



MINISTRY  
OF EDUCATION  
MALAYSIA

MALAYSIA EDUCATION BLUEPRINT  
2013-2025

# 2017 ANNUAL REPORT





MINISTRY  
OF EDUCATION  
MALAYSIA

# 2017 Annual Report

MALAYSIA EDUCATION BLUEPRINT 2013-2025



© Ministry of Education Malaysia 2018

All rights reserved. No part in this publication may be reproduced, copied, stored in any retrieval system or transmitted in any form or by any means - electronic, mechanical, photocopying, recording or otherwise; without prior permission in writing from the Ministry of Education Malaysia.

Education Performance and Delivery Unit (PADU)

Malaysia Education Blueprint 2013-2025

Annual Report 2017

July 2018

ISSN : 0128-0295

Published by:

Ministry of Education Malaysia

Block E8, Parcel E, Precint 1

Federal Government Administrative Centre

62604 Putrajaya, Malaysia

[www.moe.gov.my](http://www.moe.gov.my)

# Accelerate System Improvement

Wave 2  
(2017)





# Contents

## FOREWORD

Minister of Education  
Malaysia

Secretary-General

Director General of  
Education Malaysia

## AT A GLANCE - 2017 ACHIEVEMENTS

### CHAPTER 1

## ACCESS

**Increasing Access to  
Quality Education  
from Preschool to  
Secondary Education**

Increasing Access  
to Quality Preschool  
Education

Ensuring Participation in  
Primary and Secondary  
Education

Vocational Education  
Transformation

Enhancing Various  
Education Pathways

Providing Education for  
Specific Groups

Post-Secondary Education

Summary

### CHAPTER 2

## QUALITY

**Improving Quality  
in Education**

Integrating Higher Order  
Thinking Skills in the 21<sup>st</sup>  
Century Learning

Strengthening the  
Implementation of  
Science, Technology,  
Engineering and  
Mathematics Education

Strengthening Bilingual  
Proficiency among  
Students

Upholding Bahasa  
Malaysia and  
Strengthening English  
Language

Strengthening Teacher  
Quality

Enhancing School  
Leaders Quality

Engaging Parents and  
Community to Create a  
Learning Ecosystem

Expanding the  
Involvement of the  
Public Sector as a  
Strategic Partner in  
Education

Summary

### CHAPTER 3

## EQUITY

**Ensuring Equity  
in Education**

District Transformation  
Programme

Transforming Orang  
Asli and Indigenous  
Education

Inclusive Education  
Programme for  
Students With Special  
Educational Needs

Summary

### CHAPTER 4

## UNITY

**Strengthening  
Unity through  
Education**

Pilot Programme for  
the Module on the  
Inculcation of Unity  
Values for School  
Leaders

The NBOS Programme  
Unity in Education

Unity Camp

Character  
Development Through  
Co-Curricular Activities

Summary

vi

x

xiv

1-14

1-2

1-3

1-16

1-19

1-27

1-43

1-54

1-70

2-2

2-4

2-15

2-23

2-27

2-59

2-70

2-77

2-82

2-90

3-2

3-3

3-22

3-35

3-50

4-2

4-3

4-5

4-11

4-17

4-28



CHAPTER 5

## EFFICIENCY

Enhancing Efficiency of Education Delivery

Optimising Budget to Maximise Student Outcomes

Enhancing Leadership Skills and Capabilities within the Ministry

Improving School Infrastructure and Maintenance

Enhancing Education Database to Support Decision Making Process

Increasing the Use of Virtual Learning Environment to Optimise Learning Capabilities

Strengthening the ICT Ecosystem

Increasing Operational Efficiency of Under-Enroled Schools

Developing Equitable Financing Principles for Financial Support to Schools

Summary

CHAPTER 6

## PADU

5-2 The Education Performance and Delivery Unit

5-3 Planning, Monitoring and Reviewing of Initiatives under the Malaysia Education Blueprint

5-6 Providing Support through Implementation of Programmes and Activities

5-9 Inspiring Educational Change

5-13 Supporting Interested Parties through Various Platforms

5-15 Professional Services

5-21 Improving Existing Programme Management Processes

5-28 Moving Forward

5-34

**SUMMARY OF ACHIEVEMENTS**

5-38 Access to Education 7-3

Quality in Education 7-5

Equity in Education 7-7

Unity through Education 7-9

Efficiency in Education 7-10

## MOVING FORWARD

6-2 8-2

Moving Forward 8-3

6-3 Access 8-3

Quality 8-5

6-5 Equity 8-9

6-6 Unity 8-12

Efficiency 8-13

Summary 8-14

**GLOSSARY** G-1



# FOREWORD: Minister Of Education Malaysia

YB DR MASZLEE BIN MALIK

*Assalamu'alaikum warahmatullahi wabarakatuh*  
and *Salam Sejahtera*.

Change is inevitable if we wish to progress. Being afraid of change is akin to being afraid to move forward and grow. We grow older and wiser, I hope. As sentient beings given consciousness of thought by the Almighty we reflect on the past, learn from it and chart our paths ahead. We should be aware that what we do in our lives will impact someone else, in ways we cannot fathom. Thus, we must be truly at peace with our actions. As part of the change the nation recently underwent, I am here to embrace it, to encourage and to lead it.

As Leo Tolstoy nicely put it: "True life is lived when tiny changes occur".

We, Malaysians, realise that education is a major driver of economic growth and has an undeniable impact on the quality of life of individuals. It is, thus, the aspiration of the *Rakyat* that education initiatives launched by the Malaysian Government are consistent, well-executed, and delivered on their promised outcomes. This was clearly evident in the feedback, comments and suggestions from Malaysians from all walks of life I received when my appointment was announced.

In this new administration, ensuring that Malaysians from all walks of life benefit under our transformation agenda is important to us, as serving you is our core purpose. I am hopeful that the transformation agenda in the Malaysia Education Blueprint 2013 - 2025 (MEB) brings meaning to all Malaysians. Regardless of gender, ethnicity, or socio-



economic status, we must work together to fulfil our collective vision of having every single student achieve the six Student Aspirations of having Knowledge, Thinking Skills, Bilingual Proficiency, Leadership Skills, Ethics and Spirituality, and a strong National Identity as Malaysians. Even more heartening to me is that we are striving to ensure that no one gets left behind, and we have focuses on segments of society such as Orang Asli and indigenous students, at-risk students, and students with special needs. The latter has always been close to my heart, and I am proud to say that the Ministry achieved its target of having more than 30% of all Special Education Needs Students in the Inclusive Education Programme in 2017. I give my assurance that the we in the Ministry strive to ensure that true equity in education is something that we can achieve in our lifetime, God willing.

*“And when you have decided then rely upon Allah. Indeed, Allah loves those who rely [upon him]”.* (Chapter Al-Imran : Verse 159)

As such, I can see that the Blueprint resonates with the UNESCO’s Sustainable Development Goal 4, which is to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. To truly ensure that we can achieve this, we will need to be bold and honest with ourselves, as there are new circumstances and realities that will require us to challenge the way that we have

been doing things. Between the demands of the Industrial Revolution 4.0 in STEM and TVET education, to the public universal demand for efficiency and transparency, to the voices of our teachers and students on potential change fatigue, we will have to consider introducing modifications to the way we do things or even a course correction on certain initiatives. The MEB is after all a living document that embraces the need for change being a document that spurs transformation. The Government invests more in education than most other areas, spending more than RM42.9 billion in 2017, a sizable one fifth of our economy. This is not an investment to be taken lightly and we have a public duty to fulfil the promises that we have made back in 2013 at the inception of the MEB. Therefore, there is need for a mid-term review of the Blueprint to see how we can improve and justify the Government’s investment and trust.

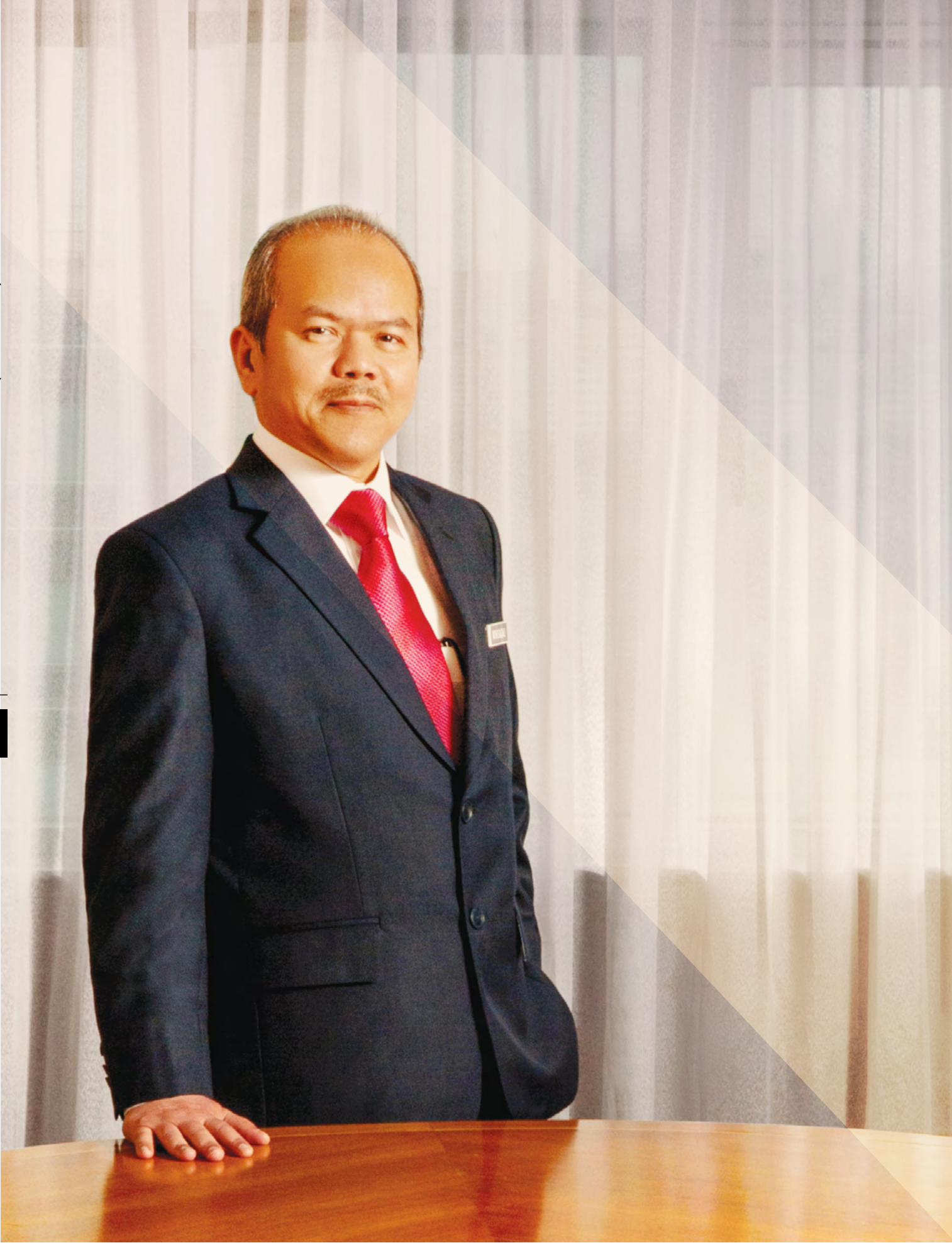
This Annual Report is one of the ways the Ministry provides transparency. Targets that are not met are clearly stated. For example, the SPM 2017 English Language passing rate declined by 0.3%, from 79.4% in 2016 to 79.1% in 2017, despite an increase of 0.6% of students achieving ‘A’s in the subject during the same period, while preschool enrolment for children aged 4+ years fell from 79.3% in 2016 to 77.8%. We believe that publicly announcing what we have accomplished and

where we have fallen short provides us with the necessary urgency and accountability to make changes before it is too late to do so.

As the newly appointed Minister of Education, my task is gargantuan. Any transformation process requires committed leadership and we are in the midst of a highly impactful transformation process, which is for our national education system. I will do my very best to provide this committed leadership with the time that I have with the Ministry. The teams in the Ministry and Education Performance and Delivery Unit (PADU) are truly dedicated in making sure we are on the right track and achieve what needs to be achieved.

*Alhamdulillah*, the task is not ours in the Ministry alone. Education impacts the whole nation and is the foundation of many success stories. The pursuit and the giving of knowledge is not an exclusive domain. We are all educators. As our stakeholders, you can help make a difference. Help us embrace change and the transformation process. We need to be a united front as a national community of policy makers, teachers, parents, students, institutions and businesses, and together champion positive change for our children.

**YB DR MASZLEE BIN MALIK**  
**MINISTER OF EDUCATION MALAYSIA**





# FOREWORD: Secretary-General

DATO' DR MOHD GAZALI BIN ABAS

*Assalamu'alaikum warahmatullahi wabarakatuh and Salam Sejahtera.*

*Alhamdulillah*, I am grateful to Allah for giving us the opportunity to inform on the achievements due to hard work and commitment of all officers within the Ministry of Education, especially in implementing the Malaysia Education Blueprint 2013-2025. Efforts to continuously raise the quality of education will be strengthened in the coming years. I am entrusted with the responsibility to manage this Ministry in June 2018, especially for the merging of two ministries, which are the Ministry of Education and the Ministry of Higher Education, to provide maximum benefits for the education officers and staff, students and the nation. Significant achievements must be attained and demonstrated to gain the trust from the various groups of people who are served by this Ministry. This Annual Report is part of our transparency efforts whereby we report the

accomplishments, status, and challenges in this education transformation journey.

The Ministry continues to strive in ensuring all aspirations which have been outlined in the Blueprint can be achieved and aligned with the aspirations of the new Government. Now, the Blueprint is in its fifth year and in Wave 2 (2016-2020) of its implementation. Various effective programmes have been planned and executed to ensure we achieve the System Aspirations and Students Aspirations by 2025.

Last year in 2017, global market and economic uncertainties did in some ways impact the country's budget and thus the allocation provided to the Ministry. Nevertheless, the responsible and highly dedicated officers within the Ministry did their jobs well and each difficulty presented was overcome with full determination. The year 2017 also showed the Ministry's unwavering efforts

in ensuring necessary improvements were made to guarantee the Blueprint initiatives were effectively and efficiently implemented to achieve their targets. Although the percentage of budget allocation decreased, the Ministry was still able to execute the educational plans through focussed planning and prudent spending. Programmes were implemented by realigning and disbursing the budget based on priority and towards programmes which impact student outcomes. As a result, the budget allocated was successfully optimised without compromising the objectives of programmes.

Besides emphasising on student outcomes, the Ministry also places importance on increasing the capabilities of education officers. Professional development programmes, continued to be improved, from federal level until the school level to ensure all education officers are equipped and upskilled with the current knowledge, skills and technology. Leaders at the main positions within the Ministry were and are still being provided with capability development programmes to further improve their leadership and functional competencies in organisational management and administration.

The Ministry of Education Malaysia has also upgraded and built new educational infrastructures based on the existing development budget. The efforts undertaken under various Government programmes continued to be applied in 2017, especially for the development of rural schools. This is

done so that students can experience better teaching and learning sessions in a more conducive environment.

Databases for education continued to be enhanced by standardising the numerous data structures to facilitate easy and efficient data analyses and reporting. This step is also in line with the latest technology which focuses on more comprehensive analysis and visualisation methods. It is hoped that this enhancement will assist us in the Ministry in making more informed decisions on education matters and with better efficiency and accuracy.

The Ministry remains committed to fulfil the aspirations of the Blueprint. With new hope and fresh perspectives, the Ministry will increase the pace of work to achieve the aspirations of the Rakyat in ensuring that the quality of education system delivery is continuously improved.

**DATO' DR MOHD GAZALI BIN ABAS**  
**SECRETARY-GENERAL**  
**MINISTRY OF EDUCATION, MALAYSIA**









# FOREWORD: Director-General Of Education Malaysia

DATUK DR AMIN BIN SENIN

Education remains as one of the most beneficial investments that we can possibly make as a nation. UNICEF estimates that every additional year of education can boost a person's income by 10% across his/her entire lifetime, and a country's total Gross Domestic Product (GDP) by 18%. The Ministry of Education Malaysia remains steadfast in ensuring that we make such investments in the smartest and most efficient way possible.

These smart and efficient investments were reflected in how the Ministry has evolved the way we implemented the Malaysia Education Blueprint (Blueprint) 2013-2025 over the years, especially in 2017. We have incorporated the lessons learnt in the past in managing the transformation of our education system. This is the core of what we set out to achieve in Wave 2 of the Blueprint

implementation - to Accelerate System Improvement. Practices such as prioritisation, piloting and targeted interventions have become much more commonplace in the way we executed initiatives under the Blueprint, from enhancing STEM education initiative to the optimisation of expenditure based on programme outcomes initiative.

The Ministry has been deeply encouraged with what the initiatives have been doing to incorporate best practices in every task by achieving more with less. This was accomplished by way of steadfast prioritisation and by targeting specific areas or stakeholders, rather than a broad-based approach towards transformation. To illustrate, we moved from providing general guidance to schools on increasing enrolment to piloting approaches to identify students that were



most at risk of dropping out of the school system, so that the schools could optimise their support and interventions where it matters most. We have also moved from just ensuring that there are general competencies in higher order thinking skills (HOTS) amongst students to running a targeted assessment to determine which specific areas do students struggle the most in inculcating HOTS for prioritisation. This allows us to ensure that eventually no child will be left behind, and that students that need the most help are prioritised in getting support. This is key towards achieving equity, which is one of the MEB's five System Aspirations, alongside the aspirations of access, quality, unity and efficiency.

Moving forward, it is incumbent upon us, in the Ministry to further refine how we are managing and implementing this transformation. We have determined a plan to take the next step forward - which includes the way we think from a systemic approach, the way we connect the dots between all of our policies and initiatives, the way we see things from a stakeholder's perspective when planning initiatives, and also the way we communicate things in a simple but concise manner.

In summary, 2017 has been a reflection on how we are committed and excited to constantly disrupt the way we do things, all in the name of delivering differently and achieving the vision set out in the Blueprint. The Ministry has come a long way in championing change as per the Blueprint and I am proud to be part of this effort to reimagine the education system in Malaysia.

Thank you to all in the education fraternity who have work together with the Ministry to successfully implement the Blueprint initiatives in 2017 towards ensuring academic excellent for all Malaysian children.

**DATUK DR AMIN BIN SENIN**  
**DIRECTOR-GENERAL OF EDUCATION MALAYSIA**











MINISTRY  
OF EDUCATION  
MALAYSIA

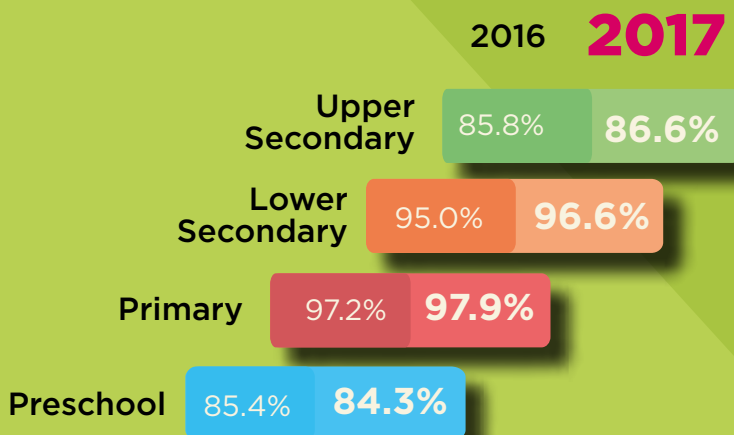
MALAYSIA  
EDUCATION  
BLUEPRINT  
(2013 - 2025)

AT A GLANCE-  
2017 ACHIEVEMENTS





**ENROLMENT FOR ALL LEVELS OF EDUCATION**



**PRESCHOOL**

**National Preschool Enrolment**

	Number of Students	Percentage of Enrolment
2016	865,464	85.4%
<b>2017</b>	<b>884,983</b>	<b>84.3%</b>

**Number of Public and Private Preschools**

	Public	Private	Total
2016	22,162	27,689	49,851
<b>2017</b>	<b>22,315</b>	<b>28,231</b>	<b>50,546</b>

**National Preschool Quality Standard**

	Number of Schools Assessed	Percentage Achieved Minimum Standard
2016	23,171	97.3%
<b>2017</b>	<b>23,285</b>	<b>98.9%</b>



## TRANSFORMATION OF VOCATIONAL EDUCATION

### Basic Vocational Education

2012

15

Schools

2017

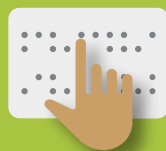
85

Schools

### Vocational Programme for Students with Special Educational Needs

25

Malaysian Skills Certificate (SKM) Courses Offered



4

Vocational Special Education Secondary Schools

1

Keningau Vocational College

### Employability of Graduates with Vocational Diploma

2017

12,803 graduates



85.2%

employed (within 6 months)

1.9%

further studies

4.5%

became entrepreneurs



## VARIOUS EDUCATION PATHWAYS

### Islamic Religious Schools

	Number of SMKA*	Number of SABK**
Wave 1 (2013 - 2015)	57	216
Wave 2 (2016 - 2017)	59	221

\* SMKA: National Religious Secondary School

\*\*SABK: Government-Aided Religious School

### Art Schools

Music, Dancing, Theatre, Visual Arts

	Enrolment
Wave 1 (2013 - 2015)	720
Wave 2 (2016 - 2017)	1,114



**Sports Schools Enrolment in Malaysia**

2016  
1,423

**2017**  
**1,561**



**THE 29TH SEA GAMES**

**THE 9TH PARA ASEAN  
(STUDENTS WITH SPECIAL EDUCATIONAL NEEDS)**

**85**  
student athletes  
**4**  
teacher athletes  
**Won Medals**



**PROUD ACHIEVEMENTS AT INTERNATIONAL CHAMPIONSHIPS**

**LITTLE ATHLETICS WESTERN AUSTRALIA 2017**

**25TH MSSM-LAWA-SSSC INTERNATIONAL LITTLE ATHLETICS CHAMPIONSHIP**

**9TH ASEAN SCHOOL GAMES 2017**



**45TH ASIAN SCHOOL FOOTBALL UNDER 18 CHAMPIONSHIP 2017**

**5TH ASIAN SCHOOL HOCKEY CHAMPIONSHIP 2017**

**5TH ASIAN SCHOOL TENNIS CHAMPIONSHIP**





**HIGHER ORDER THINKING SKILLS (HOTS)**



**4,243**  
school  
leaders



**207,388**  
teachers

trained in i-Think using 3 training modes :

- Face-to-face
- Online Training (KiDT)
- Offline Training (KiLT)



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



**Enhancing teachers' capability and skills**

- STEM Education Colloquium
- International Colloquium on STEM Education (ICSTEM)



**Increasing students' interest**

- Pilot Project for Scientific Skills Assessment
- Establishment of STEM+ Club
- School Lab Competition
- STEM Education Gamification
- Reality TV Programme - STEM Hero
- Development of Resources for STEM Education
- Using Multimedia in STEM Subjects
- Provision of Conducive Facilities



**Raising awareness among school leaders, teachers, students, parents and the public**

- Roadshows on STEM Education

## EXPANSION OF LITERACY AND NUMERACY SCREENING PROGRAMME (LINUS 2.0)

### Achievement of Students of the Same Cohort

	Year 1 (2015)	Year 2 (2016)	Year 3 (2017)
<b>Bahasa Melayu Literacy</b>	94.4%	91.5%	<b>98.3%</b>
<b>English Language Literacy</b>	89.3%	85.3%	<b>95.7%</b>
<b>Numeracy</b>	95.7%	94.9%	<b>98.9%</b>

## UPHOLDING BAHASA MELAYU (BM)

In 2017, multiple documents and resources were produced based on planning made in 2016:

- Roadmap for the BM Education 2016-2025
- Preliminary Draft of the Framework for the Standard of Bahasa Melayu
- Preliminary Document for the Holistic Professional Development of BM Teachers
- Development of Modules and Supporting Kits for BM
- Modules for BM Teachers Professional Development



## STRENGTHENING ENGLISH LANGUAGE

### Achievement for the English Language Papers in UPSR (Percentage of Passes)

2016 **2017**



Comprehension 82.6% **85.6%**



Writing 77.1% **73.6%**

### Achievement for the English Language Papers in SPM (Percentage of Passes)

	Percentage of Passes	GPMP
<b>2016</b>	79.4%	5.99
<b>2017</b>	<b>79.1%</b>	<b>5.96</b>

### Programmes to Strengthen English Language

Number of Schools  
2016 **2017**



Dual Language Programme (DLP) 379 **1,215**



Highly Immersive Programme (HIP) 1,200 **5,500**



## INTERNATIONAL LANGUAGES OFFERED IN SCHOOLS

Chinese Japanese German France Arabic Korean

National Secondary Schools (SMK)  
141 schools



Religious National Secondary Schools (SMKA)  
11 schools



Fully Residential Schools (SBP)  
69 schools



The intake of new IPG lecturers was consistently coordinated



Quality and Policy Compliance Centre (QAPCC) was successfully established



**2,781**  
Lecturers

and **437** Head of Departments participated in the 2017 Talent Review Pilot Project

**5** IPG Transformation Initiatives were Successfully Implemented



Job Specification for IPG lecturers was enhanced based on positions and grades



The screening process for teacher candidates was enhanced



**UNIFIED INSTRUMENT (PBPPP) TO EVALUATE EDUCATION SERVICE OFFICERS**



**441,329**

Education Service Officers were evaluated using the Unified Instrument

**EDUCATION SUBJECT MATTER EXPERT CAREER PATHWAY**

**4 Main Fields of Specific Expertise in Education**

**Education Policy and Curriculum Development**

- Curriculum Development
- Policy Development
- Education Technology

**Assessment**

- Assessment Development
- Inspectorate
- Psychometrics

**Psychology and Counselling**

- Psychology and Counselling
- Clinical Psychology

**Main Trainers in Education**

- Master Trainers
- Sports Coaches
- Art Instructors
- Special Educational Needs

**STRENGTHENING SCHOOL LEADERS QUALITY**



**NPQEL**

**1,572** participants involved in the NPQEL training

**79%** achieved the level of excellent (**PNGK 3.75 to 4.00**)



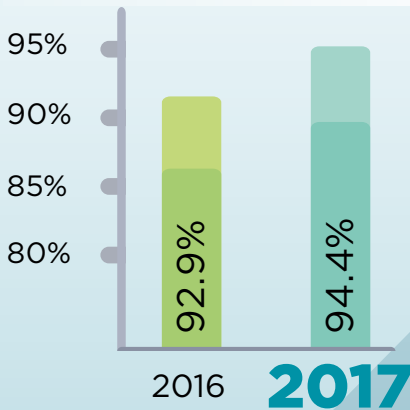
**PRIme**

**1,440** school leaders participated in the PRIme course

NPQEL = National Professional Qualification for Education Leadership  
PRIme = Residency and Immersion Programme

## PARENTAL INVOLVEMENT

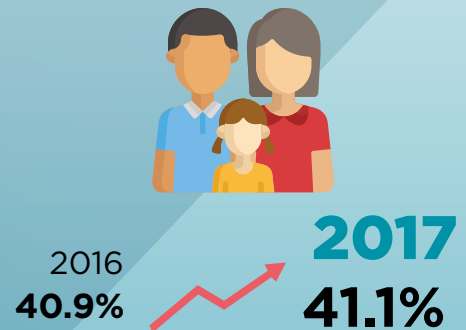
Percentage of Parental involvement in Six Main Activities in Schools



### Main Activities

- Report Card Day
- Prize Giving Day
- Sports Day
- Target Setting Day
- Registration Day
- Parent Teacher Association Annual Meeting Day

### Percentage of Parents as Volunteers in Schools



## PUBLIC PRIVATE PARTNERSHIP

### One-Off Programme Contributions

Material	34%
Non-material	62%
Infrastructure	4%

### School Adoption Programme

Year	2016	2017
Schools	604	701

### Trust School Programme

3rd place, the Prime Minister Innovation Award (AIPM 2017)

### DISTRICT TRANSFORMATION PROGRAMME (DTP)

#### 2017 District Education Office Excellence Rating

5 ★

2 PPD  
1.4%

4 ★

52 PPD  
36.6%

3 ★

73 PPD  
51.4%

2 ★

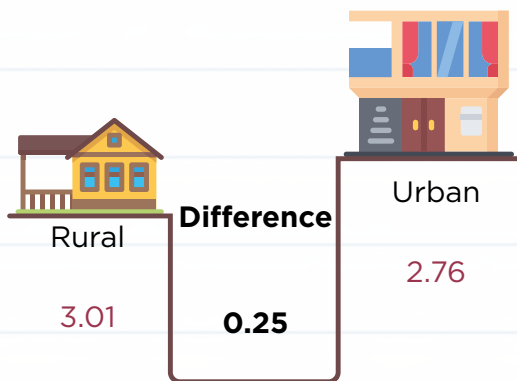
15 PPD  
10.6%

1 ★

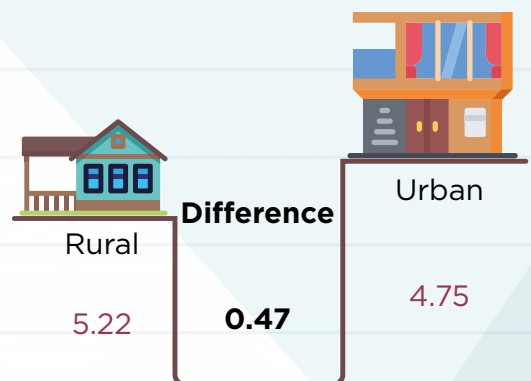
0 PPD  
0.0%

#### Achievement Gap between Urban and Rural Schools

##### UPSR

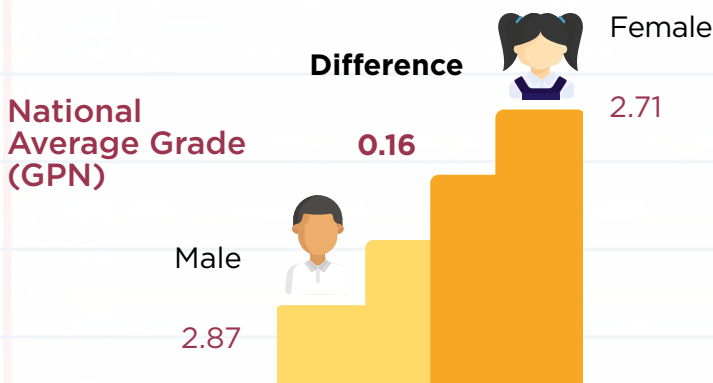


##### SPM

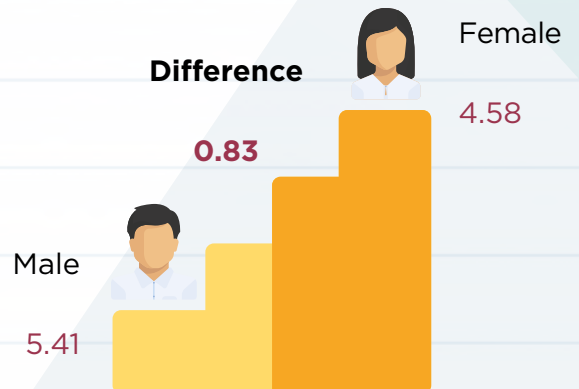


#### Achievement Gap between Gender

##### UPSR



##### SPM





### ORANG ASLI AND INDIGENOUS EDUCATION

Percentage of Attendance in Orang Asli Schools, 2015-2017

2015	2016	2017
79.1%	86.3%	<b>87.3%</b>



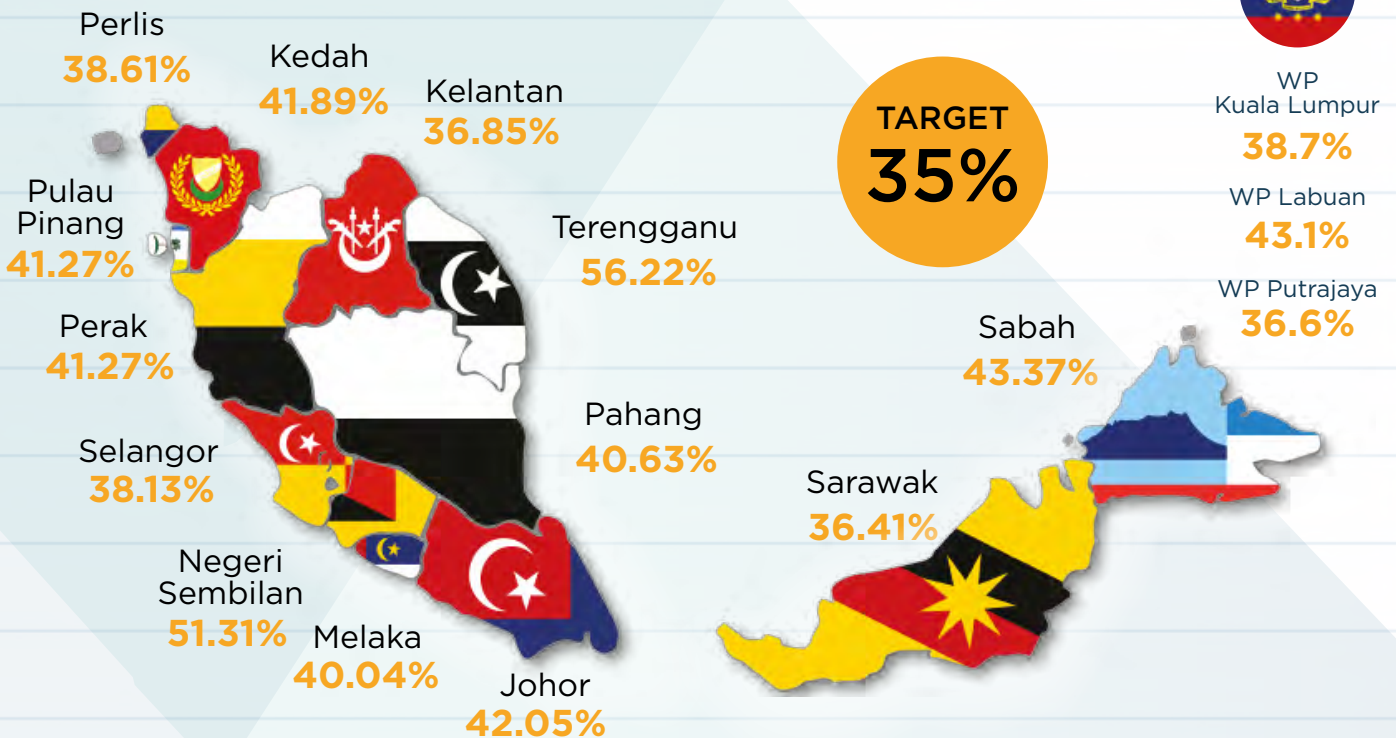
### INCLUSIVE EDUCATION

Percentage of Students with Special Educational Needs in Inclusive Education Programme



2015	2016	2017
23.24%	30.26%	<b>40.88%</b>
16,899	23,050	<b>32,148</b>

#### KPI Achievements in Inclusive Education Programme by State



**MoE - JPNIN NBOS PROGRAMME:  
UNITY THROUGH EDUCATION**

(JPNIN = Department of National Unity and Integration)

**5** series of training + Teacher Advisors of *Rukun Negara* Club

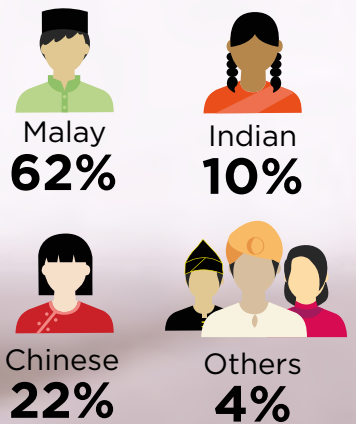
**220** primary and secondary schools implemented cross-cultural programmes



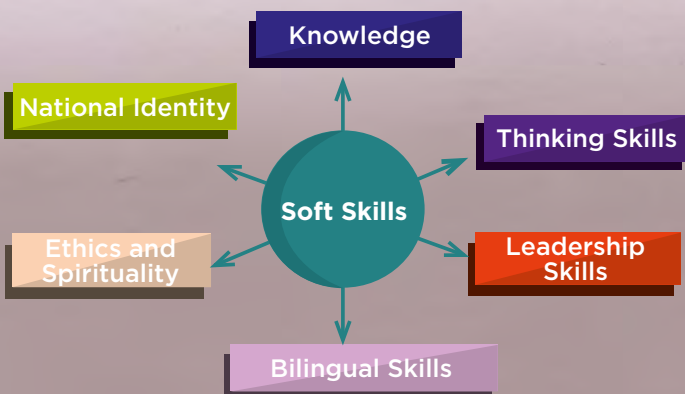
**Unity Camps implemented in :**



**Student Participation**



**CHARACTER DEVELOPMENT THROUGH CO-CURRICULAR ACTIVITIES**



Among the Co-curricular Activities Participated by Students at the International Level



85th International Mathematics Olympiad (IMO), Brazil



F1 World Final, Malaysia



Student On Ice (ISO) - Artic Educational Expedition 2017, Artik

OPERATIONAL BUDGET (NON-EMOLUMENT)

RM 7,816,169,600  
Reduction of 11%

2016

▶ RM 6,985,387,000

2017

1

2

REALIGNMENT OF OPERATIONAL BUDGET (NON-EMOLUMENT)

Target 30%  
RM 10,478,080

▶ Achievement 308%  
RM 32,312,400

AMONG THE ACTIVITIES WHICH RECEIVED BENEFIT

3

Assistance for Additional Payment for Schooling  
Sports Aid for Schools  
Aid for School Uniform and Uniformed Bodies  
Activities under the Upholding Bahasa Malaysia and Strengthening the English Language Policy (MBMMBI)

Aid for Meals at Schools with Boarding Facilities  
Transportation Aid for Boarding School Students  
Food Contracts for Sekolah Bimbingan Jalinan Kasih (SBJK)



STRENGTHENING LEADERSHIP SKILLS AND CAPABILITIES WITHIN THE MINISTRY

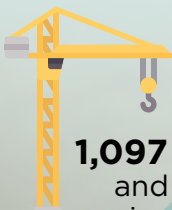
MALAYSIA EDUCATION BLUEPRINT (2013 - 2025)

Key Leadership Programme:

Executive Leadership Series Participants: 52 officers in Key Leadership Positions in the Ministry



IMPROVING INFRASTRUCTURE AND MAINTENANCE OF SCHOOLS



1,097 development and upgrading projects completed



RM1.096 billion for school infrastructure development



RM460.3 million for maintenance of schools and buildings



### BROADBAND AVAILABILITY TO OPTIMISE QUALITY OF LEARNING

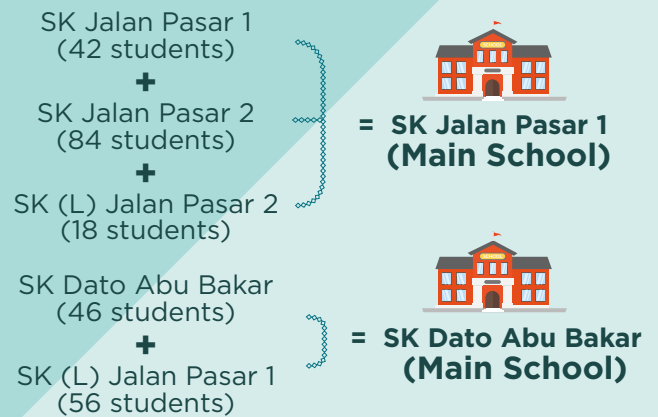


	2016	2017
Schools connected to 1BestariNet	8,604 schools	<b>9,459 schools</b>
Accessibility to 4G connectivity	8,185 schools	<b>7,696 schools</b>
Accessibility to ADSL or VSAT	1,547 schools	<b>1,763 schools</b>

### LOW ENROLMENT SCHOOLS

(Schools with enrolment of 150 and below)

Phase one of the school merging process was successfully implemented







# Increasing Access To Quality Education From Preschool To Secondary Education

“ *Every Malaysian child deserves equal access to an education that will enable them to achieve their potential.* ”

*Malaysia Education Blueprint (2013-2025),  
pg E-9*





Access to education has been a priority for the Government and the Ministry to ensure that all Malaysian children receive education aligned with their self-development. In 2017, the total number of schools under the purview of the Ministry was 10,192 encompassing 7,776 government schools and 2,416 government aided schools. A total of 5,016,057 preschool to upper secondary students in the urban and rural schools received access to education.

In Wave 2 (2016 - 2020) of the Malaysia Education Blueprint (the Blueprint) 2013-2025, the Ministry will continue to provide an educational system which allows students to have access to the right set of educational opportunities from early childhood education to the end of secondary education. The challenges to achieve universal enrolment at the preschool and upper secondary level are still prevalent and efforts to achieve universal enrolment by 2020 will be intensified.

The Ministry is committed to raising awareness among parents and communities on the importance of education and the responsibility to ensure children have access to quality education right from preschool to the secondary level. In 2017, the programmes and activities planned and implemented by the Ministry provided opportunities for children to develop their potentials in becoming a global competent workforce. Efforts by the Ministry to raise the access to quality education in 2017 include:

- increasing access to quality preschool education
- ensuring participation in primary and secondary education
- transforming vocational education
- enhancing various education pathways
- providing education for specific groups.
- providing post-secondary education.

## INCREASING ACCESS TO QUALITY PRESCHOOL EDUCATION

Preschool education is integral in forming basic literacy and numeracy skills among children. This extends to the psychological development of a child whereby social interaction in preschool will stimulate the mental, emotional, social and spiritual aspects of the young mind. A conducive preschool environment is essential for

character building, psychological and intellectual development of a child. In Malaysia, preschool education is provided by the public and private sectors, and the private sector is expected to play a bigger role in increasing access to quality preschool education.

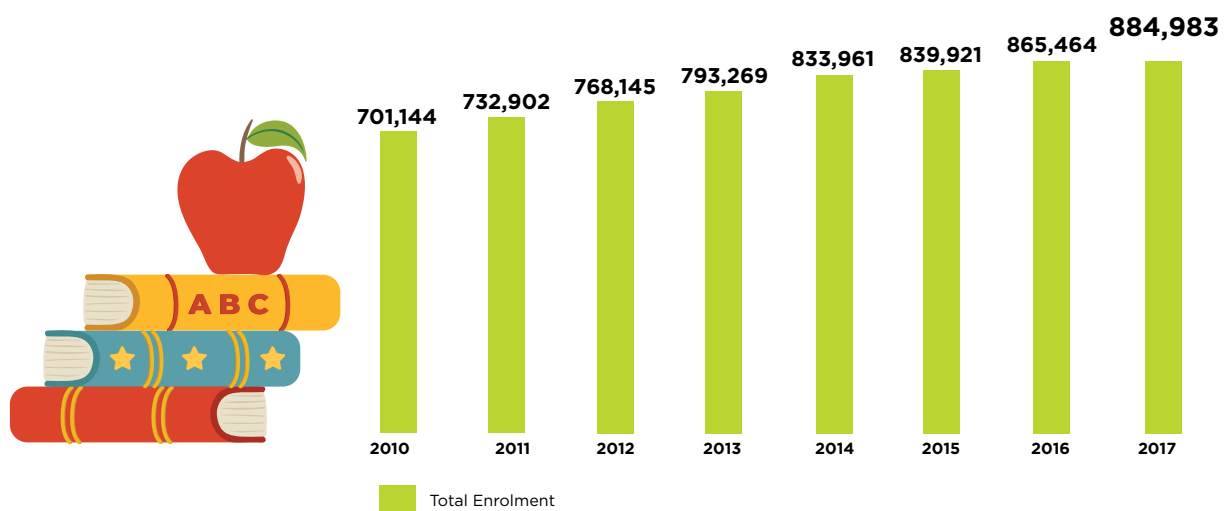
## National Preschool Enrolment

In 2017, the enrolment or the number of students who attended preschools increased by 19,519, from 865,464 in 2016 to 884,983. The increase in preschool enrolment was largely due to two factors, which were the increased in the number of live birth in 2011 and 2012, and the increase in the number of new private preschools.

However, in general, the enrolment rate (the percentage of students in school) for children aged 4+ and 5+ who enrolled in preschool decreased from 85.6% in 2016 to 84.3% in 2017, a decrease of 1.6% as shown in Exhibit 1-1. The enrolment rates for the cohort of children aged 5+ and 4+ children

were recorded at 90.9% and 77.8%, respectively. The enrolment rates for both cohorts were lower than 2016 by 1.2% and 1.6%, respectively. However, the enrolment rate for children aged 5+ was higher than those aged 4+ as shown in Exhibit 1-2. This showed that parents were more inclined to provide Early Childhood Care and Education (ECCE) for children aged 5+. More efforts are needed to raise awareness among parents on the importance in developing their children’s emotional and physical capabilities earlier, including communication and social skills towards school readiness.

**Exhibit 1-1: National Preschool Enrolment Rate, 2010 – 2017**



Source: School Management Division (BPSH)



Exhibit 1-2: National Preschool Enrolment for Ages 5+ and 4+, 2010 - 2017

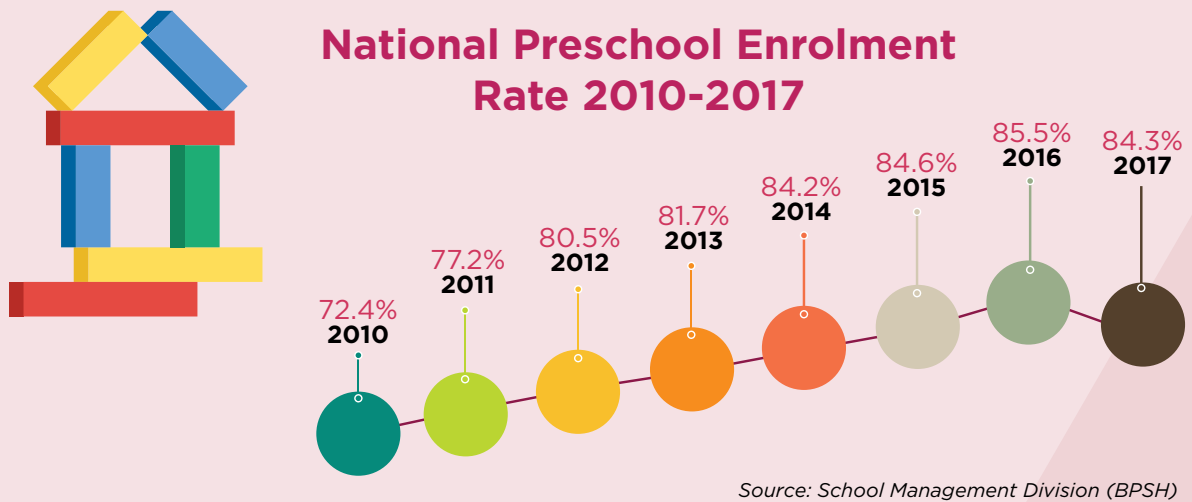
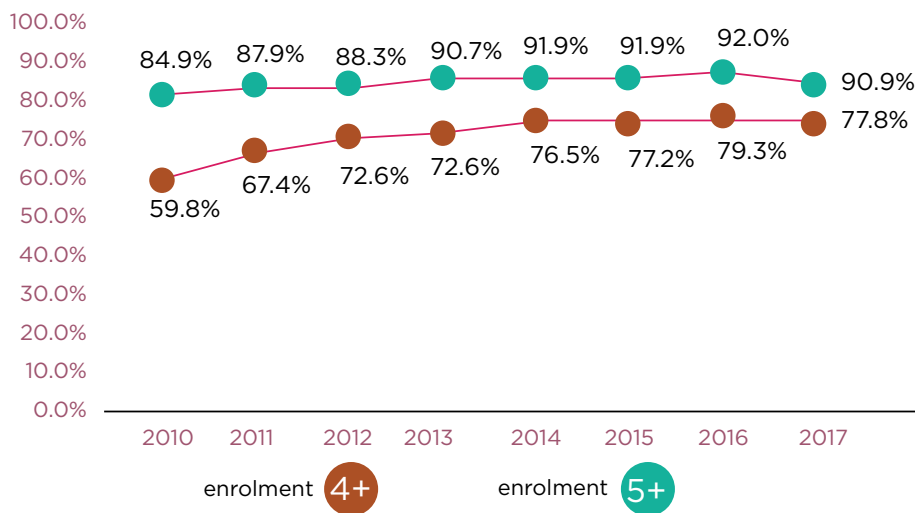


Exhibit 1-3: National Preschool Enrolment Rate for Age 5+ and 4+, 2010 - 2017



Source: School Management Division (BPSH)

The Ministry aspires to achieve 60% of the national enrolment from the private preschools. In 2017, the national private preschool enrolment rate was 46.2% (464,004) which is lower than 51.9% (448,885) in 2016. More aggressive efforts are required in 2018 to accelerate the growth of private preschool enrolment rate.

#### • Increasing the Number of Preschool Classes

Since 2010, the number of preschool classes has steadily increased nationwide. In 2017, the number of preschool classes registered was 50,546 compared to 49,851 in 2016 as shown in Exhibit 1-3.



**Exhibit 1-4: Number of Public and Private Preschool Classes, 2012-2017**

YEAR	PUBLIC	PRIVATE	TOTAL
2012	• 21,368	• 22,965	• 44,333
2013	• 21,729	• 25,153	• 47,282
2014	• 21,980	• 26,523	• 48,503
2015	• 22,066	• 25,928	• 47,994
2016	• 22,162	• 27,689	• 49,851
2017	• <b>22,315</b>	• <b>28,231</b>	• <b>50,546</b>

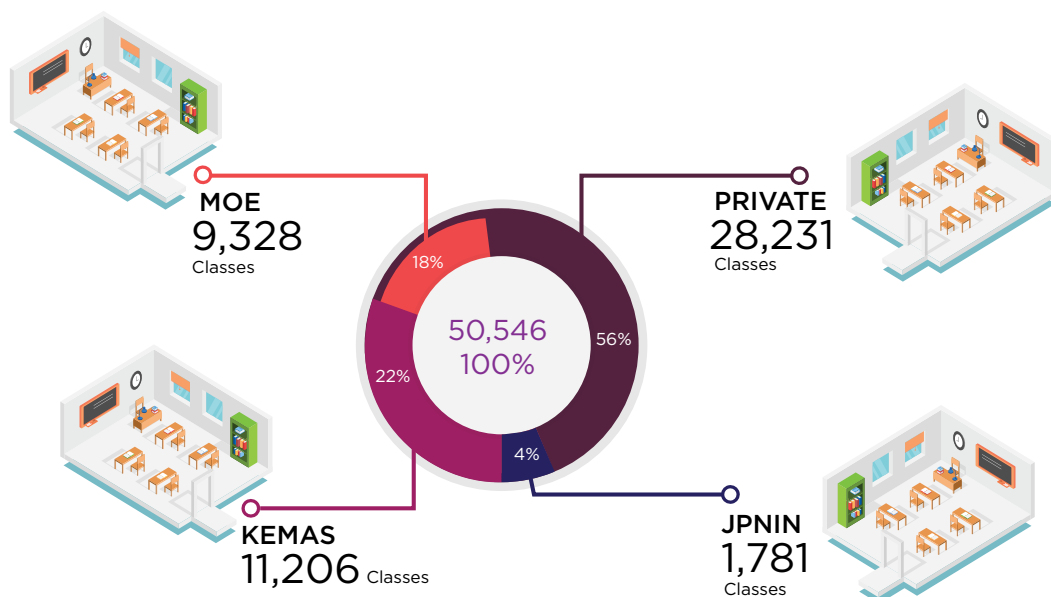


Source: School Management Division (BPSH)

Private preschool classes represented 56% of the total national percentage of preschool classes while public preschool classes accounted for

44% as illustrated in Exhibit 1-5. The number of newly opened preschool classes in 2017 was 1,387 comprising 1,181 private and 206 public.



**Exhibit 1-5: Percentage of Preschool Classes Offered by Agencies, 2017**

Source: School Management Division (BPSH)

- **Increasing the Number of Private Preschools Registered**

The Education Act 1996 (Act 550) stipulates that no preschool can be established, administered or managed if it is not registered under the Act. Hence, parents should enrol their children in preschools which have been registered with the Ministry to ensure their safety and standards for quality education for the children are maintained. Parents can identify which preschool is officially registered by checking their status at this website: <http://eprasekolah.moe.gov.my>. In 2017, the total number of registered private preschools was 7,591, an increase of 231 from 2016. The Private School Division with the support from other agencies, will continue to identify preschools which are not registered.

## PROVIDING PRESCHOOL FEE ASSISTANCE

Fee assistance is provided to preschool children from socio-economically disadvantaged families with a household income of less than RM500 per capita. In 2017, a total of 32,378 students received RM555.90 fee assistance per student, totalling to RM18 million. Since 2013, a total of 175,752 students received fee assistance, amounting to RM132 million.

## IMPROVING THE QUALITY OF PRESCHOOLS

The National Preschool Quality Standard (*Standard Kualiti Prasekolah Kebangsaan*, SKPK) is a self-assessment instrument to evaluate the quality of the preschool to be aligned with the National Education Philosophy. SKPK helps

to identify the strengths and weaknesses of the preschools so that necessary assistance can be properly channelled. SKPK assesses five quality dimensions, namely the Governance, Teachers and Teacher Assistants/Student Management Assistant, Curriculum, Parent and Guardian Engagement, as well as Health, Nutrition and Safety. The implementation of SKPK commenced in 2015 while the minimum standard of national preschools was set in 2016. Both the SKPK and the minimum standard are already in use or referred to by many agencies

to improve the quality of preschool education in Malaysia.

In 2017, a total of 23,285 preschools, both public and private, completed the self-assessment of which 98.9% met the minimum quality standard. The percentage of preschools which met the minimum quality standard was 1.6% higher than in 2016. Private preschools showed remarkable improvement from 91.3% in 2016 to 96.3% in 2017. Exhibit 1-6 illustrates the minimum quality standard achieved by agencies.



**Exhibit 1-6: Number of Preschools with Minimum Quality Standard of the National Preschool Quality Standard by Agencies, 2017**

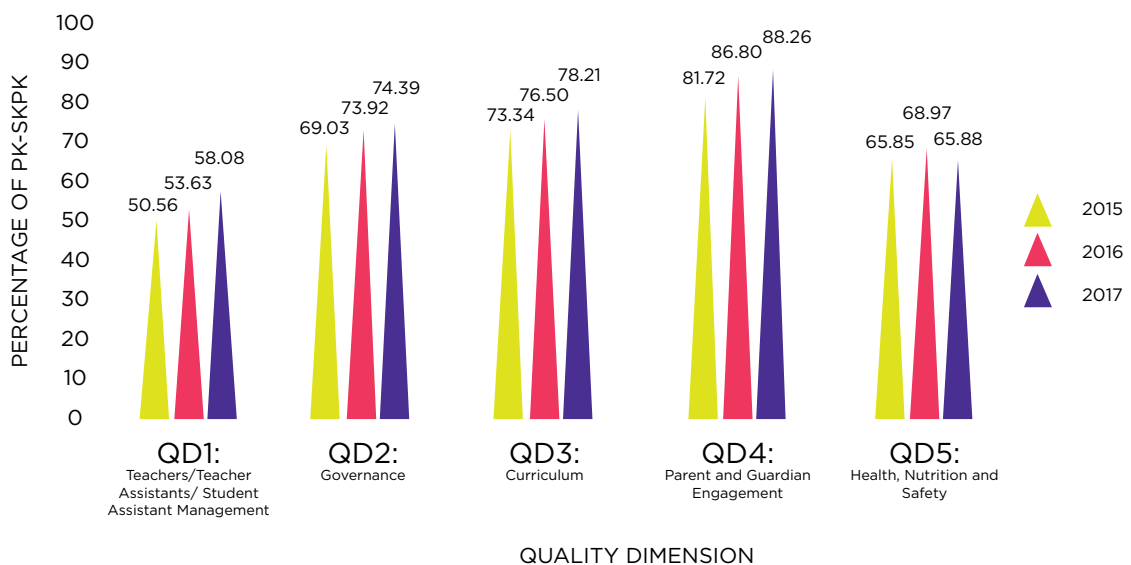
Agency	MOE	KEMAS	JPNIN	PRIVATE	TOTAL
Number of preschools	6,044	8,554	1,781	6,906	23,285
Number of preschools which met the minimum quality standard	6,043	8,550	1,781	6,646	23,020
Percentage of preschools which met the minimum standard	99.98%	99.95%	100%	96.24%	98.86%

Source: School Inspectorate & Quality Assurance (JNJK) and School Management Division (BPSH)

The increase in the percentage of preschools with minimum quality standard in 2017 was mainly due to the concerted effort by the Ministry, State Education Office (*Jabatan Pendidikan Negeri*, JPN) and the District Education Office (*Pejabat Pendidikan Daerah*, PPD) agencies namely the Department of Community Development (KEMAS), National Unity and Integration Department (JPNIN) and ECCE Council Malaysia. Preschools which did not meet the minimum quality standard in 2015 and 2016 were provided with continuous support and proper guidance by these agencies to increase the quality of preschool education.

The greatest challenge faced by the private preschool in meeting the minimum quality standard is hiring teacher and teacher assistant with relevant qualification. In the quality dimension of SKPM, candidates are assessed based on their academic and professional qualifications and participation in talks/courses/workshops either as participants or speakers. Other quality dimensions, particularly Governance, Curriculum and Parents Engagement, have shown continuous improvement over the years. Exhibit 1-7 illustrates the average score by quality dimension.

**Exhibit 1-7: Percentage of Achievement of National Preschool Quality Standard by Quality Dimension**



## RAISING THE QUALIFICATION OF PRESCHOOL TEACHERS

The minimum academic requirement to qualify as a preschool teacher is a Diploma in ECCE. This was approved by the Cabinet on 1 April 2016. The aim of this minimum academic requirement is to provide qualified and caring personnel

who are competent in applying the appropriate methodologies and approaches to nurture young minds. Both government and public agencies have duly complied with this directive and have further encouraged preschool teachers to improve their level of qualification. This step is imperative to support the Government's aim to implement











this minimum requirement in 2020. In 2017, 44.4% (22,971) of 51,725 preschool teachers obtained diploma qualifications or higher in ECCE. The

number of preschool teachers by qualifications and agencies is shown in Exhibit 1-8.

**Exhibit 1-8: Number of Preschool Teachers by Qualifications and Agencies, 2017**

					
PhD	MASTER DEGREE	BACHELOR DEGREE	DIPLOMA	CERTIFICATE	STPM/STAM/SPM/PMR & Others
MOE	MOE	MOE	MOE	MOE	MOE
-	310	6,970	1,803	190	3
KEMAS	KEMAS	KEMAS	KEMAS	KEMAS	KEMAS
-	3	694	880	63	4319
JPNIN	JPNIN	JPNIN	JPNIN	JPNIN	JPNIN
-	-	66	832	13	939
PRIVATE	PRIVATE	PRIVATE	PRIVATE	PRIVATE	PRIVATE
25	355	4,173	6,860	928	22,399

Source: MOE, KEMAS and JPNIN 2017





## A DIAMOND SHINES AMIDST PRECIOUS STONES IN MALAYSIA

**Puan Noorjahan binti Sultan** began her career as a preschool teacher at **Sekolah Kebangsaan Indera Mahkota Utama, Kuantan, Pahang**. Born in Galing, Kuantan, she had never dreamt that one day the module she created to assist in learning the English language would be adopted within the country and throughout the world.

Noorjahan designed the **Let's Rhyme Module** in 2007. She was challenged by the fact that her young students were facing difficulty in understanding, much less mastering the language. Noorjahan

constantly sought to improve her students' English language proficiency to enable easier transition into Level 1 at primary education. Ultimately, she succeeded in combining the musical art with learning methods; subsequently experimenting the method in her preschool class.

Noorjahan was confident that the edutainment approach would ease the challenges in learning the English language. She was rewarded with the happiness mirrored in the children's faces coupled with clear understanding displayed through the question and answer sessions held in class. She succeeded in designing a rhythmic reading exercise that enable students to easily learn and memorise lyrics in the English language while sustaining their interest in achieving proficiency in the language.

Confident that her module would assist pre-schoolers, Noorjahan went on to share her ideas with other teachers in her district. She further improved on the module until the inception of Let's Rhyme was completed in 2009. Rhythmic poetry was created with multiple themes based on the National Preschool Curriculum (*Kurikulum Prasekolah Kebangsaan*). The module was well received and gained positive feedback from other preschool teachers, as well as primary school teachers nationwide. Some teachers were also of the opinion that this method is suitable for secondary schools in several areas in the Malaysian interior.

### LET'S RHYME MODULE: TEACHING ENGLISH LANGUAGE AT PRESCHOOL



- The English language teaching module uses an edutainment approach to cultivate interest in improving proficiency in the language.
- The module combines music and subject content of the English language.
- The module uses an easy

rhythmic reading method which appeals to children. Learning occurs in a fun and happy environment.

- The module uses clear and simple language comprising all language skills.
- The module is targeted at pre-schoolers.
- The module introduces a holistic learning of the English language and inculcate good moral values, patriotism, and appreciation for cultural diversity.



The Let's Rhyme module had made a name for Puan Noorjahan at national and international levels since 2009. Until 2017, she has received over 40 accolades and recognition nationally and internationally. Among them are:

- i. Silver Award, "Creative Teacher Showcase", the Malaysia International Conference of Teaching English Language Association (MELTA) 2010
- ii. Silver Award, Best Practices, 12th International Asia TEFL Conference 2014
- iii. Finalist 50, Global Teacher Award 2016, Varkey Foundation
- iv. Icon, Early Childhood Care Education 2017, Ministry of Rural and Regional Development.

Currently, Noorjahan is working as an **Officer at Pahang Education Technology Division**. She is active in giving talks in various programmes and an avid supporter of *NILAM*, which is a reading programme (*Program Nadi Ilmu Amalan Membaca*, NILAM). Noorjahan explained, *"I am grateful to have been given room, opportunity and trust by so many people and agencies to have been able to share my experiences, knowledge and skills in education. This allows me to expand my goal in education through various smart partnership programmes that will be*

*used to contribute towards the success and transformation of the nation's education."*

Always remaining positive in gaining knowledge, skills and new values, Noorjahan is certain that everyone has a role to play in carving change. A teacher is a prime example as to how one should master knowledge, skills and internalise values."

*"Innovation in education; where there are challenges there lies the room for change."*

**Noorjahan Sultan**

Puan Noorjahan binti Sultan is a diamond among the precious stones, a gem of a teacher who strives to attain the best for Malaysian education. Congratulations Puan Noorjahan binti Sultan! You will always be remembered not only by your students, but also known around the world as a world class Malaysian teacher.





## THE EXTENSION OF PRESCHOOL FLIPPED CLASSROOM

The Flipped Classroom (FC) is a project by the Ministry to remodel and rebrand the delivery and setting of the traditional preschool classroom. The project aims to improve and enhance the delivery of early childhood education in public preschools by creating a conducive learning environment and fostering a student-centred learning approach. The focus is on transforming teaching and learning strategies, classroom setup and arrangements, and increasing parental involvement in the learning process to accommodate the 21st century learning experience. Pre-schoolers are exposed to creative play and are given the opportunities to explore various mediums, while the teachers facilitate the students' learning. The children's learning is

self-paced and teachers implement exploration method through hands-on activities. These teachers are retrained and exposed to the latest advancements in preschool pedagogical approaches.

Since it was piloted in 2015, a total of 229 preschool classes under the Ministry adopted the FC approach. Through this approach, there were improvements gained in the following areas:

- discipline
- confidence and courage to share thoughts
- articulation and reasoning
- readiness to learn and responsibility to complete a given task and
- improved attendance rates (above 80%).



## FLIPPED CLASSROOM PROGRAMME: CHEERFUL PRESCHOOL, HAPPY CHILDREN, EXCITED PARENTS



### **Sekolah Kebangsaan (SK) Sayong Pinang**

is located at the Orang Asli village in Sayong Pinang, **Kota Tinggi, Johor Darul Takzim**. Most of the students are from three Orang Asli villages, Kampung Sayong Pinang, Kampung Pasir Intan

and Kampung Kempas Menang. In 2016, the Johor State Education Department chose the **Az-Zahrah preschool** at SK Sayong Pinang as one of the pilot classes for Flipped Classroom in Johor.

SK Sayong Pinang succeeded in extending the commitment of educating children at the Az-Zahrah Preschool to parents and the community. Parental involvement extends beyond *gotong-royong* activities to include guiding the children in their learning process. The school's suggestion of providing a learning space at home was well received by parents. The school also organised competitions in selecting the best centre of learning to ensure that it is conducive and suitable for learning. As a result, parents became more active to provide guidance for their children in completing preschool tasks and able to foster closer ties within the family.

*“The change in classrom arrangement at Az-Zahrah preschool is the first thing I did before conducting Flipped Classrom. This change provided a conducive learning area for students. I also discovered that students are happier, more active and*

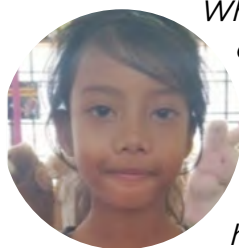
*positively change their attitude towards learning activities when I adopt the concept of ‘learning while playing’ in the teaching and learning session. More importantly the students in my charge are excited and keen in attending school throughout the year,”* explained Cikgu Alfian Mansor.

### **Cikgu Alfian Mansor**

*Preschool Teacher at Az-Zahrah, SK Sayong Pinang*

*“My name is Afifa Maisara binti Mislán. I studied at Az-Zahrah Preschool in 2017.*

*While at preschool I play, cook, sing, do gardening, go on visits and wash cars. I am happy and enjoy activities like making robots and pencil holders with my family at home. My mother and father have prepared a study area that is comfortable.”*



*“When I first started school, I was afraid and always cried because I didn’t want to go to school. But I began to like, love and could not wait to start school because of the new things I had learnt. Now, I am in Year 1. During recess, I would run to the preschool to check on my sister. I will always keep the memory of preschool.”*

### **Afifah Maisara binti Mislán**

*Preschool Student 2017  
Az-Zahrah Preschool, SK Sayong Pinang,  
PPD Kulai, Johor*



*"My name is Erry Rahamie bin Rahmat. I once studied at Az-Zahrah Preschool in 2017. I enjoyed studying in school because I learned several new things. I would do my work as best as I could so that I could move on to the next station."*

*"I enjoyed all the activities with my family at home like making pencil boxes, robots and having a reading corner. I used all that I had learnt in preschool to help my family like washing cars and baking cakes. I will remember all that I have studied at preschool".*

**Erry Rahamie bin Rahmat**

*Preschool Student 2017*

*Prasekolah Az-Zahrah, SK Sayong Pinang, PPD Kulai, Johor*



*"I am Anita. As a full time housewife, I make time for my child Erry Rahamie. Erry is a very active child and somewhat mischievous. After Erry studied at Az-Zahrah preschool, I noticed a big difference in him. When he returned from school, he would immediately tell me of the activities that he had done in school. At times he was tired but Erry would immediately complete all the tasks set by his teacher, Cikgu Alfian. Erry was encouraged to go to school and felt sad if he was unable to attend school. I am overwhelmed whenever I hear Erry mentions how pleased he was at going to school and often told me how he would love to go back to preschool!"*

*"My family and I were happy to help Erry completed his tasks that were handed out by Cikgu Alfian because at the same time I saw him improved in his studies. I want to*

*say thank you to Cikgu Alfian, Puan Suhaila and the school a million times over for always guiding our children towards excellence. I hope the programme will expand to all preschools in Malaysia."*

**Puan Anita binti Muda**

*Mother*



*"Az-Zahra Preschool introduced the Flipped Classroom programme. This programme is very good because I could see many positive changes in my child, Adreena Cathrisya. My daughter is very quiet and shy. She rarely interacts, even at home. After following the Flipped Classroom programme, Adreena has shown interest and has high spirits in sharing the tasks given to her. I could see the gradual changes in her social behaviour. Adreena began to display self-confidence in communication in a group and brave enough to share activities with other friends."*

*"Although I am busy at work, I make time to guide and help my child complete the activities set by her teacher. The Flipped Classroom provides room and opportunity for me to be closer and interact with my daughter. The programme is not a burden nor is it troublesome, instead it assists the school in discovering talents and potential of a student"*

*"My wish is for the Flipped Classroom to be adopted by all preschools. I wish to thank Cikgu Alfian and Puan Suhaila for the opportunity given to my child to study in a cheerful and enjoyable environment."*

**Encik Antonio Carlson Anak Berita**

*Father*



## ENSURING PARTICIPATION IN PRIMARY AND SECONDARY EDUCATION

One of the main objectives in our education system is to provide opportunities for all Malaysian children to have access to education. There are two key focus areas in ensuring access to education which are to guarantee that:

- all children who have reached school age attend school; and
- students remain in school over a period of 6 years for compulsory primary education and 5 years for secondary education.

The Ministry aims to ensure Malaysia achieves universal enrolment for primary and secondary education by 2020.

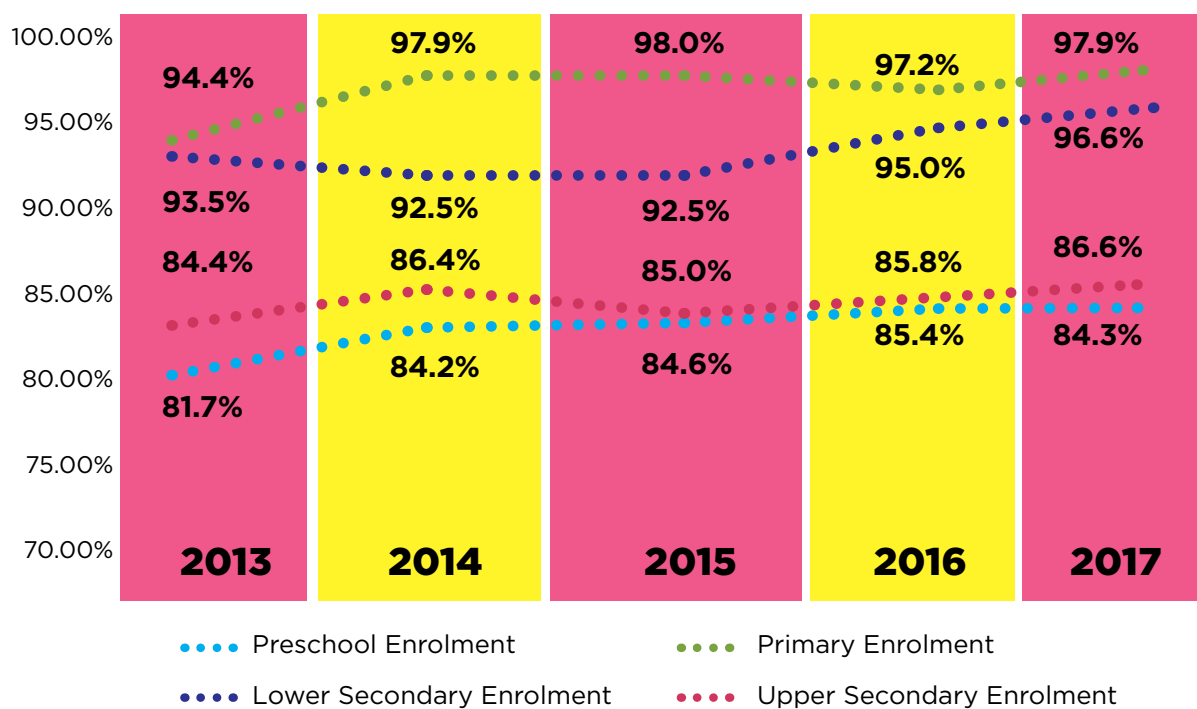
The implementation of compulsory primary education for six years since 2003 has been successful in maintaining universal enrolment rate which was recorded at 97.9% in 2017,

which is higher than 97.2% in 2016. Enrolment rate for lower secondary education increased from 95% in 2016 to 96.6% in 2017. Enrolment rate for upper secondary has also increased from 85.8% in 2016 to 86.6% in 2017.

