408,944)                             | -  | ▼                            |  |                              |                          |                          |         |
|   | BI        | 22.77 %<br>(89,368/392,525)          | 20.02 %<br>(81,458/406,959)                            | -  | ▼                            |  |                              |                          |                          |         |
|   | Matematik | 19.13 %<br>(75,044/392,327)          | 18.13 %<br>(73,418/405,057)                            | -  | ▼                            |  |                              |                          |                          |         |
|   | Sains     | 6.26 %<br>(16,473/262,988)           | 7.55 %<br>(17,959/237,984)                             | -  | ▲                            |  |                              |                          |                          |         |
|   | Sejarah   | 13.96 %<br>(54,822/392,814)          | 13.43 %<br>(54,717/407,500)                            | -  | ▼                            |  |                              |                          |                          |         |
| <b>MEI-APR</b>  |           | <b>MAC-FEB</b>                       | <b>Peningkatan Kemahiran Bahasa Inggeris (PRO-ELT)</b> |  | <b>MEI</b>                   | <b>APRIL</b>   |                              |                          |                          |         |
| Sekolah dalam band 5/6/7 dibimbing sekurang-kurangnya sekali dalam tempoh dua bulan | R         | 28.78 %<br>(59/205)                  | 40.49 %<br>(83/205)                                    | 100 %  | ▼                            | Kehadiran guru di dalam kursus untuk meningkatkan kemahiran. | 0%                           | 0%                       | 95%                      | =       |
|   | M         | 0 %<br>(0/0)                         | 0 %<br>(0/0)   | 100 %  | ▼                            |  |                              |                          |                          |         |
| <b>1Bestarinet</b>  |           | <b>MEI</b>                           | <b>APRIL</b>   | <b>1Bestarinet</b>   |                              | <b>MEI</b>   | <b>APRIL</b>                 |                          |                          |         |
| Sekolah dirangkaikan  | R         | 87.44 %<br>(6,780/7,754)             | 87.44 %<br>(6,780/7,754)                               | 100 %  |                              | 87.44 %<br>(6,780/7,754)                                     | 87.77 %<br>(7,103/8,090)     |                          |                          |         |
|   | M         | 88.77 %<br>(2,103/2,369)             | 88.77 %<br>(2,103/2,369)                               |  |                              | 88.77 %<br>(2,103/2,369)                                     | 88.77 %<br>(2,103/2,369)     |                          |                          |         |

Actual data may differ.

For illustration purposes only. Actual data may differ.

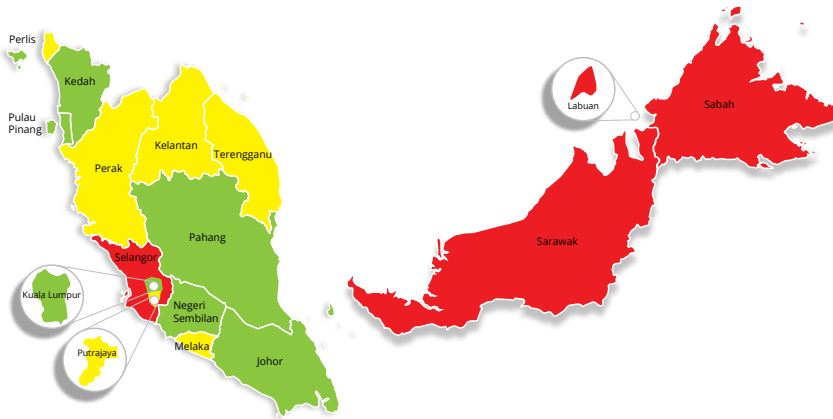
### Exhibit 3-1b

#### PPD Performance Dashboard

**KEDATANGAN MURID PADA 2015-05-28**

Purata Kebangsaan : 95.10

- Sama atau melebihi purata kebangsaan ( $\geq 95.10$ )
- Hampir kepada purata kebangsaan ( $90.35 < X < 95.10$ )
- Sama atau lebih rendah daripada 90.35 ( $\leq 90.35$ )



| Negeri          | Kehadiran 2015-05-29 | Kehadiran 2015-05-28 | Peratus Peningkatan |
|-----------------|----------------------|----------------------|---------------------|
| Johor           | 95.11                | 95.51                | -0.42 %             |
| Kedah           | 95.50                | 95.42                | 0.08 %              |
| Kelantan        | 94.56                | 94.40                | 0.17 %              |
| Melaka          | 93.56                | 93.40                | 0.17 %              |
| Negeri Sembilan | 95.75                | 95.25                | 0.52 %              |
| Pahang          | 96.92                | 96.97                | -0.36 %             |
| Pulau Pinang    | 95.55                | 95.30                | 0.26 %              |
| Perak           | 91.97                | 91.12                | 0.92 %              |
| Perlis          | 91.95                | 91.45                | 0.54 %              |
| Selangor        | 88.71                | 88.35                | 0.41 %              |
| Terengganu      | 94.59                | 94.69                | -0.11 %             |
| Sabah           | 83.80                | 83.14                | 0.79 %              |
| Sarawak         | 85.57                | 85.98                | -0.48 %             |
| WP Kuala Lumpur | 96.04                | 96.39                | -0.36 %             |
| WP Labuan       | 89.76                | 89.59                | 0.19 %              |
| WP Putrajaya    | 93.57                | 93.27                | 0.32 %              |

Formula Peratus Peningkatan  
(Hari ini - Hari semalam) / Hari semalam

*Actual data may differ.*

For illustration purposes only. Actual data may differ.

### Exhibit 3-1c

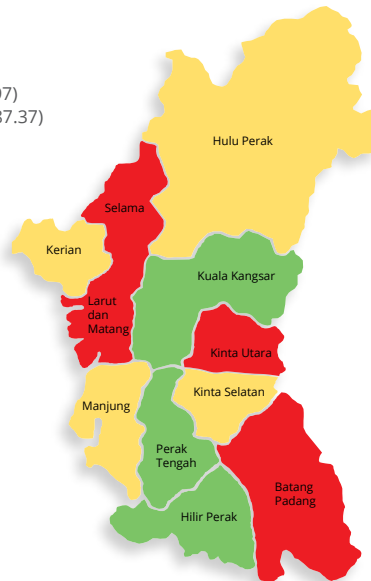
#### PPD Performance Dashboard

**KEDATANGAN MURID PADA 2015-05-28**

Purata Kebangsaan : 95.10

Purata JPN : 91.97

- Sama atau melebihi purata JPN ( $\geq 91.97$ )
- Hampir kepada purata JPN ( $87.37 < X < 91.97$ )
- Sama atau lebih rendah daripada 87.37 ( $\leq 87.37$ )



| PPD                     | Kehadiran 2015-05-29 | Kehadiran 2015-05-28 | Peratus Peningkatan |
|-------------------------|----------------------|----------------------|---------------------|
| PPD Batang Padang       | 85.11                | 92.28                | -8.42 %             |
| PPD Manjung             | 89.50                | 95.70                | -6.93 %             |
| PPD Kerian              | 87.56                | 94.65                | -8.10 %             |
| PPD Kuala Kangsar       | 95.75                | 85.89                | 10.30 %             |
| PPD Hilir Perak         | 95.74                | 89.46                | 6.56 %              |
| PPD Larut/Matang/Selama | 86.62                | 90.41                | -4.38 %             |
| PPD Hulu Perak          | 90.55                | 85.50                | 5.58 %              |
| PPD Perak Tengah        | 95.97                | 81.46                | 15.12 %             |
| PPD Kinta Utara         | 81.95                | 84.31                | -2.88 %             |
| PPD Kinta Selatan       | 88.71                | 83.79                | 5.55 %              |

Formula Peratus Peningkatan  
(Hari ini - Hari semalam) / Hari semalam

*Actual data may differ.*

For illustration purposes only. Actual data may differ.

## Coaching and mentoring

PPDs are also supported internally by subject specific School Improvement Specialist Coaches (SISC+) and School Improvement Partners (SIPartner+). At the end of 2014, a total of 1,032 SISC+ were tasked to coach teachers on content and pedagogy in Bahasa Malaysia, English Language and Mathematics. A total of 312 SIPartner+ were appointed to support school leaders in improving administration and management. These teams of coaches work directly with teachers and school leaders in schools on a daily basis to improve teaching and learning quality and school management.

PPDs have assigned their coaching teams to schools that need it most based on school performance by Band, focusing on Band 5, 6 and 7 and teacher performance in the classroom based on the School Examination Analysis System (Sistem Analisis Peperiksaan Sekolah, SAPS).

### Exhibit 3-2

#### The coaching and mentoring workflow

SISC+ help teachers develop an improvement plan that will set goals and specific actions using the Teacher Coaching Tool.

SISC+ and SIPartner+ work in a team and have weekly discussions regarding school performance. This enables them to tackle challenges ranging from school management issues to teacher skills in a holistic manner.

SISC+ and SIPartner+ translate their observations into reports and have weekly discussions with the district officer. The weekly discussion provides a platform for the officer to understand issues on the ground.

PPDs take immediate steps to support schools by conducting performance dialogues and mobilising units within PPDs to implement and improvise interventions to improve student outcomes.

## Performance Dialogues

Performance dialogues are conducted at every level, from schools, districts, states to federal level. The dialogues ensure organisations focus on delivery and accountability. It serves as an avenue to monitor performance, escalate issues and problem-solve.



In 2013, the achievement gap between states remained unchanged. Analysis showed states which performed poorly tend to have a higher proportion of rural schools. Strategically addressing the poor performance of these states with high density of rural schools would contribute towards narrowing the urban-rural achievement gap. Thus, in 2014, the Ministry identified five states (i.e. Perlis, Kedah, Perak, Sabah and Sarawak) and 30 districts with the lowest performance as priority which required focused intervention. Based on the issues and interventions identified, differentiated supports was channelled to narrow the achievement gap in these priority states and districts.

At the same time, performance dialogues using video conferencing were introduced as a platform for the Director-General of Education to engage with priority states and PPDs directly to manage their performance. The online conferencing also serves as an avenue for PPDs to raise localised issues directly to the Director-General. This has contributed towards improved communication and accountability while being cost and time efficient.



In addition, all PPDs in the five priority states have been coached on the use of appropriate intervention methods such as root cause analysis, data interpretation as well as outcome and impact based prioritisation to provide differentiated support to schools. The Ministry has also provided funding for PPDs to implement their respective district intervention plans. PPDs also received additional support from the Ministry through periodic visits and consultations to ensure that PPDs are implementing the activities as planned.

The Primary School Evaluation Test (Ujian Pencapaian Sekolah Rendah, UPSR) result in 2014 showed a reduction in the achievement gap between urban and rural schools, from a grade point average of 0.19 in 2013 to 0.17 in 2014.

The gap also narrowed for the Malaysian Certificate of Education (Sijil Pelajaran Malaysia, SPM) from a grade point average of 0.60 to 0.55 in the same period. The priority PPDs showed encouraging results. Among the 30 PPDs, 20 showed improvement in their UPSR and SPM results. The most notable in order of the highest rate of improvement were:

- Tambunan, Sabah
- Bau, Sarawak
- Selangau, Sarawak
- Daro, Sarawak
- Kunak, Sabah

## Monotos towards excellence: PPD Tambunan

PPD Tambunan, Sabah has shown encouraging improvement in both the UPSR and SPM examinations. In 2014, Tambunan was the second most improved PPD in UPSR among the 138 PPDs, improving from a grade point average of 2.70 in 2012 to 2.40. At the SPM level, the district was the fifth most improved PPD, from a grade point average of 5.88 in 2012 to 5.53 in 2014.



