



ANNUAL REPORT 2015



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2015

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FOREWORD: MINISTER OF EDUCATION MALAYSIA

The Ministry of Education is committed to transform the education system to equip our human capital with the 21st century knowledge and skills in order to be among the best global players. Globalisation demands our education system to be in tandem with the advancement of the technological landscape and is of international standards.

The Malaysia Education Blueprint 2013-2025 launched in September 2013, outlines the system and student aspirations, and the plan required for a rapid and sustainable transformation of our education system. The Blueprint encapsulates the essence of the United Nations development plans such as the Education for All and the Millennium Development Goals.

Over a course of three years, the Ministry has put in immense efforts to ensure Wave 1 (2013 – 2015) of the Blueprint initiatives were successfully operationalised, implemented and delivered. The Wave 1 initiatives aspire to turn around the system by providing support to teachers and focusing on core skills. Some notable achievements include an increase in the number of schools of high quality, reduced urban-rural achievement gap, increased preschool enrolment, increased English literacy among primary students, improved quality of teachers and school leaders, and greater parents and community involvement in our children's education.

The Ministry's effort at transforming the country's education system, particularly in the areas of quality, has directly impacted the improvement of school and student outcomes. Compared to the baseline year

the number of best performing schools in Band 1 and 2 have increased from 31% to 39.9% by end of Wave 1, while the percentage of poor performing schools in Band 6 and 7 has slightly increased to 2.0% compared to 1.39% in 2013. The urban-rural academic achievement gap for UPSR has seen a reduction by 31.6%, surpassing the 25% target set for Wave 1. These successes, gained through the empowerment of district offices, school leaders and the support for teachers to accelerate student and school performance, will pave the way for greater flexibilities in managing and supporting schools and districts based on local context and needs.

While Wave 1 has seen significant achievements, it remains only the first step towards a complete system transformation. Moving forward into Wave 2 (2016 – 2020), we should accelerate the pace of improvement by consolidating gains made during the first wave and addressing each of the fundamental levers that underpin the execution ability of the Ministry. From this perspective, the work which the Ministry has completed in Wave 1 should only be seen as the foundation towards greater transformation and innovation over the next decade.

The Ministry is committed to realising all the goals and aspirations and envisioned in the Malaysia Education Blueprint 2013-2025. We have accomplished much in Wave 1 which will pave the way for us to accelerate system improvement for achieving the transformation goals set for the next 10 years. Let us all work together towards making our education system to be among the best in the world.



YB DATO' SERI MAHDZIR BIN KHALID
Minister of Education Malaysia



TAN SRI DR MADINAH BINTI MOHAMAD
Secretary-General
Ministry of Education Malaysia

FOREWORD: SECRETARY-GENERAL MINISTRY OF EDUCATION MALAYSIA

The Ministry of Education has been entrusted to ensure the education system is able to produce world class human capital for the progress of the nation. The Malaysia Education Blueprint 2013 -2025 reiterates the Ministry's commitment to raise the quality of education in order for Malaysians to successfully contribute in a globally competitive and dynamic environment.

The Ministry aspires to improve the performance of schools and students by increasing the efficiency and effectiveness of the education system. In Wave 1 of the Blueprint the Ministry embarked on several key processes to improve efficiency of the delivery system which resulted in significant outcomes. The Ministry prioritised on initiatives which had greater impact on student outcomes. The budget was rationalised and realigned to ensure the achievement of the targeted goals. The Ministry redistributed 25% of the non-emolument budget to cater for initiatives which focused on enhancing student safety and security, student language acquisition, teacher competencies and school support system. By optimising outcomes for every ringgit spent, the Ministry hopes to further increase the quality of the education system within the current budget.

The transformation of the education system requires the Ministry to leverage on key leadership positions to lead and realise the Blueprint aspirations. Education leaders must have the competencies and capabilities to lead, manage and drive change at every level, above and beyond their regular responsibilities. The Ministry has strategically placed a total of 292 leaders in key positions within the Ministry, JPN and PPD. These leaders have been identified and profiled on functional and leadership competencies

To ensure quality leadership and teachers are placed in schools, the Ministry has improved on the selection criteria and placement of head teachers, selection criteria into pre-service training, performance review based on performance and competencies, and enhanced career pathways and progression. This effort put forth by the Ministry is to ensure the sustainability in the transformation of the education system in Malaysia.

The Ministry aims to ensure all schools are equipped with basic infrastructure, facilities and technologies to provide conducive learning environment for students to acquire knowledge, skills and values. In Wave 1, a total of 10,464 maintenance and upgrading projects were completed while 8,940 schools were equipped with internet connectivity. With these facilities in place coupled with innovative pedagogical approaches, the classrooms of today should be able to provide the right environment for students to develop skills in communication, collaboration, creativity and critical thinking.

As we enter Wave 2 (2016 – 2020), we must remain steadfast in sustaining our efforts to ensure we are able to accelerate the system improvement. We must continue to challenge ourselves, break the barriers of routine work and explore new frontiers to maximise our chances of success in delivering this ambitious, fast and complex transformation of the education system.

Our goals for the transformation of education in Malaysia are ambitious. All of us should be partakers of this move to elevate our education system to that of an international standard. We are all on board this transformative journey which requires commitment, concerted effort and continuous courage to embrace change. I am confident we will achieve great success at the end of this journey.

FOREWORD: DIRECTOR-GENERAL OF EDUCATION MALAYSIA

Education has always been a national agenda for nation building. To realise this aspiration, the Ministry of Education is committed to improve education provision in Malaysia by ensuring greater access to inclusive and equitable quality education and life-long learning.

Shift 1 of the Malaysia Education Blueprint 2013 – 2025 stipulates every child will be provided with equal access to quality education of an international standard. In Wave 1 (2013-2015), the Ministry has managed to increase enrolment across all levels with 84.6% at preschool level, 98% at primary level, 92.5% at lower secondary level, and 85% at upper secondary level. Enrolment of students aged 16+ in vocational education has increased to 5.3% from 4% in 2012. The growth in enrolment is due to an increase in the number of seats to a larger number of students, and multiple pathways to cater for students with different interests, abilities and talents. Greater opportunities have also been provided to students with specific needs. The proportion of students with special education needs in inclusive education has tripled from 7.5% in 2012 to 23.2% in 2015. The Orang Asli student enrolment has also increased by 4.6% since 2012.

Equity is one of the aspirations in the Malaysian education system. The education system in Malaysia envisions for every child regardless of socio-economic status, urban-rural and gender to be equipped with the tools to unleash and optimise their potentials. The Ministry of Education hopes to achieve a 50% reduction in the achievement gap by 2020. Achieving this reduction would make Malaysia one of the more equitable systems in the world.

To accelerate school improvement for quality education, the Ministry empowers PPDs to provide greater support to schools. PPDs are empowered to identify root causes and develop differentiated interventions based on context. Support is also provided through coaching and mentoring head teachers in school leadership and management, and teachers teaching the core subjects - Bahasa Melayu, English Language and Mathematics. Transformation at the district level through greater support and accountability has translated into improved school management quality, better student achievement, and narrowing of academic performance gaps.

The Ministry has succeeded in establishing the platform required to turn around the education system by supporting teachers and focusing on core skills in Wave 1 (2013-2015). Embarking on Wave 2 (2016-2020), it is vital that we continue the momentum of the transformation which we have achieved thus far. This transformation requires the commitment from each and every one of us to embrace change. Only then can we lead the change to achieve our aspirations.

I would like to take this opportunity to thank all parties in the Ministry, especially to all teachers, school leaders, front-line officers and stakeholders, for their fortitude and unwavering commitment towards education change in the interest of our children. I am thankful to all parents, communities, and the private sector who have provided strong support and contributed towards the successful implementation of the Malaysia Education Blueprint 2013-2025.



TAN SRI DR KHAIR BIN MOHAMAD YUSOF
Director-General of Education Malaysia



EXECUTIVE SUMMARY



EXECUTIVE SUMMARY

The Malaysia Education Blueprint 2013-2025 is an ambitious effort undertaken by the Ministry of Education to improve the quality of education in the country to be on par with the best education systems in the world. Recognising the education transformation process itself requires high commitment and continuous action to achieve the desired outcomes, the Blueprint stresses on the need for a concerted effort from all stakeholders to ensure its success.

The initiatives executed in 2013 provided a strong foundation for the Ministry to move forward towards achieving the desired outcomes for Wave 1 – to transform the system by supporting teachers and focusing on core skills. In 2014, the Ministry continued building upon the developments made during the first year of implementation while simultaneously promoting the Blueprint to enhance the understanding and commitment of the education fraternity and stakeholders towards the transformation agenda. In 2015, the Ministry strived to implement the priority initiatives effectively towards achieving the outcomes set for Wave 1.

In propounding the principle of Education for All, the United Nation's Millennium Development Goals ensures access to quality education is provided to all from preschool to post-secondary regardless of abilities and background. In line with this principle, the Blueprint focused on the implementation of priority initiatives which encompass the five system aspirations and six student aspirations. The Ministry aspires to transform the education system to develop holistic individuals through enhanced collaboration and synergy between divisions, states, districts, and schools and to increase stakeholder engagements in a meaningful way.

1

Intensifying efforts to improve quality

The Ministry continues to intensify efforts for the priority initiatives focusing on student outcomes, leveraging upon the improved quality of teachers, school leaders and increased involvement from parents, community and private sector.

2

Changes are taking place in the classrooms.

More Malaysian classrooms are now geared towards 21st century learning with emphasis on more active student-centred learning applying Higher Order Thinking Skills (HOTS) in curriculum, assessment, and co-curricular activities, and the utilisation of Information, Communication and Technology (ICT), in preparation for the changing landscape of higher education and future opportunities.

3

Rural-urban achievement gap has been significantly reduced

Jabatan Pendidikan Negeri (JPN) and Pejabat Pendidikan Daerah (PPD) are now providing direct support with targeted interventions, coaching and mentoring to school leaders and teachers, and proactively manage school performance to ensure improvement in student outcomes.

4

Pathways to cater for different students' interests and abilities are established

The Ministry has scaled up efforts to provide a more diverse and flexible education pathways. This covers Technical and Vocational Education and Training (TVET) and post-secondary options, and to accommodate students with specific and special needs.

5

The Ministry has strengthened its delivery systems to ensure better implementation of policies.

The Ministry is focused on implementing initiatives which are prioritised based on current and future situational needs to achieve the desired outcomes in the long term

6

Inculcating values and fostering unity among students

Substantive collaborative work in the classroom across subjects as well as co-curricular activities helps to instil values and encourage greater unity among students.

1 Intensifying efforts to improve quality

The Ministry continues to intensify efforts for the priority initiatives focusing on student outcomes, leveraging upon the improved quality of teachers, school leaders and increased involvement from parents, community and private sector.

The Ministry is committed to improving the quality of the education system in the country in line with Shift 1 of the Blueprint. This effort is essential to provide equal access to quality education of an international standard. Taking into consideration that the education transformation is an ecosystem on its own, a holistic approach involving teachers, parents, school leaders, JPNs, PPDs and the Ministry itself is vital to ensure the expected student outcomes are achieved.

- Realising the importance of early childhood education in building the foundation to learning, the Ministry strives to increase preschool enrolment by continuing to provide fee assistance to children from low-income families and private preschool launching grant. Private preschools are also encouraged to register under the Ministry. Quality preschool education is provided to young Malaysians through the upskilling of preschool teachers to have at least a Diploma in Early Childhood Education, the implementation of the National Standard Preschool Curriculum and the introduction of the National Preschool Quality Standard.
- The improvement of any education system depends largely on the quality of teachers. In light of this, the Ministry has embarked on the important task to upskill in-service teachers. Approximately 268,589 teachers were upskilled for 21st century pedagogical skills with a greater focus on encouraging and nurturing HOTS among students. The Ministry has also

stepped up efforts to ensure teachers remain focused on the teaching and learning process by implementing initiatives for Repositioning of Teachers' Core Duties under the National Blue Ocean Strategy (NBOS).

- In the effort to ensure teaching becomes a respected and esteemed profession, the Ministry aims to get the best into the system. Tighter selection with more stringent criteria has been put in place to recruit from the top 30% of SPM holders in the country into the teaching fraternity.
- Bilingual proficiency continues to be the priority of the Ministry. English literacy for Year 1 students showed a marked improvement from 70.2% in 2014 to 94% in 2015. The Professional



Upskilling of English Language Teachers (ProELT) programme proved to help English language teachers where 90% of teachers with B1 proficiency and 40% of teachers with B2 proficiency improved by at least 1 band on the Common European Framework of References for Languages (CEFR). Due to the encouraging outcome, the programme was continued in 2015. Programmes to improve student proficiency were stepped up at primary and secondary level, taking into consideration the multilingual context of different races, languages and cultures prevalent in this country. The Ministry acknowledges the valuable contributions of various stakeholders from international and local organisations in working with the Ministry to complement efforts towards enhancing student proficiency.

- To identify and determine leadership positions, the Ministry has moved from a tenure-based selection criteria to one which focuses on the demonstration of leadership competencies. More than 1,371 teachers who aspired to take on a leadership role, obtained the National

Professional Qualification for Educational Leaders (NPQEL) in 2015. This is vital to better prepare them for their responsibilities in leading and driving the schools towards providing a dynamic and conducive learning environment and eventually achieving the student aspirations stipulated in the Blueprint.

- The Ministry acknowledges the increased percentage of parents' involvement in school activities such as Sports Day or Parent Teacher Association (*Persatuan Ibu Bapa dan Guru*, PIBG) meetings. After three years into the Blueprint, there has been a remarkable and outstanding dedication and commitment by parent support groups in schools. In a few exceptional cases, these parents demonstrated great enthusiasm to support the administrators of the schools to ensure a learning system exists beyond the borders of the school into the community. The Ministry also acknowledges the contributions of Master Trainers among parents who voluntarily promote the involvement of other parents towards improving student outcomes.



2 Changes are taking place in the classrooms

More Malaysian classrooms are now geared towards 21st century learning with an emphasis on more active student-centred learning. This would see more Higher Order Thinking Skills (HOTS) being incorporated in curriculum, assessment, and co-curricular activities, and the utilisation of Communication and Technology (ICT), in preparation for the changing landscape of higher education and future opportunities

The support provided by the Ministry for students, teachers, school leaders, parents and the community through various priority initiatives in the first two years of the Blueprint has brought significant changes to the process of teaching and learning. In order to instil the six student aspirations, more classrooms are now becoming a dynamic, exciting and conducive place to instil cross-disciplinary learning for knowledge sharing and experiential learning. This is important in order to inculcate skills which are deemed essential for the students to succeed in their future career and adult life in the 21st century.

- Nearly 1,000 schools nationwide have embarked on the 21st Century Classroom pilot project. Students are now more responsible and involved towards their own learning with more opportunities for project-based learning, presentations and peer assessment with the teachers.
- Upskilling teachers to integrate HOTS in teaching and learning in the classroom has a significant impact in the process of teaching and learning. Skills which are critical in the 21st century such as technological literacy and communication skills are embedded in the curriculum. The Ministry is taking concrete measures to ensure the curriculum is delivered as intended. The implementation of the School Based Assessment (SBA) has served as a catalyst to transform the teaching and learning process in the classroom. In tandem with the increase in the proportion of HOTS items in school based and national examinations, the learning process is more dedicated for group and project-based work, thus inculcating core universal values and encouraging holistic, well-rounded personal growth through collaborative work.
- The Virtual Learning Environment (VLE) is now widely utilised to share best practices, educational materials and online discussions among teachers, students and parents. A total of 8,940 schools nationwide are now connected to 1BestariNet. This connectivity has helped to improve the delivery of quality education to a wider reach especially under-served groups such as in rural and remote areas, and under-enrolled schools.

3 Rural-urban achievement gap has been significantly reduced

Jabatan Pendidikan Negeri (JPN) and Pejabat Pendidikan Daerah (PPD) are now more empowered to provide direct support with targeted interventions, coaching and mentoring to school leaders, and proactively manage school performance to ensure impactful improvement in student outcomes.

- The District Transformation Programme (DTP) has brought about substantial changes where the PPDs now adopt a more strategic role to accelerate school improvement. PPDs are more directly engaged with schools not only in monitoring performance but also in supporting teachers by providing coaching and mentoring through the School Improvement Specialist Coaches (SISC+) and supporting School Heads through the School Improvement Partners (SIPartners+). In 2015, more than 1,757 SISC+ and SIPartners+ supported teachers and principals in schools to improve student outcomes. As a result, the number of Band 6 and 7 schools in the country, which are the lowest performing schools, has been reduced from 139 in 2014 to 95 in 2015.
- Performance dialogues have become a regular practice for JPNs and PPDs since it was introduced in 2013. Using analysis of granular performance data, including the information obtained from SISC+ and SIPartners+, District Education Officers can identify both strengths and weaknesses and prescribe more targeted interventions. Since this approach has proven to have significant impact, it will continue to be a powerful platform for improving performance.



4 Pathways to cater for different students interests and abilities are established

The Ministry has scaled up efforts to provide a more diverse and flexible education pathway. This covers Technical and Vocational Education and Training (TVET) and other post-secondary options, including students with specific and special needs.

- TVET has been identified as an important educational sector to ensure the country becomes a developed nation by 2020. As nearly one million jobs require vocational certificates or diplomas, the Ministry aims to have 20% of upper secondary students enrolled in TVET. The public perception of TVET has shown a positive shift due to rigorous campaign by the government.
- Upper Secondary Vocational Education (*Pendidikan Vokasional Menengah Atas*, PVMA) was introduced in 2015 to provide opportunities for students in day schools to enrol in skill-based subjects. This programme will allow them to attain both the SPM certificate and a *Sijil Kemahiran Malaysia* (SKM) which will increase their employability in the job market. A total of 343 students enrolled in PVMA and this number is expected to increase to 4,260 in 2016 due to high demand.
- The Ministry offers a range of post-secondary education pathways - Form 6, pre-university programmes, matriculation, foundation programmes or private sector alternatives. There has been a massive transformation of the Form 6 curriculum, mode of teaching and learning, image and general perception to encourage more students to choose this programme. This will make Form 6 as an attractive option and on par with other pre-university options currently offered by public and private sector entities.
- Through the development of the holistic and inclusive education model, the integration of students with special needs into mainstream students in school activities was enhanced. Consequently, the number of students with Special Education Needs (SEN) who are enrolled in inclusive education increased to 23.2% or 16,899 out of 72,715 SEN students in 2015 compared to 18.4% or 10,700 out of 58,006 SEN students in 2014.
- The Ministry is dedicated to providing Orang Asli and indigenous students with opportunities in education, consistent to their needs. The enrolment of Orang Asli children nationwide has increased due to the enhancement in infrastructure, curriculum and teacher recruitment, support, and training. The improvement of education among Orang Asli children is largely dependent on the development of the whole community, thus the Ministry has also focused on the implementation of Adult Classes for Parents of Orang Asli and Indigenous Students (*Kelas Dewasa Orang Asli dan Pribumi*, KEDAP) with the help of other organisations.
- The Ministry continues to increase the number of specialised schools to cater to the different talents and abilities of the students. Currently, there are four sport schools and three arts schools operating nationwide, nurturing the talents of bright young Malaysians of different abilities. There are also more opportunities for parents to send their children to religious schools as the number of religious schools or Government Aided Religious School (*Sekolah Agama Bantuan Kerajaan*, SABK) registered under the Ministry increased from 215 in 2014 to 226 in 2015.

5 The Ministry has strengthened its delivery systems to ensure better implementation of policies.

The Ministry is focused on implementing initiatives which are prioritised based on current and future situational needs. The Ministry strives to improve the delivery system by increasing the competency of educational leaders to achieve the desired outcome.

- The Ministry has prioritised initiatives which are essential to ensure student outcomes, thus efforts are focused towards achieving a clear set of Key Performance Indicators (KPI). With constant monitoring and support given to the respective initiative owners and establishing a clear set of KPIs, the Ministry is now set for a more effective performance management system which identifies poor performance and targeted support needed.
- The Ministry has also instituted a talent succession process to identify and develop high-potential individuals to ensure a ready pool of candidates to take on leadership roles within the ranks of the Ministry of Education (MOE). To date, 697 personnel from the Ministry have been identified as potential leaders.
- The Ministry has pledged to address basic infrastructure standards in schools and in 2015, a total of 6,366 projects were completed. The Ministry is mindful to align expenditures based on Outcome Based Budgeting (OBB) in every stage of implementation.



6 Inculcating values and fostering unity among students

Substantive collaborative work in the classroom across subjects as well as co-curricular activities helps to strengthen values and promote stronger unity among students.

- The Ministry continues to strengthen unity among students through various efforts both in and out of the classroom. The implementation of 21st century pedagogy encourages students to work closely together where good moral values can be inculcated. This is further facilitated by specific programmes such as the Student Integration Plan for Unity or *Rancangan Integrasi Murid Untuk Perpaduan* (RIMUP) which helps to bring together students of diverse ethnicity from different schools in various cultural or sports activities.
- Concerted effort from all key stakeholders including parents and the community is needed to enable students to build mutual respect, acceptance and tolerance, shared experiences and aspirations form the foundation for unity. To address this in a more meaningful manner, a Unity Lab was initiated to find better solutions in fostering stronger unity in schools. The Lab was supported with participation from relevant Ministries, agencies and NGOs.
- The Ministry is also committed to prepare students to face challenges of this new age. In Wave 1, the six student aspirations become the implicit objectives of lesson planning as teachers understand these are the skills and attributes which students will need to have in the globalised world economy of the future.

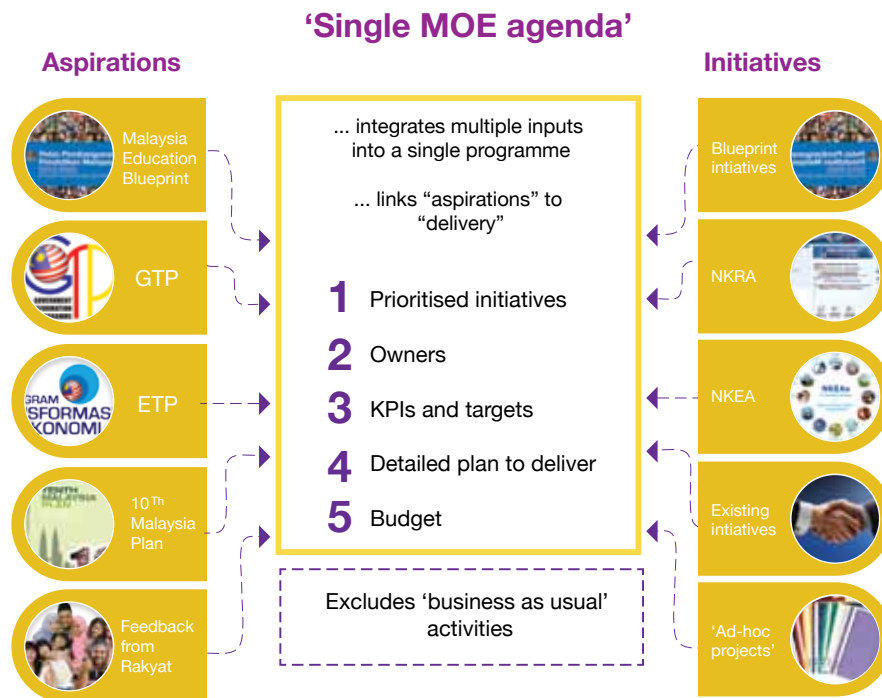


Wave 1 Key Highlights

The Ministry has made a serious commitment to position Malaysia as a high-performing education system in thirteen years. The Malaysia Education Blueprint 2013-2025 is an ambitious plan to realise this vision through the concerted effort and commitment of all stakeholders. To improve the quality of frontline support provided to all schools, the Ministry has intensified efforts to strengthen and empower state and district offices. The Ministry aspires all teachers, principals, and schools would have achieved a minimum quality standard.

In the first three years of the education transformation, the Ministry acknowledged the process was broad and complex. This transformation involved many initiatives which were developed as part of the reform. While each initiative was important and meaningful, the Ministry believed it was critical to streamline and sequence them to ensure the system would not be overtaxed and overwhelmed. The ‘Single MOE Agenda’ launched in December 2012 brought together all members of the Ministry with a common understanding of what the priorities are and how to get there.

The MOE must be united under 1Agenda to implement the Blueprint



Given the need to build the system’s capacity and capability progressively, the Ministry has sequenced the transformation to occur in three waves and 2015 marked the end of Wave 1 (2013-2015) as the first three years of execution. More than 7,000 recommendations were obtained from the public and stakeholders during the National Dialogues. These recommendations were translated into 100 initiatives to be implemented during the transformation process. The Ministry focused on delivering a rapid turnaround programme with three key outcomes, and these have been successfully achieved

Key outcomes	Actual Wave 1 achievements
100% students will be literate in bahasa Melayu and Numeracy after 3 years of schooling; target for English language literacy to be determined after baseline is established	99% students literate in bahasa Melayu and Numeracy after 3 years of schooling; Baseline for English language literacy – 63.3% in 2013, increased to 94.1% in 2015
92% preschool, 98% primary, 95% secondary enrolment	Preschool enrolment – 84.5% , an increase from 81.7% in 2013 Primary enrolment - 98% , above the universal rate of 91% , an increase from 94.4% in 2013
25% reduction in the urban-rural gap	31.6% reduction in the urban-rural gap based on the UPSR achievement

Stakeholders Engagement and Change Management

The Ministry continued to engage the education fraternity to create awareness and understanding of the country's aspirations in education in 2015. However, a more strategic and targeted approach was needed to ensure the key messages are disseminated through effective delivery channels. This approach was essential to communicate the Blueprint to different stakeholders. In April 2014, the Ministry's Central Communications Committee was set up to coordinate the communication efforts for the Blueprint. As a start, three main activities were conducted to raise awareness among the implementers of the Blueprint from JPNs, PPDs, Institutes of Teacher Education and Matriculation Colleges. These included:

- Producing '**5-minute Info**' slides with short, concise messages about the Blueprint. The slide were sent to all PPDs and uploaded on the MOE website to help disseminate the information during meetings, workshops or assemblies on the ground;
- Setting up of **PPPM corner** in all education institutions nationwide and conducting activities to make the corner more informative and exciting;
- Identify and train **local change agents** from PPDs, Institute of Teacher Education (*Institut Pendidikan Guru*, IPG) and Matriculation Colleges to help communicate information regarding the Blueprint to the various stakeholders.

Concurrently, the Education Performance and Delivery Unit (PADU) continues to support and complement communication efforts of the Ministry on the aspirations of the Blueprint through participating in various exhibitions, open days, and direct engagements both in the education circle as well as public at large. All channels of the media (for example; print, electronic, social and outdoor) were leveraged and utilised to inform the public

about the Blueprint and the Ministry's activities. In tandem with the tagline 'Creating Awareness, Understanding and Commitment to Implement', the Ministry aspires to ensure all 420,000 teachers and education officers as well as the public at large to fully understand and embrace the Blueprint. This awareness would help to raise public confidence that serious efforts are being done to transform the education system.



International recognition

Malaysia's strong commitment to education transformation received international recognition when the country obtained the highest vote to be in the Executive Council of UNESCO for the 2015-2019 term. As the Exco Member of UNESCO,

Malaysia is committed to uphold UNESCO's aspirations in education, science, social science, culture and communication, particularly to provide support to under-developed nations under the South-South Cooperation.



Malaysia has made significant financial contribution through the Malaysia Funds-in-Trust (MFIT) to support various projects jointly selected under the Malaysia-UNESCO Cooperation Programme (MUCP). Through this Fund, Malaysia's cooperation with UNESCO is reinforced specifically in supporting various capacity building programmes in education for under-developed countries, Small Island Developing States (SIDs), and African nations. The Ministry of Education contributed in sharing knowledge and expertise on curriculum, pedagogy and assessment for Science, Technology, Engineering and Mathematics

(STEM) to strengthen the regional capacity of member countries in Africa, Asia and the Pacific.

As the Blueprint garnered international recognition, the Ministry continued receiving delegations from other countries such as South Korea, Japan, Pakistan, Bhutan, and Morocco. These countries recognised Malaysia's commitment to education reform and were eager to learn from the Malaysian transformation experience. Officers from the Ministry were honoured by being invited by the Government of Myanmar for a knowledge-sharing session on how the Blueprint was developed and the success of its implementation.



Najib Razak

10 hrs · 🌐

Malaysia has just been elected to the Executive Board of UNESCO for the period 2015-19.

I see this as a recognition of our progress in education, science and culture and we hope to be able to contribute more at the international stage.

👍 Like

💬 Comment

➦ Share



Representatives from MOE at the Ministry of Education Myanmar in Nayptiaw, Myanmar



Participants during the Exchange of Experience session with Malaysia representatives in Nayptiaw, Myanmar



Malaysian delegates at the UNESCO conference

CHAPTER 1

INCREASING ACCESS TO EDUCATION



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



INCREASING ACCESS TO EDUCATION

2015 HIGHLIGHTS & ACHIEVEMENTS



PRESCHOOL ENROLMENT RATE

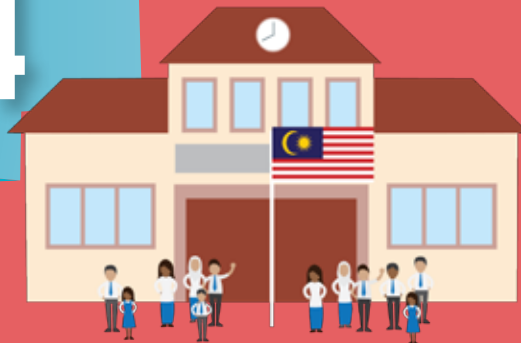
2014 2015

5+ YEARS OLD	91.9%	91.9%
4+ YEARS OLD	76.6%	77.2%

NUMBER OF PRESCHOOL CLASSES

47,994

PRESCHOOL



PUBLIC PRESCHOOL : 46%
PRIVATE PRESCHOOL : 54%

860 PRESCHOOL CHILDREN WITH
SPECIAL NEEDS ENROLLED IN

197 PRESCHOOL
CLASSES



INCREASE IN POST LOWER SECONDARY TVET ENROLMENT

2013
4.6%

2015
5.3%



85

schools including K9 schools for
Orang Asli offering *Pendidikan Asas*
Vokasional to **5,312** students in 2015

15

Pendidikan Vokasional Menengah
Atas piloted in secondary schools
with an enrolment of **343** student



818

athletes from Sports Schools
participated in **128** international events

140

under-privileged children enrolled
in *Sekolah Bimbingan Jalinan Kasih*



11

designated Form **6** Centres

Through education, every child will be able to realise his or her talent and potential in becoming an excellent individual. The Ministry aims to provide every child with opportunities for an excellent education towards becoming a contributing individual for the betterment of the nation.

In 2015, the Ministry endeavoured to further increase access to education through four key initiatives:

- Expanding access to quality preschool education
- Transforming vocational education
- Enhancing various education pathways
- Expanding education for specific groups

Through these initiatives, the Ministry introduced various programmes and activities in line with the aspirations of the Blueprint to achieve universal education for all Malaysian children.

EXPANDING ACCESS TO QUALITY PRESCHOOL EDUCATION

Early childhood education plays a vital role in laying the foundation for a child's psychological and intellectual development. Research has shown the first few years of a child's life is critical in the development of his or her mental, emotional, social

and spiritual aspects. This is essential to provide the basis for the child's success later in life. In view of this importance, the Ministry remains steadfast in expanding quality preschool education in both public and private sectors to provide an equal head start for all children.

The Ministry targets to achieve universal enrolment in preschool for children aged 4+ and 5+ by 2020. Over the last 5 years, enrolment rates for children aged 5+ have increased from 85.0% to 92.0% and for those aged 4+ from 59.9% to 77.2% (Exhibit 1-1).

In 2015, a total of 839,921 (84.6%) children aged 4+ and 5+ enrolled in preschools of which 49.3% of children were in public preschools while 50.7% were in private preschools [Exhibit 1-2].

This achievement was a result of the following efforts:

- Increasing the number of preschool classes
- Providing Private Preschool Launching Grants
- Promoting private preschool registration
- Providing private preschool fee assistance
- Enhancing the delivery of teaching and learning in preschools
- Increasing the number of preschools for children with special needs and inclusive education
- Upskilling of preschool teachers



Exhibit 1-1

Preschool Enrolment Rate by Age Group, 2010 - 2015

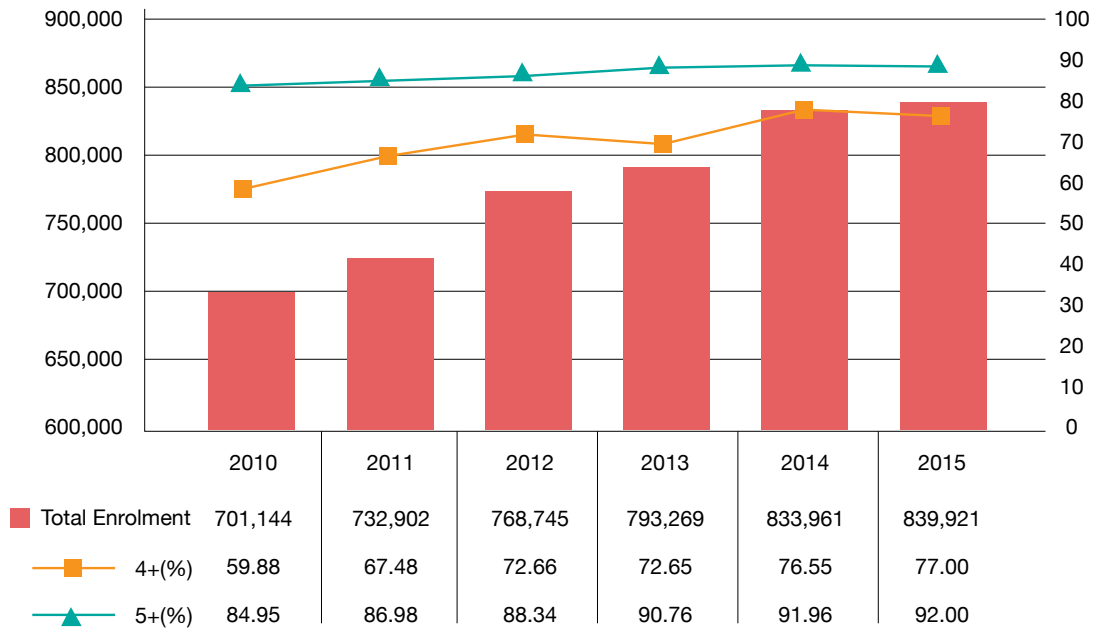
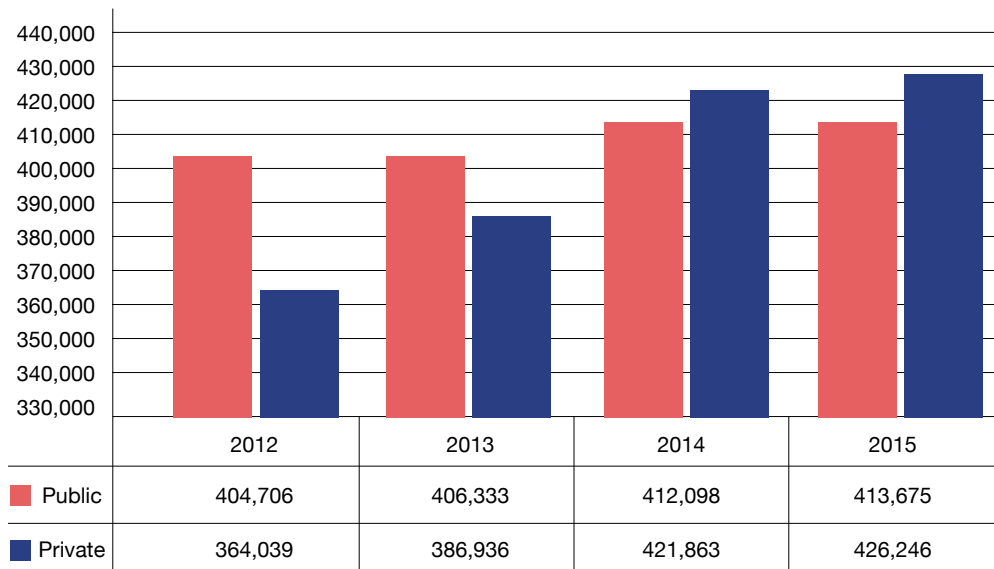


Exhibit 1-2

Public and Private Preschool Enrolment Rate, 2012 - 2015



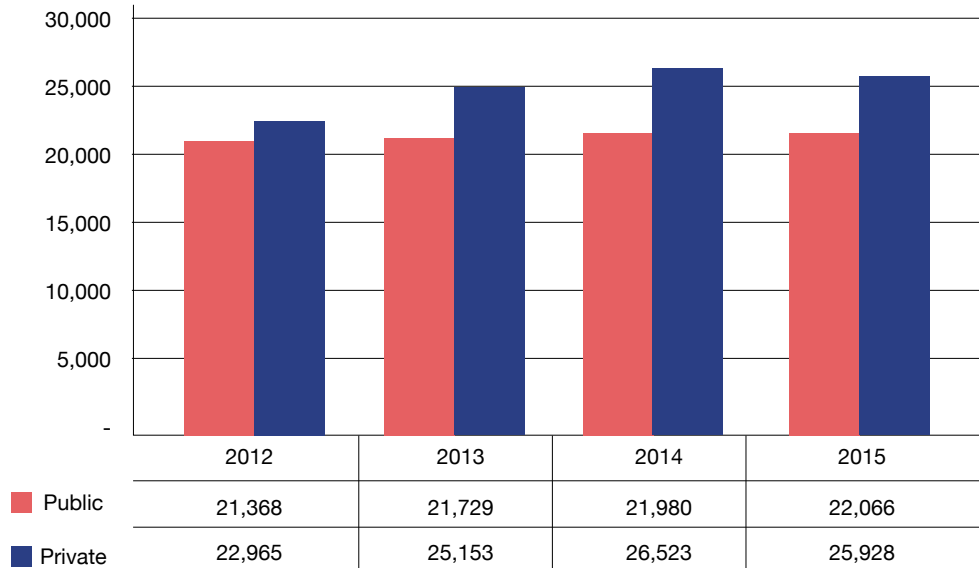
Increasing the number of preschool classes

In 2015, the total number of preschools grew by 1.7% to 23,566 compared to 2014. These preschools provided 47,994 classes of which

46.0% were from the public sector while 54.0% from the private sector. This demonstrates the Ministry's commitment in expanding preschool provision to achieve universal enrolment.