Currently, the target set to achieve universal enrolment in upper secondary education is a great challenge for the Ministry as currently, education at this level has yet to be gazetted as compulsory. There are clusters of parents from low socio-economic backgrounds who do not give much emphasis to education due to economic pressure. Some students then, choose not to continue their studies and opt to join the work force to provide for their families. Exhibit 1-9, illustrates the enrolment rate from 2013 to 2017 by all levels of education in public and private institutions.



**Exhibit 1-9: Enrolment Rate for Preschool, Primary, Lower Secondary and Upper Secondary, 2013-2017**



Source: Education Planning and Research Division (BPPDP)

One of the strategies to achieve universal enrolment is to maintain high enrolment rates throughout all levels of education. If the high enrolment rate in the primary level can be replicated across lower and upper secondary education, the Ministry will then be able to achieve universal enrolment at the secondary level. Faced with this challenge, the Ministry will continue its effort to reduce the rate of dropouts, especially at the upper secondary level. Student dropout rates in secondary education in 2017 was reduced to 1.36% from 1.40% in 2016.

In 2017, the Ministry introduced a guideline to identify and manage students who are at risk of dropping out (*Garis Panduan Mengurus Murid*

*Berisiko Cicir*, GPMBC). The guideline acts as a source of reference as it explains in detail of ways to manage students who are at risk of dropping out at an early stage. The Ministry also developed a module (*Modul Serlahkan Keunggulan Diri*, SUDI) consisting of intervention activities that can be used by school administrators, teachers and counsellors to handle students who are at risk of dropping out. GPMBC and SUDI were piloted in selected schools in Kuala Lumpur, WP and Kedah in 2017. The number of primary and secondary schools involved in the pilot is illustrated in the Exhibit 1-10.

**Exhibit 1-10: Number of Primary and Secondary Schools Which Piloted *Garis Panduan Mengurus Murid Berisiko Cicir* and *Modul Serlahkan Keunggulan Diri***



Source: Education Planning and Research Division (EPRD)

Findings from the pilot study showed that:

- Overall, male students showed a higher risk of dropping out than female students in both primary and secondary schools.
  - At the primary level, the percentage of male students at risk of dropping out was at 2.4% compared to 1.90% for female students.
  - At the secondary level, the percentage of male students at risk of dropping out was at 7.5% compared to 3.7% for female students.
- The dropout rate is higher in secondary schools than in primary schools.
- Factors which contribute to the high risk of dropping out are lack of parental involvement, poverty, low motivation, and low academic achievement
- The SUDI module received positive feedback which helps students to build confidence and create interest to attend school.

Based on the positive results of the pilot study, GPMBC and SUDI will be implemented in all government and government-aided schools in Malaysia in 2018.





## VOCATIONAL EDUCATION TRANSFORMATION

### INCREASING ACCESS TO VOCATIONAL EDUCATION

The demand for vocational education under the purview of the Ministry remains strong, with a total of 86,527 applications from upper secondary students for various vocational programmes in 2017. However, seats for vocational education are limited where only 69% of the seats are offered by 80 vocational colleges nationwide. In 2017, enrolment rates continued to increase from 6.3% (25,947 students) in 2016 to 7.2% (27,886 students), whereby 83% (23,035 students) of the enrolment was from 80 Vocational Colleges and the remaining 17% was from 269 secondary schools nationwide. Programmes with high enrolment rates are Automotive Technology, Culinary Arts, Electrical Technology, Bakery and Pastry, and Welding Technology. In June 2017, the Pasir Puteh Vocational College was officially opened and the college offered Agriculture Production Operation Certificate programme to the first intake of 25 students.

### BASIC VOCATIONAL EDUCATION

Basic Vocational Education (*Pendidikan Asas Vokasional*, PAV) was launched in 2012 with 15 schools. Currently, there are 85 secondary schools offering 12 PAV courses to students. Upon completion, the PAV students are awarded with the Malaysian Skills Certificate (*Sijil*

*Kemahiran Malaysia*, SKM) up to Level 2 by the Department of Skills Development (*Jabatan Pembangunan Kemahiran*, JPK), Ministry of Human Resources. Students can continue their studies after completing PAV in Vocational Colleges, public and private skills training centres or secondary schools. In 2017, the total enrolment for PAV from Form 1 to Form 3 was 3,763 compared to 4,544 in 2016. A total of 65% (867 students) obtained SKM Level 2.

In 2017, the Ministry piloted an Advanced PAV course (*PAV Lanjutan*) for PAV students to obtain SKM Level 3 in two schools with an enrolment of 21 students. The expansion of this course for the remaining schools is very challenging due to the high cost required to increase the workshop capacity, equipment, number of teachers, and learning materials and assessment.

### UPPER SECONDARY VOCATIONAL EDUCATION

The enrolment for the Upper Secondary Vocational Education (*Program Vokasional Menengah Atas*, PVMA) decreased from 5,933 students in 2016 to 5,337 mainly due to limited space for workshop, tools and equipment. However, PVMA which is currently offered in 269 secondary schools still contributes significantly to the enrolment rate. The total number of graduates for PVMA in 2017 was 5,328 students.

## VOCATIONAL PROGRAMME FOR STUDENTS WITH SPECIAL NEEDS

The Ministry has established four special education vocational secondary schools (*Sekolah Menengah Pendidikan Khas Vokasional, SMPKV*) for Students with Special Educational Needs (SEN) to ensure these students too benefit from vocational skills education. These schools are located in Shah Alam, Selangor; Kuantan, Pahang; Indahpura, Johor; and Merbok, Kedah. A total of 25 courses are offered for SKM from skills Level 1 to Level 3.

In 2017, a total of 785 upper secondary students were enrolled in vocational education in various fields such as bakery and pastry, computer and electrical. A total of 218 students sat for the final SKM assessment for accreditation under the Department of Skills Development. Among those,

67 students received Level 1 SKM, 95 students received Level 2 SKM, while 49 students obtained Level 3 SKM.

Vocational skills for special education is also offered to SEN students in Keningau Vocational College. A total of 74 students at the upper secondary level enrolled in skills training for courses in Furniture Making and Tailoring for Women Clothes in 2017.

## EMPLOYABILITY OF GRADUATES WITH VOCATIONAL DIPLOMA

The Ministry produced a total of 12,803 vocational diploma graduates through its 80 vocational colleges in 2017. Within 6 months after graduation, the graduates' employability stood at 85.2% (10,904 graduates), including 1.9% (248 graduates) who continued their studies to attain higher vocational



qualification and 4.5% (580 graduates) became entrepreneurs.

The number of students who became entrepreneurs was very encouraging as Malaysia needs job creators. In

2017, the Ministry aims to produce 10% of vocational college graduates as entrepreneurs. The number of vocational graduate employability after receiving their diploma is shown in Exhibit 1-11.

**Exhibit 1-11: Employability of Vocational College Graduates 6 months After Graduation, 2017**

	 Number of Graduates	 Working	 Entrepreneur	 Further Study	Total	Percentage of Employability
 SELANGOR + WILAYAH PERSEKUTUAN	1,457	1,163	66	41	1,270	87.2%
 PERAK	1,644	1,370	40	39	1,449	88.1%
 TERENGGANU	546	390	14	1	405	74.2%
 PAHANG	1,070	769	127	15	911	85.1%
 PULAU PINANG	560	481	19	12	512	91.4%
 KELANTAN	729	635	30	7	672	92.2%
 SABAH	1,590	1,083	106	59	1,248	78.5%
 SARAWAK	983	771	24	25	820	83.4%
 NEGERI SEMBILAN + MELAKA	1,462	1,251	42	27	1,320	90.3%
 PERLIS + KEDAH	1,368	928	12	7	947	69.2%
 JOHOR	1,394	1,235	100	15	1,350	96.8%
<b>Total</b>	<b>12,803</b>	<b>10,076</b>	<b>580</b>	<b>248</b>	<b>10,904</b>	<b>85.2%</b>

Source: Technical and Vocational Education Division (BPTV)



## DELIVERING QUALITY VOCATIONAL EDUCATION

In 2012, the Ministry embarked on the transformational journey and a significant amount of investment and resources has been focused on ensuring the quality of vocational education. The main areas which were given serious attention include curriculum, delivery, assessment, teaching faculty, infrastructure and industrial relations. The Vocational College Standard Curriculum (KSKV) was developed and its delivery was based on Outcome Based Education and in compliance with the programme and industry standards set by the Malaysian Qualifications Agency (MQA) and Department of Skills Development. Methods of assessment and evaluation were in accordance with the standard operating procedure which ensure student competency development. Instructors of the teaching faculty go through series of training, assessment and attachment in order to enhance their qualification and competency. The provision of infrastructure such as workshops and equipment were also aligned with the industrial standards and requirements of the programmes. Industrial relations were established through Memorandum of Understanding.

- **Curriculum Enhancement to Meet the Industry Standards**

Currently, a total of 36 vocational diploma programmes are being offered throughout the vocational colleges across various fields such as Civil Engineering Technology, Electrical and Electronic Technology, Mechanical & Manufacturing Technology, Hospitality, Arts &

Design, Social Services, Agriculture and Business Administration. All curriculum of the Malaysian Vocational Certificate (*Sijil Vokasional Malaysia, SVM*) and Malaysian Vocational Diploma (*Diploma Vokasional Malaysia, DVM*) were refined and improved following the latest National Occupational Skills Standards (NOSS) by the Department of Skills Development and requirement by MQA and Examination Syndicate. The revised curriculum also focusses on the academic component of the SVM so that it warrants some credits which are equivalent to Malaysia Certificate of Education (*Sijil Pelajaran Malaysia, SPM*) at the SVM Level.

- **Accreditation from Malaysia Qualification Agency**

The Ministry has a long-term commitment to ensure high quality vocational education is offered at the Diploma level. All Diploma programmes at vocational colleges are expected to be fully accredited by MQA. This effort will enable students to further their studies at the local or foreign universities and increase public confidence towards the quality of vocational education offered in Malaysia. The accreditation process for vocational programmes has commenced since 2015 especially for the first batch of 66 programmes offered in 15 vocational colleges.

- **Pusat Bertauliah Cawangan**

Institutions which intend to award SKM to students must be accredited by the Department of Skills Development. The institutions will then be known as *Pusat Bertauliah Cawangan* (PBC) or the branch of the accredited centre. Students

who enrol in the PAV and PVMA will receive SKM Level 2 certificate; those in Advanced PAV will receive SKM Level 3 certificate, while students in DVM will be awarded with the highest SKM Level 4 based on the student's competency level. In 2017, there were 52 vocational colleges which obtained the PBC.

- **Accreditation of Malaysian Skills Certificate Levels 1, 2 and 3 for Teachers**

Schools which offer the PVMA is required to have three teachers as qualified personnel. Teachers trained under the PVMA programmes are required to obtain accreditation to fulfil the requirements set by the Department of Skills Development. The challenge faced by the Ministry in managing the PVMA is that most of the appointed teachers are in the process of getting the necessary accreditation except for the trained teachers who were transferred from other schools. Teachers who attended the Accreditation programme will receive the SKM Levels 1 to 3 certificate. The guidelines are set in accordance with the NOSS.

The criteria for teacher qualification under the PVMA are as follow:

- Obtain a SKM, which is one level

higher than students. Should it be of the same level, a two-year teaching experience is required

- Attended and successfully completed *Kursus Induksi Pentauliahahan Persijilan Kemahiran Malaysia* or the induction course for the accreditation of the Malaysian Skills Certification
- Attended and passed the Vocational Training Operation (VTO).

In 2017, a total of 307 PVMA teachers successfully obtained SKM Level 3 and 4 and also PVMA teachers obtained SKM Level 2. A total of 89 teachers teaching the DVM programmes obtained SKM Level 4 while 415 teachers received SKM Level 5. To date, there were 656 DVM teachers with SKM Level 5, 353 DVM teachers with SKM Level 4 and 2,321 DVM teachers with SKM Level 3. Currently, a total of 1,075 DVM teachers are pursuing SKM Level 4 and Level 5 certification.

- **Diploma in Education for Interim Teachers**

Interim teachers are those who have worked with the industry for at least two years and are hired from the open market. The purpose of hiring them is to ensure that the



teaching faculty has a good balance of teachers with industry experience. Their presence in the system is not only for teaching purposes but also to share best practices in curriculum and delivery system. The interim teachers must undergo professional teaching programmes as determined by the Government circular (*Pekeliling Perkhidmatan Penggabungan Skim Perkhidmatan Pegawai Perkhidmatan Pendidikan Siswazah dan Pegawai Perkhidmatan Pendidikan Lepas Diploma*).

In 2017, the Institute of Teacher Education Malaysia (*Institut Pendidikan Guru Malaysia*, IPGM) introduced a Diploma in Education programme, specifically for interim teachers. The courses are known as *Kursus Dalam Cuti* as they were conducted during the school holidays. The main objective of the programme is to ensure interim teachers received the accredited diploma in the engineering, technical and hospitality fields. The courses were conducted in *Institut Pendidikan Guru Kampus Pendidikan Teknik* (IPGKPT) in Bandar Enstek Nilai and *Institut Pendidikan Guru Kampus Temenggong Ibrahim* (IPGTI) in Johor Bahru.

A total of 413 interim teachers successfully completed the first semester of *Diploma Pendidikan Lepas Ijazah*. They will continue the second semester of *Kursus Dalam Cuti* in March 2018 until the end of the third semester in December 2018.

### • Industrial Relations

The support from the industry is important in assisting the Ministry to produce ready-for-work skilled manpower and professionals through rigorous and comprehensive on-the-job training. Learning while working in the industry will provide students with real-life experience in handling the latest industrial machineries, tools and work processes. The learning experience will also help students to improve their communication, articulation and engagement with other co-workers. Building industrial relationship that creates a win-win situation for both parties is one of the core functions of all vocational colleges with the support from the Ministry.

In 2017, ten prominent industry players came on board to support the Ministry to provide students with on-the-job training, namely Synergy Distribution Centre, Usaha Bangi Enterprise, Feruni Tiling Academy Sdn Bhd, TM Tours & Travel Sdn Bhd, Royal Selangor International Sdn Bhd, Top Glove Sdn Bhd, Gethi Engineering Sdn Bhd, Fire Fighter Industry Sdn Bhd, YKGI Holdings Berhad and SNS Network (M) Sdn. Bhd. These companies together with the existing 510 companies which are already engaged by the Ministry joined forces to assist students and teachers in industrial training. Almost 80% of the companies consist of small to medium enterprises (SME).



## TECHNICAL AND VOCATIONAL EDUCATION PRODUCES SKILLED MALAYSIAN WORKERS



**Nazirah binti Ibrahim**, is a former student from the 2013 intake of the Pastry and Bakery course of **Tanah Merah Vocational College, Kelantan**. She chose the course because she wanted to become an entrepreneur upon graduation in August 2017. Nazirah started her business with a RM200 investment from her savings.



Starting her business from home, she registered her bakery business

in November 2017 and called it “Anak Bongsu Bakery” in Pasir Tumbuh, Kelantan, with a staff of six. Since then, her monthly income is between RM20,000.00 and RM30,000.00

Nazirah is planning to expand her business with a variety of bakery and pastry products as well as providing delivery services in future. She is also planning to open a bakery and pastry class for the local community to share the knowledge and skills gained at the vocational college.

Having completed his education at the **Kota Tinggi Vocational College, Johor** in 2017, **Mohd Farhan Nurhakeim Bin Yusri** decided to join the workforce. Luck was on his side as he was called for several job interviews.

*“Alhamdulillah, I was offered a job as a Safety Supervisor at the Malaysia Marine & Heavy Engineering Sdn. Bhd, Rapid Pengerang, Kota Tinggi, Johor with a salary of RM5,000,”* said Farhan gratefully.



Farhan gained new experience at work and managed to overcome the challenges that came with responsibilities at work. Farhan

*explained, “With the extensive knowledge gained at the Kota Tinggi Vocational College, I am able to successfully complete a lot of tasks. Working in this field, I am able to earn as much as RM20.00 per hour. I am most grateful to my parents and teachers for their help and encouragement. Thank you very much.”*

**Please scan the QR** code to watch the success stories of students from the Vocational College



*Gadis Cilik  
Ceburi Bidang  
Ruminan*

## A VOCATIONAL COLLEGE FEMALE STUDENT SUCCEEDED IN THE UNDERWATER WELDING FIELD



**Nurizzati Athira Mohamad Yusoff**, a native of Selama, Perak, succeeded in becoming the first female in Malaysia in the underwater welding field. Nurizzati chose to enrol in the welding course due to her interest and was the only female student in the course at **the Taiping Vocational College** in 2013.

Although initially she felt awkward to interact with her male course mates and almost opted out of the course, she persevered to achieve her ambition. When her ability to succeed was belittled, she persisted and succeeded with excellent results, and was chosen as the best student in the course. Her success was indeed an eye-opener for many, and she was called as the “Iron Lady”.

Nurizzati’s success gained the attention of the Weldzone Training Centre Sdn Bhd which sought to sponsor the cost of her education in underwater welding. Within six months, Nurizzati was certified as a professional diver for the level of Underwater Welding (Specialist) Instructor having met the standards set by the International Technical Diving Agency, ITDA.

She received a lot of offers to work within and outside the country.

She is now an assistant tutor of underwater welding at Weldzone Training Centre Sdn Bhd at the Seri Manjung Industrial Area.

The standard rate for an underwater welder is quite lucrative which is between RM300 to RM500 an hour depending on experience and the level of skills. Nurizzati encourages female youth to be involved in the course.

She explained, *“We (ladies) must be brave to be involved in challenging fields such as the underwater welding field. Students need to think out-of-the-box and grab the opportunities to participate in skills related fields as there is a huge job market potential with great monetary rewards.”*

**Believe in what you do!**



*Profesion ‘Talista’  
Revolusi Industri  
Pembinaan*



*Wanita Besi  
Jurukimpal  
Berjaya*



## ENHANCING VARIOUS EDUCATION PATHWAYS

The Ministry realises that students have various interests and talents. To mould these talents and hone their potentials, the Ministry has provided several options of educational pathways of choice.

equipped with sound academic background. Students need to meet stringent requirements and undergo detailed selection processes to gain admission. The first SSM, established in 1996, is *Sekolah Sukan Bukit Jalil* at the National Sports Complex. The administration and management of SSM mirrors fully residential schools (Exhibit 1-12).

### SPORTS SCHOOLS

#### MALAYSIA SPORTS SCHOOL



The Malaysia Sports School (*Sekolah Sukan Malaysia*, SSM) was established with the aspirations of developing a sporting culture through national integration, which is consistent with the National Sports Policy. The SSM supports the national agenda towards creating a healthy and active nation, a society mindful of being disciplined, productive and united. This agenda requires total support of the masses for the nation to achieve sporting excellence at the international arena.

To date there are five SSM in Malaysia:

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

SSM was established to develop world class athletes who are also

**Exhibit 1-12: Enrolment of Malaysia Sports School by Gender, 2013-2017**



			TOTAL
YEAR	MALE	FEMALE	
2013	751	352	1,103
2014	819	388	1,207
2015	889	494	1,383
2016	939	484	1,423
2017	1,023	538	1,561

Source: Sports Division (BSukan)



In 2017, the percentage of student athletes who participated at national level was at 89.9%, while participation at international level was at 54.6%. These achievements exceeded the set targets (Exhibit 1-13).

**Exhibit 1-13: Student Athletes Participation in National and International Championships by Sports School, 2017**

Key Performance Indicator (KPI)	Target	School	Number of Athletes in National Championships	Percentage of Students in National Championships	Number of Athletes in International Championships	Percentage of Students in International Championships
 Total Participation of Student Athletes <b>85%</b> National Level		SSBJ	397/427	92.97%	189/268	70.52%
		SSTMI	450/493	91.27%	164/320	51.25%
		SSMP	314/333	94.29%	37/95	38.95%
 Participation of Form 4 to PreU Student Athletes <b>50%</b> International Level		SSMS	168/213	78.87%	29/84	34.52%
		SSMT	75/95	78.94%	No participation from Form 4	
		<b>1,404/1,561    89.94%    419/767    54.62%</b>				

Source: Sports Division (BSukan)

Note:

Achievement at the national level was at 89.9% (exceeded the target of 85.0%)  
 Achievement at the international level was at 54.6% (exceeded the target of 50.0%)

**• Students’ Participation in the 29<sup>th</sup> SEA Games and 9<sup>th</sup> ASEAN Para Games**

Malaysia hosted the 29th SEA Games and the 9th ASEAN Para Games from 19–30 August 2017. Both games took place in Kuala Lumpur. During the games, 145 athletes from schools participated, of which 140 were students while five others were teachers. Tasked to lead the nation towards gold, the student and teacher athletes put up a sterling performance, not just in winning medals but also in carving their own records in various events. A total of 85 students and 4 teachers won 38

gold medals, 15 silver medals and 20 bronze medals.

At the 9th ASEAN Para Games, the Malaysian contingent amassed 90 gold medals, 85 silver medals and 83 bronze medals. This contingent also comprised students with special educational needs who have proven their capability in numerous events.

This group of student and teacher athletes displayed excellent sportsmanship and some of them were successful in breaking the games records in several events.

# SUCCESSFUL MALAYSIAN STUDENT ATHLETES AT THE 29<sup>th</sup> SEA GAMES AND THE 9<sup>th</sup> PARA ASEAN SPORTS

## The 29<sup>th</sup> SEA Games

**Grace Wong Xiu Mei** broke the record at the hammer throw with a distance of 59.24 metres to win the gold medal. Meanwhile,



source: [www.stadiumastro.com](http://www.stadiumastro.com)

**Welson Sim Wee Sheng** aced his swimming events with two gold medals and two games records in the 400-metre freestyle with a record of 3:50.26 seconds. In the 200-metre freestyle event, he set a new championship record of 1:47.49 seconds.



source: [www.thesundaily.my](http://www.thesundaily.my)

**Koi Sie Yan** is a rhythmic gymnastics athlete who was studying under the Pre-University Programme at the Bukit Jalil Sports School. She successfully defended

the gold medal she won at the 2015 SEA Games in Singapore. In Kuala Lumpur, her medal haul totalled four golds and two silvers. Sie Yan also participated in the Garcia Fair Cup di Budapest, Hungary, where she won one gold, one silver and two bronze medals.



source: [www.thesundaily.my](http://www.thesundaily.my)

## The 9<sup>th</sup> Para ASEAN Sports

**Eddy Bernard** was a Form Four student at SMK Beluran, Sandakan Sabah. He participated and won gold medals in the 100-metre T37 (cerebral palsy) and the long jump T22 events. Eddy's participation in this championship was based on his participation at the East Malaysia Para Athletics Championships in Kuching, Sarawak. His successful first debut in the championship earned him a gold medal in the 100-metre (12.56s) and a silver medal in the long jump (5.71 metres) events.



source: [www.nst.com.my](http://www.nst.com.my)

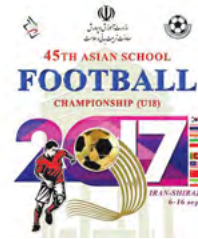
The Malaysian student athletes also showed excellent performance in other international sporting events. Among the international

championships which student athletes participated in were as follow:

No	Competition	Achievement
1.	<b>Little Athletics Western Australia 2017</b> <ul style="list-style-type: none"> <li>The event was held in Perth, Australia in March 2017.</li> <li>Participated by 5 male and 5 female athletes in the Under 14 and Under 15 categories led by 2 coaches from the Malaysia Sports Schools.</li> </ul>	<ul style="list-style-type: none"> <li>The Malaysian contingent won 4 gold, 6 silver and 5 bronze medals.</li> </ul> 
2.	<b>5<sup>th</sup> Asian School Hockey Championship 2017</b> <ul style="list-style-type: none"> <li>The event was held in Bhopal, India in April 2017.</li> <li>Six countries participated - India, Malaysia, Singapore, China, Sri Lanka and Thailand.</li> </ul>	<ul style="list-style-type: none"> <li>The MSSM Hockey team won second place.</li> </ul>
3.	<b>9<sup>th</sup> ASEAN Schools Games 2017</b> <ul style="list-style-type: none"> <li>The event was held in Singapore in July 2017.</li> <li>The Malaysian contingent was represented by 195 athletes and 64 officials.</li> <li>Malaysia participated in all 11 types of sporting events - badminton, track and field, basket ball, and volleyball.</li> </ul>	<ul style="list-style-type: none"> <li>The Malaysian contingent won fourth place with 72 medals among the ten participating countries.</li> </ul> 
4.	<b>25<sup>th</sup> MSSM-LAWA-SSSC International Little Athletics Championship</b> <ul style="list-style-type: none"> <li>The championship was organised by the Pahang Malaysia Sports School in July 2017.</li> <li>The Singapore Schools Sports Council and the Little Athletics Western Australia participated in this championship.</li> </ul>	<ul style="list-style-type: none"> <li>The Malaysian contingent won 40 gold, 26 silver and 19 bronze medals and was the champion.</li> </ul> 



No	Competition	Achievement
5.	<b>5<sup>th</sup> Asian School Tennis Championship</b> <ul style="list-style-type: none"> <li>The event was held in Solo, Indonesia in August 2017.</li> <li>Six countries participated - Thailand, Indonesia, India, China, Singapore and Malaysia.</li> </ul>	<ul style="list-style-type: none"> <li>Team Event for Boys – Malaysia gained fourth place from six teams.</li> <li>Team Event for Girls – Malaysia was at fifth place from five teams.</li> </ul>
6.	<b>45<sup>th</sup> Asian Schools Football Under 18 Championship 2017</b> <ul style="list-style-type: none"> <li>The event was held in Shiraz City, Iran in September 2017</li> <li>Nine teams participated - Iran, Indonesia, South Korea, Malaysia, Fars Iran, China, Thailand, Sri Lanka and India.</li> </ul>	<ul style="list-style-type: none"> <li>The Malaysian team competed successfully against senior teams at the Asia level.</li> <li>The Malaysian team won fourth place.</li> </ul>



## State Sports School

State Sports School (*Sekolah Sukan Negeri, SSN*) is a day school with facilities to cater for great demand among students who have talents and interests in sports. SSN is a centre of excellence for sports at the state level. Top student athletes are placed in this school and are subsequently enrolled into the Malaysia Sports School

if they consistently display high performance. In 2017, the total number of athletes were 4,549 in relation to the overall enrolment of 8,521 students. The training programme at SSN is under the supervision of 68 fulltime coaches and 155 part-time coaches among skilled and qualified teachers (Exhibit 1-14).

**Exhibit 1-14: List of State Sports School and Total Number of Students by State, 2017**

No	STATE	SCHOOL	NUMBER OF STUDENT ATHLETES		TOTAL ATHLETES	TOTAL COACHES
			F	M		
1	Perlis	SMK Syed Hassan	113	172	285	5
2	Kedah	SMK Tunku Anum				
		Tunku Abdul Rahman	95	92	187	5
3	Pulau Pinang	SMK Mutiara Impian	214	330	544	5
4	Perak	SMK Gunung Rapat	107	148	255	5
5	WP Kuala Lumpur	SMK Seri Titiwangsa	142	170	312	5
6	Selangor	SMK Seksyen Sebelas	155	158	313	5
7	Negeri Sembilan	SMK Za'ba	127	215	342	4
8	Melaka	SMK Seri Kota	112	241	353	4
9	Johor	SMK Tun Hussein Onn	107	247	354	5
10	Pahang	SMK Seberang Temerloh	75	222	297	5
11	Kelantan	SMK Putera	127	267	394	5
12	Terengganu	SMK Bukit Nenas	112	169	281	4
13	Sabah	SMK Peter Mojuntin	34	57	91	3
14	Sarawak	SMK Tabuan Jaya	113	280	393	3
15	WP Labuan	SMK Mutiara	58	90	148	4
GRAND TOTAL					<b>4,549</b>	<b>68</b>

Source: Sports Division (BSukan)

### • SSN Sports Challenge

The Ministry, through the Sports Division, organised the SSN Sports Challenge (SSNSC) for student athletes aged 14 and below. This challenge was held to gauge the effectiveness of the SSN as well as to develop future national athletes.

It is hoped that the outcome of this programme will help develop student athletes with a sense of competitiveness and the ability to progress and achieve international excellence. In 2017, three events were focused upon – track and field, *sepak takraw* and netball.

## High Performance Sports Programme in Schools

The High Performance Sports Programme (*Program Sukan Prestasi Tinggi Sekolah, SPTS*) provides an opportunity for students who are interested in sports but wish to pursue their education in mainstream schools. The SPTS programme is focussed on training talented young athletes aged between 6 and 18 in schools. This programme also aims to scout and develop potential coaches among teachers. The SPTS is implemented in the Sports Excellence Centres (*Pusat Kecemerlangan Sukan, PKS*) and District Training Centres (*Pusat Latihan Daerah, PLD*) in each state.

There are eight sporting events listed in SPTS: *sepak takraw*, football, hockey, archery, badminton, athletics, artistic gymnastics and rhythmic gymnastics. Beginning 2016, squash was introduced as a high performance sports in selected schools. Each state PLD is responsible for conducting one sport under the programme organised by a qualified coach among the teachers. In 2017, a total of 883 PLD conducted the SPTS programme in 144 districts and 712 schools nationwide.

## Sports Championships at Interior Schools

The Ministry also conducts various sporting events for students in the Orang Asli schools and the interior

areas of Sabah and Sarawak. The aim of these championships is to provide opportunity to talented students to compete in a structured competition. The championships also inculcate the sporting spirit and encourage unity among the Orang Asli and the indigenous ethnics in Sabah and Sarawak. It also allows the Ministry to discover talents among students in the interior.

### • The Orang Asli School Sports Championship

The championship was first held in 2007 with the participation of three states – Pahang, Perak and Kelantan. The following year four states, Selangor, Johor, Negeri Sembilan and Terengganu joined the three other states, making it a total of seven participating states.

In 2017, 476 students participated in four events – track and field, football, *sepak takraw* and hand ball. The overall champion was Kelantan, followed by Perak and Pahang.

### • Sabah Interior School Sports Championship 2017

This sports championship was first held in 2013 in Keningau. The championship involved schools within 24 districts in the Sabah interior. Three sporting events were held – track and field, netball and *sepak takraw*. In 2017, the championship was held in Sandakan who hosted 528 students and 208 officers. The district of Keningau emerged as champion in the meet.



• **Sarawak Indigenous School Sports Championship 2017**

This championship was once known as the Penan School Sports Championship. First introduced in 2008, the championship was held among seven schools - SK Long Sait, SK Long Pelutan, SK Long Kevok, SK Long Jekitan, SK Long Luteng, SK Long Lamei dan SK Lusong Laku. The year 2013 heralded a name change to the Sarawak Interior School Sports Championship. At the suggestion of JPN Sarawak, the championship changed its name once again to become the Sarawak Indigenous School Sports Championship. The meet is held among primary schools under the Interior Category III in Sarawak.

In 2017, Sibu was chosen to host the championship. Only the track and field events were held, attracting 528 students and 110 officials. The champion was PPD Song, while the second place was PPD Tatau followed by PPD Lubuk Antu. Students who were champions in their respective events were offered a placement in SMK Tabuan Jaya which is a Sarawak State Sports School to hone their talents and expose them to higher level of competitions.

**Sports Scholarship Scheme**

The Sports Scholarship Scheme is an award from the Ministry for students who readily represent the country at international competitions. The aim of the scholarship is to attract more students to continue their involvement in sports and subsequently, train to achieve their highest level of performance. The scholarship is awarded to help fund students' training, appropriate sporting equipment and food supplements. In 2017, a total of 1,951 students nationwide benefitted from the scholarship (Exhibit 1-15).

**Exhibit 1-15: The Sports Scholarship Rate**

Form / Year	Scholarship Rate (RM Monthly)	Scholarship Rate (RM Annually)
Form 1 to Form 4 Year 1 (Vocational College)	70.00 x 12	840.00
Form 5 Year 1 (Vocational College)	70.00 x 11	770.00



## ART SCHOOLS

Art Schools were introduced to create an educational pathway for students with talent and keen interest in the creative world to realise their potentials through formal art education. Graduates for the Art Schools have the capabilities to promote and preserve the nation's cultural heritage, and become creative human resource who can also contribute to the tourism industry. The first Art Schools, formed in 2007, were the *Sekolah Seni Malaysia Johor* and *Sekolah Seni Malaysia Sarawak*.

To date, there are three Art Schools in Malaysia offering courses in music, dance, theatre and visual arts:

- *Sekolah Seni Malaysia Johor* (SSeMJ)

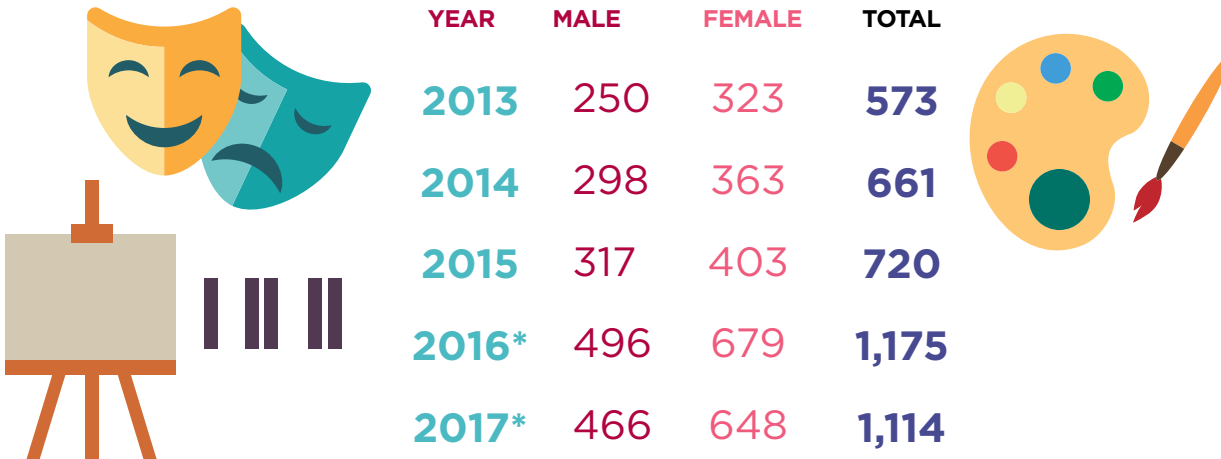
- *Sekolah Seni Malaysia Sarawak* (SSeMS)
- *Sekolah Seni Malaysia Kuala Lumpur* (SSeMKL)

Due to the increasing demands for educational pathways in the arts, the Ministry introduced the Art Education Programme in two daily national secondary schools. They are:

- *Sekolah Menengah Kebangsaan Muhibbah*, Sungai Siput (U), Perak
- *Sekolah Menengah Kebangsaan Elopura*, Sandakan, Sabah

The enrolment of Art Schools from Form 1 to 5 doubled to 1,114 in 2017, an increase of 105% compared to 2013 (Exhibit 1-16).

**Exhibit 1-16: Enrolment in Art Education Programme by Gender, 2013 - 2017**



YEAR	MALE	FEMALE	TOTAL
2013	250	323	573
2014	298	363	661
2015	317	403	720
2016*	496	679	1,175
2017*	466	648	1,114

\*includes enrolment into art education programme

Source: Co-curriculum Division and Arts (BKK)

SPM school leavers from the Art Schools can further education in public universities such as *Universiti Teknologi MARA (UiTM)*, *Universiti Malaya (UM)*, *Universiti Sains Malaysia (USM)*, *Universiti Pendidikan Sultan Idris (UPSI)*, *Universiti Malaysia Sabah (UMS)*, *Universiti Malaysia Sarawak (UNIMAS)* and *Akademi Seni*

*Budaya Warisan dan Kebangsaan (ASWARA)*. Those wanting to pursue a career in the arts as teachers can continue their education at the Institutes of Teacher Education (*Institut Pendidikan Guru, IPG*).

### APPLICATION INTO FORM 1 OF *SEKOLAH SENI MALAYSIA*

1. Malaysian
2. Talented and potentially artistic (visual arts/dance/theatre/music)
3. Healthy; Not among disabled students
4. Only applications through online will be processed. (please refer to the website <https://essem.moe.gov.my>)

### ADMISSION REQUIREMENT TO *SEKOLAH SENI MALAYSIA*

1. Pass all subjects with at least 3B in UPSR.
2. Pass in the art performing session / audition.
3. Agree to accept admission offer into *Sekolah Seni Malaysia* according to the designated field.
4. Successful applicants are required to stay in the hostel and are subjected to prescribe regulations.
5. Provide student health records.
6. Submit all original documents during the interview.
7. Application will be rejected if the candidate falsifies any document during the interview



## VARIOUS EDUCATION PATHWAYS IN DEVELOPING STUDENTS' TALENT AND INTEREST TOWARDS SUCCESS



The Ministry of Education Malaysia offers various education pathways to students based on their capabilities, interest and talents to ensure individual potential can be enhanced apart from outstanding academic achievement. Among the education pathways provided are education in the fields of arts and sports.

**Sekolah Menengah Kebangsaan (SMK) Muhibbah, Sungai Siput (U), Perak** was officially opened in January 2001. In August 2004, the school was provided with a hostel facility, which could accommodate 300 students. The provision of dormitories at school has provided access to better education for children of various ethnicities in rural areas of the Sungai Siput district.

To cater to the demand for art education pathway and based on the capabilities and capacity of schools, in 2016, the Art Education Programme

was introduced at SMK Muhibbah. The school received its first batch of 51 students who enrolled in four fields of arts - Visual Arts, Music, Dancing, and Theatre. The high demand in arts is evident when the number of applications for admission exceeds 1,000, which was more than the 300 places offered based on boarding capacity.

Even though SMK Muhibbah has just introduced the art education pathway, the school has earned impressive recognitions at the national and international levels. Among the best achievements of the school were becoming the Champion in the Malaysian Floor Pattern Sport Dance Competition at *Istana Budaya* in April 2017, the Overall Champion in the International Monolift Festival in Costa Brava, Spain, and the World Champion in the Singapore International *Cingey* Parade.



**Sekolah Sukan Bukit Jalil (SSBJ), Kompleks Sukan Negara, Kuala Lumpur** is the first sports school in Malaysia. The school is a special elite school specialising in developing students' potentials as national athletes to earn accolades for the nation at the international stage.

SSBJ offers 24 types of sports and students are supported by qualified teachers and sports trainers. Each student athlete needs to adhere to the training schedule set to increase their mastery in their respective sports fields as well as to attend academic sessions. Tight training schedule means students have to manage their time wisely and be more disciplined in managing their achievements in academic and sports. SSBJ also ensures that every student is not left out in their studies despite participating in competitions

throughout the country and around the world as special revision sessions are conducted for these student athletes.

Student athletes from SSBJ have carved their names in various competitions internationally, for example the 29th SEA Games Championship in Kuala Lumpur. The involvement of students, especially in sports, not only contributes to the national sports glory but also benefits students' self-development in becoming disciplined, highly motivated and productive individuals.

**To appreciate the success of both schools, please scan this code to watch the video.**




## ISLAMIC RELIGIOUS SCHOOLS

The Islamic Religious Schools under the purview of the Ministry are the National Religious Secondary Schools (*Sekolah Menengah Kebangsaan Agama*, SMKA) and Government-Aided Religious Schools (*Sekolah Agama Bantuan Kerajaan*, SABK). These schools offer academic subjects and subjects in the field of Islamic education. The SMKA was established in 1977 after the handing over of 11 *Sekolah Agama Negeri* (SAN) and *Sekolah Agama Rakyat* (SAR). The SABK was established in 2005 with the

registration of SAN and SAR with the Ministry.

The increase in the number of SMKA is based on the projection set by the Ministry while the increase in the number of SABK is upon approval of the Ministry based on the application by the School Administration Board (*Lembaga Pengelola Sekolah*, LPS). As a registered school under the Ministry, SABK must adhere to the rules and guidelines under the Education Act 1996, and receive aids as stipulated by the Act (Exhibit 1-17).

**Exhibit 1-17: Number of Islamic Religious Schools under the Ministry of Education by Level of Education, 2017**



School	Number of Schools	Number of Students
Preschool	17	757
SABK Primary	41	17,111
SABK Secondary	180	68,788
SMK Religious (SMKA)	59	39,229

Source: Islamic Education Division (BPI)



Achievements of students in Islamic religious schools under the Ministry at national and international levels are shown in Exhibit 1-18.

**Exhibit 1-18: Achievements of Students in Islamic Schools at the International Level in 2017**

No	Competition	Achievement
1.	<b>Bangkok International, Intellectual Property, Invention, Innovation and Technology Exposition (IPITEX) 2017</b> <ul style="list-style-type: none"> <li>Venue: Bangkok International Trade &amp; Exhibition Centre (BITEC) Thailand</li> <li>1-7 February 2017</li> </ul>	SMA Daeratul Ma'arifil Wataniah 2, Penang <ul style="list-style-type: none"> <li>1 Gold Medal</li> </ul>
2.	<b>Bangkok International, Intellectual Property, Invention, Innovation and Technology Exposition (IPITEX) 2017</b> <ul style="list-style-type: none"> <li>Venue: Bangkok International Trade &amp; Exhibition Centre (BITEC) Thailand</li> <li>1-7 February 2017</li> <li>Organised by the Korea University Invention Association (KUIA)</li> <li>Collaborated with the National Research Council of Thailand (NRCT)</li> <li>58 participations</li> <li>Involved more than 150 young researchers and lecturers.</li> <li>Accompanied by more than 19 countries</li> </ul>	SMA Al Madrasah Alalawiyah Addiniah, Perlis <ul style="list-style-type: none"> <li>3 Gold Medals</li> <li>Rubber Culen Starter</li> <li>The Sweet Dream</li> <li>Heal Mask</li> <li>1 Bronze Medal</li> </ul>
3.	<b>Malaysian International Young Inventors Olyimpiad</b> <ul style="list-style-type: none"> <li>Maidin Mall, Pulau Pinang</li> <li>5 April 2017</li> </ul>	SAMT Tengku Ampuan Jemaah, Shah Alam, Selangor <ul style="list-style-type: none"> <li>Third place</li> </ul>
4.	<b>Continental Taekwando Championship</b> <ul style="list-style-type: none"> <li>Sakai, Jepun</li> <li>23 April 2017</li> </ul>	SMKA Maahad Hamidiah, Selangor <ul style="list-style-type: none"> <li>Third place (Junior 45 Kg)</li> </ul>
5.	<b>The International Invention &amp; Technology Exhibition (ITEX) 2017</b> <ul style="list-style-type: none"> <li>KL Convention Centre</li> <li>10-13 May 2017</li> </ul>	SMA Al Madrasah Alalawiyah Addiniah, Perlis <ul style="list-style-type: none"> <li>1 Best Award</li> <li>1 Gold medal</li> <li>3 Silver medals</li> </ul>
6.	<b>10<sup>th</sup> Annual International Quranic Competition Honoring Ceremony 2017</b> <ul style="list-style-type: none"> <li>Universiti Islam Antarabangsa Malaysia (UIAM), Gombak Selangor Darul Ehsan</li> <li>13 May 2017</li> </ul>	SM Integrasi Sains Tahfiz (SMISTA) Kuala Lumpur <ul style="list-style-type: none"> <li>Second place memorization (<i>hafazan</i>) 1 - 10 Juz category</li> <li>Umairah Syafiyah Binti Abdul Malik Al-Ahmadi, 15</li> </ul>

No	Competition	Achievement
7.	<b>The 9<sup>th</sup> Euroinvent: Email European Exhibition Of Creativity An Innovation</b> <ul style="list-style-type: none"> <li>Palace of Culture Lasi, Romania</li> <li>25-27 May 2017</li> </ul>	SMA Daeratul Ma'arifil Wataniah 1 Pulau Pinang <ul style="list-style-type: none"> <li>3 Special Award</li> <li>1 Gold Medal (Go-Chack)</li> <li>1 Silver Medal (Open Wall)</li> </ul>
8.	<b>International Students Science Fair (Issf) 2017</b> <ul style="list-style-type: none"> <li>Korea Science Academy of KAIST Busan, Korea Selatan</li> <li>19-23 June 2017</li> </ul>	Sekolah Menengah Agama Majlis Agama Islam Wilayah Persekutuan (SMAWIP) Kuala Lumpur <ul style="list-style-type: none"> <li>Most Creative Research</li> <li>The Mathematical Underpinnings Of Islamic Geometric Art (Group)</li> <li>Drone Design ( 1<sup>st</sup> Place)</li> <li>Drone Aviation (3<sup>rd</sup> Place)</li> <li>Science Competition (3<sup>rd</sup> Place)</li> </ul>
9.	<b>Singapore International Math Olympiad Challenge</b> <ul style="list-style-type: none"> <li>National University of Singapore</li> <li>14-17 July 2017</li> </ul>	SAMT Tengku Ampuan Jemaah <ul style="list-style-type: none"> <li>Gold Medal</li> </ul>
10.	<b>World Invention Creavtivity Contest (Wicc) Korea</b> <ul style="list-style-type: none"> <li>Seoul Trade Exhibition And Convention Centre (SETEC), Seoul, Korea</li> <li>26-31 July 2017</li> </ul>	SMA Al Madrasah Al-Alawiyah Addiniah, Perlis <b>Best Award</b> <ul style="list-style-type: none"> <li>The Sweet Dream</li> </ul> <b>2 Gold Medals</b> <ul style="list-style-type: none"> <li>Heal Mask</li> <li>The Sweet Dream</li> </ul> <b>2 Silver Medals</b> <ul style="list-style-type: none"> <li>Rubber Coal</li> <li>Herbal Rodents Dispel (HRD)</li> </ul>
11.	<b>Southern International Scout Fiesta 2017</b> <ul style="list-style-type: none"> <li>SMK Dato' Penggawa Barat Pontin, Johor</li> <li>27-30 July 2017</li> </ul>	SMA Lughatul Quran, Tangkak, Johor <ul style="list-style-type: none"> <li>25 scout members entitled for international certificats (Activiti Based)</li> </ul>
12.	<b>Southern International Scout Fiesta 2017</b> <ul style="list-style-type: none"> <li>SMK Dato' Penggawa Barat Pontin, Johor</li> <li>27-30 July 2017</li> </ul>	SMA Al Khairiah Segamat, Johor <ul style="list-style-type: none"> <li>Three teachers and four scout members were entitled for international certificates (Activity Based)</li> </ul>

No	Competition	Achievement
13.	<b>2017 Kaohsiung International And Design Expo</b> <ul style="list-style-type: none"> <li>• Kaohsiung Taiwan</li> <li>• 8-10 December 2017</li> <li>• Contingent led by researcher, Assoc. Prof. Dr. Mohd Mustafa Al-Bakri Abdullah</li> <li>• The product of research was in collaboration with the Faculty of Manufacturing Engineering Technology, UniMAP</li> <li>• Participation from 19 countries</li> <li>• 360 products were contested</li> </ul>	SMA Al Madrasah Alalawiyah Addiniah, Perlis  2 gold medals <ul style="list-style-type: none"> <li>• Herbal Rodents Dispel (HRD)</li> <li>• Smart Organic Fertilizer Technology (Soft)</li> </ul> Best Award <ul style="list-style-type: none"> <li>• Herbal Rodents Dispel (HRD)</li> </ul> 1 silver medal <ul style="list-style-type: none"> <li>• Herbal Treatment Gel (HTG)</li> </ul> 
14.	<b>2017 Kaohsiung International And Design Expo</b> <ul style="list-style-type: none"> <li>• Kaohsiung Taiwan</li> <li>• 8-10 December 2017</li> </ul>	Sekolah Menengah Kebangsaan Agama (P) Alawiyah, Kangar  1 Gold Medal <ul style="list-style-type: none"> <li>• Greenie product</li> </ul> 
15.	<b>Innovation Design Research International Symposium (IDRIS) 2017</b> <ul style="list-style-type: none"> <li>• Kuala Lumpur, Malaysia</li> <li>• 23-25 April 2017</li> </ul>	SMKA (P) Alawiyah, Arau, Perlis <ul style="list-style-type: none"> <li>• Gold Medal</li> </ul>





## PROVIDING EDUCATION FOR SPECIFIC GROUPS

The Ministry continues to provide equal access to quality education for the less fortunate Malaysian children to ensure they become productive citizens who are able to contribute to their own betterment, their family and the nation. The provision of education for the specific groups based on their background and socio-economic status will ensure they are not being marginalised from the mainstream education.

### SCHOOLS IN HOSPITALS

Schools in Hospital (*Sekolah Dalam Hospital*, SDH) is a learning centre which provides a specialised and structured education for students undergoing long-term or repeated treatments in government hospitals. SDH is a collaboration between the Ministry of Education and the

Ministry of Health. The learning process is flexible and takes upon an edutainment approach with a trained teacher as a facilitator. The Ministry provides trained teachers and a student administrative assistant for each school besides providing relevant teaching and learning materials.

In 2017, there were 15 SDH nationwide (Exhibit 1-19) providing education to 13,267 registered students and supported by 112 teachers and 16 assistants. (Exhibit 1-20). Enrolment in the SDH by levels of education is shown in Exhibit 1-21.



Exhibit 1-19: Locations of Schools in Hospitals in the Country

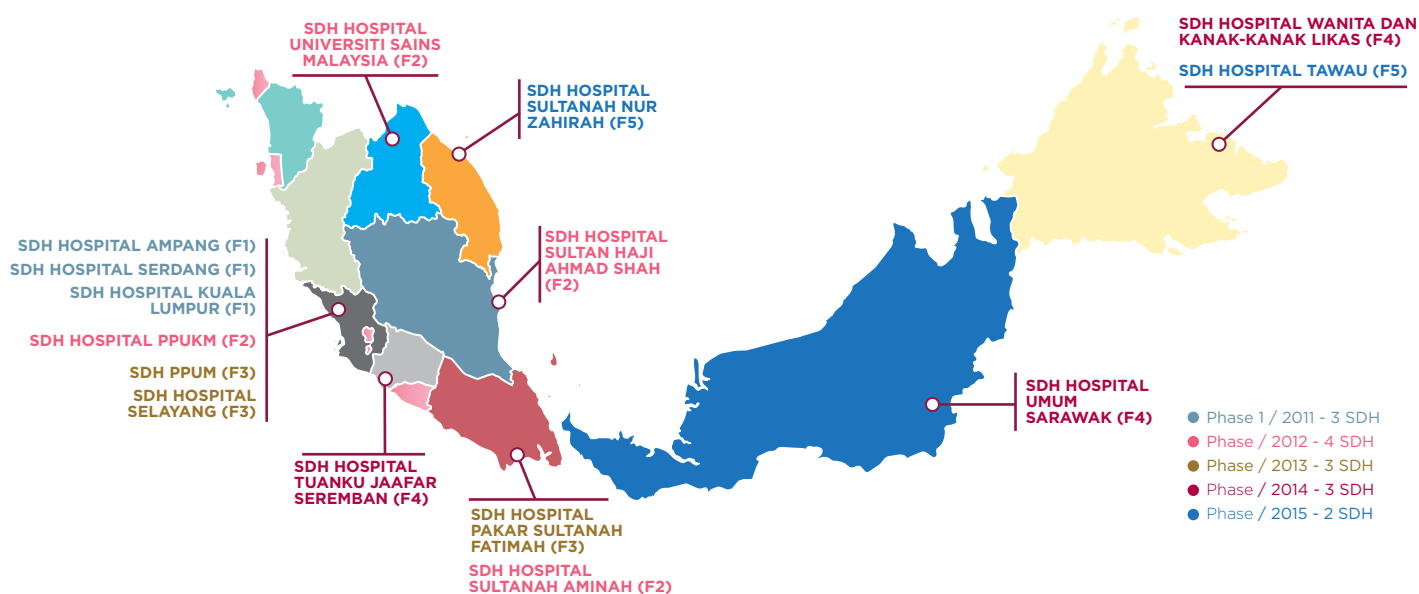


Exhibit 1-20: Number of Registered Students, Teachers and Student Administrative Assistants in Schools in Hospital, 2017

No	School	Number of Students	Number of Teachers	Number of Student Administrative Assistant
1	SDH Hospital Kuala Lumpur	779	11	2
2	SDH Hospital Serdang, Selangor	2,116	8	1
3	SDH Hospital Ampang, Selangor	876	7	1
4	SDH Hospital Sultanah Aminah, Johor	892	6	1
5	SDH Hospital Sultan Haji Ahmad Shah, Pahang	644	4	1
6	SDH Hospital Universiti Sains Malaysia, Kelantan	765	10	1
7	SDH Pusat Perubatan Universiti Kebangsaan Malaysia, Kuala Lumpur	359	7	1
8	SDH Hospital Pakar Sultanah Fatimah, Johor	1,756	9	1
9	SDH Pusat Perubatan Universiti Malaya, Kuala Lumpur	329	8	1
10	SDH Hospital Selayang, Selangor	1,090	8	1
11	SDH Tuanku Ja'afar, Negeri Sembilan	1,417	6	1
12	SDH Hospital Umum Sarawak	909	8	1
13	SDH Hospital Wanita dan Kanak-kanak Likas, Sabah	502	9	0
14	SDH Hospital Tawau, Sabah	550	6	2
15	SDH Hospital Sultanah Nur Zahirah, Terengganu	283	5	1
<b>TOTAL</b>		<b>13,267</b>	<b>112</b>	<b>16</b>

Source: Special Education Division (BPKhas)  
Note: Data as of 31 October 2017

**Exhibit 1-21: Enrolment of Schools in Hospital by Level of Education, 2017**

Level of Education	Male	Female	Total	Percentage
Preschool	1,385	1,046	2,431	18.3%
Primary	3,955	2,986	6,941	52.3%
Secondary	2,214	1,329	3,543	26.7%
SPK/ PPKI/ PPI	221	131	352	2.7%
	7,775	5,492	13,267	100%

Source: Special Education Division (BPKhas)

Note: SPK - Special Education School; PPKI - Special Education Inclusive Programme; PPI - Inclusive Education Programme

The existence of SDH is acknowledged by various agencies such as non-governmental organisations and corporate bodies through their support to fulfil their corporate social responsibility. The assistance received is invaluable

as it allows the Ministry to conduct various activities in the programme. The positive feedback received from all concerned stakeholders is testament towards the effectiveness and benefits of the SDH to student outcomes.







## SCHOOL IN HOSPITAL PROVIDES CONTINUOUS EDUCATION



**Narwida binti Najil** continued her schooling in **Sekolah Dalam Hospital di Hospital Wanita dan Kanak-kanak Likas, Kota Kinabalu Sabah (SDH HWKKL)**

since 2014 when she was diagnosed with bone cancer (osteosarcoma).

She continued to prepare for her SPM examination while under going treatments. Due to her determination, Narwida obtained good results that she could be proud of in her SPM, which were 2A, 4B, 1C, and 3D.

Narwida was strongminded to continue with her education and sat for the STPM examination in 2016. With her STPM



results, she was accepted into the bachelor programme in the field of business majoring in entrepreneurship at *Universiti Malaysia*

*Sabah* (UMS). Narwida became an inspiration and role model for other student patients when she received a Special Award in the SDH HWKKL Appreciation Ceremony in 2017.

*“Narwida completed her chemotherapy in 2015. Two months before sitting for STPM in 2016, she underwent a lung operation. Later, during her follow-up session in early 2017, Narwida was informed that her cell cancer became active and has spread. Initially, she was reluctant to continue the chemotherapy treatments as she didn’t*

*want to face the side effects of chemo. Besides, she just lost two of her closest friends who underwent the same cancer treatments in HWKKL.”*

*“However, due to the support, motivation and encouragement from family, doctors, nurses, teachers and friends, she persevered. During this chemo cycle, she received the happy news of being accepted into UMS. Now, Narwida is continuing her education in UMS while receiving chemo treatments which are due to complete at the end of the year.”*

**Puan Debbie Clement**  
Teacher

*“I am so grateful and thankful to teachers at School in Hospital for doing their best in teaching my daughter. My child received good results in SPM for the subjects taught. I hope Narwida will always feel motivated to pursue her ambition and continue to fight her sickness.”*

**Puan Norazila Abdullah**  
Mother

*“Teachers at School in Hospital fully understand my situation at the time of receiving treatment. They taught me slowly until I could understand what was being taught. Their teaching methods caught my interest to continue learning.”*

*“The edutainment sessions by the teachers make us forget that we are undergoing treatments. Learning with friends who were also patients made me realise that I was not alone. I was motivated to learn with them.”*

**Narwida binti Najil**  
Student

## SEKOLAH BIMBINGAN JALINAN KASIH

Sekolah Bimbingan Jalinan Kasih (SBJK) provides access to formal education in a safe environment for street children in the vicinity of Kuala Lumpur. The establishment of SBJK is aligned with the charter

set forth in the United Nations Convention on the Rights of the Child and the concept of Education for All by UNESCO. SBJK began operations on 19 August 2013 based on the implementation of alternative education which has set the following objectives:

- i. To provide access to formal education in a conducive environment for marginalised and street children.
- ii. To reduce the number of school dropouts among Malaysians.
- iii. To provide career opportunities to marginalised and street children.
- iv. To develop knowledgeable, skilled and independent individuals.

In 2017, the Government provided allocation to increase the number of new premises and boarding facility to accommodate the increasing number of students and provide access to better education in a comfortable environment. Acknowledging the necessity to motivate and inspire the children, Dato' Aznil Haji Nawawi, a well known personality, was officially selected as the icon for SBJK on 26 January 2017.

### SBJK AT A GLANCE 2017

Enrolment	= 152
Teacher	= 16
Support Staff	= 5
UPSR 2017	= 5
Candidates	= 8
PT3 2017	= 8
Candidates	= 7
SPM 2017	= 7
Candidates	= 11







Shopping Raya 2017 sponsored by TESCO with Dato' Aznil Hj Nawawi

Sumber: <http://www.kedahnews.com>

The Ministry is appreciative and proud of the support and periodic assistance provided by private and government agencies, NGOs and individuals (Exhibit 1-22). This



Buskers and SBJK dance troupe during the 6th Asia Pro Bono Conference

Sumber: <http://www.kedahnews.com>

reflect upon their mindfulness and social responsibility towards the welfare of the students at SBJK and in ensuring continued success in its implementation.



### Exhibit 1-22: Types of Support to Sekolah Bimbingan Jalinan Kasih, 2017

Types of Support	Name of Agency	Activities
Spirituality	<i>Pertubuhan Kebajikan Pelajar Qari &amp; Qariah Malaysia (PERQAM)</i>	<ul style="list-style-type: none"> <li>• Fiqh, Tauhid and Quran class</li> </ul>
	Department of Federal Territory Islamic Affairs ( <i>Jabatan Agama Islam Wilayah Persekutuan, JAWI</i> )	<ul style="list-style-type: none"> <li>• KAFA class</li> </ul>
	<i>Institut Pengajian Al-Quran (IPAQ)</i>	<ul style="list-style-type: none"> <li>• Quran study class</li> </ul>
Skill	<i>Kembara Kitchen</i>	<ul style="list-style-type: none"> <li>• Cooking class</li> <li>• Aidilfitri feast programme</li> </ul>
	<i>Orang Perseorangan</i>	<ul style="list-style-type: none"> <li>• Sewing class</li> </ul>
Art	<i>Jabatan Kebudayaan dan Kesenian Negara (JKKN)</i>	<ul style="list-style-type: none"> <li>• Dance class</li> <li>• Band class</li> <li>• <i>Gamelan</i> class</li> <li>• Artistic Exercise (<i>Senam Seni</i>)</li> </ul>
Academic	<i>Yayasan Sukarelawan Siswa</i>	<ul style="list-style-type: none"> <li>• Additional classes of Bahasa Melayu and History</li> </ul>
	<i>Individual</i>	<ul style="list-style-type: none"> <li>• <i>Kelas Tuisyen</i> SPM</li> </ul>
Volunteer	Institut Onn Jaafar	<ul style="list-style-type: none"> <li>• Providing nutritious breakfast</li> <li>• Collaboration with Public and Private Universities in various activities</li> </ul>
Career	DRB-HICOM	<ul style="list-style-type: none"> <li>• Career briefing</li> <li>• SKM 2 automotive course</li> </ul>
	College Community	<ul style="list-style-type: none"> <li>• Briefings and visits</li> <li>• Cooperation towards skills training</li> </ul>
	7 Eleven Malaysia Holdings Berhad	<ul style="list-style-type: none"> <li>• Career briefing</li> <li>• Getting jobs in the company</li> </ul>
	TESCO Stores Malaysia Sdn Bhd	<ul style="list-style-type: none"> <li>• SBJK as an adopted school</li> <li>• Giving career opportunities</li> <li>• 2017 Raya Shopping Programme</li> </ul>
	Faculty of Law Universiti Malaya	<ul style="list-style-type: none"> <li>• Awareness activities related to mild and heavy offenses</li> <li>• Motivation sessions to further studies in university</li> </ul>

Source: School Management Division (BPSH)

In 2017, students of SBJK utilised their knowledge and enhanced skills and talents through their involvement in various events. This is a clear indication of their resourcefulness, as tabled in Exhibit 1-23. By immersing themselves in such activities, the children have also gained confidence whilst developing a positive attitude

towards the society and the future. The positive outcomes of SBJK students are based on their schooling and support received from the community and private sector which has proven that the Ministry is on the right track in assisting these marginalised children to fulfill their basic needs through structured education.

**Exhibit 1-23: SBJK Students' Achievement in Various Activities, 2017**

<p><b>SBJK Buskers Group (Bandana Buskers)</b></p>	<ul style="list-style-type: none"> <li>Seven students received various invitations at the school level, PPD, JPN, various Ministries, hotels, carnivals and also International levels (6<sup>th</sup> Asia Pro Bono Conference).</li> </ul>
<p><b>SBJK Dance Group</b></p>	<ul style="list-style-type: none"> <li>Five students received an invitation at the Ministry of Education and International level (the 6<sup>th</sup> Asia Pro Bono Conference) through training by the National Department of Culture and Arts.</li> </ul>
<p><b>Sewing Skill</b></p>	<ul style="list-style-type: none"> <li><i>Projek Menjahit Sampai Pandai</i>, a sewing class project, was participated by 19 primary and secondary students who produced clothes such as pants, skirts, <i>baju kurung</i> and robes.</li> </ul>
<p><b>Cooking and Entrepreneurship Skills</b></p>	<ul style="list-style-type: none"> <li>Participation in cooking classes organised by <i>Kembara Kitchen</i> allow students to help their school prepare afternoon tea.</li> <li><i>Roti John</i> and raya biscuit sales projects at <i>Ramadhan Bazaar</i> enhanced the soft skills of communication and entrepreneurship skills among students.</li> </ul>
<p><b>Offer to WP Kuala Lumpur State Sports School</b></p>	<ul style="list-style-type: none"> <li>A student managed to enrol in the WP Kuala Lumpur State Sports School after getting good UPSR results and passed the Sports Screening Test.</li> </ul>
<p><b>Student Career</b></p>	<ul style="list-style-type: none"> <li>While waiting for results, most SPM 2017 students worked in shopping malls and printing companies, and enrolled in culinary arts and hairdressing courses.</li> </ul>



## SEKOLAH INTEGRITI AND SEKOLAH HENRY GURNEY

The Ministry of Education and the Malaysian Prison Department have collaborated to form the *Sekolah Integriti* (SI) and *Sekolah Henry Gurney* (SHG). The aim is to provide educational services to juveniles and young inmates between the ages of 14 and 21. Young inmates receive their education at *Sekolah Integriti* while juveniles continue their

studies at *Sekolah Henry Gurney*. Youths from both schools have the opportunity to sit for public exams (Exhibit 1-24). The education in these schools provide the juveniles and young inmates the opportunity for self-improvement in their academics, co-curriculum and more importantly, in their personality. Currently, there are eight *Sekolah Integriti* and four *Sekolah Henry Gurney* nationwide. The SPM 2017 results at *Sekolah Henry Gurney* is indicated in Exhibit 1-25.

**Exhibit 1-24: Number of SPM 2017 Candidates in *Sekolah Integriti* (SI) and *Sekolah Henry Gurney* (SHG)**



SCHOOL

SI Kajang, Selangor	10
SI Kluang, Johor	9
SI Marang, Terengganu	6
SI Sungai Petani, Kedah	8
SI Kota Kinabalu, Sabah	8
SI Kuching, Sarawak	3
SI Bentong, Pahang	2
SI Muar, Johor	9
SHG Telok Mas, Melaka	65
SHG Keningau, Sabah	8
SHG(W) K. Kinabalu, Sabah	-
SHG Puncak Borneo	8



Number of SPM Candidates

Source: Sector of Education, Malaysian Prison Department, December 2017

**Exhibit 1-25: Best Achievement *Sekolah Henry Gurney* (SHG) students in SPM, 2017**



SCHOOL

SHG Telok Mas Melaka	9 A
SHG Telok Mas Melaka	8A 2B
SHG Telok Mas Melaka	7A 1B
SHG Telok Mas Melaka	6A 1B 2D
SHG Telok Mas Melaka	6A 2B 1C
SHG Telok Mas Melaka	5A 2B 1E



SPM 2017 Results

Source: Sector of Education, Malaysian Prison Department





## VOLUNTEER SERVICE PROGRAMME IN SEKOLAH INTEGRITI

The pilot programme was implemented through smart partnerships among divisions within the Ministry of Education with the aim to improve educational processes in *Sekolah Integriti*. A team of volunteers is assembled to assist teachers in applying the latest technology to improve the teaching and learning processes. The programme adopts the Dermatoglyphics Multiple Intelligence test. The “*Dermatoglyphic*” approach (a Greek word: derma = skin, glif = carving) is a scientific study of the fingerprints, lines, mounts and the shape of the hands, which helps to understand individual’s potential and personality type as it provides accurate analysis of human multiple intelligences and inborn potentials. The analysis determine the interest and inclination of an individual, simultaneously helping teachers establish appropriate teaching methods. The programme involved 20 students and five teachers in Sekolah Integriti Kajang.

Volunteers in this programme play an important role in helping teachers to plan strategies and methods of teaching and learning, as well as documenting the teaching methods in the Daily Lesson Plan (*Rancangan Pengajaran Harian, RPH*) and the log book. The volunteers also assist teachers to produce report of students’ achievements. These volunteers comprised officers from the Technology Education Division, Special Education Division, Curriculum Development Division, Co-curricular and Arts Division, Sports Division and Psychology and Counselling Division.

The Ministry hopes the Volunteer Service Programme at the *Sekolah Integriti Kajang* will continue to play a role in improving the system in other *Sekolah Integriti* and *Sekolah Henry Gurney*, particularly the latter as it has a time span of three years.

Source: Education Technology Division (BTP)



## DEVELOPING PROGRAMME FOR THE GIFTED AND TALENTED

The Ministry is fully aware that there is a small cluster of students with exceptional cognitive skills capable of progressing at a rapid pace compared to other students. This group of students needs to be given due attention and appropriate education pathways to ensure their potential is fully realised, which will enable them to contribute to the progress of the nation at a young age.

their education and subsequently continue their higher education at an earlier age. The Ministry hopes that this initiative will benefit the students as follow:

- provide opportunities to expand potentials and talents, and contribute to the nation's progress
- provide specific education pathways based on students' interest and inclination
- provide a holistic education that will shape students as exemplary Malaysian citizens who are proud of their national identity.

## DEVELOPMENT OF ACCELERATED LEARNING PATHWAY

The Development of Accelerated Learning Pathway initiative was implemented at the beginning of 2017 with the objective of identifying students with high cognitive growth. This initiative will also propose relevant education programmes for these students to complete

In 2017, the Ministry conducted a nationwide campaign to identify gifted and talented students. Briefing sessions were held in March 2017 to all JPN. Subsequently, screening tests were conducted with the assistance of *Universiti Kebangsaan Malaysia* (UKM) as indicated in Exhibit 1-26.

**Exhibit 1-26: Results of the Screen Test and Placement of Gifted and Talented Students, 2017**

Year	UKM1 Screening Test	UKM2 Screening Test	School Holidays Camping Programme (PPCS)	Number of Selected Students for Kolej PERMATA Pintar Negara UKM	Number of Selected Students for Kolej PERMATA Insan USIM
2014	362,116	11,156	692	83	92
2015	343,595	11,953	712	96	39
2016	321,657	11,178	700	166	64
2017	292,210	9,104	660	116	50

Source: Universiti Kebangsaan Malaysia





To institutionalise the education pathway, a concept paper has to be prepared and approved by the Ministry. The input to formulate the concept paper was obtained from a series of workshop sessions

conducted in 2017. Other sources include ideas and responses from the public and private universities, NGOs and other interested parties, as well as the Gifted Education Lab.



Workshop for the preparation of the Gifted and Talented working paper

## POST SECONDARY EDUCATION

The Ministry provides various options of post secondary education to ensure a sound foundation and preparation at the tertiary level. The post secondary education pathways provided are:

- Form Six
- *Sijil Tinggi Agama Malaysia* (STAM)
- Matriculation Programme
- Foundation and Undergraduate Programme in Education

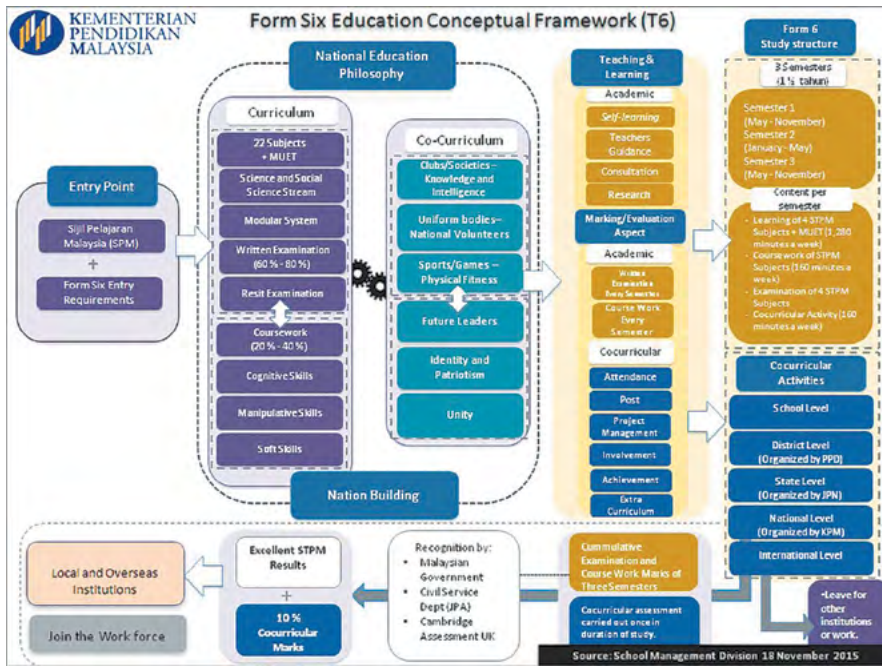
### FORM SIX

Students who have completed their upper secondary education and obtain the *Sijil Pelajaran Malaysia* (SPM) is eligible to receive offer to continue their post secondary education, which is Form Six. The conceptual framework for Form Six (Exhibit 1-27) shows the educational entry point until its completion.