**Haji Kaipin @ Aipin Bin Rosmin**  
District Education Officer of Tambunan

Tambunan is a rural district in Sabah with limited road network and telecommunication connectivity. This does not deter the officers in the district education office in their efforts to ensure all students in Tambunan receive quality education. When asked about reasons behind the improvement made, Tuan Haji Kaipin, the District Education Officer of Tambunan said, "Teamwork and commitment from all stakeholders, including support from the State Education Office (Jabatan Pendidikan Negeri, JPN) helped me greatly to accelerate the achievement in my district. I have also received full support from school leaders and teachers". The PPD strives to be on par with the top performing districts nationwide by introducing the motto Monotos, which in Dusun language means *berhabis* or fight till the end.

Tuan Haji Kaipin emphasised to excel in UPSR, long term investment is required instead of last minute preparation before the examination. The PPD conducted a strategic action research to identify risk factors hindering student performance and then developed intervention plans to address the issues. The PPD reviewed the effectiveness of its intervention programme periodically and established a system to detect students at risk of failing and provide timely intervention.

While some priority PPDs have shown improvement, some have regressed further. The Ministry has examined and identified risk factors among the weaker performing PPDs. The factors include weak instructional leadership, poor quality of teaching and learning, inadequate basic infrastructure especially in remote areas and lack of parental involvement. The Ministry recognises the complex and intertwining factors impacting student outcomes and remains committed to providing differentiated support to PPDs to enable transformation in the classroom.



## District Transformation Programme: Continuous support and coaching from the District Education Office

Cikgu Lucy A. Dosis is an English language teacher in SK Limbuak, Pulau Banggi, Sabah. She started many intervention programmes to help students learn the English language after realising the many hurdles which students in rural areas have to overcome to master the language. However, she also realised that she can teach the English language better if she could enhance her pedagogical skills in teaching and learning.

Through the implementation of the District Transformation Programme (DTP), she was introduced to Pn. Lily Sintum, a School Improvement Specialist Coach (SISC+) from the State Education Office of Kudat who was a very experienced English language teacher. The SISC+ helped her in many ways – sharing of best practices on teaching and learning, and introducing various sources of references to increase student outcomes. The continuous support and coaching from the SISC+ through face-to-face interactions in school, SMS or Whatsapp, have helped Cikgu Lucy to gain confidence to explore various new teaching strategies in efforts to raise the understanding of her students in the classroom. As a result, she has successfully increased the passing rate in English language for her class from 50% to 90%.

**“I aspire to educate my students and provide a solid foundation for them to explore the world, so that one day they can come back and contribute to the community and nation.”**

**Cikgu Lucy A. Dosis**  
English Teacher,  
SK Limbuak, Pulau Banggi, Sabah



DTP has impacted many teachers and students through PPDs which provide localised solutions to resolve issues in schools. PPDs are now empowered and accountable to help improve performance of schools within their jurisdiction. For example, PPD Baram in Sarawak took the initiative to analyse the alarming issue of absenteeism among Penan students in the district. They managed to identify the possible causes to the issue, which include complex logistical issues, a lack of interest in education among the community as well as a very low income rate among the parents. With these factors in mind, PPD Baram planned a series of customised solutions within their locus of control. They addressed the lack of interest in education through initiatives such as UPSR awareness clinics, motivational camps, and collaborations with private colleges. In addition, they worked with the local communities to ensure students attend school safely. PPD Baram also enlisted the help of a successful role model from the Penan community to emphasise the importance of education. As a result, three targeted schools in the district recorded notable improvement in attendance rates.



*The Malaysia Education Blueprint (2013-2025) aims to accelerate school performance by empowering and strengthening the capabilities of PPDs. Through the District Transformation Programme, PPDs are given more autonomy and increased accountability in achieving targets set, with continuous support from the Ministry in terms of resources and capacity building.*

## Exhibit 3-3

## Urban-rural achievement gap in UPSR and SPM, 2012 – 2014



Source: Examination Syndicate, Ministry of Education  
 (Note: A smaller grade point average indicates a better result.)

The Ministry will continue to provide differentiated assistance to those districts which need it most, while providing room for flexibility of localised solutions.

## ORANG ASLI EDUCATION TRANSFORMATION PLAN

The Ministry remains committed to protect the education rights of Orang Asli children. Launched in 2013, the Orang Asli Education Transformation Plan 2013 – 2017 is specifically targeted at improving the education outcomes of the Orang Asli children. In 2014, the Ministry focused on ensuring access to schooling and teacher training for the Orang Asli by expanding the number of K9 schools, raising awareness on the importance of education within the Orang Asli community and increasing the intake for Orang Asli teacher trainees in the Bachelor of Education programme (Program Ijazah Sarjana Muda Pendidikan, PISMP) at the Institute of Teacher Education (Institut Pendidikan Guru, IPG).

### Improving enrolment and reducing dropout rates

The Ministry strives to ensure Orang Asli students are enrolled in schools, attend schools, and complete their primary and secondary education. The Ministry has identified several factors which hinder Orang Asli participation and progress in education such as economic, geographic and cultural factors. The Ministry in collaboration with Department of Orang Asli Development (Jabatan Kemajuan Orang Asli, JAKOA), has provided support including transportation, hostels, allowances, food and school supplies, and intervention programmes for students to ensure they attend school every day and successfully complete their schooling.

As a result, the enrolment of Orang Asli students from preschool to Form 6 has steadily increased to 41,207 students in 2014. This is a 6% increase from 2012 or an addition of 2,336 Orang Asli children receiving education.

### Exhibit 3-4

#### Enrolment of Orang Asli students, 2012 – 2014

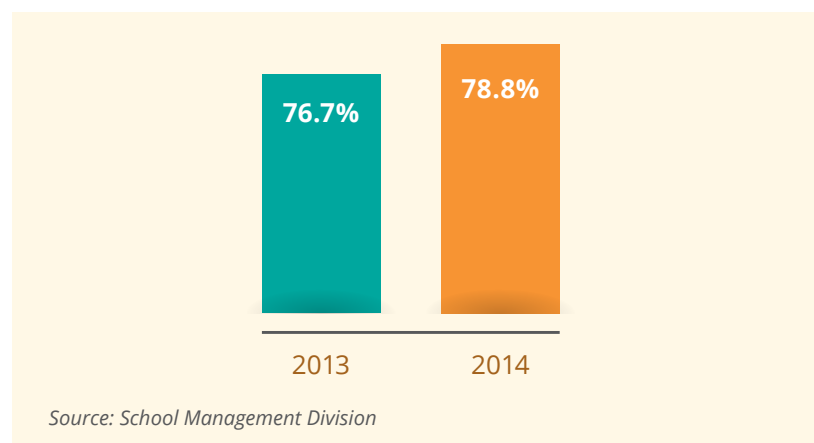
|   | 2012          | 2013          | 2014          |
|---|---------------|---------------|---------------|
| Primary education<br>(Preschool to Year 6)      | 28,567        | 28,619        | 27,978        |
| Secondary Education<br>(Remove class to Form 6) | 10,304        | 10,530        | 13,229        |
| <b>Total</b>                                    | <b>38,871</b> | <b>39,149</b> | <b>41,207</b> |

Source: School Management Division

Absenteeism among students varies across the different communities of Orang Asli. In general, absenteeism is higher among Orang Asli students compared to the mainstream. With the support and intervention provided, the attendance rate has also steadily improved from 76.7% in 2013 to 78.8% in 2014 in Orang Asli schools.

### Exhibit 3-5

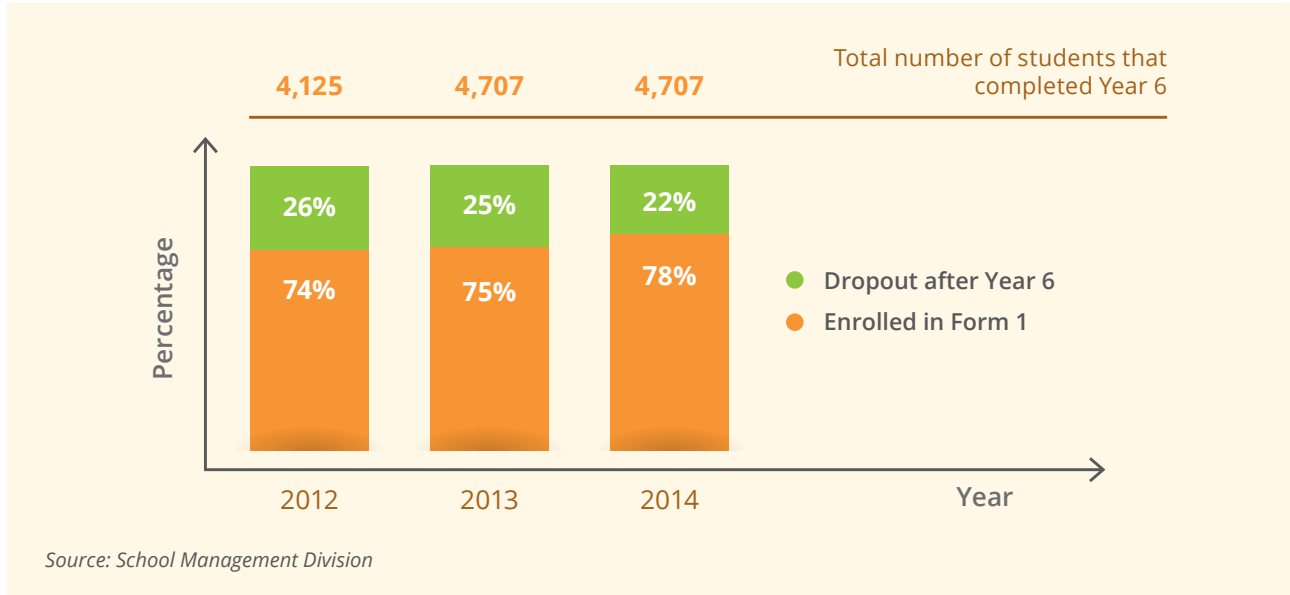
#### Attendance rate in Orang Asli Schools, 2013 – 2014



In addition, the transition rate among Orang Asli students from primary to secondary level has increased from 75% in 2013 to 78% in 2014. Similarly, a greater proportion of Orang Asli students managed to successfully complete their secondary education up to Form 5. The completion rate has risen by another 8% to 59% in 2014.