Exhibit 1-3

Number of Public and Private Preschool Classes, 2012-2015



Providing Private Preschool Launching Grant

The Ministry continues to collaborate with the private sector to ensure sufficient number of preschools are available to meet the growing demand for access to early childhood education. The Private Preschool Launching Grant was established to encourage the setup of private preschools. A grant of RM10,000 is provided to preschools with an enrolment of 10-19 children while a grant of RM20,000 is provided to preschools with more than 20 children. Over the last three years, 772 new preschools benefitted from the grant, of which 252 were in 2015.

Increasing registration of private preschools

Quality preschool provision is crucial to ensure children are receiving appropriate learning experience in their early childhood development. Therefore, the registration of preschools is deemed necessary to ensure preschool providers offer quality services as stipulated in the National Preschool Quality Standard.

To encourage the registration of private preschools with the Ministry, the *Jom Daftar* campaign was launched in 2014. This campaign was also held in 2015 at 4 states namely Johor, Perak, Pulau Pinang and Sabah. As a result, registered preschools increased by an average of 4.4% in these targeted states.

Media coverage especially through newspapers and television was also intensified to promote awareness on the importance of preschool education as one of the means to prepare children before entering primary schools.




Providing preschool assistance

Children from low income families who attend private preschools continue to receive adequate support from the Ministry to obtain preschool education. In 2015, the Ministry allocated a total of RM30.7 million in fee assistance which benefitted 32,772 children.

As for public preschools, enrolment is free or at a minimal cost. Children in preschools operated by the Ministry receive an annual allocation for every child which is RM100 for learning materials, RM25 for curricular activities and Takaful Insurance Scheme. In addition, each child receives a daily meal grant worth RM2.00 in Peninsular Malaysia and RM2.25 in East Malaysia.

PRESCHOOL ASSISTANCE



Daily meal allowance

RM2.00
per child per day in
Peninsular Malaysia
and

RM2.25
in East Malaysia

Annual allocation of

RM100
per child for learning materials.

Annual allocation of

RM25
per child for co-curricular
activities

Expanding access to education through targeted fee assistance

“My husband works as a driver, and earns around RM2,200 per month. I am a full time housewife and Henry is the youngest of 5 siblings. Most of the income earned is spent on essential items, like rent, car, and groceries. Henry’s preschool fees is RM140 per month not including other expenses. This school is also among the cheaper ones, other preschools charge RM300 or more per month.

We choose to send him to this preschool as it is near our house, and they also include light breakfast as well so Henry won’t be hungry. Thanks to the fee assistance, we received RM1,300 in 2015, to assist us with the fees for Henry’s early education. It is sufficient and we are very grateful. I do not know how we would manage if there isn’t any assistance for families like us. Now Henry can already master the basics of reading ABC, writing 1, 2, 3 and others, like his friends in the preschool.”

Madam Lee Kim Hong
Mother of Henry Chai Ming Zhe
Recipient of 2015 preschool fee assistance

Enhancing the delivery of preschool education

The Ministry places great emphasis in ensuring preschools deliver quality early childhood education. In this effort, the National Preschool Quality Standard (NPQS), an online self-assessment tool, was implemented in 2015. The tool comprises five key quality areas: Governance, Curriculum, Teachers and Teacher Assistants, Parent Teacher Interaction, and Food, Health and Safety. A total of 21,819 registered preschools participated in the assessment of which 89.3% met the quality standards. Teachers and operators of preschools who have not met the quality standards will be supported with the necessary information, assistance and guidance to achieve preschool quality and the NPQS requirements.

Increasing access to preschool for children with special needs

Education for children with special needs remains the focus for the Ministry to ensure an equal head start is provided for this group of children. In 2015, 860 children with special needs were enrolled in 197 preschool classes with trained special education teachers while 46 children were in inclusive education with other mainstream children. The Ministry, in collaboration with other government agencies launched the i-Sayang portal to promote awareness and provide information on education, health, career, welfare, and facilities available for children with special needs.

The i-Sayang portal can be accessed at: <http://pmspk.moe.gov.my/>

Upskilling of preschool teachers

In encouraging all private preschool teachers to become qualified Early Childhood Care and

Education (ECCE) providers, the Ministry provides tuition fee assistance for obtaining a diploma in ECCE. A total of 179 private preschool teachers took up the fee assistance to further their studies. As of 2015, a total of 6,473 or 23.7% of private preschool teachers are qualified with at least a Diploma in ECCE (Exhibit 1-4). This increase contributes to a total of 20,229 or 41% of all preschool teachers with at least a Diploma in ECCE, surpassing the Blueprint target of 30%. This reflects the commitment of preschool teachers to pursue professional development and improve their qualification.

Exhibit 1-4 Number of Private Preschool Teacher with Minimum Diploma Qualification, 2013-2015

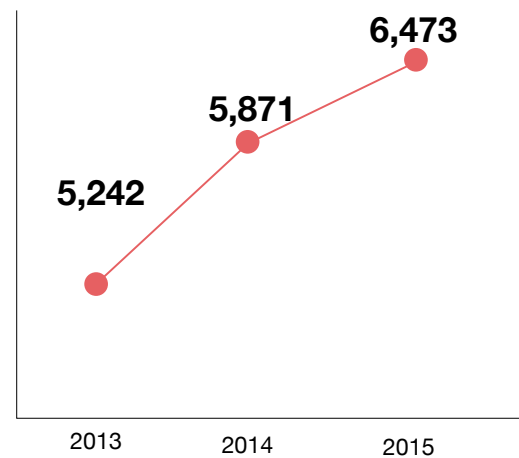
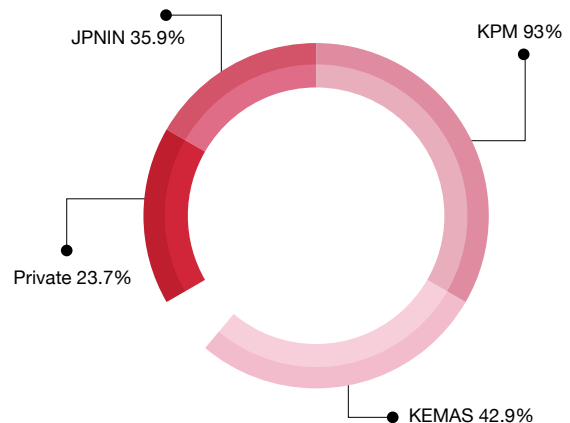


Exhibit 1-5 Percentage of Teacher with Minimum Diploma Qualification by Agencies



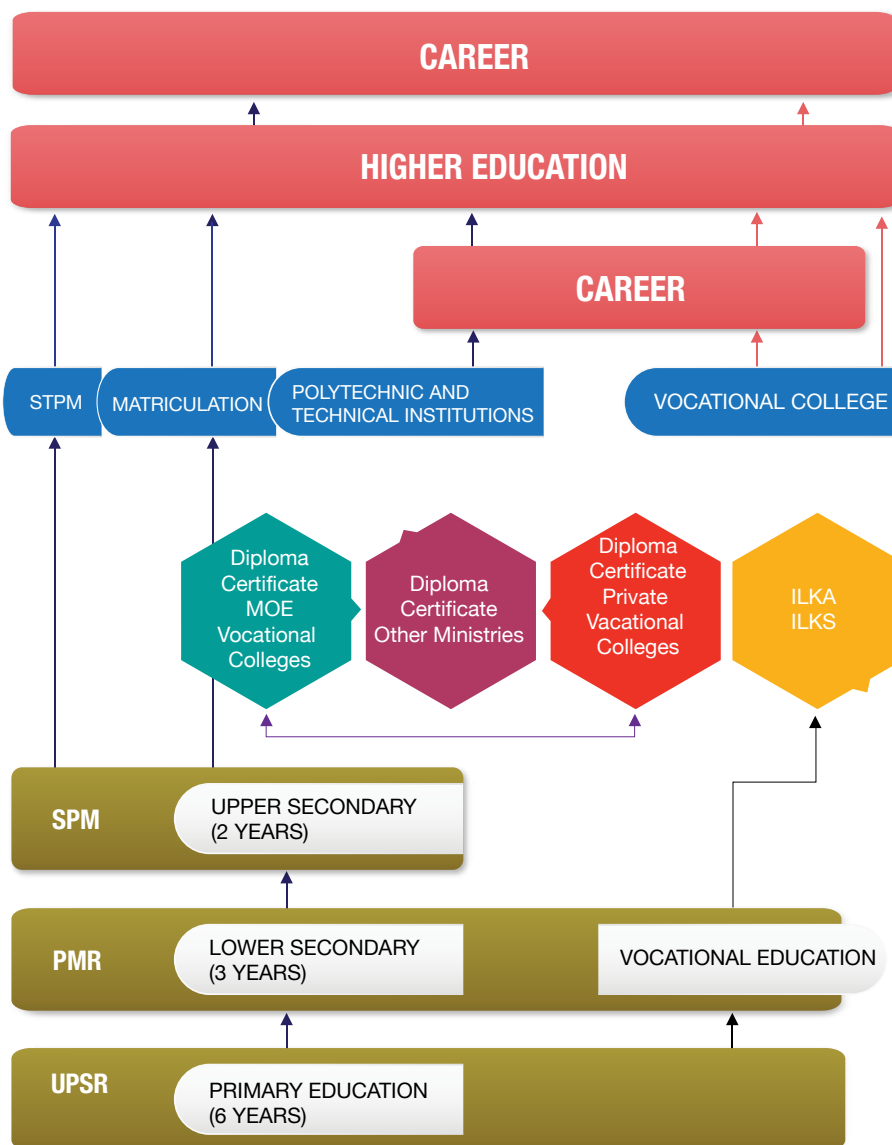
TRANSFORMING VOCATIONAL EDUCATION

The Technical Vocational Education and Training (TVET) sector plays a vital role in ensuring Malaysia achieves a high income nation status by 2020. Up to 46% of additional jobs in the future will require technical and vocational qualification. To meet this demand, the Ministry has focused on enhancing the vocational pathway through the support and collaboration of industry partners.

Students are now provided with more options into the vocational pathway at the lower and upper secondary level. *Pendidikan Asas Vokasional* (PAV) was introduced for the lower secondary students while *Program Vokasional Menengah Atas* (PVMA), apprenticeship and diploma are targeted at post lower secondary students. These efforts have resulted in an increase in enrolment at post lower secondary vocational education from 4.0% in 2012 to 5.3% in 2015. The Ministry aims to continue to support this encouraging trend.

Exhibit 1-6

Vocational Education Pathway



Pendidikan Asas Vokasional (PAV)

The introduction of PAV or Basic Vocational Education at lower secondary level since 2012 has significantly increased student interest in vocational education. There are currently 85 schools, including K9 schools for Orang Asli and indigenous students, offering PAV to 5,312 students, an increase of 44.9% compared to 2014. In 2015, a total of 310 students graduated with *Sijil Kemahiran Malaysia Tahap 1* (SKM 1) and 1,037 students graduated with *Sijil Kemahiran Malaysia Tahap 2* (SKM 2).

Program Vokasional Menengah Atas (PVMA)

PVMA or Upper Secondary Vocational Education was piloted in secondary daily schools as a vocational stream with an enrolment of 343 students in 2015. Students who opt to study vocational subjects will graduate with both *Sijil Pelajaran Malaysia* (SPM) and *Sijil Kemahiran Malaysia* (SKM). The Ministry also sponsored and placed 2,151 students at various *Institut Latihan Kemahiran Awam* (ILKA) and 1,387 students at *Institut Latihan Kemahiran Swasta* (ILKS) to increase access to vocational education.

Upskilling TVET teachers and collaboration with industry partners

The expansion in vocational education requires teachers to be equipped with the knowledge and skills to deliver quality education and training. In 2015, a total of 2,566 teachers were certified as Vocational Training Officers (VTO), Vocational Teacher Educators (VTE) and Vocational Training Managers (VTM).

In 2015, many notable achievements were made in terms of collaboration with industry partners both local and abroad. Among the achievements were :

- Cooperation in capacity building initiatives such as with SEAMEO VOCTECH, Brunei; Temasek Foundation, Singapore; and SEAMEO-JPDE TVET Teacher Training Programme, China.
- Cooperation in TVET across South East Asia (SEA) and participation in events such as SEA-TVET: Working Together Towards Harmonization and Internationalization; Regional Leadership Workshop for TVET School Principals; Policy Dialogue with the Employment and Skill Strategies in South East Asia (ESSSA); and Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) / Regional Cooperation Programme to improve the Training of TVET Personnel (RECOTVET).
- Strengthening TVET in Asia with the Ministry of Education Republic of Korea and Korea Research Institute for Vocational Education and Training (KRIVET) through the Asia-Europe Meeting (ASEM).



- Formalising collaborative programmes in educational planning through Statement of Understanding between the Ministry and Sabah Labour Force Department.

Crafting success on a global stage

While his other friends are happily playing around, Mohd Yusri finds it more interesting to assist his father, Mr Rashidi at the car workshop. He is familiar with many repair tools and spare parts, learning the fundamentals of car maintenance and repair since he was 10 years old. For Mohd Yusri, it is natural for him to develop a keen interest in the automotive industry, given his talents and penchant in repairing cars. When Yusri opted to further his studies in a vocational stream focusing on automotive, his family gave him all the support he needed.

Yusri's talent was then further nurtured during his stint at Kolej Vokasional Arau, and his efforts soon bore fruit. In 2012, under the supervision of Mr Azhar Abdullah, Yusri participated and won the Skills Malaysia competition, a national level competition and by doing so, entitled him to represent the country in the Asean Skills Competition in Hanoi, Vietnam in 2014. He then went on to win the bronze medal, securing himself a place in the World Skills Competition in Sao Paulo, Brazil. Never in his wildest dream did he think he would be representing the country in a global competition. This golden opportunity not only inspired and motivated him, but also convinced him that anyone can be successful. One only needs to work hard and have confidence in oneself.

Vocational education has opened a lot of doors for Yusri, and improved his self-confidence in his skills and abilities. A few years back, Yusri's world revolved only around his village, but now he has gained great exposure through intensive industrial training at renowned automotive companies such as Proton, BERMAZ PJ, Peugeot Glenmarie and also Volkswagen Group Malaysia Sdn Bhd. The skills learnt during his industrial training were applied by Yusri in the various skills competition which he participated in. Yusri is now confident his future will be determined by his own skills, and his experience.

Currently, Yusri is attending his industrial training at Proton Centre of Service Excellence (COSE) in Shah Alam, Selangor. He is thankful for the many new experiences, including an assignment as a Service Advisor. He aims to obtain the Vocational Training Officer Certification as well as the Advanced Diploma in Vocational Education, to enable him to join the educators in the vocational training institutes.

“Doctors have their own skills in treating patients. I have my own skills to repair vehicles. In the event that I can't get a job in the industry, I can always utilise my skills to operate my own workshop.”

Mohd Yusri Bin Rashidi
Student
Kolej Vokasional Arau



ENHANCING VARIOUS EDUCATION PATHWAYS

The Ministry continues to offer students with various education pathways to best suit their individual talents, interests, and learning styles. Students can choose to enroll in sports schools, art schools, or Islamic religious schools.

Sports Schools

Sports schools at the secondary level are critical to the talent development of the nation's future

athletes. These schools provide the facilities, specialist coaching, and other essential services to develop world renowned athletes. In 2015, the total enrolment in these schools increased by 14.6% to 1,383 students as compared to 2014.

There are currently 4 schools in Malaysia which offers sports education:

- Sekolah Sukan Bukit Jalil (SSBJ), Wilayah Persekutuan Kuala Lumpur
- Sekolah Sukan Tunku Mahkota Ismail (SSTMI), Johor
- Sekolah Sukan Malaysia Pahang (SSMP)
- Sekolah Sukan Malaysia Sabah (SSMS)

Exhibit 1-7

Participation of Athletes from Sport Schools in National and International Sporting Events

No.	School	National Events	No. of Athletes	International Events	No. of Athletes	Total Events
1	SSBJ	54	338	90	347	144
2	SSTMI	135	421	18	212	153
3	SSMP	31	431	8	79	39
4	SSMS	14	176	12	180	26
		234	1366	128	818	362

No.	Championships	Location	Total Student Participation	Total Medals Won
1	Commonwealth Youth Games	Samoa	8	11
2	IAAF World Youth	Colombia	2	0
3	British Junior Open Squash	England	6	1
4	Final Diving Grand Prix	Puerto Rico	4	2
5	Asia School Athletics	China	6	5
6	Asia Junior Open Squash	Pakistan, Iran	6	4
7	Asian Junior Wushu	China	1	3
8	Asia Diving Championship	Malaysia	2	2
9	AFC U16 Qualifier 2016	Laos	27	1
10	AFC U14 Regional Football Festival	Brunei	18	1
11	SEA Games	Singapore	38	28
12	ASEAN School Games	Brunei	35	23
13	Singapore Open Diving	Singapore	3	8
14	10th SEA Youth Athletics	Malaysia	12	7

No.	Championships	Location	Total Student Participation	Total Medals Won
15	SEA Lawn Bowls	Singapore	8	5
16	ASEAN U15	China	13	1
17	National Junior Open Squash	Malaysia	12	9
18	National Junior Open Netball	Malaysia	16	7
19	Bola Jaring Kebangsaan	Malaysia	9	2
20	Rugby International Medini 7's U16	Malaysia	12	1
21	Majlis Sukan Sekolah-Sekolah Malaysia	Malaysia	332	142
Total			570	263

Note: Selected events

Arts Schools

Arts schools at the secondary level are important in developing artistic talents. With an addition of a new arts school, there are currently three art schools with a total of 755 students:

- *Sekolah Seni Malaysia Johor (SSeMJ)*
- *Sekolah Seni Malaysia Sarawak (SSeMS)*
- *Sekolah Seni Malaysia Kuala Lumpur (SSeMKL)*

Islamic Religious Schools

Currently, there are 237 *Sekolah Menengah Kebangsaan Agama (SMKA)* and 226 *Sekolah Agama Bantuan Kerajaan (SABK)*. These schools offer the normal academic subjects and the Islamic religious subjects. The Ministry has introduced several programmes to ensure students learn the fundamentals of Islamic education. Among the programmes introduced are:

Programmes	Description
<i>Program j-Qaf</i>	Implemented in all primary schools for students to learn Jawi, recite Al-Quran, acquire basic Arabic language and practice Fardhu Ain.
<i>Tahfiz Model Ulul Albab (TMUA)</i>	A model which integrates the existing science stream and religious stream with memorisation of Al-Quran. Currently, 7 schools have adopted this model.
<i>Kurikulum Bersepadu Tahfiz (KBT)</i>	A curriculum which combines tahfiz Al-Quran with existing KBSM subjects to produce students who memorise and practice the teachings of Al-Quran (Al-Hafiz) in addition to other knowledge. Introduced in 12 secondary schools.
<i>Kurikulum Bersepadu Dini (KBD)</i>	A curriculum which combines Dini / Azhari curriculum with the national curriculum. Dini and Azhari curriculum use the Arabic language as the medium of instruction. Introduced in 151 schools.
<i>Program Sahsiah Unggul Murid (SUMUR)</i>	A programme to develop students personality by having good manners, good character, strong sense of identity, and Mutadayyin. Implemented in 237 religious secondary schools.

EDUCATION FOR SPECIFIC GROUPS

The Ministry consistently ensures less fortunate children are given equal opportunities to enjoy the benefits of an education.

Sekolah Dalam Hospital (SDH)

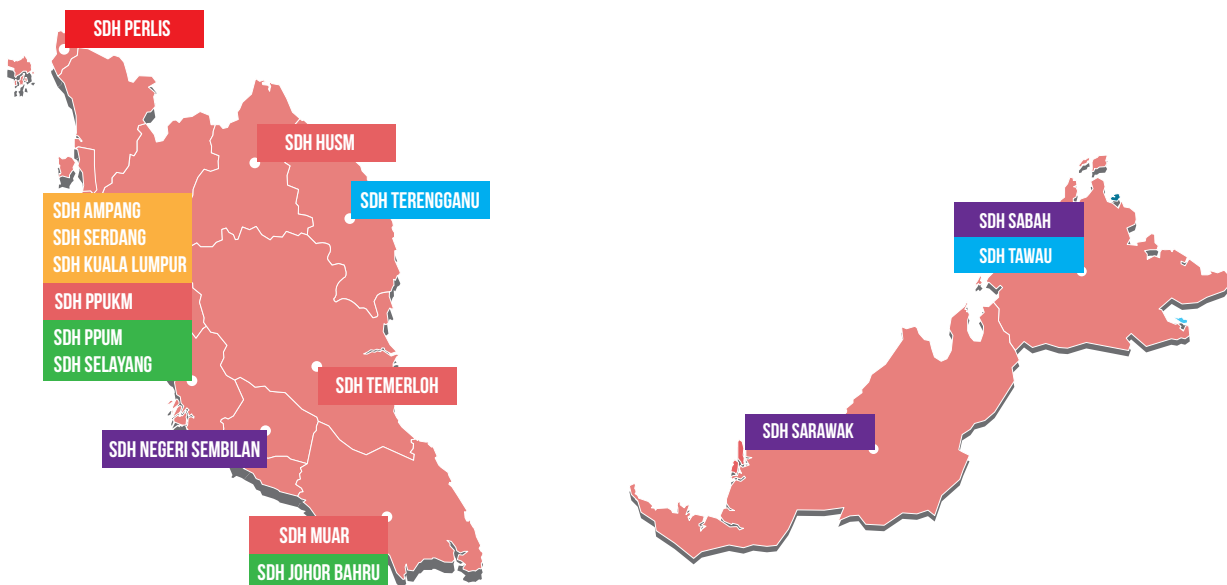
Sekolah Dalam Hospital or Schools in Hospital was launched in 2011 in collaboration with the Ministry of Health to provide access to continuous learning for children who are receiving treatment in hospitals. There are currently 16 SDH - 13 in Peninsular Malaysia, two in Sabah and one in Sarawak (Exhibit 1-8).



Teachers in SDH are trained with basic clinical knowledge in handling students with health problems in addition to pedagogical skills.

Exhibit 1-8

Number of Schools in Hospital in Malaysia



Sekolah Bimbingan Jalinan Kasih

The Ministry established *Sekolah Bimbingan Jalinan Kasih* (SBJK) in Chow Kit Kuala Lumpur, to provide education to children who are homeless and lack identification documents in the area. The school uses customised curriculum which

emphasises fun learning concepts to attract children to attend school. Currently, there are 140 students enrolled in this school. The Ministry acknowledges the efforts by the school and Non-Governmental Organizations (NGOs) to provide an avenue for the children to learn and pave the way for a brighter future.



Colouring contest in SBJK



SBJK Buskers

Sekolah Integriti and Sekolah Henry Gurney

Sekolah Integriti and Sekolah Henry Gurney were established in collaboration between the Ministry and *Jabatan Penjara Malaysia* to provide formal education in correctional centres. There are eight Sekolah Integriti and three Sekolah Henry Gurney with 550 students between the ages of 15-21.

These schools use the national curriculum which include classes in 3R (reading, writing, arithmetic), pre-SPM school-based assessment, SPM, STPM as well as vocational and skills education. These programmes enable students to gain an education and re-assimilate into society and be given a chance to succeed in life.

Student in juvenile school defies the odds; scores 8 A's for SPM

"I am happy to be here and study because I have friends who share the same dreams to be successful in the future. Even though I have failed in the past, I am now very grateful to be given the opportunity to repent and start anew in the school. With the opportunity given, I did not waste time and gave my very best and got 8 As in SPM. My dream is to further my studies in Universiti Teknologi Petronas in the oil and gas field".

Student
Sekolah Henry Gurney, 2015

"I am very delighted students in Sekolah Henry Gurney have done well in their SPM examination. The school now has a 100% passing rate for two consecutive years. I certainly hope this will change the public's negative perception towards our students once they have completed their studies in the school and re-enter society".

Mr Lim Kim Mooi
Principal
Sekolah Henry Gurney

» Pelajar Sekolah Henry Gurney catat keputusan cemerlang lulus 100 peratus

Oleh Norizzah Baharudin
upen@bh.com.my

► Melaka

Kesilapan lalu tidak menghalang dua sahabat baik yang juga pesalah juvana membuktikan kemampuan apabila memperoleh keputusan cemerlang, masing-masing 8A 1B dan 8A 1D dalam Sijil Pelajaran Malaysia (SPM) 2014.

Kehidupan baharu di Sekolah Henry Gurney (SHG) Telok Mas di sini, nyata memberi sinar buat Arif dan Hazwan yang bertekad untuk mengubah kehidupan dan penerimaan masyarakat.

Arif (bukan nama sebenar) diberkas polis tiga tahun lalu selepas terbabit dalam kegiatan curi motosikal, manakala Hazwan (bukan nama sebenar) pula ditahan kerana memiliki pil kuda sebelum SHG menemukan mereka.

Hassan diiringi Kim Mooi dan Jumat menyampaikan tip keputusan SPM 2015 kepada pelajar cemerlang di Sekolah Henry Gurney.

PHOTO: NORIZZAH BAHARUDIN / BH

Tahanan juvana cemerlang SPM

yang pernah dilakukan membuat dirinya serik.

Beliau tidak pernah menduduki SPM dan menjadikan kecemerlangan yang diperoleh sebagai titik tolak memulakan langkah hidup baharu apabila keluar dari SHG.

"Kehidupan dalam SHG membantu saya membetulkan semula jalan salah yang pernah

POST-SECONDARY EDUCATION

The Ministry provides a wide range of post-secondary education pathways to provide a wider choice for students, including:

<i>Sijil Tinggi Pelajaran Malaysia (STPM)</i> (1-1.5 years)	Recognised for admission to undergraduate programmes in higher learning institutions in Malaysia and is recognised by the Cambridge International Examinations as equivalent to A-Level
<i>Sijil Tinggi Agama Malaysia (STAM)</i>	Recognised for admission to undergraduate programmes in institutions of higher learning in Malaysia and Al-Azhar University, Egypt
Matriculation (Science, Accounting and Technical)	Recognised as a credible foundation programme for entrance to undergraduate programmes in institutions of higher learning in Malaysia and several overseas universities
Foundation programmes for teacher education	<i>Program Persediaan Ijazah Sarjana Muda Perguruan (PPISMP)</i> at Institute of Teacher Education
Vocational Colleges	Recognised for admission to TVET related undergraduate programmes in institutions of higher learning for vocational training

The various post-secondary options available provide wider opportunities for all upper secondary students to further their studies. However, the challenge remains for the Ministry to increase the appeal of these post-secondary pathways as one of the favourable options for students to further their education.

Transforming Form 6

The Ministry has endeavoured to transform Form 6 to be competitive and relevant to the changing landscape of post secondary education. The transformation involves adopting a semester-based system which now allows students to

complete Form 6 in a shorter duration. The syllabus and the learning environment are similar to the pre-university programme. The Form 6 certification or STPM is recognised internationally as equivalent to A-Levels. Apart from these benefits, enrolling in Form 6 requires minimal study fees making it affordable for all students.

Form 6 now offers 3 modes of delivery:

- Mode 1: students are placed in designated Form 6 centres – 11 centres.
- Mode 2: students are placed in a separate block in mainstream schools – 69 classes.
- Mode 3: students share the same compound as the regular schools.

The New Form 6 Experience

Dayang Shafawati binti Abang Ahmad is a student in Form Six (Lower) in SMK Saratok 2, Sarawak. Dayang's perception of Form 6 education which was previously not encouraging changed when she enrolled into Form 6 after her SPM examination.

"I chose to further my study in Form 6 at SMK Saratok 2 since it is nearby my house. This school is also one of the seven schools in Malaysia which has only pre-university students at the school. We call it a Mode 1 school. The school is new and in a very good and comfortable condition since it was completed last year. My batch is the first batch of students in the school".

"Previously, I had bad perceptions about Form 6. I assumed going to Form 6 was a waste of time and the subjects were very difficult. After doing some research on the internet, I found Form 6 to be a very wise choice to further my study. What I like most about Form 6 is it just takes one and a half years to complete compared to other post-secondary options".

"The cost is very low compared to colleges or universities. The teachers are very experienced because they have been teaching for many years. From my understanding, the STPM certificate can also be used to apply for jobs overseas and is also recognised by all universities in Malaysia. In SMK Saratok 2, we are given the chance to experience campus life which allows us to prepare ourselves to embrace the learning environment in a university".

Dayang Shafawati binti Abang Ahmad
Form Six Student
SMK Saratok 2



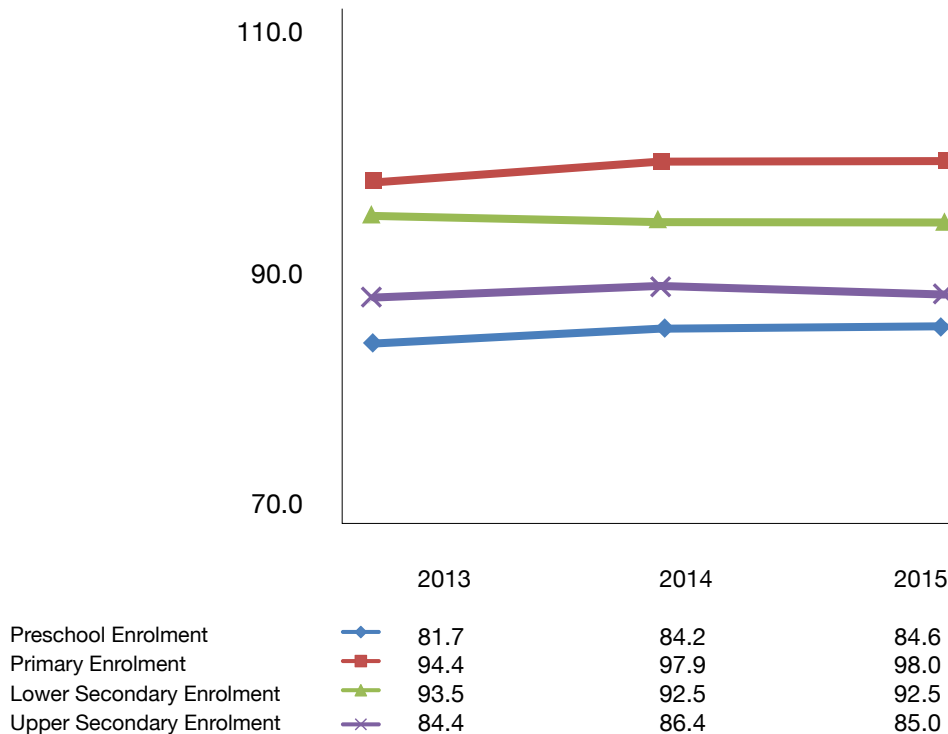
PRIMARY AND SECONDARY SCHOOL ENROLMENT

Efforts undertaken by the Ministry to increase access to education at all levels have shown steady progress. This is reflected in improvements of enrolment in the early years at preschool and primary level. As of 2015, enrolment at preschool increased to 84.6% for children aged 4+ to 5+ while enrolment at the primary level reached the universal rate of 98.0%. At the lower and upper secondary levels, enrolment remained stable at 92.5% and 85.0% respectively.

The Ministry has provided access to a total of 4.9 million students across 7,763 primary schools and 2,397 secondary schools in Malaysia. The Ministry will intensify efforts to ensure universal enrolment at all levels by 2020.

Exhibit 1-9

Preschool, Primary, Lower Secondary and Upper Secondary Enrolment Rates, 2013-2015



We Believe In the National Education System

“Personally I have never experienced studying in a national school before. I had a very different schooling experience compared to my wife, as my family had to follow my father on his overseas posting. My wife Nori, on the other hand, was a product of our national schools. So when it came to a point to decide on Jibreil’s education, we were convinced with the national education system and thus, chose to send him to Sekolah Kebangsaan TTDI 2, which is very close to our house.

My work as a Member of Parliament has exposed me to the Malaysia Education Blueprint, and I feel strongly about the 11 shifts emphasised in the Blueprint. One that I most agree with is better empowerment for schools, PPDs as well as JPNs. This will result in better, more localised solutions for the community compared to a centralised system.

We don’t need to send Jibreil to a private or international school; my son can obtain the best of opportunities in a national school. For him, this is the best platform for his intellectual and self-development. I have seen the curriculum for a few of his subjects, and it is nothing like what we learned in the old days. The new curriculum focuses more on problem solving skills, and moves away from rote learning methods.

I wish for Jibreil to go through a normal learning experience in Sekolah Kebangsaan TTDI 2, just like his friends. In my opinion, this school offers the most suitable learning experience.”

YB Khairy Jamaluddin
Minister of Youth and Sports Malaysia





“My two daughters are currently enrolled in Sekolah Kebangsaan Presint 8(1) and Sekolah Menengah Kebangsaan Presint 8 Putrajaya. I feel the quality of these schools is at par with other private schools, especially Sekolah Kebangsaan Presint 8(1). The school is categorised as “Sekolah Bestari”, equipped with great and practical facilities, together with dedicated teachers. My daughters are more than happy to be schooling in these schools.

As a father, I want my children to interact with and understand people from various groups, regardless of racial or social background. I believe a healthy relationship with friends from diverse backgrounds helps to develop a good personality, and makes you more tolerant and understanding. I’m a product of the national education system myself, and I have faith in it. Why shouldn’t you?”



Tan Sri Abdul Wahid Bin Omar
Chairman
Permodalan Nasional Berhad

SUMMARY

In 2015, the Ministry continued to provide various support and resources to meet the needs for access to quality education. These support and resources include providing financial assistance for families from the low income group, study grants for preschool teacher, private preschool setup assistance and various education pathways. To ensure the Rakyat has accessed to quality education, the Ministry encouraged more public private partnerships for preschool and vocational education to meet the growing demands for

access to education. The Ministry has also made efforts to transform the delivery of Form 6 education to better prepare students for tertiary education. While the Ministry continues to ensure equal access to quality education is provided for all children in Malaysia, much effort still remains to create awareness on the available resources and support from the Ministry. The Ministry aims to continue to increase awareness among the public to ensure every child in the country is given the opportunity to gain an education.



CHAPTER 2

IMPROVING QUALITY IN EDUCATION



“All children will have the opportunity to attain an excellent education that is quality assured and comparable to the best international systems.”



IMPROVING QUALITY IN EDUCATION

2015 HIGHLIGHTS & ACHIEVEMENTS

HIGHER ORDER THINKING SKILLS

61.8%

of teaching aspects incorporated HOTS elements in activities such as group work, classroom games, presentations and classroom questioning.

63.2%

of student learning aspects include HOTS elements in answering questions, and students' assignment.

PRIVATE AND PUBLIC PARTNERSHIP

Public-private partnership in education covers three work streams

ONE-OFF PROGRAMME **36** contributions companies

SCHOOL ADOPTION PROGRAMME

483
schools in 2014

539 ↑
schools in 2015



TRUST SCHOOL PROGRAMME

2015
62

10 schools were selected for the programme since **2011**



	BM	ENGLISH	NUMERACY
YEAR 1	81.8%	74.4%	91.4%
YEAR 2	92.0%	83.5%	95.2%
YEAR 3	98.7%	94.1%	99.1%



LINUS LINUS ACHIEVEMENT IN 2015

Performance review of school leaders and teachers using the Unified Instrument

TEACHER QUALITY

EXCELLENT	HIGH
55.1%	39.9%
MEDIUM	LOW
4.8%	0.2%

SCHOOL LEADER QUALITY

EXCELLENT	80%
HIGH	17.7%
MEDIUM	2.2%
LOW	0.1%

PARENTS AND COMMUNITY INVOLVEMENT

Parents attendance rate to 6 main school activities (Attendance target : 65%)



REGISTRATION DAY	92%
REPORT CARD DAY	80.8%
PERFORMANCE TARGET SETTING DAY	78.7%
PRIZE GIVING DAY	75.5%
SPORTS DAY	64.3%
ANNUAL PARENT TEACHER ASSOCIATIONS MEETINGS	56.5%

The need to produce globally competitive human capital to meet the demands of a liberalised economy is one of the key challenges for any nation. Central to this is an assured quality education system which is at par with the best in the world. A quality education system will provide students with the required knowledge, skills and values to thrive and contribute to the development of the nation.

In 2015, the Ministry focused on improving the quality of education through the following efforts:

- Incorporating Higher Order Thinking Skills (HOTS)
- Promoting Science, Technology, Engineering and Mathematics (STEM) education
- Improving literacy and language proficiency
- Strengthening teacher quality
- Enhancing school leadership quality
- Expanding parent and community involvement
- Encouraging private sector involvement

INCORPORATING HIGHER ORDER THINKING SKILLS (HOTS)

Employers of today require workers to possess a higher skill set, and demonstrate thinking skills which encompass problem solving, critical thinking, creativity and innovativeness. To ensure our students acquire the right skill set, teachers need to be able to facilitate and encourage the development of HOTS among students in the classroom.

In 2015, the Ministry enhanced the pedagogical content knowledge and skills through i-THINK Online Course (*Kursus i-THINK Dalam Talian*, KiDT) for teachers from 8,893 schools using 25 self-access training modules. A total of 227,036

teachers received online training on i-THINK (KiDT), and Centres of Excellence for HOTS were established in IPG Kampus Ilmu Khas, IPG Kampus Tun Abdul Razak and IPG Kampus Pulau Pinang to train and support teachers.