**Exhibit 1-27: Conceptual Framework of Form Six Education**



For further info, please visit MOE's website at <https://www.moe.gov.my/index.php/my/tingkatan-enam>

Source: School Management Division (BPSH)



**MALAYSIAN EXAMINATIONS COUNCIL**

**MALAYSIAN HIGHER SCHOOL CERTIFICATE**

**RECOGNITION BY**

1. Public Service Department to work as civil servants
2. Malaysia Government to pursue a degree at public and private universities
3. Cambridge Assessment, UK to pursue a degree in overseas universities (Commonwealth and non-Commonwealth countries)

**ASSESSMENT SYSTEM**

1. Semester Examinations (written)
2. Coursework
3. Repeat Examinations
4. STPM results, to choose the best results between semester and repeat examination, and combined with coursework

**FEE**

1. Basic fees: RM120.00
2. Fee for each subject: RM90.00
3. 4 Subjects: RM480.00
4. 5 Subjects: RM570.00
5. Repeat Subjects: RM50.00 per paper

**STPM**

**STATUS**

Equivalent to A Level Cambridge

**BACKGROUND**

1. STPM Terminal System implemented since 1982
2. Semester System since 2012 for 2013 Cohort

**STUDY SYSTEM**

1. Three Semesters
2. A total of 23 Subjects offered
3. Choose a minimum of 4 subjects and a maximum of 5 Subjects
4. Study Period of a year and a half

**GRADING SYSTEM**

1. Grade A, A-, B+, B, B-, C+ (fully passed)
2. Grade C-, D+, D (partially passed)
3. Grade F (Failed)

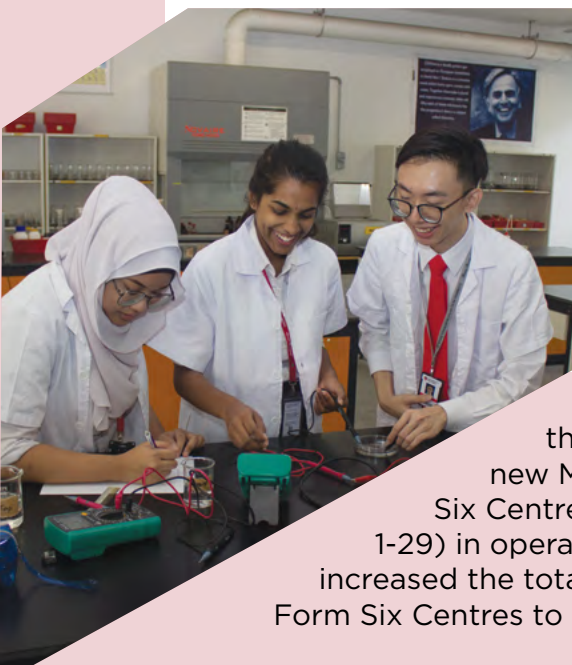
Currently, Form Six is implemented in three modes:

- **Mode 1 (Form Six College):**  
Schools with placement exclusive for Form Six students. Students are taught by a group of specifically appointed Form Six teachers.
- **Mode 2 (Form Six Centre):**  
Schools which operate within a mainstream school but with a designated block or building with its own administration. The school is managed by a Principal and a Form Six Senior Assistant.

- **Mode 3 (Form Six Centre):**  
Schools which are located away from town, without hostel facilities or public transport, and operate within a mainstream school.

In 2017, the enrolment for STPM candidates in government schools stood at 50,656 compared to 46,540 in 2016. The enrolment percentage of candidates in government schools also rose to 8.8% (Exhibit 1-28).

**Exhibit 1-28: Form Six Enrolment by Gender, 2014 - 2017**



Year	Male	Female	Total
2014	32,434	62,350	94,784
2015	29,585	62,987	92,572
2016	30,958	66,524	97,482
<b>2017</b>	<b>31,645</b>	<b>66,428</b>	<b>98,073</b>

Source: Malaysia Education Statistics 2017, Ministry of Education

Note: Form Six enrolment consists of (First and Third Semester students)

Currently, there are 15 new Mode 2 Form Six Centres (Exhibit 1-29) in operations. This has increased the total number of Form Six Centres to 630 (14 Form

Six Colleges, 78 Mode 2 Form Six Centres and 538 Mode 3 Form Six Centres (Exhibit 1-30).

**Exhibit 1-29: List of Mode 2 Form Six Centres Operating in 2017**



**PERAK**

- SMK St. Anthony, Teluk Intan
- SMK Jalan Tasek, Ipoh
- SMK Anderson, Ipoh
- SMK St. Michael, Ipoh
- SMK Methodist (ACS), Ipoh
- SMK Sam Tet, Ipoh



**PULAU PINANG**

- SMK Seberang Jaya
- SMK Tinggi Bukit Mertajam
- SMK Penanti
- SMK Sungai Ara
- SMK Datuk Onn
- SMK Telok Air Tawar



**WILAYAH PERSEKUTUAN**  
SMK Seri Sentosa



**JOHOR**

- SMK Tinggi Segamat
- SMK Ledang, Muar

Operation Date Jan 2017

Source: School Management Division (BPSH)

**Exhibit 1-30: Number of Form Six Centres Based on Mode by State, 2017**

State	Mode 1	Mode 2	Mode 3	Total
Johor	1	12	61	74
Kedah	1	3	52	56
Kelantan	-	1	55	56
Melaka	-	3	20	23
Negeri Sembilan	-	7	11	18
Pahang	-	-	46	46
Perak	2	14	42	58
Perlis	-	2	7	9
Pulau Pinang	1	7	16	24
Sabah	2	4	86	92
Sarawak	1	13	62	76
Selangor	4	4	35	43
Terengganu	1	1	39	41
WP Kuala Lumpur	1	6	5	12
WP Labuan	-	1	-	1
WP Putrajaya	-	-	1	1
<b>Total</b>	<b>14</b>	<b>78</b>	<b>538</b>	<b>630</b>

Source: School Management Division (BPSH)

#### • New Form Six Colleges

In 2017, four new Form Six colleges were opened, namely *Kolej Tingkatan Enam Sri Istana Klang*, Selangor, *Kolej Tingkatan Enam Shah Alam*, Selangor, *Kolej Tingkatan*

*Enam Tawau*, Sabah and *Kolej Tingkatan Enam Hj Zainul Abidin*, Pulau Pinang which increased the total number to 14. The list of the colleges is listed in Exhibit 1-31.

*Kolej Tingkatan Enam Sri Istana, Klang, Selangor*



*Kolej Tingkatan Enam Shah Alam, Selangor*



*Kolej Tingkatan Enam Tawau, Sabah*



*Kolej Tingkatan Enam Haji Zainul Abidin*



**Exhibit 1-31: List of Form Six Colleges, 2017**



**WILAYAH PERSEKUTUAN**  
Kolej Tingkatan Enam  
Desa Mahkota



**KEDAH**  
Kolej Tingkatan Enam  
Kulim



**JOHOR**  
Kolej Tingkatan Enam  
Pontian



**SARAWAK**  
Kolej Tingkatan Enam  
Saratok



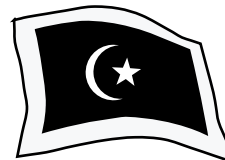
**SABAH**  
Kolej Tingkatan Enam  
Tawau  
Kolej Tingkatan Enam  
Kota Kinabalu



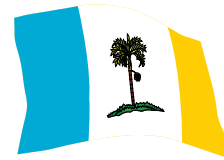
**SELANGOR**  
Kolej Tingkatan Enam  
Sri Istana  
Kolej Tingkatan Enam  
Shah Alam  
Kolej Tingkatan Enam  
Tunku Abdul Rahman  
Putra  
Kolej Tingkatan Enam  
Petaling Jaya



**PERAK**  
Kolej Tingkatan Enam  
Seri Putera  
Kolej Tingkatan Enam  
Seri Ipoh



**TERENGGANU**  
Kolej Tingkatan Enam  
Hulu Terengganu



**PULAU PINANG**  
Kolej Tingkatan Enam Haji  
Zainul Abidin

Source: School Management System, Ministry of Education Malaysia

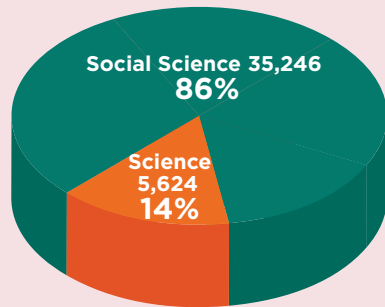


In 2017, there were 182,031 students who qualified for Form Six and was offered placement at various institutions online. Until October

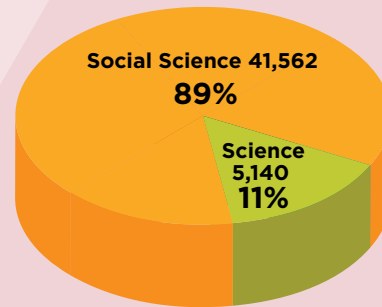
2017, 46,702 candidates have registered as sixth formers (Exhibit 1-32).

### Exhibit 1-32: Total Number of Form Six Students based on Academic Streams, 2017

Semester 3 Form Six Students = 40,870



Semester 1 Form Six Students = 46,702



Source: School Management Division (BPSH))

To strengthen the Sixth Form education, the Ministry implemented several activities:

- **Orientation Week for Form Six**

The programme was held in May 2017 at all Form Six Centres.

- **Guidelines and Standard Operating Procedures for Centralised Form Six**

The document is prepared to define procedural guidelines, which should be followed by all Form Six Centres nationwide during the centralisation process. The procedures relate to teachers, parents, students, classes and Form Six schools controlled by the Ministry. *Surat Pekeliling Ikhtisas Bilangan 7 Tahun 2017 Garis Panduan dan Prosedur Operasi Standard Tingkatan Enam* has been uploaded onto the Ministry of Education website in September 2017 for for easy reference by all Divisions, JPN, PPD, and schools.

### Improving the Teaching and Learning Skills of Form Six Teachers

- **The National Colloquium for Form Six Education 2017**

Held in September 2017 at Sunway University, Petaling Jaya, the inaugural colloquium was organised by BPSH and JPN Selangor. The aim of the colloquium was to provide a platform for Form Six teachers to discuss various approaches, practices and creativity required towards raising the quality of teaching and learning, whilst enhancing teachers' capability to guide students in improving their writing skills and doing research as it is one of the compulsory requirements in awarding the STPM certificate. It is hoped that the colloquium will also encourage teachers to participate in presentations at international level and publish related articles locally and internationally. There were 30 best practices and researches that were evaluated by a panel comprising education officers

and lecturers from *Universiti Putra Malaysia*. Six best presenters were selected at the colloquium.

#### • Form Six Educational Journal 2017

Following the colloquium, 12 of the best studies were documented into a journal. The Ministry hopes that by publishing the journal, teachers can share ideas and further enhance effective teaching and learning methods.

#### Teachers' Handbook for Malaysian University English Test

The Malaysian University English Test (MUET) is a test of English language proficiency. MUET is a prerequisite for admissions into all public institutions of higher learning in Malaysia. The test is set and administered by the Malaysian Examinations Council (*Majlis Peperiksaan Malaysia*, MPM), which also runs the Malaysia Higher School Certificate (*Sijil Tinggi Persekolahan Malaysia*, STPM) examination. A handbook was published to enhance English Language teachers' teaching and learning competencies in order to increase students' language proficiency.

#### The Road Show Programme - Jom ♥ STPM

The programme was first launched in 2015 and has continued into 2017 by the MPM to help promote STPM to various states namely Selangor, Wilayah Persekutuan Kuala Lumpur, Wilayah Persekutuan Putrajaya and Perak. The programme, which comprised briefings and dialogues, was a collaboration between MPM, JPN and PPD. Participants in this programme include various NGOs

and former students of Form Six currently pursuing studies at the university as a testimony to motivate and encourage students to participate in this programme. The target group in this programme were students in Forms 4 and 5, heads of schools, counsellors and the PIBG.

#### Refining the STPM Examination Syllabus

To strengthen the academics in Form 6, MPM has refined the existing examination syllabus. The chairman and committee members of *Jawatankuasa Sukatan Pelajaran Peperiksaan STPM* were selected from a panel of university professors, teachers, and representatives from divisions within the Ministry and industry. The document has been refined in accordance with the academic requirements and the current demands of the industries. This document is expected to be launched in 2019.

#### Refining the MUET Syllabus and Examination Specifications and the Alignment of MUET with Common European Framework of Reference for Languages

Both projects are conducted in collaboration between MPM and Cambridge English Language Assessment (CE), England to elevate the standard of MUET in ensuring it meets the international standards. Foreign students wishing to continue their education in Malaysia are to sit for MUET once it has been aligned with the CEFR. Both projects are scheduled to be launched by mid 2018.



### MUET On Demand (MoD)

This is a Computerised Based Examination that was approved by the Minister of Education Malaysia on 9 August 2017. This examination features as one of the implementation modes besides the existing conventional method and will be launched in April 2018. Initially, MoD will be conducted at the MPM Test Centre, EcoSky, Jalan Ipoh, Kuala Lumpur. MUET will also continue to be marketed internationally in its present mode.

### Achievements in Form Six

*Increased in STPM National Cumulative Grade Point Average*

The target for the National Cumulative Grade Point Average (*Purata Nilai Gred Keseluruhan Nasional, PNGK*) in STPM shows a continual increase as evidenced in Exhibit 1-33 below. This is due to the new approach towards examination using modular methods as opposed to the terminal methods that was previously adopted.

**Exhibit 1-33: National Cumulative Grade Point Average in STPM, 2011-2017**



YEAR	CGPA
2011	2.29
2012	2.33
2013	2.55
2014	2.62
2015	2.65
2016	2.72
2017	2.76

Source: Malaysia Examination Council (MPM)



## FORM SIX STUDENTS PARTICIPATION AT THE INTERNATIONAL LEVEL



Students from the **Form Six Centre, SMK Taman Johor Jaya 1, Johor** made the school proud when their research under the Chemistry subject titled 'Allium cepa L. Act as Natural Acid-base Indicators' was chosen to be presented in the **2<sup>nd</sup> European Organic Chemistry Congress in Amsterdam, Netherlands** in March 2017. The objectives of students' participation in the event was to foster scientific thinking and discover innovative and creative abilities, encourage students to exchange knowledge and culture with researchers from universities all around the world, and increase self-confidence to compete at the global stage. The school team was represented by Siti Norsyuhada bt Mat Husin, Gan Lui Nam, Aisah bt Azhar, Khoo Chun An and Soh Ann Ching.

Four students from the **Form Six Centre, SMK Limbanak, Sabah**, also represented Malaysia at the **Sweden Model United Nations Conference in Falu Frigynasium, Sweden** in March 2017. The Government of Sabah and the Parent Teacher Association provided funding for their participation. The aim of the conference was to expose students to the experience in consultation skills, public speaking, problem solving, conflict resolution, research and communication skills along with increasing self-confidence through knowledge and cultural exchange with the delegations from all over the world.



Form Six students from SMK Johor Jaya (1) at the 2nd European Organic Chemistry Congress



General Assembly during Sweden Model United Nations 2017 Conference



Student performance during cultural night



Delegation of Form Six from SMK Limbanak, Sabah at Sweden Model United Nations 2017

## SIJIL TINGGI AGAMA MALAYSIA

The *Sijil Tinggi Agama Malaysia* (STAM) examination is held for students who have opted for post secondary education in religious schools. This was introduced in the year 2000 with the collaboration between the Ministry of Education Malaysia and the Al-Azhar University in Egypt. The STAM curriculum, adapted from the *Maahad Bu'uth Al-Islamiyyah Al-Azhar*, Egypt uses Arabic as a medium of instruction. STAM aims to streamline the pre-existing examinations, for example the *Sijil Tinggi Kolej* and *Sijil Tinggi Ugama*.

STAM is organised by *Jabatan Kemajuan Islam Malaysia* (JAKIM) with the co-operation of the Examination Syndicate (*Lembaga Peperiksaan*, LP), Ministry of Education Malaysia. It is recognised for admission to higher education institutions in Malaysia and internationally, particularly Al-Azhar University and other universities in the Arab region. In 2009, STAM was recognised as the same level of STPM by the Public Service Department (*Jabatan Perkhidmatan Awam*, JPA) to enable admission as government officers (Exhibit 1-34)

**Exhibit 1-34: Number of Schools Offering STAM, 2017**



**Total 54**

Source: Islamic Education Division (BPI)

Ten subjects are offered at STAM; *Hifz Al-Quran* and *Tajwid*, *Fiqh*, *Tauhid* and *Mantiq*, *Tafsir* and *Ulumuhu*, *Hadith* and *Mustolah*, *Nahu* and *Sarf*, *Insya'* and *Mutala'ah*, *Adab* and *Nusus*, *Arudh*, and *Qafiyah* and *Balaghah*. Students are conferred with STAM when they achieve a minimum grade of *Maqbul* (Pass) in all 10 subjects and obtain an average

score which is mutually agreed upon by Al-Azhar and the Examination Syndicate.

In 2017, 9,534 students registered for the STAM examination compared to 8,784 in 2016. Candidates receiving the *Mumtaz* (Excellence) grade in STAM 2017 rose to 0.4% among 600 candidates compared to 537



in 2016. However, the total number of candidates with *Mumtaz* for all 10 subjects declined to 1% (67 candidates) in 2017 compared to 1.3% (80 candidates) in 2016. On

the whole, results for STAM 2017 is better than that of the previous year as students with *Rasib* (Fail) grade for all subjects declined from 2.0% in 2016 to 1.5% in 2017.



MINISTRY OF EDUCATION MALAYSIA

# SIJIL TINGGI AGAMA MALAYSIA

## STAM

**Internationalisation**  
STAM examination was introduced in Kingdom of Cambodia in 2016

**Certificate Grading**

1. *Mumtaz* (Excellent)
2. *Jayyid Jiddan* (Very Good)
3. *Jayyid* (Good)
4. *Maqbul* (Pass)
5. *Rasib*

**Certification Requirement**  
At least Maqbul (Pass) grade in all 10 subjects

**Recognition**

1. STAM is equivalent to Malaysia Higher School Certificate (STPM)
2. STAM certificate holder is eligible to apply for admission into public universities

**Medium of Instruction**  
Arabic Language as the medium of instruction in teaching and learning and examination

**Background**

1. STAM certificate as a prerequisite to enrol in Al-Azhar University, Egypt
2. Replaces 26 certificates given separately by states

**Collaboration**  
Memorandum of Understanding on Academic and Culture signed on 18 November 1999 between the Ministry and Al-Azhar Al-Syarif

**Date of Commencement**  
STAM Examination expanded and implemented since 2000

**Curriculum and Textbooks**  
Taken from *Maahad Bu'uth Al-Islamiyyah Al-Azhar*, Egypt

**Three Areas**  
Comprising 10 subjects in areas: Arabic Language, *Syariah* and *Usuluddin*



**10 Facts STAM**

## MATRICULATION PROGRAMME

The Matriculation Programme was officially launched in 1999 as a preparatory programme for qualified students upon passing the Malaysia Certificate of Education (*Sijil Pelajaran Malaysia*, SPM) to enable them to pursue tertiary education at local and international universities. The matriculation programme offers two courses, which are science and accounting with an additional technical stream. The programme offers:

- One Year Matriculation Programme (*Program Matrikulasi Satu Tahun*, PST) in Science and Accounting, as well as a Technical Stream
- Two Year Matriculation Programme (*Program Matrikulasi Dua Tahun*, PDT) is only for students majoring in Science.

The programme is conducted in 15 matriculation colleges and two MARA colleges nationwide (Exhibit 1-35).

**Exhibit 1-35: Number of Matriculation Colleges and Enrolment by Gender, 2013 - 2017**

Year	Number of Colleges	Male	Female	Total
2013	15	8,025	19,463	27,488
2014	15	7,560	18,702	26,262
2015	15	6,202	16,050	22,252
2016	15	6,238	14,779	21,017
2017	15	7,310	16,086	23,396

Sumber: Matriculation Division (BMatrikulasi)

### Award and Recognition of the Matriculation Certificate as a Condition to Appointment to the Public Service

Beginning 2016/2017 session, the Ministry has awarded the Matriculation Certificate to all graduates of the Matriculation Programme under the purview

of the Ministry. The certificate is recognised by the JPA and is a qualification for appointment to the public service by virtue of the *Pekeliling Perkhidmatan Bilangan 3 Tahun 2016 (SPP Bil. 3/2026)* dated 14 December 2016. The appointment is effective from 1 January 2017.



Surat Pekeliling Perkhidmatan Bil. 3/2016



Example of Matriculation Certificate from the Ministry

**Recognition of the Matriculation Programme by Universities in South Korea**

In November 2017, the Ministry through the Matriculation Division conducted the Matriculation Programme Qualification Rating and Recognition Programme with various renowned universities in South Korea, in particular the Korea Advanced Institute of Science & Technology (KAIST), Korea

University, Yonsei University and Sungkyunkwan University. The objective of the programme is for these universities to gain recognition from JPA, which will create more opportunities for matriculation graduates' entry into the prestigious universities in South Korea. This programme also allows access to smart partnerships and strategic networking with the universities.



Letter of Endorsement for Matriculation Programme from Sungkyunkwan University

**Smart Partnerships with International Universities**

Since 2006, the Ministry has established smart partnerships with several prestigious universities in the United Kingdom, Australia and New Zealand under the Internationalisation of the Matriculation Programme initiative.

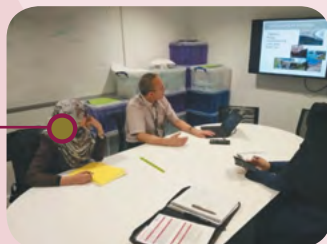
Division as follow:

- New Zealand: University of Canterbury, University of Auckland, Lincoln University, Waikato University, and Auckland University of Technology
- United Kingdom: University of Bristol dan St. Mary's University

Throughout 2017, representatives from seven universities in the United Kingdom and New Zealand made courtesy visits to the Matriculation

The Matriculation Division also conducted official visits to the University of Bristol, United Kingdom to study the best practices in conducting practical classes and effective laboratory management.

Visit by University of Bristol



Visit to University of Bristol





### The Matriculation Programme Educational Research Convention

There is a constant need to improve the quality and standard of lecturers in these colleges, and this is encouraged by conducting various researches. In October 2017, a convention themed “Penyelidikan Pendidikan Ke Arah Mentransformasikan Amalan

Pengajaran & Pembelajaran” (or Educational Research Towards Tranforming Teaching and Learning Practices) was held at Institut Aminuddin Baki, Bandar Enstek with 238 participants. The aim was to acknowledge the researches conducted by lecturers and encourage research as a professional culture.





## INTERNATIONAL SUCCESS OF MATRICULATION COLLEGES

Lecturers from the Matriculation Programme have proven their excellence during participation at **the International Convention on Quality Control Circles (ICQCC) 2017, in Manila, Philippines.** ICQCC is an annual event held to promote professional development, teamwork and problem solving skills through presentation of projects. Revival, the team from **Kolej Matrikulasi Selangor** won the Gold Award when they succeeded in capturing the jury's attention with an interesting and cohesive presentation.

Students from team ECOTERA of **Kolej Matrikulasi Selangor**, and team MAKERS of **Kolej Matrikulasi Labuan** were also category winners at another international convention, the **Annual Productivity & Innovation Conference and Exposition (APIC) 2017 held at the Genting International Convention Centre, Malaysia.** APIC 2017 is a main event organised by the Malaysia Productivity Corporation (MPC). The conference was themed "From Ideas to Reality" and had provided a forum for participants to share ideas and best practices, and inculcate the culture of knowledge sharing and life long learning.



REVIVAL TEAM (KOLEJ MATRIKULASI SELANGOR)

**GOLD AWARD**  
International Convention  
on Quality Control Circles 2017  
24-26 October 2017  
Okada Manila,  
Paranaque Metro Manila, Philippines





## FOUNDATION AND UNDERGRADUATE PROGRAMME IN EDUCATION

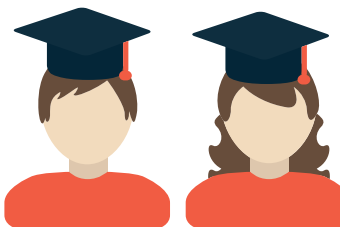
The Bachelor of Education Programme (*Program Ijazah Sarjana Muda Perguruan, PISMP*) is implemented to primarily train future teachers in various fields of specialisation to fulfill the needs of trained teachers at the primary level. Candidates for this programme need to gain acceptance into the Preparatory Programme for the Bachelor of Education Programme (*Program Persediaan Ijazah Sarjana*

*Muda Perguruan, PPISMP*) for two semesters. All trainee teachers are trained at the Institutes of Teacher Education (IPG) nationwide. Enrolment in 27 IPG campuses is shown in Exhibit 1-36.

Candidates who successfully passed the PPISMP are awarded the PPISMP Certificate of Completion to continue their study for four years or eight semesters under the PISMP. Both programmes are implemented on a full-time basis.

**Exhibit 1-36: Enrolment in 27 IPG Campuses by Gender, 2013 - 2017**

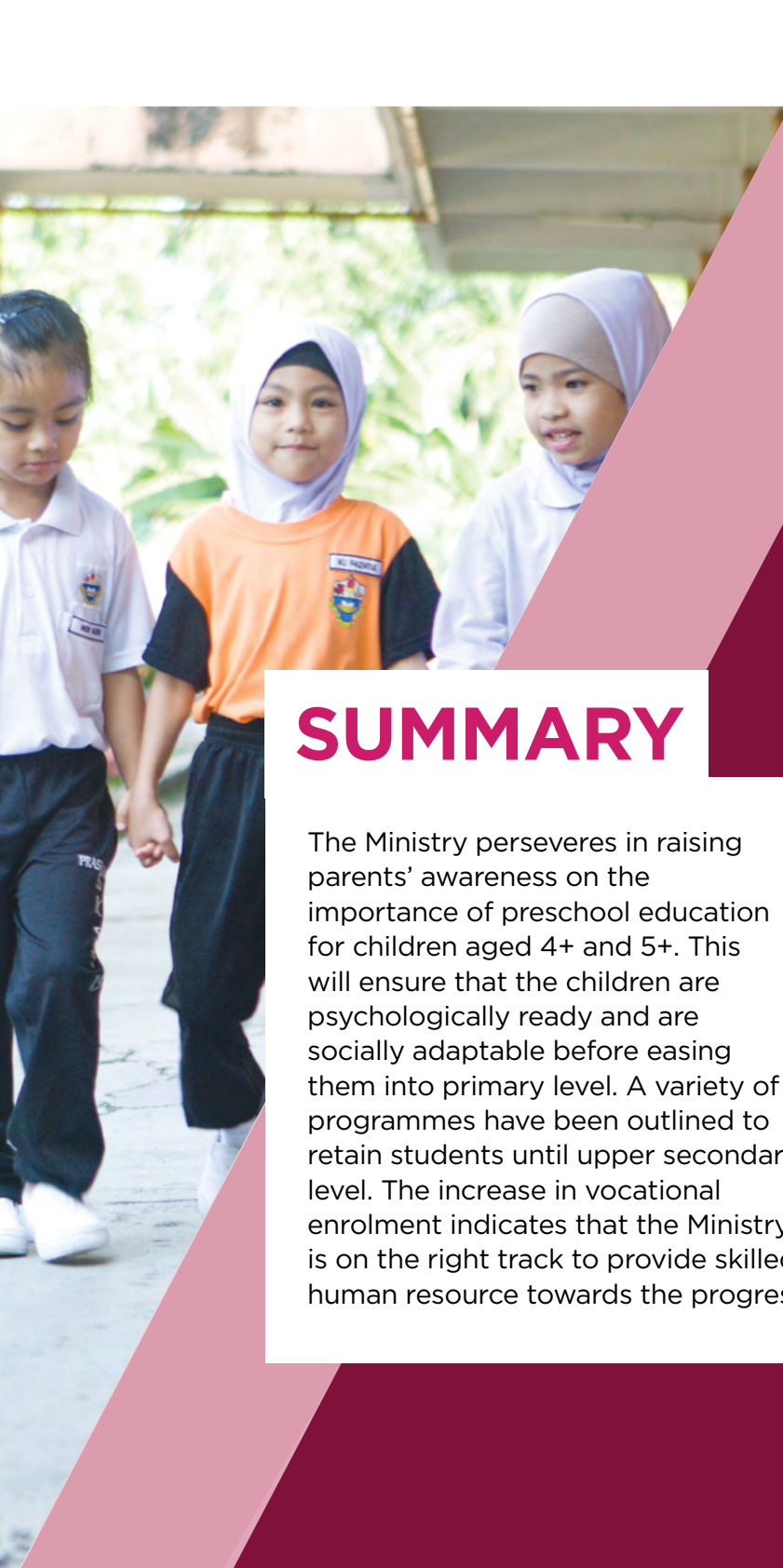
Year	Number of IPGK	Male	Female	Total
2013	27	12,293	30,049	42,342
2014	27	11,382	22,300	33,682
2015	27	10,677	25,230	21,002
2016	27	4,168	11,565	15,733
2017	27	3,869	9,465	13,334



Source: Institute of Teacher Education Malaysia (IPGM)







## SUMMARY

The Ministry perseveres in raising parents' awareness on the importance of preschool education for children aged 4+ and 5+. This will ensure that the children are psychologically ready and are socially adaptable before easing them into primary level. A variety of programmes have been outlined to retain students until upper secondary level. The increase in vocational enrolment indicates that the Ministry is on the right track to provide skilled human resource towards the progress

of the nation. The Ministry provides various educational pathways for students with differing potentials and talents, ensuring that individual skills and interests can be honed. All students will gain access to quality education including students with specific needs. The Ministry has also made provisions for post secondary school programmes at competitive costs to ensure Malaysian children are able to continue their education to a higher level.





# Improving Quality in Education

“ *All children will have the opportunity to attain an excellent education that is uniquely Malaysian and comparable to the best international system.* ”

*Malaysia Education Blueprint (2013 - 2025),  
pg E-9*





The Malaysia Education Blueprint (Blueprint) 2013-2025 has determined 11 shifts to achieve the vision of raising the level of the education system into the 21st century. Shift 1 demands that the Ministry provides access to quality education that is comparable to international standards; and subsequently made available to all students.

Shift 1 focuses on the aspect of quality, which is directed towards the need to improve the learning standards of Mathematics and Science, the proficiency of languages in line with international standards and improve the quality of education in Science, Technology, Engineering and Mathematics (STEM). To achieve this, the Ministry needs to provide teachers with the ability to create a conducive learning environment and focus on the 21st century learning (PAK21). The conventional teaching methods need to be changed to allow for a more creative and dynamic teaching and learning approach that is based on the content of the subject to accommodate the developing minds of the students.

The shift from teacher-centred teaching method to student-centred learning method in the 21st century education presents new challenges to teachers and school leaders. Some of these challenges include learning that leads to higher order thinking skills (HOTS), managing more dynamic learning space, and utilising various teaching aids and technology-based resources to implement effective teaching and learning processes, relevant to the current needs of the students.

As such, teachers have to continuously improve their level of professionalism in terms of knowledge and pedagogy in order to remain relevant to the current and future needs. Continuous training is also provided to school leaderships to ensure that the management and administration of the school are strengthened to support the needs of teachers and students. The Ministry also continues to encourage parents and communities to be directly involved in supporting schools to provide quality education to their children.

The Ministry needs to implement major changes to ensure the country's education system is ranked among the best in the world. In order to further strengthen the quality of education, the initiatives undertaken in 2017 were as follow:

- Integrating Higher Order Thinking Skills in 21st Century Learning
- Strengthening Science, Technology, Engineering and Mathematics Education
- Expanding the Literacy and Numeracy Screening Programme (LINUS2.0)
- Upholding Bahasa Melayu Education
- Implementing the English Language Programme
- Strengthening Teacher Quality
- Enhancing School Leadership Quality
- Engaging Parents and Community to Create a Learning Ecosystem
- Expanding the Involvement of the Private Sector as a Strategic Partner in Education

## INTEGRATING HIGHER ORDER THINKING SKILLS IN THE 21<sup>ST</sup> CENTURY LEARNING

The Ministry continues its agenda in transforming the nation's education system and ensures that the integrated curriculum that has been developed is aligned with the international benchmark. The curriculum is implemented effectively to improve the quality of students' outcomes and enabling them to compete at the global level. This is very significant in providing a ready workforce that is prepared for a future full of volatility, uncertainty, complexity and full of ambiguity (VUCA). The future will not only see students competing with each other, but also with artificial intelligence technology.

Towards this end, the Ministry has introduced the Standard Curriculum for Primary School (*Kurikulum Standard Sekolah Rendah, KSSR*) and the Standard Curriculum for Secondary School (*Kurikulum Standard Sekolah Menengah, KSSM*) starting with Year 1 and Form 1 respectively in 2017. This improved

curriculum incorporates international best practices that emphasise HOTS and the basic standard achievement in PAK21 which focuses on student-centeredness (communication, collaborative, creativity, critical thinking and inculcating of values and ethics).

### INCULCATING HIGHER ORDER THINKING SKILLS

To cope with the increasingly intense global competition where the economy is driven by innovation, the Ministry strongly focuses on inculcating HOTS in the school system. The implementation of HOTS in the classroom was further strengthened through various initiatives such as the i-THINK programme and the Middle Years Program International Baccalaureate (MYPIB) approach which helped schools to develop thinking skills, inculcate a lifelong learning culture, skillful in solving problems and improved potential and creativity among students.

Higher Order Thinking Skills is the ability to apply knowledge, skills and values in reasoning and reflecting when solving problems, making decisions, innovating and creating.



*...the Ministry has defined a set of skills and competencies that are aligned with the National Education Philosophy and will give Malaysian students*

*an internationally competitive edge. To this end, the national curriculum aims to create Malaysian students that are balanced, resilient, inquisitive, principled, informed, caring, patriotic, as well as effective thinkers, communicators, and team players*

pg 4-2



## Higher Order Thinking Skills (HOTS)

The implementation of HOTS through a comprehensive and systemic approach encompasses the following elements:

- Curriculum
- Pedagogy
- Assessment
- Co-curricular
- Community and private support
- Capacity building
- Resource

HOTS are inculcated in the school system so that students not only memorise but also understand and internalise the information learned through the acquisition of application, analysis, evaluation and creative skills.

The requirement for HOTS are clearly stated in the Learning Standard (*Standard Pembelajaran, SP*) for KSSR (Revised) 2017 and KSSM. The proposed time allocation in the Assessment and Curriculum Standard Document

(*Dokumen Standard Kurikulum dan Pentaksiran, DSKP*) allows HOTS to be implemented during the process of teaching and learning. Thus, more than 70% of the curriculum implementation in the classroom involves HOTS. Implementation of teaching and learning approaches such as project-based, inquiry-learning, problem-based learning and STEM approach which are the foundation and focus in KSSR and KSSM, enables the inculcation of HOTS among students.

- **i-THINK Programme**

This programme is a platform to increase the capabilities of teachers and school leaders towards inculcating HOTS among students. Through this programme, teachers and administrators are trained to apply effective questioning techniques and use the mind maps to assist students in improving their thinking skills.



Teachers and school administrators are trained to lead the changes and to disseminate information on HOTS in schools by using a module which specifically focused on the six starting points. These six starting points as indicated in the figure below, helped to develop and cultivate a thinking culture among the students. The six starting points are as follow:

- Reflective questioning
- Thinking skills
- Visual mapping
- Collaborative network
- Developing personal interest
- Structured environment



Face-to-face trainings provide opportunities for teachers to share knowledge and experience to enhance teaching and learning processes

As of December 2017, a total of 211,631 teachers and school leaders received training through three methods: face-to-face, online training and offline training. The number of teachers and school administrators who attended the i-THINK programme is shown in Exhibit 2-1.

## Six Starting Points to Develop Thinking Culture

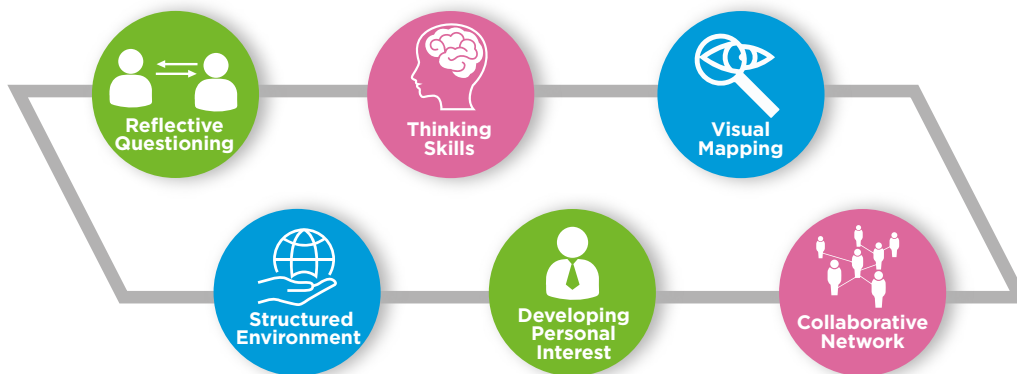
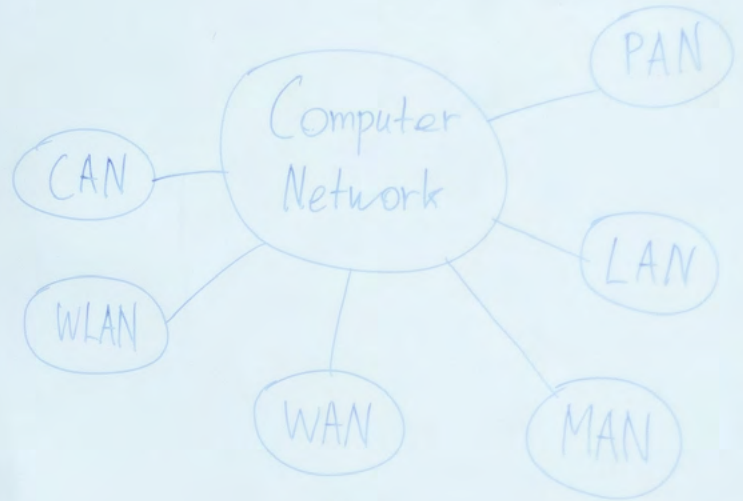


Exhibit 2-1: Number of Teachers and School Administrators Attended the i-THINK Programme, 2017

i-THINK Training Modes	Teachers	School Leaders	Total
Face-to-face (KiSB)	47,439	1,410	48,849
Online training (KiDT)	115,847	202	116,049
Offline training (KiLT)	44,102	2,631	46,733
<b>Total</b>	<b>207,388</b>	<b>4,243</b>	<b>211,631</b>

Source: Curriculum Development Centre (BPK)

(A) `include <stdio.h>`





## PARTICIPANTS' VIEWS ON THE FACE-TO-FACE i-THINK COURSE

*“KiSB is most helpful for me to better understand i-THINK and the usage of i-THINK mapping in teaching and learning. For me, KiSB has a positive effect on teachers compared to KiDT, because during KiSB, we*

*are able to discuss with fellow teachers and at the same time be guided by a skillful and experienced coach.”*

**Wai Hau Kit,**  
SJK(C) Chen Moh, Petaling Jaya, Selangor

*“I propose that KiSB continues into the future because its contents and the manner it is delivered is effective and positive to the participants. I would recommend that the period in which it is held be extended another day, from two days to three or four days. I also propose that for teachers participating*

*in Sabah, the venue for courses to be held at their respective PPD to avoid extensive travel time due to the distances. Once again I would like to thank and congratulate the Ministry in organising KiSB.”*

**Aida Binti Dumi**  
SK Paginatan, Sabah

*“For me, KiSB is one course that is most beneficial for teachers. Input related to i-THINK, mind maps as well as accompanying questions have been meaningful for me. The experienced coach as well as the discussion sessions and group work have positive impacts on participants. With this two-way communication between the coach*

*and participants, we are not bored and are continually inspired to continue with group activities. I sincerely hope that KiSB will continue for the years to come.”*

**Ahmad Nizar Bin Rafie**  
SMK Bandar Damai Perdana, Hulu Langat, Selangor

A survey was conducted among teachers following the face-to-face training session held by the Institute of Teacher Education Malaysia (IPGM). The focus was on the five aspects of the i-THINK programme as follow:

- Introduction and concept of i-THINK
- Understanding and the usage of the i-THINK mind map
- Questioning techniques in teaching and learning

- Development and management of the Daily Lesson Plan
- Capabilities of teachers

Overall, the findings showed that teachers understood the concept of i-THINK and were confident to apply thinking maps as thinking tools and the questioning techniques in the teaching and learning process. Continuous monitoring will be implemented randomly in 2018 on teachers who have completed the face-to-face training.



A Study on the Effectiveness of the i-THINK Leadership Module (*Kajian Keberkesanan Modul Kepimpinan Program i-THINK*) was conducted by Institute of Aminuddin Baki throughout 2017. The sample of this study were school leaders who attended the courses in 2012 and 2013 involving a total of 477 respondents. The objective of the study was to identify the practices carried out by the school leaders in planning, managing, leadership and monitoring the implementation of HOTS in schools.

The findings showed that most principals and headmasters played their roles in the implementation of HOTS in schools. It was demonstrated through their

practices based on the four areas namely teaching and learning, curriculum, student affairs and the environment. This group of school leaders succeeded in applying the knowledge and skill attained through the HOTS training as a tool to inculcate HOTS in schools.

### Implementing Middle Years Programme International Baccalaureate 2017

The Ministry is constantly exploring the latest pedagogical approach to improve the quality of teaching and learning. MYPIB is a programme of international standards and was introduced to enhance and enculturate HOTS towards developing creative, critical and innovative thinkers among the students. Students were also trained to have a global understanding and to respect each other's differences that can contribute to world peace. SMK Sheikh Abdul Malek, Terengganu (May 17, 2017) and SMK Dato' Sheikh Ahmad, Perlis (October 31, 2017) completed the list of 10 government schools recognised as IB World School in Malaysia.

Currently, the Ministry is implementing the MYPIB school's sustainability programme for a period of five years to ensure that all schools are in compliance with the standards and requirements of MYPIB. Among the activities undertaken include periodic monitoring as well as strengthening the efforts of school leaders and teachers. MYPIB Workshop



#### *MIDDLE YEARS PROGRAMME INTERNATIONAL BACCALAUREATE (MYPIB)*

The implementation scope in Malaysia as agreed upon by the International Baccalaureate Organization (IBO) are as follow:

1. Using the National Curriculum;
2. Bahasa Melayu as the medium of instruction in schools;
3. Students sit for the SPM Examination and not the MYPIB e-Assessment; and
4. Exception of the special education programme, Basic Vocational Education (PAV) and remove class.

Category 3: Creating Inclusive Classroom and MYP Personal Project was conducted by the International Baccalaureate Organization on September 21 - 24, 2017 to meet the schools' specific needs in improving teacher professionalism. As a preliminary step towards the MYPIB best practice expansion, the Ministry has shared differentiated learning practices and the implementation of

Personal Project with 10 secondary schools in the Federal Territory of Putrajaya.

In 2019, each MYPIB student in Form 5 will need to complete the MYP Personal Project. While implementing this Personal Project, each student will use the knowledge and skills (research, thinking and communicative) which they have learnt and practiced since Form 1.



A team representative presenting the project output while other participants evaluate it



A workshop was conducted on sharing MYPIB best practices of involving all schools in Putrajaya

## TRANSFORMING A SCHOOL RESOURCE CENTRE AS A LEADING AGENT OF INNOVATION FOR MYPIB



2-10



The School Resource Centre in **SMK Sultanah Bahiyah, Kedah** is considered important in the implementation of MYPIB. The holistic development of the resource centre focuses on the cognitive, social, emotional and physical aspects of the students. **Let's Read Wonderland** is concept planned by the school, to expose students to information literacy, enabling them to complete their assignments in a creative, critical and fun learning manner.

Through the Let's Read Wonderland activity, the school is able to inculcate the 10 IB Learner Profile in students to develop them into active, compassionate and

lifelong learners. Their involvement in this internationally accredited programme is a mind-learning process which emphasises on training students to be enquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk takers, balanced and reflective. These qualities will prepare students to be able to contribute meaningfully towards themselves, schools and societies.

Students are also taught to develop various Approaches to Learning skills in stages across the IB curriculum such as research, communication, social, self-management and thinking skills, which will help them "learn how to learn".

## Strengthening The 21<sup>st</sup> Century Learning Methods

In the fast-moving global era of the 21st century, the current generation needs to not only have diverse knowledge and competencies but also a dynamic personality to face the uncertainty and challenges in life. In the Malaysian context, students born in a plural society need to uphold values and ethics, be more attentive, resilient and patriotic to meet the needs of the job market. The requirement of the work force is based on quality of knowledge, competitiveness, visionary, creativity, innovative and having a high self-image.

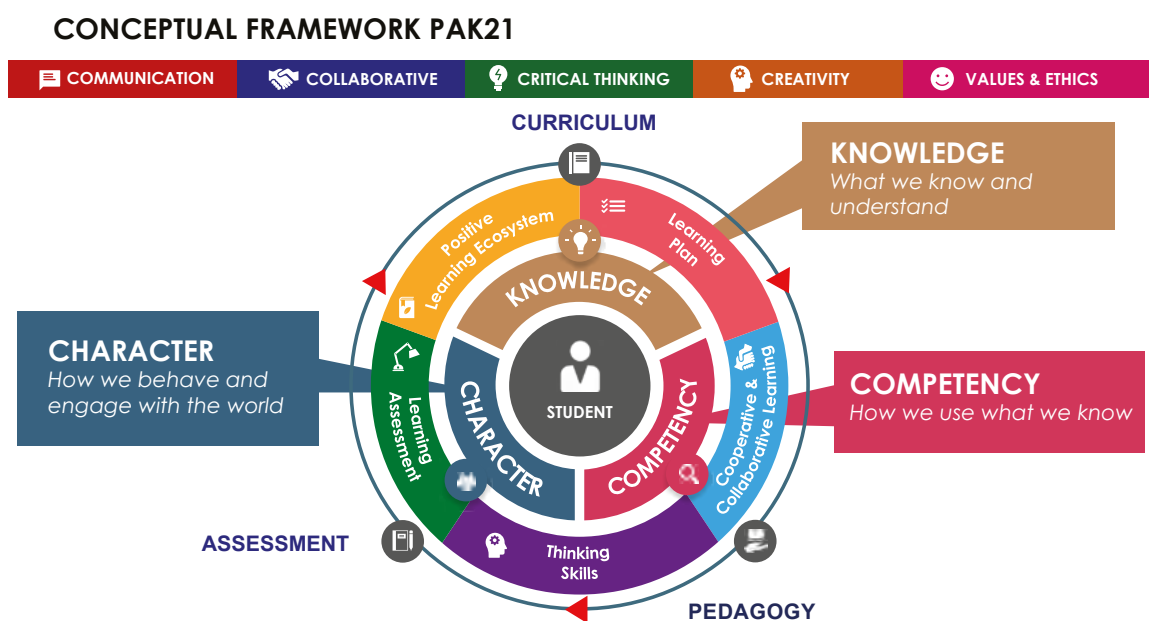
The Ministry is very serious in adopting the 21st century learning approach which requires teachers to master the curriculum, pedagogy, and assessment and be able to translate them effectively into the teaching and learning process. The learning process is implemented

through student-centered approach based on the four skills comprising communication, collaborative, critical thinking and creativity as well as values and ethics (4C1V). The emphasis on values and ethics is in line with the National Education Philosophy (*Falsafah Pendidikan Kebangsaan*, FPK) and Student Aspirations. A comprehensive overview of the PAK21 concept is shown in Exhibit 2-2.

Teachers need to develop the Yearly Scheme of Work and the Daily Lesson Plans based on the DSKP and its suitability to the student's level of intelligence. Teachers also need to ensure that the teaching and learning process is being implemented effectively.

In 2017, the Ministry developed PAK21 Explanation Kit to focus on its implementation in schools and the application of the 4C1V. A series of

Exhibit 2-2: The 21<sup>st</sup> Century Learning Conceptual Framework, 2017



Source: School Management Division (BPSH)





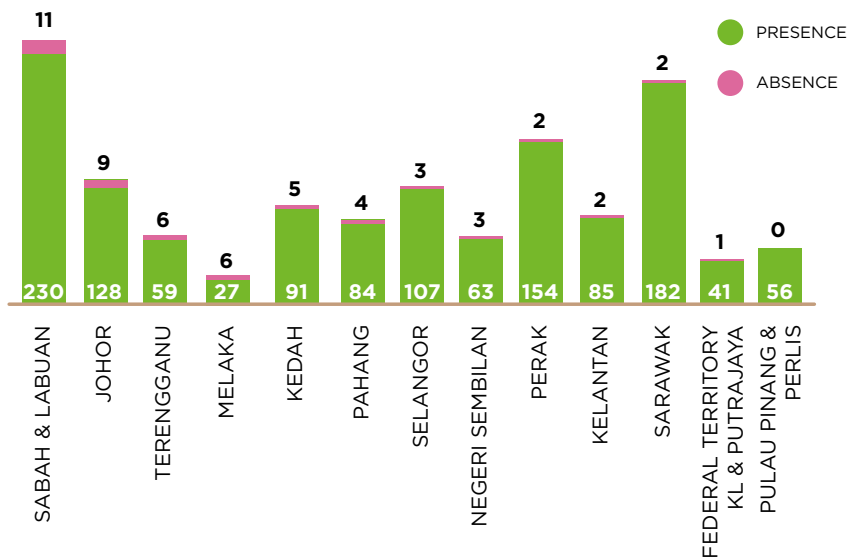
By **2020**, all schools have embedded the 21<sup>st</sup> century learning culture

briefings were given to the Master Trainers comprising State Education Office (JPN) and District Education Office (PPD) officers who were responsible in providing training to School Improvement Partners+ (SIPartners+), School Improvement Specialist Coaches+ (SISC+) and teachers, in order to improve the understanding and skills in conducting PAK21. The number of JPN, PPD, SIPartner+ and SISC+ officers who attended the briefing are shown in Exhibit 2-3.

### The Assessment of Literacy Competence in Science, Mathematics and Reading

The assessment (*Pentaksiran Kompetensi Literasi Sains, Matematik dan Bacaan, PKLSMB*) was implemented in 2013 with

**Exhibit 2-3: Number of JPN, PPD, SIPartners+ and SISC+ Officers Attended PAK21 Briefings, 2017**



DATE	STATE
26-28 SEPT 2017	JOHOR
26-28 SEPT 2017	KEDAH
26-28 SEPT 2017	TERENGGANU
2-4 OCT 2017	JOHOR
3-5 OCT 2017	KOTA KINABALU, SABAH
3-5 OCT 2017	MELAKA
23-25 OCT 2017	PERAK
23-25 OCT 2017	KELANTAN
24-26 OCT 2017	KOTA KINABALU, SABAH & LABUAN
25-27 OCT 2017	PAHANG

DATE	STATE
30 OCT - 1 NOV 2017	NEGERI SEMBILAN
1-3 NOV 2017	PULAU PINANG & PERLIS
2-3 NOV 2017	MIRI, SARAWAK
6-8 NOV 2017	KELANTAN
7-9 NOV 2017	SIBU, SARAWAK
8-10 NOV 2017	SELANGOR
13-15 NOV 2017	KUCHING, SARAWAK
13-15 NOV 2017	KUALA LUMPUR & PUTRAJAYA
20-22 NOV 2017	TAWAU AND SANDAKAN, SABAH

Source: School Management Division (BPSH)

the aim to gain an overall view of students' competency and literacy levels in Science, Mathematics and Reading from the HOTS perspective. The Ministry has developed the PKLSMB instrument aligned to the assessment framework at the international level. Findings from the PKLSMB provided guidance to the Ministry on the interventions needed to improve the level of competence and literacy of students.

In 2017, series 1 of the PKLSMB was implemented to obtain baseline data for the cohorts of Form 2 and

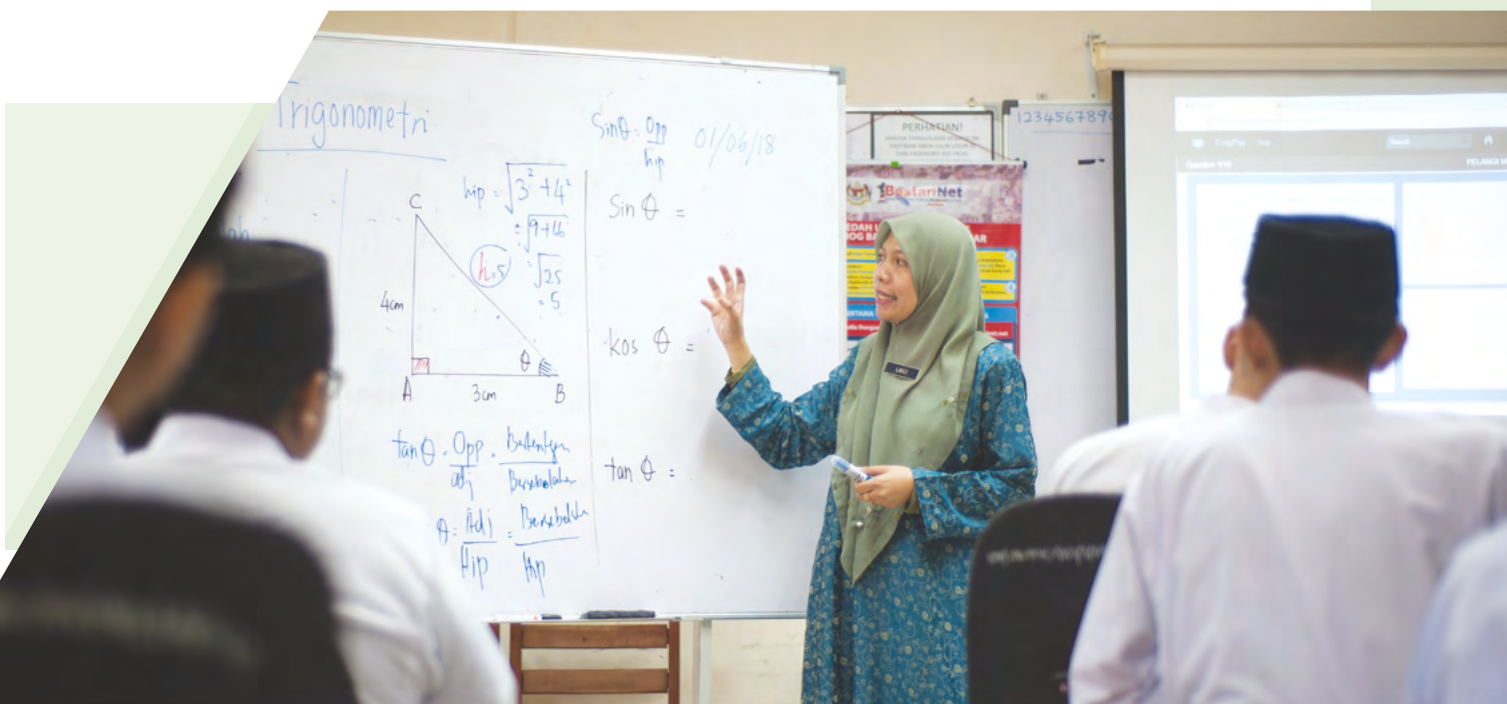
3 students in Science, Mathematics and Reading. A total of 407,509 students from 2,046 schools were assessed. The mean score for Scientific Literacy was at 354.63, Mathematics at 359.1, Bahasa Melayu at 479.75 and English Language at 416.40. Results from the first series of the PKLSMB are shown in Exhibit 2-4.

The baseline data of students' literacy in Forms 2 and 3 revealed that most students were at low achievement levels in Scientific literacy (54.7%), Mathematics (60.9%), Bahasa Melayu (20.7%) and

**Exhibit 2-4: Results of the Assessment on Literacy Competence in Science, Mathematics and Reading Series 1, 2017**

Literacy	Student Achievement			Number of Students
	High $x \geq 500$	Medium $400 \leq x < 500$	Low $x < 400$	
Scientific	41,109 (10.9%)	142,898 (35.2%)	222,155 (54.7%)	406,162
Mathematics	94,901 (23.5%)	9,197 (15.7%)	246,202 (60.9%)	404,444
Bahasa Melayu	163,050 (40.1%)	159,496 (39.2%)	84,338 (20.7%)	406,884
English Language	78,517 (19.3%)	179,043 (44.1%)	148,751 (36.6%)	406,311

Source: Curriculum Development Division (BPK)



English language (36.6%). This is of great concern despite the fact that efforts to inculcate HOTS have been actively implemented since 2013.

The second series of PKLSMB focussed on Science and Mathematics. A total of 324,477 Form 1 students from 2,265 schools were involved in this assessment.

The min score for Science competency was at 365.40 and Mathematics competency was at 381.31. Details of PKLSMB 2 are shown in Exhibit 2-5.

Analysis of the PKLSMB baseline data showed that the students' competency level was weak and disturbing for Science (54.1%)

**Exhibit 2-5: Findings on the Assessment of Literacy Competence in Science, Mathematics and Reading Series 2, 2017**

Literacy	Student Achievement			Number of Students
	High $x \geq 500$	Medium $400 \leq x < 500$	Low $x < 400$	
Scientific	48,679 (15%)	100,398 (30.9%)	175,400 (54.1%)	324,477
Mathematics	46,615 (14.4%)	82,816 (25.5%)	195,046 (60.1%)	324,477

Source: Curriculum Development Division (BPK)

and Mathematics (60.1%). However, there were 23 secondary schools throughout the country that achieved

beyond the average international score as shown in Exhibit 2-6:

**Exhibit 2-6: List of Schools with 'High' Literacy (Score  $\geq 500$ )**

		SCIENCE	MATHEMATICS	ENG	BM
BFT4001	SAM HULU LANGAT	524	658	591.2	542.6
BEA5073	SMK BUKIT SENTOSA 2	508	334	541.2	525.5
BEA8643	SMK BANDAR UTAMA DAMANSARA 3	508	654	674.2	498.0
DEE3244	SMK RANTAU PANJANG	507	557	476.4	524.8
AEB2053	SMJK SAM TET	505	614	597.8	510.6
TFT0001	SM IMTIYAZ YT BESUT	493	559	495.9	525.7
BEB8655	SMK (P) SRI AMAN	479	627	696.0	516.3
PEB0042	SMK TINGGI BUKIT MERTAJAM	479	535	605.6	526.9
BEA3077	SMK RAJA MUDA MUSA	478	668	549.6	542.4
BEA3084	SMK SAUJANA UTAMA	475	472	550.5	504.7
JEB1005	SMK (P) SULTAN IBRAHIM	472	508	549.5	526.7
BEA8649	SMK PUSAT BANDAR PUCHONG(1)	463	541	525.9	485.2
WEA2003	SMK PUTRAJAYA PRESINT 16(1)	460	503	576.5	537.5
BEA8670	SMK BANDAR PUNCAK JALIL	457	453	504.0	520.4
XEA5327	SMK NARINANG	456	467	486.2	484.4
WEA0196	SMK AMINUDDIN BAKI	456	548	645.1	533.4
AEA5083	SEKOLAH MENENGAH SAINS BAGAN DATOH	452	565	542.1	538.6
WEB0256	SMK BANGSAR (INTEG)	445	514	452.8	503.6
BEA0103	SMK TELOK GADONG	442	476	488.0	489.5
XRA3301	SMKA TUN SAKARAN	434	317	432.1	473.0
BEA4622	SMK BANDAR BARU AMPANG	433	434	436.7	507.1
BEA8637	SMK TTDI JAYA	432	456	500.3	524.9
CEE0018	SMK SULAIMAN	432	472	505.1	514.3

Source: Curriculum Development Division (BPK)



Based on the results from series 1 and 2 of the PKLSMB, the Ministry needs to intensify efforts to increase students' competency and literacy. The implementation of PAK21 must be strengthened by focusing on inculcating HOTS among students through mobilising support from parents, communities and stakeholders. The

Ministry hopes by raising students' competencies and literacies in Mathematics, Science and Reading, Malaysia will be able to achieve its target to be among the top third education system in the Trends in International Mathematics and Science Study (TIMSS) and Programme for International Students Assessment (PISA).

## STRENGTHENING THE IMPLEMENTATION OF SCIENCE, TECHNOLOGY, ENGINEERING AND MATHEMATICS EDUCATION

Studies have proven that the integration of STEM subjects is effective in stimulating interest among students to pursue the study of Mathematics and Science subjects, subsequently succeeding in a career that is related to STEM. Through interesting, meaningful,

and challenging learning approaches, students have the opportunity to apply and integrate the Mathematics and Science concepts in Technological and Engineering fields to solve real life issues.

In 2017, the Ministry, through the Educational Planning and Research Division (BPPDP), implemented several activities to raise awareness among the education fraternity and society on the importance of STEM in producing a creative and innovative workforce. Three main strategies adopted by the Ministry to improve school participation in STEM education were:

- Improving teachers' skills and capabilities
- Increasing students' interest
- Increasing awareness among school leaders, teachers, students, parents and the public.



### STEM

STEM is a philosophy or a way of thinking when Science, Mathematics, Engineering and Technology subjects are integrated to become a relevant and appropriate field of education to be taught in schools with focus on reality and the practical aspects. Through this method, students learn Science and Mathematics in real world context, learning is meaningful and more realistic through the application of technology. This method of learning is more exciting, include hands-on activities and direct experience which stimulate students to think and solve problems.

**Sneideman, JM (2013),**  
Engaging Children in STEM Education  
EARLY! Feature Story. Natural Start  
Alliance and NAAEE

## Strategies to Improve Teachers' Skills and Capabilities in STEM

- **STEM Education Colloquium**

This colloquium is a strategic collaboration of the Ministry with institutes of higher learning, government agencies and industries. The focus of the colloquium is to raise participants' awareness and develop a comprehensive understanding on STEM education and careers related to STEM. This colloquium provides a platform for the creation of collaborative networking among teachers, government and non-government agencies, and the industries to successfully implement comprehensive and integrated STEM education.



In 2017, the theme for the colloquium was "Education Through Exploration". The colloquium was conducted by the Ministry in collaboration with universities according to zones - Universiti Sains Islam Malaysia in the Central Zone, Universiti Malaysia Terengganu in the Eastern Zone, Universiti Sains Malaysia in the Northern Zone and Universiti Tun Hussein Onn Malaysia in the Southern Zone. The colloquium was filled with various

activities, including forums with academicians and captains of the industries, presentations by the Ministry, hands-on sessions and exhibitions by government agencies and private sectors.

- **International Conference on STEM Education (ICSTEM) 2017**

The conference was held in collaboration with Universiti Pendidikan Sultan Idris to provide opportunities for teachers to share creative and innovative ideas in the teaching and learning processes. The conference provided opportunities for teachers and researchers to share research findings on STEM education. It was also a discussion frontier to seek methods in raising the levels of awareness in students, teachers and the public through the teaching and learning practices.

The conference was held in October 2017 and was attended by nearly 500 teachers and representatives from the Ministry. For the first time, an Award of Excellence for STEM Educator was presented to motivate educators in school to produce new innovations in STEM education.



Participants sharing research finding on STEM education



Awards for three categories - administrator, senior assistant and young teacher

## Strategies to Raise Students' Interest in STEM

Various programmes are implemented to engage students' interest in STEM, encompassing formal, non-formal and informal education. STEM activities through formal education are conducted in the classroom emphasising on the practical application of STEM subjects in the teaching and learning processes and also in the real world. Co-curricular activities related to STEM are categorised as non-formal education.

- **Pilot Programme for Scientific Skills Assessment**

The Examination Syndicate has been monitoring the implementation of Practical Skills Assessment (*Pentaksiran Kemahiran Amali*, PEKA) for all Science subjects since it was introduced in 2004. Results from the monitoring of PEKA have shown that the level of manipulative skills acquired by students was low. At the university level, students were unable to conduct experiments in laboratories despite being high achievers in the SPM examination. This is a cause for concern particularly in efforts to meet the demand for the industry workforce and experts in fields of STEM.

The Scientific Skills Assessment Pilot Project was conducted in 33 schools throughout Malaysia involving 87 teachers and 1,098 students. Findings from the pilot project showed the following:

- 92% teachers stated that the Scientific Skills Assessment (*Pentaksiran Kemahiran Saintifik*, PKS) was successful in raising students' interest and understanding in subjects taught at schools.
- 50% teachers requested for additional time in the timetables for Pure Science subjects to enable students to better conduct the science experiments.
- The PKS Guide Books which were



provided for Physics, Chemistry, Biology and Additional Science subjects were well received by the teachers.

- Laboratory assistants and teachers were positive in implementing PKS and hoped schools could resolve issues on the readiness of laboratories, and lack of resources and apparatus.
- Students enjoyed doing experiments during the teaching and learning processes. Their interest and understanding on science topics related to PKS improved during the pilot project.







The main challenge in the implementation of PKS was providing sufficient science resources and apparatus. This problem would be resolved once the proposal to increase the rate for the Per Capita Grant for science subjects is approved and implemented.

Overall, teachers and students indicated that the implementation of PKS increased understanding and interest in Chemistry, Biology, Physics and Additional Science. PKS will be expanded to all secondary schools throughout Malaysia beginning 2018 through to 2019.

- **Establishment of STEM+ Club**

The Ministry together with the Malaysia Industry Government Group for High Technology (MIGHT) and the British Council through the Newton-Ungku Omar Fund piloted the STEM+ Club to 30 schools nationwide. The club was founded to nurture interest, creativity and innovation among students in the fields of STEM through various hands-on activities. A teacher from each school was selected to attend the training using a module developed by consultants from the United Kingdom appointed by the British Council. Teachers were provided with *Modul Bahan Sumber Inovatif* or a module on innovative resource materials to conduct activities in the STEM+ Club at their respective schools.



STEM+ Club activities



- **School Lab Competition**

The Ministry organised the School Lab Competition in collaboration with the British Council and MIGHT. This competition was open to all lower secondary school students. Students had to produce an innovative video explaining the concept of STEM education. Videos were creatively presented through songs, dances or other mediums of the performing arts. The finals at the state level was held in March while the national level was held at the Garden Theater Mid Valley in May 2017.





The competition was a successful initiative and was well received by all based on the participation of over 6,000 students in Malaysia. This competition has sparked interest among students to learn in greater detail a topic in any of the STEM subjects to produce an educational video. The Ministry has agreed to use selected videos for teaching and learning activities to create greater interest on STEM subjects among students.

• **STEM Education Gamification**

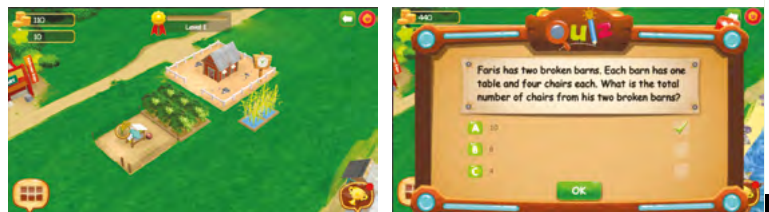
STEM Education Gamification is one of the non-formal activities available to develop students' interest. Through this method, the Ministry developed a digital game based on STEM called MySTEMville. The game requires students to master STEM skills to solve problems in stages to allow them to advance to the next level. The digital game is open to all primary and secondary students and has successfully attracted students to enhance their skills in relation to STEM education.

• **Reality TV Programme - ADIWIRA STEM (STEM HEROES)**

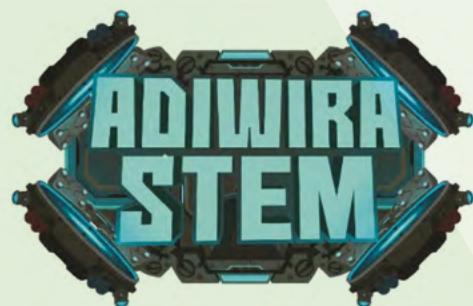
The programme was produced to raise interest and awareness on fields related to STEM among students and the public. The 12 episodes programme was successfully produced with the co-operation of the KRU Studios. Contestants were required to solve various challenges related to STEM using the limited resources available. The challenges included the construction of bridges, solving crimes, designing solar cars and



**Bagaimana MyStemVille berkaitan STEM?**



MyStemVille Screen





coding to mobilise a robot. The team with the best solutions will remain in the programme till the last episode.

To ensure quality, the Ministry collaborated with the National Professors Council and the Young Scientist Network, under the purview of the Science Academy of Malaysia. The sixteen participating teams comprised Form Three students representing

each state. The filming session was held in December 2017 at the National Science Centre, Institute of Teacher Education Bahasa Melayu Campus, Universiti Putra Malaysia and Putrajaya. This programme will be televised in 2018.



Filming session of the STEM Heroes reality programme

- **Development of STEM Educational Resources**

A total of 17 Science, Technology, Engineering and Mathematics Resources (BSTEM) were produced in 2017 to assist teachers in conducting effective teaching and learning of STEM. These resources were developed in the form of modules and videos which will be uploaded onto the Curriculum Development Division website in April 2018.

- **Using Multimedia in the Teaching and Learning of STEM**

The development of interactive videos for the teaching and learning of STEM subjects is based on the Blended Learning Open Source Science or Math Studies (BLOSSOMS) programme in collaboration with the Massachusetts Institute of Technology. A total of 23 videos were produced in 2017, encompassing various titles in the Mathematics and Science subjects. All these videos are currently accessible at [www.eduwebtv.my](http://www.eduwebtv.my).



BSTEM 2016 - 2017

Seminars on the Usage of STEM Videos 2017 were held in six zones in the country. The objectives of the seminars were to educate teachers on the production and use of STEM videos as well as to evaluate their effectiveness. Almost 800 teachers participated in the seminars held at various schools. A total of 53



STEM video ideas were successfully conceptualised to be produced as interactive videos to facilitate the teaching and learning of STEM subjects.

- **Providing Conducive Infrastructure**

The Ministry received an allocation of RM240 million under the 2017 Budget to repair and maintain science laboratories, and provide adequate apparatus and related materials to ensure that science practical examinations could be held from 2018. An audit was conducted to collect accurate data on the number and condition of the apparatus and materials at all school laboratories. This data will determine the provision of science apparatus and resources in 2018 and subsequent years.

### Strategy to Raise Awareness among School Leaders, Students, Parents and Public on STEM Education

- **STEM Education Roadshows**

The roadshows were held in January and February 2017 to disseminate knowledge on the importance of STEM and its implementation among school leaders at the secondary level. Exhibitions on product innovations produced at the school level were held to encourage innovative teaching and learning processes.