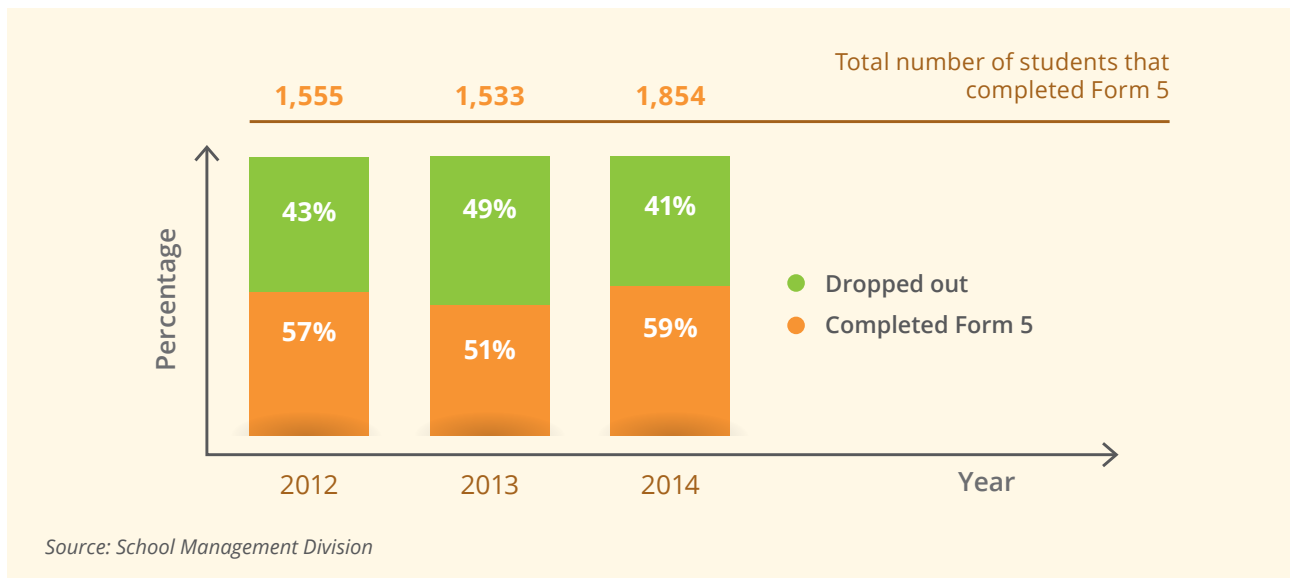
### Exhibit 3-6

Transition rate among Orang Asli from Year 6 to Form 1, 2012 – 2014



### Exhibit 3-7

Form 5 Completion rate among Orang Asli students, 2012 – 2014



Comprehensive Special Model Schools (K9) were established to provide education from primary to lower secondary level for indigenous students. It aims to reduce the dropout rate between Year 6 and Form 1 to ensure indigenous students receive a minimum of 9 years of education.

In 2014, two more K9 schools were opened, bringing the total to 7 schools. SK Pekan Pensiangan was opened in Pensiangan, Sabah with 22 teachers and an enrolment of 165 indigenous students. The school also provides a hostel for student accommodation. SK (Asli) Bukit Kemandol was opened in Kuala Langat, Selangor with 23 teachers and an enrolment of 203 students.

## Exhibit 3-8

### List of opened K9 schools by year

| Year | K9 School                | District / State       |
|------|--------------------------|------------------------|
| 2008 | SK Bandar 2              | Pekan, Pahang          |
|      | SK Long Bedian           | Baram, Sarawak         |
| 2013 | SK RPS Pos Kemar         | Hulu Perak, Perak      |
|      | SK RPS Banun             | Hulu Perak, Perak      |
|      | SK RPS Betau (JHEOA)     | Lipis, Pahang          |
| 2014 | SK (Asli) Bukit Kemandol | Kuala Langat, Selangor |
|      | SK Pekan Pensiangan      | Pensiangan, Sabah      |

Source: School Management Division

A total of 3,102 Orang Asli students are currently enrolled in K9 schools. The first batch of 298 students will be completing the 9 years of education provided in K9 schools in 2015. This presents a pressing need for the Ministry to look into options to ensure this cohort of students successfully transition and complete their upper secondary education.

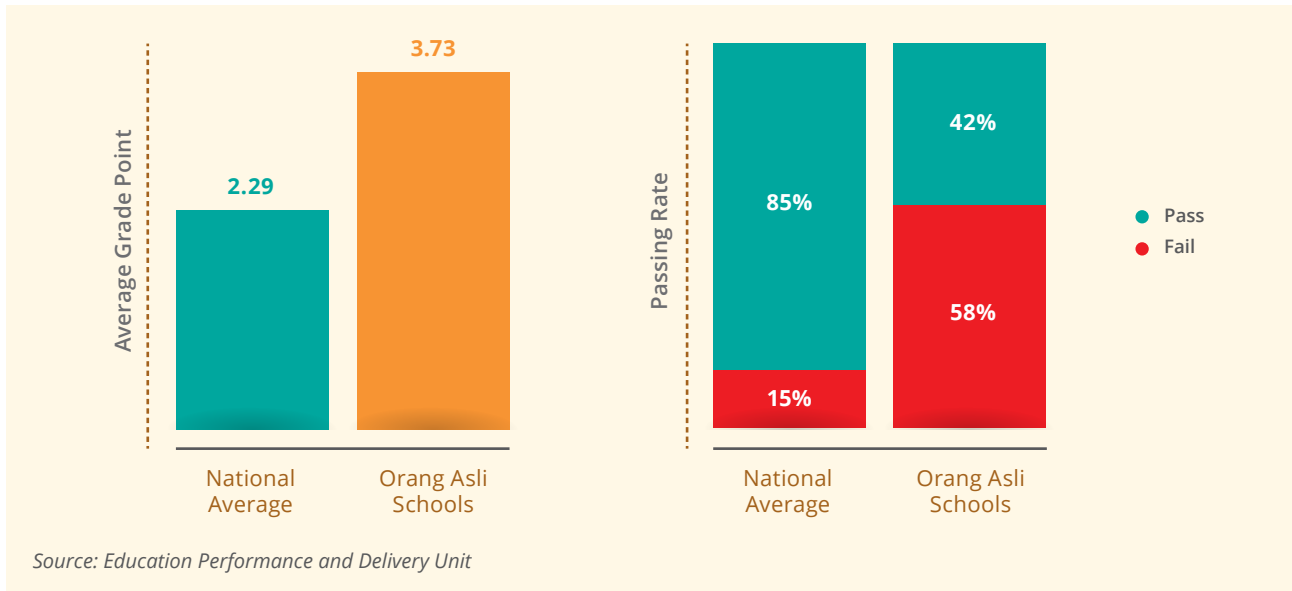
In 2014, the Ministry has also conducted outreach and engagement programmes with Orang Asli parents and the community to raise awareness on the importance of education and to promote the availability of schools and hostels for Orang Asli students. For example, an outreach programme was conducted in RPS Banun, Perak in collaboration with JAKOA, Department of Human Resources and Yayasan Emkay. The programme aims to publicise the availability of the newly built student hostel catered to secondary level students and to encourage their enrolment.

### Raising Orang Asli academic achievement

While enrolment among the Orang Asli students has gradually increased, their academic performance has not improved over the years. In UPSR 2014, the performance of Orang Asli Schools has regressed to an average grade point of 3.77 from 3.73 in 2012 and 2013, which was far behind their peers. On average, a student in an Orang Asli School scored 37 points fewer in a paper compared to his or her peer in other schools. More than half of the Orang Asli students completed Year 6 without a minimum mastery in 3R (reading, writing, arithmetic).

Exhibit 3-9

Orang Asli school performance in UPSR, 2014

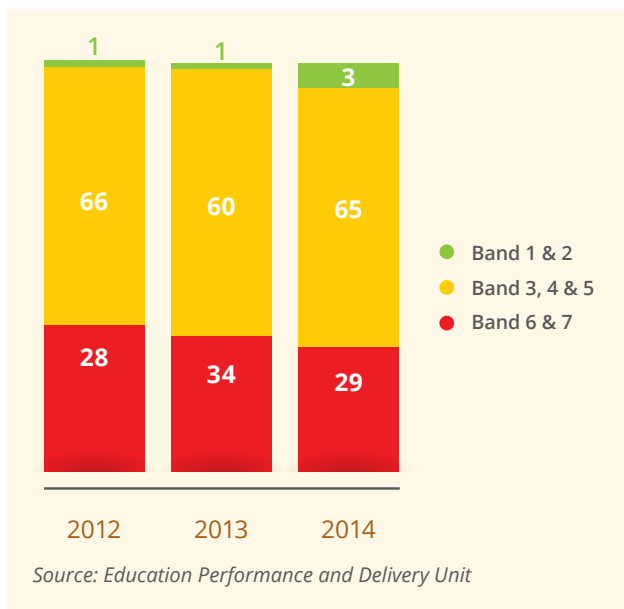


In terms of school quality, the majority of Orang Asli schools are in the average performance category (Band 3, 4 and 5). However, the percentage of Orang Asli Schools in Band 6 and 7, which are categorised as the poor-performing schools, has fluctuated around 30% which is significantly higher compared to 0.7% for other primary schools.

In order to provide better understanding of the local context and better serve the indigenous community, the Ministry aims to increase the intake for Orang Asli teacher trainees in PISMP. PISMP for Orang Asli teacher trainees was implemented in Institut Pendidikan Guru Kampus Tengku Ampuan Afzan, Kuala Lipis, Pahang in 2012 with an intake of 25 trainees. In 2014, the number of Orang Asli teacher trainees rose to 31. The Ministry will continue the intake for Orang Asli teacher trainees according to the projection of teacher requirement in the future.

Exhibit 3-10

Orang Asli schools by band, 2012 – 2014



The Ministry will focus on improving learning outcomes by providing more tailored interventions to schools. The Ministry will continue to forge strong collaboration with other government agencies, the private sector and community in ensuring the Orang Asli students benefit equally from the Malaysia education system. The Ministry will focus on improving school infrastructure in Orang Asli communities, ensuring availability of a sufficient number of well-trained teachers, and allowing for flexibility within the curriculum to adapt to local context and students' needs.

## “Mong Sekolah, Mong Cak”: Increasing school attendance among Orang Asli students

SK Pos Musuh LZ is located in the interior of Batang Padang district, Perak, approximately one and a half hours drive from the nearest town. The school is a category 2 remote primary school with 51 students from various Orang Asli ethnicities living in the surrounding villages.

In 2014, the school recorded 100% student attendance; all 51 students came to school every day. The full attendance was an extraordinary achievement for a school which is situated in an Orang Asli village in a remote area. Cikgu Azman Yusof, the headmaster, insisted that there was no secret strategy to ensure students' daily presence in school except through sheer dedication and commitment of his teachers. The teachers' undying dedication to teach and nurture the students attracted them to school.

According to Cikgu Azman, the biggest challenge facing the Orang Asli community is their reluctance to understand the value of education that is being provided in school. To overcome the problem, he would frequently visit his students' families and have discussions with the Tok Batin (Orang Asli village head) in order to persuade them to send their children to school. SK Pos Musuh LZ has introduced a special programme known as “Mong Sekolah, Mong Cak” (a Semai dialect for “Going to School, Going for Food”) to attract the children to come to school. The school prepares 3 meals a day for all students for the whole schooling year; breakfast at 7.30 am, morning break at 10.00 am and lunch at 12.30 pm. The morning break and lunch are in addition to the Rancangan Makanan Tambahan. Cikgu Azman sourced for extra funding for the meals from JAKOA, companies and local community leaders. It is during these meal times that the teachers take the opportunity to get to know the students better and thus, create a stronger bond with them. Additionally, this teaches the students the value of a balanced diet and proper nutrition.



“

Even though teaching in an Orang Asli school is very challenging, it is an enjoyable experience. Based on my personal experience, teachers who work with these children need to be more creative in their pedagogical strategies. To encourage the children to come to school, teachers need to enliven their teaching in the classroom, and the school itself needs to be ‘alive’ and full of activities to match the students’ age and abilities.”

**Cikgu Azman Yusof**  
Headmaster,  
SK Pos Musuh LZ, Perak

## Making dreams come true

“Selamat pagi, Tuan! Datang sekolah mesti belajar!”; that was the greeting used by all students to address teachers and visitors in the SK Pos Musuh LZ. The greeting motivates the students to attend school and learn.