To ensure quality delivery of HOTS in the classroom, School Inspectorate and Quality Assurance or *Jemaah Nazir dan Jaminan Kualiti* (JNJK) observed 847 teaching and learning sessions in 36 schools. The observation showed encouraging practices among teachers and students with more than 60% of the teaching and learning involving HOTS elements.

The observation also showed school-based assessments contained more than 40% of HOTS items for Bahasa Melayu, English, Science, and Mathematics papers. “Application” was the most dominant cognitive level observed in students’ work, which is an encouraging trend. However, the “Creative”, “Critical” and “Innovative” skills which are the higher cognitive levels are less evident and thus, more needs to be done to incorporate these higher cognitive levels.

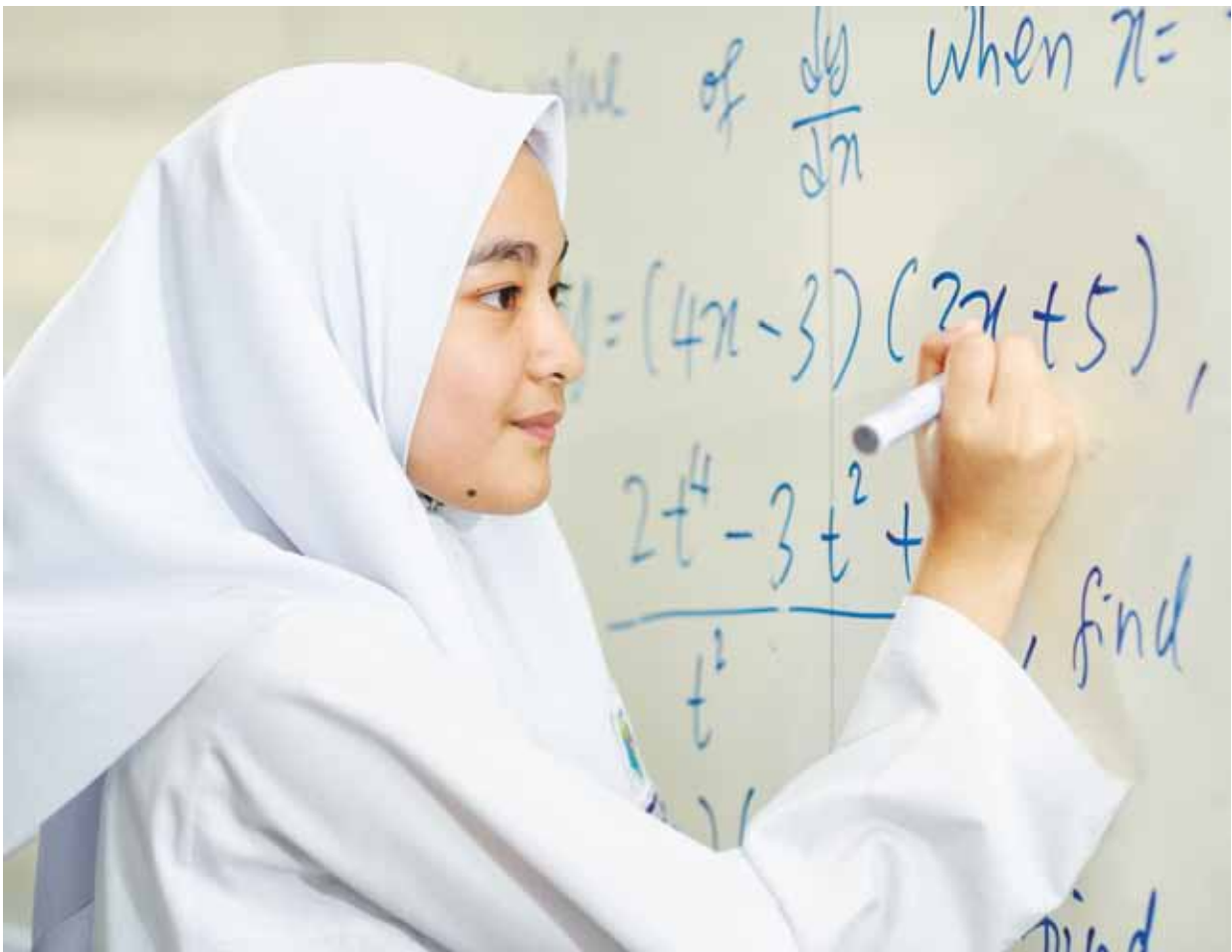
To measure the development of HOTS among students, the Ministry has set 10% HOTS items across all subjects in public examinations in 2013 which was then increased to 20% in 2014 and 2015. The percentage of HOTS items will be gradually increased in the following years. The gradual incorporation approach will allow the system to familiarise and stabilise before further increasing the percentage of HOTS items.

In assisting teachers to identify and measure the mastery of HOTS amongst students, the Ministry introduced the HOTS exemplar book, manual for script evaluation, and provided training to teachers on scoring HOTS items.

Student Performance on HOTS Item

Student answer scripts in the 2015 Bahasa Melayu and English Language UPSR papers were analysed to understand students' responses towards HOTS and non-HOTS items. The findings showed students' responses were similar for HOTS and non-HOTS items, with variations primarily based on students' mastery and the level of item difficulty. Generally, the more capable students responded better on HOTS or non-HOTS items and more students were able to respond to less difficult items, whether HOTS or non-HOTS.

Among the common issues faced by students in answering HOTS item were difficulty in making complete descriptions with logic evidence and the inability to think critically and logically.



SPM Mathematics
HOTS question

10 Diagram 5 shows the plan of students table in class of 3 Mawar.
Rajah 5 menunjukkan pelan meja murid dalam Kelas 3 Mawar.

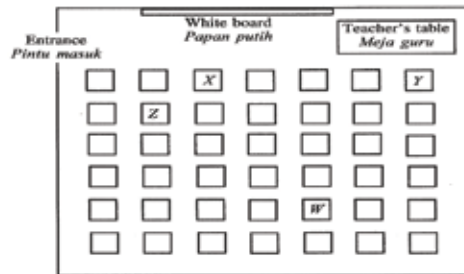


Diagram 5
Rajah 5

At the beginning of the year, Cikgu Siti placed Suraya at the position three rows and four columns from the entrance. A week later, the mathematics teacher, Cikgu Ali, changed Suraya's place using a translation of $\begin{pmatrix} -2 \\ -1 \end{pmatrix}$. Due to Suraya's poor result in a test, the class teacher changed her place again. Suraya is directed to move one place to the right and then three places to the front.

Where is Suraya's position now?

Pada awal tahun, Cikgu Siti telah menempatkan Suraya pada kedudukan baris ke tiga dan lajur ke empat dari kedudukan pintu masuk. Seminggu kemudian, guru matematik, Cikgu Ali, memindahkan kedudukan Suraya kepada translasi $\begin{pmatrix} -2 \\ -1 \end{pmatrix}$.

Oleh kerana pencapaian Suraya merosot dalam satu ujian, guru kelasnya telah memindahkan kedudukannya sekali lagi. Suraya telah diarahkan bergerak satu tempat ke kanan dan kemudian tiga tempat ke hadapan.

Di manakah kedudukan Suraya sekarang?

- A W
- B X
- C Y
- D Z

Source: Lembaga Peperiksaan

New SPM Biology
HOTS question

15 Diagram 9.1 shows two classes of food.

Rajah 9.1 menunjukkan dua kelas makanan.



Diagram 9.1
Rajah 9.1

Diagram 9.2 shows the human digestive system.

Rajah 9.2 menunjukkan sistem pencernaan manusia.

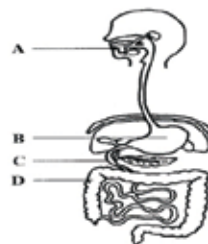


Diagram 9.2
Rajah 9.2

Which part A, B, C or D digests both the classes of food shown in Diagram 9.1?
Antara bahagian A, B, C dan D yang manakah mencernakan kedua-dua kelas makanan yang ditunjukkan dalam Rajah 9.1?

Source: Lembaga Peperiksaan

Applying i-THINK at SMK Kota Marudu

SMK Kota Marudu, Marudu, Sabah is one of the 10 schools selected to be the showcase school for i-THINK. Various i-THINK- based programmes were conducted in SMK Kota Marudu such as Introducing 8 Mind Maps Workshop to new teachers and students, i-THINK Celebration and KOKUM camping based on the i-THINK concept.

The i-THINK concept has also been applied in daily learning sessions in the classroom. A teacher from SMK Kota Marudu feels the i-THINK concept has affected his students in a more positive manner.

“Since the implementation of i-THINK, students of 5 Harapan showed more interest and excitement in discussion and presentation activities in the class. They are also more confident to ask questions regarding the topics to the speaker”.

Mr Jaisin Jotori
SMK Kota Marudu
Sabah



Students carrying out i-THINK activities



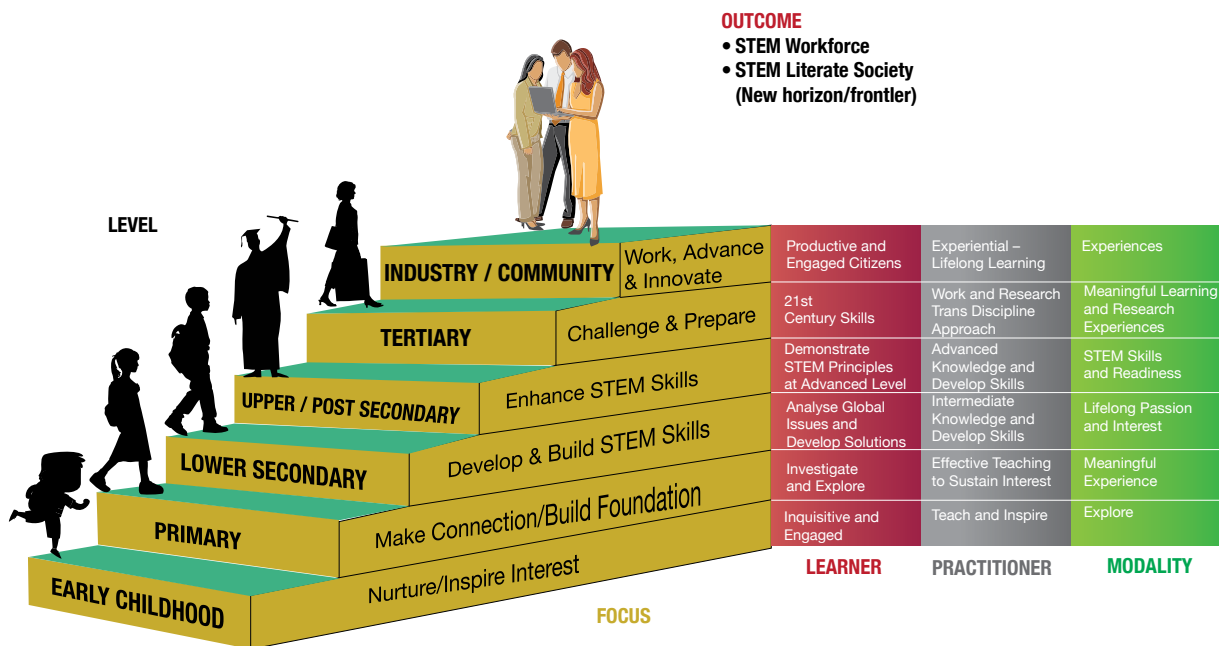
PROMOTING SCIENCE, TECHNOLOGY, ENGINEERING AND MATHEMATICS (STEM) EDUCATION

The Ministry is committed in promoting STEM education at all levels by introducing the STEM Education Conceptual Framework. This effort is geared towards ensuring Malaysia has a sufficient number of qualified STEM graduates to fulfil the employment needs and innovative manpower to spearhead the nation’s economy.

The Ministry has implemented several initiatives to promote STEM education:

- Introducing Blended Learning Open Source for Science or Mathematics Studies (BLOSSOMS), a resource centre for STEM contents
- Implementing a more hands-on and practical approach to STEM education
- Providing STEM infrastructure and facilities

STEM Education Conceptual Framework



Source: Bahagian Perancangan dan Penyelidikan Dasar Pendidikan

Blossoming STEM Education

Blended Learning Open Source for Science or Mathematics Studies (BLOSSOMS), a collaborative effort between the Ministry, Universiti Teknologi Malaysia and Massachusetts Institute of Technology, supports the idea and the need for nurturing STEM through its video library. These videos contain Mathematics and Science lessons which are all freely available online. In 2015, Malaysian educators created and submitted 10 video lessons on various Science and Mathematics topics. By using the BLOSSOMS videos, teaching and learning occurs in an active, creative and critical way.



Please visit BLOSSOMS at <https://blossoms.mit.edu/>

National Blue Ocean Strategy (NBOS) on STEM education

STEM education partnerships leverage on the expertise of the government, industry, and academia. The Ministry, in partnership with the Ministry of Higher Education and industry players, has embarked on an innovative programme to build Modular Science Labs.

In 2015, the National Blue Ocean Strategy – *Program Inisiatif Libat Sama* (NBOS-PILS) commenced its pilot project at *Sekolah Agama Menengah Tinggi Sultan Hisamuddin*, Klang to build a Modular Science Lab. The project was successfully completed within two weeks, with a budget of RM100,000.00, signifying acceleration towards the provision of hands-on STEM learning at a lower cost and a shorter period of time.



By using the concept of “classroom-lab-classroom”, the laboratory achieved the goals of a durable, flexible and multi-functional lab, which can be converted into various science labs - physics, chemistry or biology. A total of seven schools benefitted from the development of the Modular Science Lab at the end of 2015 and the approach will be expanded to more schools.

21st Century Learning

21st Century Learning is a programme to promote a more dynamic classroom environment, which encourages the development of advanced thinking and problem solving skills.

To date, a total of 1,249 primary schools and 665 secondary schools have implemented the programme. The impact, progress and expansion of the programme are monitored by *Jabatan Pendidikan Negeri* (JPN) in the respective states.



SJKT Bandar Springhill, Negeri Sembilan - Technology as an enabler of collaboration



SMK Bukit Saujana, Negeri Sembilan – Teaching using the project-based learning approach

IMPROVING LITERACY AND LANGUAGE PROFICIENCY

Literacy and proficiency in bahasa Melayu (BM) and English language are important to achieve student aspiration on bilingual proficiency. Since the roll out of the Literacy and Numeracy Screening (LINUS 1.0) in 2010 as an effort to ensure students acquire basic literacy in BM and numeracy by the

end of Year 3, intensive efforts have continued to build on the success of the pilot cohort. LINUS 2.0 was introduced in 2013 to address English literacy as well as BM literacy and numeracy. In 2015, Year 3 students achieved 99% in BM literacy and numeracy, and 94% in English language literacy. The Ministry will intensify efforts to ensure all students are literate and numerate from the early years to enable them to progress and complete schooling.

Exhibit 2-2

LINUS Achievement, 2015

		Bahasa Melayu (%)	English language (%)	Numeracy (%)
Results from students of the same cohort year on year	Student enrolled in Year 1 (2013)	81.8	74.4	91.4
	Student enrolled in Year 2 (2014)	92.0	83.5	95.2
	Student enrolled in Year 3 (2015)	98.7	94.1	99.1

To ensure students achieve the desired literacy and numeracy level, the Ministry continues to provide support for teachers in the LINUS 2.0 programme by providing:

- Teaching and learning modules for LINUS 2.0 nationwide
- Training for 7,000 BM and Mathematics Year 2 teachers to bridge the LINUS 2.0 programme to the national curriculum
- Training for 350 special education teachers in implementing LINUS 2.0
- Upskilling of 850 remedial teachers
- Training for 7,750 Year 1 and 7,750 Year 4 English Language teachers in remedial English
- LINUS Management Course for Head Teacher (*Kursus Pengurusan LINUS untuk Guru Besar KPLUGB*) and LINUS Consultation 2.0 (*Konsultasi LINUS 2.0*) for 10 head teachers every year at schools with a large proportion of students whom have not acquired basic literacy and numeracy.

Innovation in LINUS: “eTAM Ending Phonics” method helps students master KV+KVK skills (eTAM: e-Teaching Aids Multimedia)

“The eTAM (e-Teaching Aids Multimedia) Ending Phonics method is a novel, interactive software, developed from the results of a study in assisting students to master the skills of spelling, and writing the words KV+KVK. It studies the efficacy of the methods, the understanding, the long term mastery as well as the skills in sounding the syllable “KVK” which is one of the main issues for remedial students. This method was developed from observations and pre-testing of a group of remedial students, with a focus on Construct 4 and 5 of the Bahasa Melayu literacy.

The “Ending Phonics” method teaches words with the same ending phonics in a single teaching and learning period, as compared to previous practice which teaches words without phonics association in a single period. This new method has indeed been successful and effective in overcoming issues in mastering Construct 4 and 5 of the Bahasa Melayu literacy.”

Mr Muhamad Bastami bin Zakaria
 Founder, eTAM Ending Phonics Method
 Teacher, SK Sungai Haji Dorani

'Me & i-THINK Programme' for Literacy (LINUS Remedial Innovations)

"In the early implementation of the i-THINK tool, remedial students faced many difficulties; they found it hard to segment their thoughts into the eight mind maps suggested compared to mainstream students. This common issue has resulted in an innovative solution by utilising the i-THINK concept and making modifications to the variable of the mind maps suggested. Each mind map is to be simplified, and more directed towards constructing sentences, as well as towards enhancing teachers' skills, diversifying teaching techniques and methodologies.

The 'Me & i-THINK Programme' aims to develop teachers with diversified teaching techniques and approaches to enable students to master the art of reading, writing and reasoning. The advantages of this programme is students become more confident in constructing sentences based on the given titles or images, which were projected earlier in the form of mind maps. Students tend to pay more attention and focus more on their subjects. They are also more confident and able to think creatively, as well as to cooperate in a group. This programme also improves students' ability, especially remedial students, to construct better sentences with a more coordinated sentence structure."

Mr Roslee bin Abdul @ Mohd
Teacher, SK LKTP Nitar 1
Mersing, Johor



Brace map is used to construct sentences based on the stimulus given



Upholding Bahasa Malaysia, Strengthening English Language (Memartabatkan Bahasa Malaysia dan Memperkukuh Bahasa Inggeris - MBMMBI)

MBMMBI is a policy introduced in 2009. The policy aims to uphold the status of BM in education and to strengthen BM and English language proficiency among students.

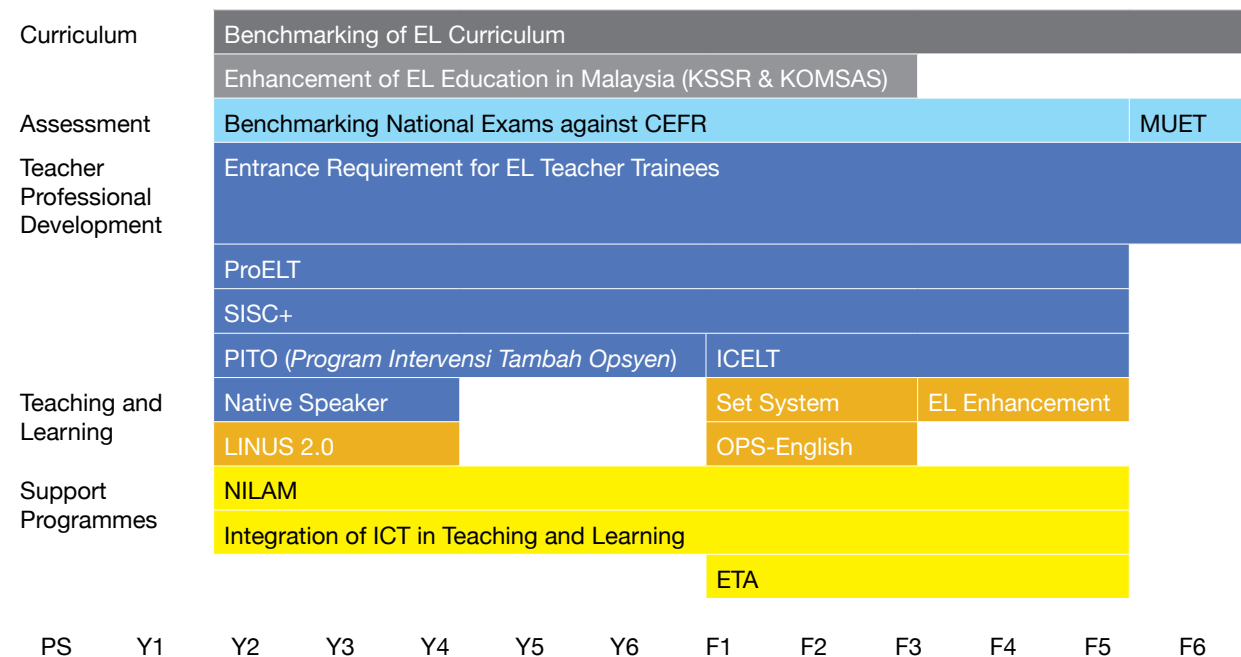
Quality teaching and learning of BM in schools is instrumental for the acquisition and mastery of the language. Thus, all teachers teaching BM must be proficient and competent. In 2015, the proficiency

level of 9,672 non-option BM teachers was measured using the Bahasa Melayu Proficiency Test (*Ujian Kecekapan Bahasa Melayu*, UKBM). The results indicated 21.4% of the teachers are qualified to teach BM while 37.8% are qualified but will require upskilling to ensure they meet the high standards set by the Ministry. However, 40.9% of the non-option teachers do not meet the UKBM standard to teach BM.

Huge investments have been made in improving the English language proficiency amongst teachers and students. The Ministry centred its efforts on the following areas – teacher training, curriculum, teaching and learning, and assessment (Exhibit 2-3).

Exhibit 2-3

English Language (EL) Programmes

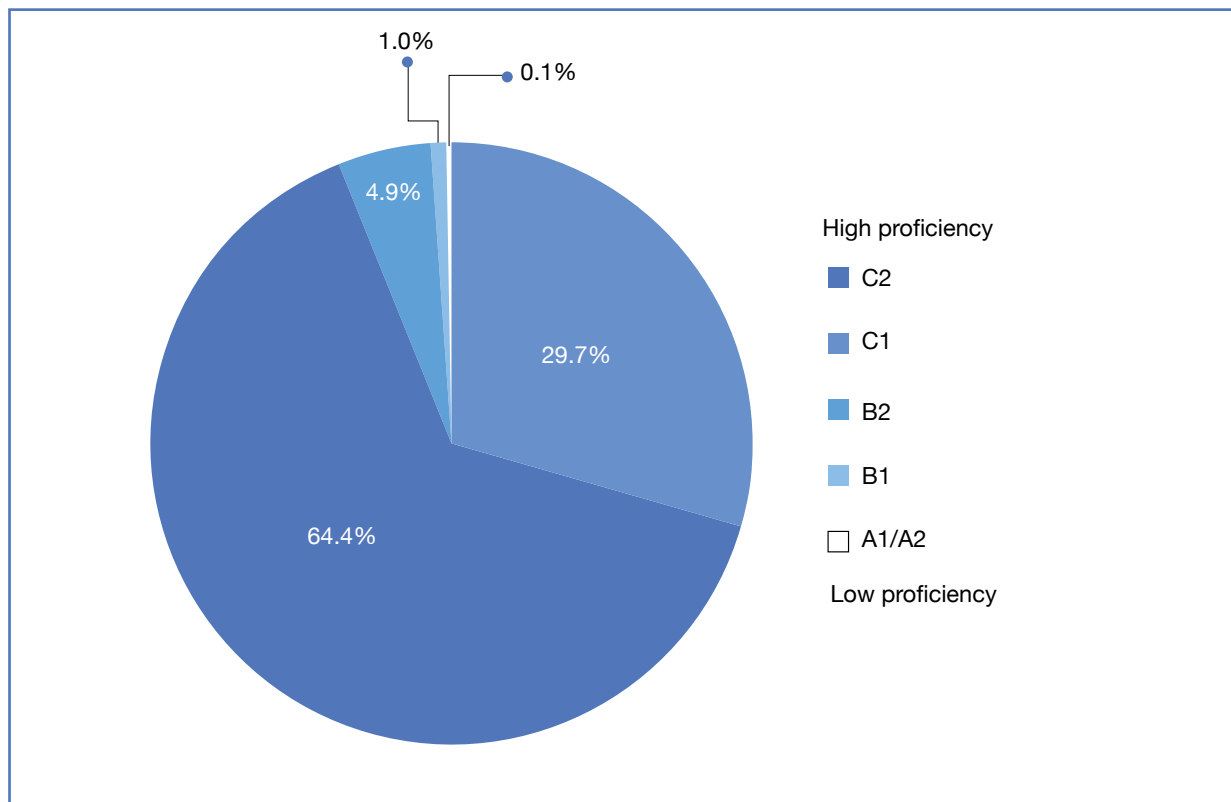


The Professional Upskilling of English Language Teachers (ProELT) programme has been implemented to enhance the proficiency levels of English language teachers by at least one band

based on the Common European Framework of Reference for Languages (CEFR). In total, 16,012 English language teachers have been trained since 2013, with 1,500 English language teachers enrolled in 2015.

Exhibit 2-4

English Language Teacher Proficiency Post ProELT



Note: C2 is the highest band of proficiency and A1 is the lowest band of proficiency based on the CEFR.

Based on the test results of three ProELT cohorts, most of the English Language teachers fall within the B2 band (Exhibit 2-4). The Ministry provided support to further improve their proficiency band to C1 through self-access learning materials.

Impact of ProELT on Student Outcomes

The English Language Training Centre (ELTC) conducted a research to evaluate the impact of ProELT on student outcomes in 2015. The respondents comprised 242 teachers who

completed ProELT, and 463 students from their respective schools – 15 primary and five secondary. Classroom observations showed most of the teachers were motivated to deliver a more creative approach to teaching and learning. Their students showed a 4% improvement in achievement based on a pre and post-test which contained cloze passages and essay writing administered over a 3-month period. The findings indicated ProELT has a direct impact on improving student learning of English.

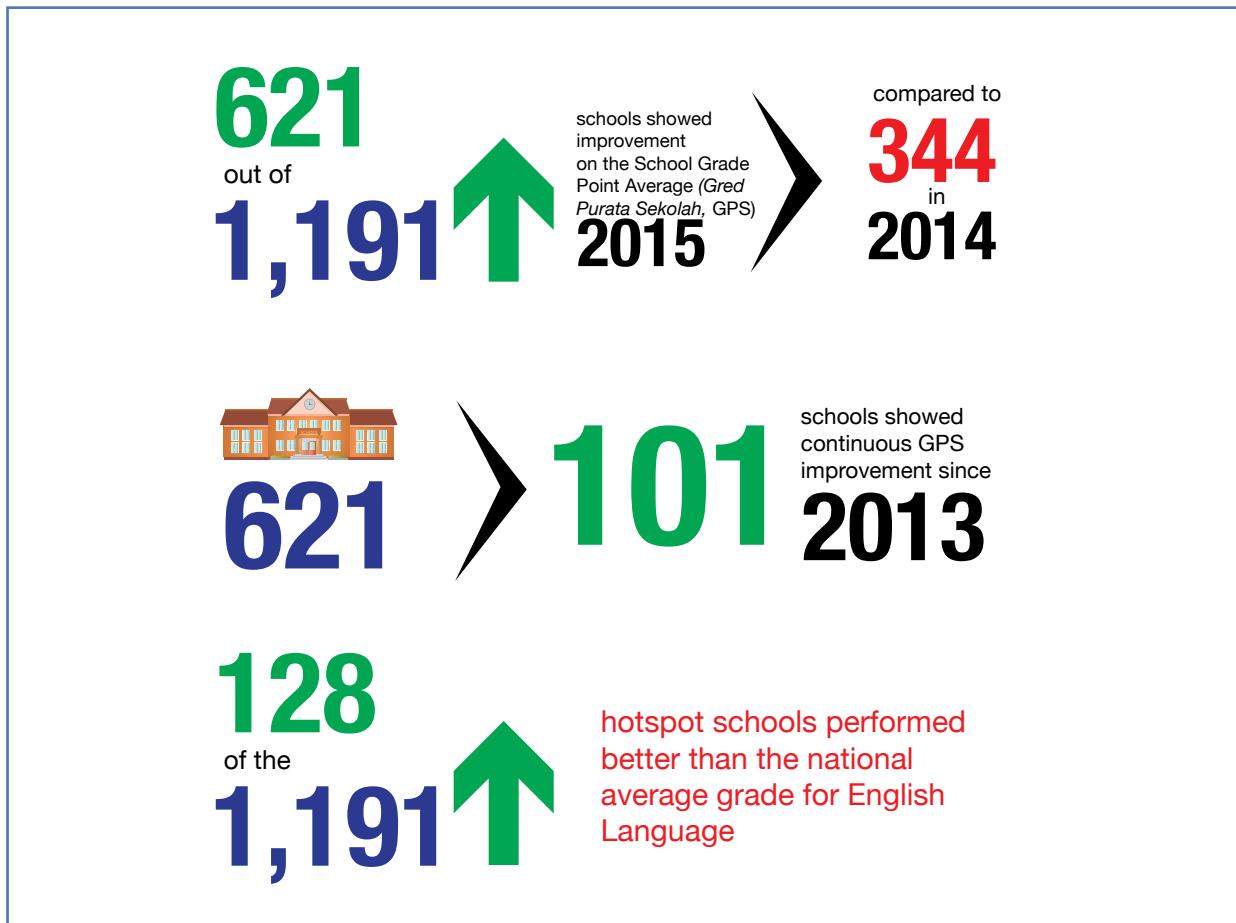
The Ministry also rolled out the English Enhancement Programme for Secondary Schools in 2013, which comprised the School Support Plan and the Out-of-Class Component. The School Support Plan is a direct approach to improve the performance of hotspot schools. Hotspot schools are schools which perform below the national average in the SPM English Language paper (Exhibit 2-5). Through this programme, the School Improvement Specialist Coaches (SISC+) are trained in coaching and mentoring to support English language teachers from the 300 hotspot schools. The training and coaching focuses on enhancing skills in designing differentiated interventions based on the students' language proficiency.

Impact of the School Support Plan

Teachers who attended the School Support Plan indicated that the programme has significantly helped them to become more focused and effective in their classroom teaching. Up to 85% of the teachers reported that students showed greater responsiveness and engagement due to the differentiated teaching approaches in the classroom. The positive student outcomes were also reflected in students' assignments particularly in essay writing - reduction in the number of errors, and the increase in length of essays submitted by the students.

Exhibit 2-5

The Performance of Hotspot Schools in the 2015 SPM English Language Paper



English-In-Camp

The Out-of-Class Component supports the improvement of student outcomes through extra-curricular activities, specifically through “English-In-Camp”. The focus of the camp is to enhance understanding of the literature component of the SPM English Language paper. Activities such as drama have proven to be more effective in instilling the confidence of students and teachers alike in appreciating literature. A total of seven English-In-Camps were carried out in 2015 with the participation of 680 secondary students. The Ministry will continue to support programmes which will help students to improve English language proficiency in an enjoyable and stimulating environment.

The English Language Lab

Poor command of English language and communication skills were cited by employers as among the top reasons for unemployment of fresh graduates. Studies showed 46% of candidates, who intended to further their tertiary education, only obtained Band 1 or 2 (the lowest) in the Malaysian University English Test (MUET). The studies concluded students who aspire to enrol in professional courses such as medicine and law will not be able to meet the high entrance requirement due to their low English language proficiency.

Exhibit 2-6

MUET Requirement for Different Fields of Study

Fields of Study	Completion of studies requirement
Arts and social sciences	Band 3
Science, Technology, Engineering and Mathematics (STEM)	Band 4
Law	Band 5
Medicine	Band 5

In 2015, the Economic Council requested the Ministry to propose a radical plan to improve English, Science, and Mathematics achievement among students. Subsequently, an English Language Lab was organised with the aim of developing strategies to improve students’ mastery in English language. The lab was conducted in 2 phases and was attended by various stakeholders such as public and private universities, education foundations, think-tanks, parental groups, unions, and other ministries.

Two initiatives formulated from the lab were incorporated into MBMMBI - the Dual Language Programme (DLP) and Highly Immersive Programme (HIP).

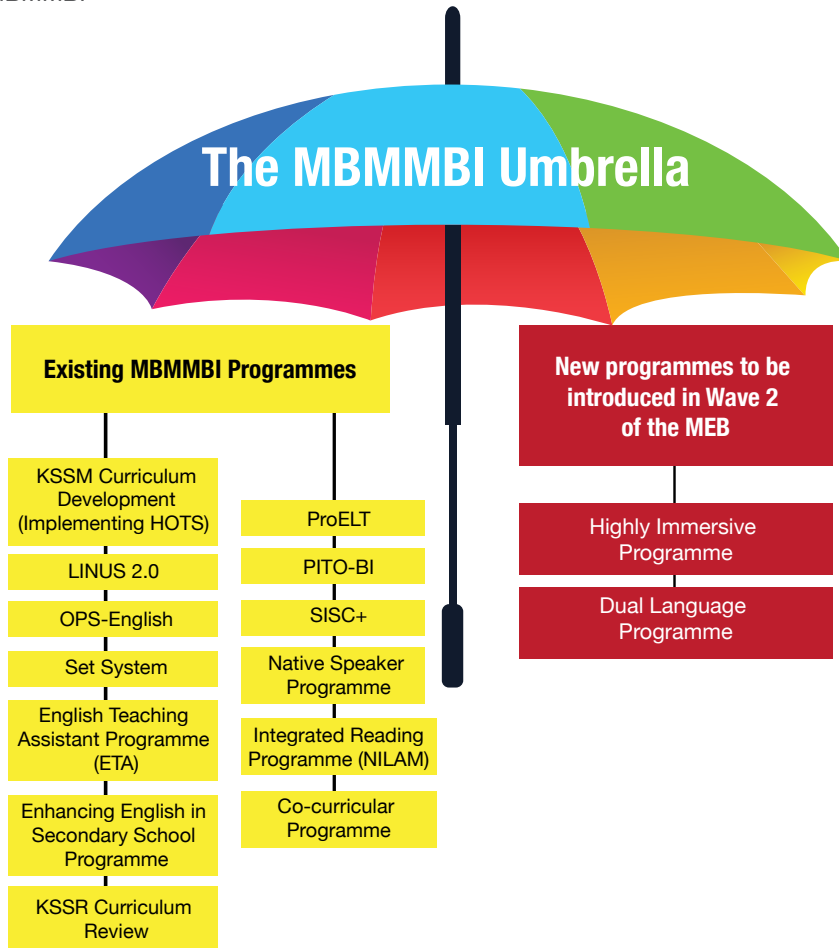
“ Given the importance of the English Language to face current global competition, another two initiatives, namely the Dual Language Programme and Highly Immersive Programme will be implemented as an option at a cost of RM38.5 million. In this respect, 300 schools have been identified as a pilot project. ”

23 October 2015
YAB Dato' Sri Mohd. Najib bin Tun Haji Abdul Razak
Prime Minister of Malaysia
2016 Budget Speech



Exhibit 2-7

Initiatives under MBMMBI



Highly Immersive Programme	Dual Language Programme
<ul style="list-style-type: none"> A toolkit consisting of a self-assessment tool and guide book of best practices in school to cater for different school immersive levels and readiness. Specific actions on immersive activities. Peer-to-peer school support via sharing and learning. Continuous support by SIPartners+, SISC+, JPN and PPD officers. 	<p>2016 Pilot programme:</p> <ul style="list-style-type: none"> Year 1 and 4 (SK) Form 1 (SMK)
<p>Schools adopt best practices according to immersive levels and capacity.</p>	<p>Subjects</p> <ul style="list-style-type: none"> Mathematics Science
<p>Increased English language immersive environment in schools.</p>	<p>Key characteristics of the school</p> <p>Schools must meet the following criteria:</p> <ul style="list-style-type: none"> Adequate resources School readiness Parental agreement School demonstrates proficiency in BM
	<p>Implementation options</p> <ul style="list-style-type: none"> Whole class approach or set system All or a proportion of classes implementing DLP

Additional Languages in Schools

The Ministry introduced additional languages in schools in 2005 to produce a nation of globally competitive multilinguals. A total of 142 national schools offer third language classes comprising 79 schools offering Japanese, 27 offering German and 36 offering French, while 69 residential schools offer combinations of the three languages.

Students are assessed through internationally recognised examinations namely the Japanese

Language Proficiency Test (JLPT) for Japanese, *Zertifikat Deutsch Als Fremdsprache* (ZdaF) for German, and *Diplome Etudiant En Langue Francaise* (DELF) for French.

Various activities were undertaken to support the teaching and learning of these languages in schools including the recent placement of Japanese native speaker volunteers in 10 residential and 10 national secondary schools in cooperation with the Japan Foundation Kuala Lumpur (JFKL).

Curriculum support programmes implemented with:

1. Japan Foundation Kuala Lumpur
2. Alliance Francaise Kuala Lumpur
3. Goethe-Institut Kuala Lumpur

Support programmes to promote the education of additional languages:

1. Japan Language Festival
2. Japanese Language Speech Contest
3. French Language Week
4. German Language Week
5. German Scholarship Program
 - the Pramien Programme - for three students to stay with host families for three weeks in Germany

STRENGTHENING TEACHER QUALITY

The Ministry is steadfast in its efforts to provide quality teachers by setting a high standard in

the teaching profession. The Ministry maintains a stringent entrance requirement for intake into the bachelor's degree programme at the IPG as illustrated in Exhibit 2-8.