The Ministry also conducted a study on the awareness of the importance of STEM among students, teachers, school leaders and parents. The study revealed that the level of awareness among the respondents was average. Based on this finding, the Ministry will plan several activities to raise awareness on STEM in 2018.





## STRENGTHENING BILINGUAL PROFICIENCY AMONG STUDENTS

The Ministry places the acquisition and proficiency of students in Bahasa Melayu (BM) and English language as a priority towards racial unity in Malaysia's plural society, as well as enhancing marketability in various fields of work. Proficiency in other international languages will enable Malaysians to be more competitive and stand tall on the stage of the global work market.

### Expanding The Literacy and Numeracy Screening Programme (LINUS2.0)

The Literacy and Numeracy (LINUS) Programme was launched in 2010 to raise basic proficiency on literacy and numeracy in Bahasa Melayu among primary school students at Level 1 (Year

1, 2 and 3). In 2013, the LINUS2.0 Programme was introduced. The main objective is to ensure that students at Level 1 acquired basic literacy in BM and English language and numeracy after the first three years of primary education in the mainstream. The mastery of basic literacy and numeracy among students with special educational needs is measured based on specific constructs. Acquiring basic proficiency in literacy and numeracy in BM and English language at Level 1 will help students continue their education to Level 2 (Year 4, 5 and 6) with confidence and increase their ability to acquire knowledge in various subjects. This programme is led by the Curriculum Development Division (*Bahagian*



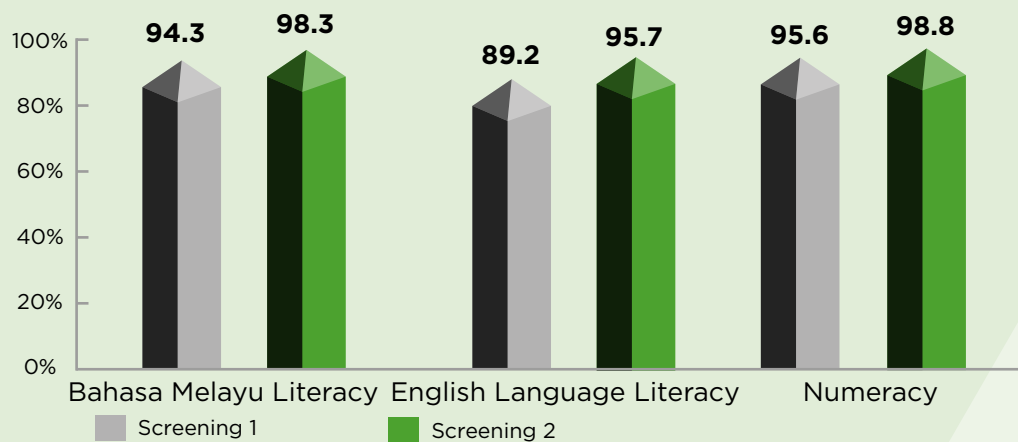


*Pembangunan Kurikulum*, BPK) with the cooperation of various divisions in the Ministry.

In 2017, the achievement of Year 3 students in LINUS2.0 Programme for BM was at 98.3%, English language was at 95.7%, while numeracy achievement was at 98.8% as shown in Exhibit 2-7.

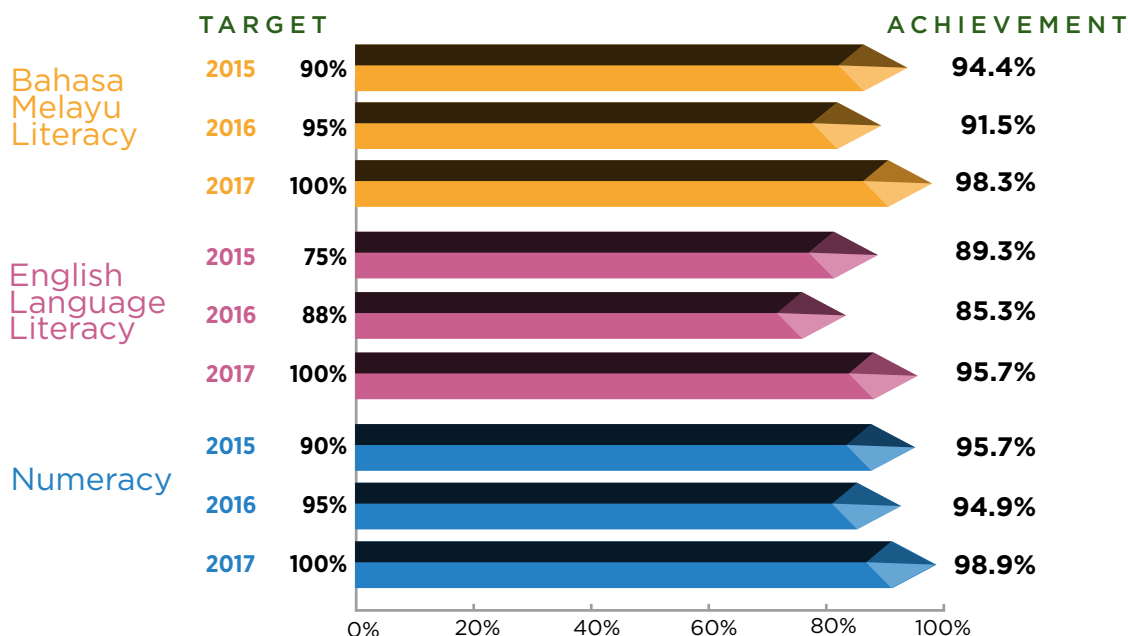
Overall, students of the same cohort (2015-2017) showed good proficiency in the BM and English language literacy and numeracy (Exhibit: 2-8). Students who have yet to master the basic literacy and numeracy skills will be supported with intervention activities in Year 4 to ensure that they can learn together with their peers.

**Exhibit 2-7: Percentage of Achievement for Year 3 Students in the LINUS2.0 Programme, 2017**



Source: Curriculum Development Division (BPK)

**Exhibit 2-8: Percentage of Student Achievement within the Same Cohort for LINUS2.0 Programme, 2015-2017**



Source: Curriculum Development Division (BPK)

The Ministry continued to provide various support to students and teachers in 2017 to achieve the target level of literacy and numeracy. The support programmes include:

- **Implementing, Tracking and Monitoring of LINUS2.0 Screening Process**

A total of 1.35 million students' levels of literacy and numeracy were identified through Screening 1, from March to April 2017 and Screening 2 from August to October 2017. Tracking and monitoring activities were implemented in line with Screening 1 and 2 activities to ensure that the administration was in accordance with the standard operating procedure. These activities were implemented through joint efforts between BPK and several Divisions of the Ministry at the Central, Southern, Sarawak and Northern Zones.

- **Implementing LINUS2.0 Intervention Programme**

Students who were less proficient in BM and English language at Level 1 were given a specific intervention programme to improve their reading, writing and mathematics skills. All PPD were able to provide support to schools which required the most assistance starting from February to November 2017.

- **Developing LINUS2.0 Module**

The module was developed as a teaching aid for teachers to help students who have yet to achieve the proficiency in BM and English language. The printing and distribution process of the module will be completed in 2018.

- **LINUS2.0 Outreach Programme: Special Remedial Programme**

This programme was conducted primarily to verify the status of students either in the category of students with special educational needs (SEN) or remedial students. A total of 6,271 Year 3 students who were unable to master Construct 1 and Construct 2 in 2016 Screening 2 participated in the programme. Consequently, 1,955 students were classified as SEN students while 4,067 students were required to enrol into the special remedial programme. This programme was led by the Special Education Division (*Bahagian Pendidikan Khas, BPKhas*).

As a result of this intervention programme, 246 SEN students were able to master the entire Construct for Year 3 in BM literacy through Screening 1 and continued to study in the mainstream. This programme has become the main reference to identify and verify the needs of SEN students in order to provide the best education services.

- **Strengthening the Competency of FasiLINUS, JPN and PPD Officers**

Various courses were held to strengthen the competencies of teachers and officers to ensure LINUS2.0 Programme achieved its aims. Among the main courses implemented were as follow:

- Pengukuhan dan Pemantapan Jati Diri FasiLINUS2.0 2017 - A course to strengthen the self-confidence and identity of the FasiLINUS2.0, and was attended by 838 FasiLINUS.*

- ii. *Pedagogi Pemulihan Bahasa Inggeris kepada FasiLINUS Bahasa Inggeris dan Guru Bahasa Inggeris* - A course to improve on the pedagogical skill of remedial teachers for English language remedial programme and was attended by 327 English Language FasiLINUS and 3,500 English language teachers.
- iii. *Kelestarian Guru Pemulihan LINUS2.0* - A course to ensure knowledge and skills of the remedial teachers remain relevant in order to improve the literacy and numeracy skills

of the students. This course was attended by 865 remedial teachers. The course also involved officers and supervisor of the remedial programme from JPN and PPD.

- **LINUS2.0 Management and Intervention Training**

A total of 120 newly appointed school leaders participated in the management and intervention training at IAB to ensure LINUS2.0 programme was effectively managed in schools.





## UPHOLDING BAHASA MALAYSIA AND STRENGTHENING ENGLISH LANGUAGE

The Blueprint 2013-2025 aspires towards promoting bilingual proficiency among students. The acquisition of Bahasa Melayu (BM) and the English language will enable Malaysian children from a multi-ethnic society to better understand one another and be more competitive for the job market locally and internationally.

### UPHOLDING BAHASA MELAYU EDUCATION

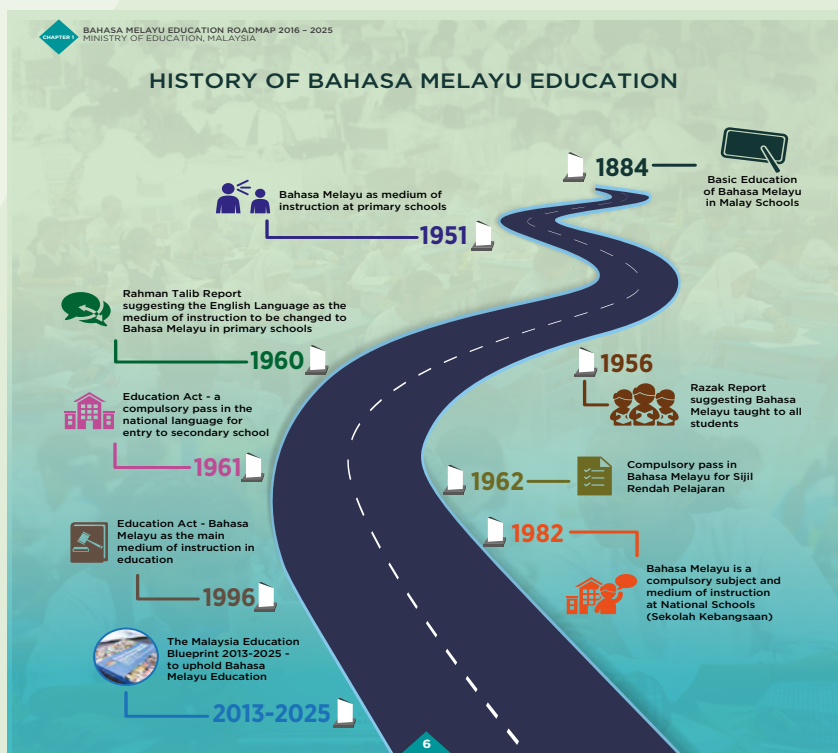
Efforts to uphold BM as the national language, a medium for knowledge and language for unity have long been advocated. The history on the development of BM education subsequently implemented through the national education system is shown in Exhibit 2-9. In 2016, the Ministry subscribed to a more organised effort in planning and

strategising towards raising the level of proficiency of BM among students.

In 2017, the Ministry intensified its efforts to raise the level of proficiency and usage of BM so that its position remained prominent as the official language. In addition, efforts to uphold BM at the global level were given due attention to position BM comparable to other main international languages. Various programmes were planned through the initiative of Upholding Bahasa Melayu Education. Through this initiative, the Ministry was successful in producing the following:

- The Roadmap for the Bahasa Melayu Education 2016 - 2025
- Preliminary Draft of the Framework for the Standard of Bahasa Melayu

Exhibit 2-9: History of Bahasa Melayu Education



Source: Education Planning and Research Division (BPPDP), 2017

- Preliminary Draft of the Holistic Professional Development Framework for Bahasa Melayu Teachers
- Supporting Materials and Modules for Bahasa Melayu
- Professional Development Programmes for Bahasa Melayu Teachers

main areas as follow:

- Strengthening the BM education focus on enhancing language proficiency and usage among students
- Professionalism of BM teachers
- Research, innovation and external relations



## The Roadmap for the Bahasa Melayu Education 2016-2025

The Roadmap was published as a clear and detailed guideline to all stakeholders allowing them to collectively contribute to the upholding of BM education. The document is used as a reference to academicians and the general public in supporting the plan to uphold BM education from 2016-2025.

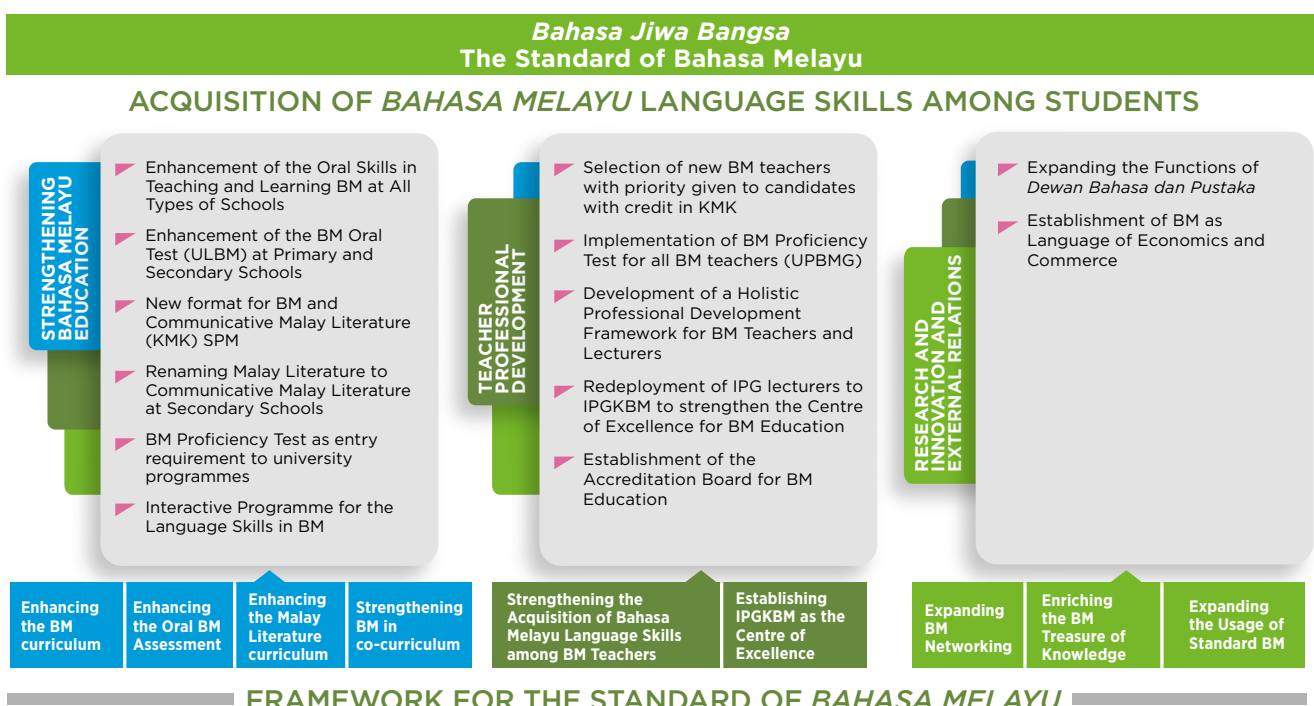
By the end of 2025, the Ministry hopes that students who go through the education system will be highly proficient in BM. The framework of the Roadmap is presented in Exhibit 2-10.

The conceptual framework for the Roadmap was developed based on nine strategies and are subsequently grouped into three

Please scan QR code for further information



Exhibit 2-10: Framework for the Bahasa Melayu Education Roadmap



Source: Education Planning and Research Division (BPPDP)

## Preliminary Draft of the Framework for the Standard of Bahasa Melayu

This framework (*Kerangka Standard Bahasa Melayu*, KSBM) is a standard to determine the level of language skills among the citizens and foreigners who are working and studying in Malaysia. The development of the preliminary draft of the KSBM is led by the Institute of Teacher Education Bahasa Melayu Campus (*Institut Pendidikan Guru Kampus Bahasa Melayu*, IPGK BM) and is worked upon by a panel of 18 individuals representing various institutions which include public universities, Institute of Teacher Education Malaysia, Dewan Bahasa dan Pustaka, Curriculum Development Division, and Education Performance and Delivery Unit (PADU). Exhibit 2- 11 shows the levels of acquisition and proficiency in BM based on KSBM.

KSBM will be used as a reference document to determine the competency standards among the language users in various areas such as management, services, education, engineering, science and technology. The framework too can be used as a reference in developing instruments to determine the level of proficiency among the BM speakers in their respective fields as well as formulating the curriculum and providing appropriate courses to improve the proficiency of the language among workers. Throughout 2017, various activities were held to develop KSBM:

- Writing of the KSBM Document
- Writing of the KSBM Guidebook
- Developing Bahasa Melayu Competency Instrument

Exhibit 2-11: Levels of Acquisition and Proficiency in Bahasa Melayu Based on KSBM, 2017



Source: Institute of Teacher Education Bahasa Melayu Campus (IPGKBM)



Other than the main activities, there were several other supporting events conducted such as the KSBM Public Town Hall at four zones namely the Central, Northern, Eastern and Sabah Zone. The KSBM Seminar was held in three zones, Southern, Sarawak and Central Zone. The Ministry also organised a KSBM Congress. These supporting activities aimed to gain the opinion and suggestions

from various stakeholders to improve the development of KSBM. The stakeholders involved were among the academicians, linguists, politicians, local authorities, immigration and the Royal Malaysia Police. The Congress was a starting point towards gaining resolution pertaining to the feasibility of using KSBM and the consistency of the descriptors used.

## THE KSBM CONGRESS

The Congress was held on 31 October to 1st November 2017. The congress was officiated by the Deputy Prime Minister of Malaysia. The Roadmap for the Bahasa Melayu Education 2016 – 2025 was also launched at the Congress. Based on the key note address, and presentations of policy and working papers, a statement of resolutions towards the development of the roadmap. The resolutions of the KSBM Congress were as follow:

### **Resolution 1: Positioning the KSBM to a Higher Level**

- Establishing a KSBM Cabinet Committee chaired by the Deputy Prime Minister.
- Establishing a BM Council as a body empowered to regulate and implement KSBM.

### **Resolution 2: Gaining Commitment from the Government in Using the KSBM**

- Using BM is compulsory for all leaders in the nation, and their level of language proficiency is aligned with KSBM.
- Enforcing the use of BM at all public and private sectors based on the standard set in the KSBM.
- Using BM is compulsory for all Malaysian citizens and to improve BM language proficiency as the national and official language based on the standards set under the KSBM.

### **Resolution 3: Upholding BM as the National Language**

- Ensuring the role of the KSBM in uniting the citizens and to spearhead the nation's progress.
- Enforcing the basic proficiency of BM among the leaders of the nation.
- Using the KSBM as a standard in encouraging the use of BM among the Malaysian society.

### **Resolution 4: Internationalisation of the KSBM**

- Establishing mutual consensus and agreement to use KSBM as the standards in determining levels of proficiency in BM with countries which have BM speakers.
- Using KSBM as the standard when organising programmes in BM at all institutions abroad.
- Using KSBM as the basis in forming the lingua franca among ASEAN nations.
- Establishing an Attache post at every Malaysian Embassy whose role is to disseminate knowledge on BM and its usage.



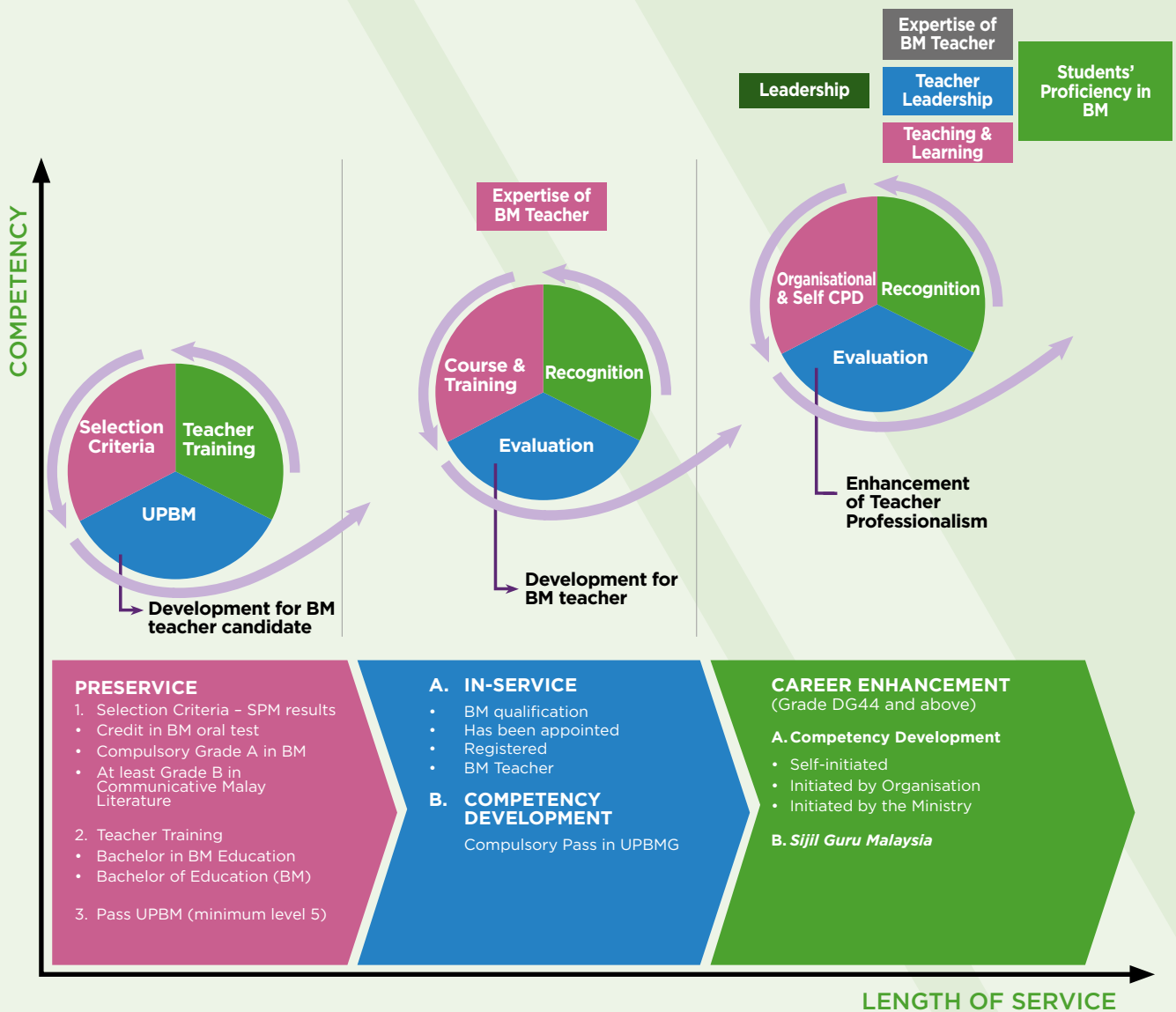
## Preliminary Draft of the Holistic Professional Development Framework for Bahasa Melayu Teachers

This framework is a complete guideline for the career development of BM teachers in order to produce competent teachers who are able to teach the subject effectively. The preliminary draft was formulated and aligned with the continuous professional development documents. It is subsequently divided into three

phases - preservice, in-service and career enhancement as presented in Exhibit 2-12.

The goal in developing the framework was to achieve three main outcomes mainly enhancing the expertise of BM teachers, improving teacher leadership, and strengthening the teaching and learning process which would improve the proficiency of BM teachers and students' outcomes.

Exhibit 2-12: The Holistic Professional Development Framework for Bahasa Melayu Teachers



Source: Teacher Education Division (BPG), 2017



## Supporting Materials and Modules for Bahasa Melayu

The Ministry also developed various supporting activity kits and modules to assist teachers in the teaching and learning process in order to improve the proficiency and achievement of the primary and secondary students in BM. The materials developed were as follow:

- Bahasa Melayu Supporting Kits for Upper Secondary
- Bahasa Melayu Supporting Kits for Primary School
- Kit for Interactive Programme to Improve Bahasa Melayu Skills for Primary and Secondary Schools (PIKeBM)
- Malay Literature Alternative (KMA) Pedagogical Module



### • Bahasa Melayu Supporting Kits for Upper Secondary

The kit was prepared to help teachers in assisting students towards raising their level of proficiency and improving their achievements in SPM. There are five main materials comprising Kits for Essay Writing, Comprehension, Language System, Literature Component (*Komponen Sastera*, KOMSAS), and Summary. The concept is to produce a supporting kit based on PAK21 activities focussing on the students, with minimum involvement from the teachers in the teaching and learning process.



The usage of this kit is targeted to teachers who were teaching in the low performing schools (schools in Band 5, 6 and 7). In 2017, a total of 210 secondary schools participated in this pilot programme which involved Form 5 students. The findings indicated that materials provided in the kit had raised students' interest in the learning of BM. The teachers were able to use various supporting materials and the teaching and learning activities in classrooms were lively and enjoyable.

- **Bahasa Melayu Supporting Kits for Primary Schools**

This kit is an alternative supporting material for teachers to diversify their teaching and learning techniques. A programme to guide teachers on how to use the kit was conducted in two phases:

- Phase 1: 600 teachers from six zones attended the programme in July 2017.
- Phase 2: 180 SISC+ from six zones participated in the programme in September and October 2017.

The usage of this kit was widely supported by all schools and PPD involved. Several schools conducted in-service training with reference to the usage of this kit. Several PPD had also implemented pilot programmes for schools to use the kit in their respective districts, for example, SK Batu Arang was selected as a pilot school in PPD Gombak.

To ensure the effectiveness of the programme and the suitability of the kit with the students' level of proficiency, a monitoring programme was carried out in 60 pilot schools. Findings from the monitoring programme showed that teachers had achieved their teaching objectives by diversifying teaching and learning techniques through the use of this kit. This kit also helped to improve the teaching and learning skills of non-option teachers who were teaching BM either in national schools or national-type schools.



Students using the techniques and materials in the Bahasa Melayu Kit





## VIEWS ON BAHASA MELAYU SUPPORTING KITS FOR PRIMARY SCHOOLS

*...in my opinion, this kit helps me to teach students in my school ... Because the techniques contained in the kit are able to attract the students' interest to learn.... the techniques in the kit are also easily implemented in class and the guidelines are clear.*

**Alhaadi Ismail**  
Teacher  
SJKC Chung Hwa  
Telok Kemang, Negeri Sembilan

*...the usage of techniques suggested in the primary school BM kit not only attract students to increase their understanding but also create excitement while doing the activities... what I observed was that students with average level of achievement could be helped to increase their understanding and their performance in writing and grammar ...*

**Sarimah Onong**  
Teacher  
SK Tanjung Aru II,  
Kota Kinabalu, Sabah

*...The kit was able to help student learning to be more active ... students enjoyed themselves... the activities added value to the teaching techniques, and teachers are confident to do their teaching and learning using the provided materials ...*

**Mohamad Zamri Yusof**  
Asistant Director  
(Bahasa Melayu)  
Academic Management  
Sector, JPN Terengganu

- **Kit for Interactive Programme to Improve Bahasa Melayu Skills for Primary and Secondary Schools**

The PIKeBM Kit was developed to assist teachers in implementing co-curricular activities which would help increase the usage of BM among students in primary and secondary schools. Three main objectives of this kit are to inculcate values and develop a greater appreciation of Bahasa Melayu, build a positive attitude and to be responsible towards upholding BM and also to develop quality individuals who are concerned of issues pertaining to BM.

In 2017, the PIKeBM pilot project was conducted in 200 schools. Findings from this pilot project indicated that activities suggested in the PIKeBM Kit were easy and

effective to implement. Teachers and students were able to increase the usage of BM outside the classroom particularly in national schools. Various interesting activities were conducted by teachers and the usage of BM for ten minutes was carried out each time a student attended co-curricular activities. Students would continue to use the language in schools even after the co-curricular hours ended.

- **Malay Literature Alternative Pedagogical Module**

The module is a new teaching and learning approach to Malay Literature to revitalize the study of Malay Literature by encouraging students to manipulate the learning materials. The module allows teachers and students to change given texts into a new form of exploratory learning which is

interesting. This enable students to master the skills prescribed in the Malay Literature Syllabus.

Findings from the observations on the usage of the module by the lecturers from Institute of Teacher Training and officers from JPN and PPD in 2017 showed that:

- teachers, regardless of their school location, were more creative in varying the teaching and learning techniques in the Malay Literature subject and they

were more prepared with the latest teaching aids.

- students were more inclined to participate in the learning process finding it easier to master the language skills and attain learning objectives; able to work together and were more confident in expressing ideas; and excited doing various activities especially when using ICT related devices and learning through hands-on activities.



### Professional Development Programmes for Bahasa Melayu Teachers

Training for BM teachers is conducted by Teacher Education Division (BPG), IPGKBM and School Management Division (BPSH). The main goal of training is to increase the competency and efficiency in the teaching of BM. In 2017, the Ministry implemented two training programmes for teachers who were teaching the BM subject:

- Enhancing Bahasa Melayu Proficiency Course
- Pedagogical Excellence in Bahasa Melayu

#### Enhancing Bahasa Melayu Proficiency Course

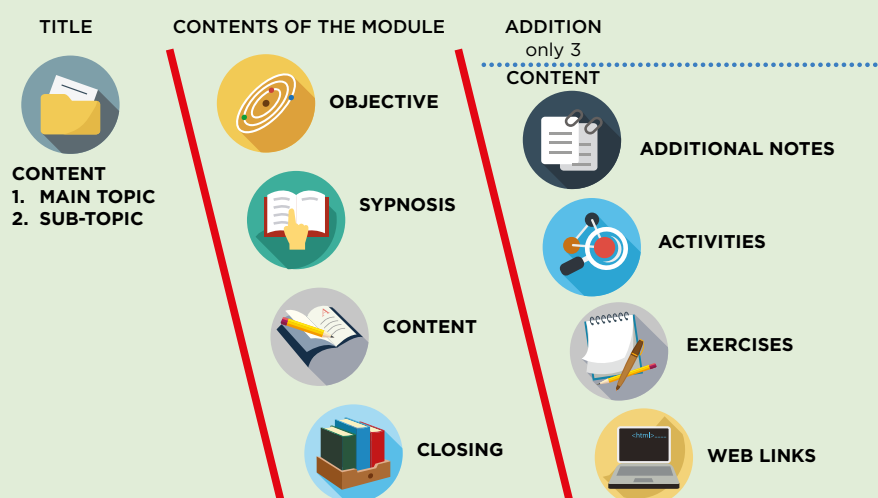
The course (*Kursus Pemantapan Penguasaan BM*, KPPBM) was

conducted to improve and enhance the proficiency among non-option teachers who did not achieve the minimum level based on the Bahasa Melayu Proficiency Test (*Ujian Kecekapan Bahasa Melayu*, UKBM) which was administered in 2015. It was conducted nationwide with the co-operation of Master Trainers at the national and state levels.

The KPPBM module is based on seven sub-topics: Curriculum Content, Teaching and Learning Strategies, HOTS, Edutainment, Grammar, Information and Communications Technology (ICT) and Assessment. The module also focuses on the five language skills; listening, speaking, reading and writing skills as well as language systems as shown in Exhibit 2-13.



**Exhibit 2-13: Module Framework for the Enhancing Bahasa Melayu Proficiency Course**



Source: Teacher Education Division (BPG), 2017

The implementation of the course in 2017 involved three phases mainly the registration and online pre-test, independent learning using online modules, and face-to-face course and post-test. The entire course was conducted through the Schoology platform (a learning

management system). The total number of participants for this course was 1,468, with 1,190 participants (82.8%) from national-type schools, and 252 participants (17.2%) from national schools. The distribution of participants nationwide is shown in Exhibit 2-14.

**Exhibit 2-14: Participants Registered for the Enhancing Bahasa Melayu Proficiency Course by States, 2017**

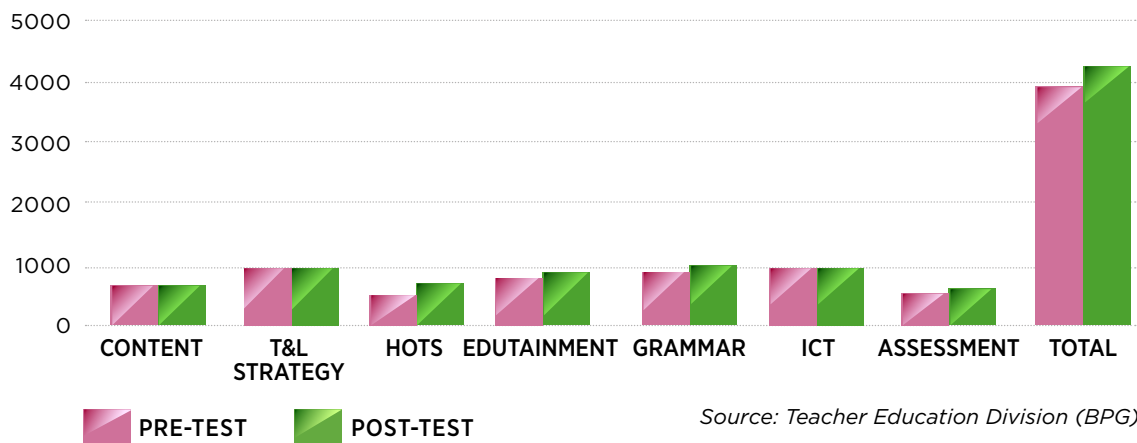
No	State	National-type schools	Percentage (%)	National schools	Percentage (%)	Total
1	Johor	337	98.2%	6	1.8%	343
2	Kedah	104	92.0%	9	8.0%	113
3	Kelantan	4	17.4%	19	83.0%	23
4	Melaka	24	100%	-	-	24
5	Negeri Sembilan	35	83.3%	7	17.0%	42
6	Pahang	36	94.7%	2	5.3%	38
7	Pulau Pinang	88	88.9%	11	11.1%	99
8	Perak	101	76.5%	31	23.5%	132
9	Perlis	14	56.0%	11	44.0%	25
10	Selangor	317	81.9%	70	18.1%	387
11	Terengganu	4	12.5%	28	87.5%	32
12	Sabah	61	58.1%	44	41.9%	105
13	Sarawak	53	82.9%	11	17.2%	64
14	WP Kuala Lumpur	36	92.3%	3	7.7%	39
15	WP Labuan	2	100%	-	-	2
16	WP Putrajaya	-	-	-	-	-
<b>Overall</b>		<b>1,216</b>		<b>252</b>		<b>1,468</b>

Source: Teacher Education Division (BPG)

The implementation of the online KPPBM and self-access learning requires discipline, integrity and exceptional commitment from the participants. After attending the face-to-face course, participants were required to complete the post-

test on language skill comprising five questions each for reading, listening, speaking and writing skills. Findings from post-test of the KPPBM are indicated in Exhibit 2-15 below:

**Exhibit 2-15: Findings between Pre-test and Post-test of Enhancing Bahasa Melayu Proficiency Course Based on Seven Subtopics, 2017**



In general, the outcome of the KPPBM post-test showed an improvement of the participants' knowledge in all the seven predetermined subtopics. This proved the efficiency of the KPPBM activities. The Ministry will continue to improve teachers' mastery in the HOTS and Assessment subtopics to ensure a more dynamic teaching and learning process of BM in the classrooms.

### Bahasa Melayu Pedagogical Excellence Programme

This programme or *Program Kecemerlangan Pedagogi Bahasa Melayu* (PKPBM) is conducted to improve the teaching process by applying the latest pedagogical skills in the classroom. The Ministry hopes by strengthening the pedagogical skills among the teachers, students would improve their proficiency and increase the

usage of BM. Consequently, this will lead to the enhancement of the achievement quality in BM. The objectives of this programme are:

- strengthening the mastery in grammar (morphology and syntax).
- implementing teaching and learning of BM based on the 21st century pedagogy.
- using various methods and techniques through the integration of ICT in teaching and learning of BM.
- improving students' achievement in the BM subject at the UPSR and SPM levels.

A total of 95% of teachers from national-type schools attended the training, and 103 others were special education teachers. The training was also targeted at teachers who were teaching BM at Orang Asli

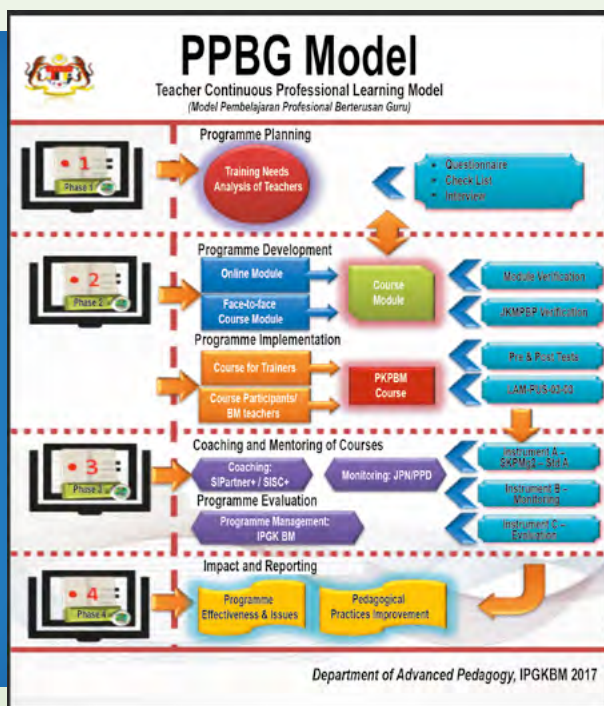
primary schools, special education schools, schools which are involved in the Dual Language Programme, under-enrolled schools and low performing schools. The Ministry used the Teacher Continuous Professional Learning Model (*Model Pembelajaran Profesional Berterusan Guru, PPBG*) to implement the PKPBM as indicated in Exhibit 2-16.



**Exhibit 2-16: Implementation of the PKPBM using the Teacher Continuous Professional Learning Model**

**Bahasa Melayu Pedagogical Excellence Programme**




- The Continuous Teacher Professionalism Learning Model is developed based on literature review introduced by the the General Teaching Council for Scotland.
- Four phases of work processes are introduced in the execution of teacher learning to ensure effective training.
- Implementation period is one year
- The implementation of PKPBM is well-planned and systematically executed.



PKPBM was implemented in four phases as follows:

Phase	Activity	Description
Phase 1	<p><b>Implementation of a Study on the Needs of BM teachers</b></p> <ul style="list-style-type: none"> <li>• Training needs analysis of BM teachers'</li> <li>• Sample: four schools in Klang Valley</li> <li>• Instrument: questionnaire, checklist, interview</li> </ul>	<p>Three main requirements of BM teachers were determined:</p> <ul style="list-style-type: none"> <li>• Knowledge on grammar</li> <li>• Integrating Information Technology in the teaching and learning process</li> <li>• Applying the 21st century learning in the teaching and learning of BM</li> </ul>



Phase	Activity	Description
Phase 2	Development of PKPBM Module	On-line Module
		<ul style="list-style-type: none"> <li>• Development of 11 modules comprising knowledge, pedagogy, and the dynamics of BM</li> <li>• Developed by 28 lecturers from Institute of Teacher Education BM Campus, Institute of Teacher Education International Language Campus, Institute of Teacher Education Islamic Education Campus, Institute of Teacher Education <i>Ilmu Khas</i> Campus, Institute of Teacher Education <i>Raja Melewar</i> Campus, Institute of Teacher Education <i>Perempuan Melayu</i> Campus and Institute of Teacher Education Kent Campus.</li> </ul>
Phase 2	Development of the PKBM Module	Face-to-Face Module
		<ul style="list-style-type: none"> <li>• Contains three sections which are: Knowledge on Grammar (Morphology and Syntax), Integration of Information and Communication Technology (ICT) in the Teaching and Learning of BM, Application of the 21st Century Learning in the Teaching and Learning of BM</li> <li>• Interactive modules which include questions and exercises on language knowledge, application of ICT and guide to teaching and learning strategies</li> <li>• Developed by lecturers from Institute of Teacher Education BM Campus and Institute of Teacher Education <i>Perempuan Melayu</i> Campus.</li> </ul>
Phase 2	Implementation of the PKPBM Courses	<ul style="list-style-type: none"> <li>• Course attended by 534 BM teachers from 267 schools which did not meet the target of the BM Subject Grade Point Average (<i>Gred Purata Mata Pelajaran, GPMP</i>)</li> <li>• Courses were held at the Northern, Southern, Central, Eastern, Sabah and Sarawak zones</li> </ul>
		

Phase	Activity	Description
Phase 3	<p data-bbox="341 271 788 338"><b>Monitoring and Coaching, and Evaluating the Course</b></p> <ul data-bbox="341 353 836 958" style="list-style-type: none"> <li data-bbox="341 353 836 568">• <b>Instrument A uses the SKPMg2 (Standard 4)</b> to measure teachers' achievement after being coached by the SIPartner+/SISC+</li> <li data-bbox="341 584 836 757">• <b>Instrument B uses questionnaire and observation</b> to collect data on the monitoring process of the PKPBM</li> <li data-bbox="341 772 836 958">• <b>Instrument C uses questionnaires</b> to evaluate school leaders' commitment towards raising the mastery of BM among students</li> </ul>	<ul data-bbox="863 271 1372 1128" style="list-style-type: none"> <li data-bbox="863 271 1372 421">• <b>Findings from Instrument A:</b> Overall, teachers' achievement was good with an average achievement of 80%</li> <li data-bbox="863 436 1372 779">• <b>Findings from Instrument B:</b> Overall, the coaching was very effective. A total of 533 (99.6%) teachers reported that their coaches helped in enhancing their knowledge on BM, and 532 (99.2%) teachers reported their coaches helped to improve their pedagogical skills in BM</li> <li data-bbox="863 795 1372 1128">• <b>Findings from Instrument C:</b> Overall, a total of 57 (49.1%) school leaders were highly committed to raise the mastery of BM among students, while 53 (45.7%) others were committed. Only six (5.2%) administrators were committed at an average level.</li> </ul>
Phase 4	<p data-bbox="341 1464 788 1532"><b>Report on the Implementation PKPBM</b></p> <ul data-bbox="341 1547 820 1653" style="list-style-type: none"> <li data-bbox="341 1547 820 1653">• Issues and improvement on pedagogical practices among BM teachers</li> </ul>	<ul data-bbox="863 1464 1388 1917" style="list-style-type: none"> <li data-bbox="863 1464 1388 1653">• The report revealed that the PKPBM was successful in increasing the number of best pedagogical practices at low-performing schools</li> <li data-bbox="863 1668 1388 1917">• The systematic implementation of PKPBM was successful in identifying the quality of pedagogical practices among non-option teachers and improved the effectiveness of the training.</li> </ul>



# VIEWS ON THE BAHASA MELAYU PEDAGOGICAL EXCELLENCE PROGRAMME (PKPBM)



*“Monitoring by JPN Selangor found teachers at DLP schools were more comfortable in using information technology in teaching and learning processes in schools.”*

**Encik Azman bin Sharif**  
Principal Assistant Director Bahasa Melayu  
Selangor State Education Department

*“... proud that teachers in Kuala Langat DLP schools successfully use the knowledge learned during PKPBM workshop.”*

**Puan Rosni bt. Adnan**  
Assistant District Education Officer  
Kuala Langat District Education Office



*“..... enjoyed learning BM using the Tondoo application. Our teachers are indeed creative.”*

**Form 5 students**  
SMJK Notre Dame Melaka

*“Very satisfied with the participation and commitment of teachers in raising the quality of the BM Pedagogy through PKPBM”*

**Puan Hapsah bt. Majid**  
Co-ordinator PKPBM  
IPG Kampus Bahasa Melayu, Kuala Lumpur



*“PKPBM leverages comprehensively on the web application technology in managing the Bahasa Melayu teacher professional development programme.”*

**Dr. Abd Khahar Saprani**  
Department of Advanced Pedagogy  
IPG Kampus Bahasa Melayu, Kuala Lumpur



## • The *BIJAK* Bahasa Melayu Programme

The programme is aimed at assisting teachers to improve the reading proficiency among Level 2 (Year 4, 5 and 6) students in remedial classes. The Ministry hopes to ascertain that all Level 2 students will be able to master the reading and writing literacies. The *BIJAK* BM Kit contained various interesting activities that were developed according to students' level of mastery. The *BIJAK* BM kit was piloted nationwide in 200 primary schools with the GPMP below than the national average for the Bahasa Melayu UPSR 2016 (Exhibit 2-17). This pilot programme was conducted from September to November 2017. The Ministry conducted working visits to coach and improve the understanding among school leaders and teachers. The activities were carried out to ensure the implementation of the programme was in accordance with the prescribed guidelines.

Findings from the pilot programme showed that a substantial group of teachers were able to effectively

Efforts to uphold Bahasa Melayu must be done with full responsibility and sincerity by all Malaysians. The saying "*Bahasa Jiwa Bangsa*" (Language is the Soul of the Nation) must be in the heart and mind of every Malaysian. The saying must be reflected in everyday communication as true Malaysians.

However, to truly uphold Bahasa Melayu as the national language is

**Exhibit 2-17: Number of Primary Schools Piloted with *BIJAK* BM Kit by State, 2017**

No	State	Number of Schools
1.	Johor	20
2.	Kedah	10
3.	Kelantan	10
4.	Melaka	10
5.	Negeri Sembilan	10
6.	Pahang	15
7.	Perak	20
8.	Perlis	5
9.	Pulau Pinang	15
10.	Sabah	15
11.	Sarawak	15
12.	Selangor	20
13.	Terengganu	10
14.	WP Kuala Lumpur	15
15.	WP Labuan	5
16.	WP Putrajaya	5
<b>Total</b>		<b>200</b>

Source: School Management Division (BPSH)

implement the activities contained in the kit because the activities were appropriate to the students' level of proficiency. The number of students who had improved their proficiency in both reading and writing skills were 412 (54.0%) out of the 756 who had undergone the pilot programme.

an unsurmountable effort. All parties, within and outside the education fraternity must work closely, hand in hand to raise the sovereignty of the language in this nation. The Ministry places utmost importance on the collaborative efforts of Divisions, Institutes of Teacher Education, JPN, PPD and schools to uphold BM at the highest position in education in line with the efforts to raise students' achievements in examinations.



## INTEGRATED APPROACH LED TO SUCCESS IN THE STATE OF HANG TUAH

Bahasa Melayu (BM), as the national language, needs to be mastered by all Malaysians. In school, proficiency in BM at a young age will undoubtedly facilitate children in continuing their education to national secondary schools as the medium of instruction is BM. Emphasis on mastering the language is compounded by the fact that BM is a compulsory subject to pass in the Malaysia Certificate of Examination (*Sijil Peperiksaan Malaysia*, SPM).

Among the programmes developed by **JPN Melaka** and schools were as followed:

JPN Programmes	School Level Programmes (UPSR)
<ul style="list-style-type: none"> <li>Melaka Gemilang Module</li> </ul>	<ul style="list-style-type: none"> <li>Collaborative Programme between schools and society</li> </ul>
<ul style="list-style-type: none"> <li>Programme to Increase Students Motivation</li> </ul>	<ul style="list-style-type: none"> <li>ICU Programme for the low performing students</li> </ul>
<ul style="list-style-type: none"> <li>Online Learning (e-PMABLS)</li> </ul>	<ul style="list-style-type: none"> <li>UPSR Excellent Motivation Camp</li> </ul>
<ul style="list-style-type: none"> <li>Focused Monitoring and Coaching</li> </ul>	<b>School Level Programmes (SPM)</b> <ul style="list-style-type: none"> <li>BM Interactive Skills Programme (PIKeBM)</li> </ul>
<ul style="list-style-type: none"> <li>21<sup>st</sup> Century Teaching and Learning Workshop</li> </ul>	<ul style="list-style-type: none"> <li>21st Century Teaching and Learning in BM Workshop</li> <li>Professional Development for BM Teachers</li> </ul>

### Secondary School Activities



### Primary School Activities



### Melaka State Achievement in Bahasa Melayu Comprehension and Writing Papers UPSR, 2017

BM Comprehension	Percentage (%) of Candidates with Grade A	Percentage (%) of Candidates with Grade A, B & C	GPMP
<b>2016</b>	<b>27.0%</b>	<b>97.4%</b>	<b>2.23</b>
<b>2017</b>	<b>29.7%</b>	<b>98.0%</b>	<b>2.22</b>
BM Writing	Percentage (%) of Candidates with Grade A	Percentage (%) of Candidates with Grade A, B & C	GPMP
<b>2016</b>	<b>24.7%</b>	<b>97.2%</b>	<b>2.42</b>
<b>2017</b>	<b>29.8%</b>	<b>97.7%</b>	<b>2.24</b>

Source: Melaka State Education Department (JPN Melaka)

School leaders were encouraged to provide differentiated support to students based on their level of achievement. Parents and the community were given awareness on the importance of supporting and monitoring the children's learning, especially those who would be taking the examinations through programmes such as My Excellent School and *Program Restu*.

Through concerted effort by all parties, Melaka attained better achievements for both UPSR and SPM 2017. In UPSR 2017, the GPMP for BM Comprehension and Writing Papers in national schools improved compared to the achievement in UPSR 2016.

There was a marked improvement in the achievement for BM Writing. The percentage for candidates with Grade A rose from 24.7% in 2016 to 29.8%. The percentage of students with minimum proficiency level (A+B+C+) also increased from 97.2% to 97.7%. These achievements contributed to the increase in BM GPMP from 2.42 points to 2.24 points 2017. The improved achievements in both BM papers contributed to the significant increase in the State Grade Average (GPN) in UPSR to 2.78 points in 2017 compared to 2.83 in 2016.

In SPM 2017, the percentage for student passing was at 95.2% (+1.6%) compared to 2016 at 93.6%; BM GPMP also increased from 4.61 points to 4.05 points, an increase of 0.56 points. (The highest GPMP is 0.00 point, while the lowest GPMP is 9.00 point)

Students increased achievement in BM in the land of Hang Tuah is a proof that integrated and tireless effort by all parties help to raise students' performance. Close co-operation among all stakeholders in education must be fostered, enhanced and invigorated with meaningful activities. The effort put forth will produce positive results towards quality students' outcomes.

**Together We Stand, Divided We Fall!**





Analysis of the UPSR 2017 results of the National Type Schools showed that the percentage of passes for English language Comprehension Paper rose to 88.3% from 87.9% to 88.3%. For the English language Writing Paper, there was an improvement of 1%, from 78.6% to 79.6% in 2017. At the National Schools, results for the UPSR 2017 English language Comprehension paper showed an improvement of 3%, which was 82.6% in 2016 to 85.6%. However, the passing rate for the UPSR 2017 Writing Paper showed a decline of 3.5% from 77.1% in 2016 to 73.6%.

An analysis of the SPM 2017 results showed that the percentage of passes in the English Language Paper declined to 79.1% from 79.4% in 2016 to 79.1% as indicated in Exhibit 2-19.

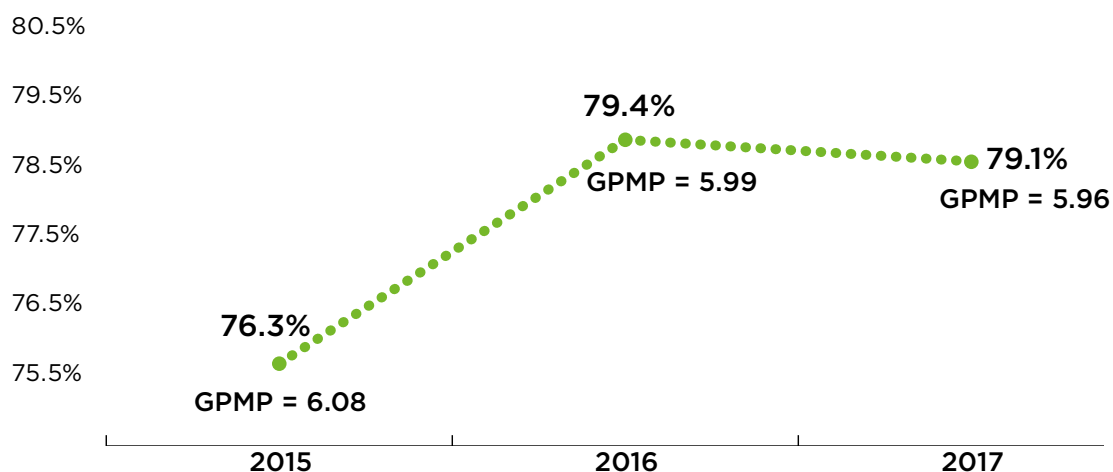
However, the GPMP in English Language improved from 5.99 in 2016 to 5.96 in 2017. A good GPMP achievement saw the percentage increase in the number of students

(15.1%) with A+, A, or A- compared to 14.5% in 2016. The increase in the percentage of students who achieved excellent grades was a result of continual interventions by the Ministry under the Upholding Bahasa Malaysia and Strengthening the English Language Policy (MBMMBI). Various programmes and activities have been aligned with students' outcomes to ensure the strengthening of the English language education.

In 2017, the Ministry implemented five English language initiatives with emphasis on four main outcomes, which were:

- aligning the English language national syllabus based on international standards
- upskilling English language teachers
- increasing student contact hours in using the English language
- providing English language interventions for low performing secondary schools.

**Exhibit 2-19: Percentage of Passes in the English Language SPM Paper, 2015-2017**



Source: Examination Syndicate (LP); English Language Teaching Centre (ELTC)

### Aligning the English Language National Syllabus Based on International Standards

The Ministry aspires to raise the standard of English language in Malaysia to an international standard that is aligned with Shift 1 of the Blueprint 2013-2025, which is providing equal access to quality education of an international standard. The five-year co-operation between the Ministry and Cambridge English UK is aimed at aligning the English language in Malaysia with the Common European Framework of Reference for Languages (CEFR). The alignment involves the English language Curriculum, learning materials, assessment and teacher training.

In 2017, the Ministry aligned the English language curriculum framework from preschool to Form Five with the CEFR standard. The English language curriculum aligned with CEFR will be implemented nationwide in stages beginning with preschool, Year 1, Year 2, Form 1 and Form 2 in 2018.

### Upskilling English Language Teachers

The Ministry implements the Professional Upskilling of English Language Teachers (ProELT) Programme with the aim to strengthen the English language proficiency among option teachers to achieve the minimum C1 CEFR level since 2012.

In 2017, a total of 654 English language option teachers participated in this course, which is also known as blended mode course that was implemented in three phases for 120 hours. Phase 1 and Phase 3 were conducted face-to-face for a week while Phase 2 was conducted online. This course assisted teachers to comprehensively raise their English Language proficiency. Guidance and support were given to teachers involved throughout the course. Additional support was provided through the Online Refresher Course to ensure English language teachers achieve the minimum C1 CEFR level.



# EVALUATION ON THE PROFESSIONAL UPSKILLING OF ENGLISH LANGUAGE TEACHERS (ProELT) 2017



Evaluation on the ProELT course showed that 97% participants were satisfied with the course. The participants informed that two modules were helpful in preparing them to sit for the Malaysian University English Test (MUET). The course successfully increased their confidence to sit for the MUET and enhanced their teaching in the classroom. The course also motivated teachers to increase the use of English language inside and outside the classroom. Teachers were more confident to participate in professional self-development.

The evaluation results based on language skills, grammar and vocabulary is shown in

**Exhibit 2-20: Participants Performance Based on Language Skills, Vocabulary and Grammar, 2017**

How does the course assist in improving your skills in the following field?

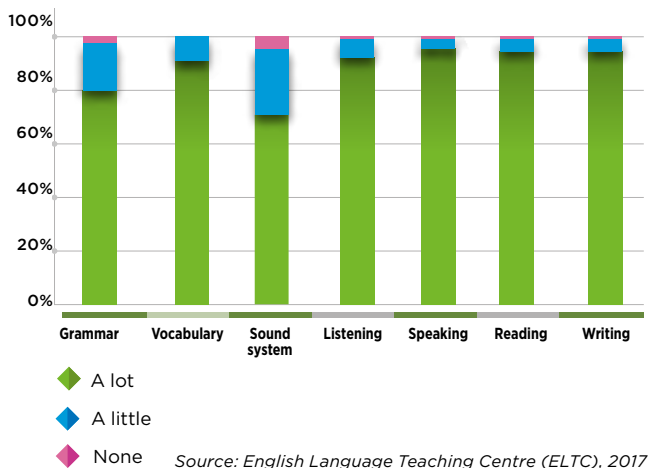
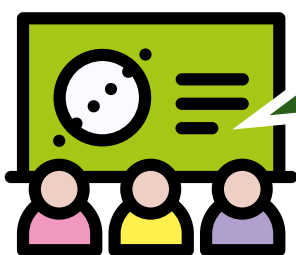
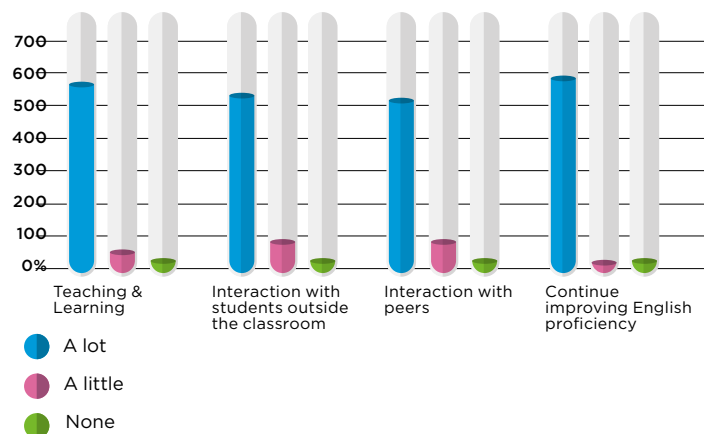


Exhibit 2-20. Overall, the participants stated that the course helped in enhancing skills on grammar, vocabulary, listening, speaking, reading and writing. The acquisition of the skill in the sound system is a challenge which the teachers need to master.

A majority of the participants (97.3%) stated that they would recommend other teachers to enrol in the course. They also agreed that the course was important and beneficial. They showed positive attitude in receiving knowledge and information as shown in Exhibit 2-21.

**Exhibit 2-21: Participants Level of Motivation in the ProELT course 2017**

How does the course successfully motivate you to use the English language in the following field?



## Participants' statements:

Participant 1 - "The course should be the main course for all English language teachers; teachers should attend the course."

Participant 2 - "I learn a lot from the course. I hope the upskilling course can be implemented annually."

Source: ProELT online forms



## Increasing Student Contact Hours in Using the English Language

In 2016, the Ministry introduced the Dual Language Programme (DLP) and the Highly Immersive Programme (HIP) with the aim to increase student contact hours in using the English language. DLP was conducted at 379 schools, while HIP was implemented at 1,200 schools in 2016. Based on encouraging responses from teachers, students and parents as well as support from the private sector in 2016, both programmes were continued and expanded to more schools. At the end of 2017, a total of 1,215 schools implemented DLP, while 5,500 schools implemented HIP.

### • Highly Immersive Programme

The Highly Immersive Programme (HIP) is introduced with the aim of creating a highly immersive English language environment in school to inculcate a positive learning culture and more usage of the English language among students. The aim of the programme is also to enable students to have more exposure in using the English language through supportive activities based on the students' needs. The various activities are based on four components – in class, out-of-class, extra class and outreach.

HIP is implemented based on a Whole School Approach which empowers school leaders, teachers, parents and community to assist and support schools to implement best practices to enhance students' proficiency in the English language. The targeted outcomes through the implementation of HIP are as follow:

- All schools and students are able to increase their immersive levels in learning the English language at schools
- Students are able to learn the language
- Students are able to use the language positively for a longer period of time
- Students are able to enhance their proficiency in the language

The English language toolkit was developed to help schools prepare planned activities which were appropriate and effective based on the needs and capabilities of the schools involved. The support mechanism provided at the district, state and Ministry levels encouraged the schools to share, learn and support each other when implementing HIP activities.

The immersive levels of the English language at schools involved in this programme is gauged twice a year and reported based on a four-point scale known as the High Immersive Scale (Level 1 refers to the lowest level and Level 4 the highest level). An online report is prepared and the immersive level of the school is verified through the implementation of activities conducted at the school based on the four HIP components.

In 2017, a total of 1,200 schools from the first cohort of HIP were evaluated. The number of schools which achieved Level 3 for the development of high immersive environment was 644, while 46 schools were at Level 4. These schools were schools which provided positive support in creating a conducive English language learning environment and continuously helped students to learn the language.



- **Dual Language Programme**

The Dual Language Programme (DLP) is a programme which emphasises on efforts to increase students' contact hours in the English language classroom through the teaching of Science and Mathematics. In 2017, a total of 1,215 schools were selected to implement DLP. There was a significant increase in the number of schools implementing DLP compared to 379 schools in 2016 when the programme was first introduced.

To gauge the progress and effectiveness of the English language achievements among students involved in the DLP, the mid-year and final year exam results were monitored from 2016 till 2017. Cohort 1 for the DLP schools involved students in Year 2, Year 5 and Form 2. The English language results revealed an encouraging achievement as follow:

- **Year 2:** 32.8% of students showed good achievement in the English Language Writing Paper; 52.5% of students showed good achievement in the English Language Comprehension paper
- **Year 5:** 54.3% of students showed good achievement in the English Language Writing Paper; 60% showed good achievement in the English Language Comprehension Paper
- **Form 2:** 57.2% of students showed a satisfactory achievement in the English Language Writing Paper.

The English Language Teaching Centre (ELTC) provides a ten-week (80 hours) course to improve proficiency of the English language among teachers teaching Science and Mathematics. The course helps to support and equip teachers who are teaching Science and Mathematics or teachers who are interested in teaching the DLP

classes. Through this course, teachers are able to deliver the teaching and learning content of Science and Mathematics effectively in the English language. This course contains two components, proficiency and teaching of the English language. In 2017, a total of 709 teachers participated in this course.

### Providing English Language Interventions for Low Performing Secondary Schools

The English Language Skills Enhancement Programme in Secondary Schools (*Program Peningkatan Kemahiran Bahasa Ingeris di Sekolah*, PPKBIS) is an initiative which gives attention to improving students' outcomes in the English language. The programme is targeted for the 'hotspot' schools. These are schools which perform below the national average or with a passing percentage below 77% in the English Language SPM Paper.

The intervention activities under this programme involved the SISC+ and ELTC lecturers through the School Support Plan (SSP). SSP was introduced in 2014 and to date had yielded positive responses. SSP was successful in strengthening students' knowledge and English language teachers' practical skills in analysing students' essays using the data-driven approach

to determine the gaps between students' knowledge and skills. Using this approach, teachers receive knowledge and guidance to develop an effective intervention plan to improve writing skills among students.

In 2017, 207 English language teachers were trained under the SSP programme. Phases 1 and 2 of the SSP workshops were conducted in five zones – Northern Zone (36 teachers), Central and Southern Zone (71 teachers), Eastern Zone (31 teachers) Sabah and Labuan Zone (31 teachers) and Sarawak Zone (38 teachers).

To increase the effectiveness of the programme, the Ministry through ELTC conducted school support visits to 40 schools in June 2017. The visit was aimed to guide and support SISC+ and English language teachers. The intensive implementation of PPKBIS was successful in increasing the passing rate for SPM 2017 English language Paper for the 'hotspot' schools from 65% in 2015 to 69.2% in 2016. The improved performance contributed to the increase in national average passing rate from 76.3% in 2015 to 79.4% in 2016. The analysis of the English language SPM 2017 results showed a decline of 0.2%, from 69.2% to 69%. However, the GPMP for the the English language SPM 2017 increased from 5.99 in 2016 to 5.96.



# PROGRAM PENINGKATAN KEMAHIRAN BAHASA INGGERIS DI SEKOLAH (PPKBIS): A CATALYST FOR THE DEVELOPMENT OF READING STRATEGIES FOR STUDENTS



For students whose mastery of English is low, and whose vocabulary is limited, reading in English is a challenge and a daunting task to overcome. **What could an English language teacher do to raise the levels of proficiency among his/her students for them to benefit from their reading?** When a teacher understands the processes in improving reading skill and develop appropriate strategies to attain each level of proficiency, students will then appreciate the learning processes and realise that their reading task is easy and beneficial to them.

Realising the fact that achieving a good level of reading skill with comprehension is important in raising students' proficiency in the English language, a teacher at **SMK St. Gabriel, Kuala Lumpur, Puan Gurujeet Kaur A/P Belwant Singh** and the **SISC+ officer, Puan Gurmit Kaur A/P Hardeal Singh** developed an intervention plan on reading skill. When students are able to focus and actively interact with reading texts and understand its contents, they will discover that time spend for reading is beneficial and their reading literacy will improve.

Puan Gurujeet dan Puan Gurmit adopted the intervention recommendations emphasised in the English Language Enhancement Programme in Secondary Schools (*Program Peningkatan Kemahiran Bahasa Inggeris di Sekolah*), PPKBIS to develop strategies in improving reading skill. The strategies focused on improving students' understanding and confidence in answering reading comprehension questions. Among the strategies adopted were anaphoric and cataphoric references, skimming and scanning skills, six categories of inferences and QAR charts through teaching in classrooms and practical exercises controlled by the English language teacher. These methods will enable students to develop a mental checklist

to understand and answer the questions. Students will then be continuously assisted in this process when tasked with comprehension exercises.

Puan Gurujeet Kaur used the strategies recommended by the PPKBIS in her class and discovered that there were:

1. an increase in number of inference questions being answered
2. a decrease in number of unanswered questions
3. an increase in number of students answering all the questions
4. an increase in number of students with correct answers in all types of questions [Right There (RT), Think Search (TS), Author and You (AY)];
5. a significant increase in scores in Section C: Comprehension (questions 26-30)
6. a significant increase in the range of scores in Section C: Comprehension

The key to successful reading skill intervention depends on teachers' readiness to teach using the four reading strategies, which are anaphoric and cataphoric references, skimming and scanning skills, six categories of inferences and QAR charts. Teachers should also use sample models, discussions with reference to the reading strategies, and reinforcement reading skill when necessary. The following were the outcomes of the approach:

- Better understanding of reading materials among students in Level B1 to C1, resulting in increase of quality participation in class and the written answers
- Increase in students' confidence in making inferences and motivated in attempting to answer comprehension questions
- Better scores achieved in reading comprehension

The knowledge and skills that PPKBIS imparted are useful to English language teachers in improving students' skills in reading. Benefits gained through PPKBIS must be practised in the classroom to improve students' mastery in the English language and ensure students could use them throughout their lives.



## SCHOOL SUPPORT PLAN: OVERCOMING WRITING ISSUES IN ENGLISH LANGUAGE THROUGH DATA-DRIVEN INSTRUCTION



**Puan Reena binti Jami @ Jimmy** is an English language teacher at **SMK Langkon, Kota Marudu, Sabah**. She taught the subject to Fifth Formers from 2016-2017. She explained, *“The students like to use their mother tongue and they think the English language is a completely foreign language. They are of the assumption that students in rural areas will not be able to improve on their achievements in the English language, especially through communication – speaking and writing.”* Puan Renna adopted various English language teaching approaches but was not successful in improving her students’ performance.

In 2017, Puan Reena was involved in the School Support Plan, (SSP) under the English Language Skills Enhancement Programme in Secondary Schools (*Program Peningkatan Kemahiran Bahasa Inggeris di Sekolah, PPKBIS*). The main aim of PPKBIS is to assist students in improving their proficiency in the English language and pass the English language papers in SPM. She said, *“The knowledge gained from SSP has helped me to design a pedagogical approach in teaching the students. They were able to master the English*

*language by using the data approach. Prior to this, I would have to base the intervention framework on my observations of the students. This would include being solely dependent on assumptions on the students’ weaknesses.”*

A data based approach, gained from the SSP programme, provides a more complete and clearer picture for Puan Reena to address the manner in which to handle students’ weaknesses in the English language. *“The detailed analysis on the students’ task was supported by statistics, allowing me to better trace students’ progress. However, the approach requires patience and is time consuming. The challenge for a teacher is to plan and implement through an organised documentation process. I am able to gauge my students’ progress and proficiency in the English language.”*

The data based approach recommended by the SSP programme, when practiced consistently, will chart the suitable intervention to improve students’ proficiency and achievement.

**Practice makes perfect. Where there is a will, there is a way!**



**WEEK 1-3: Vocabulary**  
Reading - Brainstorming Words - Constructing Sentences Using Words



**Week 4: Modal Verb (Ss)**  
Constructing Sentences Using Correct Phrasal Verbs And Colour Coding.  
Blue : Subject;  
Red : Modal;  
Black : Verb;  
Yellow/Any Colour : Predicate



**Week 5 : Verb Vs Noun**  
Identifying Verbs And Nouns Using Foldable Cards



Presentation during *Persidangan Teknologi Pendidikan Negeri Sabah Kali Ke-6 (TEKNOPEN KINABALU) 2017*

## ADDITIONAL LANGUAGES IN SCHOOL

The Ministry encourages students to acquire a third language other than BM and English language and aspires to provide opportunities for them to master the language in order to compete in the global market. The third language is offered in fully residential schools but only a limited number of national daily schools and religious schools provide the additional third language option because lack in teacher readiness as well as the teaching and learning facilities.

## International Language Programmes in Daily Schools

In 2017, international language classes were offered at 141 daily national secondary schools; 76 schools offered the Japanese language, 36 schools offered the French language and 29 schools offered the German language. The nationwide implementation of this programme in 2017 is indicated in Exhibit 2-22.

**Exhibit 2-22: International Language Programmes in Daily National Secondary Schools, 2017**

Types of International Languages	Number of Schools	Number of Teachers	Number of Students	Number of Classes
Japanese	76	63	8,425	396
French	36	35	3,187	141
German	29	29	2,433	102
<b>Total</b>	<b>141</b>	<b>127</b>	<b>14,045</b>	<b>639</b>


Source: School Management Division (BPSH)  
Note: e-Operasi Data as of 30 December 2017

Support programmes involving students and teachers are conducted with the co-operation from the Japanese Foundation Kuala Lumpur, the Alliance Francais Kuala Lumpur and Goethe Institute Kuala Lumpur. These agencies provide programmes to improve the competency of

teachers while programmes for students are in the form of competitions to strengthen their language proficiency. Exhibit 2-23 shows teachers and students' participation in the programmes implemented in 2017.