Shamida anak Jundi and Mas Erni anak Rahman were laughing happily in the role modelling session in the English language class for Year 5, SK Pos Musuh LZ. Even though they were from different villages, these good friends from one of the ethnicities of Semai cherish the same dream of joining the medical field in the future. They tried to act out the Disney video scenes which they had watched earlier in the class activity. As a consequence of various fun learning activities taught, these Orang Asli students could articulate new phrases in a language which they have never heard before but would be important for them in future.

Shamida, whose favourite subject is Science, happily informed that she liked the school. “I like going to school, happy to see my friends and all the teachers are very nice. Before, my dad said the school is far, but now it is near, and I can easily go to school”. Mas Erni, her good friend, agreed with her, “Besides the fun activities in school, our teachers take us for outings.” Students like Shamida and Mas Erni have gained benefits from the Ministry’s efforts to improve quality and access to Orang Asli communities. With increased access to education, the Ministry is confident both their dreams and the dreams of other similar children would come true.



*The Ministry has developed initiatives to increase Orang Asli enrolment and the level of education in line with the Orang Asli Education Transformation Plan 2013-2017. Increasing access to education will impact the Orang Asli significantly as the community seeks to improve themselves through education and participate in national development. With more school infrastructure in place and increased participation in Kelas Dewasa Ibu Bapa Murid Orang Asli dan Pribumi (KEDAP), the Orang Asli community will have the opportunity to receive quality education similar to other mainstream students.*







## SPECIAL NEEDS EDUCATION

The Ministry provides education for students with special education needs (SEN) in a special education school, or in a mainstream school which implements the Special Education Integration Programme (Program Pendidikan Khas Integrasi, PPKI) or the Inclusive Education Programme (Program Pendidikan Inklusif, PPI). In the PPI, students with SEN learn alongside other students in the same classroom. The Ministry aims to enrol more students with SEN in PPI, in accordance to the Salamanca Statement and Framework for Action on Special Needs Education 1994.

In 2014, the Ministry has doubled the enrolment rate of students with SEN in the PPI, from 9.6% in 2013 to 18.4%. This translates into 10,700 students out of a total of 58,006 students with SEN studying alongside their peers in the same classroom. The number of mainstream schools offering the programme grew to 2,798 in 2014, a 61% increase from 1,742 schools in 2013.

In 2014, the Ministry implemented several activities to improve special needs education, as follows:

### 1. Implementation of the Guideline for the Inclusive Education Programme (Trial Edition)

In 2013, the Ministry developed a guideline to improve the implementation of the PPI. The guideline was used by the JPNs, PPDs and school administrators in implementing a more standardised inclusive education programme in schools. Comprehensive briefings were conducted to 705 managing officers and implementers of the programme at all levels to provide better understanding on the implementation of the programme based on the guideline.

### 2. Continuous training of Whole-School Approach

The Whole-School Approach training was conducted to ensure the entire school community is responsible and accountable to implement inclusive education. In 2014, a total of 5,000 mainstream teachers underwent in-house training by the JPN. Special Education teachers were also trained as teacher aides to support students with SEN and mainstream teachers in inclusive classrooms. The training was a collaborative effort between the Ministry and the National Autistic Society of Malaysia (NASOM).



### 3. Implementation of the Placement Instrument for Students with SEN (Instrumen Menentu Penempatan Murid Berkeperluan Khas, IMPaK) 4-6 years old

The Placement Instrument for Students with SEN and the accompanying tool kit were developed at the end of 2013 to identify students' level of competencies and enable them to be placed in either special education schools, special integrated programmes or inclusive education programmes. The instrument is also available in Braille for children who are visually impaired. The instrument and tool kit have been distributed to 175 preschool classes in PPKI and preschool classes in special education schools.



#### 4. **Developmental Screening Checklist for Children 0-6 years old**

In 2014, the Ministry developed the Developmental Screening Checklist for Children 0-6 years old to be used by parents and teachers in detecting late development of children which could lead to learning difficulties. Early detection will enable parents to give appropriate intervention. The checklist has been distributed to JPNs and PPDs.

#### 5. **Awareness campaign for special education**

The programme aims to increase awareness among schools and local communities to accept students with SEN and ensure their rights to excel in learning and life after school. In 2014, the programme was carried out in five more states: Kelantan, Kedah, Johor, Sarawak and WP Kuala Lumpur.

Early identification of special education needs would enable timely healthcare support and help parents in choosing the most suitable school for their children. The Ministry will continue to strengthen collaboration with other agencies including the Ministry of Health to facilitate early identification and diagnosis. The Ministry will also continue to engage the public to raise awareness within the school and the community to form a society that respects and embraces diversity. In 2015, the Ministry will intensify its efforts to increase the enrolment rate of students with SEN in the PPI to 30%.

## Against the odds: Student with Special Education Needs

Ahmad Danial Mubarak Khan was a bright student from SK Jalan Pasar (L) who excelled in the 2014 Primary School Evaluation Test (Ujian Pencapaian Sekolah Rendah, UPSR). He achieved all As and was the best student in his class. Danial was also the Head of Kadet Remaja Sekolah and during the School Sports Day, participated in the 400 metres event. However, Danial was unlike other students.

At the early age of five, Danial was diagnosed with Marfan Syndrome, a genetic disorder that affects the body's connective tissue. As a result, the vision of his left eye was badly affected, and his left eye had to be replaced with an artificial one. Currently, he is only relying on the good vision from his right eye to do all his daily routine.

Danial's parents had to make an important decision regarding their child's education when they wanted to enrol him in school. They had to either enrol their child in a special education school where Danial would be removed from other mainstream students or send him to a mainstream school and face the risks of Danial being ostracised by other students who were ignorant about his condition. After receiving enough information on inclusive education, his parents decided to send him to the Inclusive Education Program (Program Pendidikan Inklusif, PPI) in SK Jalan Pasar (L), Kuala Lumpur. Since then, Danial has been thriving in his schooling.





Danial's deep interest in learning, combined with continuous support and encouragement from his parents, motivated him to go to school and learn. The most valuable experience during his primary years was his long lasting friendship with his classmates, Hakim, Akmal and Afiq who helped him adjust to the school environment. Danial always remembers his friends as they were the ones who never tire to provide support and assistance whenever needed. His personal development and academic achievement were also the result of his teachers' continuous commitment and dedication. En. Mubarak Khan, Danial's father, believed he made the right decision to send his son for inclusive education. The programme enabled Danial to work hard and be competitive, both in academic and co-curricular activities, alongside his friends. He also managed to learn better with the help of his friends and teachers.

“

**Danial is an obedient and diligent son. He spends most of his time at home studying and revising his favourite subjects and is never shy to ask on topics he doesn't understand. He is confident of himself and is well-liked by his friends.”**

**Mr Mubarak Khan bin Kamaruddin**  
Father



“I am happy to go to school because my friends always motivate and take care of me. Teachers here always give me help and support, especially in class and with the additional homework given. My ambition is to be an English language teacher so I could help more people to speak the language fluently.”

**Ahmad Danial Mubarak Khan**  
Year 6 student 2014, SK Jalan Pasar (L)



*The Ministry aims to enrol 30% of students with special education needs in the Inclusive Education Programme in 2015. The Ministry aspires to instil the understanding in students and the school community to embrace diversity and be more accepting of students with special education needs. The desired outcome is the development of positive attitudes among the Rakyat who appreciates differences, diversity and inclusiveness without prejudice.*

## CHAPTER 4

# PROMOTING **UNITY** THROUGH EDUCATION

An unshakeable sense of national identity, tied to the principles of the Rukun Negara, is necessary for Malaysia's future and to foster unity. Every student will identify themselves proudly as Malaysians, irrespective of ethnicity, beliefs, socio-economic status or geographical location.





**EMC**

# 2014 KEY HIGHLIGHTS & ACHIEVEMENTS

RIMUP Programmes carried out in **3,011** schools

With activities such as: traditional dance and game sessions, sport activities, Language Carnivals, and Unity Debates.

**20,916** school administrators trained on the concept of RIMUP



“UNITY INDEX” comprises:

Accepting  
Respecting  
Managing

} Diversity

# Unity Survey

conducted among  
**4,467** teachers  
and  
**4,639** students



## Tarian Integrasi

pilot programme ran in

**79** RIMUP school clusters



The Ministry aspires to provide an education system which enables Malaysian children to have shared values and experiences by acknowledging and embracing diversity among students, regardless of their different socio-economic, religious, ethnic backgrounds and geographical locations. Recognising the need for students to be taught the right set of values and embrace the very differences which make Malaysia a multicultural society, the Ministry has initiated programmes to strengthen unity. The Ministry hopes the programmes will produce a united and harmonious generation of the future.

### STRENGTHENING UNITY THROUGH CO-CURRICULAR ACTIVITIES

In 2014, the Ministry continued to strengthen the implementation of the Student Integration Plan for Unity (Rancangan Integrasi Murid Untuk Perpaduan, RIMUP) to encourage greater integration among students of different school types through shared activities.

Schools have been grouped into clusters with a combination of two to three school types (for example: SK, SJKC and SJKT; SMK, SMKA and SMJK) to forge greater cooperation among students, teachers and schools in selected activities. In 2014, the programme was implemented in 3,011 schools. To ensure that RIMUP was implemented as intended in schools, a series of roadshows were carried out in all 16 states, with participation from 20,916 principals, head teachers and co-curriculum senior assistants.

RIMUP activities were divided into five categories: Academics, Patriotism, Culture and Arts, Community Service, and Sports and Games. Some of the activities conducted included traditional dances, games, sports, language carnivals and debates.

In 2014, the Integration Dance (Tarian Integrasi) competition was introduced as one of the RIMUP activities. The dance competition was piloted in 79 school clusters. The Selangor team emerged as the national champion for the inaugural competition.





## The National Integration Dance Competition, an invaluable experience for participants

Nur Hislinna and her twin sister, Hislinnie together with their friends Chuah and Mathu have been practicing their Zapin dance moves all night. This would be their final shot to win the inaugural National Integration Dance Programme. After three weeks of extensive training under the guidance of Cikgu Mahendran, the team is now set to perform.

The programme saw the participation of 114 students and teachers from 21 schools across the country. Dance groups composed of different races competed fiercely to win the state level competitions, with the state champions then competing at the national level against their compatriots from other states.



In my seven years of conducting the RIMUP programme at Sekolah Kebangsaan Puchong Perdana, I have found that no problems or sensitivities have been raised by teachers, students or parents involved during interactions or training. I communicate directly with parents and work towards involving them at every juncture. As a result of the cooperation and commitment shown by students and teachers, our ethnically diverse team successfully became National Champions of the Integration Dance Competition in 2014. The students who were involved still interact and spend time together in other social activities."

**En. Mahendran Rajagopal**  
Teacher,  
SK Puchong Perdana



“

Students and teachers who were involved learnt about the customs and traditions of other ethnic groups through dance. Participants interacted enthusiastically, and this helped to make the integration process much easier. The exposure given to students was comprehensive, and even parents were involved in the coordination and dance training session, which helped to indirectly build goodwill amongst the parents.”

**Pn Siti Dewi Marsita**  
Co-curriculum Officer,  
Selangor State Education Office

Various feedback on the programme included an increased sense of responsibility and transparency, invaluable experience in managing students of different ethnic backgrounds, fosterage of the spirit of cooperation as well as respect for the various customs and traditions of other ethnic groups in Malaysia.