Exhibit 2-8

SPM Achievement of IPG Teacher Trainees, 2013 -2015

Cohort SPM Achievement	2013	2014	2015
At least 5 A's	90%	98.7%	99%
At least 7 A's	48%	77.1%	78.4%
At least 9 A's	42%	21.9%	20.9%

As the main provider of new primary school teachers for the Ministry, IPG must be equipped with the necessary capabilities and infrastructure to provide quality teacher education of global standards. Although the IPG system has its strengths, there are areas which need significant

changes to help transform the whole system. To this end, the IPG Transformation Roadmap was developed in 2015. It is a massive plan which will require high investment and major changes, thus it needs careful planning and execution over the next 10 years.

Exhibit 2-9

The IPG Transformation Roadmap

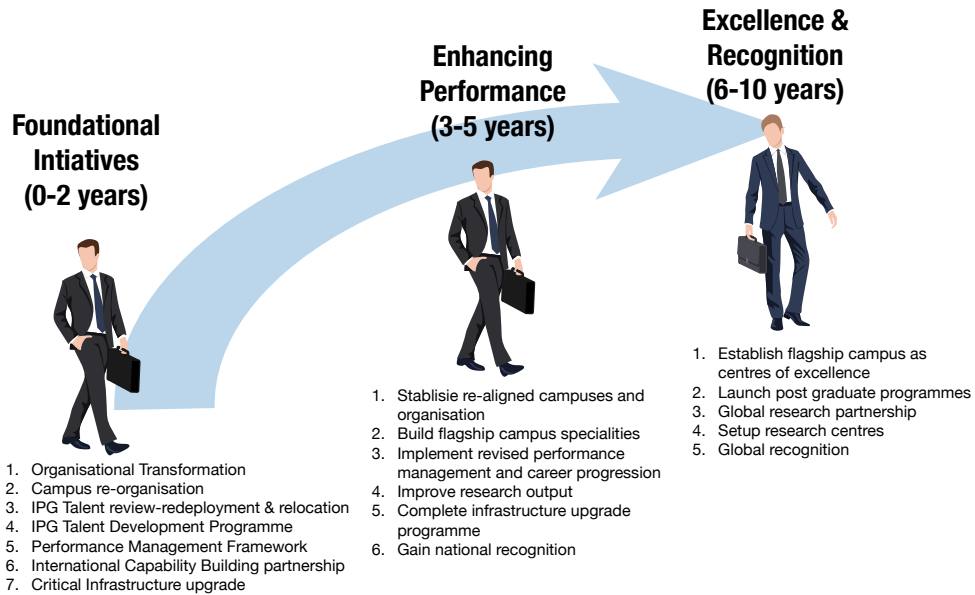


Exhibit 2-10

Strengths and Main Areas of Improvement for IPG

A benchmarking of IPG was conducted against seven leading teacher training institutes in the world: Singapore, South Korea, Hong Kong, Finland, United Kingdom, Canada, and Poland.

Strengths	Areas for Improvement
IPG stringent recruitment criteria since 2014	Refinement in the selection process of the candidate
Design of curriculum is comparable to benchmarked nations	Enhancement of practicum
IPG lecturers possess more teaching experience compared with benchmarked systems	Standardising IPG hiring procedures across IPG campuses
Stakeholders are satisfied with the academic infrastructure and learning resources	Consistency of infrastructure across IPG campuses

Passionate teacher gives it all for SMK Felda Pasoh 2

Being a teacher is more than just your normal 9 to 5 job; it requires continuous commitment, endless passion, the will to improve, strong perseverance and countless sacrifices in enduring the daily routine of an educator. Nur Fikrah Jamil was a graduate from Universiti Putra Malaysia (UPM), majoring in Electric & Electronics Engineering. Upon graduation, she opted to pursue a career as a teacher, and enrolled herself for the Diploma in Education, majoring in Local Wiring Studies. Originally from Port Dickson Negeri Sembilan, Cikgu Nur Fikrah's first posting was in SMK Felda Pasoh 2, making her the first ever teacher to teach Local Wiring Studies in the school.

At first, Cikgu Nur Fikrah opted to rent a house at the school quarters since her house is far from the school. After several years, she decided to go back to Port Dickson, and applied for a position in a nearby school which also offered Local Wiring Studies. Unfortunately, her application and subsequent appeal were unsuccessful. At this time, she made the most significant decision in her teaching career; to continue teaching Local Wiring Studies at SMK Felda Pasoh 2, some 100km away from her house in Port Dickson and commute daily to school. She could have opted for a different subject option or a different course in a nearby school. However, due to her passion for education and flair for electric and electronics engineering,

she decided to pursue her interest and practice what she feels best for the students and herself, sacrificing her own personal needs.

"I feel thankful to be given the opportunity to educate and share the knowledge with others who can make use of it. The school provided me with a comfortable and conducive working environment, and I am so thankful for my family's continuous support in my decision. I think the subject Local Wiring Studies is very good and is very applicable for the students in my school, in SMK Felda Pasoh 2 for their future. One should take full responsibility and commitment towards their options, and for me, Local Wiring Studies is something I do not want to let go of. "

Cikgu Nur Fikrah Jamil
SMK Felda Pasoh 2, Negeri Sembilan

Cikgu Nur Fikrah's efforts and perseverance however, did not go unnoticed. Since 2008, SMK Pasoh 2 has recorded a 100% passing rate in Local Wiring Studies in the SPM examination, with an increasing CGPA every year. She has also been awarded with numerous accolades, namely Excellent Service Award (Anugerah Perkhidmatan Cemerlang) in 2011, Anugerah Guru Inovatif in 2012, and Inovative Teacher Award (Anugerah Khas Guru Inovatif) in 2013. She has been the pride of SMK Pasoh 2 staff and students alike, and is still currently travelling 200km daily to get to and back from work from Port Dickson to Felda Pasoh 2, and feels happy for herself and her students.



The Ministry is also providing support for in-service teachers to maintain the standard of professionalism among teachers. Among the efforts undertaken are the development of standard guidelines for teachers - Job Description, Performance Standard and the Continuous Professional Development (CPD) Master Plan.

The Ministry has promoted the Professional Learning Community (PLC) as one of the programmes to support teachers in raising their professionalism. In 2015, the Ministry expanded PLC to 356 new schools nationwide, increasing the number to 1,548 schools since 2011. PPDs and JPNs are also actively promoting PLC to schools.

PLC is conducted through collaboration among teachers in improving the quality and practices for teaching and learning. Various activities are implemented such as sharing of knowledge and expertise, group work, and coaching partnerships.



Professional Learning Community (PLC) in SKM

A programme to empower and familiarise the concept of PLC was organised and launched on 8th of August 2015, by the Kota Kinabalu District Education Office. The PLC in Under Enrolled School (*Sekolah Kurang Murid*, SKM) exposed the 10 SKM schools in the district to the overall concept of PLC, as well as the implementation of collaborative tools in teaching and learning.



In conjunction with the launch, various PLC programmes were showcased by the schools, including:

1. The “KONATO” programme at SK Natai, SK Kokol, and SK Tombongon – Three schools cooperated in implementing the shared programmes: Best teaching and learning practice in the classroom; Exam Answering Techniques; Lesson Study; and Improving the Teaching Profession.
2. The *Permata Gemilang* Programme at SK Babagon Toki – School leaders, teachers, and parents work collaboratively towards improving the academic performance and developing positive character of students in the school.

The implementation of the District Transformation Programme (DTP), has provided teachers with avenues to improve the quality of their teaching and learning through coaching from the SISC+. At present there are 1,190 SISC+ nationwide to coach 40,710 BM, English Language and Mathematics teachers who require more support to improve student performance.

Improving the Performance of Teachers

In 2015, the Ministry conducted 27 CPD sessions for 596 teachers identified as low performers. The aim of the sessions was to raise their performance, professionalism, character, and pedagogical skills of the teachers.

Enhancing ICT Mastery Among Teachers

In 2015, 19,562 teachers successfully completed an online course on ICT Literacy conducted by the Ministry. The course incorporates modules from the Microsoft Digital Literacy curriculum to upskill teachers in their mastery of ICT. The Ministry is optimistic that following the training these teachers would be able to implement their ICT knowledge in enriching the teaching and learning experience.



How does one transform a school?

“I was appointed as principal of SMK Tropicana in 2012, a low Band 5 school occupying the bottom 12% position among all secondary schools in the nation. School students comprised rejects and poor achievers from nearby villages, except for a small percentage from the nearby neighbourhoods. The bleak outlook and the uphill task to bring about change seemed impossible, at first. The affluent and academically inclined students had the option to enrol in five other high performing schools in the district. Parents had no confidence in the school as many did not want to take the risk of placing their children in a school like mine.

Gangsterism and vandalism were rampant coupled with low morale of teachers as performance of students was exceedingly low. The future did not seem promising for a place like ours with high rate of discipline problems and unmotivated teachers having to fight ill-mannered and indifferent students. These students viewed the school as a place of rest as many of them had to work in the evening until late in the night to help contribute to their low income families. Without delay, I began to analyse the reasons for the low performance of the school. I took the bold step of changing key people who were not doing their part well. All senior teachers were engaged in areas where their strengths were needed.

Funds rolled in to install grilles at the base of each staircase with the purpose of controlling the movement of mischievous students which was necessary to instil law and order back in the school. Bright spot lights were put up to encourage reading habits for students who arrive early to school every morning. A new environment was necessary to replace the ‘broken’ culture. Damaged doors and electrical switches were also replaced after appeals for help were sent out. Help from private institutions in motivating the students and changing their mindsets soon helped to make them see the importance of doing well. The tagline of ‘Coming

to School with Hope, Leaving with Success’ was a regular reminder and encouragement.

By the end of 2013, the school improved in every sense and I was privileged to receive the New Deal Award for Heads of School as the school had leaped 431 places up the scale. The school continued to improve tremendously when we made remarkable progress in our average school grade for SPM in 2014 and was chosen to represent Selangor for the highest jump, *Lonjakan Saujana Berdasarkan Gred Purata Sekolah (GPS) Mengikuti Negeri*. In 2015, we won the New Deal Award for Heads of Schools for the second time in a row because the school had bounded another 788 places, putting us in a higher band in the ranking of all secondary schools in the nation”.

Madam Ruth Cheah
Principal (2012-2015)
SMK Tropicana, Petaling Jaya



ENHANCING SCHOOL LEADERSHIP QUALITY

Leadership is integral to the success of a school. Studies have shown excellent leadership can accelerate performance of schools and students. Therefore, ensuring quality leaders are placed at every school remains a priority for the Ministry.

As preparation into leadership positions, the National Professional Qualification for Educational Leaders (NPQEL) was introduced to provide aspiring leaders with the necessary leadership quality and skills to lead schools. The NPQEL is recognised by the central agency as a certified training programme and is a prerequisite for school leadership appointment. In 2015, 1,371 candidates were trained. The availability of a pool of certified candidates has enabled the Ministry to successfully fill 99.1% of vacant head teacher positions with qualified leaders at a faster rate. Average placement time has reduced from 88.1 days to 9.5 days.

The Ministry has also provided support programmes for head teachers to raise their leadership capabilities. Among the support programmes implemented in 2015 are:

- The Immersion and Residency Programme (*Program Residensi dan Imersif*, PRIIme) - a

mentorship programme for newly appointed head teachers for transition into their new role - 689 new head teachers participated in the programme.

- Coaching and mentoring by School Improvement Partners (SIPartners+) under DTP - 15,979 school leaders were coached by 323 SIPartners+ on better school management and leadership.
- CPD for underperforming school leaders by Institut Aminuddin Baki (IAB) - 18 school leaders attended two CPD courses and coaching sessions to raise their competency level.

Performance Review of Teachers and Head Teachers Using the UI

The baseline performance review in 2015 found that 55.1% of teachers were in the excellent category, 39.9% in the high category, 4.8% in the medium category, and 0.2% in the low category.

The performance review of head teachers showed that 80.0% are in the excellent category, 17.7% in the high category, 2.2% in the medium category, and 0.1% in the low category.

The Ministry will continue to assess the performance of teachers and head teachers annually to ensure quality service in schools is maintained.

Unified Instrument (UI)

In 2015, the *Penilaian Bersepadu Pegawai Perkhidmatan Pendidikan* or the Unified Instrument (UI) was approved by the central agency to replace the Annual Performance Evaluation Report (*Laporan Nilai Prestasi Tahunan*, LNPT). The UI will be used as an instrument to measure the performance and competencies of teachers and head teachers. The performance review will also be used for career progression and in the implementation of the exit policy.

EXPANDING PARENTS AND COMMUNITY INVOLVEMENT

The Ministry firmly believes the education of a child is a shared responsibility which goes beyond the four walls of the classroom. Thus, parents and community must be actively involved alongside teachers in providing a holistic education to our children.

In 2013, the Ministry developed and piloted *Sarana Sekolah* (School Engagement Toolkit) to guide

schools in promoting parental and community involvement in education. The main goal of the *Sarana Sekolah* is to enhance the cooperation between the school and the various stakeholders. To encourage parents and community participation, *Sarana Ibu Bapa* (Parent Engagement Toolkit) was introduced with the aim of providing methods for parents to be directly involved in schools. To facilitate the effective use of these toolkits, the Ministry trained a total of 130,098 teachers and school leaders nationwide in 2015.

Parental involvement makes a difference

A proactive Parents Teacher Association (PIBG) can shape the distinctive character of a school, and one of the best examples is SK Setiawangsa in Kuala Lumpur. The school is located within a squatter area and is without a field for the students to participate in Physical Education (PE) activities. The PIBG acted proactively, obtained the approvals from the city council to develop and transform the surrounding derelict area into a full-fledged field for the school. However, the success of the school is not just about the new field which has been built; it was the collective efforts by the local community and the private sector. The field is just one example and there are many other notable improvements and positive changes.

The PIBG has also managed to rope in the Armed Forces, local sanitation giant Alam Flora as well as the Setiawangsa Parliament Representative to assist in the development of the school. As a result, the school is now equipped with a futsal, netball and a volleyball court, as well as a football field which has benefited the school in organising various activities such as the Year 6 Futsal Championships. The PIBG and management of SK Setiawangsa have proven students' academic excellence can be achieved through a holistic collaboration from all parties, and consequently received the recognition as the Overall Best PIBG in the 2014 National PIBG Award Ceremony.

“PIBGs and schools need each other, and should continue to assist each other in the overall development of knowledge and character of our children. Whatever the child learns in school has to be strengthened at home and outside the school. Hence, we as parents and members of the society should play our part, for our children's future”.



Mr Amir Sahudi
PIBG Chairman, SK Setiawangsa
National Master Trainer for PIBG

Sarana Sekolah

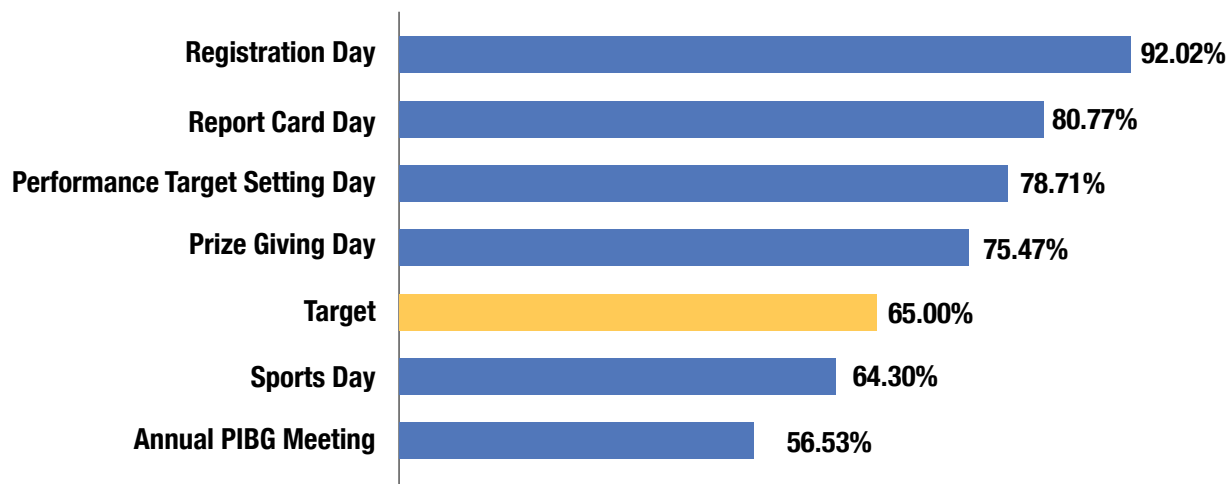
Sarana Sekolah or *School ToolKit* introduces six elements which support and enhance the teaching and learning experience.

1. School climate	<p>Physical aspect : establishing a welcoming, safe and conducive environment for students and teachers</p> <p>Social aspect : promoting communication and interaction between teachers and students, between teachers and parents/guardians, and between the school and the community.</p> <p>Emotional aspect : instilling a sense of belonging and self-esteem</p> <p>Academic aspect : encouraging self-learning</p>
2. Effective communication	Establishing effective communication with students, staff, parents, alumni and community
3. Support for student success	Working with parents to support students to set goals and plan for their future
4. Shared responsibility	Sharing of skills and knowledge, which focuses on building an education plan that meets the needs and interests of students
5. Shared decision	Involving parents, alumni and community in decision-making which affects student outcomes
6. Parent support groups	Establishing a platform for support and sharing of best practices in child's learning among parents

Parental involvement in schools has shown encouraging progress. In 2015, parents attendance in six key school activities improved significantly from 57.0% to 74.6%. Parental involvement is measured through their attendance in school activities, namely Registration Day, Performance Target Setting Day, Annual PIBG Meetings, Report Card Day, Sports Day and Prize Giving Day.

Exhibit 2-11

Parents Attendance in Six School Activities, 2015



Interventions to Promote Participations in School Activities

- Redesigning of school activities, such as combining PIBG meetings with other school activities
- Involving parents in working committees of events such as Sports Day
- Participating in community level programmes to increase school exposure
- Improving communication through other ways such as social media.

Parents and Community Volunteerism in School

A total of 421,554 parents from the Parents Support Group (*Kumpulan Sokongan Ibu Bapa*, KSIB) under the PIBG were involved in school activities as volunteers. This figure represented 15.3% of parents' population whose children were in government schools.

KSIB from schools such as SK Muzaffar Syah in Johor; SK Beseri in Perlis and SMK Taman Fajar in Sabah, have proven themselves to be an asset to the schools. These parents provide assistance in generating extra funds, using their talents and skills as coaches and trainers, and organising community programmes.

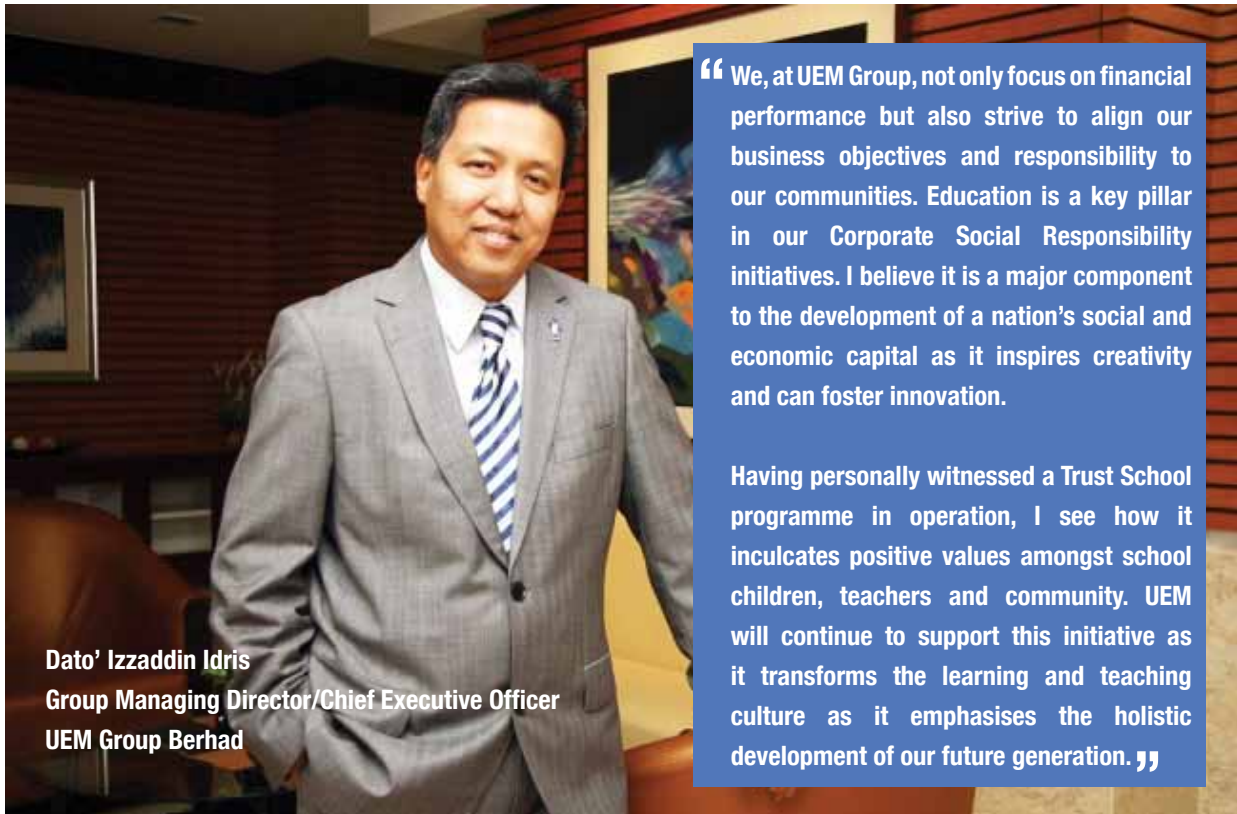
Mari Tuju Jaya - SMK Seri Kota Paloh, Kluang, Johor

SMK Seri Kota Paloh has been around since 2011. Surrounded by almost 20 oil palm fields, a majority of the residents work in the plantations. In 2013, the school was among the worst schools in Johor. Their SPM passing rate was only 37.1% and the students attendance rate was only 85.2%. This school was classified as a Band 6 school.

Most schools would feel demotivated and under pressure to perform after such poor achievements. However, things were different here in SMK Seri Kota Paloh. The school's motto, *Mari Tuju Jaya* or Lets Head for Success, was well received and echoed by the parents and the local community to strive and improve the school and students performance. 2014 became a historical year for the school as parents and the local community collaborated and gave their full commitment in making the transformation of the school as their personal agenda. The PIBG undertook various initiatives with the school community, such as conducting home visits to students who were sick, involved in accidents, students with disciplinary issues or at risk of getting involved in social ills.

The PIBGs commitment in helping the school showed positive results. In 2015, the students' attendance rate for SMK Seri Kota Paloh recorded its highest at 94.6%, a 11% increase against the previous year. This surpassed the initial target of 5% increase. Parental participation in the Annual PIBG Meeting also showed a tremendous increase; from 19 attendees to 168. As a result of the collective and continuous efforts of both the PIBG and the school, the SPM passing rate also increased to 66.7%, which put the school in Band 5, one Band higher compared to the previous year.





Dato' Izzaddin Idris
Group Managing Director/Chief Executive Officer
UEM Group Berhad

“ We, at UEM Group, not only focus on financial performance but also strive to align our business objectives and responsibility to our communities. Education is a key pillar in our Corporate Social Responsibility initiatives. I believe it is a major component to the development of a nation’s social and economic capital as it inspires creativity and can foster innovation.

Having personally witnessed a Trust School programme in operation, I see how it inculcates positive values amongst school children, teachers and community. UEM will continue to support this initiative as it transforms the learning and teaching culture as it emphasises the holistic development of our future generation.”



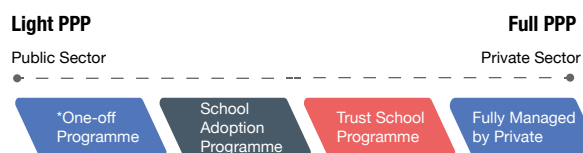
Mr Airulamri bin Amran
Manager, Educational Aid
Yayasan Pahang

“ We are drawn by the learning culture in the Trust School classrooms. The student-oriented learning system allows students to take the lead in their learning. Simultaneously, the students’ self-confidence will increase. We, at Yayasan Pahang, also aim to help schools and local communities adjacent to the Trust Schools through the spill-over effect which can encourage a community to work collectively for the future of our children.”

ENCOURAGING PRIVATE SECTOR INVOLVEMENT

The Ministry acknowledges Public-Private Partnership (PPP) which allows for greater opportunities and possibilities in supporting schools to accelerate performance.

PPP in education covers three work streams: One-Off Programme, School Adoption Programme and Trust School Programme.



The One-Off Programme is a programme conducted for one year or less and leverages on the sponsors' area of expertise and interest. To date, the Ministry has received contributions from 36 companies under this programme.

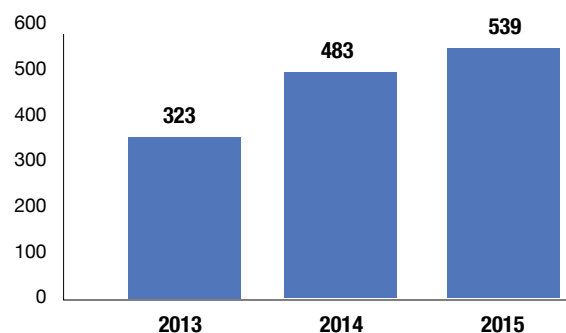


Parents and guardians of SK USJ 20, Selangor who send their children to school on motorcycles were provided with free helmets by Shell

The School Adoption Programme provides a structured integrated approach to enable the private sectors, NGOs, and alumni to adopt schools for a period of one to three years. The type and duration of support are decided upon agreement among the Ministry, the adopted school and the organisation. The number of schools adopted under this programme increased to a total of 539 schools in 2015 from 483 in 2014 (Exhibit 2-12).

Exhibit 2-12

Number of Schools (cummulative) Adopted through the School Adoption Programme, 2013 - 2015



Academic and non-academic excellence is fostered for students in under-served communities through targeted activities. Among the programmes implemented were:

1. Aflateen Financial Literacy Programme by Yayasan Pintar
 - A total of 1,000 students were given the opportunity to learn about financial planning, budgeting, saving and spending responsibly
2. English Literacy Programme by the UEM Group and Yayasan Pintar
 - A total of 15,000 students and 116 teachers from 50 schools were involved in this three year programme
3. Setia Caring School Programme by Yayasan SP Setia
 - Students created hibiscus gardens in their schools.

The Trust School Programme allows schools to be jointly managed by their sponsor partner and head teacher for a period of five years in realising school and student outcomes. An additional 32 schools were selected for the Trust School Programme in 2015, bringing the total to 62 schools since the commencement of the programme in 2011.

Exhibit 2-13

Trust Schools by State and Cohort

Pilot [10]	Johor	1. SK Bandar Uda 2 2. SK Kg Layau 3. SJK(T) Kangkar Pulai 4. SMK Gelang Patah 5. SMK Semenchu	Sarawak	1. SK Tabuan 2. SK Combined 3. Sk Empila 4. SMK Seri Setia 5. SM Sains Kuching		
C2013 [3]	K.Lumpur	1. SK Desa Pandan 2. SK Sultan Hisamuddin Alam Shah 3. SK Convent Jalan Peel				
C2014 [17]	Johor	1. SK Medini 2. SMK Medini 3. SK Ladang Pendas 4. SK Jeram Batu 5. SJK(C) Yu Ming 2 6. SK Pekan Nenas 7. SM Agama Bugisiah 8. SMK Pekan Nanas 9. SK Pasir Gudang 1 10. SK Pasir Gudang 3 11. SK Pasir Gudang 4 12. SMK Pasir Gudang 2 13. SMK Pasir Gudang 3			Kuala Lumpur	1. SJK(T) Vivekananda
					Selangor	1. SK Pulau Indah 2. SK Pulau Indah 2 3. SMK Pulau Indah
C2015 [32]	Selangor	1. SK Cyberjaya 2. SMK Cyberjaya 3. SK Lembah Subang 4. SMK Lembah Subang 5. SK Bandar Sunway 6. SMK Bandar Sunway 7. SMK BB Salak Tinggi 8. SK KLIA	Sarawak	1. SMK Muara Tuang 2. SMK Sg Maong 3. SMK Lundu 4. SK Siar Campuran 5. SK Stunggang Melayu 6. SK Sampadi 7. SK Bumiputera	Terengganu	1. SMK Kijal 2. SK Kijal 3. SK Bukit Anak Dara 4. SK Ibok 5. SK Telok Kalong
	Negeri Sembilan & Perak	1. Kolej Tunku Kurshiah 2. Malay College Kuala Kangsar	Sabah	1. SK Kimanis 2. SK Pekan Kimanis 3. SK Mandahan 4. SMK Bongawan 2 5. SMKA Limauan	Pahang	1. SK Kempadang 2. SK Tanjung Lumpur 3. SMK Tanjong Lumpur
					Kuala Lumpur	1. SMK Cochrane 2. SMK Taman Maluri

62 Government schools designated as Trust Schools in nine states

As an effort to expand PPP, the Ministry has established a dedicated unit as a point of contact to facilitate future sponsors on the mechanism of partnering with school.

To learn more about private sector involvement in schools, contact the Sponsorship Management Unit, School Management Division at 03-88849356 or visit <http://moe.gov.my/en/pemberitahuan-view?id=5017&>.

The Sponsorship Kit provides information on mechanisms of establishing partnership in education, and also the communication channel and point of contact within the Ministry.

CEO Breakfast with Education Foundations was held in October 2015 as a platform of communication for private sector involvement in education initiatives. During the event, Sponsorship Kits were distributed to representatives from the education foundations.



ACHIEVING STUDENT AND SCHOOL OUTCOMES

What has been accomplished after three years of the Blueprint implementation?

Are schools performing better?

The quality of schools is not only measured by student performance in public examinations but also on the quality of school leadership, teaching and learning, co-curriculum achievement and student outcomes as defined in the Malaysia Education Quality Standard (*Standard Kualiti Pendidikan Malaysia*, SKPM).

In measuring performance, schools are categorised into seven bands with the aim of increasing the number of schools in Band 1 and 2 (high performing), and decreasing the number of schools in Band 6 and 7 (low performing). By end of Wave 1, the percentage of schools in Band 1 and 2 increased by 3.1% from 36.8% to 39.9%. However, Band 6 and 7 schools also increased slightly from 1.0% to 2.0% due to the overall decrease in the performance of SPM 2015 across most states. The Ministry will continue to improve school performance to ensure there will be no Band 6 or 7 schools by 2020. The number of primary schools according to band is shown in Exhibit 2-14 and the number of secondary schools is shown in exhibit 2-15.

Exhibit 2-14

Primary School Banding, 2013-2016

Band	2013	2014	2015	2016
1	324	363	469	494
2	2,352	2,518	3,039	3,334
3	3,273	3,232	3,049	2,972
4	1,343	1,236	946	778
5	319	271	151	96
6	70	65	48	30
7	15	10	7	2
No Band*				15

Exhibit 2-15

Secondary School Banding, 2013-2016

Band	2013	2014	2015	2016
1	70	72	26	17
2	145	152	153	135
3	188	209	226	201
4	715	802	866	544
5	1,070	1,013	990	1,207
6	85	64	38	166
7	2	0	2	1
No Band*				72

Bands for schools are produced in the current year (2016) using the previous year (2015) public examination results.

*No Band refers to schools which do not have candidates sitting for SPM 2015 and vocational schools.



Students in SK Sri Ganda participated in the UPSR DTP 2.0 Platinum Programme, Island Zone in SK Tundun Bohagin

Student-focused activities key to continuous improvement for SK Sri Ganda

In the midst of mangrove forests, some 190 km away from the town of Kinabatangan in Sabah lays a school with a remarkable story. SK Sri Ganda, categorised as a P3 school (*Pedalaman 3*), is a remote school far away from any development. To reach SK Sri Ganda, students and teachers have to traverse through the winding rivers of Borneo by boat, and rally through the thick jungle on a four wheel drive. One would assume that a school with such limited resources and remotely placed in the interiors would be burdened with a myriad of issues. However, SK Sri Ganda is an extraordinary school.

SK Sri Ganda is one of the most improved schools in Sabah, moving from Band 6 to Band 2 in just five years. According to the headmaster of the school, Mr Adnan bin Joseph, who has served in the school for three years, the success of the school can be attributed to two main strategies. Firstly, by creating a conducive and safe environment where everyone feels welcomed. Secondly, by customising school programmes focusing on student achievements.

The school, with the help of the community, launched a project to beautify the school compound and surrounding areas making the school a beautiful and serene place to be. Thus, students look forward to attending school every day and attendance rate rose to a recorded average of 95%. UPSR Platinum Programme launched in 2013 for Year 6 students managed to spur students' interest to excel in UPSR apart from conventional preparatory classes and night classes. A crucial element in the success of SK Sri Ganda is by paying attention to students' opinions when planning activities which will impact their perception and experience in school.

As a result, SK Sri Ganda managed to improve their ranking from Band 6 in 2010 to Band 2 in 2015. Although the success of the school is due to committed teachers, motivated students and supportive parents, undoubtedly a key catalyst was the headmaster who was recognised with the Excellent Head Teacher or *Guru Besar Cemerlang* (rural area category) award in 2013 and the New Deal Award in 2014.

High Performing Schools

High Performing Schools (Sekolah Berprestasi Tinggi, SPBT) are schools with ethos, character and a unique identity which enable these schools to excel in all aspects of education. SBT schools have strong and excellent work culture and dynamic human resources to enable them to compete in the international arena.

Exhibit 2-16

SBT by Cohort and State

	Cohort 1	Cohort 2	Cohort 3	Cohort 4	Cohort 5	Cohort 6	Total
Johor	2	2	9	3	-	-	16
Kedah	2	2	5	1	1	1	12
Kelantan	1	2	1	1	2	-	7
Melaka	1		4	2			7
Negeri Sembilan	2	2	1	1	1	1	8
Pahang		4	3	1	3		11
Perak	2	1	1	4	-	1	9
Perlis	1		1				2
Pulau Pinang	1	1	5	3	2	-	12
Sabah		1	1		1	1	4
Sarawak	-	4	-	-	-	-	4
Selangor	3	6	1	5	1	1	17
Terengganu	-	2	6	-	1	-	9
WP Kuala Lumpur	3	4		2			9
WP Labuan	-	-	1	-	-	-	1
WP Putrajaya	1			1	1	1	4
Total	19	31	39	24	13	6	132

Among the achievements of SBT in 2015 were:

- Youth Overall Platinum Winner at the International European Women Inventors and Innovators Network Awards 2015, London – *SMK Sains Hulu Selangor, Selangor.*
- Gold Medal recipient at the International European Women Inventors and Innovators Network Awards 2015, London – *SBPI Rawang, Selangor.*
- Champion at the World Robot Olympiad (WRO) 2015, Qatar - *SK Bandar Uda 2, Johor.*
- Silver medal winners at the New York Wind Band Festival, Carnegie Hall - *Sekolah Seri Puteri Cyberjaya, Selangor.*



SBT achievement in 2015

How have students fared in national examinations?

Performance in public examinations, namely *Ujian Peperiksaan Sekolah Rendah* (UPSR), *Sijil Pelajaran Malaysia* (SPM), and *Sijil Tinggi Persekolahan Malaysia* (STPM), is one of the indicators of student outcome. In 2015, student performance in UPSR improved while performance in SPM and STPM remained at a satisfactory level.

Exhibit 2-17

Student Performance in Public Examinations, 2013 - 2015

	2013	2014	2015
UPSR			
National Average Grade	2.27	2.29	2.27
% of candidates with minimum level	65.4%	66.9%	66.3%
SPM			
National Average Grade	4.93	5.08	5.15
% of student obtaining certificate*	85.3%	84.8%	84.8%
STPM			
Cumulative Grade Point Average	52.3%	55.0%	55.0%

* Students qualify for a certificate, provided they have a minimum pass (Grade E) in both Bahasa Melayu and Sejarah

***Anakmu Anakku Jua* – Parents pass the baton to teachers for a better academic achievement in the UPSR 2015**

Pn Laela Asenan, the Headmistress of SK Buso, Bau, Sarawak is a testament of a school leader who embraces the aspiration envision in Shift 9 of the Blueprint. Her openness and belief that parental and community involvement is crucial in holistically developing the potential of a child has benefitted her school and the surrounding community.

When she was first assigned to the school, located around 50 kilometres away from the town of Kuching, the first step she took was to open the doors of the school for parents and local communities to give their opinions and feedback on ways and means the school can educate their children.

With the slogan “Sharing is Caring”, she also encouraged and empowered the teachers of SK Buso to mingle and interact with the villagers. As a result, the teachers share a better relationship with the local community. School-organised activities were better received and parents developed more interest in their children’s progress in the school.

Among the highlights of this effort was the “Sayang Disayang” programme where teachers became foster parents to the UPSR candidates for a year using the slogan “Anakmu Anakku Jua” (Your child is my child too). This programme went on to become a catalyst towards the improvements in the school academic performance. SK Buso recorded a quantum leap in its school grade point average (GPS), from 2.63 in 2014 to 1.98 in 2015, boosting their ranking to number 6 from 22 the previous year out of 40 primary schools in the Bau district. A lower GPS indicates better grades. Through close cooperation between the school, and parents and community, SK Buso students, parents, teachers as well as the local community benefitted from an effective and continuous involvement in all aspects of their children’s educational endeavours.



How have students fared in non-academic activities?

The holistic development of a student is embedded in the National Education Philosophy. As such, emphasis is not only given on academic performance but also achievement in in co-curricular activities, sports and games.

Physical, Sport, & Co-curricular Activities Assessment (Pentaksiran Aktiviti Jasmani, Sukan dan Kokurikulum, PAJSK) was introduced in 2011 to assess students’ physical ability and fitness level as well as participation and involvement in sports, co-curricular and extra-curricular activities. In 2015, the percentage of Form 5 students who scored grade A or B was at 61% indicating a good level of participation in co-curricular activities.