**Exhibit 2-23: Teachers and Students Participation in International Language Programmes, 2017**

International Languages	Japanese	French	German
<b>Student Programme</b>	<p><b>Speech Competition in Japanese</b></p> <ul style="list-style-type: none"> <li>Language Proficiency</li> </ul> <p><b>Japanese Language Festival</b></p> <ul style="list-style-type: none"> <li>Language and cultural appreciation</li> </ul> <p><b>Japanese Language Speaker Forum</b></p> <ul style="list-style-type: none"> <li>Teaching and Learning Japanese Language for Students</li> </ul>	<p><b>French Language Week (Franchopone)</b></p> <ul style="list-style-type: none"> <li>Language Proficiency</li> </ul> 	<p><b>International German Camp</b></p> <ul style="list-style-type: none"> <li>Language Proficiency</li> </ul> <p><b>German Language Week</b></p> <ul style="list-style-type: none"> <li>Language Proficiency</li> </ul> <p><b>German Scholarship Programme</b></p> <ul style="list-style-type: none"> <li>Language Proficiency and Cultural Exchange</li> </ul>
<b>Teacher Programme</b>	<p><b>Professional Development Programme (J-PRO): JFKL-MOE JLT Regional Seminar for Japanese Language Teachers in Secondary Schools</b></p> <ul style="list-style-type: none"> <li>Pedagogical Skills</li> </ul>	<p><b>French Language Seminar for Teachers</b></p> <ul style="list-style-type: none"> <li>Pedagogical Skills</li> </ul> <p><b>Professional Teacher Development</b></p> <ul style="list-style-type: none"> <li>Scholarship for Master's Degree</li> </ul>	<p><b>German Language Seminar for Teachers</b></p> <ul style="list-style-type: none"> <li>Pedagogical Skills</li> </ul>

Source: Fully Residential and Excellence Schools Management Division (BPSBPSK), School Management Division (BPSH)


Note: The programmes involved teachers and students from schools under the purview of BPSH, BPI dan BPSBPSK

### • Nihongo Partners Programme

The programme is conducted to assist in the teaching of the Japanese language. For ten months a native speaker is assigned to schools to help assist the local Japanese language teacher. The main activities conducted involved the reinforcement of learning Japanese through origami, ikebana and

calligraphy; as well as familiarising activities with the Japanese culture, for example tea ceremony sessions and cooking Japanese food. A total of 120 volunteers are placed in daily national secondary schools and fully residential schools until 2020. Exhibit 2-24 shows the number of Nihongo Partners assigned to fully residential schools from 2015 to 2017.

**Exhibit 2-24: Number of Nihongo Partners at Daily National Secondary Schools and Fully Residential Schools, 2015 - 2017**



Year	Fully Residential Schools	Daily National Secondary Schools	Total
2015	4	4	8
2016	10	10	20
<b>2017</b>	<b>15</b>	<b>15</b>	<b>30</b>

Source: Fully Residential and Excellence Schools Management Division (BPSBPSK) dan School Management Division (BPSH)

Note: The programmes involved teachers and students from schools under the purview of BPSH and BPSBPSK

### International Language Programmes in Religious Schools

Several National Religious Secondary Schools (*Sekolah Menengah Kebangsaan Agama*, SMKA) which conducted a *Tahfiz Model Ulul Albab* (TMUA) package, also offer other languages, namely Chinese, French and German to increase the marketability of graduates besides being proficient in Arabic. The curriculum offers through TMUA comprising the National Curriculum, Integrated

*Tahfiz* Curriculum and co-curriculum. The aim of TMUA is to produce a group of 'hafiz' professionals, technocrats and entrepreneurs who practise the Islamic teachings (*mutadayyin*) and also possess various knowledge and skills which are aligned with the National Education Philosophy.

In 2017, three SMKA offered an additional language as a subject, thereby increasing the number of SMKA offering international languages to 11 schools as shown in Exhibit 2-25.

**Exhibit 2-25: International Language Offered at National Religious Secondary Schools offering *Tahfiz Model Ulul Albab*, 2017**

No	Name of Schools	Types of International Languages	Number of Students	Year First Offered
1	SMKA Kuala Lumpur, Bandar Menjalara, Kuala Lumpur	French & Chinese	689	2014
2	SMKA Kedah, Alor Star, Kedah	French & Chinese	728	2014
3	SMKA Maahad Muar, Johor	Chinese	320	2015
4	SMKA Kerian, Taiping, Perak	French & German	523	2015
5	SMKA Tok Bachok, Kota Bharu, Kelantan	French & Chinese	475	2015
6	SMKA Kota Kinabalu, Kota Kinabalu, Sabah	Chinese	344	2016
7	SMKA Sheikh Abdullah Fahim, Nibong Tebal, Pulau Pinang	Chinese & German	431	2016
8	SMKA Hj. Abu Hasan Sail, Pedas, Negeri Sembilan	German	424	2016
9	SMKA Putrajaya	German	315	2017
10	SMKA Arau, Perlis	German	225	2017
11	SMKA Sheikh Hj Othman Abdul Wahab, Kuching, Sarawak	Chinese	166	2017
<b>Total</b>			<b>4,640</b>	

Source: Islamic Education Division (BPI)

## International Language Programmes in Fully Residential Schools

In 2017, fully residential schools offer up to six foreign languages -

Arabic, Chinese, Japanese, German, French and Korean. A total of 30,750 students benefited from the teaching of third language as shown in Exhibit 2-26.

**Exhibit 2-26: International Language Programmes offered at Fully Residential Schools, 2017**



No	Types of International Languages	Number of Fully Residential Schools Offering International Language	Number of Teachers	Number of Students	Number of Classes
1	Arabic (Communication)	47	88	8,050	235
2	Chinese (Communication)	41	41	7,750	125
3	Japanese	54	58 (15 Nihongo Partners)	9,100	270
4	German	25	25	4,750	95
5	French	44	45	7,600	220
6	Korean	8	8 (Volunteer Korean Teachers)	250	80

Source: Fully Residential and Excellence Schools Management Division (BPSBPSK)

The international language learning was further enhanced through students' participation in various

support programmes organised by related agencies, as shown in Exhibit 2-27.

**Exhibit 2-27: Participation of Fully Residential Schools in International Language Programmes, 2017**

International Languages	Arabic Communication	Japanese	French	German
<b>Student Programme</b>	<b>Short Drama Competition (ISESCO)</b> • Language & Culture 	<b>Japanese Speech Contest</b> • Japanese <b>Japanese Cultural Day (Northern Zone)</b> • Language & Culture <b>Sakura Science High School Programme</b> • Japanese 		<b>Essay Writing Competition</b> • German
<b>Teacher Programme</b>	<b>ISESCO Regional Conference</b> • Teaching & Learning, Arabic	<b>Teacher Professionalism Training</b> • Teaching & Learning	<b>Teacher Professionalism Training</b> • Teaching & Learning	<b>Teacher Professionalism Training</b> • Teaching & Learning
			<b>Short Term Course</b> • French	<b>Short Term Course</b> • German

Source: Fully Residential and Excellence Schools Management Division (BPSBPSK), 2017  
 Note: Islamic International Educational, Cultural and Scientific Organization (ISESCO)



In 2017, a total of 54 fully residential schools offered Japanese language, involving 58 teachers and 270 classes nationwide. To strengthen the proficiency in the language, several programmes involving teachers and students were

conducted. Some of the impactful programmes included One Step To Japan, Yosakoi Festival, HOTARU Camp and the International Language Cultural Day.



## MALAYSIAN STUDENT EXCELLED IN THE 22ND ANNUAL JAPANESE SPEECH AWARD (JSA) EXCHANGE PROGRAMME



The JSA Programme is an international programme that is held annually to encourage students to exchange ideas and ways of thinking; also sharing the unique Japanese culture. The government of Japan invites students throughout the world to partake in this programme, to experience the cultural exchange between Japan and other countries. Among the countries invited to participate were Brazil, Bulgaria, Canada, China, Hong Kong, Indonesia, Malaysia, New Zealand, Panama, Poland, Russia, Singapore, South Korea, United Kingdom and the United States of America. The programme was held from 26 July till 7 August 2017. The implementation of the programme was divided into three main events:

1. Immersive Japanese Language Programme;
2. Cross Cultural Experience Programme; and
3. Japanese Speech Award (International Finals)

The Immersive Japanese Language Programme made it compulsory for all students to speak Japanese throughout the programme to improve their communication skills. The cultural exchange event was also held, involving over 100 students. Each participant had to introduce their respective cultures such as music, dance, food and language.



The Cross-Cultural Experience programme provided students with the opportunity to explore the culture of Japanese society and to find similarities and differences between their home country culture and Japanese culture. Each participant had to provide information related to their culture and presentations. Among the information shared by the participants was the annual event calendar or festivals in Malaysia, photos and recipes of traditional cakes or popular snacks in Malaysia, pictures of houses, rooms, schools, classrooms, road signs, vehicles, and the latest local newspaper.

In 2017, a team of students from Sultan Alam Shah School, Putrajaya represented the country in this programme. Their participation in the **14th Japanese Speech Contest for Secondary School 2017** was successful when **Muhammad Daniel Amir Roslan** became the **champion of the competition**. Prizes were presented by Prince Naruhito, Crown Prince of Japan at Japan Foundation Kuala Lumpur on April 17, 2017.

おめでとうございます  
**Omedetou Gozaimasu!**



## STRENGTHENING TEACHER QUALITY

The Ministry is committed in improving the quality of teachers who will contribute towards strengthening the national education system to be at par with international standards. The emphasis on quality teachers begins with the stringent process of teacher intake, during pre-service training, and in-service training at schools or other levels of education management. This is to ensure teachers in Malaysia are continuously able to provide quality teaching and learning throughout their service.

Among the qualities of a good teacher are caring and patient with students, having good personality with exemplary characteristics, having deep content knowledge in their areas of expertise and other related fields, and able to provide interesting and effective teaching. In achieving quality teacher outcomes, in 2017, the Ministry conducted the

following activities:

- Recruiting Quality Teacher Trainees
- The Institute of Teacher Education (IPG) Transformation
- Unified Instrument for Education Service Officers
- Career Pathways for Subject Matter Experts in Education
- *Menjadi Guru Malaysia*

### Recruiting Quality Teacher Trainees

The Ministry has been successful in achieving its aspiration of making the teaching profession as the profession of choice since 2013, the first year of the Blueprint implementation. Applications into the Institutes of Teacher Education (*Institut Pendidikan Guru*, IPG) has exceeded the number of places offered annually. The number of qualified candidates who applied entry into IPG is shown in Exhibit 2-28.

**Exhibit 2-28: SPM Achievement of IPG Teacher Trainer Candidates in SPM, 2013-2017**

<b>SPM Achievement of Candidates Applying into IPG</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>
Less than 5A*	9.8%	1.0%	0.9%	0.1%	2.6%
5 - 6A	21.2%	47.8%	40.7%	37.5%	47.8%
7 - 8A	26.8%	29.3%	37.7%	33.4%	32.7%
9 - 10A	34.6%	19.1%	18.7%	25.0%	14.7%
11 - 12A	7.6%	2.8%	2.0%	4.0%	2.2%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

Source: Institute of Teacher Education Malaysia (IPGM)

Note: \*Candidates in special pathway - Orang Asli and Penan, Malaysia Art School, Malaysia Sports Schools and Students with Special Educational Needs.





### IPG Transformation

The demand for quality education and, knowledgeable and skilful teachers requires the Ministry to transform its teacher training institutions. This is in line with the rapid advancements in the 21<sup>st</sup> century. Therefore, the Ministry developed a plan to transform IPG as a centre of excellence for pre-service and in-service training in 2016. The goal of the IPG Transformation Roadmap 2016-2025 (*Pelan Hala Tuju Transformasi IPG 2016-2025*) is shown in Exhibit 2-29.

Exhibit 2-29: IPG Transformation Roadmap 2016-2025



Source: Institute of Teacher Education Malaysia (IPGM)

The initiatives under the IPG Transformation Programme 2016-2025 are categorised into eight clusters as follow:

Exhibit 2-30: Eight Clusters of IPG Transformation Initiative



In 2017, five initiatives were successfully implemented:

- **The Establishment of Quality Assurance and Policy Compliance Centre**

The centre was established in line with the new IPG structure. The main role of this centre is to ensure that the standard and quality of the pre- service and in-service teacher training programmes conducted by the IPG fulfill the current requirements of the International Organization for Standardization and the Malaysian Qualifications Agency (MQA).

- **Talent Review of Lecturers**

This initiative identifies IPG lecturers' level of competencies and achievements, and facilitates the systematic development of the lecturers' talents through the IPG Talent Development Programme.

The Talent Review 2017 pilot study was conducted on 2,781 lecturers and 437 Head of Departments (HoD) at 27 IPG campuses. The findings showed that 75.2% (2,090) of lecturers were in the high potential group, 25.3% (653) were at average potential, while 1.3% (38) were in the low potential group. Findings from the HoD group showed that 68.9% (301) had high potential, 30.7% (134) were average, while only 0.5% (2) were in the low potential group.

The lecturers' profiles will be updated based on the results from the Review of Lecturers' Quality exercise. Lecturers are provided with appropriate, focused and structured development training programmes based on their levels of competencies to ensure the continuity of good leadership in all IPG.

- **Establishing Job Specification of IPG Lecturers Based on Grade and Position**

This initiative ensures that the lecturers' competencies are comprehensively evaluated. Based on the IPG research in 2015, only a small percentage of lecturers (0.3%) conducted research and innovation. To enhance the competencies and quality of IPG lecturers, the research and innovation dimension becomes one of the main foci in the improvement of job specifications besides instilling research culture. By improving their job specifications,



the lecturers are able to focus on clear scope of duties and systematically plan to improve their competencies and chart their career pathways.



## • Coordinating the Admission Process of IPG Lecturers

The initiative aims to strengthen the admission process of new lecturers allowing for the new standard of quality of IPG lecturers to remain consistent in all campuses. This process also includes the conditions and criteria of new lecturers who can fulfill the current needs in the fields of academic and co-curriculum.

## • Strengthening Student Screening Process

This initiative streamlines the selection process for undergraduate candidates into the IPG programme. The component for the writing of the statement of intent during the interview process is introduced and aligned with other educational institution practices worldwide. This process enables IPGM to identify the best candidate for their undergraduate programmes apart from other set criteria.

## Challenges in the Implementation of IPG Transformation

Throughout the two years (2016-2017) implementation of the IPG Transformation Roadmap, IPGM faced a few challenges which required a new approach to its implementation. Among them were high resistance from IPG lecturers towards the transformation. IPGM also lacked effective change agents to change the mindset of those

## IPG LECTURERS

### GENERAL CRITERIA

- Officers must be at Grade DG 44
- Obtain a Master's degree
- Have never been involved in any disciplinary action



### SPECIFIC CRITERIA



- Have at least 5 years experience in the specific option/subject matter applied

#### LECTURER for ACADEMIC

1. Must be at Grade 44
2. Must have a Master's degree in the same field
3. Able to serve in any IPG campus based on needs and niche areas
4. Capable to do writings (e.g.: articles, journals), research & innovation (Research portfolio as supporting documents to panel of interviewers)

#### LECTURER for CO-CURRICULUM

1. Must be at Grade 44
2. Must have a Master's degree in the relevant field
3. Must have certificate/s of accreditation from the respective qualified agencies (e.g: National Associations, Sports and Uniformed Bodies at the National level)
4. Able to serve in any IPG campus based on needs and niche areas
5. Involve as coach/trainer at the district, state or national levels

involved. High dependency on the organisational restructuring process of the Ministry had also delayed the progress and momentum of transformation in all IPG campuses.

To overcome the challenges, IPGM enhanced the role of the IPG Transformation Cluster Partners (*Rakan Kluster*). This group comprised senior officers from the IPGM who were appointed to actively support and coach the leaders and officers-in-charge of every initiative under the IPG Transformation Roadmap. The Rector of IPGM then expanded the functions of Cluster Partners as change agents to accelerate the transformation process. The added function proved to be successful in increasing the acceptance towards IPG transformation among officers as more people were openly involved in the transformation programme.





# A CHANGE AGENT FOR IPG TRANSFORMATION



The year 2017 is the second and final year of Phase 1 (2016-2017) of the IPG Transformation Programme. **The Rector, Institute of Teacher Education Malaysia** (*Institut Pendidikan Guru Malaysia*, IPGM), **YBrs. Dr. Sariah bt. Abd. Jalil** played a pivotal role as the central

agent for change. She cultivated awareness among the lecturers and officers of IPG on the importance to move the transformation agenda, to ensure the IPG is the primary institute of teacher education in Malaysia. The emphasis on the aims of IPG Transformation was set forth throughout the 27 IPG campuses nationwide and ultimately succeeded in uniting the lecturers and officers of IPG to face the challenges during this journey of transformation.

*“The success of this transformation agenda comes from the united support and commitment of the entire organisation,”* reminded Dr Sariah always. Under Dr. Sariah’s leadership, resistance from within the organisation was also successfully minimised, easing the implementation process.

## Formation of the 8 Clusters in IPG Transformation

Dr. Sariah led the review of initiatives implementation strategies under the IPG transformation. As a result, IPGM managed to group all the initiatives into 8 Clusters to accelerate the transformation process in IPG. IPGM also achieved the KPI target for 2017, which was 28% processes for the IPG Transformation Programme completed from the overall percentage of the transformation process. The regrouping of initiatives into 8 Clusters under the IPG Transformation had also strengthened the platform

for the implementation of Phase 2 and Phase 3 which will begin in 2018.

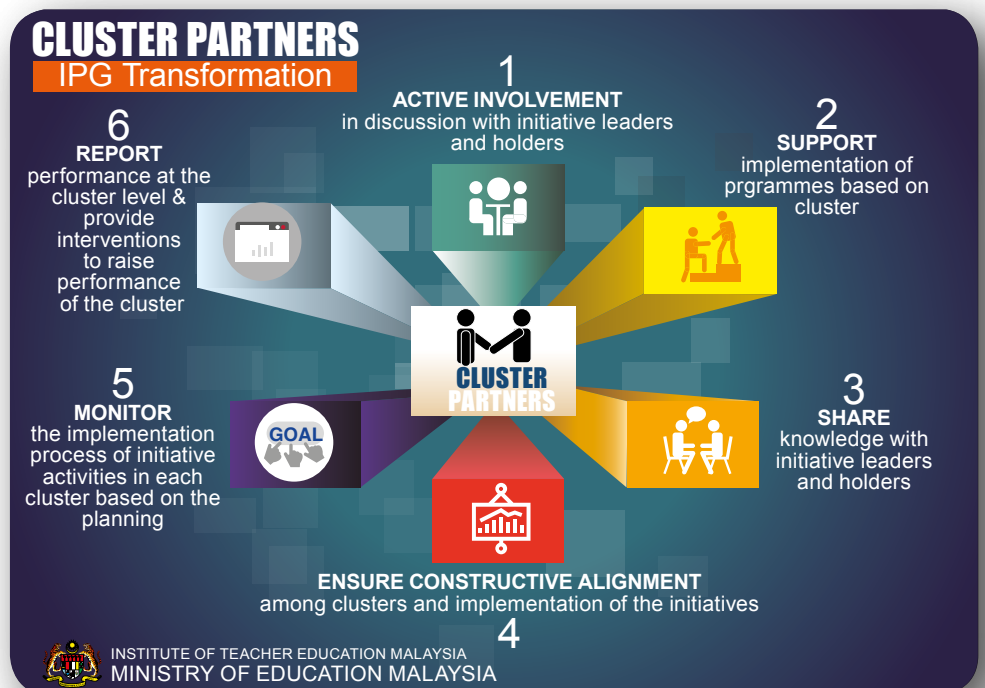
In line with the formation of the 8 Clusters, Dr Sariah also formed a team of Cluster Partners and determined their roles in IPGM. With her support, trust and guidance, the Cluster Partners work hand-in-hand in full force to ensure progress and successful move for change besides acting as catalysts in removing barriers to keep the IPG Transformation process on track.

*“Alone we are one drop. Together we are an ocean.”* – Ryunosuke Satoro



The key to success in Dr Sariah’s leadership in leading IPGM was based on the great faith she placed on the 11 elements of change that would lead the IPG Transformation to success, which were effective governance, leadership, good attitude, precise commitment, immediacy, excellence, fortitude, integrity, humbleness, loyalty and togetherness

*“Awareness is the greatest agent for change.”* – Eckhart Tolle

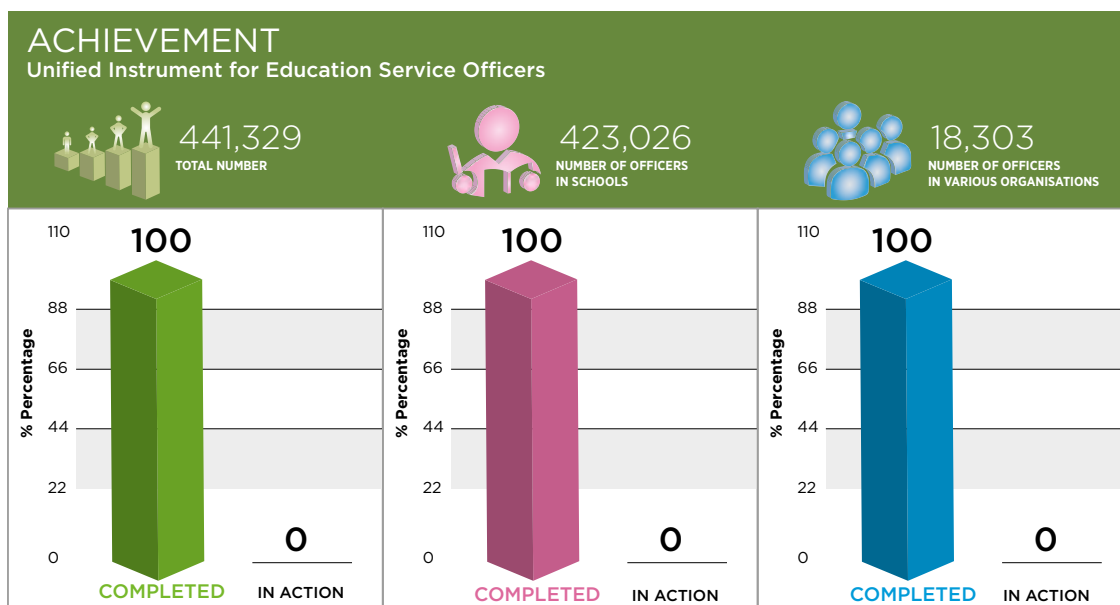


### Unified Instrument for Education Service Officers

2017 marks the third year in which the Unified Instrument for Education Service Officers (*Penilaian Bersepadu Pegawai Perkhidmatan Pendidikan, PBPPP*) was implemented at schools and the second year for other organisations in the Ministry. A total of 441,329

officers under the Education Service (*Pegawai Perkhidmatan Pendidikan, PPP*) were evaluated using the PBPPP instrument. The number of PPP from schools were 423,026 while 18,303 were officers from various levels of education management, and other institutions under the Ministry. The distribution of PPP evaluated by organisations is shown in Exhibit 2-31.

**Exhibit 2-31: Number of Education Service Officers Evaluated using the Unified Instrument, 2017**



Source: Human Resource Management Division (BPSM)

The issue raised in the performance appraisal process of the PPP was the scoring inconsistencies between the first and second appraisers. There was a big difference on the scores given between them. The inconsistencies raised questions on the performance appraisal process and the validity of the officers' appraisal scores.

To improve the validity of the performance appraisal and reduced dissatisfactions among officers, the Competency Development and Assessment Division (*Bahagian*

*Pembangunan dan Penilaian Kompetensi, BPPK*) with the cooperation of all parties in the Ministry conducted monitoring sessions, briefings and training workshops to improve the skills of the appraisers in evaluating competencies of all officers. This is to ensure that performance appraisal is conducted in a manner which is fair, full of honesty, with knowledge and accurate which is aligned with the pre-determined guidelines. Among the activities conducted by BPPK were:

Appraiser Course - Cohort 1	• Participants: 2,318 officers evaluating teachers in schools
Appraiser Course - Cohort 2	• 854 JPN and PPD officers evaluating school leaders
Monitoring	• 143 organisations were monitored comprising schools, PPD, JPN and branches of institutions such as the School Inspectorate and Quality Assurance Branches (JNJK) and the State Education Technology Division (BTPN)
PBPPP Briefings	• 35 times at various organisations of the Ministry including teacher associations and unions
Meetings	• All teacher associations and unions to discuss implementation issues and proposals to improve PBPPP
Explanations and exhibitions related to PBPPP	• Executed through the Policy Briefing Programme and the Ministry Roadshow Programme conducted nationwide

The implementation of the Appraiser Course had proven to be successful when the number of inconsistencies in the appraisal scores for teachers in schools decreased significantly from 31,568 in 2015 to 17,137 in 2016. In 2017, the number of inconsistencies in the competency appraisal scores decreased to 12,527.

### Career Track for Subject Matter Expert in Education

The Career Track for Subject Matter Expert (SME) in Education (*Laluan Pakar Bidang Khusus Pendidikan*, PBKP) is one of the career tracks for teachers which is in line with the *Pekeliling Perkhidmatan Bilangan 7/2016* on Career Progression of SME (*Kemajuan Kerjaya Laluan Pakar Bidang Khusus*). The position of PBKP is clearly stated in Shift 4 of the Blueprint, which is Transforming the Teaching Profession to Become a Profession of Choice.

During the Ministry Steering Committee No. 1/2015 Meeting, the Ministry approved seven fields of work for PBKP. However, in the Problem-Solving Initiative PPPM Meeting on 13 June 2016, the Ministry decided to identify only four main fields of expertise, while a few others needed reviewing and reorganising. Exhibit 2-32 shows the four main fields of expertise for PBKP.

Throughout 2017, three documents were produced in relation to the Subject Matter Experts in Education, which will be used in the performance appraisal of officers who are in this career track. The documents are:

- PBKP Special Assignment Instrument
- PBKP Special Assignment Guidelines
- PBKP Guide for Evaluation Officers



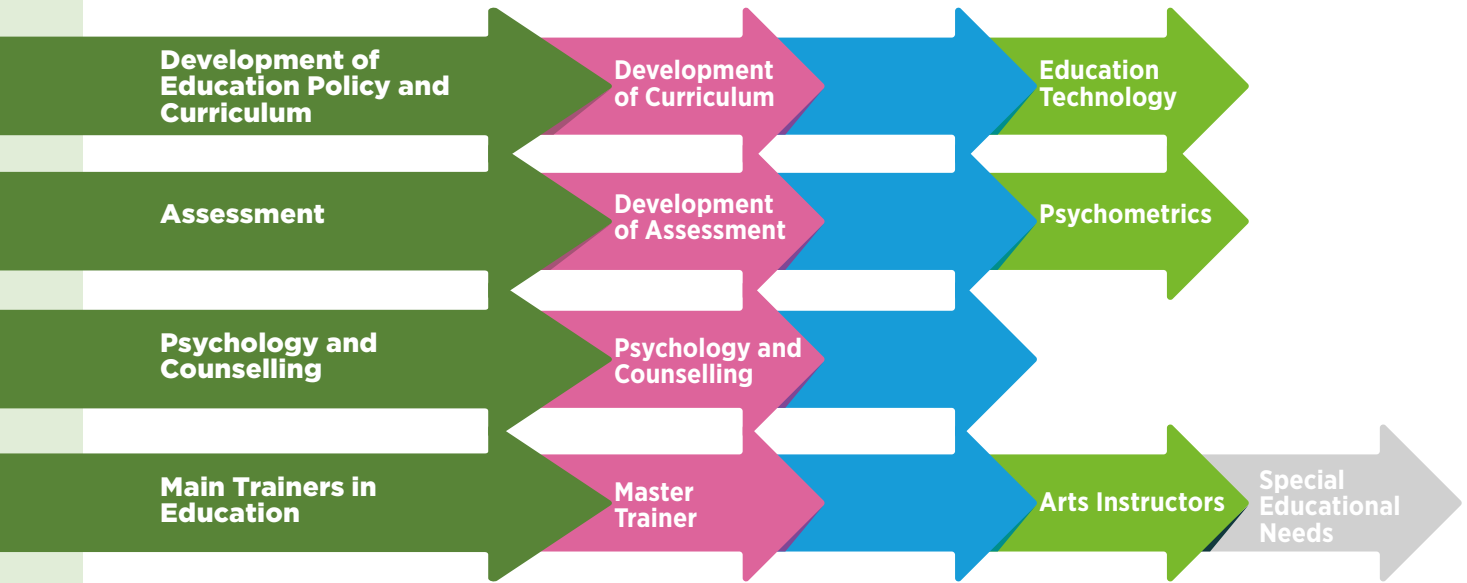
**BPPK involvement in the Ministry Roadshow and Policy Briefing regarding PBPPP**



**Monitoring the implementation of PBPPP in schools in Terengganu**



Exhibit 2-32: Four Main Fields of Expertise for Subject Matter Expert in Education



Source: Psychology and Counselling Division (BPSK)



**Menjadi Guru Malaysia**

*Menjadi Guru Malaysia* (MGM) is an initiative to rebrand the certification of teachers to raise the level of professionalism in the teaching profession to be at par with other professional fields. MGM was also

implemented to ensure that teachers who registered with the Ministry were among those who fulfil the requirements and are qualified in line with the Ministry’s aspiration of achieving “Quality Teachers Who Maintain Their Quality Throughout Their Service”. The implementation of MGM involves three levels which are qualification, registration and certification, as well as maintaining the quality of teachers. The quality of Malaysian teachers is maintained based on guidelines in the *Standard Guru Malaysia* and *Etika Guru Malaysia* by Wave 3 of the Blueprint implementation.

• *Sistem Guru Malaysia*

*Sistem Guru Malaysia* (SGMy) is a centralised online system which was developed to integrate data and information systematically on PPP and teachers in the private sector who are registered with the Ministry. Teachers who registered with the Ministry will receive a certificate known as *Sijil Guru Malaysia*, which is a certificate with a unique identification number in the teaching profession throughout their service.



Portal Sistem Guru Malaysia

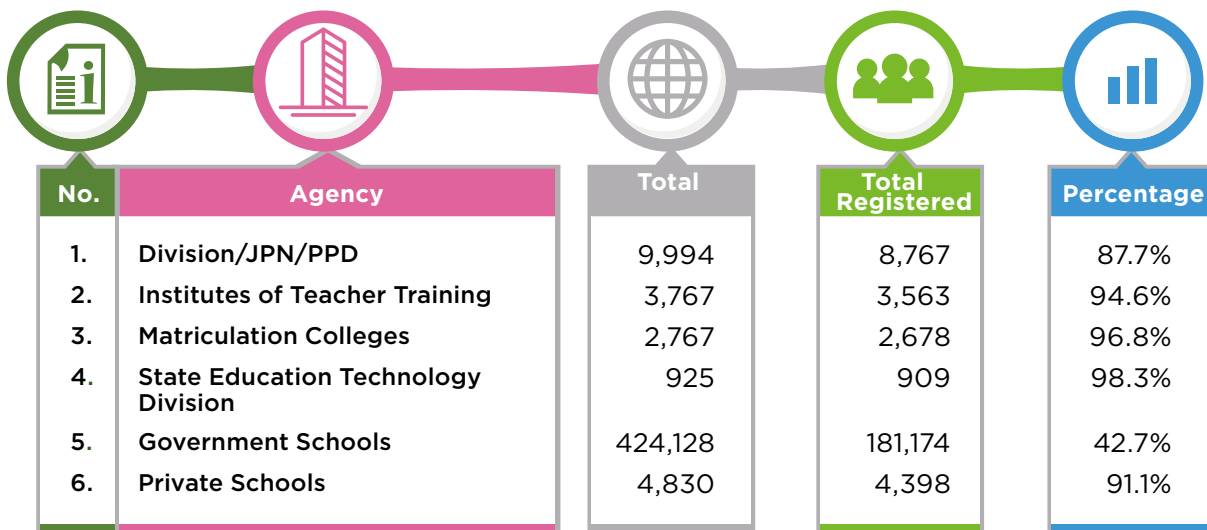




To ensure the Ministry has data and information of all teachers from the public and private schools in Malaysia in one database, a module for the registration of private school teachers was added to the SGMMy in 2017. Until December 2017, a total of 4,398 out of 4,830 private school teachers had logged in and registered in the SGMMy (Exhibit 2-33). This number exceeded the

KPI target set at 2,415. In 2018, the module will be expanded to other private education institutions, such as private kindergartens and Chinese Private Secondary Schools. SGMMy will be a one-stop centre for data on teachers in Malaysia. Beginning 2019, data and information of future teacher candidates will be included in SGMMy.

**Exhibit 2-33: Number of Public and Private School Teachers Registered in SGMMy, 2017**



Source: Teacher Education Division (BPG)

## The Continuous Professional Development Master Plan

The Continuous Professional Development Master Plan (*Pelan Induk Pembangunan Profesionalisme Keguruan, PIPPK*) was developed in 2016. PIPPK is a document to assist



officers under the Education Service (*Pegawai Perkhidmatan Pendidikan, PPP*) to plan their career and professional development

throughout their service. In 2017, The Ministry disseminated information on PIPPK to all Divisions, JPN and PPD nationwide to explain about the most salient points in PIPPK.



Please scan the QR code to find out more about PIPPK





## SPECIAL TEACHERS CONTINUE TO STRIVE FOR STUDENTS' SUCCESS

The Ministry of Education Malaysia is constantly striving to enhance teachers' knowledge and skills along with protecting their welfare in order to improve student performance. Numerous benefits are provided to teachers including teachers with disabilities.



**Encik Khairulrizam bin Khalid** from **Sekolah Menengah Kebangsaan Dato Abdul Samad** is a Music teacher with a physical disability who has special attributes. He is blessed with musical talent and is able to play musical instruments and compose songs.

Realising the fact that Mr. Khairulrizam is facing mobility issue, the school has provided

a special room which has been renovated into a classroom to facilitate him during class hours. Support from the school, his colleagues and students are needed to ease his movement in school. His physical disability did not dampen his spirits to continue being a teacher and to impart knowledge to all his students.



Realising the fact that Mr. Khairulrizam is facing mobility issue, the school has provided

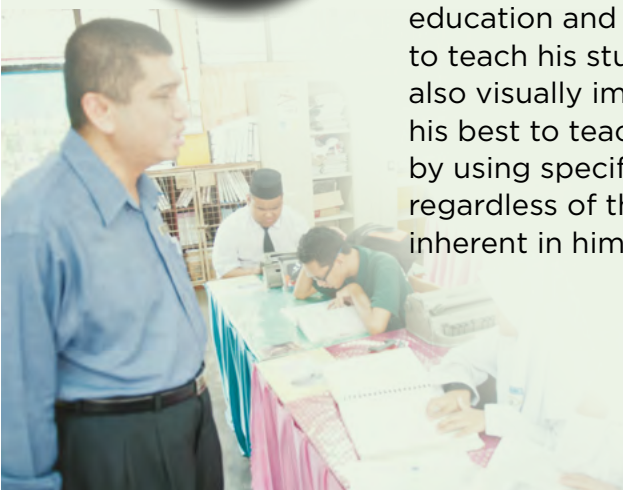


**Encik Zakaria Yahya** from **Sekolah Menengah Kebangsaan Pendidikan Khas (Cacat Penglihatan) Setapak** is a History teacher who is categorised as visually impaired. Having profound interest in the field of education and highly committed to teach his students who are also visually impaired, he does his best to teach his students by using specific methods regardless of the constraints inherent in him.

He does not face any difficulty in teaching despite having to learn new teaching strategies and using the latest technologies to meet the needs and requirements of the digital world.

To see the persistence of both teachers in performing their duties, **please scan this code to watch the video.**

To see the persistence of both teachers in performing their duties, **please scan this code to watch the video.**



## ENHANCING SCHOOL LEADERSHIP QUALITY

School leaders play a vital role in driving school achievement to a higher level. Excellent leaders can influence and lead change and implement transformation at schools. Successful school leaders will be able to increase the level of students' outcomes towards achieving the goals of the National Education Philosophy. Challenges faced by the current school leaders are to continuously improve their level of leadership competencies in line with the changes in the education world in particular, and the progress of the nation and the world, in general.

The Ministry remains committed to strengthen the quality of school leaders in Malaysia through the implementation of several activities which can enhance instructional leadership and transform them into transformational leaders to achieve the System Aspirations and Student Aspirations set forth in the Blueprint 2013-2025. As a training institution for school leaders, the Institute of Aminuddin Baki (IAB) is committed to ensuring that all leaders and would-be leaders in schools are trained in various programmes which are relevant to the required levels of performance and competencies. The involvement and commitment of SIPartners+ in providing intensive guidance directly to school leaders through the Follow-up Follow Through (FUFT) programme together with the IAB lecturers is a supporting factor in the success of sustaining the quality of school leaders to achieve organisational excellence in their schools.

Professional development for leadership and educational management at all levels of education in the Ministry is led by IAB. There are five IAB campuses:

- Main Campus *Institut Aminuddin Baki, Bandar Enstek, Negeri Sembilan* (IAB Induk)
- *Institut Aminuddin Baki, Cawangan Utara, Kedah* (IABCU)
- *Institut Aminuddin Baki,, Cawangan Sarawak* (IABCSWK)
- *Institut Aminuddin Baki,, Cawangan Genting Highlands, Pahang* (IABCGH)
- *Institut Aminuddin Baki, Cawangan Sabah* (IABCSBH)

The activities related to school leaders which were implemented in 2017 were as follow:

### ***National Professional Qualification for Educational Leadership (NPQEL)***

The NPQEL qualification issued by the IAB has become the prerequisite for the appointment of school leaders (principals and headmasters) in Malaysia since 2014. The Ministry has made NPQEL as a prerequisite apart from other criteria for the post and service to ensure that all school leaders in Malaysia possess a high degree of competence. This means that a teacher who aspires to become a school leader must obtain the NPQEL certification. In 2017, a total of 1,572 participants had undergone NPQEL training and of that total, 79% achieved the level of excellent (CGPA 3.75 to 4.00).

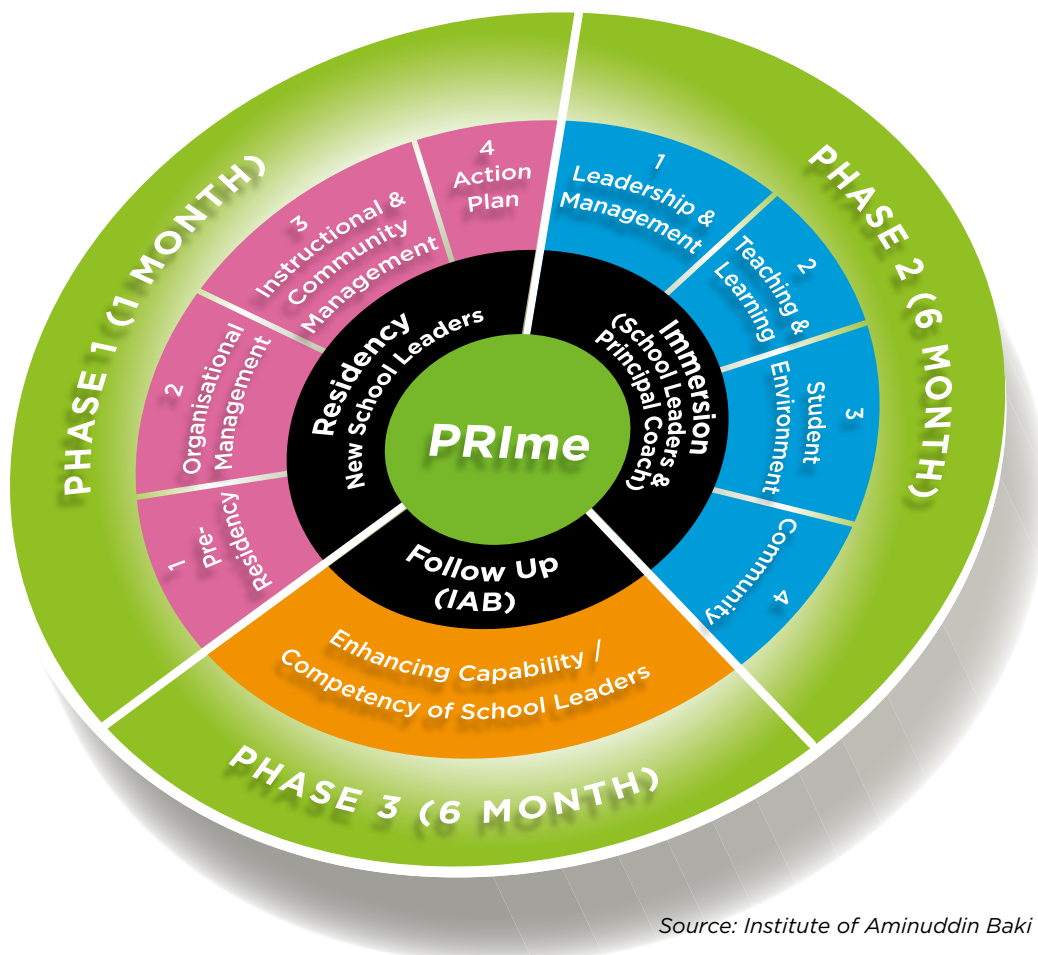
## Implementing the Residency and Immersive Programme (PRIme)

The course was conducted to enhance the readiness of the newly appointed school leaders and to facilitate the transition in holding responsibilities and performing the role as school leaders for the first time. A total of 1,440 novice school leaders attended the Immersion course, comprising 366 principals and 1,074 headmasters.

Teachers who are going to be appointed as school leaders need guidance in the field of management and education leadership. They also need to have basic knowledge related to the internal affairs of the schools such as the school climate and culture before carrying out their duties.

A would be school leader has to attend the Residency Programme, where he/she is placed at the designated school for a month with the incumbent school leader who is retiring or going on a transfer as a transition process to familiarise himself/herself with the new school environment. A total of 70 future school leaders joined the programme in 2017. After being appointed as new school leaders, each one is paired with a Principal Coach (PC) in the Immersion Programme for seven days (42 hours) within the duration of six months. To enhance the capability and competency of school leaders, they are required to attend follow-up programmes (six months). The PRIme implementation framework is shown in Exhibit 2-34.

Exhibit 2-34: Conceptual Framework of PRIme implementation



Source: Institute of Aminuddin Baki (IAB), 2017



### Implementing Continuous Professional Development Programme for Low Performing Leaders (CPD Psynnova i-BMT)

The Psynnova i-BMT Programme (Psychological Innovation Module and Integrated Technical Module of Behaviour Modification) is implemented to improve the competency and performance of low-performing civil servants who obtained scores below 60.0% in the Annual Performance Assessment.

In 2017, a total of seven low performing school leaders participated in this programme. Six out of seven participants successfully passed the minimum level of competency set. The school leaders and Senior Assistants groups will continue to be coached and monitored to

increase their competency and level of performance. The Human Resource Management Division (BPSM) provides interventions to participants who do not achieve the targeted level of performance.

### Implementing the Continuous Professional Development Programme for School Leaders with Average Performance

The programme is aimed at improving the performance and competencies of school leaders with average performance in the dimensions and elements which they have not mastered in the PBPPP. For this purpose, IAB has developed five course modules based on the dimensions or elements in the PBPPP for the Teaching and Administrative Groups as follows:

DIMENSION/ELEMENT	TITLE of MODULE
Professionalism	<i>Kursus Pelonjakan Profesionalisme Pemimpin Sekolah (PelProPS)</i> Uplifting Professionalism of School Leaders Course
Engagement	<i>Kursus Perhubungan Luar Pengurus Sekolah (PerLu)</i> External Communication for School Administrators Course
Instructional Leadership	<i>Kursus Peningkatan Amalan Instruksional Pemimpin Sekolah (PAIPS)</i> Improving Instructional Practices for School Leaders Course
Management	<i>Kursus Pengurusan Sumber (KPeS)</i> Resource Management Course
Organisational Leadership	<i>Kursus Pembangunan Kepimpinan Sekolah (PKepS)</i> School Leadership Development Course

All modules are followed with direct guidance from the Coaching Lecturers through the FUFT approach. School leaders benefit from this intensive direct coaching from the Coaching Lecturers and SiPartner+. These programmes aim to ensure individual professional development support is given

to every school leader. A total of 39 school leaders comprising principals, headmasters and senior assistants attended the PelProPS Course; 36 attended the PerLu course; 11 attended the PAIPS Course; 15 attended the KPeS Course and 39 attended the PKepS Course.

### Implementing the Leadership Course for Middle Leaders (LCML)

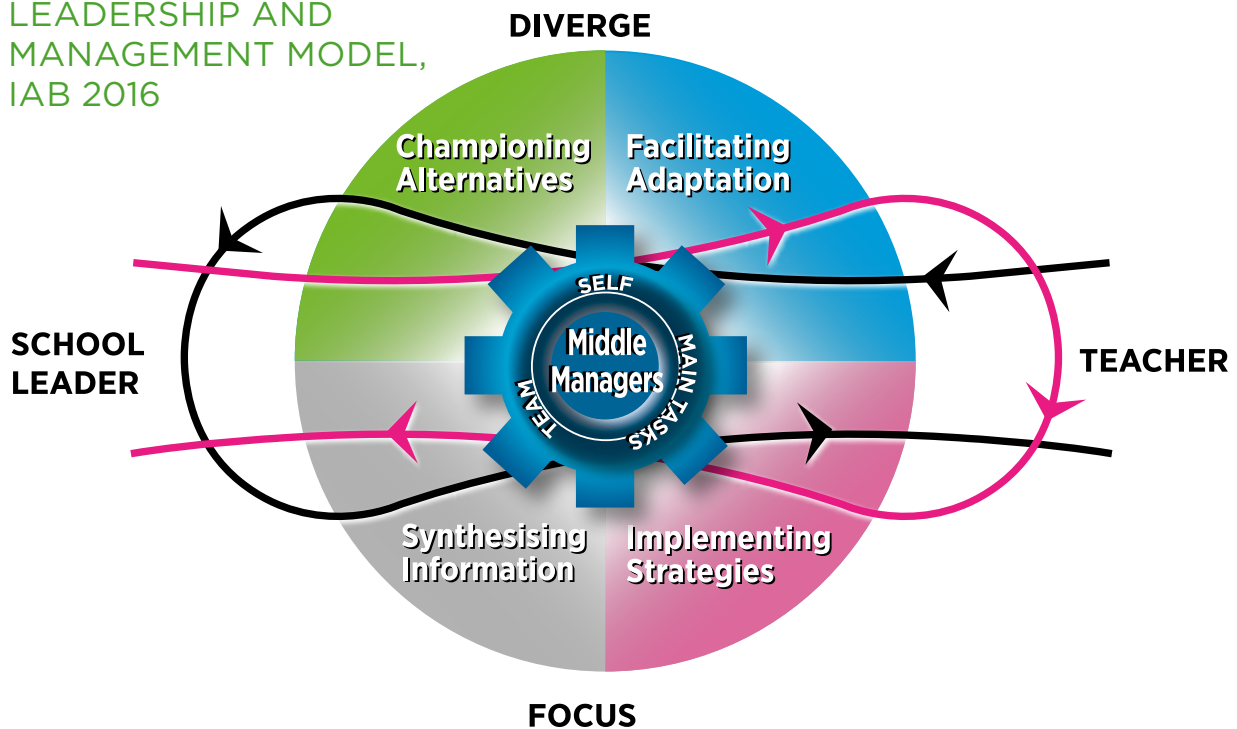
This course is conducted to develop leadership competence of middle level management officers at the Divisions, JPN, and PPD including Head of Departments and Heads of Panel in schools. The LCML course is expected to enhance the knowledge and skills of middle managers to perform their tasks effectively. Participants are exposed to four strategic roles of middle leaders, which include synthesising information, championing alternatives, implementing strategies, and facilitating adaptation. The content of the course is divided into

three themes, namely Managing Self, Managing Main Tasks and Managing Teams. Exhibit 2-35 shows the framework of LCML.

A total of 418 middle leaders consisting of Head of Departments and Heads of Panels were trained in 2017. Out of the total, 120 participated in the First Middle Leaders Colloquium held at IAB Genting Highland. Four former participants also shared their best practices from the input obtained during the LCML course.

**Exhibit 2-35: Framework of Middle Leaders Leadership and Management Course**

MIDDLE LEADERS LEADERSHIP AND MANAGEMENT MODEL, IAB 2016



Source: Institute of Aminuddin Baki (IAB), 2017

### Pilot Programme for *Program Pelonjakan Kepimpinan Sekolah (ProPeKS)*

This pilot programme is implemented to guide the outstanding school leaders in their mission to accelerate the performance of low-performing schools. In 2017, a total of nine outstanding school principals were given credentials and recognition as motivation, encouragement and appreciation from the Ministry. This recognition is expected to inspire other school leaders in leading the change in their respective schools. This group of principals had attended the School Leadership Survival Course (InPeKS). The framework of the InPeKS course module is shown in Exhibit 2-36.

Existing leaders in low performing schools are also given the same intervention through InPeKS. The pilot programme was participated by 15 principals who were retained at their current schools while four other principals were transferred from their schools. They were then fully guided by the SIPartner+, JPN and PPD officers as well as lecturers from IAB

on leadership knowledge and skills to spearhead changes in the assigned schools.

The InPeKS course framework has been adapted and modified from the Center of Creative Leadership (Petrie, 2014) and Hargreaves, Boyle & Harris (2014). The implementation of InPeKS involves three groups of school leaders - i) the outstanding group to low performing schools; ii) existing group who are already in low performing schools; and iii) a group who is transferred out of low performing schools. These three groups need to attend face-to-face courses to enhance competencies in the form of horizontal and vertical in the aspects of transforming the mindset, sharing of issues, benchmarking visits, sharing of reflectives, and preparing action plans. The participants of this programme are then supported by the SIPartner+ and IAB lecturers as coaches in the FUFT session. The output from this programme is that the low performing schools improved in the elements of personality, social communities and school performance, which ultimately leads to better student outcomes.

Exhibit 2-36: Framework for the Module of *Kursus Intervensi Pelonjakan Kepimpinan Sekolah (InPeKS)*



Source: Institute of Aminuddin Baki (IAB), 2017

Adapted from: CCL - Center Of Creative Leadership  
Andy Hargreaves, Alan Boyle, Alma Harris

*Uplifting Leadership : How Organizations, Teams, and Communities Raise Performance*



**Exhibit 2-37: *Pengetua Cemerlang (Principal with Outstanding Performance) in the Program Pelonjakan Kepimpinan Sekolah (ProPeKS), 2017***



**1. Abdul Halim bin Hussin**  
Former School: SMK Bandar Tasek Mutiara, Seberang Perai, Pulau Pinang  
Current School: SMK Taman Sejahtera, Bukit Mertajam, Pulau Pinang



**2. Haji Maseli bin Haji Idi**  
Former School: Sekolah Seni Malaysia Sarawak, Kuching Sarawak  
Current School: SMK Sri Matang, Kuching, Sarawak



**3. Zubidah bt Md Yunos**  
Former School: SMK Padang Tembak, Kuala Lumpur  
Current School: SMK Tinggi Setapak, Kuala Lumpur



**4. Vellan A/L Raman**  
Former School: SMK Bahau, Negeri Sembilan  
Current School: SMK Dato' Shamsudin Nain, Negeri Sembilan



**5. Azlini Bt Khairan @ Ali**  
Former School: SMK Padang Besar (U), Perlis  
Current School: SMK Beseri, Perlis



**6. Siti Khadijah bt Ngosman**  
Former School: SMK Dato' Panglima Perang Kiri, Perak  
Current School: SMK Sungkai, Perak



**7. Nik Suhaimi bin Nik Mat**  
Former School: SMK Bandar Chiku, Gua Musang, Kelantan  
Current School: SMK Bandar Long Ghafar (2), Gua Musang, Kelantan



**8. Faridah bt Omar**  
Former School: SMK Desa Cemerlang, Pasir Gudang, Johor  
Current School: SMK Sri Perdana, Kluang, Johor



**9. Kamaruzaman bin Ab Rahim**  
Former School: SMK Nyalas, Melaka  
Current School: SMK Tan Sri Haji Abdul Aziz Tapa Melaka

**Implementing *Kursus Pemantapan Pegawai Penilai Penilaian Bersepadu Pegawai Perkhidmatan Pendidikan (PBPPP)***

The course is aimed at developing competency of appraisal officers at the Divisions, JPN, PPD and schools in making annual performance assessments using the PBPPP. The target group for this course is the

2017 PBPPP Appraisal Officers who were inconsistent in their assessment in 2016. In 2017, a total of 3,159 officers received the training from IAB.

## PROGRAM INTERVENSI PELONJAKAN KEPIMPINAN SEKOLAH (ProPeKS): A CATALYST FOR THE DEVELOPMENT OF OUTSTANDING SCHOOL LEADERS



*Program Intervensi Pelonjakan Kepimpinan Sekolah (ProPeKS)* has played a major role in improving school leaders' knowledge, skills and confidence in accelerating the performance of low performing schools.

Since her appointment as the **Principal** of **SMK Tinggi**

**Setapak, Kuala Lumpur** on 7 July 2017, **Puan Zubidah Bt Md Yunos** has faced the challenges of managing the school and also successfully developed a rapport with the community and influential individuals for the progress of her school.

Realising the importance of co-operation between school and community, Puan Zubidah worked towards encouraging greater involvement by former students of the school in various activities by officially forming the school alumni association. She was also able to create a network with Member of Parliament for Setiawangsa, the Road Transport Department, Malaysia Royal Police, Kuala Lumpur City Hall and Universiti Teknologi Malaysia besides ensuring the involvement of teachers, members of the support staff and the Parent-Teacher Association to raise the achievements of the school.

Puan Zubidah firmly believes in the school's motto of "*SEDERAP MELURUH MEMBURU GAGAL SIFAR*", and succeeded to instill within the hearts of the school population on the importance of teamwork to achieve organisational excellence. Under Puan Zubidah's leadership, all the relevant parties worked together to maintain and upgrade the school infrastructure, especially upgrading the school block which was infested with termites, as well as changing the functions of underused rooms to be more effective.

*"As an instructional leader, I place great importance on the quality of a programme. I ensure that the working paper is prepared and provide support to teachers in its writing. Implementation reports too are necessary after each programme has been conducted in an effort to analyse the strengths and weaknesses of each programme towards improvement. I always seek feedback from the administrative team, teachers and parents and offer alternatives to solve any issues."* Puan Zubidah emphasised.

To improve on students' character, Puan Zubidah assisted the school administrative team to restructure the disciplinary process as well as develop various programmes towards an effective management of school discipline and students' outcomes. With the co-operation of teachers, a variety of co-curricular activities were offered through the implementation of integrated co-curricular activities. With great support from the school alumni, the school bagpipes band was given a new lease of life.

Puan Zubidah explained her reaction towards human resource issues, "*I am firm in abiding by the rules that are laid for the civil servants, including the requests for leave in school.*" This is done to ensure all parties are responsible in fulfilling their roles and in ensuring that everything is run smoothly without affecting students' learning.

On a personal standpoint, Puan Zubidah is now more confident and brave in doing her job as the Principal of SMK Tinggi Setapak after undergoing the ProPeKS programme. She concluded, "*I always try to project a positive image to be an example in school and at the same time assert ethical values as a civil servant, serving time and responsibility.*"

**Puan Zubidah bt. Md Yunos**  
Principal, SMK Tinggi Setapak, Kuala Lumpur

## ENGAGING PARENTS AND COMMUNITY TO CREATE A LEARNING ECOSYSTEM

The provision of quality education for all students in Malaysia is a joint responsibility among schools, parents, and the community. Early education begins at home, emphasised in school and reinforced at home. The role of parents and community need to be expanded and the responsibility shared with schools to achieve Student Aspirations, which are knowledgeable, possessing thinking skills, leadership skills, dual language skills; and possessing values and ethics with strong national identity as stated in the Blueprint. Thus, parents, communities, government agencies and the private sector are encouraged to work closely with school authorities to create a broader learning ecosystem and raise the quality of students' education and their learning experience.

### Parents Involvement in Six Key School Activities

The year 2017 witnessed an overall increase in parents' attendance in six key school activities, which were the Registration Day, the Performance Target Setting Day, the Annual Parent-Teacher Association (PTA) Meeting, the Report Card Day, the Sports Day, and the Prize Giving Day. The increase in parental involvement in school activities on an annual basis has been most encouraging in Wave 2 of the Blueprint. The percentage of schools nationwide which had reached a minimum target of 65% in these six activities was at 94.4% compared to 92.9% in 2016 is shown in Exhibit 2-38 and 2-39.

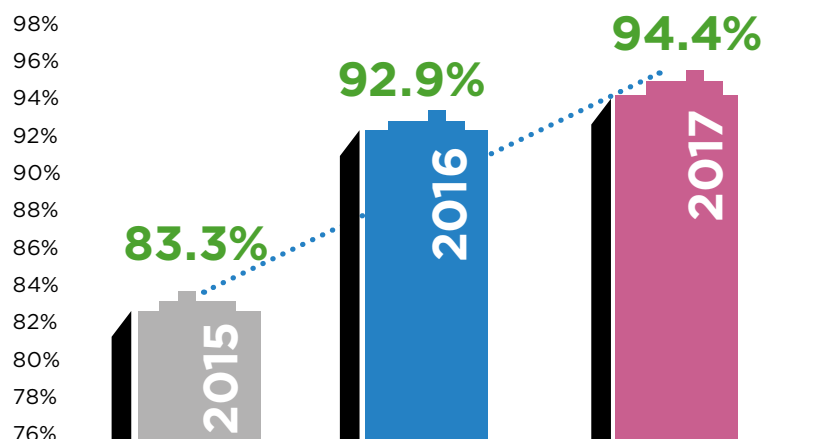




The positive attitude of parents in attending the PTA meetings, in being active partners during the PTA, always responsive and active in school programmes and

being positive towards school management has helped in students' development and growth in various aspects such as academic, co-curricular activities, personality and discipline.

**Exhibit 2-38: Average Percentage of Parents Attendance at Six Key School Activities, 2015-2017**



Source: School Management Division (BPSH)

**Exhibit 2-39: Percentage of Schools Achieving 65% Parent Attendance in Six Key School Activities by State, 2017**

No	State Education Department	Number of Schools	Percentage of Schools Achieving the Target of 65% Parents Attendance in Six School Activities
1	Johor	1,173	95%
2	Kedah	741	95%
3	Kelantan	578	98%
4	Melaka	312	66%
5	Negeri Sembilan	469	98%
6	Pahang	728	96%
7	Perak	1,089	98%
8	Perlis	102	100%
9	Pulau Pinang	392	98%
10	Sabah	1,284	97%
11	Sarawak	1,454	97%
12	Selangor	923	80%
13	Terengganu	494	99%
14	WP Kuala Lumpur	296	96%
15	WP Labuan	27	100%
16	WP Putrajaya	25	100%
<b>Total</b>		<b>10,089</b>	<b>Average Percentage 94%</b>

Source: School Management Division (BPSH)

## Parents as Volunteers in Schools

In 2017, schools recorded an increase in the percentage of parents volunteering in school activities. The average percentage of schools which recorded a minimum of 25% of parents volunteering in class was at 82% as shown in Exhibit 2-40. This showed that the percentage of increase for parents offering themselves as volunteers in schools was 41% compared to the previous year.

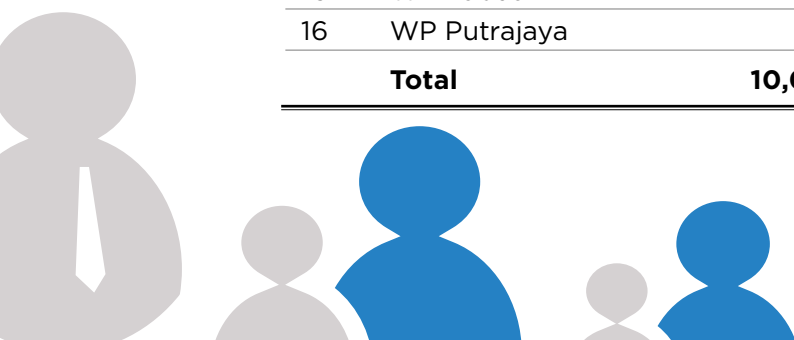
Parents volunteering in schools encompass various aspects including supporting students in the teaching and learning process by becoming teacher assistants and acting as chaperones during

school visits beyond school hours. Parental involvement as volunteers have assisted teachers and schools to develop their children's potential and build their character and discipline. Parental involvement in schools has also led them to understand challenges faced by teachers and schools in educating their children besides encouraging close co-operation in efforts to improve and mould the character and discipline of the students. To encourage parental and community involvement in education and increase their contributions towards improving schools' and students' achievements, the Ministry developed structured strategic planning and management plans at the JPN, PPD and school levels in 2017.

**Exhibit 2-40: Percentage of Schools Achieving the 25% Target Set for Parents as Volunteers in Schools by State, 2017**

No	State Education Department	Number of Schools	Percentage of Schools Achieving the Target of 65% Parents Attendance in Six School Activities
1	Johor	1,173	87%
2	Kedah	741	77%
3	Kelantan	578	92%
4	Melaka	312	62%
5	Negeri Sembilan	469	84%
6	Pahang	728	97%
7	Perak	1,089	86%
8	Perlis	102	83%
9	Pulau Pinang	392	99%
10	Sabah	1,284	70%
11	Sarawak	1,454	85%
12	Selangor	923	71%
13	Terengganu	494	96%
14	WP Kuala Lumpur	296	63%
15	WP Labuan	27	100%
16	WP Putrajaya	25	100%
<b>Total</b>		<b>10,089</b>	<b>Average Percentage 82%</b>

Source: School Management Division (BPSH)



The roles of the PTA were strengthened and the active involvement of *Kumpulan Penggerak Ibu Bapa dan Komuniti Kebangsaan* (KPIBKK) or the movement of parents and community in education at the national level was encouraged nationwide. School administrators, principals and headmasters were mobilised through *Program Khidmat Bantu* or the support programme. They were encouraged to provide guidance and support to other schools through the sharing of best practices in the same district to increase parental and community involvement in schools. The smart partnerships implemented in these programmes were shared to increase parent attendance in various school programmes.

### Increasing Parents Involvement in Education Through Video Production

The production of a video on parental and community involvement in education was aimed at raising the awareness and commitment among parents and the community to be involved in school activities and contribute their expertise and skills on a voluntary basis in various programmes in schools. The Ministry hopes the video titled “*Kalau Bukan Kita, Siapa Lagi*” (If Not Us, Who Else) would help to raise awareness among parents and the community on the importance of working together with the Ministry to raise and educate their children to be useful citizens and able to contribute towards the betterment of self, family, society, and the nation. This video may be viewed at the following link: <https://moe.gov.my/index.php/my/bahan-sarana>.

### Producing Guidelines for Classroom Volunteers

Parental and community involvement in schools refers to contributions, roles or actions that will directly or indirectly influence the development of the cognitive, emotional and physical development of children in schools. The Ministry hopes that parents become active volunteers in schools by providing assistance in classrooms, providing their skills and expertise, monitor and support their children in completing their schoolwork. Parents are also encouraged to discuss school activities with their children apart from monitoring their discipline and character development at home and in school.

In 2017, the Ministry developed the Guidelines for Parents/Guardian and Community as Classroom Volunteer (*Sukarelawan dalam Kelas*). The guidelines explain the procedures on ways parents can contribute to schools as teacher assistants in the teaching and learning process, types of contributions to schools, and limitations of involvement towards a harmonious relationship between schools, teachers and parents in helping their children received quality education. Mutual agreements between schools and parents/guardians in any school programme are essential as the programmes will be more meaningful and well planned to raise the achievements among students and schools.



# CO-OPERATION BETWEEN THE SCHOOLS AND PARENTS: A CATALYST FOR STUDENTS' SUCCESS



## **Sekolah Jenis Kebangsaan Tamil (SJKT)**

**Kajang, Selangor** is a primary school established in 1902. In 2017, student enrolment increased to 1,207, while the number of teachers were at 69.



SJKT Kajang is very lucky to have the support of parents as they immerse themselves in any co-curricular activities organised by the

school. Among the achievements in 2017, were the medals won at the International Young Inventors Award (IYIA) 2017 at Universiti Mercu Buana, Jakarta, Indonesia where the school team received six gold medals and one silver medal.

SJKT Kajang is also actively involved in the classical Indian dance. The school was introduced to classical Indian dance by the Sutra Foundation Club in 2014, which emphasises on the importance of maintaining the authenticity and traditions of the classical dance and its foundation in children from a young age. The Odyssey Classical Indian Dance Club was formed to provide opportunity for students to learn the culture and classic Indian dance, simultaneously building upon the positive attitudes of co-operation, discipline as well as fortitude in facing challenges.

The school provides vast opportunities for parents to volunteer in managing the club and students' welfare. Parents voluntarily take on tasks, such as managing registration in dance class and timetable of the programmes and performances, managing the traditional costumes, and taking care of students' welfare and safety of students during training.

In December 2017, the dance club was invited to participate in an international event, Konark

Dance Festival in Odisha, India, with the Sutra Foundation. The school, parents and students were full of joy to participate in this performance with the Sutra Foundation under the guidance of YBhg. Dato' Ramli Ibrahim, Chairman and Director of the Arts at Sutra Foundation.

The recipe for success of parental and community involvement at SJKT Kajang is the professionalism of the school management in continuously gaining support from parents and community towards the school development in various fields. SJKT Kajang often meets with the PTA to improve students' performance. Support and active community involvement such as from the Kajang MIC Youth, the Indian Arts Dance Club and other agencies in school created a positive impact in the school's achievements.

**Mr. John Posko, Headmaster at SJK (T) Kajang** explained, *"Parents are always providing support and encouragement in the school programmes. Their cooperation has made it easier for the school to progress and effectively increase students' achievements and success. Parents also understand their limits when providing assistance to the school. The success achieved by students in my school is achieved through the co-operation between parents and the school."*

Students' success in SJKT Kajang was due to the strong relationship between the school, parents and community. Congratulations!



Dancing Troupe at SJKT Kajang ready to perform their classic Indian dance performance



Parents helping students before the performance.

Scan these QR codes to view the video:



SJK (T) Kajang,  
Selangor



SMK Rawang,  
Selangor



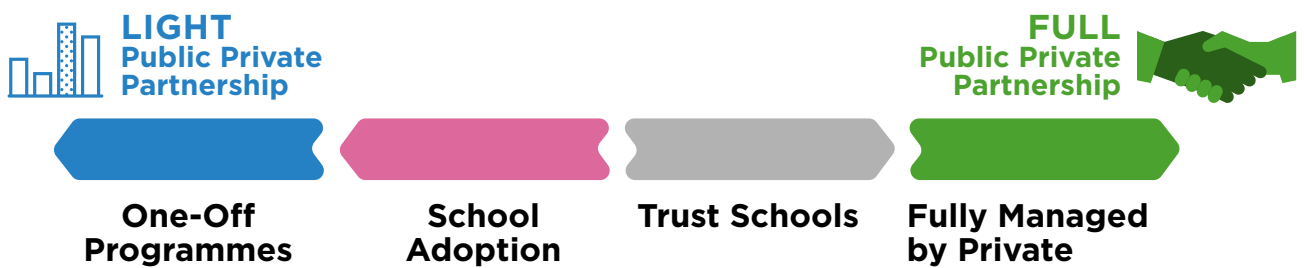
SJK (C) Lai Meng,  
Kuala Lumpur

## EXPANDING THE INVOLVEMENT OF THE PUBLIC SECTOR AS A STRATEGIC PARTNER IN EDUCATION

The Public Private Partnership (PPP) complements the Government’s efforts in producing human capital who are skilled and productive towards raising the nation’s economy as the Government and the PPP are synergistic partners in human development. In education, this partnership can help raise learning outcomes by leveraging on beneficial experiences from the private sector through its expertise, teaching approaches, new learning methods, and resources into the public education system.

The Ministry encourages greater involvement of the private sector as strategic partners in education to elevate the quality of education in Malaysia. Currently, the private sector is increasingly supportive towards raising the standard and quality of education and is actively involved in reaching across several programme categories offered under the PPP Programme as indicated in Exhibit 2-41.

Exhibit 2-41: Public Private Partnership Programmes in Education 2017

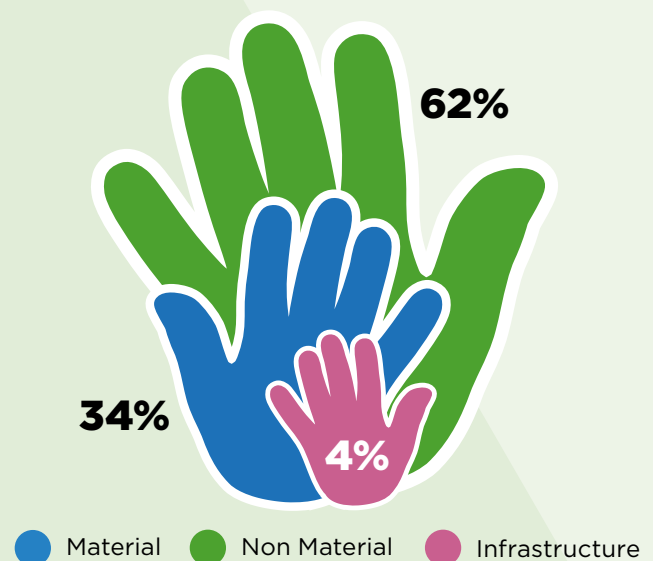


Source: School Management Division (BPSH)

### One-off Programmes

This programme is a sponsorship programme from individuals or companies towards the implementation of programmes or activities which require funding, infrastructure development, supply of materials and/or expertise within one year or less. Contributions under these programmes are divided into three categories: contribution of materials, non-materials and infrastructure. In 2017, the Ministry received many contributions in the category of non-materials, which consisted of financial contributions, services and expertise. Exhibit 2-42 showed the percentage of contributions according to category in the One-Off Programme.

Exhibit 2-42: Percentage of Contributions by Category in the One-Off Programme, 2017



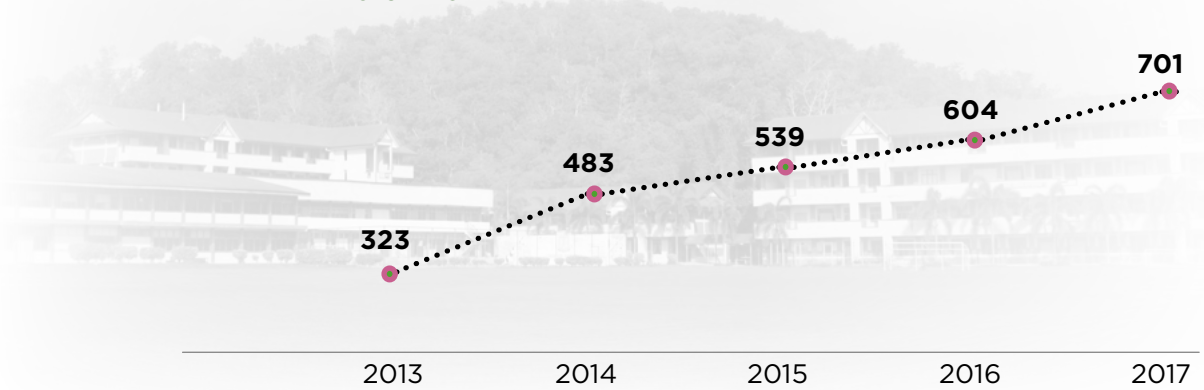
Source: School Management Division (BPSH)

## School Adoption Programme

The programme is in a form of co-operation between the Ministry and the private sector. The sponsoring company is a strategic partner for schools, particularly in schools situated among marginalised population. The programme encompasses academic and non-academic programmes which are relevant to the objectives of the private companies in fulfilling their

social corporate responsibilities. This is a short-term programme and runs between one to three years. Most companies adopted schools and made contributions through the PINTAR Foundation. In 2017, the number of schools being adopted rose to 701, cumulatively, compared to 323 in 2013. Exhibit 2-43 showed the number of schools involved in the School Adoption Programme over the past five years.