**“I have never thought that there were so many cultural and contemporary dances practiced here in Malaysia! I personally enjoyed the Zapin and the Sattriya dance moves by the schools. They are so unique and interesting.”**

**Nur Hislinnie bt Hajeli**  
Student,  
SK Puchong Perdana



*Rancangan Integrasi Murid untuk Perpaduan (RIMUP) is a programme which aims to encourage more social interactions and unity among students of various ethnicities and religious backgrounds from different schools. The aspirations and implementation of RIMUP has been intensified and enhanced with a focus on social interactions among different schools and ethnicities within schools.*



To assess the implementation at the school level, the School Inspectorate and Quality Assurance (Jemaah Nazir dan Jaminan Kualiti, JNJK) conducted an observation on unity in 78 rural and urban secondary schools with multi-racial student composition. The observation found that schools implemented activities towards building unity among students. The inculcation of values was evident in the interactions and behaviour of students in the classroom and during co-curricular activities. It was found that 84.6% or 66 schools have implemented RIMUP programmes within the 5 categories. Observations on 10 random classes in each school showed that 73.1% or 57 schools practiced mixed seating arrangement to encourage intermingling among students of various races. Observations made on student interactions also showed positive results, with 87.2% or 68 schools having interracial student interactions during lessons, co-curricular activities, and physical education classes.

From the findings, the Ministry plans to develop strategies and action plans to further reinforce the inculcation and practice of values of unity in the classrooms as well as in co-curricular activities. Additionally, parental and community involvement in these programmes will be increased to ensure unity and patriotism continue to be developed among students, during and after school hours.

## ESTABLISHING LEVEL OF UNITY

Establishing the baseline and developing a better understanding of the level of unity in schools is the focus in Wave 1 of the Blueprint implementation.

Towards this objective, the Ministry developed a model of unity for schools and an instrument to determine the Unity Index in schools. The instrument consists of three main constructs which are Accepting Diversity, Respecting Diversity and Managing Diversity, and ten values which are openness, tolerance, cooperation, trust, politeness, appreciation, care of others, fairness, trustworthiness and rationality.

The instrument was piloted in 136 primary schools and 175 secondary schools, involving 4,467 teachers and 4,639 students. Findings from the study provided the Ministry with the baseline Unity Index. Overall, it was found that the level of unity is medium to high across all ten values for teachers and students.

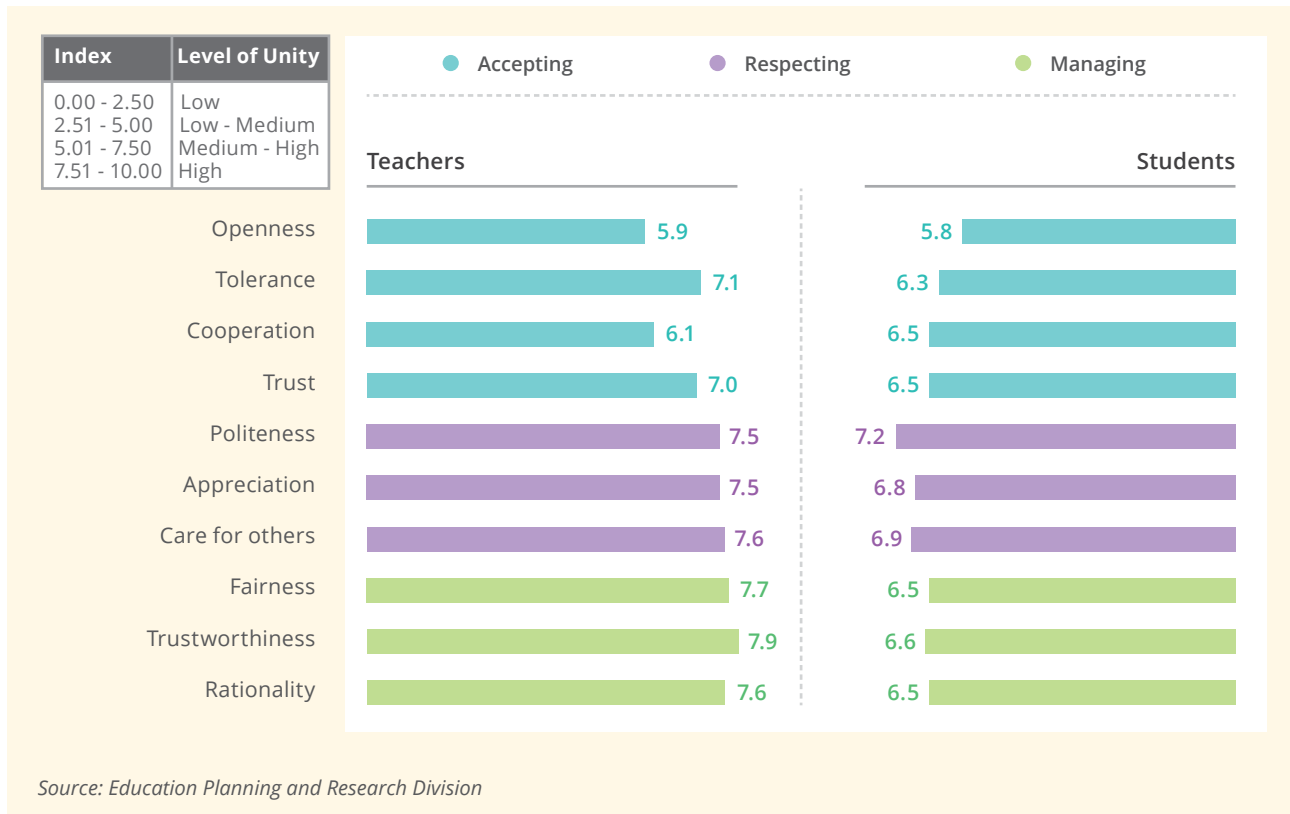
Findings from the study for the students indicated the highest level of unity construct was for Respecting Diversity, while the lowest level of unity construct was for Accepting Diversity. For the teachers, the study showed the highest level of unity construct was for Managing Diversity, while the lowest level of unity construct was for Accepting Diversity. Based on the findings, the Ministry needs to intensify efforts to inculcate values among teachers and students to accept diversity in schools. The Ministry would also need to study in greater depth the dynamics of the interracial interactions among students and the community at large in order to promote unity in schools more effectively.





Exhibit 4-1

Unity Index according to 10 Values, 2014



## Unity and inclusiveness: SMK Seri Intan, Kluang, Johor

All schools in Malaysia are always encouraged to instil the spirit of unity in students either through classroom teaching and learning or outside classroom activities. Pn. Afifah Mohd Amin, a special education teacher in SMK Seri Intan, Kluang, Johor believes in the importance of encouraging all students to interact with one another, regardless of which type of school they are enrolled in either in the mainstream school or the special education school. Interactions and communication among students in numerous school activities will help to forge friendship and foster unity.

Pn. Afifah and 13 other teachers in this school felt the process of nurturing 58 students with special education needs in 7 classes was an awe-inspiring experience. She explained, "Our students are those with learning disabilities. Some of them have Down syndrome and autism. They come from different backgrounds and ethnicities. Initially they tend to mingle within their own ethnicity. As teachers, even though we have to focus on increasing their learning abilities, we also have to forge a sense of unity among them. During the past Teachers' Day celebration, our team of multi-racial students and teachers performed an aerobic exercise. Everybody present was overwhelmed. The group of students cooperated well with each other regardless of their racial differences."

Pn. Afifah also noticed the good responses and cooperation from parents whenever the school organised activities involving students with special education needs. Their participation showed unity could also be instilled among parents through various school activities. "I always see parents of different races exchange ideas on the best way to manage their children. I also see parents who send their children to out-of-school therapy classes discuss and share information with other parents. It was as if they have a support group among themselves. This shows unity can be achieved when we strive towards a common goal."



## Enhancing unity through language and cultural activities: SK Taman Megah, Petaling Jaya, Selangor

SK Taman Megah is a national school with a diverse student population, comprising roughly one third of each major ethnic group – Malay, Chinese and Indian. The school believes in providing children with a firm foundation and appreciation toward their diverse national heritage. The school encourages students of all ethnicities to participate in annual musical theatre performances about Ramayana, Zapin, fan and lantern dances, and Mandarin songs. Parents collaborate to ensure all children, regardless of their backgrounds, study harmoniously to develop their skills and talents.

The school also takes part in various international student exchange programmes with schools in Thailand, Indonesia, and Australia to break down cultural barriers, enhance the students' language and communication skills, and build global networks among students and staff. These examples of cultural engagements are critical for building self-knowledge and confidence, especially when the children participate in cultural exchanges abroad.



## CHAPTER 5

# ENHANCING EFFICIENCY

The Ministry transformation will strengthen two key areas: resource capacity and capability. These reforms will enable the Ministry to better focus on and deliver what really counts – student learning and outcomes.



# 2014 KEY HIGHLIGHTS & ACHIEVEMENTS

Types of infrastructure upgrading and repair projects completed in 2014

A total of **3,070** upgrading and repair projects in **2,410** schools have been completed



**Physical Structure**  
(Roof + paint)



**Classroom**



**Toilet**



**Electricity**



**Treated Water**  
(Safe for drinking)



**6,623**

schools with connection to high speed internet

**47%**

of total student logins used VLE for more than 30 minutes a week

**23%**

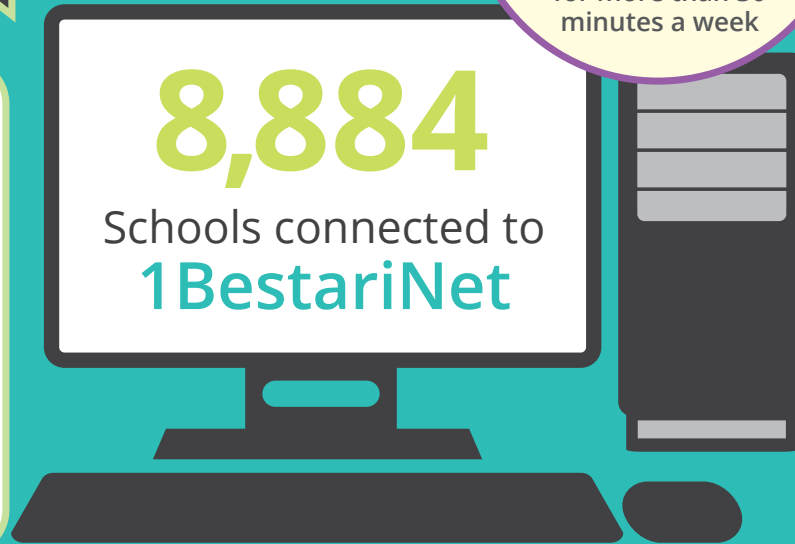
(against 10% target)

of savings from the **non-emolument budget 2014**

were redirected to fund activities impacting student outcomes

**8,884**

Schools connected to **1BestariNet**



**231**

JPN and PPD officers were profiled

**155** officers successfully identified as high potentials for leadership positions at the JPN and PPD levels.



As the education system embarks on its journey of transformation, the Ministry must transform itself to provide continuous guidance, support and direction to school leaders, teachers and students. These reforms will enable the Ministry to be more efficient and effective in delivering student learning and outcomes.

In 2014, the Ministry continued to focus on these areas:

- restructuring and strengthening the capabilities in pivotal positions;
- realigning and optimising budget distribution to areas of highest impact on student outcomes;
- providing all schools with basic infrastructure and undertaking critical repairs; and
- increasing access to internet and virtual learning environments via 1BestariNet.