School Based Assessment

4 Components of SBA

SBA




PENTAKSIRAN BERASASAN SEKOLAH PENTAKSIRAN TAHUNAN 3 (PT3)				
NOVA	MOMMARIAN BA MOLLYAN	ANISA DUMAZ	VIVE A BICI	
NAMA SEKOLAH	NO. PULUTAN	NO. KP	BLOK 12-087	
BALA TELAMAK	DREO		PERAK	
SANJID MELATI LORIS BERTUIS	A	Compass		
SANJID MELATI LORIS LORIS	A	Compass		
SANJID MELATI LORIS LORIS	A	Compass		
MATHEMATICS	B	Medium		
SCIENCE	B	Medium		

**Form 3
assessment
(Pentaksiran
Ting. 3)**




SBA MELAKSANA PENTAKSIRAN BERASASAN SEKOLAH PENTAKSIRAN BERASASAN SEKOLAH PENTAKSIRAN BERASASAN SEKOLAH PENTAKSIRAN BERASASAN SEKOLAH						
Siswa	Mata Pelajaran	No. SK	No. SK	Materi Pokok		
					Mengetahui	
					Menyetujui	
Tandatangan dan Nama Lengkap						
Materi Pokok						
Materi Pokok						
Materi Pokok						
Materi Pokok						
Materi Pokok						

**School
Assessment**



PENTAKSIRAN PSYCHOMETRIK			
MATERI POKOK		MATERI POKOK	

**Psychometric
Assessment**



PENTAKSIRAN AKTIVITI JASMANI, SUKAN DAN KOKURIKULUM (PAJSK)									
No. SK	No. SK	No. SK	No. SK	No. SK	No. SK	No. SK	No. SK	No. SK	No. SK

**Physical, Sport,
& Co-curricular
Activities
Assessment**

A total of 105 co-curricular activities and competitions were held at the national level in 2015. Malaysian students continue to demonstrate their capabilities at the international arena through a triple increase in participation from 67 in 2014 to 187 in 2015.

Exhibit 2-18

Achievements in International Competitions, 2015

	Champion/ Gold Medal	1 st Runner Up/ Silver Medal	2 nd Runner Up/ Bronze Medal	Other Awards
Academic and Co-curricular	38	4	26	19
Sports	45	47	40	12
Cultural and Arts	1	1	1	4

SUMMARY

In 2015, the Ministry focused on improving the quality of education by enhancing the development of students in HOTS, literacy and language proficiency. The quality of teachers and school leaders was further strengthened through various trainings to support the aim of providing quality education. Additionally, schools are provided with more resources through the continuous expansion of parents and the private sector involvement in education.



CHAPTER 3

ENSURING 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 and skills they need to unlock their own future.”



ENSURING EQUITY IN EDUCATION

2015 HIGHLIGHTS & ACHIEVEMENTS

DISTRICT TRANSFORMATION PROGRAMME

Urban-rural achievement gap narrowed by

UPSR 23.5%

SPM 9.1%



SPECIAL EDUCATION

23.2%

16,899



students with special education
needs were in inclusive education

ORANG ASLI STUDENTS

40,676

Orang Asli students
from preschool
to Form 6
in schools

Over the 2013-2015 period
attendance rate
in Orang Asli schools
improved from

78.8%
(2013)

TO

79.1%
(2015)



In the quest of ensuring equity in education for every child, the Ministry has set ambitious targets to narrow the urban-rural achievement gap by 25% within the first three years of education transformation. In realising this objective, targeted solutions are required to support underprivileged students and those with specific needs, including students from the rural areas, indigenous students and other minority groups, as well as students with special education needs (SEN).

In 2015, the Ministry focused on three key programmes towards narrowing the achievement gap, namely:

- District Transformation Programme
- Orang Asli and Indigenous Education
- Inclusive Education

DISTRICT TRANSFORMATION PROGRAMME

The District Transformation Programme (DTP) aims to improve student outcomes in low performing schools through differentiated support and assistance of District Education Offices (PPD). As an entity closest to the school, PPDs play strategic roles in the education delivery chain. Instead of being merely an administrative arm of the Ministry, PPDs are now empowered with greater autonomy and operational flexibility in decision making and accountability over student outcomes. The roles of PPDs have shifted to provide more focus in identifying issues, conducting root cause analysis, data interpretation as well as outcome and impact based prioritisation to provide differentiated intervention and support to schools (Exhibit 3-1; 3-2; 3-3).

Exhibit 3-1

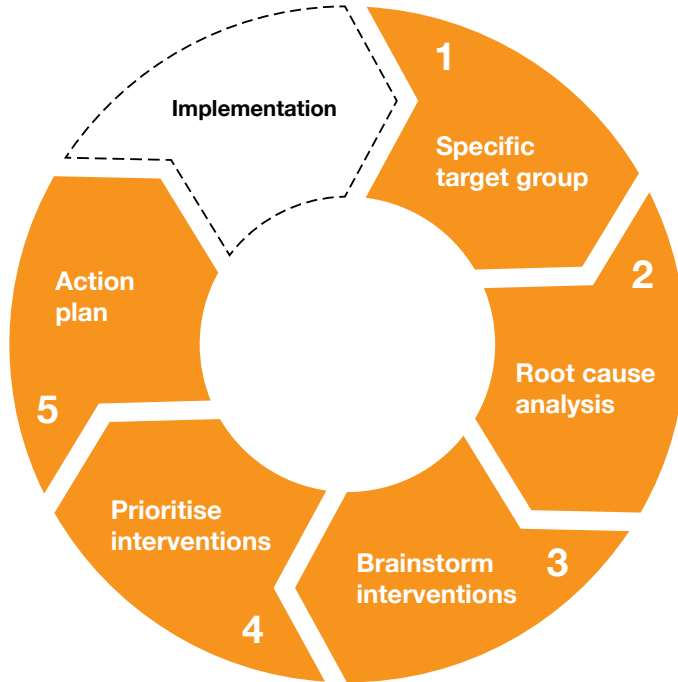
Four Components of District Transformation Programme



Exhibit 3-2

Five Steps Intervention Planning

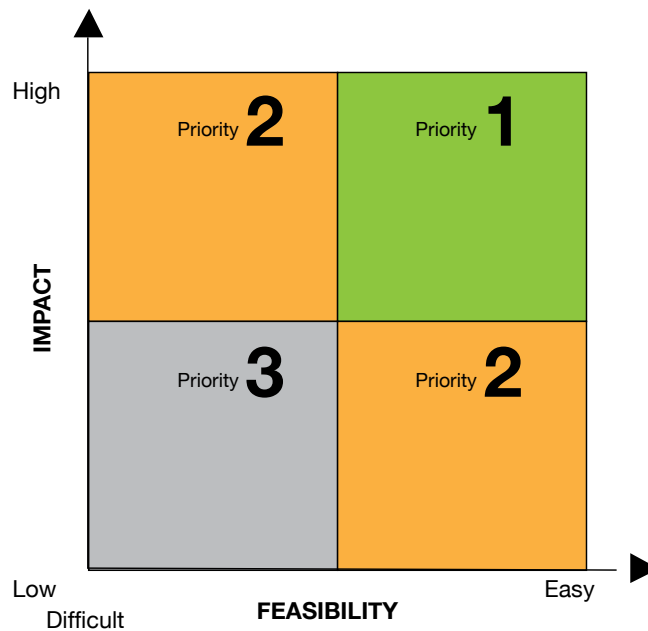
**Five Steps Intervention Planning
(Pelan Intervensi Lima Langkah, PILL)**



1. Identify specific target group
2. Conduct root cause analysis
3. Brainstorm interventions
4. Prioritise interventions
5. Develop action plan
 - Implement interventions

Exhibit 3-3

Prioritisation Matrix for Intervention



PPDs were also provided with outcome based funding to implement tailored solutions in their respective districts. In ensuring equity in education delivery, the Ministry also weighed into factors such as geographical difficulties, specific needs of states as well as quality of planning in disbursing funds. For instance, Sarawak caters for 9.3% of students nationwide and was supported with financial allocation of 26.3% of the national DTP budget. Similarly, Sabah which accounts for 9.7% of students in Malaysia was provided with additional financial support amounting to 20.8% of the national DTP budget. These allocations demonstrate the Ministry’s commitment in ensuring equity in education and understanding of the different circumstances children’s face.

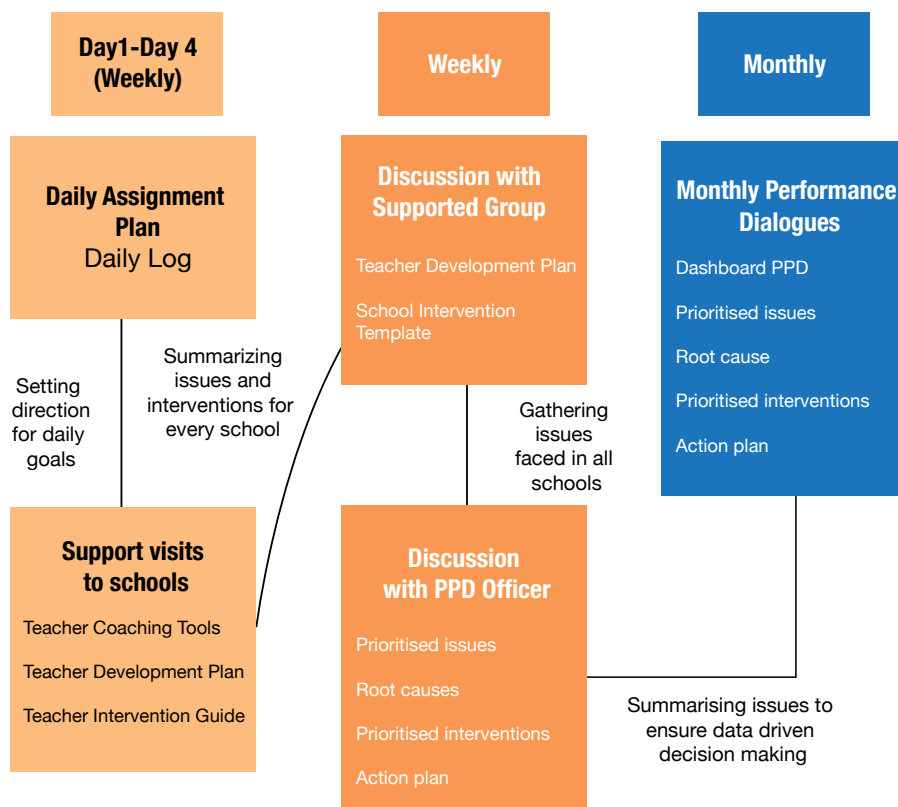
Since its implementation in 2013, the DTP has shown encouraging results in raising student outcomes of piloting states in Kedah and Sabah. Following this outcome, the programme was then

expanded nationwide in 2014. In addition, five underperforming states and 30 underperforming districts were identified and given differentiated support. The Ministry has also introduced real-time key indicators for monitoring, performance dialogues, and coaching and mentoring to states and districts offices.

In addition to national performance dialogues involving all states, the Ministry has also started conducting focused performance dialogues involving a few selected states based on challenges faced, geographical or cultural characteristics. In 2015, focused performance dialogues were held four times in the northern region, southern region, Sabah and Sarawak. Regular performance dialogues have been effective in encouraging accountability among PPDs. Discussions were focused towards identifying localised issues and assisting PPDs in designing and implementing interventions to chart a more exponential progress (Exhibit 3-4).

Exhibit 3-4

Differentiated Support Cycle by PPD



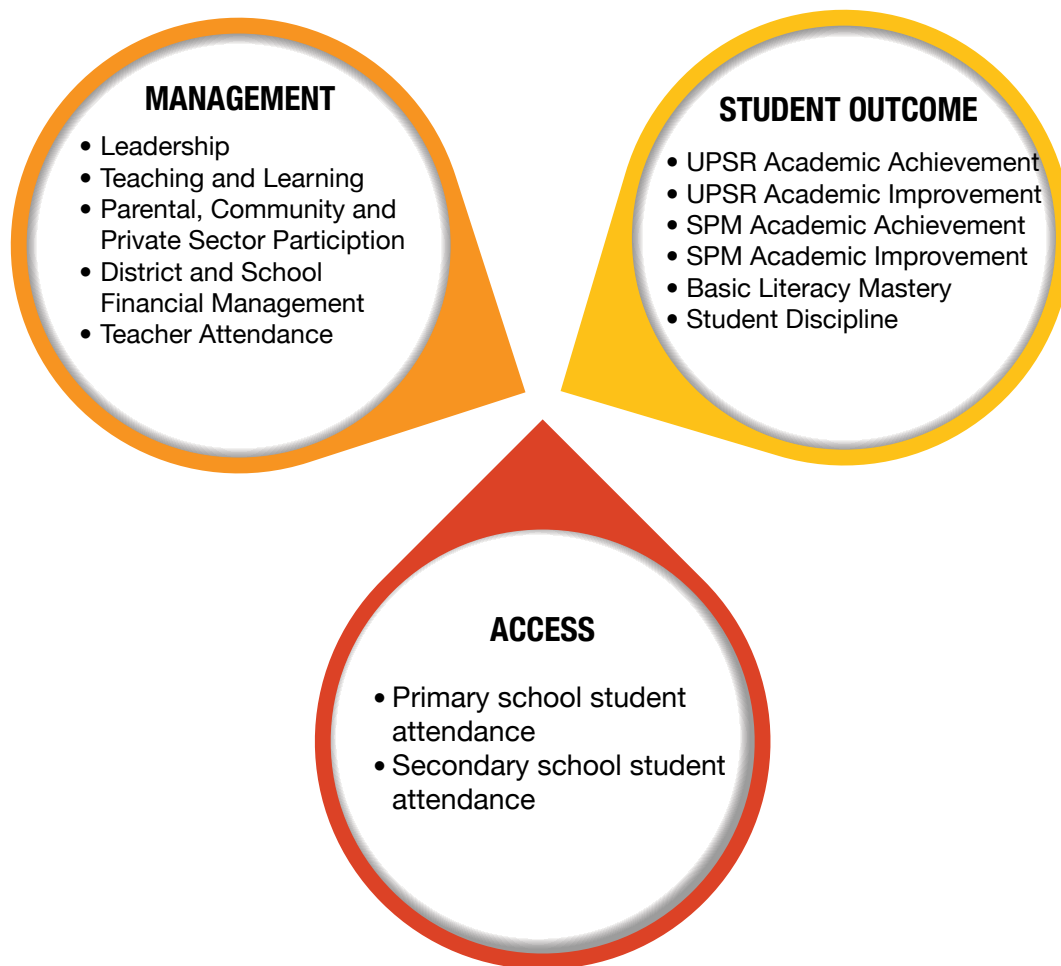
Continuing professional development for 1,757 School Improvement Specialist Coach (SISC+) and School Improvement Partners (SIPartners+) ensure that they are informed with the Ministry's latest curriculum developments and initiatives. These professional development opportunities for SISC+ and SIPartners+ enable them to continue delivering quality coaching and mentoring for teachers and school leaders. In 2015, in addition to the generic and subject matter upskilling for English language, the Ministry also developed upskilling subject matter modules for Bahasa

Melayu and Mathematics. All SISC+ Mathematics have undergone training, while SISC+ for Malay language will continue their training in 2016. Meanwhile, SIPartners+ have been trained.

In 2015, the Ministry developed a matrix to rate the performance of PPDs according to their KPI achievements in order to identify areas for improvement in PPDs and provide specific interventions (Exhibit 3-5). The Ministry has measured the baseline of PPD ratings, and will start tracking the rating from 2016 onwards.

Exhibit 3-5

PPD Rating Matrix



Case for Change: Raising Academic Achievement in Perlis

In 2015, the Ministry prioritised and intensified support for Perlis, a northern state with one of the lowest median household incomes in the country, which has shown a declining trend in academic performance. In collaboration with JPN Perlis, Education Performance and Delivery Unit (PADU) led a series of consultation support for Perlis which include in-depth discussions with school leaders to understand the day-to-day challenges and roadblocks they faced. Among the issues identified which hindered student outcomes were complacency, poor consequence management as well as a high turnover rate among teachers.

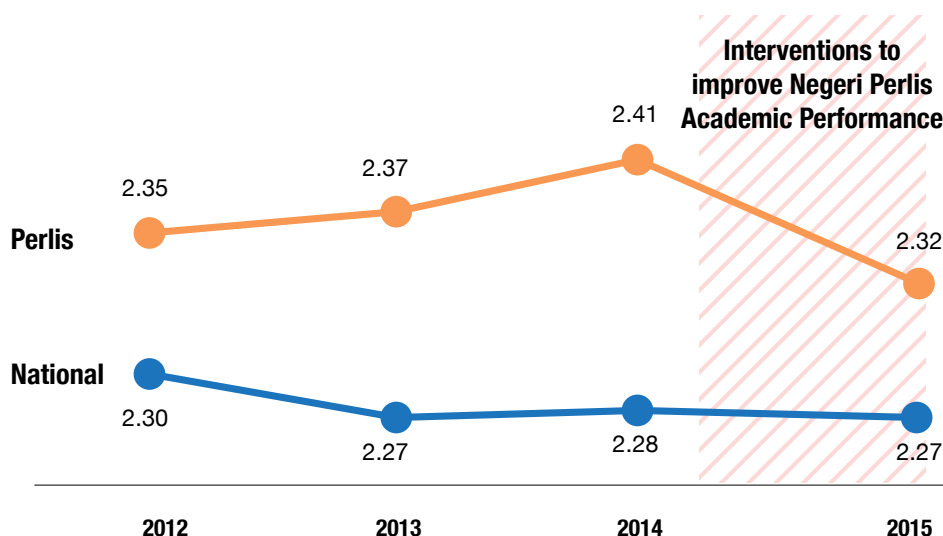
Reflection sessions were conducted among JPN officers on the successes, setbacks and lessons learnt in the past year, aimed at rallying every member of the JPN towards a common goal. Given limited finance, time and manpower, these resources must be channelled strategically to generate maximum impact. Officers in Jabatan Pendidikan Negeri (JPN) Perlis collectively identified four key success factors in driving change – collaboration among JPN officers, school leadership, quality teaching and learning in classroom and student attendance. Each focus area is then translated into actionable items.

A tailored organisational effectiveness survey was then administered independently to identify blind spots in the JPN management practices in aspects of leadership, accountability and empowerment, talent management, front-liners support mechanism and commitment. This pulse survey was administered for every staff in the JPN, as every member plays different roles towards achieving a shared vision. The survey identified recurring themes and helped the top management in understanding how best to manage different groups of employees.

JPN Perlis also conducted detailed headcount analysis and developed targeted intervention for quick wins and big impacts. Targeted UPSR student groups underwent *Gerak Gempur and Kem Pecutan*. As a result, Perlis showed the biggest improvement in UPSR 2015 compared to other states (Exhibit 3-6), achieving an improvement in cumulative grade point of 2.41 in 2014 to 2.32 in 2015.

Exhibit 3-6

Perlis UPSR Achievement Trend Compared to National Average, 2012 - 2015

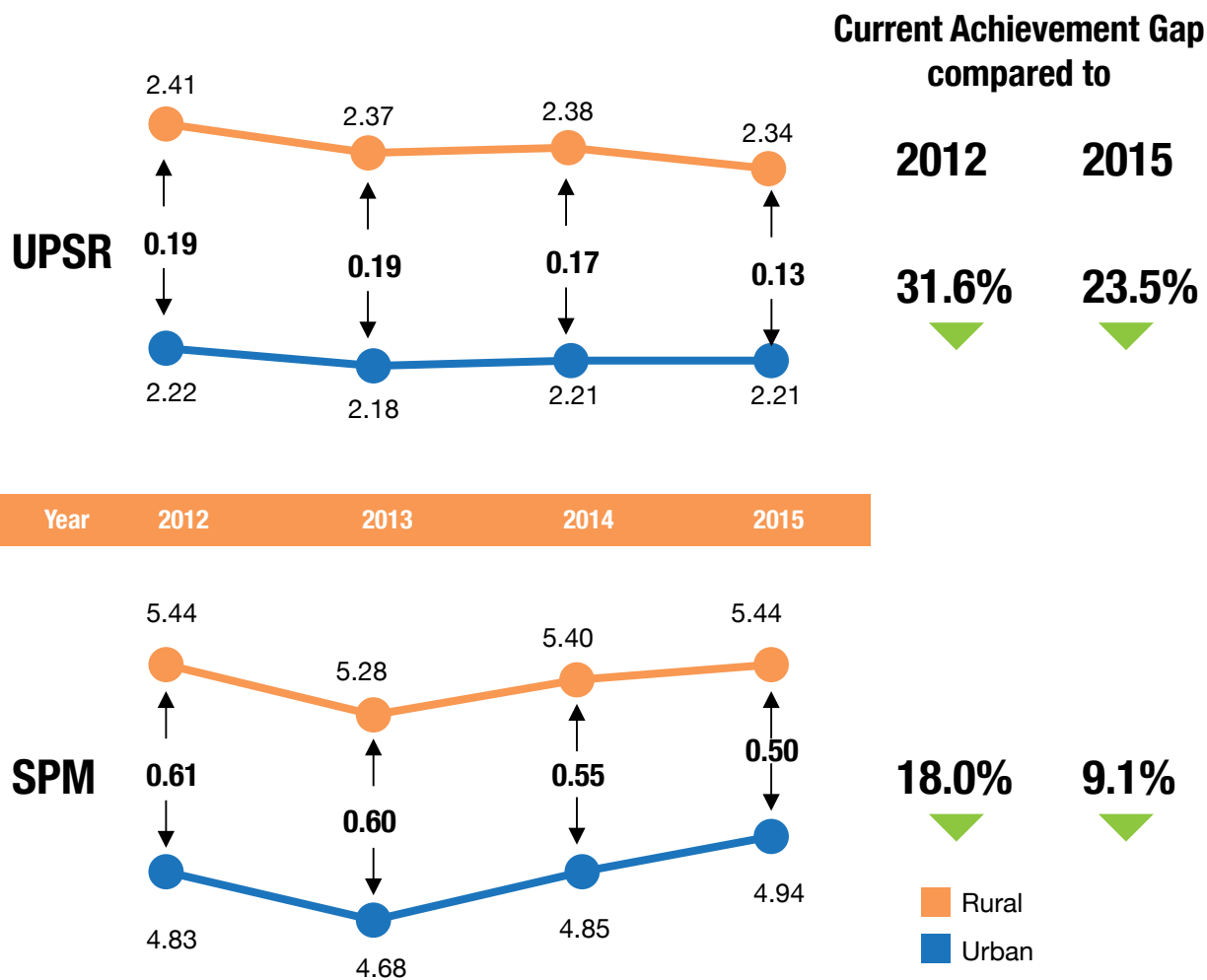


Three years into the programme, differentiated support provided by districts showed encouraging result. In UPSR 2015, the national urban-rural achievement gap narrowed tremendously by

23.5% compared to the previous year, and by 31.6% over 3 years. The national urban-rural achievement gap for SPM had also narrowed by 9.1% in 2015 compared to 2014, and by 18.0% over 3 years (Exhibit 3-7).

Exhibit 3-7

National Urban - Rural Achievement Gap Trend in UPSR and SPM, 2012 - 2015: The DTP Pioneer States - Kedah and Sabah

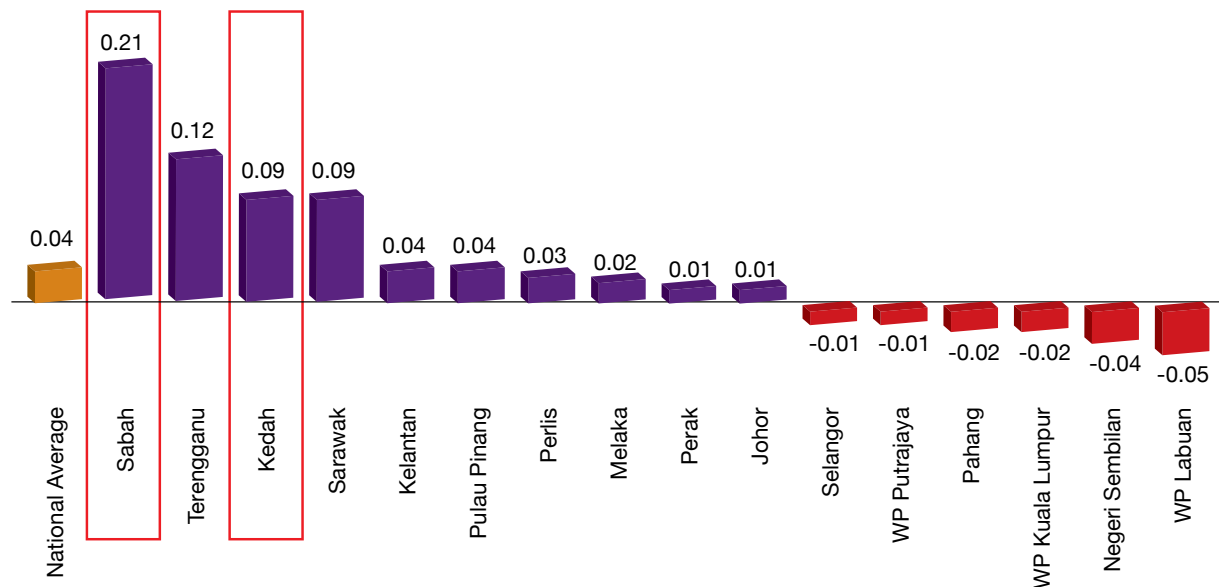


The two pioneer states for DTP, Kedah and Sabah showed significant improvement since the implementation of the programme. In UPSR 2015, Sabah achieved a cumulative grade point

improvement of 0.21 since 2012, which translates into 7.4% improvement over three years. Kedah achieved a cumulative grade point improvement of 0.09, equivalent to a 3.9% improvement since 2012 (Exhibit 3-8).

Exhibit 3-8

States Average Grade Point Improvement in UPSR 2015 compared to UPSR 2012

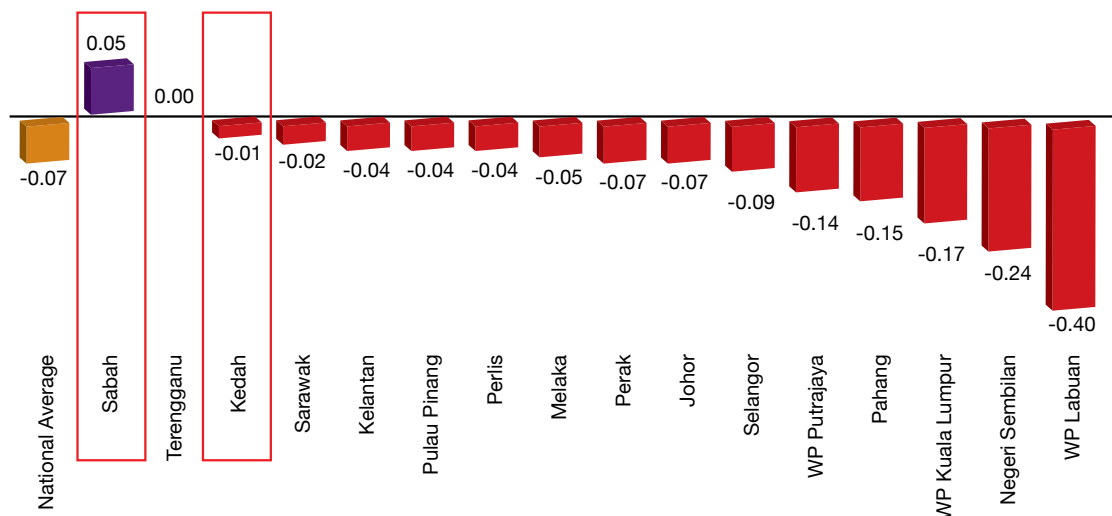


National achievement for SPM 2015 declined by a cumulative grade point of 0.07, equivalent to a decrease of 1.4% compared to 2012. In spite of the overall drop in SPM performance, Kedah managed

to maintain its achievement while Sabah regressed at a slightly smaller percentage compared to the national average, at 1.3% or a cumulative grade point of 0.07 (Exhibit 3-9).

Exhibit 3-9

States Average Grade Point Improvement in SPM 2015 compared to SPM 2012



The urban-rural divide within the two pioneer states had successfully narrowed over the period of three years for UPSR (Exhibit 3-10) and SPM (Exhibit 3-11).

Exhibit 3-10

UPSR Urban-Rural Achievement Gap Within State, 2012-2015

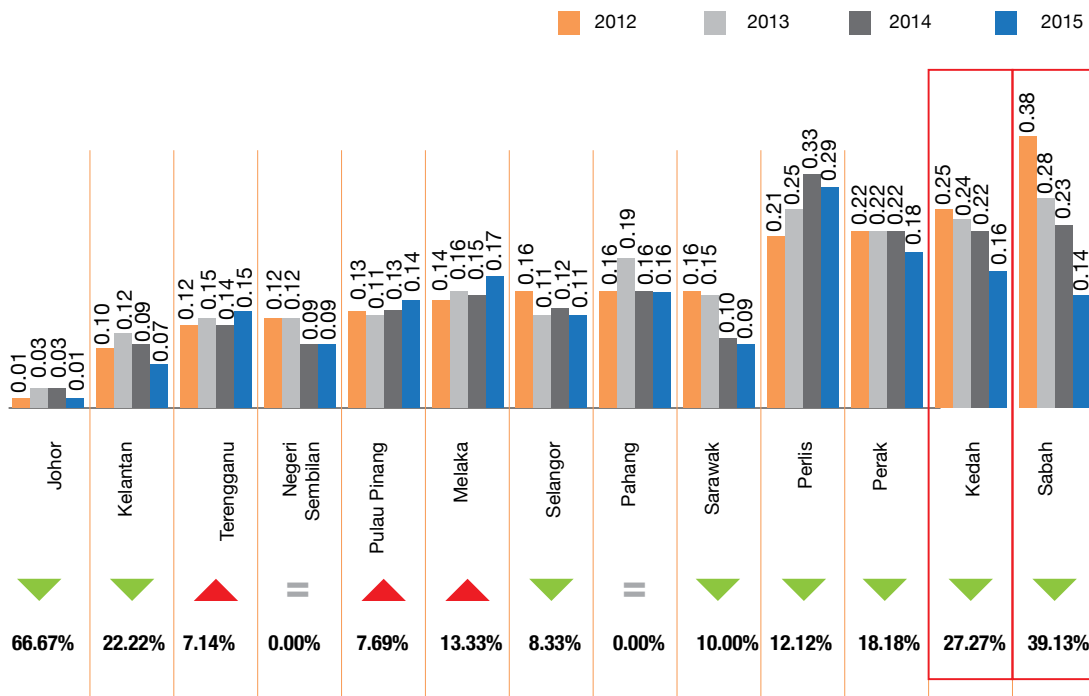
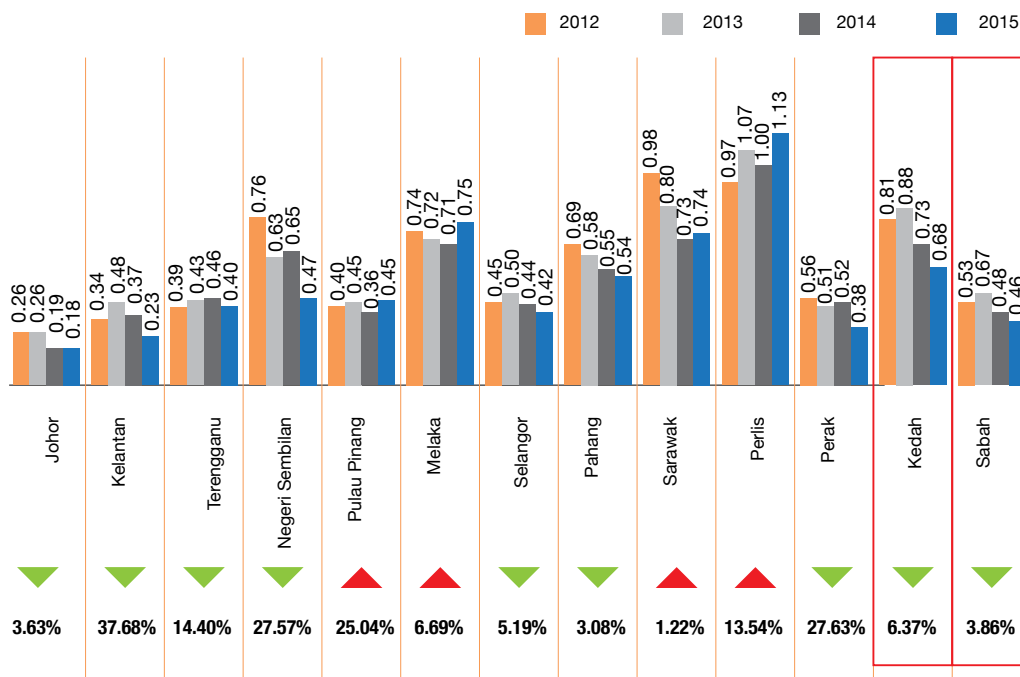


Exhibit 3-11

SPM Urban-Rural Achievement Gap Within State, 2012-2015



DTP Priority States

All five priority states showed an improvement in UPSR compared to 2012, especially in Kedah, Sabah and Sarawak. While there was a decrease in overall performance at SPM level, all priority states recorded a smaller reduction compared to the national average.

Attendance

Student presence in school is a prerequisite for learning to take place. In Wave 1 of the education transformation, the DTP aimed to increase student attendance to 95%. In 2015, the student attendance rate at primary level increased marginally from 92.1% to 92.4%. Similarly, the student attendance rate at secondary level rose from 88.6% in 2014 to 89.8%.

School Banding

The DTP aims to improve student outcomes in underperforming schools and to eliminate Band 7 schools in Wave 1. The banding of schools allows the Ministry and all schools to identify areas for improvement to ensure a holistic learning

environment for students in the following aspects:

- Leadership and direction
- Organisation management
- Curriculum, co-curriculum, sports and student affairs management
- Teaching and learning
- Student outcomes

As of 2015, there were 95 Band 6 and 7 schools in the country. The Ministry acknowledges differentiated support is required for schools to cater to students with specific needs, notably the indigenous and minority communities and students with special education needs.

Moving forward, PPDs will continue to play a critical and strategic role in delivering differentiated solutions for schools, with additional focus on narrowing the socioeconomic and gender gap. This would require PPDs to provide sound intervention planning and financial management.

At present, the Ministry is rationalising the organisational structure to deploy more personnel to the frontlines. The shift is required to meet the demands of manpower to strengthen day-to-day implementation.



PPD Kota Marudu: Challenging the Impossible, Creating Excellence

“In 2012, PPD Kota Marudu recorded its lowest performance in the public examinations. Among 24 PPDs in Sabah, PPD Kota Marudu was the worst of them all! We then went to schools to observe and conduct research. We discovered many school leaders lacked skills in leadership and management. These schools were not focused and did not give due attention to their school performance. We found this scenario very worrying and concluded that action needed to be taken to provide immediate interventions.

Using the slogan ‘Beyond Thinking: Challenging the Impossible, Creating Excellence’, we introduced various programmes to improve professionalism for teachers and school leaders, as well as other programmes for students. These programmes were well received, and helped in improving school management as well as their academic performance. We have also optimised the capacity of personnel at the school management level by restructuring and relocating the headmasters and their senior assistants.”

Mr Jidin Janaun
District Education Officer
PPD Kota Marudu

“Nothing is impossible, even those which are beyond normal thinking. After various interventions and efforts from all parties involved, the average district grade (GPD) increased from 3.20 in 2012, to 2.71 in 2015. The average pass also increased from 39.3% in 2014 to 53.0% in 2015. We have also managed to reduce the number of low performing schools in the district, from 17 schools in 2014 to only 8 schools in 2015.”

“Besides that, in 2015 there were no schools in our district which were categorised in Band 5, 6 or 7. In the UPSR examinations, 39 students got straight As, compared to 11 in the previous year. The SKPM results for primary school teachers also increased to 98.9% from 96.5% from 2014.”

Mr Abdul Rahim Tapah
Head, Academic Unit
PPD Kota Marudu



“New does not mean weak”

The 2014 UPSR results had just been announced. For one school in Langkawi, the announcement did not bring good news. SK Selat Bagan Nyior recorded a passing rate of 47.6%, with an average school grade (GPS) of 2.96. For headmistress Puan Fatimah Kassim, the results were unsatisfactory. She was disappointed as she believed her students had the potentials to achieve better. Hence, she and her management team decided to plan a better strategy for the coming UPSR 2015.

Intensive discussions based on available data and information showed in order to improve the performance in 2015, the school needed to be strengthened with new and effective practices. With the assistance from JPN Kedah, a number of new teachers were immediately placed in SK Selat Bagan Nyior. These teachers injected different teaching and learning styles and approaches, as well as an effective working culture in the school. They were also tasked with leading the UPSR team. Puan Fatimah additionally placed greater emphasis on student discipline.

The school also collaborated with external agencies such as UUM and YAPEIM to expose students to out-of-class learning. As a result, the students were able to link their knowledge with experiences outside the classroom. The out-of-class activities also created a closer bond between students and teachers, and increased their motivation to perform better. The strategies developed by Puan Fatimah were successful. The UPSR 2015 performance increased to 77.8%, with a GPS of 1.99. The result was the highest UPSR achievement ever attained by a primary school in Kedah.

“Alhamdulillah, thanks to the efforts of everyone involved, from the support staff, teachers, students, parents, and the local community, the school has managed to achieve the best performance in 2015. Many thanks to all and this success is also the success for everyone”.