**Exhibit 2-43: Number of Schools under the School Adoption Programme, 2013 - 2017**



Source: School Management Division (BPSH)

## Trust School Programme

This programme is conducted to transform the overall performance of schools by improving the quality of school management as well as in teaching and learning. The private sector contributes expertise and incentives to the schools involved to encourage and improve academic achievement and performance in all aspects. The Trust School Programme is a long-term programme of at least five years in each school. Up to 2017, the

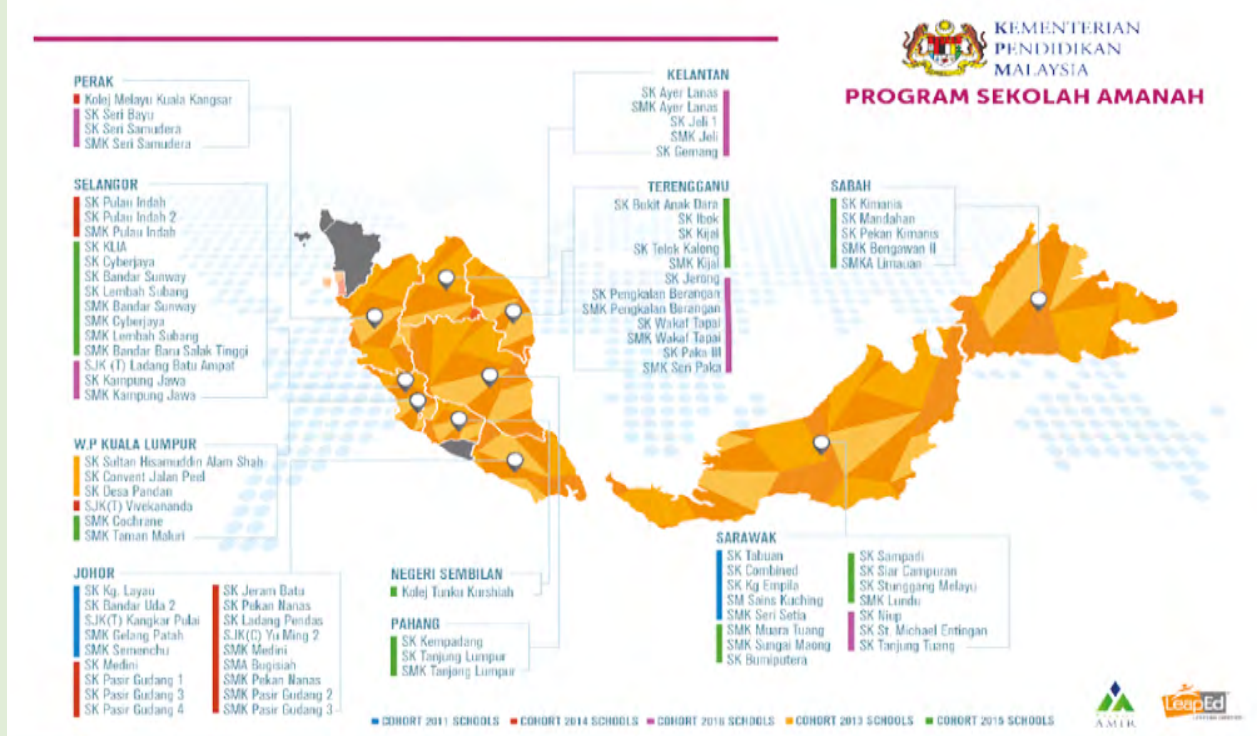
programme has been implemented in Johor, Kelantan, Negeri Sembilan, Pahang, Perak, Selangor, Terengganu, Wilayah Persekutuan, Sabah dan Sarawak as shown in Exhibit 2-44.

The Trust School Programme was successfully conducted and duly recognised when it was placed third at the **Anugerah Inovasi Perdana Menteri (AIPM) 2017**, an event attended by the Prime Minister of Malaysia in November 2017.





Exhibit 2-44: Location of Trust Schools by States, 2017



Source: School Management Division (BPSH)

### Public Private Partnership Appreciation Night

To express appreciation for the sponsorships and co-operations from various parties, as well as acknowledging their assistance in transforming the nation’s education sector, the Ministry hosted an Appreciation Night for the Public Private Partnership on 25 October 2017. The event was graced by the presence of the Minister of Education Malaysia. Awards were presented to 53 representatives from various private sectors including sports, cultural, academic and music.



### Strengthening the Public Private Partnership

Schools are part of the society and complement each other’s role in educating children. The holistic development of a school in the aspects of infrastructure, academic, co-curricular and character building is a shared responsibility among school administrators, teachers, students and members of the society.

The Ministry seeks to strengthen strategic collaborations with various stakeholders in education. The increased involvement of the private sector, in particular, can create a win-win situation for both parties as investment in education will develop productive citizens and quality workforce. Thus, the Ministry needs to develop various new models

of public private partnership, in addition to existing models, to encourage more private parties to contribute in various forms either through financial assistance or expertise to education through the organisations' corporate social responsibility.

- **Developing New Models for Public Private Partnership**

In 2017, the Ministry conducted a series of workshops and focus group discussions with various stakeholders including the private sector and non-governmental organisations. As a result, a new model was developed.

This new model focuses on a holistic transformation based on school needs. The private sector is given flexibility in managing school operations subject to Ministry's approval. In general, the top management of the Ministry has approved the conceptual framework of this new model. However, the operational methods and implementation of this model need to be detailed and refined before a pilot project is conducted in 2018.

- **Developing Guidelines to Facilitate Public Private Partnership**

In 2017, the Ministry developed three main guidelines related to PPP, which were the Guidelines on the Implementation of Community-Owned Schools, the Guidelines on Private Sector Engagement and the Guidelines on Crowdfunding. These guidelines describe methods of channeling and accepting contributions by government schools and government-aided schools from the private sector and individual/other agencies. These guidelines also explain the types of contributions and the procedures to channel and manage contributions to schools.

**For more information, please visit the Ministry of Education portal via this link - <https://www.moe.gov.my/index.php/my/business-sector-swasta>.**



## SCHOOL ADOPTION PROGRAMME WITH VARIOUS COMPANIES THROUGH PINTAR FOUNDATION



**PINTAR Foundation** manages and implements the School Adoption Programme to assist schools raise their achievements in academic and non-academic fields, especially among students from the underserved communities. This programme is conducted with the co-operation of Government Linked Companies (GLC), private companies, non-government agencies and government agencies. PINTAR programme is significant towards a symbiotic relationship between the companies, the foundation and schools.



**The Naza Group of Companies formed the Tan Sri SM Nasimuddin Foundation**, in memory of its founder Tan Sri SM Nasimuddin SM Amin, to continue his goodwill services and upholding the moral values which he practised throughout his life. The main objective of the Foundation is to assist a segment of the society in need of a better quality of life. The assistance is based upon three main principles – education, society development and healthcare.

*“Our brand is widely known through our direct involvement with PINTAR, through our staff collaborations with teachers, students and their parents. This is evident in Gurun, Kedah, where our subsidiaries are located. While it may seem a cliché, the fact remains that children are indeed our future. Other than seeking for impactful sessions with students, we are confident that our involvement in various activities organised has paved the way towards continual awareness of our good name and our aims.”*

### **SM NASARUDIN SM NASIMUDDIN**

Chairman of the Board and Chief Executive Officer - NAZA Group of Companies



### **Boustead Holdings Berhad**

**Boustead Holdings Berhad** has adopted low achieving schools and disadvantaged schools as adoptive schools in their efforts to raise awareness on the importance of education and in raising school achievements towards excellence. Among activities implemented are motivational programmes, subsidised learning visits and free tuition classes.

*“Educating Malaysian youth ranks as an important element and priority among Boustead’s Corporate Social Responsibilities. Boustead realises that education is a powerful tool in preparing opportunities not only for our children but also for the entire society. Parallel to this, Boustead is striving to hone young talents through strengthening their education by virtue of Boustead’s co-operation with Yayasan Pintar. This social initiative not only creates a positive impact to the branding of the organisation but also one of the ways in which the company repays society.”*

### **TAN SRI DATO’ SERI LODIN WOK KAMARUDDIN**

Deputy Chairman & Group Managing Director – Boustead Holdings Berhad





# MRCB

YAYASAN  
**VIJAYARATNAM  
FOUNDATION**

**Malaysian Resources Corporation Berhad** is committed to enrich society's lives through its service and contact conveyed through the Corporate Social Responsibilities. Among the contributions to education is their financial support to students in disadvantaged schools, and school equipment aid in the 'Back to School' Programme.

*"As experts of Transit-Oriented Development (TOD), we gain inspiration from our goal of becoming a key player in real estate development that focuses on community transformation. We hope to achieve our goal by preparing an infrastructure and better access to education programmes. Finally, our contribution is hoped to bring forth a lifestyle change and improve the income of the community that has been serviced."*

*"As our staff become involved in Programme PINTAR, they have become motivated to improve the nation."*

**TAN SRI MOHAMAD SALIM FATEH DIN**  
Group Managing Director  
Malaysian Resources Corporation Berhad

**Vijayaratnam Foundation** is the Malaysian Chapter of RYTHM Foundation (RF), the philanthropy division of the QI Group of Companies. The philosophy of the foundation is "Raise Yourself to Help".

*"Each individual, particularly young girls at SJKT Mahatma Gandhi and, SMK Datuk Haji Abdul Wahab Sg. Siput, is afforded the same opportunity in realising their potential and be the best they can be. When these young girls are provided with opportunity, appropriate study aids, and education, they are able to elevate themselves as achievers and are able to affect the development of their surrounding society - their peers, friends and family."*

*"Program Maharani is implemented with this aim to transform the mind, improve confidence and encourage these girls to believe in themselves that if they are determined to do something, they can succeed regardless of their station in life. We wish to empower girls and equip them with the appropriate skills to overcome challenges and become women who are brave, independent and compassionate to others."*

**DATIN SRI UMAYAL ESWARAN**  
Chairperson, Executive Board Member -  
Vijayaratnam Foundation



**Motivasi Minda Cemerlang**



**Students participation at the Motivation & Study Technique Course**



**Students learning to designing jewellery**

Source: Pintar Voices, Publication No. 2, 2017



## THE ONE-OFF PROGRAMME WITH EAST COAST ECONOMIC REGION



The East Coast Economic Region Development Council (ECERDC) worked together with the MyKasih Foundation to help Orang Asli students in the East Coast Economic Region (ECER) through the Empower ECER Programme. The programme is part of the Federal Government overall strategies to ensure the people benefit from the ECER socio-economic transformation. The main focus of the Empower ECER is to increase academic achievement of disadvantaged students from poor families, especially among the Orang Asli, in the rural areas.

*“The Empower ECER Programme-MyKasih was introduced early this year as part of the ECERDC inclusive efforts to ensure all citizens, regardless of socio-economic status receive benefits from it. The initial phase of the programme is the Food Aid Programme and the Back to School Programme besides the upgrading of Villa Gumum Hostel. This programme greatly benefits the Orang Asli students by providing a conducive learning environment. As a result, we have seen better attendance and results from these students.”*

**DATUK SERI JEBASINGAM ISSACE JOHN**  
Chief Executive Officer –  
East Coast Economic Region Development Council







## SUMMARY

The Ministry is continuously committed in providing quality education to Malaysian children. In 2017, efforts to raise higher order thinking skills among students focused on improving teachers' and school leaders' competencies through the i-THINK programme, especially in the effective questioning techniques. The 21st Century Learning Explanation Kit was developed to ensure new instructional approaches could be effectively applied in schools. The Science, Technology, Engineering and Mathematics (STEM) education was enhanced through various activities including improving teachers' pedagogical skills, raising students' interest in STEM subjects, and increasing awareness on the importance of STEM among stakeholders.

Students' basic learning skills, 3Rs, which are reading writing and arithmetic, were continuously enhanced through the LINUS2.0 programme with focus on the development of interventions, and identification of students with special educational needs for enrolment in remedial classes. To raise students' proficiency in Bahasa Melayu, numerous activities

were implemented including preparation of the initial draft for the framework for standard Bahasa Melayu. Bahasa Melayu teaching and learning aids were also developed apart from raising the professionalism of Bahasa Melayu teachers. To improve students' proficiency in the English language, efforts were focused on enhancing teachers' pedagogical skills. The number of schools in the Dual Language Programme and Highly Immersive Programme were increased to benefit more students.

The IPG transformation initiative was implemented to transform the Institutes of Teacher Education as training institutions of world class quality. The Ministry developed a database which comprised profiles of teachers, public and private, to monitor teachers' quality. Competencies among school leaders were continuously enhanced to ensure they have the capabilities to provide the direction and plan activities towards raising school and students' performance. Parents, community and private sector involvement continued to be on the rise and had positively impacted the learning ecosystem and students' outcomes.



# 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 they need to unlock their own future.* ”

*Malaysia Education Blueprint 2013-2025,  
pg 2-3*





The Ministry of Education Malaysia (The Ministry) acknowledges the importance of providing quality education system to all students regardless of where they are. The Ministry is always working towards the provision of equitable educational opportunities for each student from every level of society. Success in education will provide Malaysian children with a brighter future.

The Ministry has intensified efforts in Wave 2 of the Malaysia Education Blueprint (the Blueprint) 2013-2025 implementation to ensure equal opportunity to quality

education is provided for all Malaysian children through the following three key initiatives:

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

## SUSTAINABLE DEVELOPMENT GOAL, SDG4



*Sustainable Development Goal (SDG) 4 on education calls for inclusive and equitable quality education and lifelong learning opportunities for all by 2030. It emphasizes inclusion and equity as laying foundations for quality education and learning. SDG 4 also calls for building and upgrading education facilities that are child-, disability-, and gender-sensitive and for providing safe, non-violent, inclusive and effective learning environments for all. To achieve this ambitious goal, countries should ensure inclusion and equity in and through education systems and programs. This includes taking steps to prevent and address all forms of exclusion and marginalization, disparity, vulnerability and inequality in educational access, participation, and completion as well as in learning processes and outcomes. It also requires understanding learners' diversities as opportunities in order to enhance and democratise learning for all students.*

**Qiang Tang, Ph.D**

*Assistant Director-General for Education, UNESCO*

*'A Guide for Ensuring Inclusion and Equity in Education, UNESCO 2017'*

## DISTRICT TRANSFORMATION PROGRAMME

The District Transformation Programme (DTP), was launched in 2013 with the aim to raise the quality of education in every school, particularly low performing schools with clear targets in achieving quality, equity and access. DTP also aims to empower the State Education Department (*Jabatan Pendidikan Negeri, JPN*), District Education Office (*Pejabat Pendidikan Daerah, PPD*) and schools to provide specific interventions based on needs. To continually improve students' outcomes, it is imperative that the implementation of strategies and support systems remain steadfast through efficient and effective leadership and quality delivery systems. Education leaders in every state, district and school are empowered to make daily operational decisions; plan and execute specific interventions which are within the school contexts and to establish a wider scope of school-based management.

The Ministry has reviewed the roles and responsibilities at every level of educational management to ensure a clearer service delivery system from the federal level right down to the school. Now, the JPN and PPD have been provided with greater opportunities to directly support schools and make decisions towards achieving education excellence. The wider operational flexibility accorded to JPN and PPD enable them to develop educational programmes which meet the specific needs of schools under their supervision and realise the aim of education policies. However, the functions of formulating education policies, and planning educational development continues to reside with the Ministry at the federal level.

In 2017, several programmes were implemented under DTP at the federal, state and district levels focussing on the shift in the roles played by JPN and PPD in providing more support to schools. Among the programmes implemented were:

- Improving competencies of the School Improvement Partners (SIPartners+) and School Improvement Specialist Coaches (SISC+).
- Developing and monitoring intervention plan at the PPD level.
- Empowering local leadership to improve achievements in schools.
- Developing mechanism to bridge the socio-economic and gender gaps.



### Increasing Competencies of the SIPartners+ and SISC+ Officers

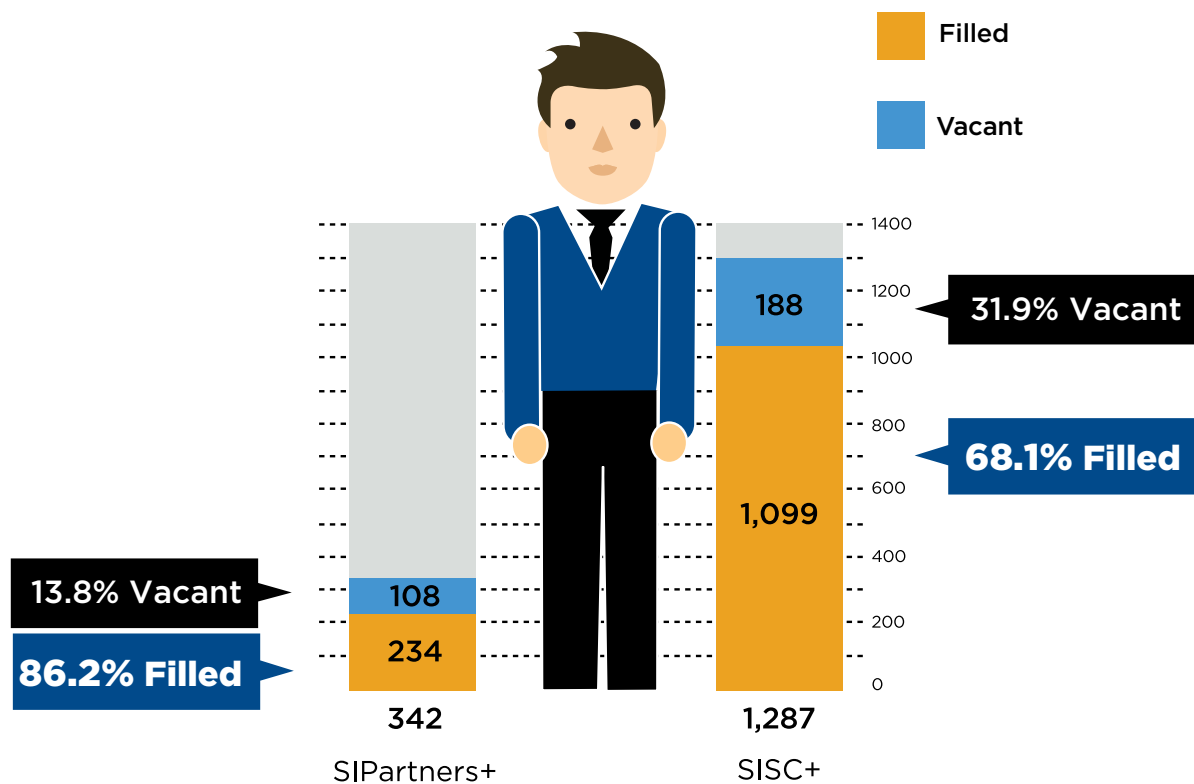
The SIPartners+ and SISC+ officers play a significant role at the forefront of the education system to raise the standard and achievements in schools as it continues to support the improvement of the system in Wave 2 (2016-2020) of the Blueprint implementation. The roles of SIPartner+ to coach school leaders and SISC+ to provide pedagogical coaching to teachers need to be strengthened in efforts to improve the performance of low performing schools and to bridge the gap between urban and rural achievements.

Beginning 2017, the SISC+ officers have changed their roles from being coaches to specific subjects (Bahasa Melayu, English Language and Mathematics) to coaches for general pedagogical and curriculum instruction. This change in roles was necessary to ascertain the existence of experts in more generic fields in JPN and PPD. Until December 2017, 68.1% of the SIPartners+ positions were filled, while the percentage for the the SISC+ positions was at 86.2% (Exhibit 3-1).

To increase the number of SISC+ officers, the Ministry has expanded the terms of appointment for the

post. This position is no longer limited to the Excellent Teacher (*Guru Cemerlang*, GC) for Bahasa Melayu, English Language, and Mathematics subjects, GC for all other subjects may also apply for the SISC+ position. The current total number of SISC+ according to state is shown in Exhibit 3-2. The Ministry also has specifically accepted the application of former Excellent Teachers as SISC+ officers. Promotions for the SIPartners+ and SISC+ positions were also conducted nationwide through the Ministry of Education Roadshow Series 2017.

**Exhibit 3-1: SIPartners+ dan SISC+ Positions Filled until December 2017**



Source: School Management Division (BPSH)



A national forum for SIPartners+ and SISC+ officers was held in October which featured two best practices from Sarawak (Leadership Profile Level) and Kelantan (Group Coaching). The competencies of the SIPartners+ and SISC+ were further improved through the generic courses conducted at 19 locations nationwide.

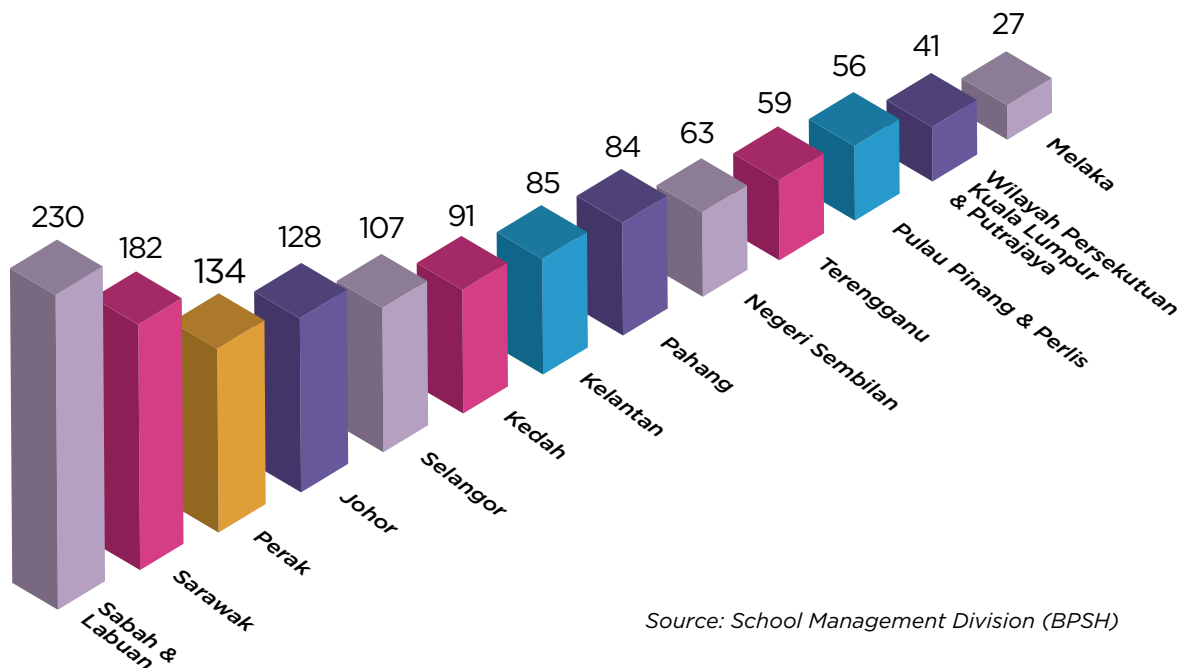


Promotional drive to fill the posts of SIPartners+ dan SISC+ officers during the Ministry of Education Roadshow Series 2017 in August 2017 at AEON Mall Kota Bharu, Kelantan.

### Preparing and Monitoring Intervention Plan at PPD Level

To strengthen the management and implementation of DTP at the state and district level, the Ministry, through the School Management Division (BPSH) provided coaching and support to the DTP Programme Managers at all 142 PPD according to zones. The coaching processes focused on addressing the issues of weak management, including unclear information and data to prepare the Five-Step Intervention Plan (*Pelan Intervensi Lima Langkah, PILL*); planning intervention plans without clear target groups; and providing coaching only at the JPN level.

Exhibit 3-2: Total Number of SISC+ Officers by State, 2017



Source: School Management Division (BPSH)

# SHARING OF BEST PRACTICES THROUGH THE SIPARTNERS+ AND SISC+ FORUM



**The 2017 National Forum for SIPartners+ and SISC+** was a platform for the sharing of knowledge, ideas, experiences and achievements to empower the District Education Offices or the PPD in providing better support for schools. The Forum was held in October 2017 at Eastin Hotel, Selangor. Organised by the Ministry for the first time, the Forum saw the involvement of 212 SIPartners+ and SISC+ throughout the country.

One of the best practices shared at the forum was the **Leadership Profile of School Principals and Headmasters (PGB) V2.0**. The limited understanding on the levels of PGB leadership and management and the ambiguity on the aspects which the SIPartners+ needed to coach had sparked

the creative and innovative ideas from the team from Sarawak. The profiling instrument developed by **Encik Shibi bin Saini, Encik Claudius Liew Sze Kiong** and **Puan Tray Tan P'ing** aimed to ease the SIPartners'+ coaching tasks.

The early development of the Profile V1.0 instrument was adapted and improved from the PRIme Instrument developed by Institut Aminuddin Baki. The conceptual framework was based on four aspects of implementation: Self Evaluation; Coaching & Mentoring; Intervention; and Reporting. The system for the Leadership Profile V2.0 was able to classify PGB competencies systematically, thus, allowing the SIPartners+ to identify the aspects of their coaching in leadership and school management.



The National Forum for the SIPartners+ and SISC+ 2017



Certificate presentation to representatives of SIPartners+ and SISC+ Sarawak by Deputy JPN Sarawak

## PEMBANGUNAN Profil V2.0

**Borang Pentaksiran Kendiri PGB – Borang P01/S01 (asal IAB)**

PROFIL KEPIMPINAN						
Borang P01/S01						
<p>1. Nama PGB: <input type="text"/></p> <p>2. Kod Sekolah: <input type="text"/></p> <p>3. Nama SIPartners+: <input type="text"/></p>						

**Diubahsui Kepada Soalan Interaktif, kompak, fungsi+**

### PROFIL KEPIMPINAN

Bantu dengan beberapa langkah sahaja, anda akan mengetahui tahap kepimpinan anda.

Tahun 2017

Nama PGB:

Kod Sekolah:

No. Telefon:

Nama SIPartners+:

MULA

[BANGUNAN NOVIDU](#)
[JURNAL NOVIDU](#)
[DATA GOOGLE FORM](#)
[PUBLIKASIKAN](#)

**Markah dianalisis dan diterjemah kepada grafik secara auto.**

TAHAP KEPIMPINAN PGB TAHUN 2017

Hasanah  
YUSOFF, 014-66541830  
TEL: 011-59800000, F: 011-59800000, E: AME.Shasanah@ppn.gov.my

Markah Min (Mean): 61.0

Status Tahap Kepimpinan diuji dengan skema SEGI BUNDA. Jika skor yang lebih tinggi daripada yang perlu dijangka, SIPartners+ sentiasa bersama anda.

Fokus anda adalah Kepimpinan Strategik, Kepimpinan Mikro-Politik.

Methods in Developing the Leadership Profile of School Principals and Headmasters (PGB) V2.0









To address and resolve these issues, direct support and guidance were given to PPD, particularly, to plan focussed interventions to improve the quality of schools and students' outcomes in 2017. PPD was specifically coached to have a sound understanding in the preparation of a comprehensive PILL including identifying the root cause of problems and local issues, and developing interventions with the most impact.

A Workshop on the Management and Implementation of DTP at the National Level (*Bengkel Pengurusan Pelaksanaan DTP Peringkat Kebangsaan*) or PILL Building which was held in November 2017 at Shah Alam, drew the participation of 16 JPN and 142 PPD. The

inaugural workshop session was held to provide practical training to participants and extending an avenue for them to develop and reassess the interventions, and plan the budget for activities through the preparation of PILL.

### **Empowering Local Leadership to Raise School Achievement**

To improve the capabilities of JPN and PPD officers in providing specific and differentiated support to the respective schools within the states and districts, the Training to Empower State DTP Programme Managers 2017 was conducted. The training aimed to instil elements of change management to accelerate

the transformation of the national education. The content of the training involved the following: (a) understanding the school and its education district; (b) determining intervention; and (c) evaluating the effectiveness of interventions. BPSH conducted a series of five training sessions from July to September by zones.

### The Rating of Excellence of the District Education Offices

This rating process (*Penarafan Kecemerlangan Pejabat Pendidikan Daerah, PKPPD*) was held at all 142 PPD in 2017 with the aims to:

- identify the level and potential of PPD from the aspects of leadership quality, organisation and outcome.
- identify the best practices.
- ensure continuous improvement.
- measure the success of the DTP.

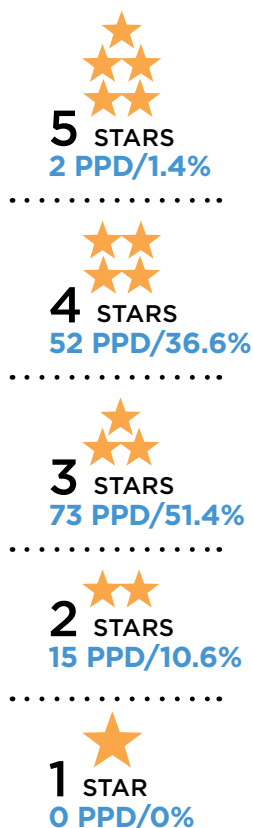
The PKPPD instrument measures the education district leadership component, organisational excellence, the performance of the education district, and outcomes of schools. A total of 54 out of 142 districts (38.03%) succeeded in achieving a rating of four and five stars compared to 22.5% in 2016 (Exhibit 3-3). Results from the rating would be used as a measurement tool and guide for organisational management practice for effective service delivery among PPD in the country.



### Coaching to Priority (Showcase) PPD

The Ministry organised coaching sessions to PPD to empower the local leadership to improve school performance. A PPD Showcase Coordination Meeting was conducted in June 2017, followed by three coaching sessions involving 15 PPD in July, October and December at PPD Melaka Tengah, PPD Kluang and PPD Batang Padang, respectively. The aim of the sessions was to help transform PPD in providing support to low performing schools in the following aspects:

- Management of PPD
- Planning, implementation, monitoring, measurement and improvement of interventions
- Human resource management
- Financial management

**Exhibit 3-3: Rating of Excellence for PPD, 2017****PPD Level of Achievement:**

Standard of Rating	Star	Scoring Range
Exceeding all standards	Five Stars	96-100
Exceed standard	Four Stars	90-95.99
Meet the overall standard	Three Stars	75-89.99
Not meeting the overall standard	Two Stars	60-74.99
Not meeting standard	One Star	0-59.99

**District Leadership, Organisational Excellence, and District Performance and School Outcomes****Leadership****Organisation****Effectiveness**

**54 PPD (38%) achieved the rating 4 & 5 star compared to 2015**

Source: School Management Division (BPSH)

Periodic dialogue sessions were continuously done as a monitoring mechanism at every level to ensure schools, districts and states were kept on track to achieve their targets. The dialogues were conducted to assist JPN and PPD in resolving performance issues

based on data, and reviewing their implementation plans. In 2017, four performance dialogue sessions were held according to zones - Northern, Sarawak, Sabah and Labuan and Performance Dialogue with Orang Asli Schools.



## PPD PRIORITY (SHOWCASE) COACHING PROGRAMME ENHANCED THE CAPABILITY OF DISTRICT LEADERSHIP



*"I am most grateful and wish to express my gratitude for choosing PPD Marang as the Showcase PPD. This programme has empowered officers in the Office Leadership Team at PPD Marang and School Leadership Team at schools.*

*Local leaders among PPD officers, and school principals and headmasters, have succeeded in applying the 'big data' fast, accurately and with impact. They have also been taught ways to ensure research culture becomes one of the means of solving problems in relation to management and leadership. This then will make them as exemplary leaders to other PPD officers and teachers.*

*PPD Showcase has also produced a group of leaders who are qualified and skilled in various fields with the capability to effectively deliver the main education policies to various audiences, such as SKPMg2, PAK 21, TS25, KSSR and KSSM towards improving the organisation."*

**Tuan Hj. Mohamad Nawawi b. Rani**  
Deputy Officer  
Marang District Education Office  
Terengganu



*"It is a golden opportunity for me to be involved in the PPD SHOWCASE 2017, indeed one that I would not have missed. This is evident when we, as Programme Managers, were provided with beneficial training, courses, workshops and input to assist in mobilising PPD through the District Transformation Programme (DTP 3.0). The training conducted by officers from BPSH provided us with the ability to be more focused and clear with our work at the PPD, in line with a philosophy in quadrant one in DTP, which is to empower local leadership.*

*PPD Showcase is important both to the district and also in moulding the officers as leaders, coaches and acts as motivators to our peers at the PPD through knowledge sharing and effective dissemination of information.*

*The initiative which was introduced by the Transformation Management and Innovation Unit at BPSH is an impactful initiative in improving organisational quality to support education transformation at the national level. I hope the programme will continue to be organised in the coming years. I am grateful and thankful to be given the opportunity to attend the PPD Showcase"*

**Encik Shahat Md Shah**  
Deputy Officer  
Kluang District Education Office  
Johor

## Bridging the Achievement Gap Between Urban and Rural Schools

The Malaysian education system aims to bridge the gaps in socio-economic, gender and student achievement between urban and rural schools by half in 2020. The reduction in the gaps is expected to have an impact on achievement gaps among states and types of school. If the Ministry is able to significantly bridge these gaps, Malaysia will become one of the few successful countries to transform the education system which is able to provide an equitable education system in the world.

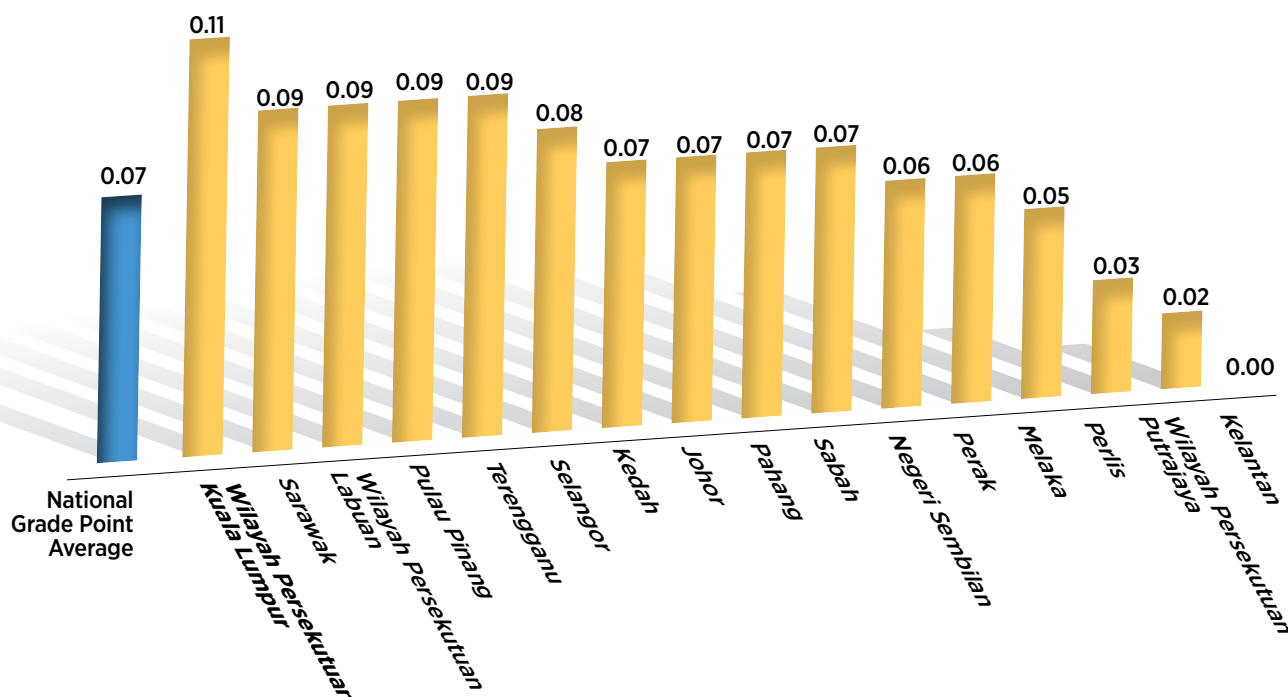
## Achievement Gaps Between Urban and Rural

The Ministry has set the target to reduce the achievement gaps in public examinations (UPSR and SPM) by 50% at the end of Wave 2 (2016-2020) of the Blueprint implementation. This is to ensure that all school facilities, the quality of teachers and school leaders are equal between urban and rural schools.

### • Achievement in UPSR 2017

Overall, the achievement in Primary School Assessment Test (*Ujian Penilaian Sekolah Rendah*, UPSR) 2017 among states showed that the average

**Exhibit 3-4: States Grade Point Average as Compared to National Grade Point Average for UPSR 2017**



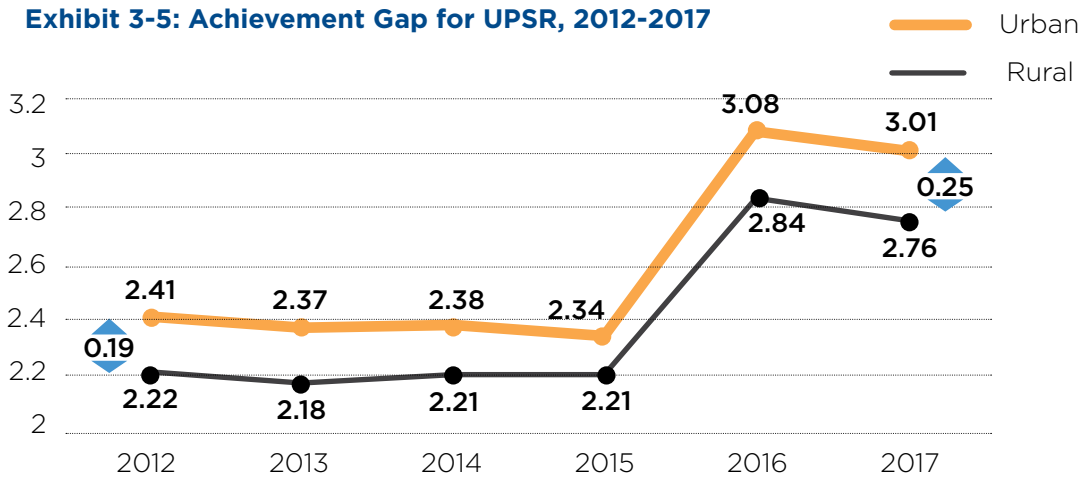
Source: Data from Examination Syndicate (LP); Analysis by Education Performance and Delivery Unit (PADU)



grade for all states (Exhibit 3-4) improved as compared to 2016 except for Kelantan which had recorded no change. This improvement indicated that teachers had improved their skills in the applications of HOTS in the

teaching and learning processes. The achievement gap in UPSR 2017 between urban and rural widened to 4.17% as compared to 2016. In comparison to 2012, the achievement gap in UPSR 2017 increased by 32% (Exhibit 3-5).

**Exhibit 3-5: Achievement Gap for UPSR, 2012-2017**



Increase in achievement gap for UPSR 2017 as compared to: **2016** ▲ **4.17%** **2012** ▲ **32%**

Source: Data from Examination Syndicate (LP); Analysis by Education Performance and Delivery Unit (PADU)

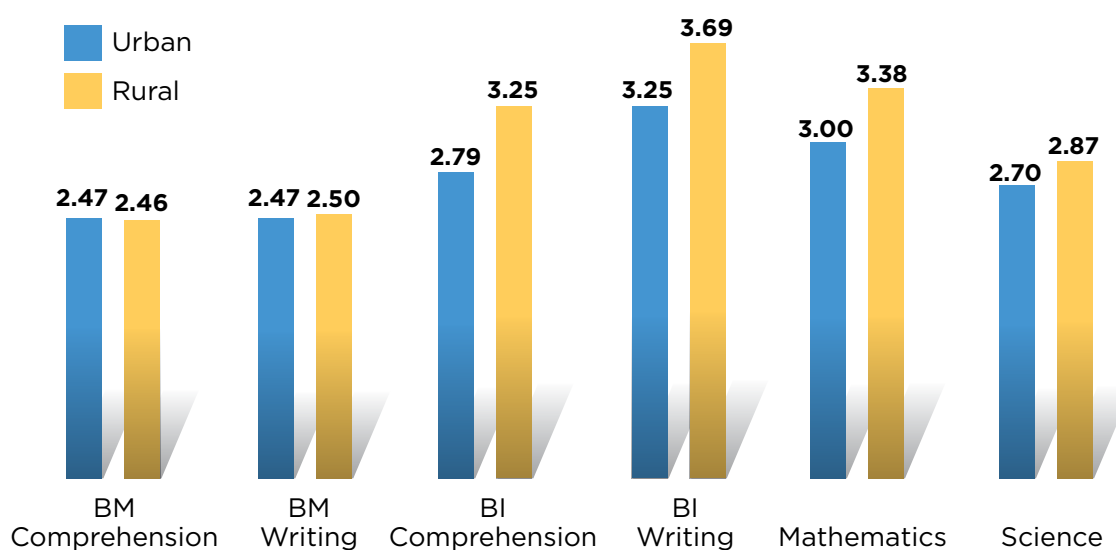


### • *Achievement in UPSR 2017 Subjects*

Overall, the achievements of Bahasa Melayu, English Language, Mathematics and Science subjects in UPSR 2017 (Exhibit 3-6) showed

the performance of urban schools was better than rural schools with the exception of the Bahasa Melayu Comprehension Paper. The gaps between urban and rural schools was significant in English Language and Mathematics papers.

**Exhibit 3-6: UPSR 2017 Urban-Rural Achievement in Bahasa Melayu, English Language, Science and Mathematics**



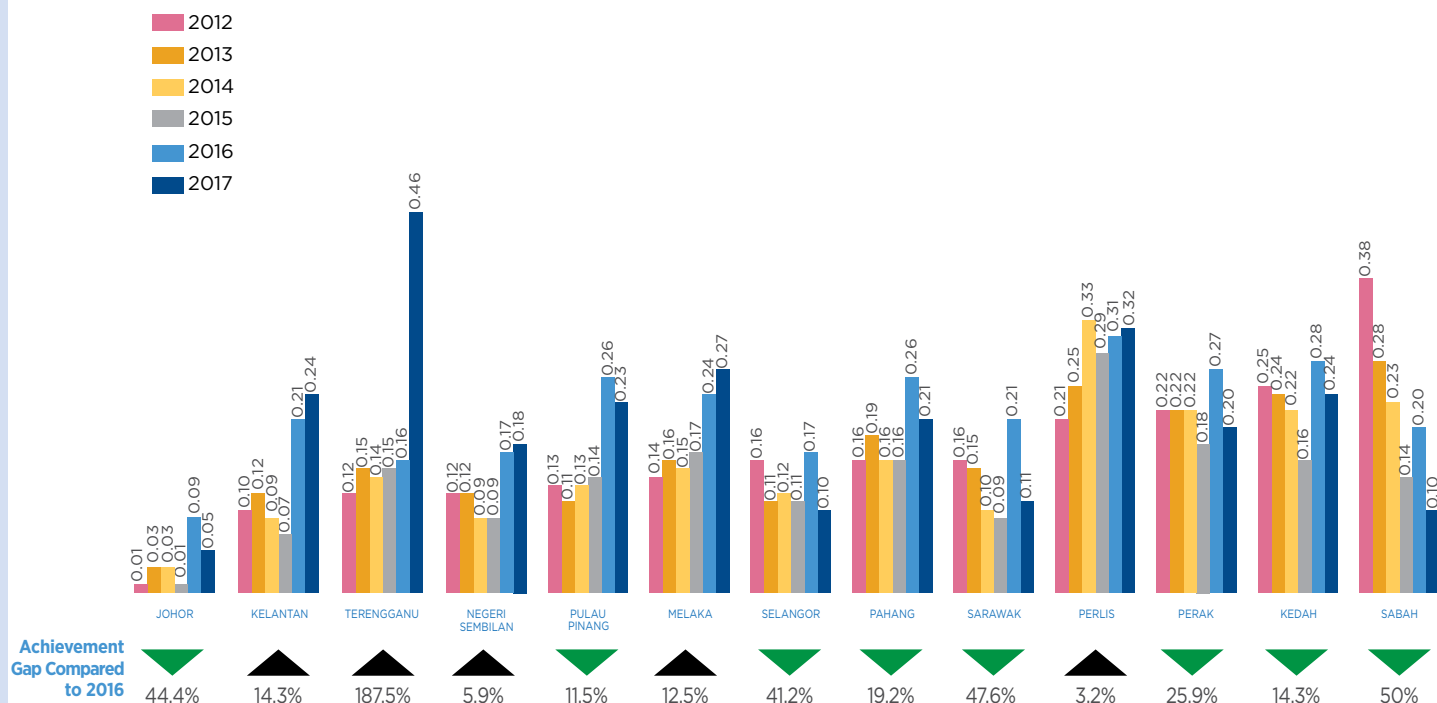
Source: Data from Examination Syndicate (LP); Analysis by Education Performance and Delivery Unit (PADU)

The English Language remains as the main factor which contributes towards the achievement gaps between the urban and rural areas. It is important to note that schools in the rural areas have fewer number of English language option teachers. The inability to fill up the required number of SIPartners+ dan SISC+ positions too resulted in a lesser number of specific coaching and differentiated support provided to schools. This situation would impact students from acquiring the necessary language skills needed in the 21st century. To narrow the

achievement gap between the urban and rural schools, attention should also be given to raise teachers' content knowledge, pedagogical skills, and innovative approaches which are relevant to students' learning and surroundings.

The UPSR urban and rural gap (Exhibit 3-7) for eight states decreased. This was evident in in Johor, Pulau Pinang, Selangor, Pahang, Sarawak, Perak, Kedah and Sabah, while Kelantan, Terengganu, Negeri Sembilan, Melaka and Perlis showed a wider gap.

Exhibit 3-7: UPSR Urban-Rural Achievement Gaps within State, 2012-2017



Source: Data from Examination Syndicate (LP); Analysis by Education Performance and Delivery Unit (PADU)

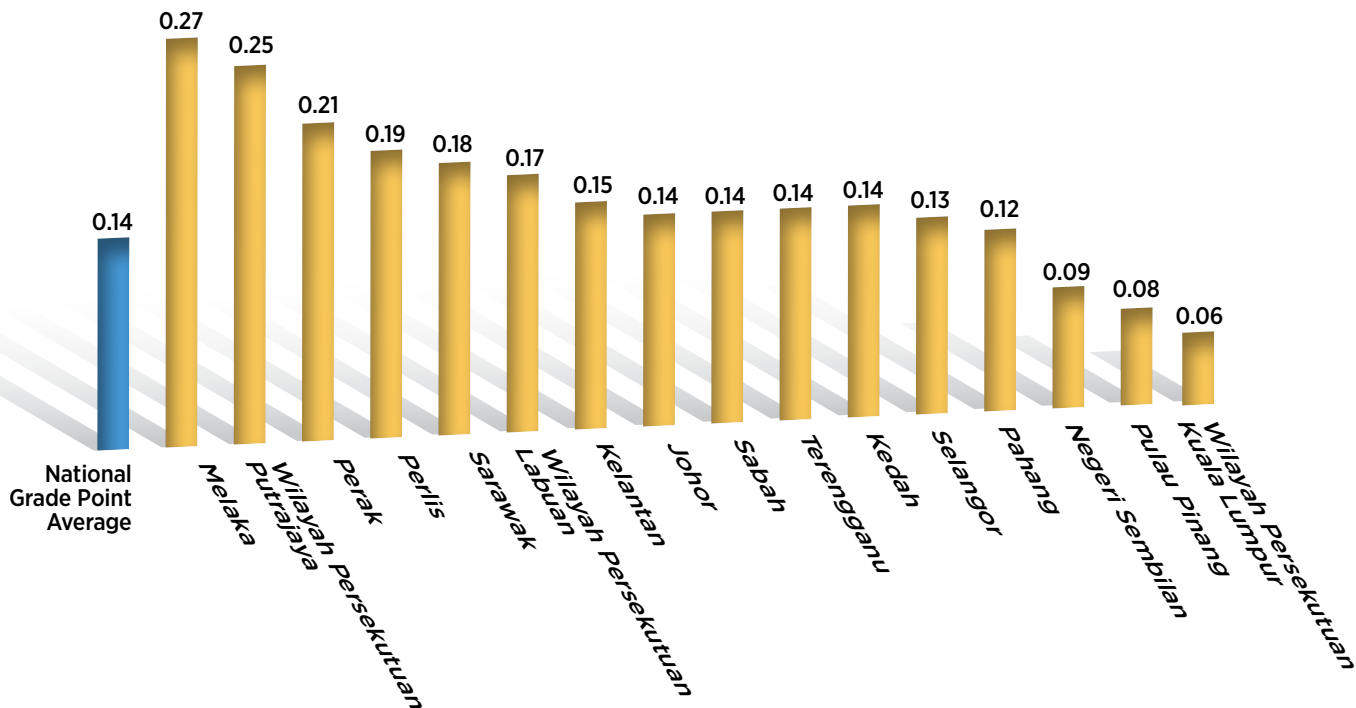
• Achievement in SPM 2017

The Malaysian Certificate of Education (*Sijil Pelajaran Malaysia*, SPM) 2017 results showed a notable improvement in all states; the most improved being Melaka, Wilayah Persekutuan Putrajaya and Perlis as shown in Exhibit 3-8. The Ministry continues to empower leaders in JPN and PPD to coach schools based on the five aspects of the *Standard Kualiti Pendidikan Malaysia Gelombang 2* (SKPMg2) or the Malaysian Education Quality Standard Wave 2, which are leadership, organisation, curriculum,

co-curriculum and student affairs, teachers’ teaching and learning quality, and students’ outcomes towards the improved achievement in SPM.

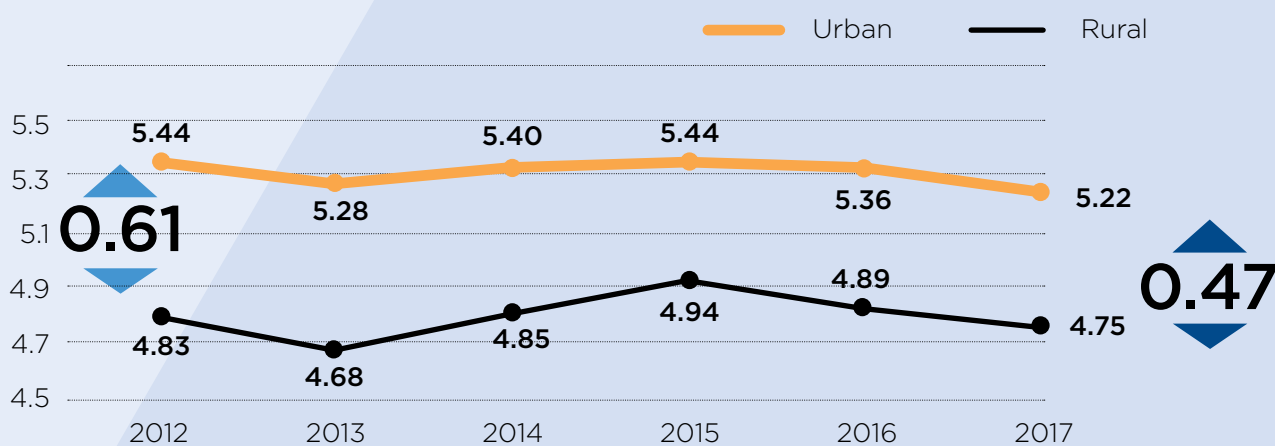
The SPM 2017 results showed that the gap between urban and rural areas did not change as compared to the results in 2016. However, the gap significantly lowered to 22.9% since 2012 (Exhibit 3-9). One of factors the gap remained unchanged was the lack of differentiated interventions in rural schools.

**Exhibit 3-8: State Grade Point Average Compared to National Average for SPM 2017**



Source: Data from Examination Syndicate (LP);  
Analysis by Education Performance and Delivery Unit (PADU)

**Exhibit 3-9: SPM Urban-Rural Achievement Gaps, 2012-2017**



Increase in achievement gap for SPM 2017 as compared to:

2016 **0%** 2012 **22.9%**

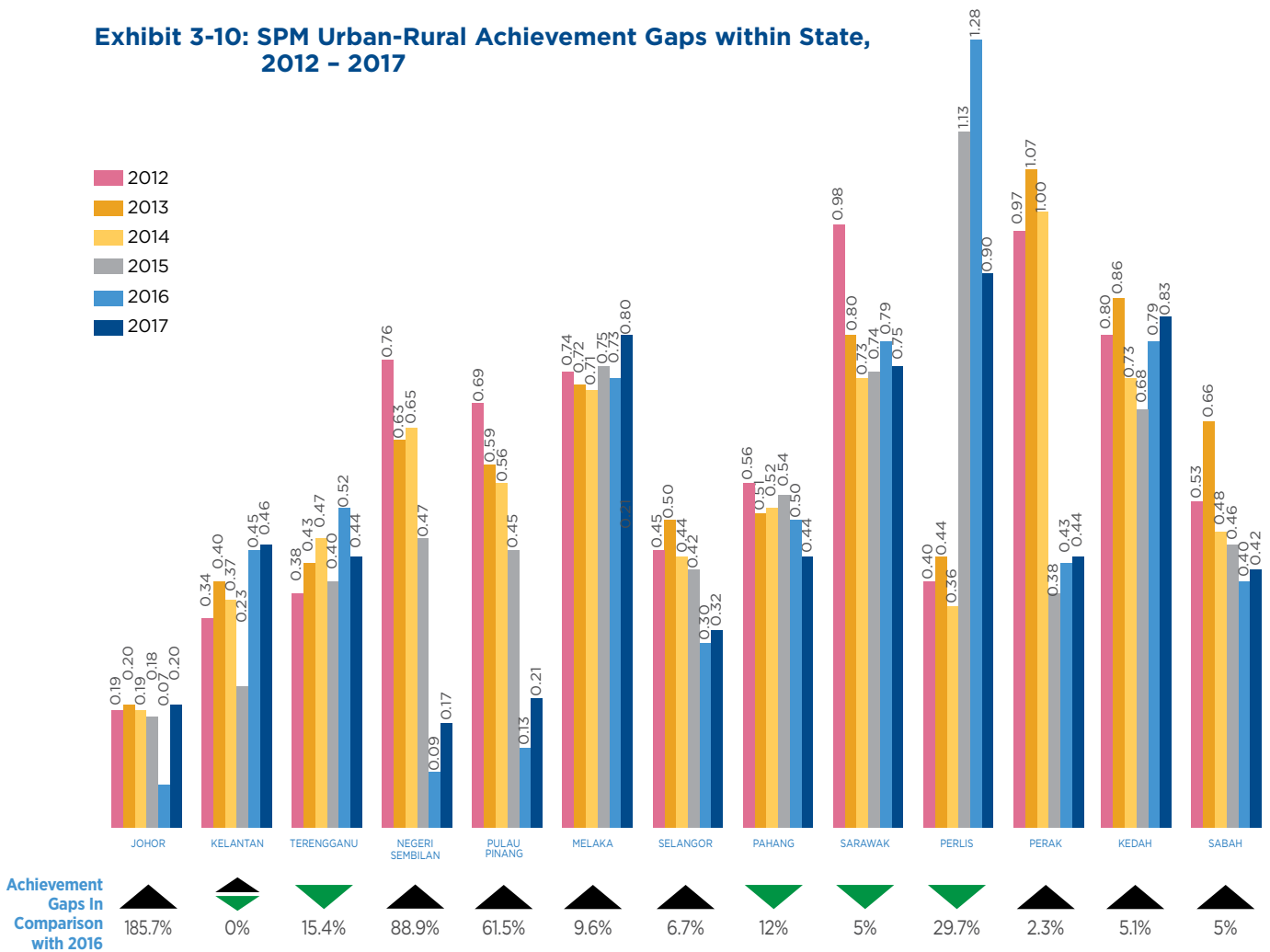
Source: Data from Examination Syndicate (LP);  
Analysis by Education Performance and Delivery Unit (PADU)





The gap between urban and rural schools in SPM 2017 (Exhibit 3-10) for four states namely Terengganu, Pahang, Sarawak, and Perlis, narrowed, while it remained unchanged in Kelantan. Other states showed a wider gap. Johor, Negeri Sembilan and Pulau Pinang showed a significant increase in the gap.

**Exhibit 3-10: SPM Urban-Rural Achievement Gaps within State, 2012 - 2017**



Source: Data from Examination Syndicate (LP); Analysis by Education Performance and Delivery Unit (PADU)

## Developing Mechanism to Narrow Achievements Gaps

The Ministry acknowledges that socio-economic status (SES) and gender differences greatly affect the academic achievements as well as the equality in education and its outcomes. Literature review has shown that there is a correlation between disparity in education (parents' income, gender and school location) and students' achievements.

- **A Study to Determine the Baseline and Interventions for SES and Gender**

The Ministry appointed the University of Malaya (UM) to collect accurate information regarding students' achievements based on the gaps in SES and gender. The study began in November 2017 and will end in June 2018. It is hoped that the study will provide accurate information for the Ministry to determine a baseline regarding the gaps in SES and gender and its correlation to students' outcomes. By establishing this baseline, the

Ministry will be able to develop differentiated and appropriate interventions and address the differing needs of each group of students.

Preliminary results of the study showed that parental involvement is one of the main factors that influence academic achievements based on gender and SES factors. Parental involvement is inclusive of communication between parent and child, encouragement given to the child, family harmony, and the monitoring of students' activity. Findings from the teacher and student surveys also revealed that teachers and students were influenced by the following:

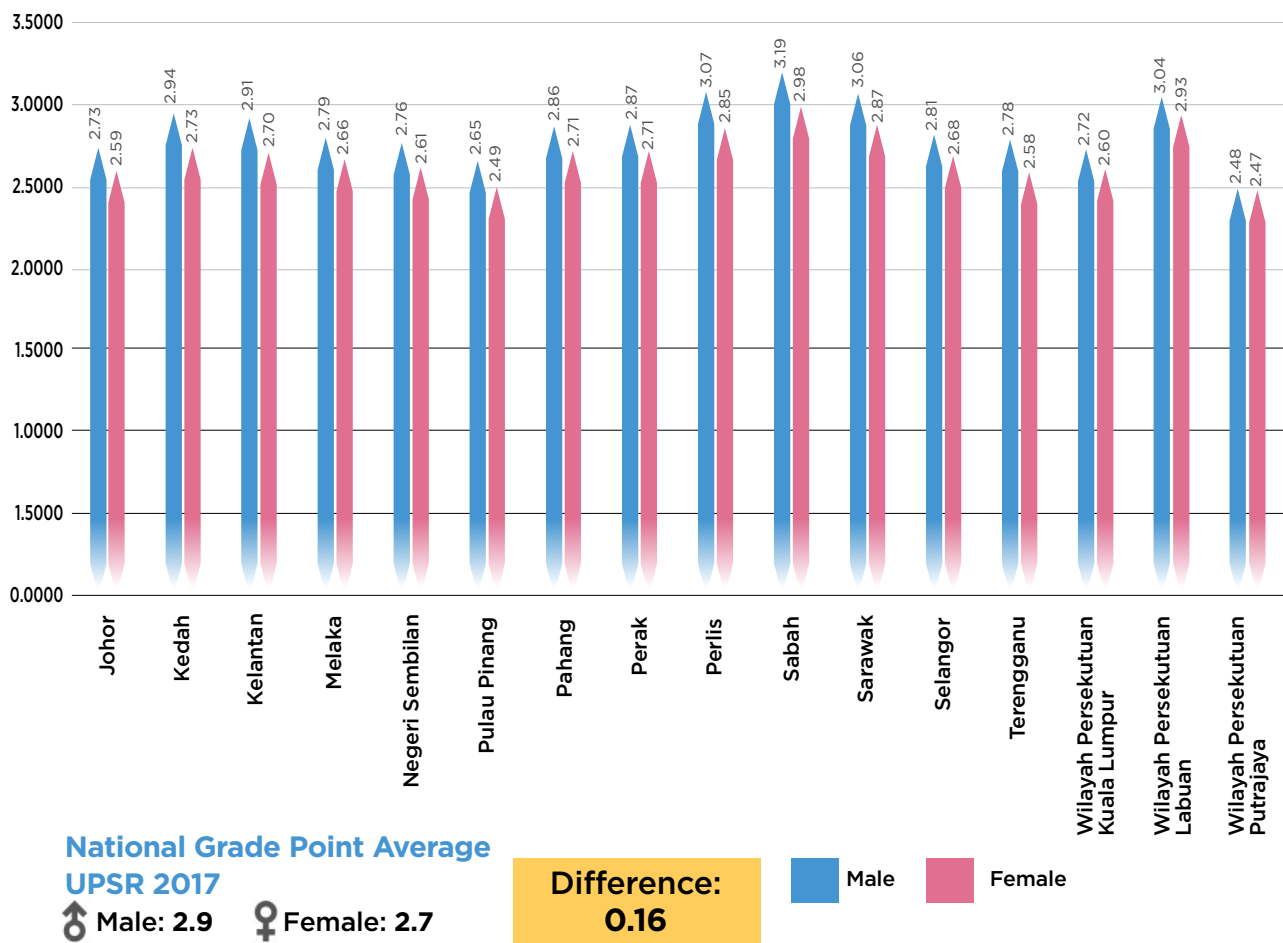


No.	Secondary School Level	Primary School Level
1	<b>Desire to succeed</b>	<b>Desire to succeed</b>
2	<b>School Environment</b>	<b>Class Environment</b>
3	<b>Class Environment</b>	<b>Parents (specific support)</b>
4	<b>Parents (specific support)</b>	<b>Peer/Friend Factor</b>

Data analysis for UPSR 2017 (Exhibit 3-11) revealed that female students in all states showed better academic achievement than the males. The SPM 2017 data showed similar trend (Exhibit 3-12) except for Wilayah Persekutuan Putrajaya. In Putrajaya, male students performed better academically than the females.

The Ministry will develop appropriate interventions based on the detailed findings of the study by UM which will be finalised in June 2018. In 2018, the Ministry will conduct a series of education labs to resolve issues concerning SES and gender gaps with the aims to identify the best solutions, develop interventions, and gain support from within and outside the Ministry.

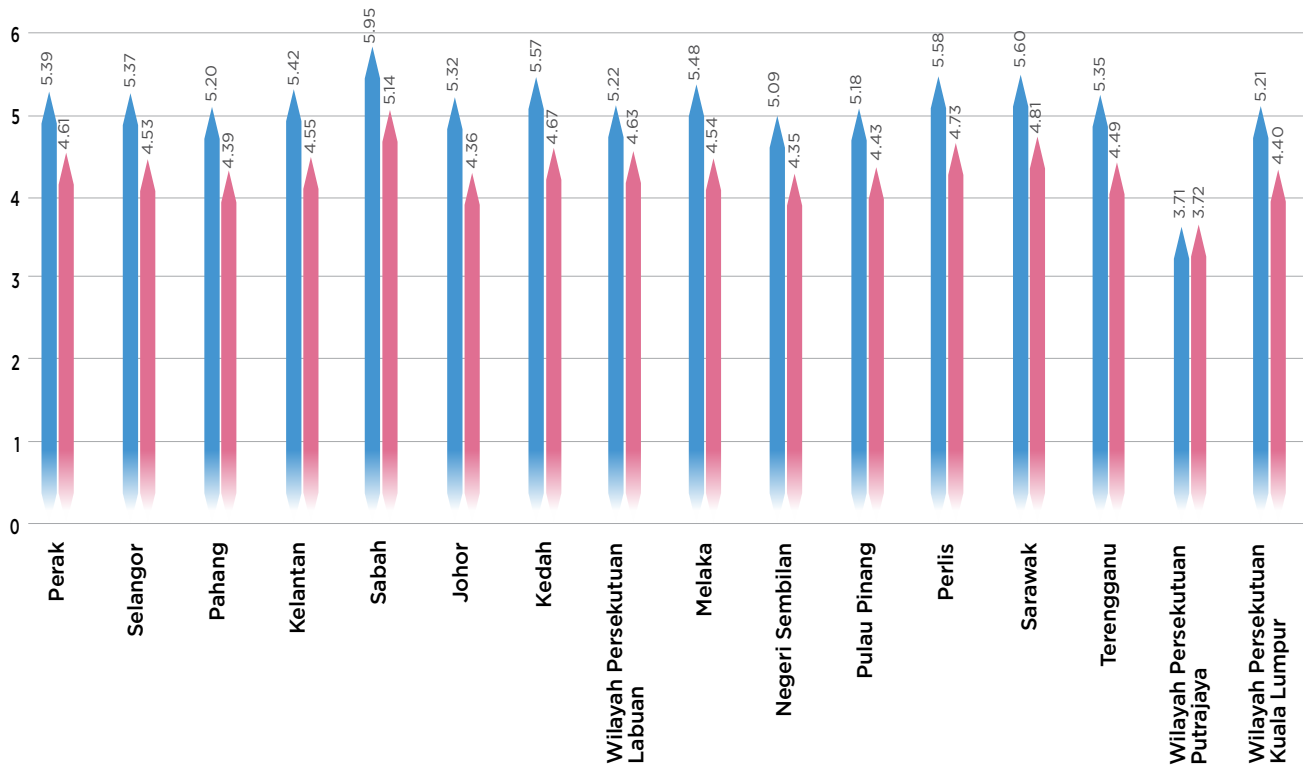
**Exhibit 3-11: Achievement Gaps Between Gender within Each State for UPSR 2017**







**Exhibit 3-12: Achievement Gaps Between Gender within Each State for SPM 2017**



**National Grade Point Average SPM 2017**

♂ Male: 5.41 ♀ Female: 4.58

**Difference: 0.83**

Male Female

## TRANSFORMING ORANG ASLI AND INDIGENOUS EDUCATION

The Ministry continues to persevere in implementing the Education Transformation of the Orang Asli and Indigenous Community initiative in an effort to ensure all children in Malaysia receive quality education which is relevant to their needs. The Roadmap for the Education Transformation of the Orang Asli and Indigenous Community has become a guideline and foundation in ensuring that equity in education is achieved for the Orang Asli and Indigenous community. The challenge faced by the Ministry is in providing quality education which is fair and equitable to Orang Asli students in Peninsular Malaysia and the indigenous community in Sabah and Sarawak living in rural areas and the interior.

the programmes implemented to encourage attendance is a collaborative effort with the *Jawatankuasa Kemajuan dan Keselamatan Kampung* (JKKK) or the Village Development and Security Committee and optimising the capabilities of *Tok Batin* as an influential person who is able to persuade Orang Asli parents to send their children to school. The Ministry has also worked closely with other agencies to ensure that students attend school such as having a smart partnership with the Department of Orang Asli Development (*Jabatan Kemajuan Orang Asli*, JAKOA) to enhance the effectiveness of various intervention programmes.

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

- Attendance of Orang Asli students

School attendance continues to be one of the main challenges in improving achievements among Orang Asli students. To maintain and improve attendance, the Ministry has planned and implemented various programmes to impact this change. Among



In 2017, the Orang Asli student enrolment was 38,834 (Exhibit 3-13).

The co-operation of all parties, comprising Divisions, JPN, PPD, schools and local community has been successful. In 2017, the

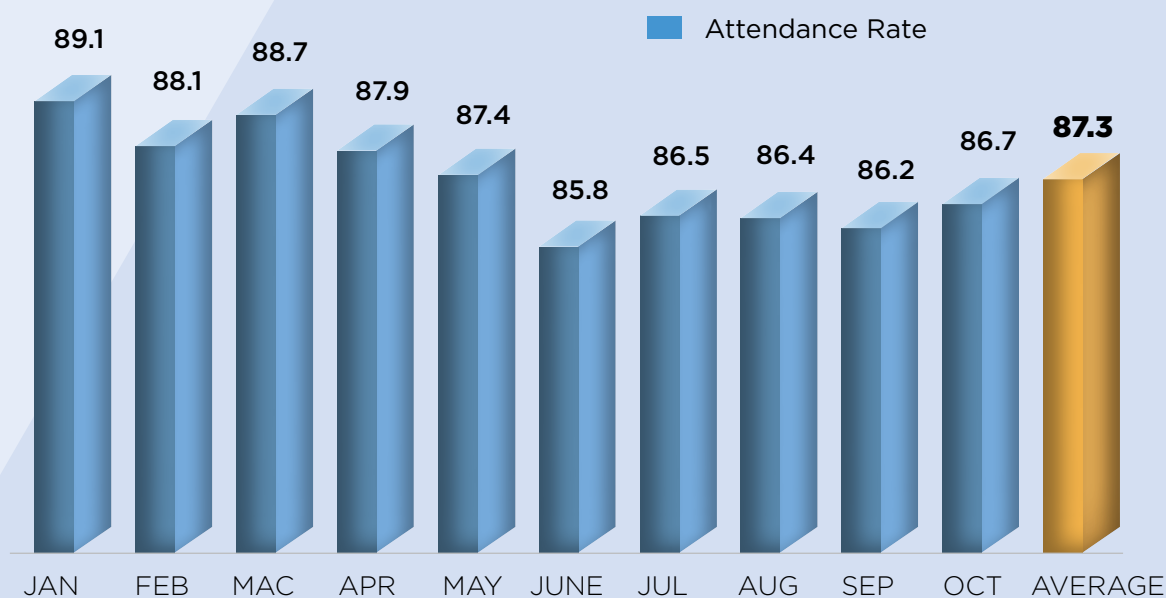
percentage of Orang Asli students was at its highest, approximately 88% for the first five months, although it fluctuated in the next following six months. The percentage of student attendance by month is shown in Exhibit 3-14.

**Exhibit 3-13: Enrolment of Orang Asli Student, 2012-2017**

Education Level	2012	2013	2014	2015	2016	2017
Primary Education (Preschool to Year 6)	28,567	28,619	27,978	28,985	27,697	27,557
Secondary Education (Remedial Class till Form 6)	10,304	10,530	13,229	11,691	12,561	11,277
<b>Total</b>	<b>38,871</b>	<b>39,149</b>	<b>41,207</b>	<b>40,676</b>	<b>40,257</b>	<b>38,834</b>

Source: School Management Division (BPSH)

**Exhibit 3-14: Percentage of Attendance at the Orang Asli Schools by Months, 2017**



Source: School Management Division (BPSH)



On average, the percentage of attendance of Orang Asli students stood at 87.3% as compared to 86.3% in 2016. (Exhibit 3-15). Targeted to be at 88%, Orang Asli student attendance is close to the projected percentage. Continuous efforts are required to retain students in schools, especially by involving the parents and the Orang Asli community in their children's education.