### RESTRUCTURING AND STRENGTHENING CAPABILITIES IN PIVOTAL POSITIONS

The Ministry is undergoing a comprehensive restructuring exercise to streamline key processes, to clarify roles and avoid overlaps of functions, and to address achievement gaps at all levels. In 2013, following the merger of the Ministry of Education and the Ministry of Higher Education, now known as the Ministry of Education, all sector functions are being reviewed and streamlined to create a leaner and more effective organisation. The steps taken will ensure effectiveness in delivery and improve specialisation of functions. This exercise is also crucial for the delivery of the Malaysia Education Blueprint 2013-2025 (Preschool to Post-Secondary Education) and Malaysia Education Blueprint 2015-2025 (Higher Education). Central to this restructuring, the State Education Offices (Jabatan Pendidikan Negeri, JPN) and the District Education Offices (Pejabat Pendidikan Daerah, PPD) will have greater autonomy and operational flexibility. Thus, the JPNs and PPDs will have more responsibility and accountability toward school and student performance in their respective districts and states. The annual targets for ministry restructuring implementation are shown in Exhibit 5-1.







## Exhibit 5-1

## Ministry Restructuring implementation targets, 2014 – 2016

| Action  | 2014  | 2015  | 2016   |
|---|---|---|--|
| Strengthening capabilities in pivotal positions | Identifying the talent pool for JPN and PPD leadership positions<br><br>Piloting the Professional Development Programme | Expanding the profiling to top and senior management positions at Ministry level<br><br>Implementing the Professional Development Programme | Implementing succession plan for key positions<br><br>Sustaining the Professional Development Programme        |
| Empowering JPNs and PPDs                        | Delegating greater power of procurement to JPNs and PPDs  | Expanding the scope of empowerment  | Further increasing empowerment and accountability in the JPNs and PPDs in line with the new Ministry structure |
| Restructuring the Ministry                      | Initiating the restructuring of Ministry, beginning with the JPNs and PPDs  | Expanding restructuring of the ministry to the federal level and securing approval from central agency                                      | Implementing the restructuring of the ministry upon central agency approval                                    |

Source: Human Resource Division





Transforming an education system requires capable leaders at key leadership positions. To ensure the right leaders are placed, the Ministry has profiled the competencies of 231 incumbents in top JPN and PPD leadership positions in 2013. Subsequently in 2014, the Ministry has developed differentiated development programmes, namely the Accelerated Leadership Development Programme (ALD) and Supervised Project Development Programme (SPDP).

These professional development programmes consist of a 6-month development journey tailored to the incumbents' competency gaps. The programmes aim to reframe incumbents' mindsets and realign their current capabilities to meet the demand of the new roles and responsibilities of JPN and PPD leaders. The programmes adopt an experiential learning methodology to enable the incumbents to internalise learning. For example, the incumbents would work with school leaders to address issues such as absenteeism and indiscipline. Incumbents also receive support and feedback from the senior management of the Ministry, Institut Aminuddin Baki (IAB) coaches, independent consultants, their supervisors and peers. In 2014, all profiled JPN and PPD leaders began participating in the programmes and are expected to complete by mid-2015.

**“We feel proud and thankful towards the Ministry for choosing us to attend the Accelerated Leadership Development (ALD) Programme. This programme is very beneficial as it helps to develop leaders who are forward thinking, creative and have a clear vision in line with the aspirations outlined in the Malaysia Education Blueprint 2013-2025. This 6-month programme uses various modes including courses and task-related projects. As implementers of education policies, we were able to put the theories that we have learned into practice. We were coached personally by the Ministry’s top management and this experience is valuable for us. Now we are more capable to strategise and tailor educational programmes to the needs of students in our respective districts. This programme teaches us to be more open-minded and ready to face the challenges and be accountable towards the country’s education transformation.”**

**Pn. Siti Zaiton Selamat**  
District Education Officer  
District Education Office of Kuala Selangor

Findings from the profiling exercise indicated a succession risk at JPN and PPD leadership. Thus, the Ministry has started to establish a pipeline of ready talents with potential to fill key leadership positions at the JPN and PPD levels. A stringent 3-tiered assessment process was employed to identify the talents:

- Self and Supervisor Assessment
- Panel Functional Competency Assessment
- Leadership Competency Assessment

A total of 14,933 education officers applied to undergo the assessment process, and 155 applicants were successfully identified as high potentials for the JPN and PPD talent pool. The Ministry aims to develop these talents, enabling them to chart their career pathways towards the key leadership positions at the JPNs and PPDs.

In addition, the Ministry has also started to develop an integrated career track for the teaching service. This career track is adapted to the new structure of the Ministry to ensure clear succession requirements and progression rules which correspond with increases in job complexities.

### REALIGNING AND OPTIMISING BUDGET DISTRIBUTION

In line with the government's implementation of Outcome Based Budgeting (OBB) in 2013, the Ministry is continuously monitoring the linkage between budgeting of initiatives and maximising the student outcome for every ringgit spent. Among the challenges faced in implementing the OBB is the understanding of the concept which emphasises the impact and effectiveness of programmes that receive allocation. To address this, the Ministry ran a series of expenditure management workshops with Divisions and JPNs to review the expenditure and to reprioritise programmes to student outcomes.

The Ministry successfully realigned RM300 million or 23% of its non-emolument budget towards activities with greater impact on student outcomes. The activities include improving English language acquisition in the classroom through Native Speakers and English Teacher Assistants programmes, improving student well-being through upskilling Physical Education teachers, and developing additional resource materials for students.



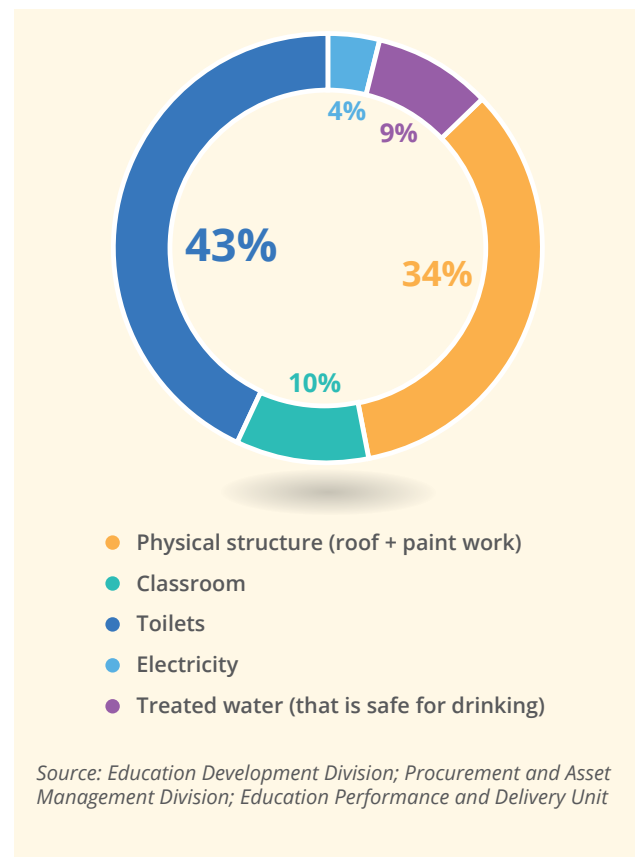


### PROVIDING ALL SCHOOLS WITH BASIC INFRASTRUCTURE

All schools must have basic infrastructure to create a safe, hygienic and conducive environment for learning. Basic infrastructure includes access to treated water, at least 12 hours of electricity per day, sufficient toilets, classrooms, tables, and chairs for students, as well as ICT facilities. The Ministry has set a target to ensure 100% of schools meet the requirements of basic infrastructure by 2015. All JPNS and PPDs have to ensure schools are equipped with basic infrastructure. This responsibility requires them to work closely with the Ministry to plan and budget for allocation. Basic infrastructure projects include adding new facilities as well as upgrading and repairing existing facilities. By the end of 2014, a total of 3,070 upgrading and repair projects were completed in 2,410 schools. The Ministry will continue to prioritise and implement school repairs and upgrades in stages. The types of infrastructure projects completed are shown in the following chart.

#### Exhibit 5-2

**Types of basic infrastructure upgrading and repair projects completed in schools, 2014**



Source: Education Development Division; Procurement and Asset Management Division; Education Performance and Delivery Unit

## INCREASING ACCESS TO THE INTERNET AND VIRTUAL LEARNING ENVIRONMENT

Internet penetration in Malaysia currently stands at 67%, and has been growing at a pace of 19% from 2010 to 2014. However, Malaysia is still far behind compared to developed nations such as South Korea, Australia and Singapore that have high internet penetration rate. The growth rate of internet penetration in Malaysia is also lower compared to developing countries such as Vietnam. Malaysia has a strong need to improve access to quality internet for its people. Efforts in expanding the internet network and connectivity as well as increasing the internet speed nationwide are underway.

Malaysians are highly active internet users with the amount of time spent on the internet. On average, Malaysians spend 5.1 hours on the internet daily via their desktops or laptops compared to the global average of 4.4 hours. In line with this trend, the Ministry will further leverage on the ICT infrastructure and platform for schools. The Ministry will continue to encourage teachers and students to integrate ICT in teaching and learning and promote the mastery of 21st century skills.