Madam Fatimah Kassim
Headmistress, SK Selat Bagan Nyior
Langkawi



ORANG ASLI AND INDIGENOUS EDUCATION

Indigenous and other minority groups account for 4% of Malaysian students. The Ministry is committed to ensuring all students have the opportunity to obtain a high quality education relevant to their needs.

Providing Access and Reducing Student Attrition Rate

Currently, there are 93 Orang Asli schools and 31 schools catering to the indigenous groups in Sabah and Sarawak. The total enrolment is 40,676. Pertinent issues regarding Orang Asli and indigenous students include low transition and completion rates at both the primary and secondary levels.

In efforts to minimize student attrition rates during the transition from primary to secondary education, Comprehensive Special Model Schools (*Sekolah Model Khas Komprehensif*, K9) were established. K9 schools provide schooling from Year 1 to Form 3 to Orang Asli and indigenous students enabling them to receive a minimum of 9 years of education. Currently, there are seven K9 schools, staffed by 265 teachers, catering for 3,240 Orang Asli and indigenous students. Four K9 schools have begun offering Basic Vocational Education (Pendidikan Asas Vokasional, PAV), thus providing vocational education opportunities for Orang Asli and indigenous students aged 13 to 15. The four schools are:

1. SK RPS Kemar, Hulu Perak, Perak
2. SK RPS Banun, Hulu Perak, Perak
3. SK RPS Batau, Kuala Lipis, Pahang
4. SK (Asli) Bukit Kemandol, Kuala Langat, Selangor

Students are able to transition to mainstream schools or to vocational education and training at Vocational Colleges (*Kolej Vokasional*, KV), Public Skills Training Institute (*Institut Latihan Kemahiran Awam*, ILKA) or Private Skills Training Institute (*Institut Latihan Kemahiran Swasta*, ILKS).

To ensure post-Form 3 students in K9 schools are able to complete their upper secondary education, the Ministry houses the students in nearby schools with boarding facilities. In 2015, the students continued their secondary education at Form 4 in SMK Sultan Idris Shah 2, Perak, Kolej Vokasional Gerik, Perak, SMK Sungai Koyan, Kuala Lipis, Pahang and SMK Kuala Lanar, Pahang.

The Ministry is planning to build four additional K9 schools in Sabah and one in Pahang to cater to more Orang Asli and indigenous students. Technical issues such as ensuring supply of electricity to support the use of machineries in vocational classes and providing sufficient qualified teachers must be resolved to ensure the K9 schools are able to offer PAV.

Supporting Teachers in Classrooms

The Ministry has developed four teaching and learning modules to support teachers who are teaching Orang Asli and indigenous groups. The Ministry continues to offer places for Orang Asli in the Bachelor of Education programme (*Program Ijazah Sarjana Muda Pendidikan*, PISMP) to ensure a healthy pipeline of teachers who understand the local context and are able to serve the Orang Asli and indigenous communities. Several Institute of Teacher Education Campuses (*Institut Pendidikan Guru*, IPG) have been identified to offer the PISMP, namely IPGK Tg Ampuan Afzan, Pahang, IPGK Sultan Abdul Halim, Kedah, IPGK Kota Bharu, IPGK Keningau, Sabah, IPGK Rajang, Sarawak and IPGK Sarawak, Miri. In 2015, the number of

teacher trainees enrolled in the programme with a niche area in Orang Asli and Indigenous Education rose to 121, triple the targeted number of 40. The Ministry will continue the intake of Orang Asli and indigenous teacher trainees according to projections of teacher requirement.

Strengthening School Leadership

Besides providing the required infrastructure for the education of Orang Asli and indigenous students, the Ministry is also strengthening the school leadership in Orang Asli and K9 schools to better lead and deliver education in these schools. The Ministry has started tracking school leadership using the leadership component of the Malaysian Education Quality Standard (*Standard Kualiti Pendidikan Malaysia*, SKPM). In 2015, only 80% of Orang Asli and K9 school leaders achieved the minimum standard in leadership aspects. School leaders with unsatisfactory performance will be monitored and supported by the Ministry and PPDs.

Improving Literacy Rate Within the Community

The Ministry also continuously engages the Orang Asli and indigenous communities by providing *Kelas Dewasa Orang Asli dan Pribumi* (KEDAP). The programme aims to reduce dropout rates by reducing illiteracy within the community as a whole. The Ministry adopts an andragogical approach in the delivery of the KEDAP module to address specific needs in adult education. In 2015, a total

of 119 classes were implemented, an increase from 109 classes conducted in 2014. The attendance rate among the Orang Asli and indigenous parents was 95%, exceeding the targeted 92% attendance rate. Parents who successfully completed the programme were awarded with certificates during a national graduation ceremony organised by the Department of Orang Asli Development (*Jabatan Kemajuan Orang Asli*, JAKOA).

Collaboration with the Private Sector

The Ministry also fostered collaboration with the private sector to provide quality education opportunities for Orang Asli and indigenous groups. In 2015, the Ministry successfully formed collaboration between 12 schools and many governmental agencies, corporate partners, universities and NGOs. For example, Yayasan Emkay helped to build toy libraries in SK Chenein, Sg Siput Perak and SK Sg Berua, Kuala Berang, Terengganu. Alam Flora and UNIKL, on the other hand, collaborated with SK Sungai 2, Bentong, Pahang in the teaching and learning of Science and Technology.

Enrolment, Attendance and Transition Rate of Orang Asli and Indigenous Students

Collective efforts in increasing enrolment, attendance and transition rate have contributed significantly towards ensuring access to quality education for the Orang Asli and indigenous communities. In 2015, a total of 40,676 Orang Asli students were enrolled in schools (Exhibit 3-12).

Exhibit 3-12

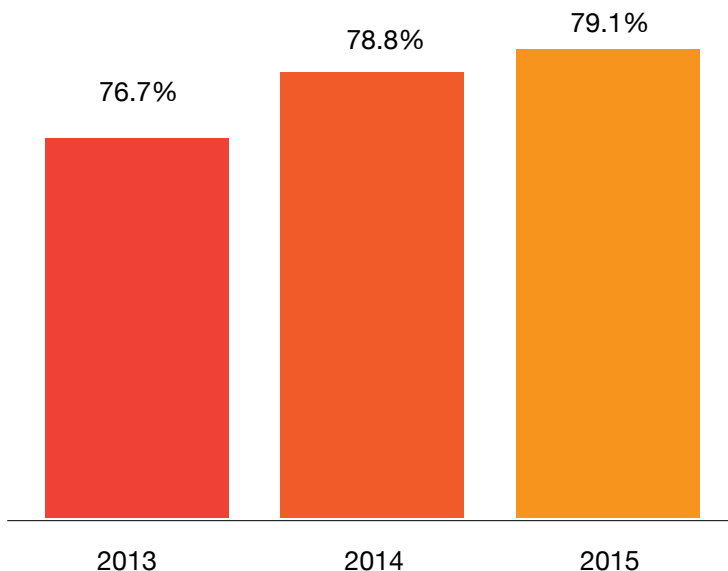
Enrolment of Orang Asli Students, 2011-2015

	2011	2012	2013	2014	2015
Primary Education (Preschool to Year 6)	28,177	28,567	28,619	27,978	28,985
Secondary Education (Remove class to Form 6)	99,79	10,304	10,530	13,229	11,691
Total	38,156	38,871	39,149	41,207	40,676

The attendance rate among students in Orang Asli schools also steadily improved from 78.8% in 2014 to 79.1% in 2015 (Exhibit 3-13).

Exhibit 3-13

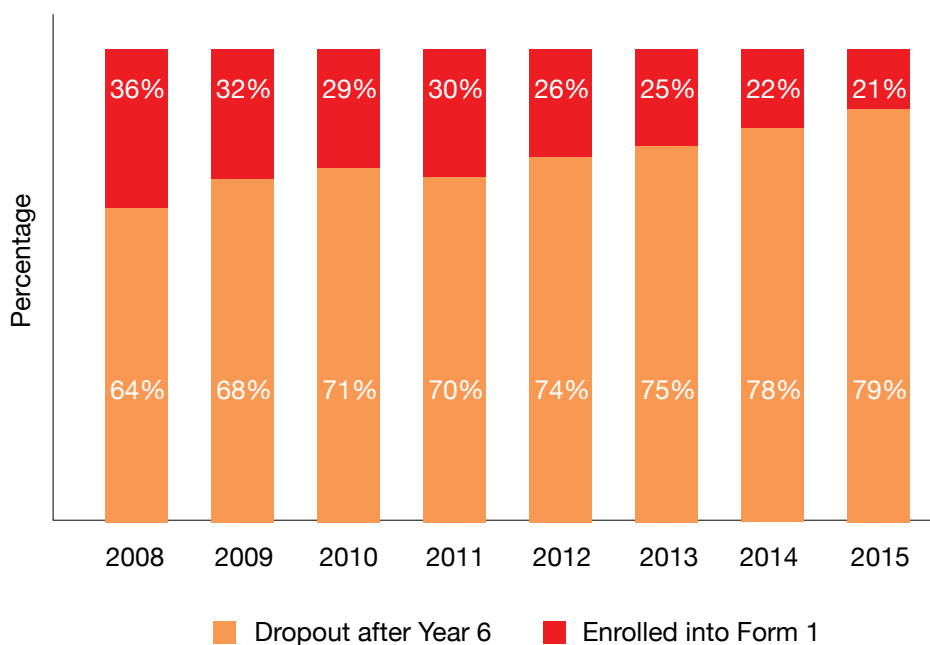
Attendance Rate in Orang Asli Schools, 2013 – 2015



In addition, the transition rate among Orang Asli students from primary to secondary level has improved from 78% in 2014 to 79% in 2015 (Exhibit 3-14).

Exhibit 3-14

Transition Rate among Orang Asli Students from Year 6 to Form 1, 2008 – 2015



Academic Achievement in Orang Asli and K9 Schools

There has been some encouraging improvement in the academic performance among Orang Asli and K9 Schools. In UPSR 2014, the performance of Orang Asli and K9 Schools improved from a cumulative grade point of 3.77 in 2014 to 3.65 in 2015 (Exhibit 3-15). Similarly, overall mastery rate for papers in UPSR improved from 41.2% in 2014 to 45.6% in 2015 (Exhibit 3-16). However, these groups of students were still performing far behind their peers, with a national passing rate of 84.9%, signifying a low mastery rate in reading, writing and arithmetic (3Rs).

Exhibit 3-15

SK and Orang Asli Schools / K9 Cumulative Grade Point in UPSR, 2012-2015

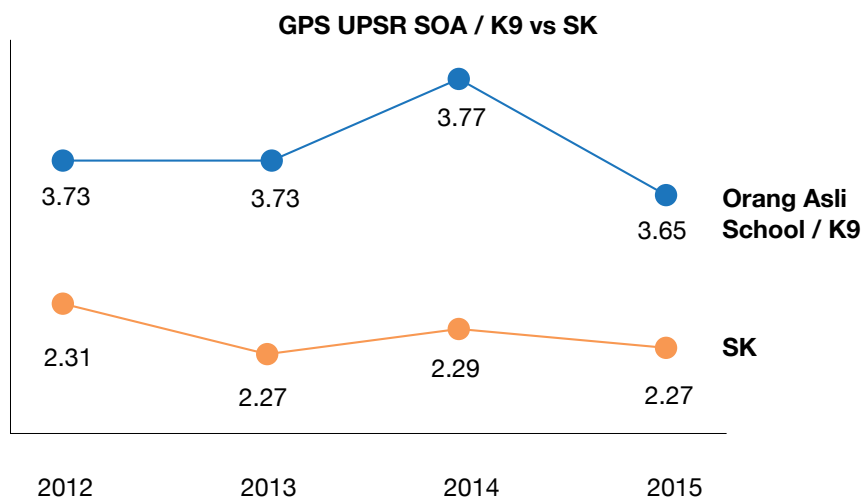
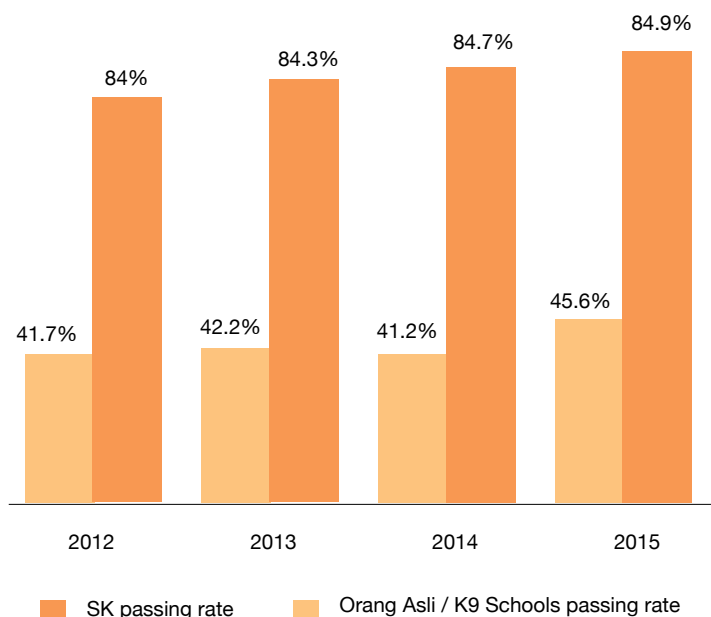


Exhibit 3-16

SK and Orang Asli / K9 Schools Passing Rate in UPSR Papers, 2012-2015



The quality of Orang Asli and K9 School as reflected in the school banding also improved. In 2015, four Orang Asli schools were categorised as good schools (Exhibit 3-17).

Exhibit 3-17

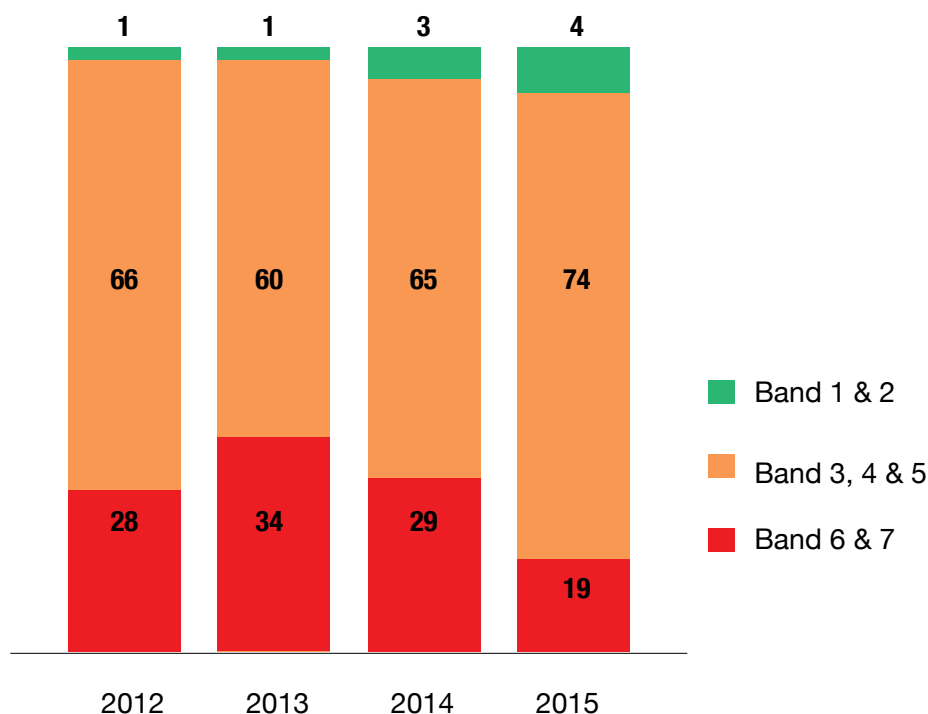
List of Orang Asli / K9 Schools in Band 1 and Band 2, 2015

School / State	Band
SK Punan, Johor	Band 1
SK Tasik Cini, Pekan (JHEOA), Pahang	Band 2
SK Seri Sedohok, Johor	Band 2
SK Runchang, Pahang	Band 2

A total of 74 schools were at the average performance category (Band 3, 4 and 5), a 13.8% improvement compared to 2014 (Exhibit 3-18).

Exhibit 3-18

Number of Orang Asli / K9 Schools by School Band, 2012-2015



Yea Ce'en Tet Sekolah:

Addressing dropouts in Orang Asli schools in Bera, Pahang

The average attendance rate in three Orang Asli schools in Bera, Pahang namely SK Iskandar, SK Bukit Rok and SK Bukit Gemuruh was 70% in 2014. The rate was below the national KPI of 80% for Orang Asli schools. Factors contributing to absenteeism were identified as lack of conducive learning environment which include excessive focus on examination, lack of understanding and skills among teachers in managing the learning challenges of Orang Asli students, low parental support and lack of cultural emphasis on education amongst the Orang Asli community.

Several interventions within the PPD's locus of control were implemented including improving teacher pedagogical skills, introducing the *Yea Ce'en Tet Sekolah* (I am excited to go to school) Programme which focuses on *bedindang* (music), *beceher* (eating) and *besukaq-sukaq* (play). The elements in the programme are inspired by the inherent culture within the Semelai community. *Yea Ce'en Tet Sekolah* was carried out in the morning, in and out of the classroom, assimilated into co-curricular activities, and implemented at hostels and in the community.

Yea Ce'en Tet Sekolah positively impacted student attendance, which rose to 90%, improved UPSR results, and increased participation among parents and the community in school activities. The programme also resulted in forging more strategic, synergistic and smart partnerships between the school and the Orang Asli communities.

The positive outcomes of the programme were students' eagerness to attend schools and head teachers having greater appreciation for the Orang Asli culture, while teachers learnt to appreciate, respect and become more sensitive of the local culture. The programme too had increased awareness on the importance of community involvement in school activities. Besides that, the schools also managed to embed good values of Orang Asli in activities and provide opportunities for more smart partnerships with various agencies. The programme will become a major reference point to the Ministry in future for effective practices in Orang Asli and indigenous education.



Special Programme by PPD Gua Musang Improves the Quality of Orang Asli Students

In 2014, there were 5 Orang Asli schools categorised in Band 7. The GPMP of Science and Mathematics, respectively, stood at 4.64 and 4.62. These disappointing results were due to weak teaching and learning strategies and students lack of access to teaching and learning materials for enrichment and reinforcement activities. Therefore, special programmes were implemented to improve student achievement under the surveillance of PPD Gua Musang. Among the programmes were *Menjulung Aspirasi Pelajar Asli Camp*, *Nyah Grade D and E Programme* and *Cultivating PLC Programme*. In order to ensure each programme was being implemented as planned, the school established a task force for Orang Asli schools.

The KEDAP programme was expanded to nine primary schools with the involvement of 270 parents. From this programme, parents who have mastered the skills of reading, writing, and arithmetic (3R) are able to guide their children's learning at home.

As a result, based on the UPSR 2015 results, Subject Grade Point Average (Gred Purata Mata Pelajaran, GPMP) for Science increased by 21.1% to 3.66 while Mathematics 22.5% to 3.58. More importantly, no Orang Asli School in Gua Musang remained in Band 7.



SK Tasik Cini, Pekan Recognised as a Cluster School of Excellence

In 2009, the UPSR achievement for SK Tasik Cini was similar to other Orang Asli schools across the country. The UPSR GPS was only 3.44 with a passing percentage of 20%. At that time, awareness of the importance of education among the locals was low. The attendance rate in Orang Asli schools was lower than 80%. Moreover, a few families in the surrounding areas were facing drop-out issues. In addition, the geographical factor of students' residence across Tasik Cini required students to travel by road and boats to school. This also contributed to the low student attendance.

The Headmaster of SK Tasik Cini, Mr. Akit Bin Huat was proactive in raising awareness and motivating the local community about the importance of education. When the *Jejak Warisan* Programme was implemented, the school managed to achieve a zero dropout rate and to increase student attendance. SK Tasik Cini became the best performing Orang Asli school in the UPSR examination since 2010. In 2015, the success continued and the school was recognised as one of the school under the Cluster Schools of Excellence.



INCLUSIVE EDUCATION

In safeguarding the rights to quality education for all, the Ministry strives to ensure students with Special Education Needs (SEN) are not marginalised. Students with SEN are provided with opportunities to learn alongside their peers in mainstream education. Schools, initiatives and programmes which specifically cater to the needs of these students allow them to benefit from the Malaysian education system.

The Ministry continues to engage the public to raise awareness on special education. In 2015, awareness campaign was conducted at school and state levels in WP Putrajaya, WP Labuan, Sabah, Negeri Sembilan, Perlis and Perak. This campaign concluded a series of awareness campaigns held nationwide since 2013, involving schools, parents and local communities.

Suitable placement is essential to support students with SEN to optimize their competencies and to excel in learning. The Ministry aims to enrol 30% of students with SEN in the Inclusive Education Programmes (*Program Pendidikan Inklusif, PPI*) by 2015, whereby SEN students would study alongside their peers in mainstream classes. Students with SEN are also included in school events such as morning assembly, Skills Day (*Hari Kemahiran*), LINUS screening, co-curricular activities, and school assessment.

Inclusive education awareness seminars have been conducted involving all teachers, parents and students as well as the local community. Stakeholders were trained using the Professional Development Training Module to enhance their knowledge and skills in managing students with SEN. Participants were provided with exposure to content such as behaviour management, learning and evaluation, pedagogy, health and lifestyle.



Training on Inclusive Education was also conducted for 1,005 mainstream teachers and 1,005 special education teachers, focusing on teaching and learning methodology for children with SEN. In Wave 1 of the Blueprint, a total of 8,190 teachers successfully completed basic training on Inclusive Education.

The Placement Instrument for Students with SEN (*Instrumen Menentu Penempatan Murid Berkeperluan Khas, IMPaK*) for 4-6 years old students was developed in 2014 and revised in 2015 to assist the Ministry in placing students with SEN according to their individual abilities and potential. The instrument also assisted schools

in identifying, planning and providing support services needed by individual students. Since its implementation, 181 preschool students have received various support services that foster the development of motor, communication and social skills.

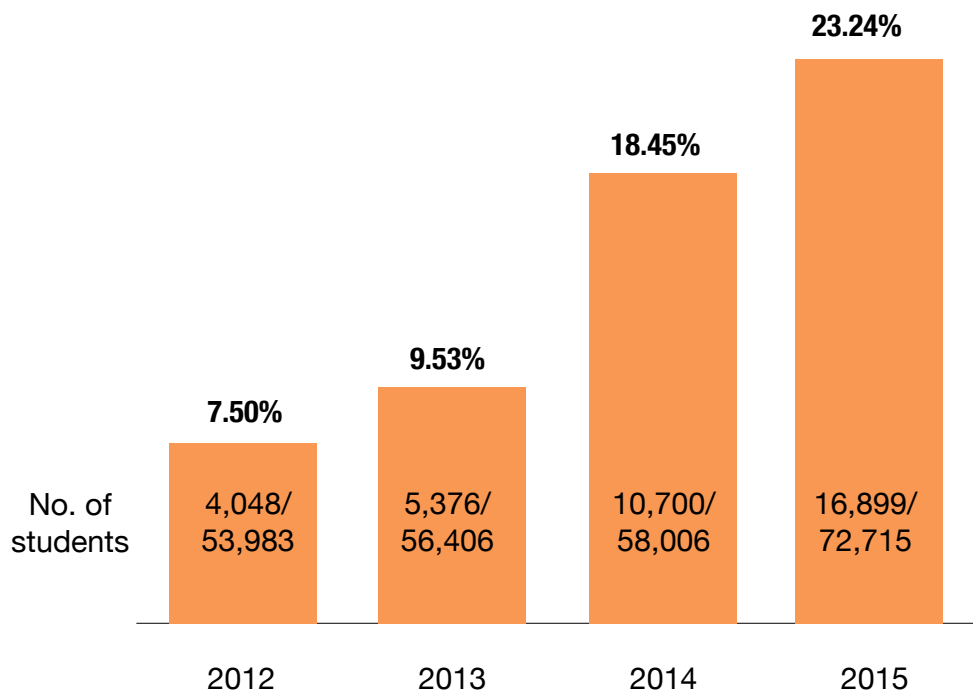
In 2015, the Ministry piloted the Holistic Inclusive Education Programme (HIEP) in five primary schools in the Larut Matang Selama District, Perak. The objectives of the programme are to raise the standard of special education in school by introducing and institutionalising best practices in the management of inclusive education and operations. As part of the pilot programme, special education teachers were trained in using the Checklist for Types of Disabilities for SEN students. This checklist includes elements such as signs of hearing impairment, vision impairment, development of individual basic skill, mastery of

spelling, reading and writing, as well as mastery of numbers. There are three varying degree and aspects of inclusivity, in the areas of academic, non-academic, and socialisation in schools, depending on a child's readiness. Special education and mainstream teachers were also trained in using the inclusive education readiness checklist for SEN student. Multi-disciplinary diagnostics was also conducted in the pilot schools by paediatricians, occupational therapists, speech therapists, IQ (Intelligence Quotient) specialists, psychiatrists, ENT (Ear, Nose and Throat) specialists and eye specialists.

In 2015, a total of 23.2% or 16,899 students with SEN were enrolled in PPI compared to 18.4% or 10,700 students in 2014. The number of school offering PPI also increased to 4,884 schools in 2015, an increase of 74.6% from 2,798 schools in 2014 (Exhibit 3-19).

Exhibit 3-19

Enrolment of Students with SEN in Inclusive Education Programme, 2012-2105

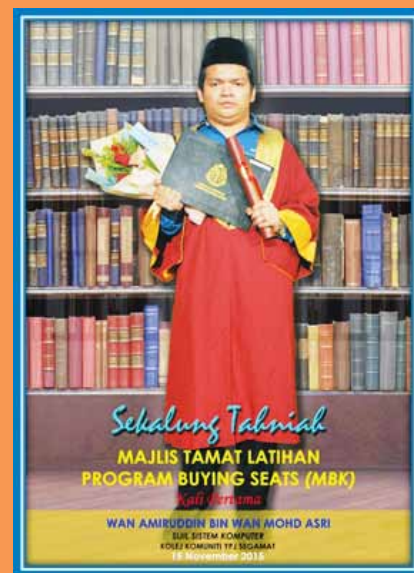


Wan Amiruddin bin Wan Mohd Asri – Confidence breeds success

Wan Amiruddin bin Wan Mohd Asri, a person with special needs, has proven that he can succeed and be independent like anyone else. An alumni of the Integrated Special Education Programme (Program Pendidikan Khas Integrasi, PPKI), SMK Sultan Omar, Dungun, he enrolled in the vocational SEN programme in November 2013. He received strong support from his parents, the coordinator of PPKI *SMK Sultan Omar*, Cikgu Azran Ibrahim and his other teachers in PPKI.

Wan Amiruddin successfully completed the two years, Level 3 of the Malaysia Skills Certificate (SKM) in Computer System (Technician Assistant) at YPJ Community College due to his determination to gain knowledge in his field of interest since he was young. His achievement was commendable. Currently, he owns and operates a small company, Wan Amin Services in Dungun, Terengganu which offers computer repair and maintenance services. His scope of business has expanded to include printing T-Shirts. He recently received financial assistance and printing equipment from MARA. Wan Amiruddin firmly stated, “I am determined to prove that a person with learning disabilities can be independent and successful like other people”.

According Wan Amiruddin, the SEN programme for vocational training had not only sharpened his technical skills but also developed his social skills required to shape and nurture his confidence and values. The ability to make friends from different states and differing backgrounds provided him with a new experience, since almost all his peers faced challenges in interacting with one another. Wan Amiruddin was also responsible for organising the Orientation Programme for SEN students in 2015. Besides being tasked with mentoring new SEN students, he was also actively involved in school activities and held important posts such as head of dormitory, treasurer, and committee member of several clubs. These experiences increased his confidence to be successful in life.



The support system emplaced in the vocational college was able to solve the problems faced by the SEN students, especially the formation of study groups. Wan Amiruddin believes persistence is the key to success. He also attributes his success to prayers and the blessings from his parents. He added, “We have to believe in our potential. Everyone has his own strengths. Being a SEN student does not mean we can’t be as successful as other people. What matters most is a strong determination to improve oneself. I am committed to proving a SEN student can also be independent and successful, just like everybody else”.

His parents noted positive changes in their son due to his experiences in the PPKI. The most significant change was his ability to interact with the community and be independent during and after the completion of the vocational programme. As parents, they were extremely satisfied with the programme and hoped it can be continued to provide more opportunity to more SEN students such as Wan Amiruddin. His parents encouraged other parents of children with disabilities to make full use of the opportunities provided by the Ministry to ensure a better future for their children.



SUMMARY

The Ministry will continue to increase efforts to lessen the achievement gaps between urban and rural areas in line with the aspiration to increase equity in education. Opportunities for students with specific needs such as for Orang Asli students and those with special educational needs will be increased to ensure quality education is provided to all Malaysian children.

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.”



PROMOTING UNITY THROUGH EDUCATION

2015 HIGHLIGHTS & ACHIEVEMENTS

SCHOOLS NATIONWIDE IMPLEMENTING

RIMUP

ACTIVITIES IN

2015



1,641

_____ □ □ □

INSTILLING UNITY THROUGH CURRICULAR AND CO-CURRICULAR ACTIVITIES:

- Academic
- Arts & Culture
- Community Service
- Patriotism
- Sports & Games



A HANDBOOK –

Strengthening Unity through Islamic Education and Moral Education in Curriculum

...was developed to be used in schools nationwide



5

year Roadmap
for Unity in Education
is currently being
developed



The Blueprint aspires to develop value-driven Malaysians who focus on core, universal values with a strong Malaysian identity. As Malaysia is a country of diverse races, cultures and religions, it is of utmost importance for the citizens of Malaysia to embrace their differences and work together towards racial harmony. Unity is tantamount towards the nation's growth and development, thus education is the best platform to nurture unity among the young children and adolescents to enhance the spirit of "Muhibah".

In 2015, the Ministry focused on five key initiatives to inculcate unity in schools:

- Enhancing the Islamic Education and Moral Education Curriculum.
- Instilling unity through curricular and co-curricular activities.
- Measuring unity among students and teachers in schools.
- Creating a Unity Roadmap in education.
- Strengthening engagement with strategic partners.

ENHANCING THE ISLAMIC EDUCATION AND MORAL EDUCATION CURRICULUM

The Islamic Education and Moral Education provide opportunities for students to understand

values related to unity and foster good relations among students. To provide better guidance to teachers on embedding unity elements through these subjects, the Ministry has developed a handbook – Strengthening Unity through Islamic Education and Moral Education in Curriculum. The handbook emphasises various teaching and learning approaches and classroom activities to instil unity through the curriculum. Three unity constructs - accepting, respecting and managing diversity form the foundation for unity in schools.

In 2015, a total of five primary and five secondary schools were selected to pilot the activities in the handbook. The three unity constructs recommended in the handbook were applied in the teaching and learning process of Islamic Education and Moral Education. Findings from the pilot study showed teachers involved were able to integrate the constructs within their classroom teaching using a variety of approaches such as cooperative learning, collaboration, constructivism and future research. The majority of teachers were satisfied with the handbook as it provided an added value to their classroom activities in promoting unity.



Handbook – Strengthening Unity through Islamic Education and Moral Education in Curriculum

"I teach Moral Education in a classroom with 26 students of different races. Before, I did not face issues related to unity at my school. However, some students need deeper understanding of some terms used in daily conversations."

"I have tried to implement the guidelines provided in this handbook to strengthen unity in the classroom and it has effectively increased the interaction between races. I believe it would be better if it were combined with LCD technology to show more clearly the elements of unity which can be applied through the subject. Many

of my students are now more interested to learn about the culture of other communities, particularly through dance, cultural events, traditional games and so on."

"I feel the Handbook should be applied to other subjects and the unity elements should be emphasised and highlighted more effectively to be more meaningful to students."

Madam Nor Juwaini binti Arshad
Moral Education Teacher
SMK St. Paul, Negeri Sembilan

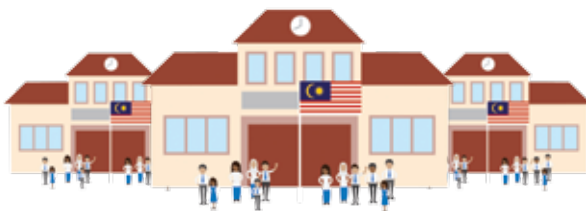
INSTALLING UNITY THROUGH CURRICULAR AND CO-CURRICULAR ACTIVITIES

The Ministry is dedicated in encouraging greater integration among students within schools and across different school types through shared curricular and co-curricular activities. The Student Intergration Plan for Unity (*Rancangan Integrasi Murid Untuk Perpaduan*, RIMUP) continues to be a programme which is integral towards increasing

inter-group interactions among students of different ethnicities. RIMUP encourages students from different school types to participate in five main categories of activities namely academic, sports and games, arts and culture, community service as well as activities which infuse the spirit of patriotism. Selected teachers are trained on the implementation of RIMUP to become trainers and assist other teachers in conducting RIMUP activities in their localities. Teachers are also encouraged to design more activities which are appropriate and tailored to their own school setting.

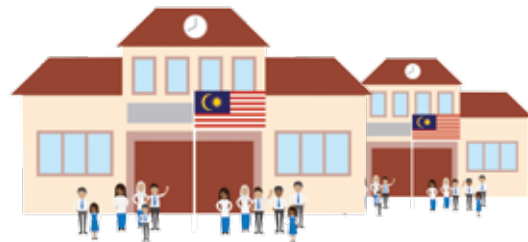
Schools are grouped into clusters for combined activities:

CLUSTER A



3 SCHOOLS FROM 3 TYPES

CLUSTER B



3 SCHOOLS FROM 2 TYPES

The five main categories of RIMUP activities are :

Academic - To encourage students of all races and ethnicities to work together through creative activities; to improve the mastery of vocabulary, speaking and writing skills; to create a spirit of collaboration among students of diverse cultural backgrounds to increase academic performance; to share knowledge and learn techniques to effectively respond to examination questions.

Arts & Culture - To understand multi-ethnic cultures; appreciate art and culture of various ethnic groups in Malaysia; to create social interaction and understanding among the participants; to foster goodwill, unity and cooperation.

Community Service - To practice cooperation, tolerance and empathy through community work; to provide opportunities for students to interact with the local community; to help students celebrate diversity in life.

Patriotism - To educate young people to cherish and preserve the dignity of religion, race and country; improve students willingness to cooperate and be tolerant; to practice the five principles of the Rukun Negara; to enhance the understanding of the basic principles of *Rukun Negara* to guide Malaysia citizens; to enhance integrity and students identity; to increase a strong sense of belonging to Malaysia; to honour the leaders

of various ethnic groups in Malaysia; to instil patriotism in strengthening unity among people of diverse cultures.

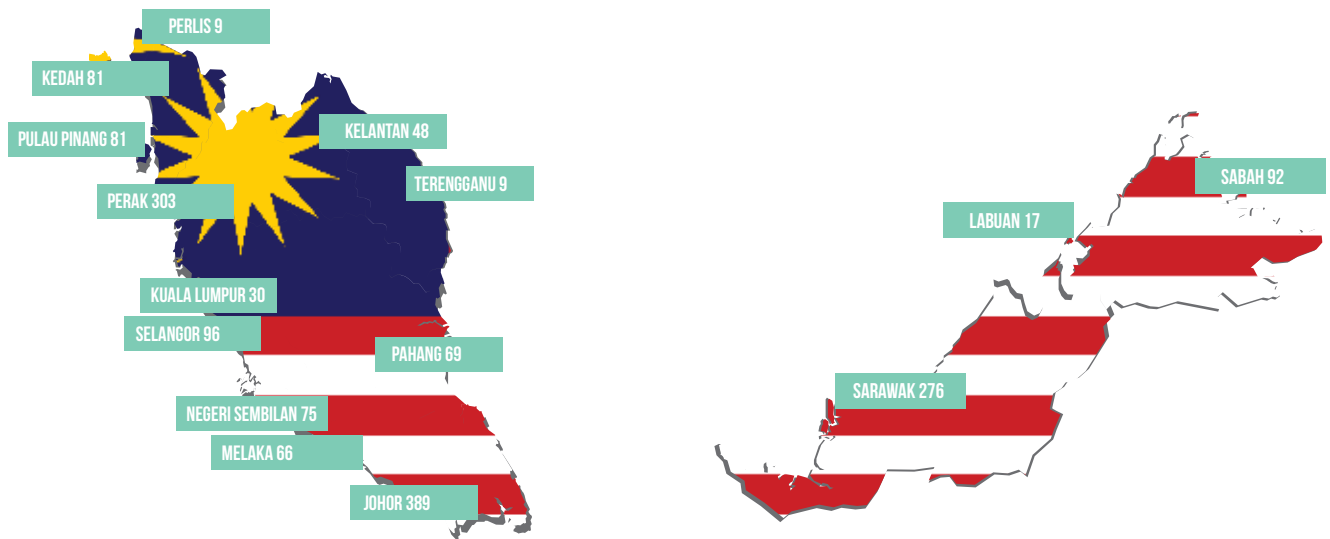
Sports & Games - To foster goodwill and unity among ethnic groups; to create a sense of mutual need among each other through sports and games; to cultivate leadership qualities.

In 2015, RIMUP was implemented nationwide with greater focus in seven states; Johor, Pulau

Pinang, Selangor, Negeri Sembilan, Perak, Kedah and Sarawak (Exhibit 4-1). The Ministry clustered the different types of schools to provide greater opportunities for students from schools with more homogenous population to interact and appreciate diversity through various RIMUP activities. Through these activities, students and teachers were able to further learn, respect and embrace the culture, life and practices of other ethnicities.

Exhibit 4-1

Number of Schools Nationwide Implementing RIMUP Activities in 2015



Tarian Integrasi to Instill Unity

Tarian Integrasi is one of the activities run under RIMUP which includes multiracial students from National School (Sekolah Kebangsaan, SK) and National-type School (Sekolah Jenis Kebangsaan, SJK). To successfully implement the *Tarian Integrasi* activity, students need to train together at least once a month or more so that they gain the skills needed for the competition. Throughout the preparation process of the *Tarian*, they interact and get to know one another, from not knowing each other to becoming close friends even when the *Tarian* ended.