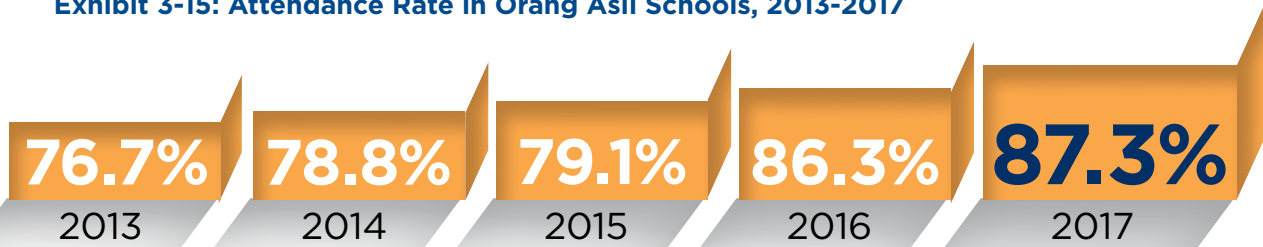
students continue to be a challenge for the Ministry. Most Orang Asli parents focus their attention on improving their family's economy as opposed to continuing their children's education. This remains one of the factors for Orang Asli students dropping out of school.

- **Transition Rate from Primary to Secondary**

The increased transition rate from primary level (Year 6) to secondary level (Form 1) among Orang Asli



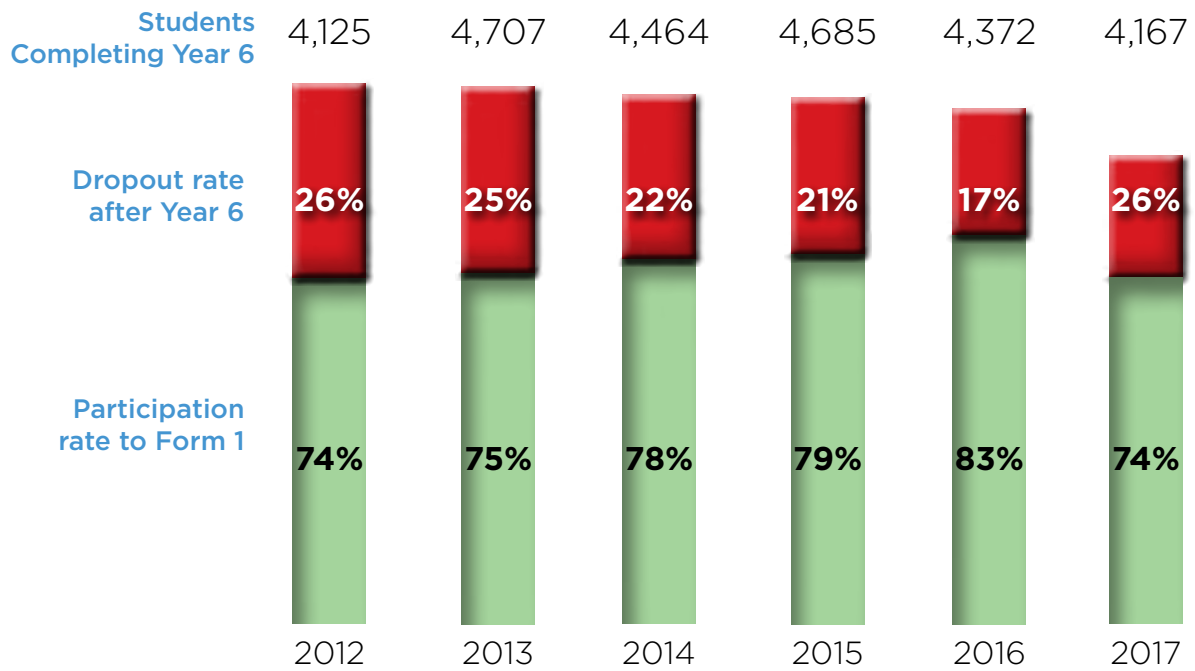
**Exhibit 3-15: Attendance Rate in Orang Asli Schools, 2013-2017**



Source: School Management Division (BPSH)



**Exhibit 3-16: Transition Rate of Orang Asli Student from Year 6 to Form 1, 2012 - 2017**



Source: School Management Division (BPSH)

In 2017, the transition rate had decreased to 74% compared to 83% in 2016 (Exhibit 3-16) and still far from achieving the targeted percentage of 82%.

- Attendance and Transition Percentage of Indigenous Community in Sabah and Sarawak**

For the indigenous community of Sabah and Sarawak, the Ministry is still collating data to detail the percentage of student attendance

according to the different ethnicity of indigenous people.

Preparing education that best fulfils the requirements of the Orang Asli and indigenous community (Sabah and Sarawak) is a challenge that is unlike those faced in preparing mainstream education. A concerted effort by all interested parties in education needs to be strengthened and optimised to ensure the Orang Asli and Indigenous Community Transformation Roadmap will be realised and achieved.



BPSH's visit to SK Kuala Tahan, Jerantut Pahang to explore the issue of Bateq's tribe drop-outs



Courteous understanding with the Bateq tribe on Food Planning Programme



Class room atmosphere of the Bateq Tibe



UPSR workshop at SK Pos Bersih





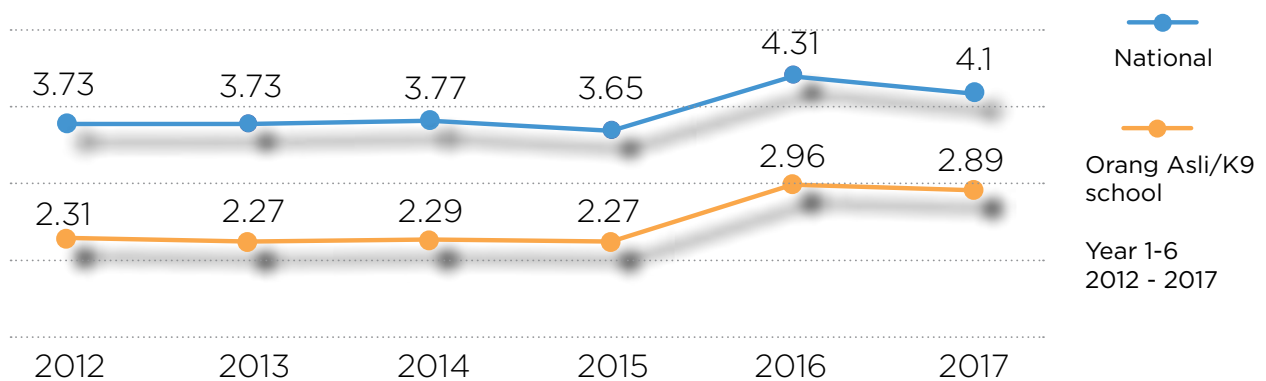
### Academic Achievement at Orang Asli and Comprehensive Special Model Schools (K9)

Performance achievement at Orang Asli/K9 schools revealed a marginal increase which appeared to parallel the improved achievements at the national level in UPSR 2017. The cumulative UPSR 2017 grade rose to 4.1 compared to 4.31 in 2016 (Exhibit 3-17). Comprehensive

Special Model School or better known as K9 School offers schooling for nine years (Year 1 to Form 3) and is built in rural area specifically to reduce dropout among Orang Asli and indigenous community in Sabah and Sarawak.

The passing rate for UPSR 2017 indicated a significant decrease in line with the national level. The passing rate in UPSR 2017 at Orang Asli Schools dipped to

**Exhibit 3-17: Comparison between the National and Orang/K9 Schools Cumulative Grade Point in UPSR, 2012 - 2017**



Source: School Management Division (BPSH)



68.1% compared to 2016 that was at 86.5% as indicated in Exhibit 3-18. The decrease in UPSR passing rate among Orang Asli students indicated their weakness in acquiring the basics in reading, writing and mathematics. Greater effort is needed to improve the achievements of these students at the primary level to avoid the occurrence of dropout at the secondary level.

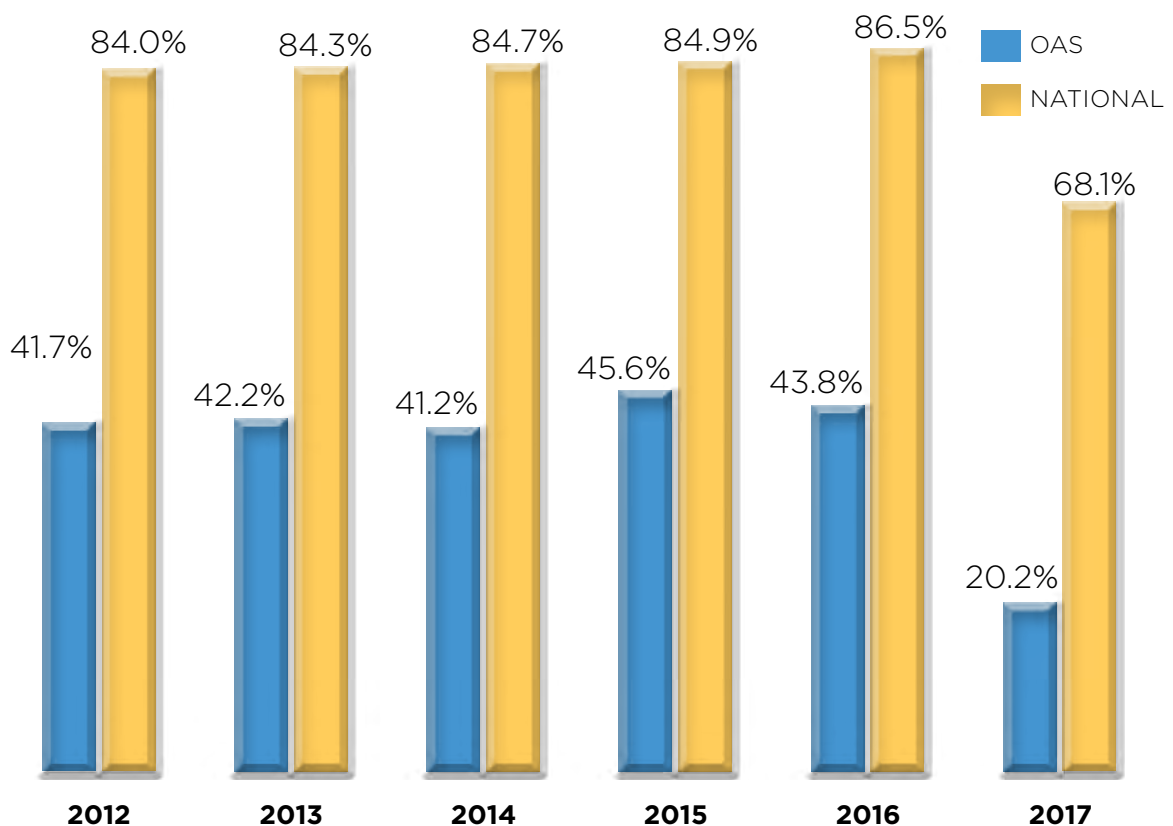
The distribution of UPSR 2017 achievement grades for all subjects indicated Orang Asli students faced difficulty in English Language, Mathematics and Science (Exhibit 3-19). Most students were still at a minimum level of grading (D grade) or have not mastered the minimum level (E grade) in these

subjects. However, a small group of Orang Asli students showed excellent achievement (A grade) in every UPSR subject. The challenges to teachers and schools involved are adapting the best practices in pedagogy and developing teaching and learning methods which are interesting and easily understood by the Orang Asli students in an effort to help increase their achievement in UPSR.

- **Reducing Student Attrition Rate**

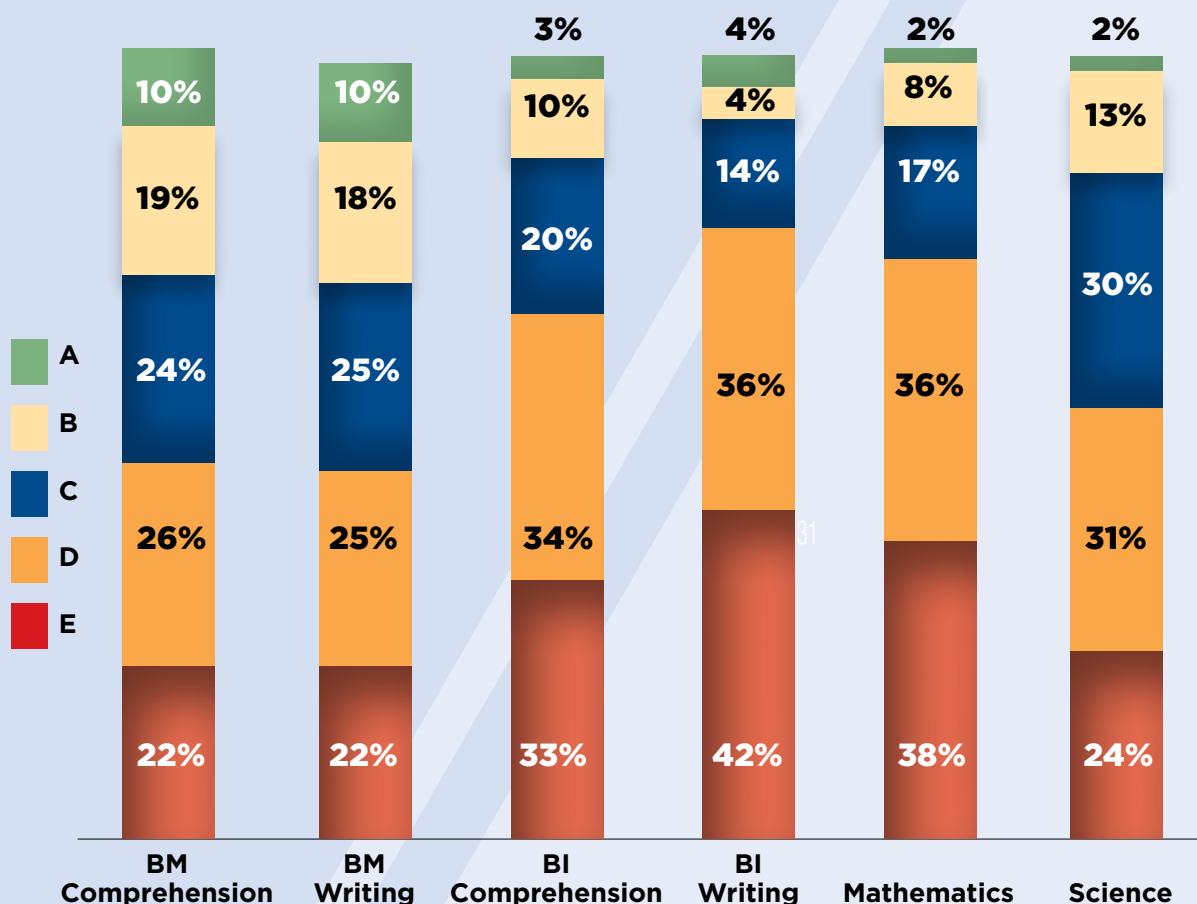
To overcome the issue of dropout in schools, Basic Vocational Education (*Pendidikan Asas Vokasional*, PAV) is offered at four K9 schools in 2017. PAV provides opportunity for the Orang Asli

**Exhibit 3-18: Comparison between the National and Orang Asli/K9 Schools Passing Rate in UPSR Papers, 2012 - 2017**



Source: Examination Syndicate (LP)

**Exhibit 3-19: Orang Asli / K9 Schools Grade Distribution by Subjects in UPSR Subjects, 2017**



Source: Examination Syndicate (LP)

and indigenous students aged between 13 to 15 to undergo basic vocational training. The Ministry is working towards ensuring that the PAV workshops involved abide by specifications set by the Department of Skills Development (*Jabatan Pembangunan Kemahiran, JPK*) to become Branch Accreditation Centres (*Pusat Bertauliah Cawangan, PBC*) and its accreditation of the Malaysian Skills Certificate (*Sijil Kemahiran, Malaysia, SKM*) 1 and 2.

A career programme for Orang Asli students was conducted by the Psychology and Counselling Division (BPsk). This programme was implemented to motivate Orang Asli students to continue their studies and to complete the school year to enable them to be given academic certificates. This programme was a joint effort between BPsk and several counselling lecturers from the Institute of Teacher Education Malaysia (*Institut Pendidikan Guru Malaysia, IPGM*).



Indigenous Community Students  
(*Program Intervensi Khas Murid Orang Asli dan Pribumi*, PIKAP)

## Supporting Teachers and Classroom

Teachers who are deployed to the Orang Asli and indigenous schools must be able to design and adapt new teaching strategies as these students come from various background, cultures, ethnics and sub-ethnicity. These teachers must be provided with specialised training appropriate to the needs of these groups of students.

### • Improving Literacy Rate

The Ministry maintained the *Program Kelas Dewasa Orang Asli dan Pribumi* (KEDAP) or programme for the parents of Orang Asli and indigenous students and *Kurikulum Orang Asli dan Penan* (KAP) or the Orang Asli and Penan Curriculum to improve literacy rate among Orang Asli and indigenous students. This programme was conducted specifically for parents of Orang Asli students in Peninsular Malaysia, indigenous community in Sabah and Penan in Sarawak with the hopes that they too will help contribute towards improvement of their children's achievements. The implementation of the KEDAP programme was continued with an allocation of RM3.5 million, involving 1,825 participants from 71 schools in 2017.

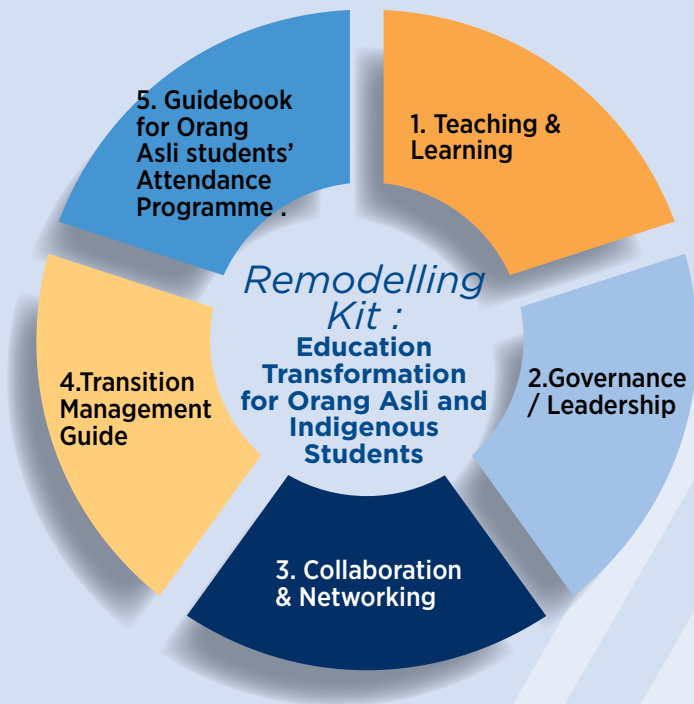
At the end of 2017, the Ministry began updating the Orang Asli and Penan Curriculum, an exercise that is expected to continue till 2018. This is to ensure that the curriculum is aligned with the Standard Curriculum for Primary School (*Kurikulum Standard Sekolah Rendah*, KSSR). The curriculum will be rebranded and known as the Special Intervention Programme for the Orang Asli and

### • Developing Teaching Guides for Orang Asli School

The Ministry has developed a Remodelling Kit as reference, which is a guide to school management and learning strategies suited to the Orang Asli community and their environment. The document is developed specifically for a group of school heads at Orang Asli schools to assist them in school administration and to strengthen their instructional skills to support teachers in their respective schools, thereby improving the quality of school administration. The guidelines in the document are a combination of specific needs and the environment which are divided into five elements as follow:

- i. Teaching and learning: The 21st century learning encompasses methods of Infotainment and programmes to strengthen the pedagogy on PIKAP; *Bahan Rujukan Mudah Bahasa Ibunda* (RuBI); *Kurikulum KEDAP*; and *Elemen Budaya Orang Asli dalam Kurikulum Pendidikan Seni Visual*,





- Pendidikan Muzik dan Pendidikan Jasmani;*
- ii. Governance / leadership
- iii. Collaboration and networking with interested agencies
- iv. Guidebook for Orang Asli students' attendance programme; and
- v. School Transition Management Guide from Year 6 to Form 1

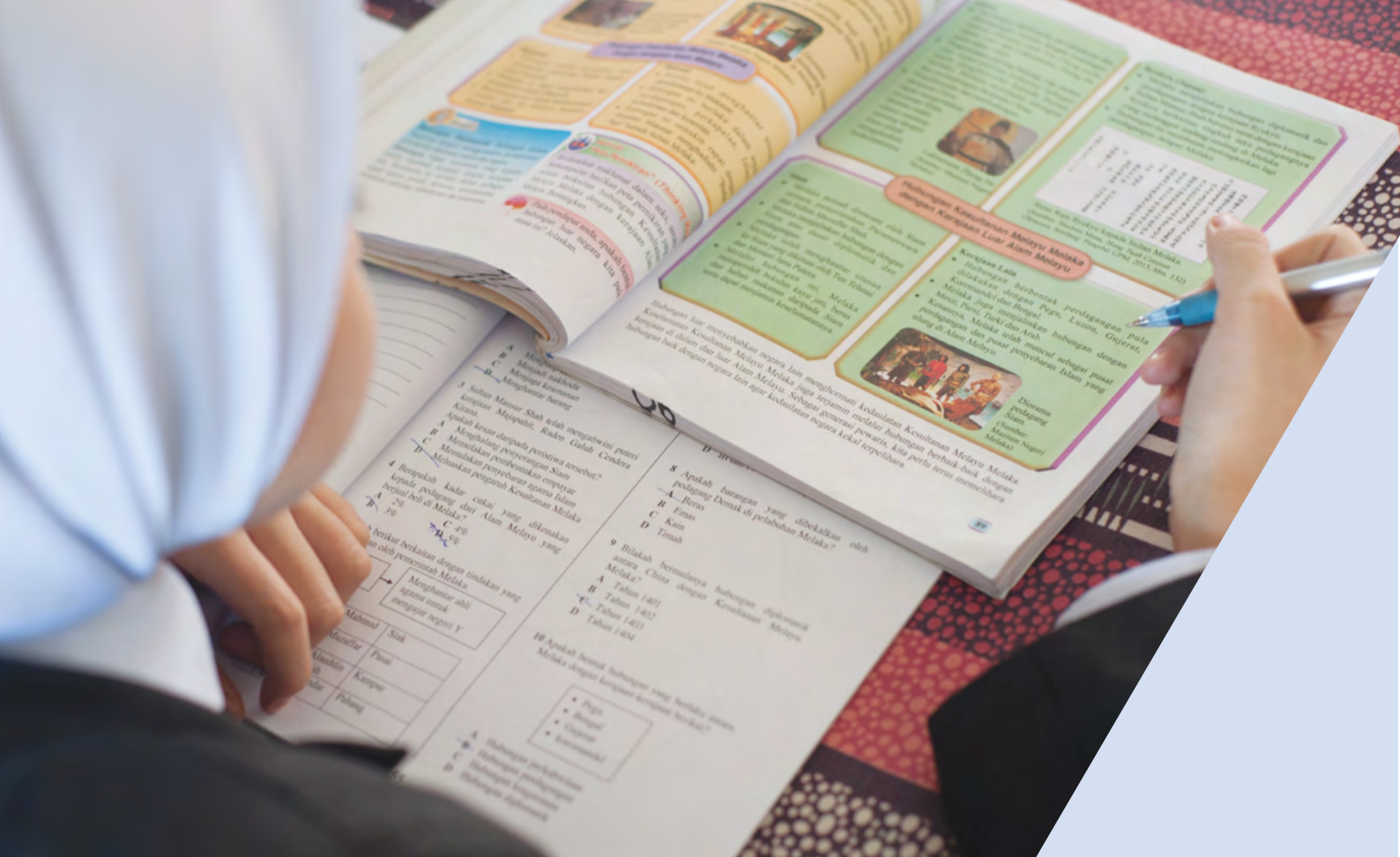
• **Developing the Teacher Training Module Framework for Orang Asli Schools**

The Ministry developed a Teacher Training Module Framework for Orang Asli Schools in 2017. This framework refers to the concept to be adopted in the implementation of professional improvement training of teachers in primary schools with Orang Asli students. The framework was developed through collaboration among the Teacher Education Division

(*Bahagian Pendidikan Guru, BPG*), Curriculum Development Division (*Bahagian Pembangunan Kurikulum, BPK*) and School Management Division (*Bahagian Pengurusan Sekolah Harian, BPSH*). In general, the framework was designed to assist teachers to better understand the psyche of Orang Asli students in terms of their culture, thinking and interaction with students of various ethnicities; assisting teachers to communicate effectively with students; and contributing to the percentage increase in school attendance.

**Improving Co-operation with the Private Sector**

In 2017, a total of 32 schools collaborated with government and non-government agencies to provide education to Orang Asli children. Among those involved were the Tun Razak Xchange (TRX) City Sdn Bhd in academic



improvement programmes at SK Telanok, Cameron Highland; Islamic Relief Malaysia (IRM) in an Islamic related programme at SK Buluh Nipis; and UITM Shah Alam in the Young Engineers Programme at SK Pos Raya, Perak.

The Ministry has also started to organise efforts towards a more structured education progress for students of various ethnicities in Sabah and Sarawak, particularly the indigenous community of Dusun Bonggi in Sabah and Penan in Sarawak. The Ministry organised meetings for the fact-finding mission as follow:

- Meeting with representatives of Yayasan PINTAR to find the

root cause of issues pertaining to indigenous students and solutions in 2018. The meeting was held in Kuching, Sarawak in June 2017

- A meeting with the Sabah Rotary Club to resolve issues encountered by indigenous students in Sabah. The meeting was held at Kota Kinabalu, Sabah in August 2017.

All parties involved in the meetings agreed to focus initial attention to the students of Dusun Bonggi ethnic at Pulau Banggi in Sabah and the Action Plan for the Transformation in Orang Asli and Indigenous Education 2018.



## GOING THE DISTANCE GOING THE EXTRA MILES



**Sufiza Majid**, should be an inspiration to all students in that each individual possesses determination that will take them to greater heights of achievement in education. Raised in the Orang Asli of Temuan ethnic with eight siblings, the student from **Sekolah Menengah Sains Tengku Jaafar, Seremban, Negeri Sembilan** succeeded with an excellent result of 9As in SPM 2017. Previously Sufiza had achieved 5As at SK Tengkek, Batu Kikir Negeri Sembilan, the only Orang Asli student awarded with 5As in the school.

Sufiza and her family have successfully proven that such stereotypical assumptions of the Orang Asli students' lack of achievement due to the non-conventional and low socio-economic levels, can be overcome. However, Sufiza's achievement was not handed on a silver platter. Two individuals responsible in moulding Sufiza's personality and confidence, providing the drive towards achieving success and being bold to face challenges in life, are her parents Encik Majid Misrul and Puan Zaleha Ayub.

Although Encik Majid is self-employed, working in the village with a low income, while Puan Zaleha is a fulltime housewife, the couple wished to provide the best for their children. Encik Majid consciously sets himself as an example to his children through his attitude and personality. His philosophy in life is that everyone needs to succeed in life and be a good example to the Orang Asli community. He wished all his children to be well educated and to prove that Orang Asli is also capable of achieving excellence in education. *"I believe that only with education can my children alter their course to a better one. We are not from a rich family. If they are successful in their studies, they will gain good employment for a better future,"* he explained.

Encik Majid maintains a close relationship with his children and keeps a keen interest in their needs and development. The children are also exposed to society to encourage confidence and negate the sense of inferiority. This belief is supported by his wife Puan Zaleha, who

remains strict in the children's upbringing and self-discipline, and for her it is essential to monitor their activities. *"My children's movements are constantly monitored. I encourage them to plan their time; there is a time for studies and there is time for play,"* she stressed. The attention and involvement of her parents played an important role in her development and academic achievements, one of the many contributing factors for Sufiza's success at school.

The Principal at Sekolah Menengah Sains Tengku Jaafar, Puan Hajjah Arni bt Md Jadi affirmed Sufiza as a student with positive attitude towards education in school. Sufiza has proven to be academically more successful than her older siblings. The school administration had also continued to ensure excellent achievement in major examinations through the implementation of various initiatives to improve student personality and academic level at Sekolah Menengah Sains Tengku Jaafar.

Sufiza's benchmark of success is her sister's achievement which has become her inspiration to further her studies at a higher level. *"I wish to continue my studies to Universiti Malaya and become a pharmacist like my sister,"* Sufiza informed. When asked for her success formula in SPM, Sufiza said, *"I prepared a study schedule and made sure I adhered to it. If I were to have any free time, I would conduct discussions with my friends regarding a particular subject or topic we were studying. I would also question my teachers on topics that I do not understand. I wish to thank my parents who have always encouraged me to study. I also wish to thank all my teachers for their guidance and assistance in my achievement in SPM."*

### **Sufiza binti Majid**

Form 5 student (2017)

Sekolah Menengah Sains Tengku Jaafar



# DIFFERENTIATED APPROACHES APPROPRIATE TO ORANG ASLI STUDENTS' INTEREST AND BACKGROUND PAVE THE ROAD TO SUCCESS



The Ministry of Education Malaysia seeks to provide equity in education to all students regardless of background and location. Education for

the specific needs groups like the Orang Asli students has never been neglected. Differentiated approaches and strategies are needed in educating the Orang Asli children to be interested to remain in school and sustain their interest in education.

**SK Simpai, Pekan, Pahang** is a school with the majority of students are Orang Asli is located in the interior of the Pekan district. One of the issues that hinders the improvement of Orang Asli students' achievements in this school is the absence of students to school. The school and teachers try to find solutions that can attract students to attend school through co-curricular activities. Among the co-curricular activities featured are sports activities and uniform bodies.

SK Simpai, in collaboration with Pahang School Sports Council (*Majlis Sukan Sekolah Pahang*, MSSP), has introduced students to diving. Through the guidance from MSSP, these school children participated in the diving competitions at the MSSP level and managed to get the 5th and

7th place for the 1-meter and 3-meter spring board events. The school team also participated in the sail boat competition organised by the Malaysia Schools Sports Council (*Majlis Sukan Sekolah Malaysia*, MSSM) and Regata Milomoda in Selangor. The SK Simpai scout team was also very active in the Pekan district and represented the state of Pahang for the National Orang Asli Camp. The school also successfully hosted the First Pahang Orang Asli Camp.

Now, through various sports and co-curricular activities, SK Simpai has successfully increased the percentage of student attendance from 68% to 87%.

**SK Runchang, Muadzam Shah, Pahang** is another school with a majority of its students are Orang Asli. These students are weak in the English Language subject and are afraid to speak using the language.

The introduction of the Highly Immersive Programme (HIP) has provided opportunities for the school to provide more exposure for the Orang Asli students to learn and use the English language. **Samuel Isaiah, an English Language teacher**, believes that language learning should be fun and meaningful to the students. Teachers need to develop teaching strategies which can help students to overcome the problem of mastering the English language.



Among the activities introduced under the HIP programme are ‘Speak Up with Poetry’, which is English language learning through videos, as well as ‘Sing and Learn Ukulele’, which is learning while singing and playing the ukulele. Students are also familiarised with the e-Pal programme, which introduces students to the outside world through pen pals abroad. Learning in this relax and fun atmosphere has made the students more confident to communicate and use the English language with each other.

As a result, the percentage of passes in the UPSR English Language papers increases every year. Currently, the percentage of students passing the English Language subject is about 80% compared to only 30% before.

The innovation ideas implemented by SK Simpai and SK Runchang which take into account the interests and background of students in designing suitable educational interventions, especially for Orang Asli students should be followed by other schools. Well done!

**To view activities in these two schools, please scan this code to watch the video.**







## INCLUSIVE EDUCATION PROGRAMME FOR STUDENTS WITH SPECIAL EDUCATIONAL NEEDS

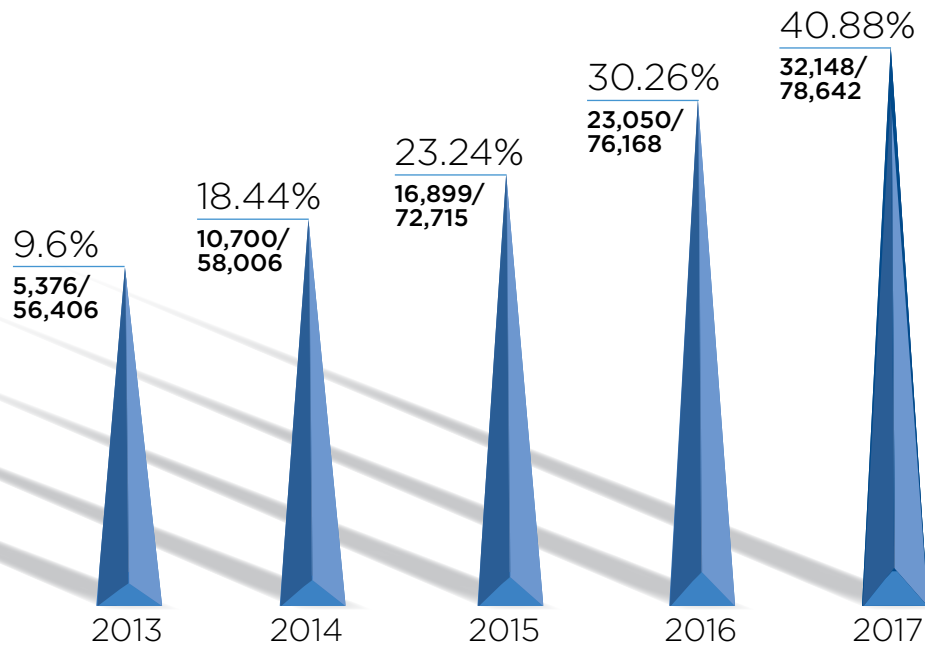
The Inclusive Education Programme (*Program Pendidikan Inklusif*, PPI) provides an opportunity for students with special educational needs (SEN) to gain access to quality education at all government schools and government-aided schools. PPI enables these students to assimilate with other students inside and outside classes at all schools under the purview of the Ministry.

In Wave 1 (2013-2015) of the Blueprint, the implementation of PPI was strengthened and the Ministry successfully produced a programme implementation guide for all schools in the nation. Based on this guideline, the Ministry continues to elevate the implementation of PPI in Wave 2 (2016) resulting in the percentage

of SEN students in PPI to increase from 7.02% to 30.26% compared to 23,24% in 2015.

In 2017, the Ministry set a target of 35% SEN students in PPI. More aggressive strategies and efforts were carried out to ensure that the targeted percentage of SEN students in PPI could be increased. As a result, the percentage of SEN students in PPI reached 40.88% at the end of November 2017. A total of 31,148 SEN students from a total of 78,642 SEN students registered under the Students Database Application (*Aplikasi Pangkalan Data Murid*, APDM) were in the PPI. The percentage of SEN students in PPI exceeded the target by 16.8%, a notable achievement for the year 2017. The targets and achievements for the Key Performance Indicator



**Exhibit 3-20: Percentage of Students with Special Educational Needs in Inclusive Education Programme, 2013-2017**

Source: Special Education Division (BPKhas)

(KPI) to ensure SEN students remained in PPI for the years 2013 till 2017 is illustrated in Exhibit 3-20.

The encouraging increase of SEN student enrolment in PPI was due to the co-operation of all parties in the implementation of PPI – schools, PPD, JPN, Divisions under the Ministry and other ministries. A few key activities were successfully implemented in 2017 through cohesive efforts from all parties involved. Among the key activities being implemented included:

- Coordination and Implementation of the Inclusive Education Programme Workshop
- Distribution of Guidebook for Inclusive Pedagogical

Implementation (Trial Edition)

- Distribution of the Kit for the Instrument to Ascertain Placement of Special Education Needs Students (IMPak)
- Monitoring the Curriculum and Co-Curricular Activities in Inclusive Education Programme and Special Education Integration Programme
- Engagements with JPN and PPD
- Development of SEN Students' Readiness Checklist for Inclusiveness
- Improving Teachers' Competency in PPI Holistic
- Briefings on Inclusive Education to Government-Aided Religious Schools.

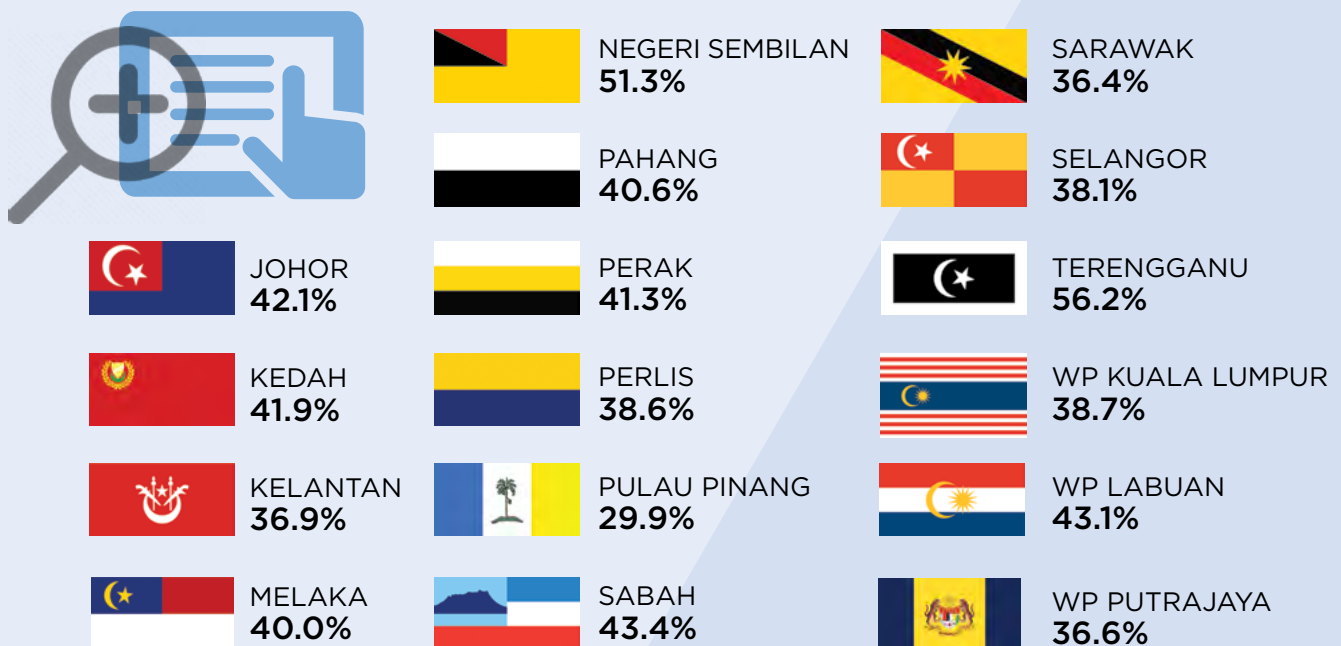
## Co-ordination and Implementation of the Inclusive Education Programme Workshop

The objectives of the workshop were to inform the KPI targets related to PPI to all JPN and to mobilise the Special Education Unit at all JPN to co-ordinate PPI activities in 2017. The Ministry, through the Special Education Division (*Bahagian Pendidikan Khas*, BPKhas) has intensified all efforts at JPN and PPD to be more active in

helping schools implement PPI. The KPI for every JPN was determined through a workshop held in February 2017 at the In-Service Teacher Training Centre in Hutan Melintang, Perak 2017.

By monitoring both the KPI achievements by states through the APDM, and programme implementation at state level, PPD and JPN, succeeded to increase the KPI achievements of states and the Ministry as shown in Exhibit 3-21, below.

**Exhibit 3-21: KPI Achievements in Inclusive Education Programme by State, 2017**



Source: Data from APDM as of 30 Nov 2017

### Distribution of the Guidebook for Inclusive Pedagogical Implementation (Trial Edition)

The guidebook was completed in 2016. The complete preparation of the handbook took into consideration the various capabilities of the SEN students and their needs in class. The guidebook is a reference to the implementation of teaching and learning process in an inclusive class and also special education classes for all mainstream teachers and special education teachers. The guidebook was disseminated to all JPN, PPD and Divisions of the Ministry and related schools



improvement from the previous year. The kit was distributed to Special Education Schools and preschools under the Special Education Integrated Programme (*Program Pendidikan Khas Integrasi*, PPKI). To ensure JPN and school administrators understand the SEN students' evaluation and placement procedures in the guidebook for preschools under the Ministry, a series of six workshops, *Bengkel Penataran Garis Panduan Pelaksanaan IMPaK 4-6 Tahun di Prasekolah Pendidikan Khas* were implemented by zones. (Exhibit 3-22).

### Distributing the Placement Instrument Kit for SEN Students (IMPaK)

The procurement process for IMPaK Kit for students aged four to six was done by PADU in 2017 after its

**Exhibit 3-22: The Placement Instrument Kit (IMPaK) for Special Education Preschool Workshop, 2017**



*Sekolah Kebangsaan Pendidikan Khas Selangor*  
**24 May 2017**



*Bahagian Teknologi Pendidikan Negeri Melaka*  
**27 July 2017**



*Sekolah Menengah Pendidikan Khas Vokasional Kuantan*  
**13 July 2017**



*Sekolah Kebangsaan Pendidikan Khas Tuaran*  
**16 August 2017**



*Sekolah Menengah Pendidikan Khas Vokasional Merbok*  
**18 July 2017**



*Sekolah Kebangsaan Pendidikan Khas Kuching*  
**23 August 2017**





### **Monitoring the Curriculum and Co-Curricular Activities of the Inclusive Education Programme (PPI) and the Special Education Integration Programme (PPKI)**

In 2017, the Ministry intensified the monitoring of the curriculum and co-curricular activities under the PPI and PPKI programmes. Monitoring at the federal level was done by BPKhas from March – May 2017, while monitoring at the state level was done by the respective JPN and PPD from April – September 2017. The aim of monitoring was to conduct a guideline towards improving the quality and management of PPI and PPKI. A total of 356 schools (249 primary schools, 107 secondary schools) were monitored.

Findings from the monitoring process were shared with JPN and PPD at a joint workshop session.

- **Monitoring of Curriculum:** Teachers' understanding increased and teaching and learning methods in the classroom were strengthened. Discussions with teachers helped them improve their writing skills in the Daily Teaching Plan and prepare appropriate teaching materials according to the ability of SEN students.
- **Monitoring of Co-Curricular Activities:** Special education teachers fully understand the implementation of PPI in Physical Education subject and co-curricular activities.

With this understanding, the number of SEN students in semi-inclusive programme could be increased and teaching and learning be made more effective with the co-operation between special education teachers and main stream teachers.



### Monitoring the Implementation of Inclusive Education Programme in Preschools

Based on data obtained from the National Preschool Information System (*Sistem Maklumat Prasekolah Kebangsaan, SMPK*), 25 schools which were implementing the PPI were selected to be monitored. The monitoring was conducted to assist main stream preschool teachers to better manage SEN students and identify the teachers' and students' needs for an effective implementation of the teaching and learning process. Monitoring began from October to November 2017 and involved 15 officers from BPKhas and related divisions within the Ministry, JPN and PPD.

Results from the monitoring showed that the briefings and discussions held with the mainstream preschool teachers enabled them to have a

better understanding of the policy and management issues related to SEN students. Based on interviews, observations and Training Needs Analysis forms distributed to teachers, a list of courses were prepared. The relevant training plan for main stream preschool teachers will be included in the action plan for 2018.



3-40

## EARLY EDUCATION THROUGH PRESCHOOL HELPS IN HEALTHY DEVELOPMENT OF CHILDREN WITH SPECIFIC NEEDS



**Kampung Pendamar** is a small neighbourhood located along Sungai Langat near Pelabuhan Kelang, Selangor. This neighbourhood is also equipped with various public facilities and education facilities. A national school was established here since 1962, **Sekolah Kebangsaan Kampung Pendamar (SK Kg. Pendamar)** to provide primary education to the children. Annually, the enrolment of the school stands at approximately 750. Preschool education was then introduced with a total of 25 students, one preschool teacher and one student management assistant.

In 2017, SK Kg Pendamar made a bold move to accept a student with special educational needs (SEN) into their mainstream preschool class, a move suited to their motto “*Ilmu Punca Kemajuan*” (Knowledge The Source of Progress). The SEN student was categorised as having multiple disabilities (Attention Deficit Hyperactivity Disorder (ADHD) and Turner Syndrome, Speech Delay, Mild Post Stenotic Dilatation and Constitutionally Small). Close co-operation and support among parents, teachers and the school were crucial in handling the child’s behaviour to enable her to learn alongside her peers in the main stream. Awareness and understanding the needs of the SEN student and Inclusive Education Programme within the school fraternity have helped in the management and education of the child.

**Pn Zarinah bt Mohd Shah, Senior Assistant at SK Kg. Pendamar**, emphasised on the readiness of the school to educate the SEN student and how essential it is for parents and school to work with each other in providing the best for the child. She further said, “*The school is prepared to receive students with special educational needs ... Co-operation between the administration and the teacher involved is of great help ... The parents too have to work together with the school ... Preschool Inclusive Programme help the students in assimilating themselves to the teaching and learning, and the co-curricular activities.*”

**Main stream Preschool Teacher, Puan Siti Rozaifah binti Mohd Ariffin** voiced out the needs for parents to be open minded to seek opinion of medical specialists to understand their children’s needs. She informed, “*I am proud to be able to help this student. After*



*receiving the specialist’s diagnosis, and going through therapy and the relevant treatment, the student’s outcome improved greatly. I was able to teach my student better after understanding her. The student too was able to participate in the arts and games carnival competition together with students from the mainstream at the Selangor state level.”*

**Puan Nurhayaty binti Abu Bakar, mother to Raja Qasria Insyirah**, was thankful for the guidance from the school in recognising her daughter’s needs and suggesting the necessary assistance. Puan Nurhayaty informed, “*I am deeply touched by the help given by the school, especially the preschool teacher who suggested ways and procedures for me to get assistance, especially medical assistance, therapy and the appropriate education. My daughter now has shown a lot of progress.*”

Previously, only Qasria’s family and neighbours could understand the language she used. Now her speech is clearer. Her development has extended beyond expectations since registering in the school. Qasria is now very active, taking part in the learning activities, as well as participating in games and sports with her classmates.



## Engagements with JPN and PPD

Shift 8 in the Blueprint states the empowerment of JPN and PPD with greater responsibilities to improve students' outcomes. Under the system transformation, engagements with JPN and PPD were organised through a series of four workshops. The engagements were aimed to improve and provide effective operations of PPI and PPKI, whilst becoming a discussion forum to 176 officers comprising officers from Special Education Sector in JPN and PPD and the School Management Sector

(Primary and Secondary Schools Units) at JPN.

The workshop managed to resolve issues related to SEN students in the implementation of PPI and PPKI. Each JPN reported findings from their monitoring activities and follow-up actions in ensuring the initiative of Improving Access to Quality Inclusive Education was a success. The effort created a positive impact on JPN and PPD as the enrolment of SEN students rapidly increased in each state.



**BTPN Bukit Katil, Melaka**  
 • 13 July 2017  
 • JPN and PPD Melaka, Negeri Sembilan, Johor, Kuala Lumpur, Putrajaya, Terengganu & Pahang



**BTPN Alor Setar, Kedah**  
 • 6 July 2017  
 • JPN and PPD Kedah, Pulau Pinang, Perlis, Perak, Selangor and Kelantan



**Hotel Oriental Sabah**  
 • 12-14 September 2017  
 • JPN & PPD Sabah & Labuan



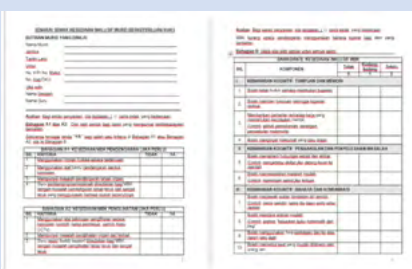
**Hotel Penview, Sarawak**  
 • 18-20 September 2017  
 • JPN & PPD Sarawak

*Engagement Workshops with JPN and PPD relating to PPI operations in 2017*

## Development of SEN Student Readiness Checklist for Inclusiveness

A team from the University of Science Malaysia (USM) developed a checklist (*Senarai Semak*

*Kesediaan Inklusif, SSKI*) for SEN students during the pilot of the Holistic Inclusive Education Programme (HIEP) that was implemented in 2015-2016. The checklist was developed to evaluate and determine the SEN students' readiness to be enrolled in inclusive programmes. However, the checklist did not include SEN students with visual and hearing impaired.



The instrument was reviewed and its contents were improved in 2017 through a series of three workshops. The instrument was piloted in 45 schools from July to August 2017 to determine the validity and reliability of the items and to determine the standard score for student readiness towards inclusiveness. This will ensure the suitability of the instrument to its users and can be adapted to all SEN students of various categories of disabilities.

The latest SSKI consists of 47 items to evaluate the readiness of SEN students at primary and secondary levels incorporating four main components:

- cognitive skill (attention and memory, language and communication, reasoning and problem-solving)
- fine and gross motor skills
- socio-emotional and behavioural skills
- pre-academic skill

## IMPROVING TEACHERS' COMPETENCY IN HOLISTIC INCLUSIVE EDUCATION PROGRAMME

Following the pilot project of the HIEP in 2016, the planning for the HIEP Model began with groups of 18 National Master Trainers (*Jurulatih Utama Kebangsaan, JUK*) and 72 State Master Trainers (*Jurulatih Utama Negeri, JUN*) who were responsible to help, guide and train the teachers towards the success of HIEP. Several series of workshops and courses were held throughout 2017 to ensure the successful implementation of HIEP.

### • Refining HIEP Training Module Workshop

The workshop focused on reviewing and refining the HIEP training module developed by USM to be in line with the improved holistic model by the Ministry. Participants of the workshop were JUK, JUN, officers from JPN and experienced teachers in special education. The workshop was held in February 2017 at SEAMEO SEN, Melaka.

### • Improving HIEP Training Module Workshop

The workshop was organised to improve the HIEP training module and subsequently used to train JUK to ensure they were able to understand the concept and methods in implementing HIEP. The workshop was held in April 2017.







- **Master Trainer Course and Benchmarking Visits to HIEP Pilot Schools**

The course was organised to form a team of HIEP Master Trainers at JPN level to be experts in the concept and implementation methods of HIEP. They would be the change agents in disseminating the HIEP training module to 220 teachers at 44 pilot schools nationwide in 2017 and 2018. Benchmarking visits to the pilot schools were carried out and the schools visited were SK Bukit Jana, SK Long Jaafar, SK Matang and SK Changkat Larut. The course was held from July to August 2017.

- **Training for Teachers in Pilot Schools**

To ensure the implementation

of HIEP received extensive exposure, training was provided to 220 teachers at 44 HIEP pilot schools. The monitoring of the HIEP training was conducted at the Ministry level from October to November 2017.

- **Transition Programme for Students with Special Educational Needs**

A series of workshops to refine the Transition Module for Students with Special Educational Needs 2017 was held in Melaka, Negeri Sembilan dan Selangor. The workshops were conducted following the proposal paper entitled “*Program Transisi Murid Berkeperluan Khas (MBK)*” or Transitional Programme for Students with Special Educational Needs presented in the Steering



Transition Programme for Students with Special Education Needs Workshop 2017



Bahasa Melayu Braille Literacy Workshop and English Braille Literacy Workshop



Committee Meeting for National Transformation Policy (*Mesyuarat Jawatankuasa Pemandu Dasar Transformasi Nasional*) on 31 May 2017, which was chaired by the Minister of Education. The Module and Guidelines for the SEN Students Transition Programme were developed and improved as a reference for teachers in primary and secondary schools.

- **Improving Competency of Special Education Teachers – Braille Literacy**

The findings from the monitoring activities by BPKhas found that the majority of teachers who were teaching the visually impaired SEN students did not master skills in Braille literacy. Two workshops were organised in 2017, namely Bahasa Melayu Braille Literacy Workshop and English Language Braille Literacy Workshop. The workshops aimed to enhance teachers' competencies and increase the rate of literacy to enable teachers to access Braille materials developed by visually

impaired students. Teachers were provided with hands-on training sessions for Level 1 Braille.

Through these workshops, the Ministry hopes that issues in mastering the basic literacy skills of the 3Rs (reading, writing and arithmetic) among SEN students who are visually impaired would be resolved. It is hoped that teachers too will be competitive, innovative and creative to develop various engaging teaching approaches to optimise students' potentials and increase students' outcomes.

### **Briefing on Inclusive Education Programme to Government-Aided Religious Schools**

The presence of SEN students in Government-Aided Religious Schools (*Sekolah Agama Bantuan Kerajaan, SABK*) was discovered through data from the APDM. The Ministry also found that SABK did not implement PPKI, which would be beneficial to teachers and SEN students to study with students in the mainstream. A briefing to expose SABK teachers on SEN students and the implementation of PPI was held in August 2017 at PPD Hulu Langat, Selangor. Participants were given explanation on procedures to provide and update accurate data of SEN students in the APDM to enable appropriate and effective interventions to be planned and implemented.



**Briefing by the Head of the Special Programme Sector, BPKhas & Head of Unit for Islamic and Moral Education**







## INTEGRATED PROGRAMMES TO RAISE AWARENESS AMONG THE SOCIETY ON STUDENTS WITH SPECIAL EDUCATIONAL NEEDS

The main objective of this programme is to open the minds of the public and raise awareness on the capabilities of students with Special Educational Needs (SEN) to participate and be involved in any activities

with the society at large. Public acceptance to SEN students will open doors and opportunities for them to help in activities in their locality.

### 1 INCLUSIVE WALK - *BERJALAN BERSAMA-SAMA KAMI DAN KENALI KAMI* (WALK WITH US TO KNOW US)

**The Central Zone Integrated Programme** was organised in collaboration with Kuala Lumpur City Hall (DBKL) during the KL Car Free Morning 2017 activities on 19 February 2017. The walk received participation from more than 300 mainstream teachers, special education teachers, SEN students, parents and JPN officers from Selangor, and the Federal Territories of Kuala Lumpur and Putrajaya.

Many interesting activities were organised

during the programme, which started at 6.00 am. The public who was involved in the KL Car Free Morning 2017 was willing to walk with and be friendly with the SEN students and get more information on special education. The programme received a lot of positive feedback from parents and participants. The great co-operation between the Ministry of Education Malaysia and DBKL in organising such programmes will be continued with more interesting activities in the future.



Registration and assembly.



Aerobics before the walk



### 2 SEMARAK INCLUSIVE PROGRAMME

**The Southern Zone Integrated Programme** was held on 14 September 2017 at Mydin Mall and the Sports and Complex in Paroi, Seremban with 480 participants from Negeri Sembilan, Melaka dan Johor. The programme was organised to intensely raise awareness on SEN students, their abilities and capabilities to the local community. The programme received tremendous support and contributions from companies such as the Nestle Company, the McDonald Company and the Rotary Club.

Besides that, the Department of Sports and Youth, the Office of Sports and Youth and Radio Three in Negeri Sembilan also took part in this programme.

Among the activities organised during the programme were rhythmic aerobics, colouring contests for preschool, primary and secondary students, singing in duets, treasure hunt, cooking contest, flower arrangement and kite flying competition.



Active participation between SEN and mainstream students, and also their parents could be seen in all activities and competitions.

The Ministry hopes that the public will be more open towards children with disabilities and accept them in their daily life.



Aerobics led by SEN students and teachers from each state



Cooking competition using Maggi brand.



Flower arrangement competition with participation from teachers, parents and SEN students

## 3 KNOW US, LOVE US (KENALI KAMI, SAYANG KAMI)

**The Northern Zone Integrated Programme** was held in Mydin Mall, Bukit Mertajam, Pulau Pinang on 11 November 2017 with participants from Pulau Pinang, Kedah, Perlis and Perak. Some of the activities in the programme

include 'Explorasi Minda' competition, aerobics, exhibition of SEN students' works, singing competition, flower arrangement, and make-up sessions.







## SUMMARY

Efforts to provide equitable quality education to students regardless of location are always the priority of the Ministry. The District Transformation Programme is further strengthened to ensure that the District Education Offices in each state are able to plan and implement targeted and differentiated interventions according to school needs. To prevent dropouts especially among the Orang Asli and indigenous students, the monitoring of student attendance has succeeded in retaining more students in schools. Teachers' readiness to teach Orang Asli and indigenous students

continues to be strengthened, while smart partnerships with government and non-government agencies are enhanced to achieve equity in education. The implementation of the Inclusive Education Programme is continuously enhanced to ensure students with special educational needs receive quality education suitable to their abilities. Equity in education will be achieved if all stakeholders work together with the Ministry to provide support and assistance to Malaysian children in schools which need the most help across the nation.





# Strengthening Unity Through Education

“ *An unshakeable sense of national identity, tied to the principles of the Rukun Negara, is necessary for Malaysia’s success and future. Every child will proudly identify as Malaysian, irrespective of ethnicity, religion or socio-economic status.* ”

*Malaysia Education Blueprint 2013 – 2025,  
pg E-10*



Malaysia needs to continually strengthen national unity to ensure the multi-racial society will not cease to enjoy a peaceful co-existence and fulfil the aspiration of the nation. To gain this noble aspiration in an increasingly challenging global environment, the Malaysia Education Blueprint 2013-2025 has outlined a comprehensive education development plan which enables the sustainability of the education transformation until 2025. This has been planned through five systems of aspiration, which are access, quality, equity, unity and efficiency. Malaysia's aspirations is not only in becoming a high-income nation but also a progressive nation whose citizens are able to live peacefully and enjoy the economic prosperity of its development. Unity in all aspects is a requirement, and unity in education will help strengthen this aim. To continue strengthening national unity, improved interaction among

students is necessary to enable them to share their diverse experiences and aspirations for the future of Malaysia.

In 2017, efforts were made to improve a variety of programmes towards enhancing unity. One of the unity related programmes which was enhanced was the Students Integration Plan for Unity Programme (*Rancangan Integrasi Murid Untuk Perpaduan*, RIMUP). Several innovations were also made to the curriculum and pedagogy. Programmes implemented in 2017 include:

- Pilot Programme for the Module on the Inculcation of Values of Unity for School Leaders
- National Blue Ocean Strategy (NBOS) Programme for Unity in Education
- The Unity in Education Roadmap
- The Unity Camp.
- Character Development through Co-curricular Activities

## PILOT PROGRAMME FOR THE MODULE ON THE INCULCATION OF VALUES OF UNITY FOR SCHOOL LEADERS

A school leader plays an important role in planning a school strategic plan to improve achievement and excellence. In inculcating the values of unity, mere knowledge of its importance is insufficient. It is imperative that school leaders be highly aware of issues on unity within their schools and skilful in inculcating and appreciating

the values of unity among the population of the school.

The Module on the Inculcation of Values of Unity for School Leaders was developed in 2016 to empower school leaders with the appropriate knowledge and skills to inculcate values of unity within their schools. The module was piloted in 2017. To





ensure school leaders were capable of encouraging unity within and outside the school boundaries, a pilot training programme, which included practical sessions, was run with a group of school leaders at Institut Aminuddin Baki (IAB). Topics which were given due attention within the module comprised Mind Maps, Concepts of Unity, the Role of School Leaders in Improving Unity in Schools, Issues and Challenges Related to Unity, Implementing RIMUP, Self-evaluation, Developing Action Plans, Managing Workshops, Organising Unity Forum, and Understanding Policies and the Constitution.

Following the pilot training programme, a monitoring session termed as a 'follow-up' and 'follow-through' (FUFT) session was held in September 2017. This session

was conducted by IAB lecturers according to zones – the Eastern Zone (Kelantan, Terengganu and Pahang), the Northern Zone (Perlis, Pulau Pinang, Kedah and Perak), the Central Zone (Negeri Sembilan, Melaka, Johor, Wilayah Persekutuan Kuala Lumpur and Putrajaya) the Sabah Zone and the Sarawak Zone. The consultancy approach was adopted in the monitoring session, which included guidance, explanations and discussions to improve the administration and implementation of activities on unity. All school leaders involved were very co-operative throughout the FUFT.

As a whole, the series of training and follow-ups participated by 126 school leaders were successful in improving understanding and awareness on the importance of inculcating values of unity in schools.





*“The course organised for the school leaders was very effective as it helps us to ensure everybody in the school is able to appreciate and celebrate diversity within the school. The training taught us various strategies to organise effective programmes related to diversity in schools in order to give better understanding to students on the different cultures.”*

*“After the programme, I am confident I can develop various approaches to effectively foster unity within my school. The training provided a new perspective and practical ideas as they integrated academic and non-academic activities for the wholistic development of students as compared to the previous training sessions which were more academic in nature. I am thankful to have the chance to attend the training and will work towards making the school more inclusive to all students.”*

**Hajah Aini binti Mj Jadi**

Principal

*Sekolah Menengah Sains Tuanku Jaafar, Kuala Pilah, Negeri Sembilan*

## THE NBOS PROGRAMME UNITY IN EDUCATION

4-5



The Ministry realises that the inculcation of values of unity extends beyond the school perimeters to include close collaborations with all stakeholders - parents, society and both government and non-government agencies. To achieve this, the Ministry has adopted the NBOS approach to effectively inculcate values of unity in students. This programme explores the various avenues in strengthening unity through productivity, creativity and

innovation in schools with the co-operation of government agencies, private sector and the community.

In 2017, the NBOS Unity Programme in Education focused on Cross Cultural Programme. It was launched in co-operation with the Department of National Unity and Integration (*Jabatan Perpaduan Negara dan Integrasi Nasional, JPNIN*). A series of five Cross-Cultural Module training sessions were conducted with the participation of teacher advisers of *Rukun Negara Club (Kelab Rukun Negara, KRN)* nationwide. The

Cross-Cultural Module Workshops were held in five zones - Southern, Northern, Eastern, Sabah and Sarawak.

These sessions were conducted by teachers and students at schools. A total of 220 primary and secondary schools were provided with RM1,000 each to conduct the programme. The activity was monitored and evaluated by JPNIN in co-operation with Universiti Putra Malaysia.

## *KELAB RUKUN NEGARA (KRN)*

The Ministry of Education Malaysia established the *Rukun Negara Club (Kelab Rukun Negara, KRN)* in 2000, based on the inspiration and suggestion of YAB Dato' Seri Abdullah bin Haji Ahmad Badawi, the Deputy Prime Minister of Malaysia during the National Unity Day 2000 celebration in Malacca. The KRN was made compulsory in all primary and secondary schools.

Based on its function to enhance unity among the various races in Malaysia through the internalisation of the principles of *Rukun Negara*, the Department of National Unity and Integration (JPNIN) at the Prime Minister's Office has forged a strong collaboration with the Ministry of

Education Malaysia and the Ministry of Higher Education to increase the number of KRN in schools and institutions of higher learning since 2004.

JPNIN has been assisting schools in the implementation of KRN activities with the objective to introduce students to the principles of *Rukun Negara* and its importance. KRN becomes one of the main strategies in enhancing unity and national integration among students. Various activities organised by KRN centre on enhancing students' knowledge and understanding on *Rukun Negara* and inculcating and practising its principles.





## CROSS-CULTURAL PROGRAMME INSPIRES UNITY IN SCHOOLS

The Government of Malaysia has focused on efforts to foster unity among the different races to ensure peace and harmony in the nation since independence in 1957. Schools have become a melting pot to foster unity among Malaysians of various ethnicities, cultures and socio-economic background. It is hoped that by instilling values of unity since young, especially during the schooling years, Malaysia children will develop good relationships, be tolerant, and appreciate their similarities and accept the differences among them. National unity can only be achieved, if Malaysian children continue to care for each other and strengthen



the relationships without any prejudice when they become adults. To achieve this aspiration, The Ministry of Education Malaysia has received strong support from the Department of National Unity and Integration (JPNIN).

In line with JPNIN motto, '*Bersatu Kita Maju*' (United We Progress), JPNIN funded the implementation of the Cross-Cultural Programme in schools. The objectives of the programme are to raise students' understanding and acceptance on the various lifestyles, languages, and cultures; strengthen relations among the races; and instil respect and appreciation towards diverse cultures, religions, languages, and customs of the numerous societies and peoples.

In 2017, the Cross-Cultural Programme was implemented in 220 schools under the purview of the Ministry. An example of a successful and exuberant programme is the programme implemented at **SMK Taman Jasmin 2, Kajang Selangor**, which showcased a multi-ethnic dance, traditional cooking and various local cakes and treats, Chinese calligraphy, and coconut shaving session.

## CROSS-CULTURAL PROGRAMME: A PLATFORM TO FOSTER UNITY AND COLLABORATION AMONG STUDENTS OF VARIOUS RACES



In 2017, the **Kemaman District Education Office (Pejabat Pendidikan Daerah, PPD)** organised the Cross-Cultural Programme for 16 primary schools. Among the schools involved were SK Seri Gelugor, SK Meraga Beris and SK Cheneh Baru.

The PPD organised the programme with the co-operation of the schools to enable students of different races and background understand the various culture through cultural performances apart from sharing the available resources.

**SJKC Kuala Kemaman** was chosen as the host for the programme. As the winner of the **Award for School with Sustainable Environment 2017**, SJKC Kuala Kemaman also shared strategies to ensure sustainability of the environment with other participating schools.

SJKC Kuala Kemaman presented the 24 Seasons Drums, which was trained by the Hands Percussion group, a popular Malaysian Chinese percussion troupe famous for its innovative performances. The school performance received thunderous applause from the audience who loved the energetic and rhythmic drum beat of the 24 Seasons Drums.

According to **Mrs. Chia Gaik Nooi, the headmistress of the school**, her students received tremendous advantage from the Cross-Cultural Programme. *“The performances from other schools have exposed my students towards different cultures. All this while, they only see the traditional Malay and Indian dances on television. The performance of each school managed to forge new relationships among the races who usually live among themselves.”*

Mrs. Chia added, *“When the students were doing the rehearsal, parents too contribute towards the success of the performances. I was touched to see a group of students who were going to perform an Indian dance in full traditional Indian clothes was being helped by a Malay mother. That showed parents are helping their children to appreciate and celebrate diversity in our society.”*

Mrs. Chia informed that the programme was meaningful. *“There is only one word to describe my whole experience, co-operation.”*



*I could see teachers from national and national-type schools work closely together to organise a meaningful programme for their students towards fostering unity. Most schools in this district are homogenous, in terms of races. Without close co-operation among the schools, our students would not be able to have the opportunity to interact with students of different background. I was thrilled to see parents' commitment in helping their children prepare for the rehearsals. The parents were with us throughout the programme. This make their children believe that appreciating and celebrating diversity is the correct thing to do.”*



**Scan this code to watch the video**







## THE ROAD MAP FOR UNITY IN EDUCATION

The framework for the Roadmap for Unity in Education was developed towards the end of 2015 and by mid-2016 two education labs were conducted. Participants included various notable members from both government and non-government agencies, experts from public universities and the Ministry. The plan was subsequently implemented through the co-operation of various divisions in the Ministry.

In 2017, the initial draft of the roadmap was set forth in a series of two workshops to ensure that the proposals for activities on values of unity could be developed and systematically planned and structurally translated. The first of these series of workshops was held in February 2017 while the second was held in March 2017.

The plan was prepared and refined by lecturers from Institutes of Teacher Education (*Institut Pendidikan Guru, IPG*), officers from various divisions and teachers who have received training in writing and translation from the National Book Council of Malaysia and the Malaysian Institute of Translation and Books.

In general, the Roadmap for Unity in Education will address the issues and challenges faced in inculcating unity in schools. The implementation strategies and action plans will also

be developed to ensure values of unity will be successfully inculcated and practised among students. The refinement of the roadmap is to ensure its contents are clearly set forth, accurate and aptly applied within the perimeters of education and are aligned with the aims and objectives of the Ministry. The session was conducted by officers from various divisions within the Ministry in August 2017. The plan was approved at the Ministry level on 22 December 2017.

The successful development of this plan by the Ministry is to assist the Government in realising the aspiration of developing Malaysia as a multi-ethnic country where its citizens appreciate and celebrate the differences among them, and are able to work together and be united towards the betterment of self and the nation.



## UNITY CAMP

A Study on Level of Unity 2016 conducted by the Educational Planning and Research Division (EPRD) indicated that the unity index among students and teachers was only at medium to high. As a result, an intervention programme was developed to improve the levels of unity in four states - Terengganu, Kelantan, Pahang and Wilayah Persekutuan Kuala Lumpur. These states were selected as they were found to have the lowest unity index compared to the other states. The Ministry was of the opinion that an intervention was necessary to improve the levels of unity.



Intervention towards improving the levels of unity was conducted through the existing programme, which is the Unity Camp under RIMUP. To ensure the activities conducted with students and teachers were appropriate and effective, as well as impactful, the

Ministry sought to conduct the following:

- **Developing a customised module** specifically emphasising on the acceptance, respect and management of the differences among students. These aspects are aligned with the constructs in the Study on Level of Unity. The development of this module was led by the Co-curricular and Arts Division with the co-operation of the respective State Education Departments (*Jabatan Pendidikan Negeri, JPN*), and RIMUP trainers at state and national level.
- **Designing an Instrument to Evaluate Programme Effectiveness** to ensure the impact created achieves the target set. The instrument was developed together with the Education Performance and Delivery Unit (PADU). The instrument will evaluate students' capability in accepting, respecting and managing differences after attending the Unity Camp; and
- **Refining the selection criteria for student participants at Unity Camp** to ensure high outcomes in improving levels of unity. The selection of student participants for this camp is important as these groups of students will be the agents of change towards improving unity among their

peers. Among the criteria are participants should be students of different background, race and religion; and each participant is a

leader or student representative of their school (Exhibit 4-1 and 4-2).

**Exhibit 4-1: Student Participation in Unity Camp by States, 2017**

State	Malay	Chinese	Indian	Others	Total
Kelantan	67	29	8	11	<b>115</b>
Terengganu	128	28	2	3	<b>161</b>
Pahang	88	29	29	12	<b>158</b>
WP Kuala Lumpur	50	38	28	1	<b>117</b>
National	115	31	17	2	<b>165</b>
<b>TOTAL</b>	<b>448</b>	<b>155</b>	<b>84</b>	<b>29</b>	<b>716</b>

Source: Co-curricular and Arts Division (BKK)

**Exhibit 4-2: Student Participation in Unity Camp by Race, 2017**



Source: Co-curricular and Arts Division (BKK)



The success in implementing the Unity Camp in Terengganu, Kelantan, Pahang and WP Kuala Lumpur had paved the way for the opportunity of a nationwide implementation. The aim of conducting the camp at the national level is to provide opportunities for the participants from these four states to identify with their contemporaries from other states and to accept, respect and manage their differences.

Results from the Instrument to Evaluate Programme Effectiveness indicated that 83% of participants (Exhibit 4-3) had said that the camp provides the opportunities to meet and understand the different races, languages, cultures, religions and background of the various social strata of the Malaysian society. They were also able to understand other's needs and the benefits of respecting others and being tolerant in maintaining unity towards achieving peace and progress for the nation.

**Exhibit 4-3 : The Number and Percentage of Students Achieving Scale 4 and Above in the Unity Camp, 2017**

State	No. of Students	Number of Students Achieving Scale 4 & above	Percentage
Kelantan	115	84	73 %
Terengganu	161	108	67 %
Pahang	158	151	96 %
WP Kuala Lumpur	117	112	96 %
<b>Total</b>	<b>551</b>	<b>455</b>	<b>83 %</b>

*Source: Co-curricular and Arts Division (BKK)*

The Ministry hopes the Unity Camp will be a platform for students to recognise and understand the differences among them, and extensively share the experience and knowledge gained among their peers. The inculcation of values of

unity needs to be supported with planned activities. Training modules of the Unity Camp should accurately reflect upon the local situation as the sociocultural background of each society varies in their own unique presence.