### Exhibit 5-3

#### Internet penetration rate by country, 2010 – 2014

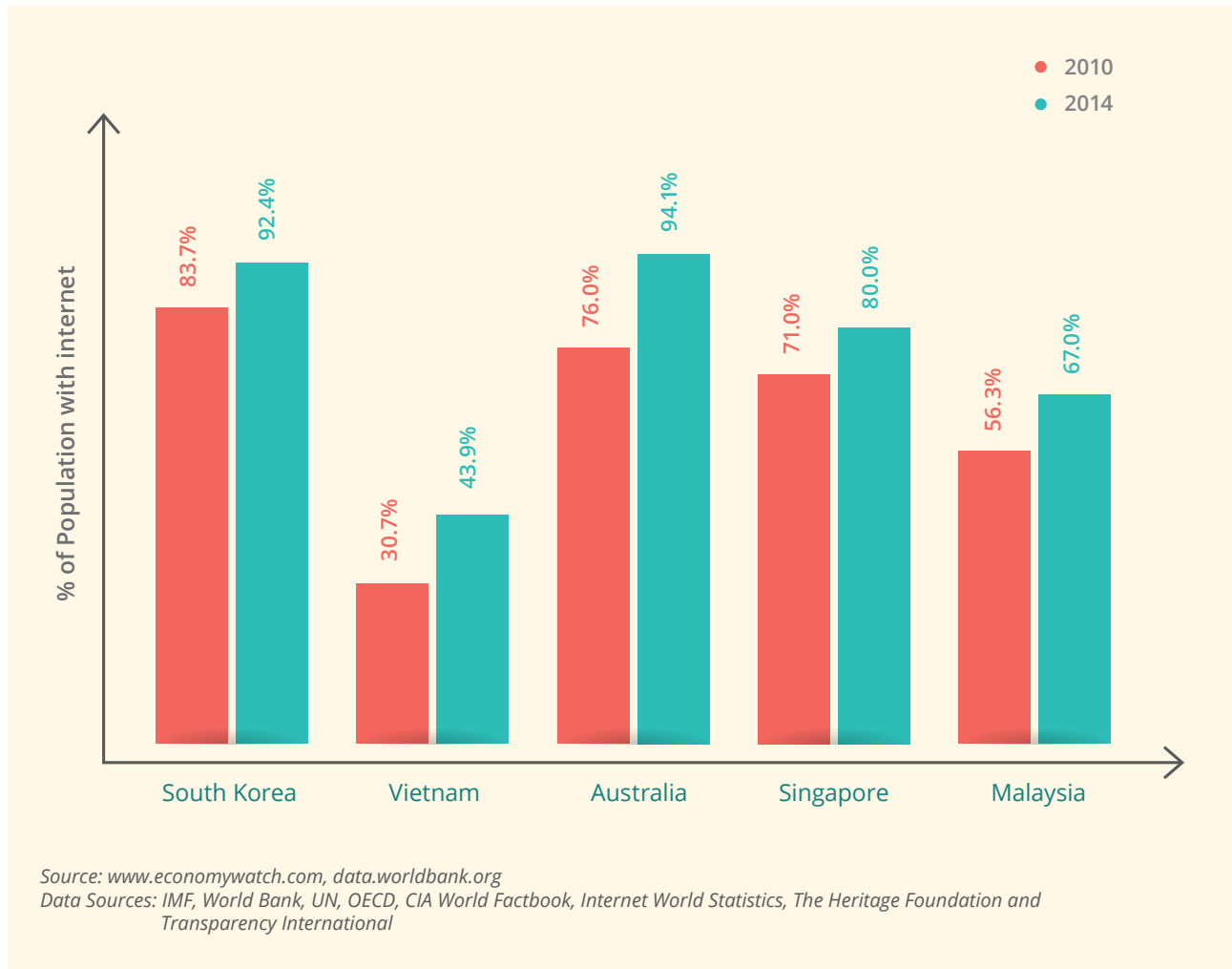
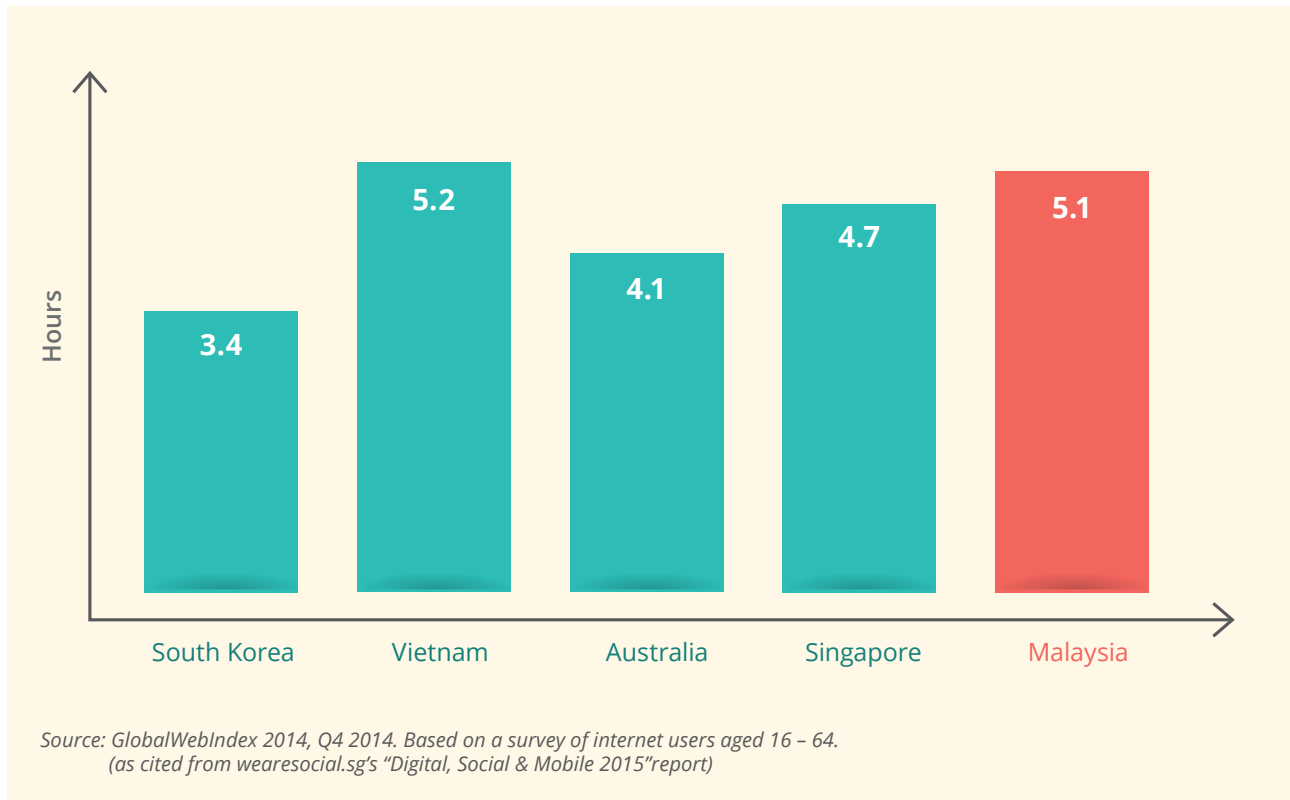


Exhibit 5-4 **Average time spent on the internet per day, 2014**



The Ministry has launched the 1BestariNet initiative to provide high speed internet access to every school in the country. By the end of 2014, a total of 6,623 schools have been connected to high speed wireless 4G internet. Another 2,261 schools are connected via Asymmetric Digital Subscriber Line (ADSL) and Very Small Aperture Terminal (VSAT) technology. The 1BestariNet network requires the construction of telecommunication towers to support high speed 4G connectivity. The Ministry is working towards obtaining local authorities’ cooperation and support in building these towers. As an interim measure, the remaining schools are currently connected to other Internet Service Providers (ISP). These schools will be migrated to 1BestariNet in Phase 2 of this project in 2015.

Through 1BestariNet, a Virtual Learning Environment (VLE) is created to enable teachers to share educational materials and give assignments to students online. Students benefit from being able to access learning sites, digital textbooks and complete their homework through VLE. Parents can also view their children’s assignments, track their academic performance and be informed of school activities.

A total of 1,672,690 students from an estimated 5 million students nationwide logged into the VLE in 2014. An average of 47% of total student logins used VLE for more than 30 minutes a week, exceeding the 30% target set for Wave 1 of the Blueprint.

## Improving English Language achievement through Word Mania: SJKT Ladang Bute, Sepang, Selangor

En. Senathi Rajah, a teacher at SJKT Ladang Bute, was inspired to make learning fun through ICT for his school of 29 students. Active participation in the Word Mania Competition organised by FrogAsia spurred his students to intensify the use of technology during lessons. This excitement is now sustained through regular use of the Frog VLE by both the students and teachers. The integration of technology in teaching and learning played a role in improving student attendance of this school, increasing it from 85.5% in 2013 to 91% in 2014. This is a clear indication of improved interest in schooling and specifically, learning English words through the use of technology. To date, although small in enrolment, this



school continues to drive the use of the Frog VLE by ensuring teachers use it in their lessons. The school also provides access to devices within the school to all students and continues to garner parents' support in activities which extend beyond the normal school hours.

## Encouraging Mathematics through gamification: SK Jalan Selangor 1, Petaling Jaya, Selangor



SK Jalan Selangor 1 was chosen to undergo an 8-week pilot programme which was based on the concept of gamification in the teaching and learning of Mathematics. Gamification is the concept of applying game-design thinking into actual problem solving to make it fun and engaging. The programme has resulted in more engagement, work completion and improved performance among low-performing students.

“

Jasren scored 95% and 100% for addition and subtraction exercises. She was the first to complete. What a miracle! I have always written “See Me” in her exercise book due to her incomplete work before this.”

**Pn. Pathma** Teacher  
SK Jalan Selangor 1, Petaling Jaya, Selangor



## Optimising access to technology: SK Taman Seroja, Sepang, Selangor

The students in SK Taman Seroja are excited to use computers during teaching and learning in the classroom. The school strives to accommodate the enthusiasm of students and teachers with limited computers in the school. According to the head teacher, Pn. Hajah Noredzan A. Bakar, technology helps to enhance curriculum and co-curriculum activities. Through proper planning, all teachers and classes are able to use the Chromelabs on a regular basis. The school has optimised the use of computer labs and achieved high logins with its usage on Frog VLE. Through the use of VLE, teachers managed to create more than 700 learning sites and resources across subjects.

**“There are many multimedia materials in Frog VLE. Everything becomes so easy.”**

**Pn.Suhaily**  
Teacher

SK Taman Seroja, Sepang, Selangor

## Virtual twinning programme with Clatford Primary School, United Kingdom: SJKC Choong Wen, Kuala Lumpur



SJKC Choong Wen was linked to Clatford Primary School, United Kingdom through the FrogAsia Twinning Programme. Their participation in collaborative activities through Google Hangouts, accessible via the Frog VLE started off as weekly video calls and continued onto cultural and Computer Science projects. Students from different cultural backgrounds were exposed to a variety of topics on language, art and culture. Both schools spent a total of almost 260 hours of video calling and sending emails. This created more than 250 entries on the discussion forum and more than 500 comments and email responses during the four-month project. The project also resulted in an increased level of self-confidence when speaking the English language among SJKC Choong Wen's students.



# MOVING FORWARD

As we are approaching the end of Wave 1, the Ministry has established aggressive targets and priorities for 2015.



## IMPROVING QUALITY IN EDUCATION

The Ministry will set the Higher Order Thinking Skills (HOTS) items in the UPSR and SPM at 20% in 2015 to develop students holistically and enable them to reach their full potentials. All teachers and school leaders will continue to be trained to integrate HOTS in teaching and learning, assisted by a total of 800 SIPartners+ and SISC+ who have been trained in HOTS pedagogy. To ensure HOTS is being implemented effectively in the classroom, the Ministry will evaluate the actual implementation in the classrooms.

The Ministry is employing a multi-pronged strategy to improve English language proficiency among students. At the primary level, the Ministry aspires to achieve 95% literacy for English by the end of Year 3. Approximately 30,000 primary school teachers and FasiLINUS will be further upskilled in remedial English language training to enhance delivery in the classroom. The remaining 3,406 primary and secondary school teachers with the English language option will continue to undergo the Professional Upskilling for English Language Teachers (ProELT) programme.

The Ministry introduced the Unified Instrument (UI) which measures competency and performance of teachers and school leaders in 2014. The UI will be rolled out to officers in the Ministry in 2015. Based on the assessment, the competencies of teachers, school leaders and ministry officers will be developed and upskilled through Continuous Professional Development. The School Leaders Succession Module (Modul Penggantian Pemimpin Sekolah, MPPS), an end-to-end management system will be fully implemented in the coming year to increase the efficiency in the process of selection and succession of school leaders.

## INCREASING ACCESS TO EDUCATION

Comprehensive programmes have been rolled out to increase enrolment from preschool to upper secondary in efforts to ensure every Malaysian child has access to education. Given the significance of providing all children with an equal head start, the Ministry will continue to engage parents and the community to increase preschool enrolment to 88% in 2015. To further drive enrolment, the Ministry will develop an online platform for parents to access a list of registered preschools nationwide. The Ministry will continue to increase the quality of all preschools and its teachers. The Ministry will also ensure all preschools adhere to the National Preschool Quality Standards which governs the standard of preschool programmes.

In order to achieve universal upper secondary enrolment, a target of 90% has been set for 2015. One of the key initiatives is to promote vocational education as an attractive option for students. The Ministry plans to increase the enrolment rate of post lower secondary students in vocational education to 7% in 2015. The Ministry will work on aligning vocational programmes to be more industry driven and meet market demands. In addition, the Ministry will also focus on increasing the number of centres which provide vocational programmes by collaborating with other ministries and private institutions, as well as increase the number of secondary schools which provide vocational programmes.