“They still contact each other - friends on Facebook, go out for meals and even celebrate birthdays together. This programme really strengthens multiracial relationships and proves that it is more successful than other RIMUP programmes. I have even bumped into some of the *Tarian* RIMUP students going for a meal together in the shopping mall! This surprised me as I am sure this would not have been possible if it weren't for the *Tarian* RIMUP. Parents whose children participated in the *Tarian* have also gotten to know each other since their children are friends. “

“It is this spirit of unity which should be fostered in the early years, even before students enter secondary school. To date, my *Tarian* RIMUP group is still active in performances and this allows them to continue to work together and strengthen their bond. Programmes such as the *Tarian* RIMUP need to be expanded. I can confidently say that the *Tarian Integrasi* programme, the brainchild of the Ministry is very good and should be continued.”

Mr Tham Chon Pik

Teacher

SK Port Dickson, Negeri Sembilan

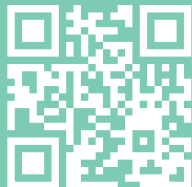


Kem Perpaduan : Coming Together as 1Malaysia

Kok Ting Zhi attended the *Kem Perpaduan* as she was sure it would give her an opportunity to mingle and interact with other races to strengthen the spirit of unity. She was pleasantly surprised when she was selected to attend the camp. The experience which changed her perception on the meaning of unity was during the activity where she had to catch catfish using her bare hands. Although somewhat awkward and reluctant to try at first, Ting Zhi decided to be open minded and was enthusiastic to try something new. Reflecting on the experience, she said “Throughout the catfish catching activity and getting messy with the mud, all the participants of different races worked together, helping each other, holding hands and sat closely to one another in their respective groups. These memories will remain close to my heart”.

Ting Zhi admits she has become more accepting and open to other races and to this day still maintains close ties with friends she met at the camp.

This young student suggested, “Schools should organise more programmes and activities which can foster the spirit of unity and patriotism among students of various races”.



Suurya A/L Sivabalan attended the *Kem Perpaduan* as it can bring awareness on the importance of unity among the races in Malaysia. Suurya did not expect to be one of the lucky ones selected to attend the camp. It still surprises him as he looks back happily to being nominated. His perception on unity changed during the patriotic singing competition entitled “Gemuruh Jiwa” when his group had to take part in the competition.

During the activities, he learnt to work well with friends of different races to ensure the song was sung to the beat and rhythm. Some activities may have looked easy, but he had learned a lot of values such as tolerance, cooperation and respecting differences.

He said “I was very comfortable interacting with friends of different races since we respect each other’s opinion. While singing, we held hands and chanted *MERDEKA* together.” Now he is more open minded and very happy to have more friends of all races.

Suurya, in the spirit of 1Malaysia, recommends, “The Ministry should expand *Kem Perpaduan* to ensure the future generation is aware unity is very important to be internalised and translated into everyday life”.



Kok Ting Zhi
Suurya A/L Sivabalan
SMK King George V
Seremban, Negeri
Sembilan



Kem Perpaduan - visit to the National Museum. This is one of the best platforms to inculcate respect and *esprit de corps* among students. The programme can also strengthen the spirit of unity, while giving them the opportunity to learn the way of life and culture of other communities to enable them to accept, respect and appreciate diversity in Malaysia.



Indoor games between *SK LKTP Ayer Hitam*, *SJKC Layang*, *SJKT Jalan Bukit Renggam*, *SJKT Ladang Layang* and *SK Sungai Linau* promotes the spirit of unity among students during the two-day programme.



Students from *SJKT Maha Ganesa Viddyalai*, *SK Seri Selamat* and *SJKC Chung Cheng* participating in a Kolam making event. This activity was to promote understanding and tolerance between the school students.



Gawai-Raya Celebration at SMK Tebedu. This RIMUP programme helped to strengthen relationships between students and teachers, and maintain multi-ethnic unity in Sarawak.



Orang Asli students from SK Sepri, Rembau, Negeri Sembilan celebrating National Day and Hari Raya festivities.



Standard 4 and 5 students of various races from SK Mak Mandin, SJKC Mak Mandin and SK Kuala Perai, Pulau Pinang working together to handprint the largest Malaysia flag.



The Malaysia Cultural Group from *Sekolah Seni Sarawak*, Kuching participating at the International Children Folklore in Sliven-Bulgaria with the theme “Friendship without borders”.



Mural painting by students from *SMK Majakir*, Sabah at three *Tadika Perpaduan* as part of a community building initiative.



National Cultural Dance Festival



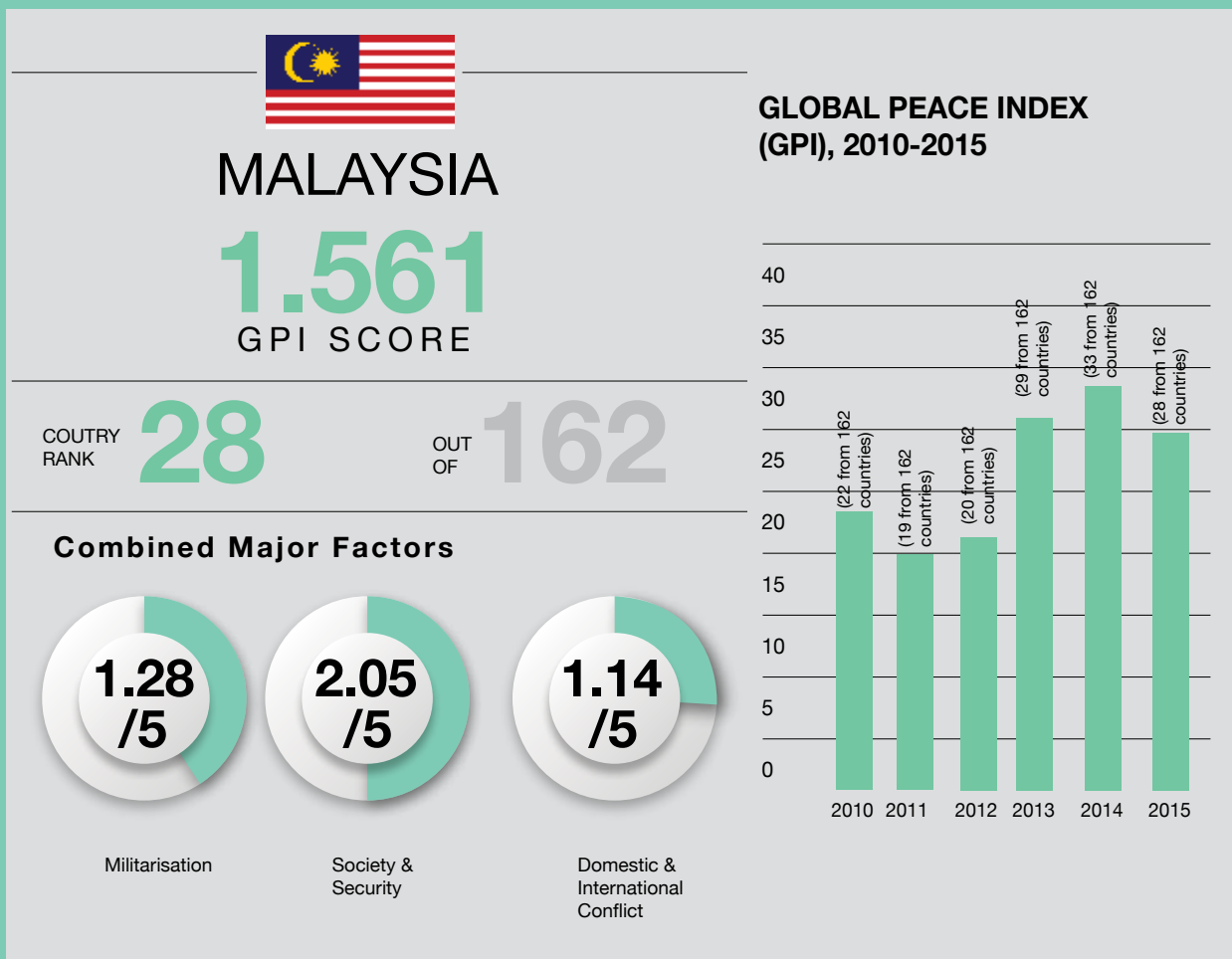
RIMUP Performance held in Keningau, Sabah had participation from 5,000 students, school staff, community leaders, government servants and employees from the private sector. The programme included the *Mansayau* dance performance, and a sing-a-long song in 10 different ethnic languages from Sabah and Sarawak, along with the Malay, Indian and Chinese languages.



GLOBAL PEACE INDEX AND EDUCATION 2015

The Global Peace Index (GPI) was established by the International Institute for Economics and Peace in 2007 as the world's leading measure of national peacefulness. The Index looked at global peace according to the level of safety and security in society, the extent of domestic and international conflict and the degree of militarisation. Malaysia ranked 28 out of 162 nations according to the 'absence of violence' indicator in 2015. In the Asia-Pacific ranking, Malaysia was at the 5th place after New Zealand, Japan, Australia and Singapore.

The report states diversity can be united and utilized for national building. This is the key towards maintaining peace and unity especially for a country like Malaysia. Since youths make up the largest cohort to enter the passage to adulthood, it is important to foster unity early among Malaysian youths.



Source: Global Peace Index 2015

MEASURING UNITY AMONG STUDENTS AND TEACHERS IN SCHOOLS

In 2014, the Ministry conducted an inaugural study to determine unity levels in schools nationwide. Unity levels are measured using the Unity Index Instrument which was developed in collaboration with other government agencies and public universities. The respondents comprised

4,639 students and 4,467 teachers from various communities in national, private and international schools. The findings showed the unity index was at 6.9 which falls into the category of moderately high (Exhibit 4-2). Although a score of 6.9 is considered quite high, there is a need to further increase the level of openness, tolerance, cooperation and trustworthiness towards other races. These values are important to enable them to not only accept but to respect and manage diversity.

Exhibit 4-2

Index Interpretation Table

Index Measurement	Interpretation
0.00 - 2.50	Low (Not Close)
2.51 - 5.00	Moderately Low (Moderately Close)
5.01 - 7.50	Moderately High (Close)
7.51 - 10.00	High (Very Close)

This study is conducted once in every two years. Currently, the Ministry with the support from a panel of experts is in the process of planning for a unity index study in 2016. The study aims to cover students and teachers totalling 2,988 at the primary level and 3,684 at the secondary level respectively. Hence, the study is relevant and timely to measure and understand the levels of unity among our school students and teachers. This will enable the Ministry to make inferences to the Global Peace Index (GPI) at the larger societal level.

CREATING A UNITY ROADMAP IN EDUCATION

The Ministry is currently developing a 5-year Roadmap for Unity in Education. The Roadmap will provide stakeholders - schools, district education

office (*Pejabat Pendidikan Daerah*, PPD), state education department (*Jabatan Pendidikan Negeri*, JPN) and the community as a whole with a clearer understanding on the implementation of the unity initiative. The first Unity Lab was conducted from 26 to 30 October 2015 to develop practical and effective strategies to strengthen unity in and out of the classroom. A total of 34 highly experienced and knowledgeable participants in the field of unity from the Ministry and other organisations such as Yayasan 1Malaysia, Institute of Ethnic Studies, Malaysian Buddhist Association, Malaysian Hindu Sangam, Global Peace Foundation and Youth on Unity attended the lab. The lab identified a total of 29 issues related to the lack of unity in schools and community. Phase 2 of the lab will focus on developing high level solutions and recommendations based on strategic action plans.

Planned and executed well for generating good and useful ideas.

-Shangar Singodayan
(JU RIMUP SMK King George V)

It's been fun and a privilege to participate and engage in this lab. It was both insightful and enlightening on government policies and practices. There were plenty of useful takeaways for NGOs.

-Faiz Suberi
(Youth on Unity)

This kind of workshop should be set as an example and looked upon by all. We look forward to more workshops run like this to attain better understanding and brainstorm to improve the educational implementation.

-Venerable Shi Xian Kai
(Malaysian Buddhist Association)



Participants having group discussions during the Unity Lab

All students and staff from different socio-economic, religious, ethnic and locations can come together to understand, accept and appreciate diversity to create a national identity in line with the National Constitution, *Rukun Negara* and the National Philosophy of Education (Unity Lab, 2015)



Meeting between the Ministry and Department of National Unity and Integration (JPNIN)

STRENGTHENING ENGAGEMENT WITH STRATEGIC PARTNERS

The Ministry and Department of National Unity and Integration (*Jabatan Perpaduan Negara dan Integrasi Nasional*, JPNIN) continue to work collaboratively towards achieving unity in the country. JPNIN is a major leading agency set up by the Government to preserve, increase and strengthen unity and societal harmony in Malaysia based on the Federal Constitution, *Rukun Negara* and *Gagasan 1Malaysia*.

In December 2015, further discussions were held to deliberate on the findings of the Unity Lab as well as developing strategies to further strengthen the initiatives for unity in line with the National Unity Plan. The Ministry also plans to expand their networking to other agencies and organisations both internal and external to work together in ensuring the promotion of unity in schools is treated as a priority.

SUMMARY

As students spend over a quarter of their time in school from the tender age of 4+ to 17, schools are the best place to foster unity. Initiatives which act as catalysts to instil unity from inside the classroom to co-curricular activities help enhance students understanding of the diverse cultures in this country. This understanding will create a system where students have opportunities to build the shared experiences that shape the foundation of unity.

The year 2015 is a great indicator of what is to come from the Ministry in its efforts to bring the unity initiative to greater levels by enhancing the Islamic Education and Moral Education Curriculum, instilling unity through curricular and co-curricular activities, measuring unity among students and teachers in schools, creating a Unity Roadmap in education and strengthening engagement with strategic partners.



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.”



ENHANCING EFFICIENCY

2015 HIGHLIGHTS & ACHIEVEMENTS

6,366

UPGRADING
AND

5,008

REPAIR PROJECTS
COMPLETED IN SCHOOLS



INFRASTRUCTURE



MINISTRY RESTRUCTURING 2013-2015



profiled JPN and PPD leaders
underwent
Supervised Project
Development Programme
(SPDP)



profiled JPN and PPD leaders
went through
Accelerated Leadership
Development (ALD)
Programme



officers at the Ministry level profiled and
will be developed through the
Visionary Leadership Development (VLD)
programme



The Ministry places utmost importance on enhancing the efficiency and effectiveness of delivery to ensure the transformation of the education system. Intensive efforts are being made to transform leadership at the Ministry and school levels to increase the Ministry's capacity and capability to transform and deliver new functions and roles. The Ministry is also committed to improve school environment by providing good teaching and learning facilities.

In 2015, the Ministry continued to focus on these areas:

- Strengthening capabilities in key leadership positions
- Realigning and optimising budget to maximise student outcomes
- Providing basic infrastructure and maintenance to schools
- Increasing access to internet and virtual learning environment
- Enhancing education database through the integration of multiple application systems

STRENGTHENING CAPABILITIES IN KEY LEADERSHIP POSITIONS

The Ministry began to plan for its organisational restructuring in 2013 in order to create a leaner and more effective organisation. It entails streamlining key processes, clarifying roles and avoiding overlaps of functions among divisions and agencies at various levels. This aim remains intact, even though the Ministry underwent a merger

and subsequently, a separation from the Ministry of Higher Education over the last two years. The proposed new organisational structure has been submitted for approval by the central agency and is expected to be implemented in stages beginning 2016.

In line with the new functions and roles, the Ministry has started to identify and improve leadership capabilities through professional development programmes. Leaders in key positions across the Ministry, states and districts have been profiled for functional and leadership competencies. Since 2013, a total of 329 leaders have been profiled in two phases. In Phase 1, the profiling focused on 155 state education division officers (JPN) and district education officers (PPD) key leadership positions. These officers underwent professional development programmes - the Accelerated Leadership Development (ALD). In addition, a total of 72 profiled JPN and PPD leaders underwent the Supervised Project Development Programme (SPDP), with a 90% completion rate. In Phase 2, an additional 98 key leaders at the Ministry level were profiled in 2015. These officers will be developed professionally through the Visionary Leadership Development (VLD) programme.

The Ministry has also established a Talent Council with the main objective of identifying potential successors for vacant strategic positions for the Ministry, based on leadership and functional competencies. The Talent Council plays an integral function in the succession plan for the Ministry (Exhibit 5-1).

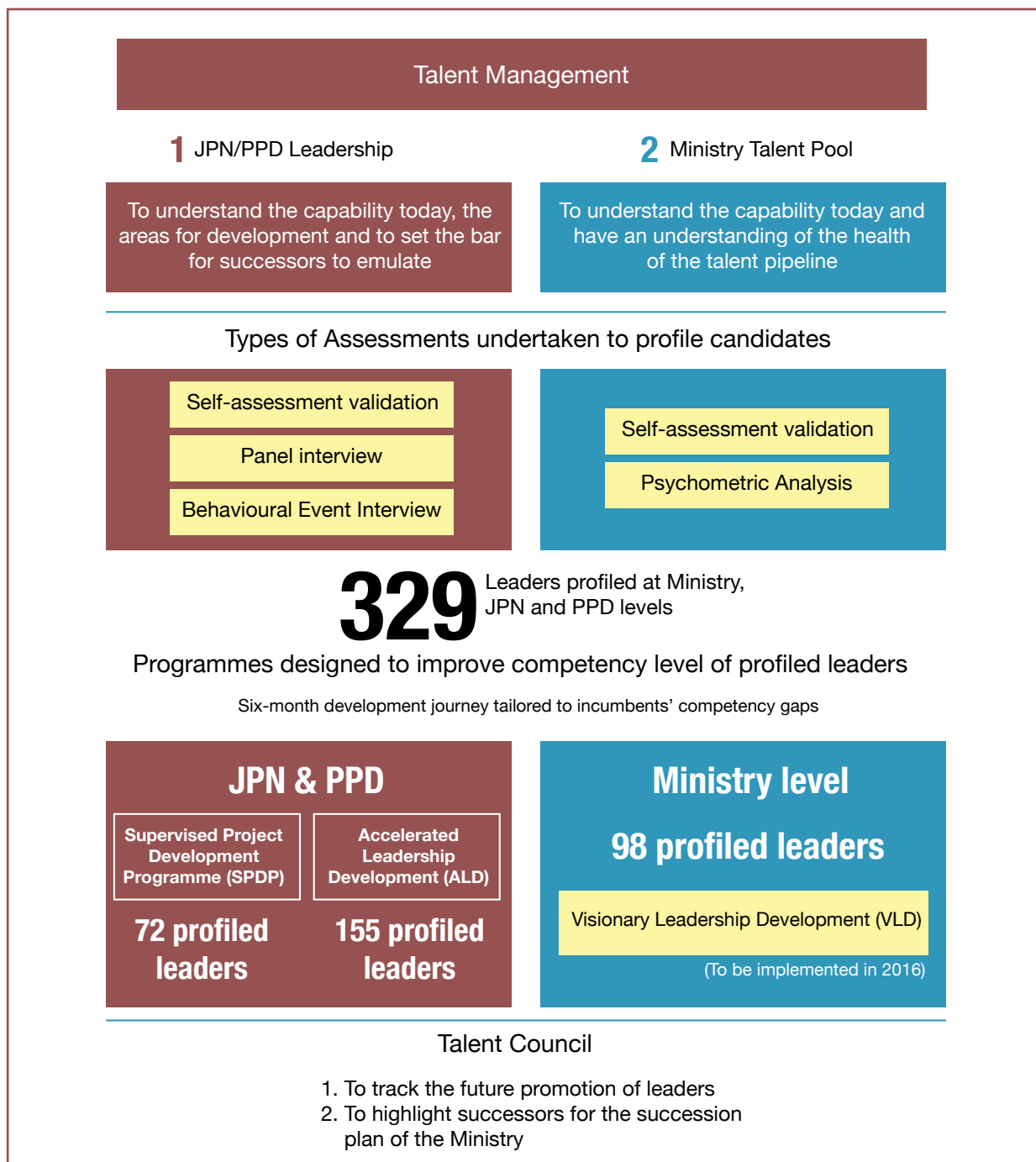
The Accelerated Leadership Development (ALD) and the Supervised Project Development Programme (SPDP)

The aim of the programmes is to develop leaders with the following characteristics and competencies - self-confidence, coaching and mentoring skills, holding people accountable, driving innovation and creativity, adaptable to change, change leadership, organisational awareness, managing stakeholders, understanding others, and emotional maturity. As part of the programme, leaders are required to conduct projects to enhance their competencies in areas identified as weak during the profiling stage.

More than 20 projects were carried out by the participants in the ALD and SPDP. Among the projects were identifying the root cause and solutions to address low attendance rate of Orang Asli students in Pahang, and designing programmes to increase the usage of English language among Form 4 students in Terengganu. A few outstanding officers who successfully graduated from the ALD programme have been promoted to key positions.

Exhibit 5-1

Targets for Profiling and Leadership Enhancements under the Ministry in Wave 1



ALD Project: Trenglish Programme (Terengganu English)

Initiatives to improve English language among students in Terengganu by Hj. Shafruddin b Hj Ali Hussin (PPD Hulu Terengganu, 2014 – currently the Director of JPN Terengganu).

In 2014, the percentage of students in Terengganu who passed SPM English Language paper was at 71.5%. A culmination of a few factors contributed to the average performance of the state; one of which being the students' lack of English language proficiency and exposure to the language.

To address the issue, the State Education Office collaborated with Yayasan Terengganu to find solutions and develop interventions to increase students' interest and proficiency level in the language. A total of 32 highly populated rural schools with poor performance in English language were selected to be in this programme with the appointment of 32 Terengganu Hired English Language Personnel (T-Help). T-Help comprised English language graduates from local public institutions of higher learning. T-Help motivated students to increase their participation in the teaching and learning process as well as co-curricular activities.

Observation from this programme found students enjoyed English language lessons and appeared to have increased confidence in using the language inside and outside the classroom. This was also evident in the improvement of students performance in the SPM English Language paper 2015.



The launch of the Trenglish Program



Form 4 and 5 students at the EPIC English Camp

REALIGNING AND OPTIMISING BUDGET TO MAXIMISE STUDENT OUTCOMES

Education is a priority of the government and it receives a substantial portion of the annual federal budget. Given the ambitious transformation effort which the Ministry is undertaking, it is crucial for the funds to be allocated to priorities set in the Blueprint to focus on higher impact programmes and initiatives.

In 2015, the Ministry successfully realigned RM18 million or 29% of its non-emolument budget towards activities with greater impact on student outcomes. One of the main activities implemented was to realign the budget to ensure schools in Malaysia are safe, clean and able to provide a learning environment which is conducive for learning.

The Safety, Hygiene and School Beautification Improvement (3K) Programme provides opportunities for participating schools to improve the three key aspects of the programme. The Ministry aims to create schools which can be a 'second home' for the students where they can learn, play and have a sense of security and serenity. The school should also be the place

where teachers, parents and local community work together to contribute towards the children's holistic development.

PROVIDING BASIC INFRASTRUCTURE AND MAINTENANCE TO SCHOOLS

The Ministry continues to improve basic infrastructure of schools to fulfil the minimum standard set in order to provide a safe, hygienic and conducive environment for learning. Basic infrastructure includes access to treated water, at least 12 hours of electricity, sufficient toilets, classrooms as well as tables and chairs.

In 2015, a total number of 6,366 maintenance and upgrading infrastructure projects were completed in 5,008 schools. To date, basic amenities of electricity and water have been provided throughout all schools nationwide.

The provision of streamlined data is imperative in assessing the infrastructure needs of schools. The Ministry plans to fully enhance the current online database used as a communication tool between schools and Ministries to report on school infrastructure related needs. This is to increase the reporting efficiency and effectiveness of the maintenance and upgrading of infrastructure.



Infrastructure maintenance and upgrades at Sekolah Jenis Kebangsaan Tamil Dengkil

Sekolah Jenis Kebangsaan Tamil Dengkil is a school which has been operating for the past 30 years. The school has four blocks of buildings but unfortunately, three of the buildings were in a state of disrepair. The roofs were leaking, toilets were broken and the buildings were in danger of experiencing electrical short circuits. These were just some of the infrastructure issues which needed immediate attention and action by the Ministry.

Prompt action was taken to address the issues. Apart from the repairs made to the toilets and wiring, two new classrooms and an open hall were also built for the school using the KOTO IBS System, a high-speed, fully integrated building system. The school benefitted from the KOTO IBS system as upgrading and maintenance work only took 40 days to complete.

Mr Roslan bin Jamil
Senior Assistant Architecture Officer
Procurement and Asset Management Division
Ministry of Education



School in Kelantan excelled despite adversity

Schools in Kuala Krai, Kelantan were faced with a challenging situation at the end of 2014 when one of the worst floods in the history of Kelantan hit the state. A majority of the schools were inundated by the floods, including schools which were turned into relief centres. Destruction of infrastructure and also teaching and learning materials had delayed the school from reopening in 2015. However, this disaster did not prevent school administrators and teachers to resume their duties and provide emotional support and materials to students.

The flood disaster was overcome successfully by educators in Kuala Krai when two schools in the district were awarded as the best schools in Kelantan for their UPSR 2015 results. The schools were Sekolah Kebangsaan Biak and Sekolah Jenis Kebangsaan Tamil (SJKT) Pasir Gajah, while 25 students of SK Bukit Mertajam Guchil obtained 5As in the UPSR 2015.

“Floods which occurred in December 2014 are not used as an excuse by the schools to not prepare for the exam this year. Although SK Biak was categorised as an under-enrolled school (SKM), the UPSR 2015 achievement was the school’s third achievement in passing all subjects after 2011 and 2013. We have made early preparations to provide ongoing guidance and motivation and we are grateful as these efforts bring good results.”

Mr Ismail bin Yaakob
Headmaster
SK Biak, Kuala Krai, Kelantan



INCREASING ACCESS TO THE INTERNET AND THE VIRTUAL LEARNING ENVIRONMENT

The Ministry launched the 1BestariNet initiative in 2013 to provide high-speed internet access to every school in the country. As of 2015, a total of 6,695 schools were connected to high-speed internet access while 2,245 schools were connected using Asymmetric Digital Subscriber Line (ADSL) or Very Small Aperture Terminal (VSAT) technology. To ensure all schools benefitted from high-speed internet, the Ministry is consistently conducting connectivity-mapping activities to identify potential upgrades from ADSL to 4G technology.

The creation of the Virtual Learning Environment (VLE) through the 1BestariNet initiative continues to enable teachers, students and parents to access online educational materials. In 2015, more than 30,000 content materials were uploaded onto the VLE and as of year-end, the total number of first time logins onto the VLE was over 2.7 million. The percentage of students and teachers that logged onto the VLE was very encouraging at 91.3%.

Through the VLE, teachers are able to build engaging lessons, download and share resources with other teachers; students are able to access learning materials; and parents are able to enhance their children's learning and receive updated news from the school.



ENHANCING EDUCATION DATABASE THROUGH THE INTEGRATION OF MULTIPLE SYSTEMS

The provision of accurate education data continues to be essential in making decisions for policy formulation, planning, development and execution of education programmes.

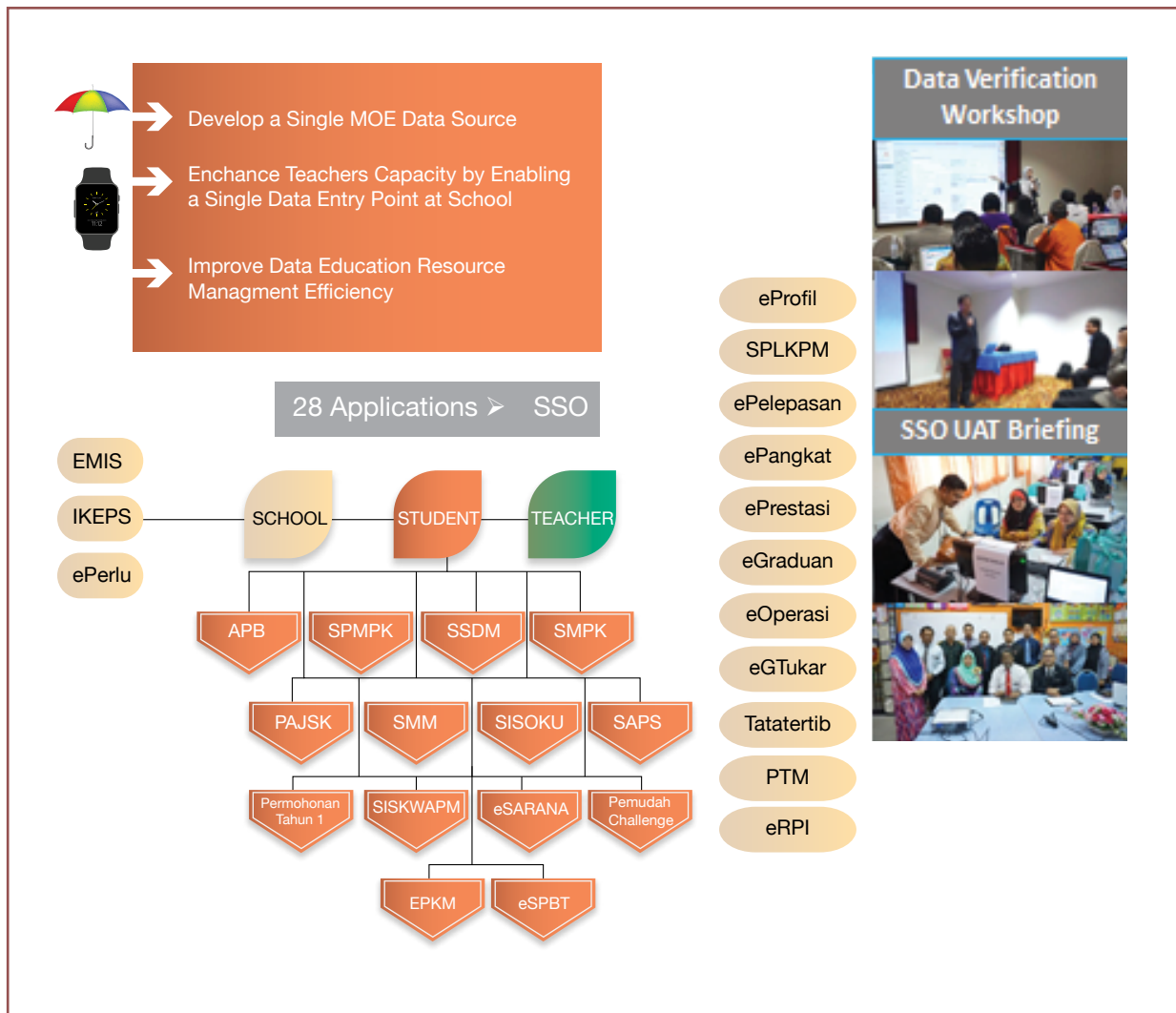
Since 2013, the Ministry has been utilising over 100 applications consisting of school, student and teacher data systems. The numerous systems led to a creation of duplicated information and data inconsistency at Division, JPN and PPD levels, as well as duplication of work for teachers with regard to the process of data entry into multiple systems.

In order to address these issues, the Ministry commenced its first stage of data integration in 2015 where 28 applications were identified for integration. These applications were subsequently integrated and redeveloped into 22 applications (Exhibit 5-2). As a result, 2,097 duplicated fields were eliminated. A Single Sign-On (SSO) facility was also developed and rolled out in December 2015. The SSO allows teachers and school administrators to access multiple relevant applications with one single user ID and password.

A positive outcome from the integration and SSO is the reduction of data entry workload and inconsistencies, as well as an increase in data quality. Greater efficiency in administrative work enables teachers to focus more on teaching and learning in the classroom. This has resulted in greater efficiency in operations, reporting and decision making at the Ministry level. Further integration of the system will continue in 2016.

Exhibit 5-2

Data Integration and Dashboard Enhancement



SUMMARY

In 2015, the Ministry continued to improve its delivery system. Potential leaders who were profiled benefitted from the development programmes and improved their functional and leadership competencies. More school infrastructure were repaired and upgraded to provide a safe, hygienic and conducive environment for learning. Savings on budget were realigned to maximise student outcomes. More schools were connected to high-speed internet, improving the quality of pedagogy and student learning in the classroom. Multiple system databases within the Ministry were integrated, resulting in more streamlined delivery processes.

MALAYSIA EDUCATION BLUEPRINT 2013-2025

**WAVE 1 ACHIEVEMENTS
(2013-2015)**



“Education is a major contributor to the development of our social and economic capital. It inspires creativity and fosters innovation; provides our youth with the necessary skills to be able to compete in the modern labour market; and is a key driver of growth in the economy. And as this Government puts in place measures under the New Economic Model, Economic Transformation Plan and Government Transformation Plan to place Malaysia firmly on the path to development, we must ensure that our education system continues to progress in tandem. By doing so, our country will continue to keep pace in an increasingly competitive global economy”

**Dato' Sri Mohd Najib bin Tun Abdul Razak
Prime Minister of Malaysia
Malaysia Education Blueprint 2013-2025**



The education transformation journey which the Ministry has embarked upon, through the Malaysia Education Blueprint 2013-2025, is complex and extensive. Furthermore, the sheer magnitude of the reach on the ground is a great challenge. As such, the Ministry has sequenced the transformation across three waves. Wave 1 (2013-2015) focused on turning around the system by supporting teachers and focusing on core skills. In Wave 2 (2016-2020), the Ministry aims to accelerate system improvement through structural changes. Once the structure and system are ready, the Ministry aspires to move towards excellence with increased operational flexibility in Wave 3 (2021-2025).

Despite the economic crisis in late 2014 which affected the federal budget and the Ministry's finances for implementing the Blueprint's initiatives, efforts were persevered and Wave 1 showed tremendous achievements.

ACCESS

Building upon the principle of Education for All (EFA) and part of the Millennium Development

Goals (MDG), the Malaysian education system aspires to ensure universal access to children from preschool to the upper secondary level, either through the academic pathway or vocational and technical pathway.

Since the implementation of the Blueprint in 2013, preschool enrolment increased by 4% to 84.6% in 2015 as compared to 80.5% in 2012. In line with the National Key Economic Area (NKEA), the Ministry focused on strengthening the early foundation in education by increasing the enrolment of children aged 4+ and 5+ in private preschools. The Ministry has set an ambitious target to increase the percentage of preschool seats in the private sector from 48% in 2013 to 60% by 2020. As of the end of Wave 1, the percentage stood at 50.8%. With great efforts in strengthening key activities being in place, it is possible to achieve the target by 2020. While the Government continues to ensure a supportive and conducive preschool environment for our children, more involvement and support from private sector is highly encouraged in meeting the demand for preschool. Collaboration with the private sector is crucial to ensure there are sufficient places available to cater to the demands.



Primary school enrolment increased by 2%, from 96% in 2012 to the 98% target set for Wave 1. Over the same period, lower secondary enrolment remained encouraging with an increment of 1.5% from 91% in 2012 to 92.5% at the end of Wave 1. Upper secondary enrolment remained a challenge at 85% in 2015. Every effort is being made to increase upper secondary enrolment rate to achieve universal target in 2020.

In transforming vocational education, the enrolment of students aged 16+ in Technical and Vocational Education and Training (TVET) increased to 5.3% in 2015 compared to 4% in 2012. To support the Government agenda for skilled workers, the

Ministry has put in place various programmes to drive enrolment of TVET to 20% by 2020.

While access to primary education in Malaysia is at universal level, efforts need to be intensified for preschool and upper secondary education. The importance of preschool education cannot be underestimated as it builds the foundation in basic literacy and numeracy, as well as serves as a preparation into primary education. Similarly, greater effort should also be focused on increasing upper secondary enrolment in order to ensure students acquire the necessary qualifications to further their study or to transition to workplace. In summary, the overall KPI achievement for access is 96.8%, meeting all of the main KPIs in Wave 1.

Summary of Achievement for Wave 1

ACCESS

LEGEND

>90%

≥51-89%

The colour indicates the KPI achievement against yearly target
Achievement Score = achievement in 2015 / Wave 1 Target

No	KPI	Wave 1 Target	Actual Achievement			Achievement Score	Wave 2 Target
			2013	2014	2015		
1	Percentage of national pre-school enrolment for 4+ and 5+ (public and private)	92%	81.70%	84.20%	84.63%	92%	Universal
2	Percentage of private preschool enrolment for 4+ and 5+	50%	47.98%	50.58%	50.75%	102%	58%
3	Percentage of primary school enrolment	98%	94.37%	97.90%	98.00%	100%	Universal
4	Percentage of lower secondary school enrolment	95%	93.53%	92.50%	92.45%	97%	Universal
5	Percentage of upper secondary school enrolment	90%	84.44%	86.40%	84.95%	94%	Universal
6	Percentage of 16+ enrolment in Technical and Vocational Education and Training (TVET)	5.5% ¹	4.60%	5.18%	5.29%	96%	20%

Note: ¹Wave 1 target for #6 (TVET) was reduced from 10% to 5.5% due to financial constraint in providing seats from the private sector as agreed in the Mid-Year Review 2015.

QUALITY

The Ministry aspires Malaysia education system to be among the top third countries globally in international assessments such as Programme for International Student Assessment (PISA) and Trends in International Mathematics and Science Study (TIMSS), in 15 years. To obtain this global recognition, Malaysian students must be equipped with the four Rs (Reading, wRiting, aRithmetic, and Reasoning) and understanding as well as retaining knowledge. For Malaysia's young generation to thrive in the globalised economy, education should emphasise the development of Critical Thinking, Communication, Collaboration and Creativity (4Cs). These skills are fast proven to be the required skills for the current and future workforce.