## EQUITY IN EDUCATION

The District Transformation Programme (DTP) will be strengthened in 2015 through the upskilling of the SIPartner+ and SISC+ to provide better support to Bahasa Malaysia, English language and Mathematics teachers. The Ministry will provide support to the five priority states to conduct effective problem solving sessions with PPDs and schools. Through this programme, more schools will receive differentiated support. With the measures taken, the Ministry strongly believes school performance will improve significantly and urban-rural achievement gap will be reduced.

For students with special education needs, the primary focus for 2015 will be piloting the Holistic Inclusive Education Model to determine the best fit model for our system. The Ministry will intensify efforts to increase the enrolment of students with special education needs in the Inclusive Education Programme (PPI) by end of 2015. Instrumen Menentu Penempatan Murid Berkeperluan Khas (IMPak) which was piloted in 2014 will be further refined with inputs from key stakeholders prior to implementation in 2015.

The Ministry will continue to intensify efforts to arrest the absenteeism issue among the Orang Asli and Indigenous students. This is to ensure students stay in school and are able to contribute toward the development of self, community and the nation.

## PROMOTING UNITY THROUGH EDUCATION

The Ministry will run a pilot programme to emphasise the importance of unity through Islamic Education and Moral Education curriculum and pedagogy. Programmes are being developed to encourage greater interactions among students through various activities to promote acceptance, respect and management of diversity. Existing activities under Rancangan Integrasi Murid untuk Perpaduan (RIMUP) programme will be realigned and optimised to encourage students to embrace diversity. Greater focus on instilling patriotism among students will also be a priority for the Ministry.

## ENHANCING EFFICIENCY

The Ministry is reviewing its organisational structure from the Ministry to the district level and will put in place a succession plan next year. It will involve the development of an integrated career track with progression rules as well as skills, knowledge and competency requirements. The Ministry will expand competency profiling and development programme for the Ministry's senior management.

The Ministry will continue to prioritise and meet the needs of basic infrastructure in schools given the approved funding. Education Management Information System (EMIS) will also be enhanced and used as a key reference point for monitoring infrastructure requirements, hence enabling the Ministry to prioritise the infrastructure needs in schools. In efforts to increase the usage of VLE in schools, coaching sessions with teachers on VLE applications will be conducted by trained officers at Teacher Activity Centres (PKG).

## MOVING FORWARD

The Ministry acknowledges the challenges which lie ahead in realising initiatives under the Blueprint. Although extensive efforts have been put in place to drive the transformation, the implementation of Blueprint initiatives must remain focused on student outcomes. It is critically vital to instil a culture which prioritises performance, outcomes and accountability at all levels within the Ministry and education ecosystem. All key performance indicators (KPIs) for the Blueprint initiatives will be cascaded to the top management of the Ministry, Head of Departments and Programme Managers. The Ministry will foster stronger collaboration among divisions to accelerate education transformation. The discipline of tracking and reporting of the initiatives will continue to be a priority. Intensifying communications with the public and all key stakeholders - teachers, school leaders, parents, community and private sector during the implementation of the initiatives is of utmost importance. The Ministry will continue to encourage public participation in the education transformation journey as success can only be achieved through the concerted effort of all stakeholders.

“

**Transformation is an arduous journey. Likewise, the journey we are undertaking in transforming our education system. Therefore, each and every one of us must play our part to ensure our future generation is imbued with the necessary knowledge, skills and values to become citizens of tomorrow who would work towards the betterment of self and the success of the nation.”**

**Dato' Sri Dr. Khair bin Mohamad Yusof**  
Director-General of Education Malaysia





## GLOSSARY

|             |   |
|-------------|---|
| 1BestariNet | A project to equip all public schools in Malaysia with high speed 4G internet and a VLE   |
| 3R          | Reading, writing, arithmetic  |
| 4C          | Creative and critical thinking, communication and collaborative skills  |
| 4G          | Fourth-generation wireless is a type of technology that can be used with cellular phones, wireless computers and other mobile devices |
| ADSL        | Asymmetric Digital Subscriber Line  |
| ALD         | Accelerated Leadership Development Programme  |
| CEFR        | Common European Framework for References  |
| CIDB        | Construction Industry Development Board   |
| CIE         | Cambridge International Examination   |
| CGPA        | Cumulative Grade Point Average  |
| CPD         | Continuous Professional Development   |
| DTP         | District Transformation Programme   |
| DVM         | Vocational Diploma of Malaysia or Diploma Vokasional Malaysia   |
| e Sarana    | An online system to measure parental involvement in 6 key school activities   |
| ECCE        | Early Childhood Care & Education  |
| ELSA        | English Language Skills Acquisition   |
| EMIS        | Education Management Information System   |
| ETA         | English Teaching Assistant  |
| FasiLINUS   | Literacy and Numeracy Screening Programme Facilitator or Fasilitator Program Literasi dan Numerasi                                    |
| GPN         | Gred Purata Nasional or National Grade Point Average  |
| GPS         | Gred Purata Sekolah or School Grade Point Average   |
| HOTS        | Higher Order Thinking Skills  |
| IAB         | Institut Aminuddin Baki   |
| ICT         | Information and Communication Technology  |
| ILKA        | Public Skills Training Institute or Institut Latihan Kemahiran Awam   |
| ILKS        | Private Skills Training Institute or Institut Latihan Kemahiran Swasta  |
| IMPak       | Special Education Needs Placement Instrument or Instrumen Menentu Penempatan Murid Berkeperluan Khas                                  |
| IPG         | Institut Pendidikan Guru or Teacher Education Institute   |
| IPGKPT      | Institute of Teacher Education – Technical Education Campus or Institut Pendidikan Guru Kampus Pendidikan Teknik                      |
| IPGM        | Insitutut Pendidikan Guru Malaysia or Malaysia Teacher Education Institute  |
| ISP         | Internet Service Provider   |
| JAKOA       | Department of Orang Asli Development or Jabatan Kemajuan Orang Asli   |
| JPN         | State Education Office or Jabatan Pendidikan Negeri   |



|         |  |
|---------|--|
| JNJK    | Schools Inspectorate and Quality Assurance or Jemaah Nazir dan Jaminan Kualiti   |
| K9      | Comprehensive Special Model School   |
| KBD     | Integrated Dini Curriculum or Kurikulum Bersepadu Dini   |
| KBT     | Integrated Tahfiz Curriculum or Kurikulum Bersepadu Tahfiz   |
| KEDAP   | Kelas Dewasa Ibu Bapa Murid Orang Asli dan Pribumi   |
| KPI     | Key Performance Indicator  |
| KSIB    | Kumpulan Sokongan Ibu Bapa or Parents Support Group  |
| KV      | Vocational College or Kolej Vokasional   |
| LINUS   | Literacy and Numeracy Screening Programme  |
| MACEE   | Malaysian-American Commission on Education Exchange  |
| MOE     | Ministry of Education  |
| MEB     | Malaysian Education Blueprint  |
| MOU     | Memorandum of Understanding  |
| MPPS    | School Principal Replacement Module or Modul Penggantian Pemimpin Sekolah  |
| MQA     | Malaysian Qualifications Agency  |
| NASOM   | National Autistic Society of Malaysia  |
| NGO     | Non-governmental organisation  |
| NKRA    | National Key Result Area   |
| NPQEL   | National Professional Qualification for Educational Leaders  |
| OBB     | Outcome Based Budgeting  |
| PADU    | Education Performance and Delivery Unit  |
| PAJSK   | Physical, Sports and Co-curricular Assessment or Pentaksiran Aktiviti Jasmani, Sukan dan Kokurikulum                     |
| PAV     | Basic Vocational Education or Pendidikan Asas Vokasional   |
| PBS     | School Based Assessment or Pentaksiran Berasaskan Sekolah  |
| PISA    | Programme for International Students Assessment  |
| PISMP   | Bachelor of Education programme or Program Ijazah Sarjana Muda Pendidikan  |
| PKG     | Teacher Activity Centre or Pusat Kegiatan Guru   |
| PMR     | Lower Secondary Assessment or Penilaian Menengah Rendah  |
| PP      | Central Assessment or Pentaksiran Pusat  |
| PPBISM  | English Enhancement Program for Secondary Schools or Program Penguatan Bahasa Inggeris Sekolah Menengah                  |
| PPD     | District Education Office or Pejabat Pendidikan Daerah   |
| PPI     | Inclusive Education Programme or Program Pendidikan Inklusif   |
| PPKI    | Special Needs Education Integration Programme or Program Pendidikan Khas Integrasi                                       |
| PPPM PT | Malaysia Education Blueprint 2015 – 2025 for Higher Education or Pelan Pembangunan Pendidikan Malaysia Pendidikan Tinggi |

## GLOSSARY

|              |   |
|--------------|---|
| PRIme        | Immersion and Residency Programme or Program Residensi dan Imersif                                |
| ProELT       | Professional Upskilling of English Language Teachers  |
| PS           | School Assessment or Pentaksiran Sekolah  |
| PTA          | Parent Teacher Association or Persatuan Ibu Bapa dan Guru   |
| PT3          | Form 3 Assessment or Pentaksiran Tingkatan 3  |
| RIMUP        | Student Integration Plan for Unity or Rancangan Integrasi Murid Untuk Perpaduan                   |
| SABK         | Government-aided religious school or Sekolah Agama Bantuan Kerajaan                               |
| SAPS         | School Examination Analysis System or Sistem Analisis Peperiksaan Sekolah                         |
| SEN          | Special Education Needs   |
| SIPartner+   | School Improvement Partner  |
| SISC+        | School Improvement Specialist Coach   |
| SJKC         | National-type Chinese school for primary education or Sekolah Rendah Jenis Kebangsaan Cina        |
| SJKT         | National-type Tamil school for primary education or Sekolah Rendah Jenis Kebangsaan Tamil         |
| SK           | National school or Sekolah Kebangsaan   |
| SKM          | Malaysian Skills Certificate or Sijil Kemahiran Malaysia  |
| SKPK         | Standard Kualiti Prasekolah Kebangsaan  |
| SMAP         | Federal religious secondary school or Sekolah Menengah Agama Persekutuan                          |
| SMJK         | National-type Chinese school for secondary education or Sekolah Menengah Jenis Kebangsaan Cina    |
| SMK          | National secondary school or Sekolah Menengah Kebangsaan  |
| SMKA         | National religious secondary school or Sekolah Menengah Kebangsaan Agama                          |
| SMV          | Vocational Secondary School or Sekolah Menengah Vokasional  |
| SPDP         | Supervised Project Development Programme  |
| SPM          | Malaysia Certificate of Education or Sijil Pelajaran Malaysia                                     |
| TESL         | Teaching English as a Second Language   |
| TIMSS        | Trends in International Mathematics and Science Study   |
| TVET         | Technical and Vocational Education and Training or Pendidikan dan Latihan Teknikal dan Vokasional |
| UI           | Unified Instrument or Instrumen Penilaian Bersepadu   |
| UPSR         | Primary School Achievement Test or Ujian Pencapaian Sekolah Rendah                                |
| Video e-Guru | Additional resource for teachers to enhance teaching & learning in classrooms                     |
| VLE          | Virtual Learning Environment  |
| VSAT         | Very Small Aperture Terminal  |
| WP           | Federal Territory or Wilayah Persekutuan  |

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