One of the efforts to cultivate higher cognitive skills was through the integration of Higher Order Thinking Skills (HOTS) into the teaching and learning processes. UPSR and SPM, the two national examinations, have been revised to incorporate more HOTS items since 2013. By 2015, the percentage of HOTS items had increased to 20% compared to 10% in 2013.

Apart from the ability to extrapolate, and to apply knowledge creatively in novel and unfamiliar environment, students should also be proficient in national and international languages to be able to thrive in tomorrow's economy and globalised world. In line with this vision, the Ministry has introduced various initiatives and programmes for both students and teachers. English language literacy was introduced in 2013 as part of the expansion of the Literacy and Numeracy Screening (LINUS) which has covered Bahasa Melayu and Numeracy since 2010. The programme has yielded excellent results with the first cohort achieving 31% improvement from an English language literacy baseline of 63.3% in 2013 to 94.1% in 2015. The Ministry provided remedial English language training to the English language teachers to enable them to play a dual role, as a mainstream English language teacher and as a remedial teacher. FasiLINUS were also trained as facilitators in the training and coaching of teachers. In Wave 1, a total of 23,250 English language teachers and 327 FasiLINUS benefitted from this training.

At the secondary level, 1,191 schools were identified as 'hotspot' schools with performance



in the English Language SPM paper below the national average. As an effort to improve the English Language performance of these schools, the Ministry introduced the English Enhancement Programme which included additional support through training and coaching by School Improvement Specialist Coaches (SISC+). In 2014, 106 SISC+ were trained on differentiated teaching and learning strategies and were tasked to guide teachers in enhancing teaching and learning. As a result, among the hotspot schools, 621 schools improved and 128 schools performed better than the national average in SPM English Language paper in 2015

Recognising the importance of adequate and proficient English Language teachers in the

classroom, the Professional Upskilling of English Language Teachers (ProELT) programme was designed to improve language proficiency and pedagogical skills of teachers. The achievements have been consistent in which more than 90% of teachers with B1 proficiency and 40% of teachers with B2 proficiency have moved at least one band up based on the Common European Framework of References for Languages (CEFR) through the Aptis Test conducted in 2014 and 2015. Thus, the programme has proven useful to improve English Language teachers' proficiency.

Having quality teacher trainees is vital to ensure the Ministry has an excellent supply of teachers to educate the students. In view of this, the Ministry has set stringent criteria for its Bachelor



of Education Programme with 90% of the intake in 2013 from among those with at least 5As in their SPM. In 2015, 99.1% or almost 100% of the intake achieved a minimum of 5As in SPM. In fact, 20.9% of them had obtained at least 9As. This achievement met the target, which states teacher trainees should be from among the top 30% of the graduating class.

A principal with high leadership qualities and an effective leadership team is vital to provide instructional leadership as well as drive overall school performance. To ensure that the best candidates are selected, the Ministry has made the National Professional Qualification for Educational Leaders (NPQEL), a certificate which is regarded as a quality standard, as a prerequisite for principal

and head teacher positions since 2013. In 2014, a total of 1,020 candidates obtained the NPQEL certification, of which 63% attained a Cumulative Grade Point Average (CGPA) of 3.75 and above. An additional 1,321 candidates were trained in 2015 in which 43.7% achieved a CGPA of 3.75 and above. This gives the assurance only high quality leaders will fill up the vacant leadership positions.

Availability of a pool of potential school leaders and an efficient succession plan are crucial in ensuring timely placement of leadership positions. To help address the issue of vacant leadership positions, a new selection criterion for principals and head teachers based on merit and qualification was introduced in 2013 and fully implemented in 2014. In 2015, the percentage of head teacher positions filled upon vacancy was 99.1% compared to 98.8% in 2014. With this effort, the Ministry also improved on the average placement rate of head teachers from 88.1 days to 9.5 days.

The Ministry recognises the role of the private sector in driving greater efficiency in service delivery. While the private sector cannot replace the public system, it can act as a useful supplement to enhance public sector's initiatives especially in the improvement of niche areas. Trust School Programme piloted in 2010 is one of the Public Private Partnership (PPP) programmes which aim for innovations in public school curriculum, teaching and learning, as well as overall school management. The programme was expanded to a total of 62 schools in 2015 compared to 13 schools in 2013.

Ensuring school performance improves year on year is an important agenda for the Ministry. It is vital to ensure the performance measurement includes all aspects of the school and not merely academic achievement. The indicator which is

closely associated with the quality of public school is the overall school performance measured by a composite score from Band 1 to Band 7 (Band 1 being the highest performing and Band 7 the lowest performing). The percentage of schools in Band 1 and 2 increased from 31.0% in 2013 to 39.9% in 2015. At the other end of the spectrum, the percentage of schools in Band 6 and 7 increased to 2.0% in 2015 compared to 1.4% in 2013.

The Ministry recognises the significant role played by parents and community in providing support to help improve student outcomes and creating a learning community. The Parent Engagement Toolkit (Sarana Ibu Bapa) acts as a guide for parents to actively support their children's learning in school and at home. In 2015, the data recorded in e-Sarana across 6 activities (Registration Day, Performance Target Setting Day, Annual Parent Teacher Association Meeting, Report Card Day, Sports Day and Prize Giving Day) indicated that the national average of parents' attendance across the activities increased by 17% to 74% compared to 57% in 2014. Active participation of parents and community must be sustained to ensure learning happens beyond the school walls, making families crucial partners in improving children learning outcomes.

While Malaysia has received many notable achievements and recognitions, efforts to improve the education system to be comparable to other high-performing education systems must be intensified. The aspiration to move Malaysia from bottom third to top third of countries on international assessments by 2025 should continue to be the goal for the education transformation. Achieving this objective will profile Malaysia as one of the fastest-improving systems in the world. In summary, the overall KPI achievement for quality is 92.3% in which 10 out of the 12 main KPIs achieved the Wave 1 Target.

Summary of Achievement for Wave 1

QUALITY

LEGEND

>90%	≥51-89%	<50%
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The colour indicates the KPI achievement against yearly target
Achievement Score = achievement in 2015 / Wave 1 Target

No	KPI	Wave 1 Target	Actual Achievement			Achievement Score	Wave 2 Target
			2013	2014	2015		
1	Percentage of English language Literacy (Year 3)	90% ¹	63.30%	78.30%	94.11%	104%	100%
2	Percentage of BM Literacy (Year 3)	100%	99.10%	98.70%	98.68%	98%	100%
3	Percentage of Numeracy (Year 3)	100%	99.30%	98.90%	99.13%	99%	100%
4	Percentage of HOTS-based components in UPSR	20% ²	10%	20%	20%	100%	40%
5	Percentage of HOTS based components in SPM	20% ²	10%	20%	20%	100%	50%
6	Percentage of option-English teachers trained in ProELT improving by at least 1 CEFR band from: a) B1: b) B2:	a) 85% b) 50%	N/A	a) 90.80% b) 42.17%	a) 87.42% b) 42.04%	93%	a) 85% b) 50%
7	Intake of trainees into the Institute of Teacher Education for its Bachelor of Education Programme	Top 30% in SPM	90.00%	98.70%	99.10%	99%	Top 30% in SPM
8	Percentage of head teachers positions filled	100%	N/A	98.80%	99.10%	99%	100%
9	Percentage of teachers obtained CGPA of 3.75 and above in NPQEL	65%	N/A	63.00%	43.70%	67%	65%
10	Number of Trust School	60 (cumulative)	13	30	62	103%	140
11	Percentage of Schools in Band 1 and 2	37%	31.03%	36.83%	39.89%	105%	50%
12	Percentage of Schools in Band 6 and 7	0.8%	1.39%	0.95%	1.99%	40%	0%

Note :

¹Wave 1 target for #1 was reduced from 100% to 90% as per decision from Delivery Taskforce Meeting and the Mid-Year Review 2015.

²Wave 1 Target for #4 and 5 were set to 20% to strengthen understanding of teachers and students regarding HOTS components.

EQUITY

The Ministry is responsible for ensuring all students receive equal opportunities in education, regardless of socio-economic background, capabilities and needs. 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 knowledge, skills and values required to be useful citizens of the future.

In Wave 1, the Ministry focused on efforts to narrow the performance gap between urban - rural schools by 25% from the baseline in 2012. A focused-based initiative targeted for the state and district is the District Transformation Programme (DTP). It was piloted in Kedah and Sabah in 2013 to address the issue of performance. Based on the significant progress shown by the pilot states, the Ministry rolled out DTP to all districts nationwide in 2014 focusing on 5 priority states with lowest performance: Kedah, Perak, Perlis, Sabah and Sarawak. After three years, in 2015, the urban-rural

achievement gap significantly reduced by 31.6% at the UPSR level and 18% at SPM level.

In upholding equity in education, the Ministry is committed to raising the quality of special education programmes. Part of the effort is to increase the proportion of students in inclusive education in mainstream classrooms. As such, enrolment of students with Special Education Needs (SEN) in Inclusive Education Programme (Program Pendidikan Inklusif, PPI) was introduced as a Key Performance Indicator (KPI). By the end of 2015, the Ministry has more than tripled the enrolment. Currently, 23.2% of students with SEN study alongside mainstream students as compared to 7.5% in 2012.

The Ministry also caters for indigenous and other minority students like Orang Asli and Pribumi to ensure every Malaysian child receives a high quality education which is relevant to their needs. The Ministry strives to ensure Orang Asli students are enrolled in schools, attend schools, and complete their primary and secondary education.



As a result, the enrolment of Orang Asli students from preschool to Form 6 has steadily increased to 40,676 students in 2015. This is a 4.6% increase from 2012 or an additional 1,805 Orang Asli children receiving education. With the support and intervention measures provided by the Ministry, the attendance rate has also steadily improved from 76.7% in 2013 to 79.1% in 2015. The transition rate among Orang Asli students from primary to secondary level is also encouraging with an increase from 74% in 2012 to 79% in 2015.

Equity was a success story for the Ministry in Wave 1 as the goal to reduce 25% of urban-rural

achievement gap in UPSR was achieved. The bar has been raised for Wave 2 in which the Ministry aspires to reduce the socio-economic, urban-rural and gender achievement gaps by half in student outcomes by 2020. The reduction of the socio-economic and urban-rural gap is expected to also impact achievement gaps between states and school types. Achieving this reduction would make Malaysia one of the more equitable systems in the world. In summary, the overall KPI achievement for equity is 87% in which two out of the four main KPIs achieved the Wave 1 Target.

Summary of Achievement for Wave 1

EQUITY

LEGEND

>90%

≥51-89%

The colour indicates the KPI achievement against yearly target
Achievement Score = achievement in 2015 / Wave 1 Target

No	KPI	Wave 1 Target	Actual Achievement			Achievement Score	Wave 2 Target
			2013	2014	2015		
1	Percentage reduction in urban-rural gap in UPSR	25%	4.75 (baseline)	4.25 (11% reduction)	3.25 (31% reduction)	100%	50%
2	Percentage reduction in urban-rural gap in SPM	25%	6.67	6.11 (10% reduction)	5.56 (18% reduction)	72%	50%
3	Percentage enrolment of SEN students in inclusive education programme	30%	9.60%	18.40%	23.24%	77%	55%
4	Percentage of average attendance rate in Orang Asli Schools	80%	76.70%	78.80%	79.11%	99%	Universal
5	Transition rate among Orang Asli from primary to secondary	N/A	75%	78%	79%	N/A	N/A

UNITY

The Ministry continued to promote greater unity among students throughout Wave 1 to enable Malaysian children to appreciate shared experiences and values by embracing diversity.

In 2014, a total of 20,916 school administrators attended the RIMUP roadshows across 16 states to understand various approaches in fostering unity in schools. Observations by the Schools Inspectorate and Quality Assurance (*Jemaah Nazir dan Jaminan Kualiti*, JNJK) in 78 urban and rural schools with multi-racial student composition, showed positive outcomes with 87.2% or 68 schools demonstrating inter-racial student interactions during lessons, co-curricular activities and physical education classes.

A handbook on Strengthening Unity Through Islamic Education and Moral Education was produced by the Ministry in 2015 to provide guidance for teachers on incorporating activities and approaches which foster greater unity among students. A total of 10 schools, comprising five primary and five secondary schools, were involved in the pilot. Findings from the pilot study showed teachers who implemented the proposed activities in the handbook were able to apply all three unity constructs, which were learning to accept, respect and manage diversity

Through collaboration with the Institute of Strategic and International Studies (ISIS), *Jabatan Perpaduan Negara dan Integrasi Nasional* (JPNIN) and public higher education institutions, the



Ministry successfully developed the instrument for measuring Unity Index in Wave 1. The instrument was used to establish the baseline for unity level in schools. A pilot study was conducted in 2014 across 136 primary schools and 175 secondary schools, involving 4,467 teachers and 4,639 students. The

findings showed the level of unity is at medium to high across all 10 values (openness, tolerance, cooperation, trust, politeness, appreciation, care of others, fairness, trustworthiness and rationality). Although the findings can be considered satisfactory, greater effort is required to raise unity to a higher level.

Wave 1 has seen a reasonable success for the unity aspiration. With all the data and feedback obtained, the Ministry is in a stronger position to identify areas requiring greater attention and intervention to enhance unity in schools. Ultimately, the interaction should become natural and the level of integration can be improved and sustained. Notwithstanding the Unity KPI achievement is

100% in Wave 1, the real inculcation of unity is relatively complex given the integration process also takes place beyond the classroom and school boundary. Hence, the Malaysian public in general has to play a significant role in advocating unity to complement the efforts being made within the education system.

Summary of Achievement for Wave 1

UNITY

LEGEND

>90%

≥51-89%

The colour indicates the KPI achievement against yearly target
Achievement Score = achievement in 2015 / Wave 1 Target

No	KPI	Wave 1 Target	Actual Achievement			Achievement Score	Wave 2 Target
			2013	2014	2015		
1	Handbook on Strengthening Unity through Islamic Education and Moral Education in Curriculum	100%	N/A	N/A	100%	100%	Widespread rollout to other schools
2	Development of instrument for Unity Index	100%	N/A	100% (Research report)	100% (Instrument development)	100%	Tracking and measuring progress in national unity among students
3	Percentage of clustered schools from selected states, implemented RIMUP activity	30%	20%	N/A	30%	100%	All schools to participate in at least 2 inter-school activities per year

EFFICIENCY

Education has always been the utmost priority to the Government. This is evident by the largest allocation of budget given to the Ministry among all other ministries year on year. In 2015, a total of RM40.2 billion was allocated for the Ministry to implement and strengthen various teaching and learning programmes, a testament of the Government's commitment in accelerating academic achievement, competencies, skills and values of students as envisaged in the Blueprint.

The Ministry successfully adopted the principle of Outcome Based Budgeting (OBB) in Wave 1 to ensure prudent and efficient management of finances. Up to 25% of the Ministry's non-employment budget has been realigned, reprioritised and redistributed to activities or programmes with greater impact to student outcomes such as enhancing student safety and security, improving English language acquisition through various programmes, improving student well-being via upskilling of Physical Education teachers, and

transforming schools through empowering local expertise.

In strengthening the capabilities of key leadership positions at JPN and PPD, the Ministry profiled key leaders and rolled out the Accelerated Leadership Development (ALD) and Supervised Project Development Programme (SPDP). In 2015, 122 officers successfully completed ALD and another 72 officers completed SPDP. With the expected full implementation of the Ministry's restructuring plan in Wave 2, the Ministry will have more capable and committed individuals in place at all levels of the organisation. This move is critical to drive the policies and the transformation programmes as aspired by the Ministry.

Wave 1 also witnessed the successful implementation of Data Integration initiative involving 28 selected systems. Six of the systems were combined, resulting in the integration of the remaining 22 systems for optimal usage. Single Sign-On (SSO) function was also implemented to allow users to access the systems with a single





user ID and password. This initiative promoted significant improvement in work efficiency, particularly in data entries, and more importantly, it enhanced the Ministry's data accuracy as it resulted in a single education data source for faster and better informed decision making at all levels.

In providing a safe, hygienic and conducive environment for teaching and learning, the Ministry invested heavily on basic infrastructure in schools. Throughout Wave 1, a total of 10,464 upgrading and maintenance projects were completed amounting to RM853 million. Whilst a great amount has been invested in Wave 1, the Ministry will still continue to develop practical measures for facilities and equipment upgrades or repairs across schools to support evolving learning requirements for students over time.

To fast track learning and overcome education challenges in the 21st century, the Ministry believes ICT is an essential enabling tool which will enhance student access to knowledge. The implementation of 1BestariNet is to provide high-speed internet connectivity and access to world-class integrated

learning solutions. The creation of the Virtual Learning Environment (VLE) enabled teachers to share educational materials, online assignments, learning sites and digital textbooks with students. As of 2015, a total of 6,695 schools were connected with high speed wireless 4G technology and 2,245 schools were connected via Asymmetrical Digital Subscriber Line (ADSL) or Very Small Aperture Terminal (VSAT) technology. Efforts are ongoing to extend and upgrade high speed 4G internet to more schools with cooperation from state governments, school management boards, local communities and various stakeholders. Efforts are also made to incorporate more features in the VLE to enhance user friendliness based on the users' feedback.

As the Ministry strives towards delivering the education system aspirations, and in line with the cost saving measures promoted by the Government, the Ministry will continue to ensure programmes are implemented effectively and will contribute towards maximising student outcomes. Overall, the KPI achievement for efficiency is 100% in meeting all the main KPIs for Wave 1.

Summary of Achievement for Wave 1

EFFICIENCY

LEGEND

>90%

≥51-89%

The colour indicates the KPI achievement against yearly target
 Achievement Score = achievement in 2015 / Wave 1 Target

No	KPI	Wave 1 Target	Actual Achievement			Achievement Score	Wave 2 Target
			2013	2014	2015		
1	Percentage of non-emolument budget realign and redistribute to programmes/activities impacting student outcomes	25%	N/A	23%	29%	116%	Build on OBB process to strengthen financial budgeting
2	Developing leadership competency of senior officers in the Ministry, JPN & PPD	50%	N/A	100% (profiling)	100% (completed training)	100%	Rolling out structural changes to accelerate system improvement
3	Integrated and centralised education system with single user ID and password	98%	N/A	N/A	28 Systems integrated	100%	Creating a single, integrated dashboard for timely and quick analysis
4	Percentage completion of repairs and upgrades work to meet basic infrastructure standard	95%	100% (1693 projects)	100% (2405 projects)	100% (6366 projects)	100%	Ensure schools are properly equipped to support the enhanced curriculum and pedagogical delivery
5	Number of schools connected with high speed internet broadband (4-10Mbps)	6690	6394	6623	6695	100%	Transforming ICT usage in classroom via innovations

AUDIT

Shift 11 of the Blueprint advocates transparency and accountability. The shift aims to engage and communicate more with the public about the progress of initiatives being undertaken and the results delivered. The objective is achieved through the publication of the Blueprint Annual Report. The Annual Report has been produced year on year since the first year of the Blueprint implementation in 2013, then 2014 and 2015, which marked the end of Wave 1. This proves the Ministry strong commitment to stakeholders who are involved and impacted by the transformation.

As 2015 is the final year for Wave 1, the Ministry appointed an independent external auditor to assess the implementation and key achievements of initiatives from 2013 to 2015. The audit is vital to ensure the Ministry remains intact with the transformation agenda and reflects the true achievements of the programmes implemented. Similar to the practice in the Government

Transformation Programme (GTP), the results are validated based on a set of Agreed-Upon Procedures (AUP), namely a set of specific tests and procedures agreed by both parties. The AUP is applied to a sample taken from each KPI and checked against guidelines, methodologies and formulae developed during the planning workshop. This AUP is developed to provide assurance that the information in the report is credible and valid.

The Ministry will implement relevant and practical recommendations based on the audit report to strengthen the delivery and overcome any shortfalls during Wave 1. Despite the economic challenges, the Ministry will continue to strive for excellence to increase student outcomes. Periodical audit will also be conducted along Wave 2 and Wave 3 to provide assurance to the Ministry and the public on the achievements of the transformation journey and, in turn, provide some insights as to how well the programmes are being executed and monitored.

MALAYSIA EDUCATION BLUEPRINT 2013-2025

MOVING FORWARD: WAVE 2 (2016-2020)



“The Malaysia Education Blueprint (MEB) is entering Wave 2 of its implementation in 2016. The focus will be to introduce structural changes while accelerating the improvements made during Wave 1.”



Actions have been taken to prioritise critical initiatives based on the targets set in the Blueprint. Challenges have been identified for immediate steps to be taken to overcome them. Surveys have been conducted to gauge our strengths and weaknesses in delivery and to identify the success factors needed for the implementation of the Blueprint initiatives in Wave 2.

The Ministry ensures the initiatives designed for Wave 2 are inclusive and can lead to desirable benefits for each stakeholder group; students, teachers, school leaders, parents, community and the private sector. In turn, it requires the stakeholders to provide full support and play their role and responsibilities to ensure the effective and sustainable delivery of the initiatives.

WHAT WILL STUDENTS EXPERIENCE IN WAVE 2?

Students have always been the main focus throughout the execution of the Blueprint. Hence, the Ministry will intensify its efforts to ensure students acquire relevant knowledge, skills and values through the revised curriculum, more competent teachers and the utilisation of ICT.

- Students will learn through a revised primary curriculum and a new secondary curriculum. The curriculum is benchmarked against high-performing education systems such as Singapore and United Kingdom as well as the TIMSS and PISA curriculum framework. The curriculum is in the final stages of preparation and will be implemented early 2017.
- In 2016, students will be exposed to more elements of Higher Order Thinking Skills (HOTS) in their learning process. Students will be able to apply their knowledge and skills to create values in reasoning and reflection, to solve problems, make decisions, be creative and innovative. Students will also be exposed to more HOTS items in public examinations. There will be an increase of 25% of HOTS items in *Ujian Penilaian Sekolah Rendah* (UPSR) and *Sijil Pelajaran Malaysia* (SPM).
- Students with Special Education Needs (SEN) will continue to receive the Ministry's attention. More SEN students will be able to interact and socialise with mainstream students through the Inclusive Education Programme



(*Program Pendidikan Inklusif, PPI*). Their participation is expected to increase to 35% from 23% in Wave 1 from preschool to secondary level in the Inclusive Education Programme.

- Students from the Orang Asli community will receive more support to ensure their attendance in school achieve at least 82%. More Orang Asli students will be able to transition from primary to secondary level and complete nine years of schooling with the addition of new K9 schools. The Orang Asli parents will be more supportive of their children's education through the improved *Kelas Dewasa Ibu Bapa Orang Asli Pribumi* (KEDAP) targeted to improve literacy and raise awareness on the importance of education for their future generations.
- Students will enjoy more inquiry-based learning in Science, Technology, Engineering and Mathematics (STEM) through hands-on approach and the enhancement of practical sessions with more enquiry-based learning. Students will also be able to utilise Blended Learning Open Source for Science or Mathematics Studies (BLOSSOMS) in an engaging learning environment which allows students to learn at their own pace and learning styles.
- Students will be able to access more materials in the Virtual Learning Environment (VLE) as the Ministry will develop 12,000 learning materials and websites which will be uploaded onto the VLE. One million students will at least have one lesson using VLE in a week in 2016.
- Students command of Bahasa Melayu will be greatly improved through the development of the Bahasa Melayu Standard Framework and the Bahasa Melayu Education Roadmap, enhanced curriculum, assessment and co-curriculum, more competent teachers and greater involvement from the community. The planning for these improvements will take place in 2016.
- Students command of the English language will be enhanced through greater exposure to the language in school with the increase in contact hours. More students will have the options to participate in the Dual Language Programme (DLP) and Highly Immersive Programme (HIP). In addition, students will be taught by more proficient English language teachers with at least a C1 proficiency level based on the Common European Framework of References for Languages (CEFR).



HOW WILL THE QUALITY OF TEACHERS AND SCHOOL LEADERS BE IMPROVED IN WAVE 2?

The Ministry will increase its efforts to uphold quality of the teaching profession by enhancing teacher training, improving work environment and strengthening career pathways.

- Aspiring teachers will be able to experience enhanced teacher training through the transformation of IPGs which will include cutting edge learning environments at par with higher learning institutions, highly qualified lecturers with PhD qualifications and an intensified research-based culture.

- Aspiring teachers will experience improved practical sessions to effectively manage teaching and learning in the classroom with greater coaching and guidance from supervisors through increased number of practicum observations.
- Aspiring English language teachers must have the minimum proficiency of C1 based on the CEFR to enter the teaching profession. This criterion will be formulated and circulated in 2016 to ensure new teachers appointed into the system meet the English proficiency standard.
- Teachers and school leaders will receive on-site training support to enhance school performance. Trained School Improvement Specialist Coaches (SISC+) and School



Improvement Partners (SIPartners+) will be deployed to provide continuous support and coaching to teachers and school leaders in our effort to improve the quality of teaching and learning, as well as ensuring more efficient and dynamic school management.

- Teachers will have a choice in determining their career pathway in the teaching profession. The

new teacher career pathway comprises the three tracks: Leadership, Teaching and Learning and Subject Matter Expert. The introduction of the new career pathway is in tandem with the development of a comprehensive professional development master plan to raise the competency of teachers to enable fast-tracking and career progression based on performance.

- All teachers in Malaysia will be registered and given certification of proof of practice. The registration will allow the Ministry to ensure that only qualified teachers are in the system. This is in line with the practice of other professional bodies.
- Teachers will experience more seamless school leadership transitions. Vacancy in head teacher positions will be proactively identified and replacement will be expedited. This will avoid interruptions in school management and administration.



HOW WILL THE TRANSFORMATION ENHANCE THE MINISTRY'S DELIVERY CAPACITY AND CAPABILITIES?

- The Ministry will undergo transformation to accommodate the impactful changes in the education system:
 - ◆ Core divisions will be strengthened while federal, state and district roles will be streamlined and aligned to improve capacity and capabilities in delivery to become more efficient.
 - ◆ The organisational restructuring of the Ministry is expected to commence in 2016 upon the approval of the central agency and will be implemented in phases over the period of 3 to 5 years.
- ◆ The competencies of officers at district, state and federal levels will be enhanced to meet the needs of their future roles. A Talent Council has been set up to ensure the Ministry has a talent pool of strong and able leaders to be deployed at any level, and at any point in time.
- Information on the revised Standard Curriculum for Primary School (*Kurikulum Standard Sekolah Rendah*, KSSR) and new Curriculum for Secondary School (*Kurikulum Standard Sekolah Menengah*, KSSM) will be disseminated at various levels to ensure full understanding

among stakeholders. The new curriculum which will be ready for delivery in 2017 focuses on more student-centred and differentiated teaching, problem-based and project-based work, streamlined subject and themes and formative assessments.

- The Ministry will conduct a lab to develop a strategic plan to uphold the sovereignty of bahasa Melayu. The lab will establish a Bahasa Melayu Standard Framework and Bahasa Melayu Education Roadmap which will be used to increase the competency in the language throughout the education system.
- The Ministry will revise the current standard for Quality Education in Malaysia (*Standard Kualiti Pendidikan Malaysia, SKPM*), a self-assessment instrument to holistically assess a school. The new instrument will allow the school administrators to continuously work on the improvement to address the gaps identified. The revised instrument will integrate the existing assessment instruments in the Ministry to avoid redundancy, thus increasing efficiency.
- The Ministry will continue to improve the infrastructure in schools. A standard guideline to assess infrastructure will be prepared in 2016. The Educational Management Information System (EMIS) will be enhanced to allow for more efficient infrastructure data to be collected and verified. Elements of *Sistem Pengurusan Aset Tak Alih (mySPATA)* and EMIS will be integrated to eliminate redundancy in data entry. Reliable data will enable targeted infrastructure improvement to be done thus optimising the Ministry's expenditure.



HOW CAN PARENTS AND COMMUNITY CONTRIBUTE TO THE SUCCESS OF THE BLUEPRINT IN WAVE 2?

The success of the Blueprint depends on the contribution, cooperation and collaboration of all stakeholders. Knowledge, skills and values acquired in school should be sustained and enhanced by parents and community within and outside the school through a learning community.

- Parent and Teacher Associations (*Persatuan Ibu Bapa dan Guru*, PIBG) will be able to contribute actively in providing valuable feedback towards the improvement of schools. Active participation through the Parental and Community Involvement (*Pelibatan Ibu Bapa Komuniti*, PIBK) initiative will allow parents to be involved in the development of their children. Parents are expected to be more involved with the school community through the Parents Support Group (*Kumpulan Sokongan Ibu Bapa*, KSIB) which promotes interaction and sharing of knowledge for the benefit of their children. Parents can also participate in programmes such as Parents Supporting other Parents to share useful experiences in developing their children's educational growth.
- Whilst the Ministry will be conducting a lab to develop a Unity Roadmap in 2016, parents and community must also play their roles to inculcate and instil the understanding and value of unity amongst students outside the school environment.
- Community and Private Sectors will get clear guidelines on ways to contribute to schools with the development of *Garis Panduan Sekolah Milik Masyarakat* (GPSMM). The document would be the reference point to assist sponsors in channelling their support to schools and the Ministry.
- Public-Private Partnership (PPP) at schools will be enhanced by:
 - ◆ Engaging a more proactive approach to seek and encourage private sector involvement such as having outreach programmes
 - ◆ Creating a baseline database at JPN and PPD to identify and better coordinate the various partnerships
 - ◆ Implementing Community Support for School Teachers initiative by leveraging on the existing National Blue Ocean Strategy (NBOS) initiatives
 - ◆ Increasing the number of schools under the School Adoption Programme to 54, and Trust Schools to 82 schools in 2016.

In Wave 1 the Ministry focused on strengthening the foundations of the system by improving core skills focusing on teacher and school leadership. The challenges in implementing the Blueprint have taught the Ministry some valuable lessons in accelerating the pace of change in Wave 2. Six key success factors were identified:

Key Success Factors for WAVE 2

Uphold and embody the Blueprint	Implementation of all the initiatives and programmes has to be in line with the focus areas of the Blueprint and towards student outcomes
Strengthen and ensure effective communication	Cooperation among divisions should be strengthened to accelerate the education transformation. The Ministry needs to improve on the communication with the public and all the stakeholders (i.e. awareness of the Wave 1 achievement)
Focus on the outcomes based on KPIs	Leverage on the successes of initiatives in Wave 1 and focus on the KPIs based on outcomes to accelerate the transformation of Wave 2
Strengthen Programme Management Discipline	Instil greater sense of urgency and speedier delivery of the outcomes for the initiatives
Uphold Solutions Oriented Approach	Promotes out-of-the-box solutions which leads to new ideas and approaches in solving various issues
In-depth Planning and Prudent Spending	Overcome financial challenges with in-depth planning of activities with prudent spending. It is of utmost importance to believe transformation can happen within current and limited budget.

SUMMARY

Wave 2 of the Blueprint will introduce more structural changes to accelerate the pace of change. Concerted and cohesive efforts from all levels of the Ministry, JPNs, PPDs, schools and all stakeholders are crucial to accelerate the structural changes in the Blueprint. Only with concerted effort and participation from everyone can we be successful in this transformation journey.

GLOSSARY

1BestariNet	A project to equip all public schools in Malaysia with high-speed 4G internet and a VLE
3R	Reading, writing, arithmetic
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 of Reference for Languages
CGPA	Cumulative Grade Point Average
CPD	Continuous Professional Development
DLP	Dual Language Programme
DTP	District Transformation Programme
DVM	Diploma Vokasional Malaysia or Vocational Diploma of Malaysia
ECCE	Early Childhood Care & Education
EMIS	Educational Management Information System
e-Sarana	An on-line system to measure parents involvement in six activities organised by schools
FasiLINUS	Fasilitator Program Literasi dan Numerasi or Literacy and Numeracy Screening Programme Facilitator
GPS	Gred Purata Sekolah or School Grade Point Average
GPSMM	Garis Panduan Sekolah Milik Masyarakat
HIP	Highly Immersive Programme
HOTS	Higher Order Thinking Skills
IAB	Institut Aminuddin Baki
ICT	Information and Communication Technology
ILKA	Institut Latihan Kemahiran Awam or Public Skills Training Institute
ILKS	Institut Latihan Kemahiran Swasta or Private Skills Training Institute
IMPak	Instrumen Menentu Penempatan Murid Berkeperluan Khas or Special Education Needs Placement Instrument
IPG	Institut Pendidikan Guru or Institute of Teacher Education
IPGK	Institut Pendidikan Guru Kampus or Institute of Teacher Education (Campus)
IPGKPT	Institut Pendidikan Guru Kampus Pendidikan Teknik or Institute of Teacher Education – Technical Education Campus
IQ	Intelligence Quotient

JNJK	Jemaah Nazir dan Jaminan Kualiti or The Schools Inspectorate and Quality Assurance
JPN	Jabatan Pendidikan Negeri or State Education Office
JPNIN	Jabatan Perpaduan Negara dan Integrasi Nasional or Department of National Unity and Integration
J-Qaf	Jawi, Quraan, Arab dan Fardu Ain
HOTS	Higher Order Thinking Skills
K9	Comprehensive Special Model School
KBD	Kurikulum Bersepadu Dini or Integrated Dini Curriculum
KBT	Kurikulum Bersepadu Tahfiz or Integrated Tahfiz Curriculum
KEDAP	Kelas Dewasa Orang Asli dan Peribumi
KiDT	Kursus i-THINK Dalam Talian or i-THINK Online Course
KPI	Key Performance Indicator
KSIB	Kumpulan Sokongan Ibu Bapa or Parents Support Group
KSSM	Standard Curriculum for Secondary School
KSSR	Standard Curriculum for Primary school
KV	Kolej Vokasional or Vocational College
LINUS	Literacy and Numeracy Screening Programme
LNPT	Laporan Nilai Prestasi Tahunan
MBMMBI	Dasar Memartabatkan Bahasa Melayu dan Bahasa Inggeris
MEB	Malaysia Education Blueprint 2013-2025
MOE	Ministry of Education
mySPATA	Sistem Pengurusan Aset Tak Alih
NASOM	National Autistic Society of Malaysia
NBOS	National Blue Ocean Strategy
NKEA	National Key Economic Area
NKRA	National Key Result Area
NPQEL	National Professional Qualification for Educational Leaders
NPQS	National Preschool Quality Standard
OBB	Outcome Based Budgeting
PADU	Education Performance and Delivery Unit
PAJSK	Pentaksiran Aktiviti Jasmani, Sukan dan Kokurikulum
PAV	Pendidikan Asas Vokasional or Basic Vocational Education
PBS	Pentaksiran Berasaskan Sekolah or School Based Assessment
PdP	Pengajaran dan Pembelajaran or Teaching & Learning

PIBG	Persatuan Ibu Bapa dan Guru
PIBK	Pelibatan Ibu Bapa Komuniti or Parental Community Involvement
PILL	Pelan Intervensi Lima Langkah or Five Step Intervention Plan
PISA	Programme for International Students Assessment
PISMP	Program Ijazah Sarjana Muda Pendidikan or Bachelor's Degree in Education programme
PLC	Professional Learning Community
PMR	Penilaian Menengah Rendah or Lower Secondary Assessment
PNGK	Cumulative Gred Point Average
PPD	Pejabat Pendidikan Daerah or District Education Office
PPI	Program Pendidikan Inklusif or Inclusive Education Programme
PPKI	Program Pendidikan Khas Integrasi or Special Needs Education Integration Programme
PPP	Perkongsian Awam Swasta
PPsi	Pentaksiran Psikometrik
PRIme	Program Residensi dan Imersif
ProELT	Professional Upskilling of English Language Teachers
PTA	Parent Teacher Association
PVMA	Program Vokasional Menengah Atas or Upper Secondary Vocational Education
RIMUP	Rancangan Integrasi Murid Untuk Perpaduan or Student Integration Plan for Unity
SABK	Sekolah Agama Bantuan Kerajaan or government-aided religious school
SAPS	Sistem Analisis Peperiksaan Sekolah
SBJK	Sekolah Bimbingan Jalinan Kasih
SDH	Sekolah Dalam Hospital
SEN	Special Education Needs
SIPartners+	School Improvement Partners
SISC+	School Improvement Specialist Coach
SJKC	Sekolah Rendah Jenis Kebangsaan Cina or National-type Chinese school for primary education
SJKT	Sekolah Rendah Jenis Kebangsaan Tamil or National-type Tamil school for primary education
SK	Sekolah Kebangsaan or National school
SKM	Sijil Kemahiran Malaysia or Malaysian Skills Certificate
SKM	Sekolah Kurang Murid
SKPK	Standard Kualiti Prasekolah Kebangsaan
SKPM	Standard Kualiti Pendidikan Malaysia or Standard for Quality Education Malaysia

SMJK	Sekolah Menengah Jenis Kebangsaan Cina or National-type Chinese school for secondary education
SMK	Sekolah Menengah Kebangsaan or National secondary school
SMKA	Sekolah Menengah Kebangsaan Agama or National religious secondary school
SMV	Sekolah Menengah Vokasional or Vocational Secondary School
SPDP	Supervised Project Development Programme
SPM	Sijil Pelajaran Malaysia or Malaysian Certificate of Education
SSO	Single Sign On
STEM	Science, Technology, Engineering, Mathematics
SUMUR	Sahsiah Unggul Murid
TESL	Teaching English as a Second Language
TIMSS	Trends in International Mathematics and Science Study
TMUA	Tahfiz Model Ulul Albab
TVET	Technical and Vocational Education and Training or Pendidikan dan Latihan Teknikal dan Vokasional
UI	Instrumen Penilaian Bersepadu or Unified Instrument
UPSR	Ujian Penilaian Sekolah Rendah or Primary School Achievement Test
VLE	Virtual Learning Environment
VSAT	Very Small Aperture Terminal
VTE	Vocational Teacher Educators
VTM	Vocational Training Managers
VTO	Vocational Training Officer
WP	Wilayah Persekutuan or Federal Territory

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