## CULTURAL DANCE - CULTURE AS A TOOL TO STRENGTHEN UNITY

The inculcation of values of unity in children can be done in numerous ways. Students who are exposed and have direct involvement in multicultural activities will improve their knowledge and understanding on the different cultures in Malaysia. With the knowledge and experience, the students are able to accept the similarities among them and respect the differences, thereby able to manage the diversity in every aspect of their lives in a pluralistic Malaysian society.

The implementation of the **Student Integration Plan for Unity (*Rancangan Integrasi Murid Untuk Perpaduan, RIMUP*) at the state level in Sabah was launched using the National Blue Ocean Strategy (NBOS) approach.** The programme was organised by the Sabah State Education Department and the Sabah Department of National Unity and Integration (JPNIN) in 2017. The programme was officiated by Tan Sri Joseph Kurup, Minister in the Prime Minister's Department in April 2017 at Keningau Sports Complex in Keningau, Sabah.

The presentation of ***Tarian Perdana RIMUP*** during the **Student Unity Camp** was aimed at inculcating values associated with co-operation and collaboration, and strengthening unity among students. The cultural dance was selected as a tool to strengthen unity among students through exposure to various types of traditional dances. Students learn together in a

cheerful atmosphere. Twelve types of dances from various ethnicities in Sabah were presented, involving 12 schools and colleges. Nearly 8,000 participants, including school leaders, teachers, parents and students throughout Sabah attended the event making it a joyous occasion.

It is hoped that active involvement of students of various ethnicities in the RIMUP programme through close collaboration between the Ministry of Education and JPNIN will continue in the future.



Photo: JPNIN Official Website



## SCHOOL HOSTELS AS AN AVENUE TO FOSTER UNITY

The inculcation of values of unity among the plural society in Malaysia is important for national peace and security. Every Malaysian child needs to have an understanding of the various cultures and customs of the community outside of his/her own ethnic groups. The ability to understand, accept and celebrate cultural diversity can be reinforced in schools through various means.



**Sekolah Menengah Kebangsaan (Perempuan) Sultan Ibrahim, Johor Baru, Johor** and **Victoria Institution, Kuala Lumpur** are among the daily schools that provide hostel facilities for students from various ethnicities. Students who have the opportunity to live and study together with friends from other ethnicities will be more understanding and sensitive towards other religions, cultures, customs and beliefs.

festivals. The students are always encouraged to mingle with friends from other races and help each other. Each student is given responsibility and performs all activities together in the spirit of team work.

SMK (P) Sultan Ibrahim has inculcated values of unity among the students during their stay in the hostel through various recreational activities in addition to celebrating various







The Victoria Institution (VI) hostel accommodates male students attending schools within the vicinity of Kuala Lumpur. They will get together every afternoon and evening after school hours to organise recreational activities besides reviewing lessons together in the classrooms. The inculcation of unity at VI began as early as the establishment of the school by its founders who were leaders from various races. The sense of belonging to the same cohort or 'batch' is so strong that it overpowers any sense of racism. VI also organises various

activities involving interactions among multi-racial students.

Through the provision of hostels to students of various races, the Ministry and Government not only provide accommodation facilities but also strive to develop mutual understanding and harmony among the different races in efforts to produce respectful and patriotic individuals in the quest of forming a united, peaceful and prosperous nation.

**To look at the activities in fostering unity in the school hostels, please scan this code to watch the video.**



## CHARACTER DEVELOPMENT THROUGH CO-CURRICULAR ACTIVITIES

Curricular and co-curricular activities are two important elements in education. When combined and implemented together, a balanced individual in various aspects - physically, emotionally, spiritually and intellectually, is developed as aspired in the National Education Philosophy. Curriculum is an education programme (academic and co-curricular) to fulfil the mental, physical and social needs of students. In the curriculum, emphasis is placed upon knowledge, skills, values and norms, cultural values, and society's belief. Curriculum in education emphasises on aspects of formal teaching and learning in the classrooms, which involve the content and syllabus of the subjects. Co-curricular activities continue what is being taught in

the classroom and complement the curriculum. Co-curricular activities extend beyond the classrooms which involve students' activities in clubs and societies, sports and games, and uniform units. Co-curricular activities which are well-planned will attract students' interest and increase participation.

Students' involvement in co-curricular activities are compulsory in Malaysian schools. Each student is required to be a member of a club or society, a uniform unit, and one sport or games. Students' involvement in co-curricular activities will increase their knowledge and skills learned in the classrooms. Students are also able to enhance their soft skills such as creative and critical thinking skills, communication skills, language skills and leadership skills as aspired in the Student Aspirations of the Malaysia Education Blueprint 2013-2025. Interactions with peers from different background, ethnicities and cultures during co-curricular activities will improve students' social skills in a positive manner and enhanced values of unity among them.

Parents need to encourage their children to be involved in co-curricular activities as it will help strengthen their children's soft skills, provide a healthy physical well-being and mind. A balanced involvement of activities in and out of classrooms will give rise to Malaysian students who are

### NATIONAL EDUCATION PHILOSOPHY

Education in Malaysia is an on-going effort towards further developing the potential of individuals in a holistic and integrated manner, so as to produce individuals who are intellectually, spiritually, emotionally and physically balanced and harmonious, based on a firm belief in and devotion to God. Such an effort is designed to produce Malaysian citizens who are knowledgeable and competent, who possess high moral standards, and who are responsible and capable of achieving high level of personal well-being as well as being able to contribute to the harmony and betterment of the family, the society and the nation at large.

*Ministry of Education (1996)*

well-balanced and harmonious as aspired by the National Education Philosophy.

The Ministry has provided various opportunities and avenues for

students to realise their potential and personality by offering various co-curricular activities in schools. Students' achievements in various co-curricular activities at international level is indicated in Exhibits 4-4, 4-5, 4-6.

**Exhibit 4-4: Malaysian Students' Achievements in International Competitions – Science, Mathematics and Technology (Programme under the Ministry of Education), 2017**

No	Programme and Participation	Achievement
1.	<p><b>20<sup>th</sup> PO LEUNG KUK PRIMARY WORLD MATHEMATICS (PLK)</b></p> <ul style="list-style-type: none"> <li>Hong Kong, China;</li> <li>16 - 20 July 2017</li> <li>4 students; 2 teachers/officers</li> </ul>	<p><b>MERIT Award (Team Category)</b></p> <ul style="list-style-type: none"> <li><b>Kuan Zhi Ti &amp; Kuan Zhi Jue;</b> SJKC KEAT HWA (H) Kota Setar. Kulim, Kedah</li> <li><b>Wong Yee Hern;</b> SJKC Chong Cheng Barat Daya, Pulau, Pinang</li> <li><b>Amir Faris bin Azra;</b> SK Taman Tun Dr Ismail 1, Wilayah Persekutuan Kuala Lumpur</li> </ul> 
2.	<p><b>58<sup>th</sup> INTERNATIONAL MATHEMATICS OLYMPIAD (IMO)</b></p> <ul style="list-style-type: none"> <li>Rio De Janeiro, Brazil;</li> <li>12 - 23 July 2017</li> <li>6 students; 1 teacher</li> </ul>	<p><b>2 Silver Medals</b></p> <ul style="list-style-type: none"> <li><b>Ivan Chan Kai Chi</b> - SMJK Phor Tay, Pulau Pinang</li> <li><b>Yeoh Zi Song</b> - SMJK Chung Ling, Pulau Pinang</li> </ul> <p><b>2 Bronze Medals</b></p> <ul style="list-style-type: none"> <li><b>Hanissa Shamsuddin</b> - SMK Putrajaya Present 18(1), WP Putrajaya</li> <li><b>Tan Li Xuan</b> - SMK Bandar Utama Damansara (3), WP Kuala Lumpur</li> </ul> <p><b>Recognition</b></p> <ul style="list-style-type: none"> <li><b>Theam Wing Chun</b> - SMJK Sin Min, Kedah</li> <li><b>Sean Ghee Zhing</b> - SMJK Yok Bin, Melaka</li> </ul> 
3.	<p><b>48<sup>th</sup> INTERNATIONAL PHYSICS OLYMPIAD (IPhO)</b></p> <ul style="list-style-type: none"> <li>Jogyakarta, Indonesia;</li> <li>16-24 July 2017</li> <li>5 students; 2 teacher/officer</li> </ul>	<p><b>Bronze Medal</b></p> <ul style="list-style-type: none"> <li><b>Lee Reng Gee dan Yeap Heng Yii</b> - Sekolah Persendirian Chong Hwa, Kuala Lumpur</li> </ul> <p><b>Recognition</b></p> <ul style="list-style-type: none"> <li><b>Muhammad Firdaus Bin Muhammad Al-Faraby</b> - PERMATA pintar, UKM</li> </ul> 
4.	<p><b>49<sup>th</sup> INTERNATIONAL CHEMISTRY OLYMPIAD (IChO)</b></p> <ul style="list-style-type: none"> <li>Nakhon, Thailand;</li> <li>06 - 15 July 2017</li> </ul>	<p><b>Silver Medal</b></p> <ul style="list-style-type: none"> <li><b>Tan Jun Hao; Muhamad Lutfir Rahman Hamzam</b> - Sunway University College</li> </ul> <p><b>Bronze Medal</b></p> <ul style="list-style-type: none"> <li><b>Lee Chee Hong</b> - SMJK Chung Hwa Confucian, Pulau Pinang</li> </ul>



No	Programme and Participation	Achievement
5.	<p><b>F1 WORLD FINALS</b></p> <ul style="list-style-type: none"> <li>• Kuala Lumpur, Malaysia ; 24- 27 September 2017</li> </ul>	<p><b>Innovative Thinking Award</b></p> <ul style="list-style-type: none"> <li>• SMK Seksyen 9, Shah Alam Selangor</li> </ul> 
6.	<p><b>14th WORLD ROBOT OLYMPIAD (WRO) 2017</b></p> <ul style="list-style-type: none"> <li>• Costa Rica, Central America; 10 - 12 November 2017</li> </ul> <p><b>Self-sponsored</b></p> <ul style="list-style-type: none"> <li>• 27 students; 6 teachers; 1 officer</li> </ul> 	<p><b>Second Place (Overall)</b> <b>Gold Medal</b></p> <p><b>Open Primary School - SJKC Jalan Davidson, KL</b></p> <ul style="list-style-type: none"> <li>• Loh Huey Xi; Tan Ji Tao; Chloe Mak Yu Ying</li> <li>• Jane Ng Ai Vern (Mentor)</li> </ul> <p><b>Silver Medal</b></p> <p><b>Regular Lower Secondary School - SMK Chung Hua, Miri, Sarawak</b></p> <ul style="list-style-type: none"> <li>• Fong Fwu Chrng; Yong Vin Cent; Chai Hong Jie</li> <li>• Denny James Senawin (Mentor)</li> </ul> <p><b>Regular Upper Secondary School - SMK Chung Hua, Miri, Sarawak</b></p> <ul style="list-style-type: none"> <li>• Koo Jin Chu; Moses Lau Yi Hieng; Im Fong Chen</li> <li>• Yong Hong Then (Mentor)</li> </ul>
	<p><b>14th WORLD ROBOT OLYMPIAD (WRO) 2017</b></p> <ul style="list-style-type: none"> <li>• Costa Rica, Central America 10 - 12 November 2017</li> </ul> <p><b>Self-sponsored</b></p> <ul style="list-style-type: none"> <li>• 27 students; 10 teachers</li> </ul> 	<p><b>Excellence Award</b></p> <p><b>Regular Lower Secondary School - SMK (L) Methodist, Kuala Lumpur</b></p> <ul style="list-style-type: none"> <li>• Yap Jiun Cheng; Teo Xian Yiew; Tan Yi Sheng</li> <li>• Maria Anak Basan (Mentor)</li> </ul> <p><b>Regular Upper Secondary School - SMK Tagasan, Sabah</b></p> <ul style="list-style-type: none"> <li>• Mohammad Norfirdaus Bin Inarun; Abdul Hakim Bin Yussop</li> <li>• Yussop Bin Jaharun (Mentor)</li> </ul> <p><b>Football Gen II - SK Kerteh, Terengganu</b></p> <ul style="list-style-type: none"> <li>• Haris Muhqis bin Abdullah; Nurin Farahiyah bnti Muhamad Zaidi</li> <li>• Raztia Binti Abdul Razak (Mentor)</li> </ul> <p><b>Open Primary School - SJKC PIN HWA 1, Selangor</b></p> <ul style="list-style-type: none"> <li>• Chung Jie; Ryan Chan Jien Yange; Cyrus Tan Yong</li> <li>• Tan Eng Sheng (Mentor)</li> </ul>
7.	<p><b>Intel International Science and Engineering Fair (INTEL ISEF)</b></p> <ul style="list-style-type: none"> <li>• Los Angeles, California, USA; 14 - 19 May 2017</li> <li>• 8 students; 3 teachers/officers</li> </ul> 	<p><b>3rd Place Physical Science Chemistry - Saponin Anti Larvae Treatment-</b></p> <ul style="list-style-type: none"> <li>• Raul Vimal Kumar dan Norman Sim - SMK Penang Free, Pulau Pinang</li> </ul> <p><b>3rd Place Physical Science Chemistry-Caffeine Termiteicide</b></p> <ul style="list-style-type: none"> <li>• Chng Zhan Yi dan Xian Jing - SMJK Chung Ling, Pulau Pinang</li> </ul>

## Exhibit 4-5: Malaysian Students' Achievements in International Competitions - Science, Mathematics and Technology (Programme under the Ministry of Education with Other Agencies), 2017


No	Programme and Participation	Achievement
1.	<p><b>First® Lego® League (FLL) Open European Championship</b></p> <ul style="list-style-type: none"> <li>• Aarhus, Denmark; 25 -28 May 2017</li> <li>• 11 students; 2 teachers/mentors</li> <li>• Self-sponsored</li> </ul>	<p><b>Champion Award</b></p> <ul style="list-style-type: none"> <li>• SMJK Chung Hwa, Jelutong, Pulau Pinang</li> <li>• SMJK Chung Ling, Ayer Hitam, Pulau Pinang</li> <li>• SMJK Phor Tay, Kedah</li> <li>• SMK Bukit Mertajam, Pulau Pinang</li> </ul> 
2.	<p><b>The International Model United Nation - Science, Technology, Engineering and Mathematics (STEM) Summer Camp</b></p> <ul style="list-style-type: none"> <li>• Washington DC; 19 July - 1 August 2017</li> <li>• 1 student; 2 teachers/officers</li> <li>• Self-sponsored</li> </ul>	<p><b>The Most Improved Delegate Award Builders of the Universe Award</b></p> <ul style="list-style-type: none"> <li>• Prevena a/p Ramakrishnan - SMK Sultan Badlishah, Kulim, Kedah</li> </ul> 
3.	<p><b>World Invention Creativity Contest (WICC) 2017</b></p> <ul style="list-style-type: none"> <li>• Seoul, Korea; 28- 30 July 2017</li> <li>• 4 students; 2 teachers/officers</li> <li>• Sponsored</li> </ul>	<p><b>The Best Presenting and Outstanding Award (Gold Medal)</b></p> <ul style="list-style-type: none"> <li>• Ameerul Shafiq Bin Abdul Manaf;</li> <li>• Khairul Hakimi Bin Mohd Shafie;</li> <li>• Ahmad Afiq Danial Bin Mohd Kamal;</li> <li>• Ahmad Amir Bin Izzat Amran - Sekolah Menengah Imtiaz, Yayasan Terengganu</li> </ul> 
4.	<p><b>World Invention Creativity Contest (WICC) 2017</b></p> <ul style="list-style-type: none"> <li>• Seoul, Korea; 28- 30 July 2017</li> <li>• Sponsored by Universiti Malaysia Perlis (UniMAP)</li> </ul>	<p><b>Gold Medal WICC 2017</b></p> <ul style="list-style-type: none"> <li>• Muhammad Danish Syafi Mohd Azdikirana - SK Putra, Perlis</li> </ul> 
5.	<p><b>45th International Exhibition of Invention on Geneva</b></p> <ul style="list-style-type: none"> <li>• Geneva, Switzerland; 29 March - 2 April 2017</li> <li>• 2 students; 1 teacher</li> <li>• Self-sponsored</li> </ul>	<p><b>Gold Award</b></p> <ul style="list-style-type: none"> <li>• Syazwan Iskandar Bin Saarl (Tingkatan 2 ) - SMK Badlishah, Kulim Kedah</li> </ul>
6.	<p><b>Asean Cyberkids Camp</b></p> <ul style="list-style-type: none"> <li>• Manila, Filipina; 18 - 22 July 2017</li> <li>• 2 students; 2 mentors/officers</li> <li>• Sponsored by Telecommunication and Information Technology Senior Officials Meeting (TELSOM), Ministry of Communications and Multimedia Malaysia</li> </ul>	<p><b>International Participation</b></p> <ul style="list-style-type: none"> <li>• Shasha Qistina Auni Binti Shahridzuan; Wan Najihah Zahidah Binti Zawawi - SK Putrajaya Presint 11(1), WP Putrajaya</li> </ul>

No	Programme and Participation	Achievement
7.	<p><b>Global Summit Week 2017- International Panasonic Kid Witness News (KWN)</b></p> <ul style="list-style-type: none"> <li>• Tokyo, Jepun</li> <li>• 01 - 05 August 2017</li> <li>• 3 students; 2 mentors dan 1 officer</li> <li>• Sponsored by Panasonic Malaysia Sdn. Bhd.</li> </ul>	<p><b>Best Storytelling Award Best Video</b></p> <p>Michael Anak Nyamun - SK Long Sepiling , Baram, Marudi, Miri, Sarawak</p> <p>Alex Jong Chia Chuen; James Ling Siew Lung - SMK Batu Lintang, Kuching, Sarawak</p> 
8.	<p><b>Students On Ice (SOI) - Artic Educational Expedition 2017</b></p> <ul style="list-style-type: none"> <li>• Artik; 8 - 23 August 2017</li> </ul>	<p><b>International Participation</b></p> <ul style="list-style-type: none"> <li>• Yusuf Akmal Bin Mohamad Rahijan - SMK Dato` Razali Ismail, Kuala Terengganu</li> <li>• Rosbella Batrisyia Binti Mohamad Saleh - SMK Tengku Mammud, Besut, Terengganu</li> </ul> 
9.	<p><b>11th APRSAF Water Rocket Ewvnt and Poster in conjunction to 23rd Session of The Asia-Pacific Regional Space Agency Forum</b></p> <ul style="list-style-type: none"> <li>• Bengaluru, India; 14 - 17 November 2017</li> <li>• 4 students; 2 teachers; 1 MOSTI officer</li> <li>• Sponsored by MOSTI and School</li> </ul>	<p><b>Third Place</b></p> <ul style="list-style-type: none"> <li>• Siti Nur Atira Binti Mohd Termizi; Mior Hanip Bin Yunus (Guru) - SMK Batu Sepuluh Lekir, Batu 10 Lekir, Sitiawan, Perak</li> </ul> 
10.	<p><b>International Brain Bee Championship</b></p> <ul style="list-style-type: none"> <li>• Washington DC, USA; 3-8 August 2017</li> <li>• Self-sponsored</li> </ul>	<p><b>Third Place</b></p> <ul style="list-style-type: none"> <li>• Elwin Raj - SMK Bintang Utara, Kuala Lumpur</li> </ul>
11.	<p><b>Osaka Robotic Games 2017</b></p> <ul style="list-style-type: none"> <li>• Osaka, Jepun</li> <li>• 25 - 31 October 2017</li> <li>• 2 students; 2 teachers</li> <li>• Self-sponsored</li> </ul>	<p><b>Gold Medal and 800 YJ</b></p> <ul style="list-style-type: none"> <li>• Mohamad Daniel Adrian B Zainodin - SMK Ibrahim, Sungai Petani, Kedah</li> </ul> <p><b>Gold Medal and 600 YJ</b></p> <ul style="list-style-type: none"> <li>• Mohammad Hakimi Bin Mouhammad Yazid - SMK Ibrahim, Sungai Petani, Kedah</li> <li>• Guru - En. Mahzan Bin Mohd Mohidin; Pn. Hafizuriah Binti Hashim</li> </ul>
12.	<p><b>International Exhibition for Young Inventors (IEYI) 2017</b></p> <ul style="list-style-type: none"> <li>• Nagoya, Japan; 27 - 29 July 2017</li> <li>• Self-sponsored</li> </ul>	<p><b>SJKC Tan Cheng Lock, Subang Jaya, Selangor</b></p> <ul style="list-style-type: none"> <li>• <b>Gold Medal: Macau Special Award - Weight Watcher</b></li> <li>• <b>Bronze Medal: Hong Kong Special Award - Security Wrist Band</b></li> </ul>



No	Programme and Participation	Achievement
		<p><b>SMK Datuk Onn, Butterworth, Penang</b></p> <ul style="list-style-type: none"> <li>• Silver Medal - <i>Super Projector</i></li> <li>• Silver Medal - <i>Aquasmart</i></li> <li>• Bronze Medal - <i>Bioplastic</i></li> </ul> <p><b>SMK Tung Hua, Sibul, Sarawak</b></p> <p><b>Bronze Medal: China Special Award - Hand-Free-Door</b></p> <p><b>Silver Medal - Aquasmart</b></p> <p><b>Hong Kong Special Award - Multi Purpose Screw Driver Pen</b></p> <p><b>SMK Heng Ee, Penang</b></p> <p><b>Bronze Medal - Biodegradable Roof Thermal Insulator; Smart Automotive Access</b></p>
13.	<p><b><i>Kaohsiung International Invention Design Exhibition 2017</i></b></p> <ul style="list-style-type: none"> <li>• International Konvention Center, Kaohsiung, Taiwan, China; 8 - 10 December</li> <li>• 10 students; 4 teachers; 1 officer</li> <li>• Self-sponsored</li> </ul>	<p><b><i>Gold Medal &amp; Korean University Special Award</i></b></p> <ul style="list-style-type: none"> <li>• <b>SM Sains Sains Muhammad JIWA - Gold Medal &amp; Indonesia Special Award</b></li> <li>• <b>SMK Ibrahim, Sungai Petani, Kedah 2 Gold Medals, 1 Silver Medal &amp; Special Award</b></li> <li>• <b>SMA AL MAAD</b></li> </ul>
14.	<p><b><i>The Land Rover 4X4 In Schools Technology Challenge, World Finals 2017</i></b></p> <ul style="list-style-type: none"> <li>• Abu Dhabi, UAE; 8-13 December 2017</li> <li>• 3 male students; 3 female students; 1 male teacher</li> </ul>	<p><b><i>Second Place (Overall)</i></b></p> <ul style="list-style-type: none"> <li>• <i>Verbal Presentation Award.</i></li> <li>• <b>SMK Seri Perling, Johor Bahru (Panthera)</b></li> </ul>
15.	<p><b><i>The Land Rover 4X4 In Schools Technology Challenge, World Finals 2017</i></b></p> <ul style="list-style-type: none"> <li>• Abu Dhabi, UAE; 8-13 Disember 2017</li> <li>• 4 male students; 1 female student; 1 male teacher</li> <li>• Self-sponsored</li> </ul>	<p><b><i>Marketing &amp; Sponsor Award</i></b></p> <ul style="list-style-type: none"> <li>• <b>SMK Agama Johor Bahru (Hurricane)</b></li> </ul>

#### Exhibit 4-6: Malaysian Students' Participation in Uniform Units at International Competitions, 2017

No	Programme and Participation	Achievement
1.	<p><b>12th Southern Border Province Scout Jamboree 2017</b></p> <ul style="list-style-type: none"> <li>• Pakbang Scout Camp, Thailand; 4-8 April 2017</li> <li>• 250 students; 20 teachers</li> </ul>	<p>Participation</p> 
2.	<p><b>Cultural Exchange Programme</b></p> <ul style="list-style-type: none"> <li>• Yogyakarta, Indonesia; 25-28 September 2017</li> <li>• 16 students; 1 teacher; 1 officer</li> </ul>	<p>Participation</p>





## CO-CURRICULAR ACTIVITIES HIGHLIGHT STUDENTS' POTENTIAL AT THE INTERNATIONAL ARENA



**The International Mathematics Olympiad (IMO)** is an annual event participated by the Ministry of Education. Participation in this event is an opportunity for students to compete in the international arena. Students participation at IMO have also given the Ministry opportunity to encourage others to excel in Mathematics in schools. In July 2017, the event was held in Rio de Janeiro, Brazil. Malaysian students succeeded in placing the nation's ranking at the 37th place among the 111 participating countries. The Malaysian Team comprised six students and one teacher. A total of 615 students from various countries participated in the IMO. The programme has helped prepared a workforce of skilled experts conversant in core knowledge and technology, enabling to take the nation to the 21st century in line with emphasis in STEM and Learning in the 21st century.

**Ivan Chan Kai Chi (SMJK Phor Tay, Pulau Pinang)** and succeeded with two silver medals at the IMO. Two bronze medals were collected by **Hanissa Shamsuddin (SMK Putrajaya Presint 18 (1), WP Putrajaya)**

and **Tan Li Xuan (SMK Bandar Utama Damansara (3), WP Kuala Lumpur)**, while two other students, **Theam Wing Chun (SMJK Sin Min, Kedah)** and **Sean Ghee Zhing (SMJK Yok Bin, Melaka)** were recognised for their participation. The Ministry is extremely proud of the achievements by the Malaysian team, proving that students involvement in co-curricular activities help to reinforce classroom knowledge. *Malaysia Boleh!*



Photo: [malaysianstudent.com](http://malaysianstudent.com) website





**F1 Programme in Schools** has been conducted since 2005. The programme offers learning subjects related to Science, Technology, Engineering and Mathematics (STEM) and their application through various engaging methods. The programme receives strong support from the Formula One community, openly welcoming students participation and educating them in the F1 Paddock and factory.

F1 in Schools is the only multidisciplinary competition that enables teams (students aged 9 – 19) to design and operate mini cars. The challenge faced by the students inspires them to apply their knowledge of physics, aerodynamics, design, production, graphic, branding, sponsorship, marketing, leadership/ teamwork, media skills and financial strategy, applying them in a practical, imaginative, competitive and attractive manner. The programme is an early exposure to life skills in planning, co-operation, problem-solving and cultivates a competitive sense which is essential throughout higher education and one's career.

In 2017, the **F1 in Schools, World Finals** competition was held in Kuala Lumpur in

September. There were 51 participating teams from 27 countries; involving 350 students vying for the F1 in Schools World Champions 2017 title. The winner is a team from Australia.

In this competition, team **Synchro 9, SMK Seksyen 9, Shah Alam, Selangor**, with the support of Renault Sport Formula One, won the the Innovative Thinking Award. Each year the nation's representatives have managed to grab a few best awards in various categories. Among them is the Best Woman Motorsport, Best Marketing and Best Sportsmanship categories. The nation's participation in automotive engineering has placed Malaysians students at par with others in the world. Practice makes perfect. Malaysia, continue to achieve excellence!





## STUDENTS ON ICE (SOI) - ARTIC EDUCATIONAL EXPEDITION 2017

### The 2017 Arctic Educational Expedition

gathered 120 students from secondary schools and universities worldwide to participate in an expedition at the Canadian High Arctic and Western Greenland. The expedition was conducted by Students On Ice (SOI), a Canadian-based foundation. SOI was created with a mandate to educate youth throughout the world on the importance of the Polar region, supporting its growth and providing inspiration to developing initiatives in contributing to global sustainability.

Students were exposed to a spectrum of dialogues related to the expedition site, including culture and arts, history and politics, science and development in sustainability, weather changes and glaciology, economy, administrative management and geopolitics. Experts were also invited to share their expertise on exploration, fact-finding, analysis, synthesis, reflection opportunities and generating idea. Students were also able to gain insights from various other sources, among them were peers, adults, scientists, experts, artistes, musicians, photographers, journalists and business leaders. All participants are guided in developing their personal identity

and capability paradigms throughout their experience.

In 2017, the expedition was held in August at Antarctica. Two students represented Malaysia, **Yusuf Akmal Bin Mohamad Rahijan (SMK Dato Razali Ismail, Kuala Terengganu, Terengganu)** and **Rosbella Batrisyia Binti Mohamad Saleh (SMK Tengku Mammud, Besut, Terengganu)**.

Student participants from Malaysia were sponsored by Sultan Mizan Antarctic Research Foundation (*Yayasan Penyelidikan Antartika Sultan Mizan, YPASM*). It is hoped that involvement in similar programmes will build confidence and competitiveness among Malaysian students, and simultaneously bring forth the principles of environmental sustainability in Malaysia. Travel far and wide, broaden one's horizon!



*Photo: Facebook Yayasan Penyelidikan Antartika Sultan Mizan*







## SUMMARY

Fostering values of unity among races remains as one of the main agenda of the Ministry to develop a balanced and complete individual. The Ministry has implemented a few activities to foster unity, which are enhancing school leaders' competencies enabling them to develop unity intervention programmes, forging greater collaboration with other agencies to organise unity based activities, enhancing the roadmap for unity

in education to ensure effective implementation, and encouraging greater interactions among students of various ethnicity through unity camps. The development of students' soft skills is strengthened by encouraging participation in co-curricular activities. The Ministry hopes all education stakeholders will work together with the Ministry to instil values of unity among races and reinforce the values through their daily practices as Malaysians.



VR BOX  
OPTICAL QUALITY GLASSES



# Enhancing Efficiency Of Education Delivery

“ *The Ministry will ensure that it has the capacity and capabilities to provide the right type and levels of support to schools and students. This will require a fundamental transformation in the Ministry’s organisation to develop its JPNs and PPDs, which are closer to schools, and more attuned to their specific needs.* ”

*Malaysia Education Blueprint 2013-2025, p.6-1*





The provision for quality education relies on efficient and effective support mechanism provided in the education system besides the effective teaching and learning processes provided by teachers and visionary leadership by school leaders. The delivery system in education in Malaysia is continuously improved to ensure that necessary assistance and aids are provided to all states, districts, and schools in need of support based on the budget allocated to the Ministry of Education Malaysia (the Ministry).

In 2017, the Ministry continued to increase the quality of its delivery

system with the implementation of the following activities:

- Optimising budget to maximise student outcomes
- Enhancing leadership skills and capabilities within the Ministry
- Improving school infrastructure and maintenance
- Enhancing education database to support decision making
- Increasing the use of virtual learning environment to optimise learning capabilities
- Strengthening ICT ecosystem
- Increasing operational efficiency of under-enrolled schools
- Developing equitable financing principles for allocation to schools

## OPTIMISING BUDGET TO MAXIMISE STUDENT OUTCOMES

Every year the education sector receives the largest share of the Government's annual budget. By prioritising the education sector, it is evident that the Government

is committed to producing knowledgeable and skilled citizens through the provision of quality education. The commitment towards transforming the education system

requires careful planning and prudent spending to ensure that the intended students' outcomes can be achieved.

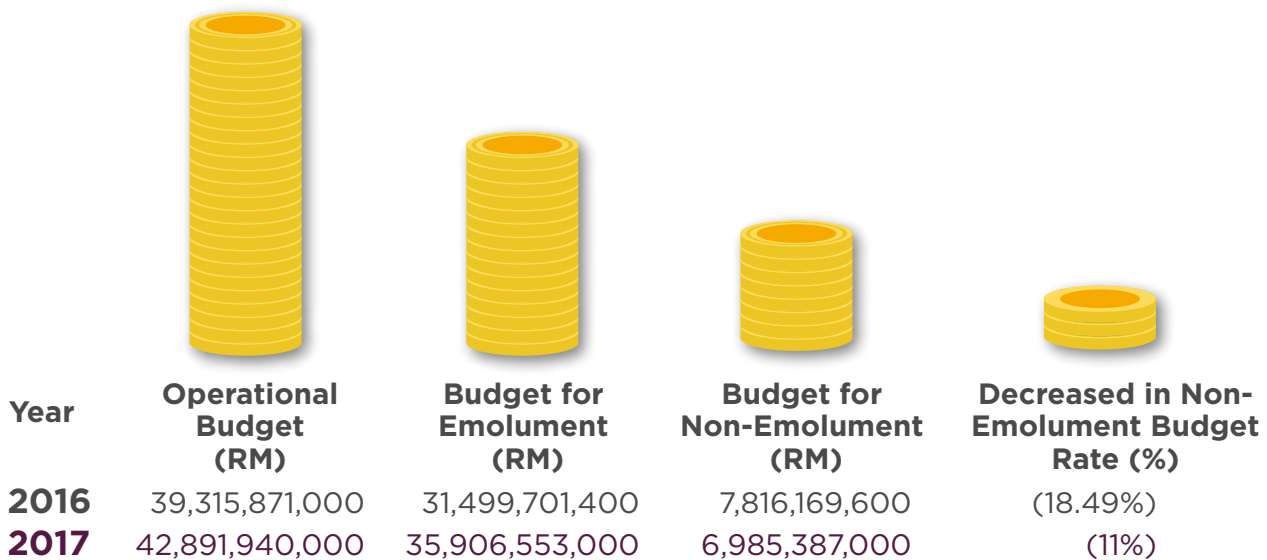
The global economic downturn brought on by the decline in petroleum prices as well as the restrained global trade over the past few years have affected the productivity and economy in Malaysia.



Subsequently, a significantly lower budget allocation was provided to all ministries and government agencies. In 2017, the Ministry was allocated RM6.9 billion for its operational

budget (non-emolument) compared to RM7.8 billion in 2016. The decrease in budget resulted an 11% reduction in allocation (Exhibit 5-1).

**Exhibit 5-1: Budget Allocated to Ministry of Education, 2016-2017**

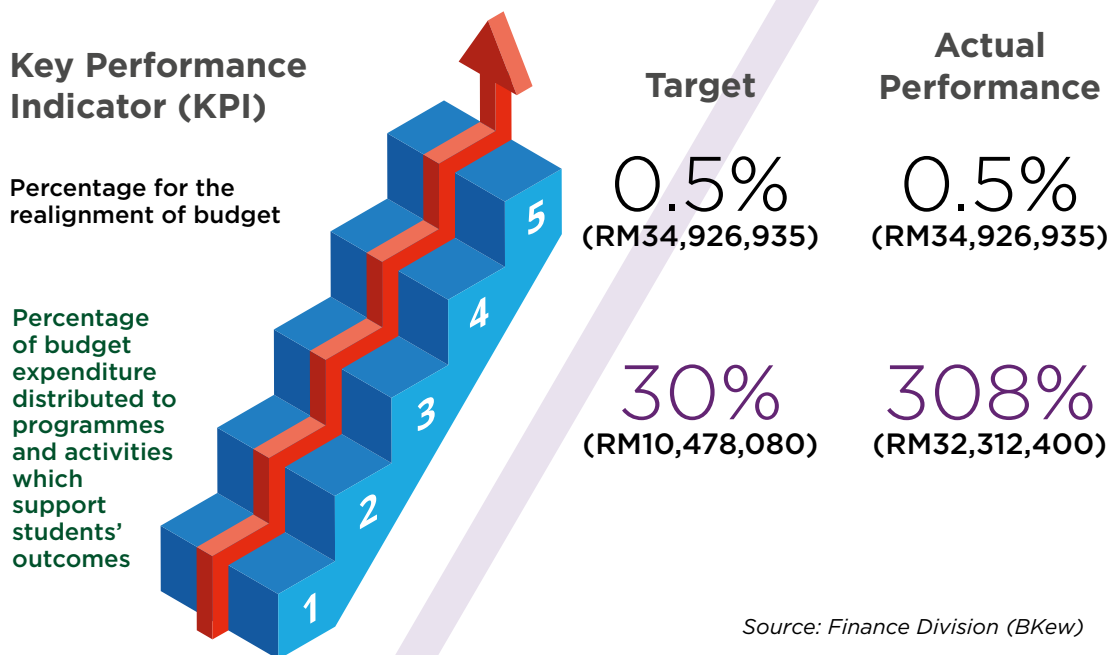


Source: Finance Division (BKew)

Due to the reduction in operational budget (non-emolument), the targeted percentage for realignment of the budget for activities which received a lesser allocation was revised and determined. For 2017, the targeted percentage rate for realignment of the budget for activities which received a lesser allocation was determined at 0.5% of the proposed 2018 operational budget (non-emolument) or RM34.92 million. The targeted percentage rate for realignment of the budget for programmes and activities which support student outcomes was fixed at 30% of the

RM34.92 million, which amounted to RM10.5 million as shown in Exhibit 5-2. Nevertheless, the Ministry was successful in achieving beyond the target set for the realignment of the budget expenditure in the implementation of student outcome-based programme by the various Divisions in the Ministry. Based on the collaborations among the Divisions within the Ministry with emphasis on the implementation of high impact programmes towards student outcomes, the Ministry successfully overachieved the target set for the realignment of budget expenditure.

Exhibit 5-2: Target and Performance for the Realignment of Operational Budget (Non-Emolument), 2017



In 2017, the percentage of the realigned expenditure budget distributed to programmes and activities which benefitted students' outcomes had substantially increased from RM10.48 million to RM32.31 million, a significant increase of 308%. Programme and activities benefitting from the realignment of budget include:

- i. Activities under the Upholding *Bahasa Malaysia* and Strengthening the English Language Policy (MBMMBI)
- ii. Sports Aid for Schools
- iii. Assistance for Additional Payment for Schooling
- iv. Aid for School Uniform and Uniformed Bodies
- v. Food Contracts for *Sekolah Bimbingan Jalinan Kasih* (SBJK)
- vi. Transportation Aid for Boarding School Students
- vii. Aid for Meals at Schools with Boarding Facilities

#### • Costs Saving

Due to constraints of the lesser amount for Non-Emolument Budget, the Ministry reviewed the amount for expenditures to ensure savings. One of the categories being re-examined in 2017 involved the cost of services. A workshop session was held to improve the scope of contracts (including specifications, terms and conditions) and to determine the number of staff involved in the Compound and Building Cleanliness Services (*Kebersihan Bangunan dan Kawasan, KBK*). The workshop was conducted by the Procurement and Asset Management Division (*Bahagian Perolehan dan Pengurusan Aset, BPPA*). The reviewed items were approved by the Secretary-General of the Ministry of Education, and was applied to 50 KBK service tenders under the purview of the Kelantan State Education Department (*Jabatan Pendidikan Negeri, JPN*) effective from 1 June 2017. With the application of the new norms for staffing, a savings of RM2.51 million was made.





## ENHANCING LEADERSHIP SKILLS AND CAPABILITIES WITHIN THE MINISTRY

The Ministry is resolute in its efforts to ensure the success of the education transformation since its implementation in 2013. It is imperative for the Ministry to establish a pool of qualified talents with the potentials to hold key leadership positions and to ensure a sustainable supply of quality future leaders to spearhead the education transformation. The group of leaders in key positions within the Ministry must comprise officers who are capable, motivated and efficient to lead change and ensure the momentum of change which has started continues to affect change.

Since 2013, Wave 1 of the Malaysia Education Blueprint (the Blueprint) 2013-2025, the Ministry has been collecting data on the competency profiles of officers in key leadership positions within the Ministry – Directors and Deputy Directors in various divisions/institutions, JPN and District Education Offices (*Pejabat Pendidikan Daerah*, PPD). This feature is one of the main components in the implementation of the Succession Plan in the Ministry. The process is based on a few evaluation instruments such as the psychometric test, functional competency instrument, and leadership competency instrument. A

total of 679 officers at key leadership positions have been profiled since 2013. This group of officers have undergone an intervention programme known as the Accelerated Leadership Development Programme (ALD) to increase their level of leadership competencies.

- **The Key Leadership Programme**

In 2017, a total of 52 senior officers attended the Key Leadership Programme (*Program Barisan Kepimpinan Utama*, BKU) to increase their competencies in areas where gaps were identified. This group of officers consisted of Directors and Deputy Directors from various divisions/institutions. BKU is an intervention programme specifically designed and helmed by Institut Aminuddin Baki, with the co-operation of the Human Resource

Management Division (*Bahagian Pengurusan Sumber Manusia*, BPSM). It consists of two components – Executive Leadership Series and Leadership Coaching.

- **Component 1 of BKU: Executive Leadership Series**

This series comprised four sessions of leadership lectures or executive talk. The executive talk was delivered by prominent figures in the country with outstanding leadership qualities and exemplary professional capacity (Exhibit 5-3). The target group benefitting from this series were the senior officers who were profiled since 2015. Sharing experiences with such prominent personalities have proven to be vital in motivating and inspiring leaders in the Ministry to provide the best service for the successful delivery of the national education transformation.





## Exhibit 5-3: The Executive Leadership Series, 2017

**Datuk Wira Dr. Maznah binti Hamid**  
(Almarhumah)  
Executive Chairman,  
Securiforce Group



### Managing and Leading Organisational Change

“ A determined person is full of confidence, never feel intimidated or hurt by others’ criticism and trivial matters.

Focus on achieving goals. ”

**Tan Sri Jamaludin bin Ibrahim**  
Chief Executive Officer  
Celcom Axiata Berhad



### Managing Change and Preparing Future Leaders for Industrial Revolution 4.0 Organisational Change

“ Just when you thought you are the best, look around you. ”

### Engaging Various General Workforce for Creating Culture of High Performance Organisational Change

“ A leader’s main challenges are to affect change, develop ideas, constantly self-improved, and avoid being in the complacent culture.

”



**Professor Emeritus Dato’ Dr. Ibrahim bin Ahmad Bajunid**  
Chairman  
Malaysian Society for Education  
Administration and Management (MSEAM)

### Leadership Insights

“ A good leader is not only competent and a man of integrity, but also has excellent soft skills such as respecting others, calm, moderate and full of humility. ”



**Tan Sri Abdul Wahid bin Omar**  
Chairman  
PNB Group of Companies



- **Component 2 of BKU: Leadership Coaching**

A total of 20 senior lecturers from Institut Aminuddin Baki had undergone a Training the Trainers session. The appointed consultants for this session were from the Malaysian Institute of Management (MIM) through their MIM's Certified Professional Coach programmes. The

aim of the certification programme was to train a group of lecturers who are competent and ready to provide face-to-face coaching sessions to participants. Three face-to-face sessions were held with the aims to improve leadership skills, organisational management skills, and enhance problem-solving skills in critical situations.

## IMPROVING SCHOOL INFRASTRUCTURE AND MAINTENANCE

To accelerate the education transformation, the Ministry is committed in providing basic infrastructure to meet the standard of quality in order to support the teaching and learning activities. The Ministry focuses on improving and ensuring the readiness of school infrastructure and its maintenance including improving the efficiency of the Government's asset management. Basic infrastructure includes access to treated water, a minimum of 12 hour electricity supply, toilets and furnishing classrooms with tables and chairs. In 2017, the Ministry successfully implemented 1,097 development projects and infrastructure upgrading works totalling RM1.096 billion under the Development Expenditure. The maintenance projects were handled at the cost of RM460.3 million under the Operational Expenditure.

- **NBOS Projects**

The National Blue Ocean Strategy (NBOS) initiated a project called My New School in 2016, which was aimed to transform rural schools into community hubs. This programme was continued in 2017 focussing on rebuilding dilapidated schools using the prefabricated construction technique. Through the Dilapidated School project, the Ministry was given RM330 million to repair and upgrade 120 schools, which was classified as unsafe and in the state of disrepair. The project was a collaborative effort between with the Ministry and the Public Works Department (*Jabatan Kerja Raya*, JKR)

A total of 51 projects were successfully completed, while the rest is targeted for completion in 2018. Among the challenges faced by the Ministry

were obtaining the Approval for Planning from the Local Authorities, overcoming logistical problems in transporting building supplies to project areas as the schools were located in the interior, and facing the unpredictable weather conditions

which affected the progress of the projects. Despite the challenges, it was noted that the implementation of projects using the NBOS concept yielded a positive financial impact due to its low construction cost, high impact, and fast implementation.

Before	AFTER	
<p><b>SK Tanaki, Papar, Sabah</b></p> 		
<p><b>SK Pengalat Kecil, Papar, Sabah</b></p> 		
<p><b>SK Belatik, Papar Sabah</b></p> 		

Source: Education Development Division (BPP), Development Unit JPN Sabah & Sarawak



## SCHOOL MAINTENANCE AND UPGRADING PROJECTS USING THE SPECIAL FUND 2017

In 2017, the Ministry allocated a total of **RM627.66 million** on upgrading and maintenance projects for schools and education institutions. The allocation consisted of **RM127.66 million** from the operational expenditure and **RM500 million** from the special fund. The School Maintenance and Upgrading Projects Using the Special Fund (*Projek Penambahbaikan dan Penyelenggaraan Sekolah Menggunakan Peruntukan Tabung Khas*, PPKHAS) was announced in the 2017 Budget Speech.

The implementation of PPKHAS 2017 is an on-going initiative of the Government through the Ministry of Education Malaysia in providing allocation to schools which required immediate repair, provided high impact at a low cost. The implementation of PPKHAS

2017 comprised **7,465 projects and one water tank project** (implemented in three zones) nationwide, which involved various scopes of work as follow:

- a) Electrical wiring/electrical works
- b) Fire prevention equipment
- c) Termite control
- d) Repairing school fences
- e) Maintaining water tanks at schools

The implementation of PPKHAS 2017 was succesful because the projects assured comfort, longer life span of schools, while simultaneously avoiding unfortunate incidents which may jeopardise the lives of students, teaching staff and the public. PPKHAS 2017 is consistent with the Government's effort to ensure each school/institution is periodically improved and remained well maintained.







Repairing school fences at SK Sungai Buaya, Rawang



Repairing school fences at SMK Taman Bunga Raya, Rawang



Repairing school fences at SMK Durian Daun, Melaka



Electrical wiring maintenance at SK Kompleks Mengabang Telipot, Terengganu



Termite Control at SMK Dato' Mahmud Paduka Raja (1)



Repairing school fences SMK Tengku Ibrahim, Terengganu

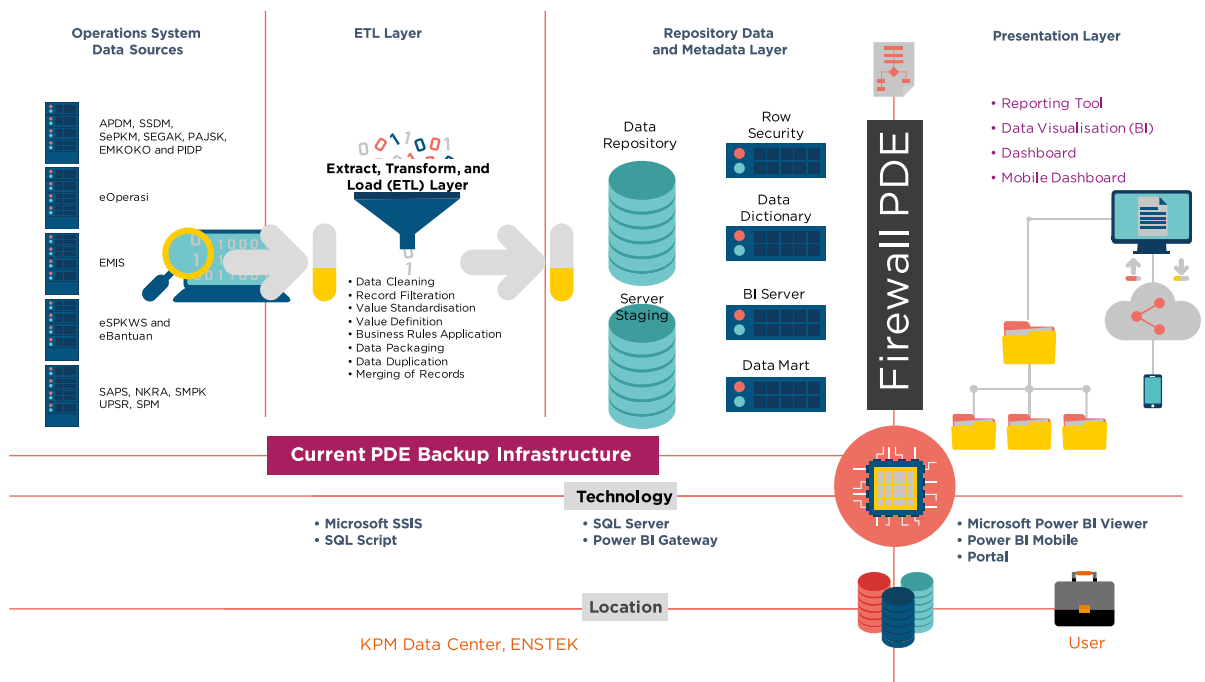


## ENHANCING EDUCATION DATABASE TO SUPPORT DECISION MAKING PROCESS

The Development of Education Data Repository and Expansion of Dashboard Usage initiative is intended for the Ministry to collect various data on education which has been verified at one location. This will ease data analysis and reporting, as well as providing verified and comprehensive data efficiently for all levels of education management to make accurate informed decisions

concerning educational issues. This initiative aligns with the aspirations of the Public Sector ICT Strategic Plan 2016-2020, which are “Digital Government Delivery Service Transformation Driven by Data Analytics” and “Development of Data Management and Data Sharing Hub”. Exhibit 5-4 depicts the overall view of the proposed implementation project for the initiative.

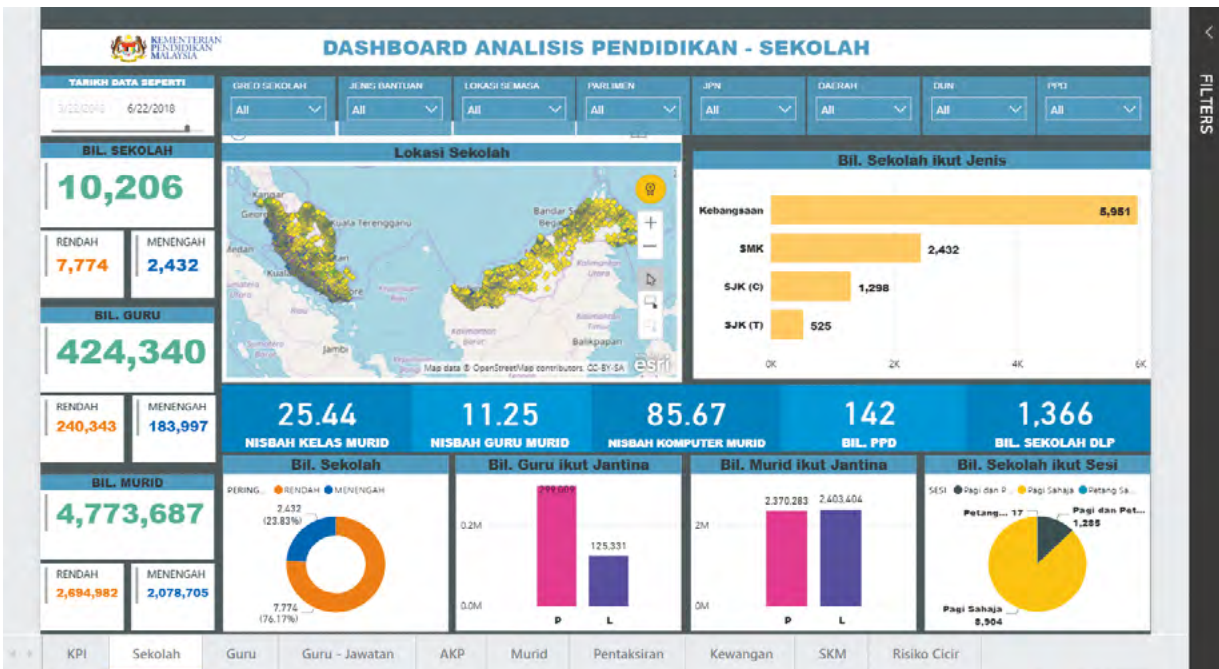
**Exhibit 5-4: Education Data Repository Development and Implementation Framework**



Source: Education Performance and Delivery Unit (PADU), 2017

Analytical methods and data visualisation should be aligned with the current technological trends to assist the management of the Ministry in making informed, accurate and effective decisions. In 2017, the Ministry was successful in developing the Dashboard, which is capable of

displaying interactive and visually effective analysis. The information and data on this dashboard is also accessible through mobile devices. This facilitates easy access to data, its analysis and presentation to stakeholders, which ease the decision making processes.



Example of the Dashboard Display

To ensure the Dashboard is available to all target groups, a series of six workshops were held in six zones nationwide involving representatives from the PPD, JPN, the Divisions within the Ministry. (Exhibit 5-5)

In December 2017, the Education Data Repository and Dashboard was fully developed and handover to the Ministry to be operated and managed.

Exhibit 5-5: Dashboard Workshops by Zones, 2017

Date of Workshops Conducted	Zone	Number of Participants
8-10 November 2017	Eastern	32
	Central	26
13-15 November 2017	Northern	16
	Southern	28
20-22 November 2017	Sabah	31
	Sarawak	32

Source: Educational Planning and Research Division (BPPDP)





Workshop for Dashboard Usage for JPN and PPD in Sabah



Workshop for Dashboard Usage with Representatives within the Ministry



Presentation on the General Data on Education using the Dashboard Software to the Education Minister

## INCREASING THE USE OF VIRTUAL LEARNING ENVIRONMENT TO OPTIMISE LEARNING CAPABILITIES

The Ministry continually seeks to bridge the divide between students in urban and rural areas in terms of academic, gender, socio-economic, infrastructure and infostructure. The 1BestariNet project is an ongoing initiative to transform the education platform in Malaysia to ensure education is made available to students wherever they are by providing quality internet access to all.

- **Broadband Availability to Optimise Learning Quality**

Phase 2 of the 1BestariNet was in its second year of implementation in 2017. Schools were equipped with better broadband facilities. Internet access was connected to

laboratories, staff rooms and school offices to facilitate the teaching and learning processes and to enable the smooth running of administrative and management matters. The broadband speed connectivity provided was dependent upon the size of the school and the number of computer laboratories. Schools with one computer laboratory were provided with a 6Mbps bandwidth, schools with two laboratories were provided with a 10Mbps bandwidth while schools with three laboratories were provided with 15Mbps bandwidth. The main focus in Phase 2 was to upgrade the internet broadband speed to 4G for all schools. Schools which were not connected to the 4G broadband

connectivity were profiled and earmarked for future upgrades. It is hoped that the improved broadband connectivity will benefit teachers and students through the creation of interesting learning activities, and encourage greater activity within the premise of the virtual learning environment (VLE).

As of December 2017, a total of 9,459 schools were connected to the 1BestariNet; 7,696 received 4G high speed broadband and 1,763 had the Asymmetric Digital Subscriber Line (ADSL) or the Very Small Aperture Terminal (VSAT) connections. Towards the end of Phase 2 in June 2019, it is hoped that 9,732 schools are connected to 1BestariNet, while 8,185 schools are equipped with the 4G technology.

Besides providing broadband facilities to schools, teachers with accessed to 4G connectivity were given a monthly 2GB individual data plan to support their teaching and learning sessions as well as management and administrative duties. To ensure the users in schools with the ADSL and VSAT connectivity were able to enjoy a better experience with VLE, Phase 2 of the 1BestariNet introduced a Frog Appliance device. The device provided access to its content within the intranet environment without having to access the VLE via the internet.

### • Usage of the Virtual Learning Environment (VLE)

The VLE which acts as a driver to accelerate the education transformation in Malaysia is an online learning platform which is flexible and mobile. Learning websites, communication network

and open learning source are easily accessible through the VLE, which is multifunctional to meet individual needs.

The adoption of the VLE by both students and teachers had significantly increased as compared to the previous year. The Ministry, through the Education Technology Division (*Bahagian Teknologi Pendidikan*, BTP) and Teacher Activity Centres (*Pusat Kegiatan Guru*, PKG), continuously provided support and training to teachers to enhance their capabilities in creating more interesting VLE materials.

Activities to encourage the usage of VLE included:

- i. Development of Learning Portal Workshop (*Bengkel Kerja Pembangunan Laman Pembelajaran*) conducted to complement teachers' skills in developing and uploading learning websites which were of quality, structured and relevant. These workshops were conducted throughout the country.
- ii. Follow-up Support Service Programmes (*Program Khidmat Bantu Susulan*) were carried out to provide continuous guidance to teachers to increase knowledge and skills in creating learning websites. The programme was implemented in 10 states.
- iii. Sharing of Best Practices Programme: Powerful Learning, Awesome Teaching, Optimistic (PLATO) 2017 was a continuity of the Development of Learning Portal Workshop. This programme was also held in appreciation of schools which showed increased in VLE usage.



Sharing of best practices programme



A workshop on the development of learning sites in Perak



A follow-up programme at SK Permas Jaya, Johor

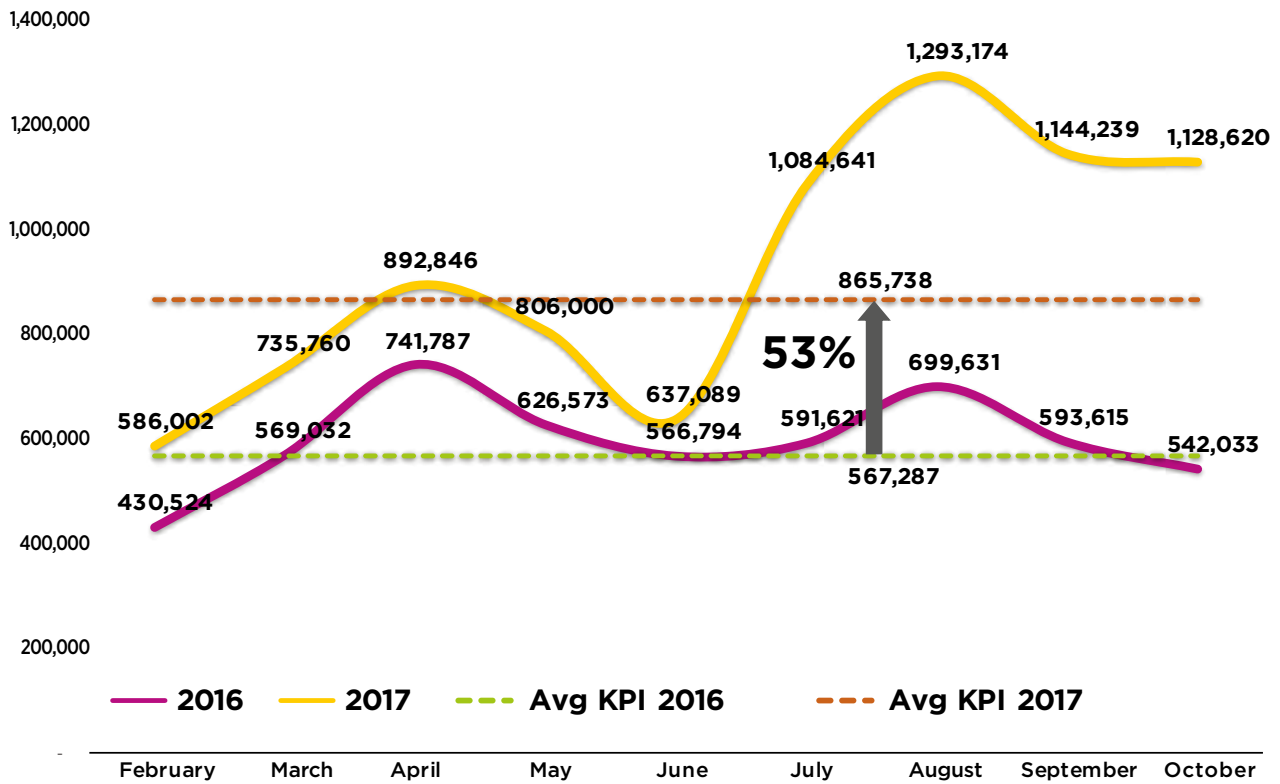
In 2017, the formula to calculate the Key Performance indicator (KPI) for the VLE usage was improved from calculating the cumulative number of users' who logged into the VLE to calculating the number of users who logged in based on their unique ID number. The new formula is more accurate and provided a true picture of the number of students who used the VLE on a monthly basis.

The KPI for the VLE usage also exceeded its target in 2017 as more teachers and students started using VLE. An average of 865,738 students used the VLE each month. This achievement was 31% higher than the targeted 660,000 students. The average users of the VLE in 2017 rose by 53% compared to 2016 (Exhibit 5-6). The high achievement had encouraged all parties involved to raise efforts in fostering positive attitude towards using technology in teaching and learning to increase the use of VLE in 2018.

The Ministry, in addition, successfully evaluated 9,649 learning websites which were accessible on the Frogstore until 31 December 2017. This figure greatly exceeded the initial target set for the evaluation which was at 7,800 learning websites.



**Exhibit 5-6: Comparison on the Usage of VLE in 2016 and 2017**



Source: Education Technology Division (BTP)



# KNOW, UNDERSTAND AND PUT INTO PRACTICE: A SCHOOL LEADER MOTIVATES THE USAGE OF VIRTUAL LEARNING ENVIRONMENT



**Puan Hajah Sabariah binti Haji Hassan** is the **Principal of Sekolah Menengah Kebangsaan (SMK) Ulu Tiram, Johor**. She was appointed in March 2017, and sought to immediately address the issue of school achievements through the usage of Frog VLE, which at that time stood at 0%. She understood that students were more receptive when technology was adapted to the teaching and learning processes. Puan Hajah Sabariah was determined to spark the interest of teachers and students in the usage of Frog VLE.

Pn. Hajah Sabariah, identified six main barriers in using the Frog VLE among teachers, which were teachers' inadequate knowledge of Frog VLE, shortage of equipment in computer laboratories, inability to access the internet for large number of users, insufficient supporting equipment such as LCD projector, mismanagement of computer laboratories, and teachers lacked confidence in using Frog VLE. Puan Hajah Sabariah then developed a few strategies for quick solutions to encourage teachers to use the Frog VLE as follow:

- explaining to teachers on the importance of using technology in teaching and learning during meetings
- conducting discussions with all Information and Communications Technology (ICT) teachers to distribute tasks to encourage the adoption of Frog VLE
- providing the necessary ICT support equipment

- borrowing netbooks from the Teacher Activity Centre in Pasir Gudang to overcome the shortage of computers in schools
- conducting in-service training sessions on the usage of Frog VLE
- scheduling the use of computer laboratories and the Frog VLE platform for all teachers for teaching

As a result, in the shortest of time, which was in April 2017, SMK Ulu Tiram was recognised by the Johor Education Technology Division as the school which had achieved the KPI and the best school in managing the usage of the Frog VLE. SMK Ulu Tiram also moved from the 36th place, the last place in the Pasir Gudang district, to the 20th position; and then steadily rose to third place before finally becoming the top school in using the Frog VLE every week. The school was also ranked top in Johor in terms of the number of students who logged into the Frog VLE besides being ranked at the tenth place among the best schools in the number of Frog VLE log-in at the national level.

**Puan Hajah Sabariah binti Haji Hassan**  
Principal, SMK Ulu Tiram Johor



Please scan the QR code to view the video







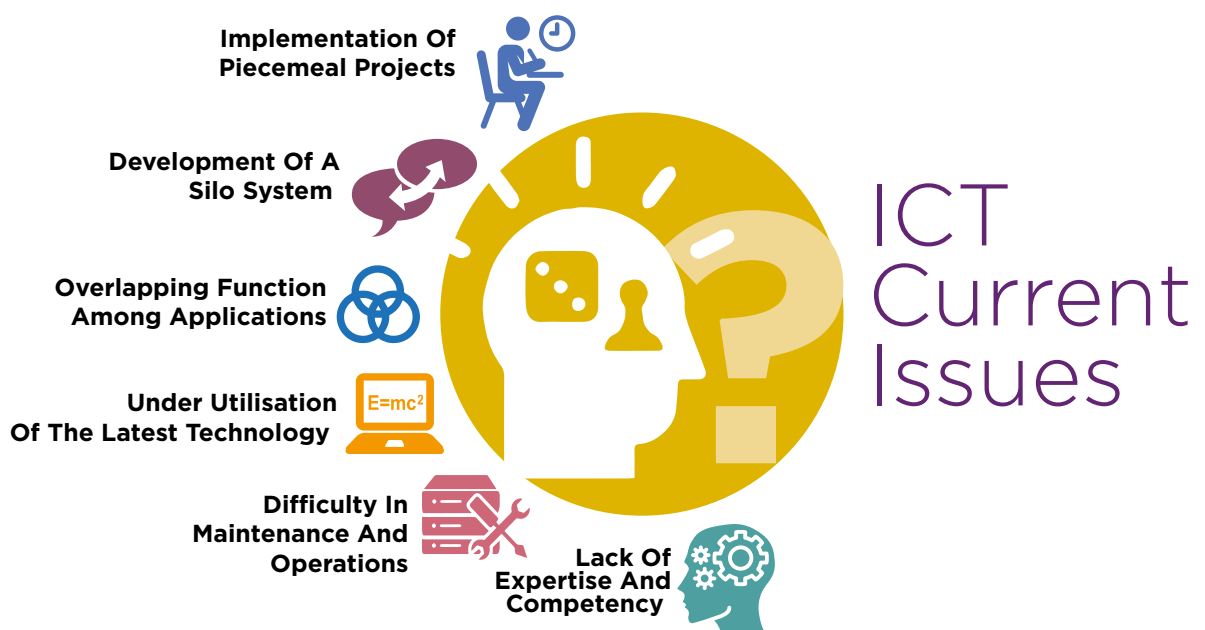
## STRENGTHENING THE ICT ECOSYSTEM

The Information and Communications Technology (ICT) is a critical enabler to improve the efficiency and effectiveness of the delivery system in the Ministry both in the management and administration, and in teaching and learning. The Ministry allocates a sizeable budget annually to implement ICT based initiatives covering the preparation of infrastructure such as networks, hardware, equipment, security and the development of systems application. Various applications systems are developed from within the Ministry and outsourced. The systems are hosted at the Enstek Data Centre and the Complex E Data Centre, Putrajaya. Users of these

system applications comprise all staff from various agencies under the purview of the Ministry and the general public.

The organisational structure of the Ministry is huge comprising 36 Divisions, 16 JPN, 142 PPD, 27 Institutes of Teacher Education campuses, 15 matriculation colleges, five Institute Aminuddin Baki campuses and 10,196 schools. The large number of institutions contributed towards the increasing issues on the effectiveness of the current ICT which are associated to technology, capability, competency and infrastructure.

**Exhibit 5-7: Current Issues Related to ICT in the Ministry of Education, 2017**



Source: Education Technology Division (BTP)

Among the issues identified (Exhibit 5-7) are as follow:

**i. Implementation of piecemeal projects**

Most ICT related projects are planned on a piecemeal basis, thereby lacking in a more complete and strategic implementation, and less cost effective. In the long run, this approach has caused problems, especially in the maintenance of hardware, software and ICT equipment.

**ii. Under utilisation of the latest technology**

The varied ICT technologies and latest trends available in the market are not being acquired to be fully utilised for the benefit of the Ministry. These latest technologies can be utilised to efficiently and effectively solve problems on system development and maintenance.

**iii. Development of a silo system**

Most systems are developed to fulfill various individual operational tasks within the Ministry at various education levels. Numerous distinct systems and applications are developed to fulfill the operational demands of each Division/JPN/PPD/school without considering the existing systems and applications, as well as the various database connectivity. Systems

development is usually performed without standard framework.

**iv. Overlapping function among applications**

Due to the development of systems in silos, the overlapping functions among applications inevitably affect the end users. This situation post difficulties to the users, especially while logging in and accessing information and data. Even though the Ministry tried to intergrate the diverse systems over the past few years, this measure has yet to prove itself due to the multiple silo operating systems in existence.

**v. Difficulty in maintenance and operations**

The use of too many application systems which have yet to be integrated has made maintenance works and operation difficult. The cost of repair and maintenance keeps escalating whenever ICT issue occurs.

**vi. Lack of expertise and competency**

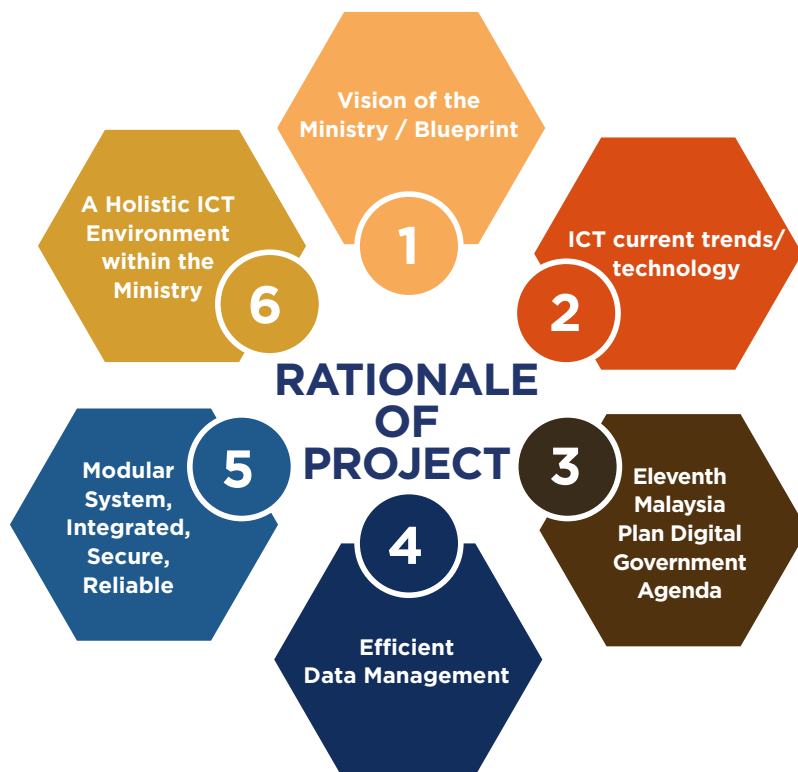
Due to limited exposure and experience on technology, current trends and the best practices in ICT, officers in the Ministry lack the capability to provide a comprehensive and terminal solution for ICT related issues.

## The Study on ICT Transformation

To address ICT related issues, the Ministry conducted a comprehensive study, the Study on ICT Transformation, Ministry of Education (MoE), to determine the ICT implementation gap in 2017. The study aimed to develop an efficient delivery system in education, one which is effective and capable of

realising the vision on ICT in the Ministry as stipulated in the Blueprint, in line with the Government's agenda under the Eleventh Malaysia Plan, and the Digital Government agenda under the Public Sector Strategic Plan. The rationale for conducting this survey is shown in Exhibit 5-8.

**Exhibit 5-8: Rationale for the Study on the Ministry of Education ICT Transformation**



Source: Information Management Division (BPM), 2017

This study will contribute to the development of the ICT Strategic Plan suited to the landscape of the Ministry for the next five years which includes:

- i. The Study on Current ICT Landscape
- ii. The Study on Opportunities for ICT Improvement
- iii. The Study on Identifying Gaps in ICT; and
- iv. The MoE ICT Transformation Plan (2018-2022)

Among the projected benefits of the studies are:

- i. Having a holistic view of the MoE ICT landscape.
- ii. Implementing strategic planning for ICT.
- iii. Assisting stakeholders in making easier informed decisions.
- iv. Increasing the efficiency of business operations and ICT management within the Ministry.

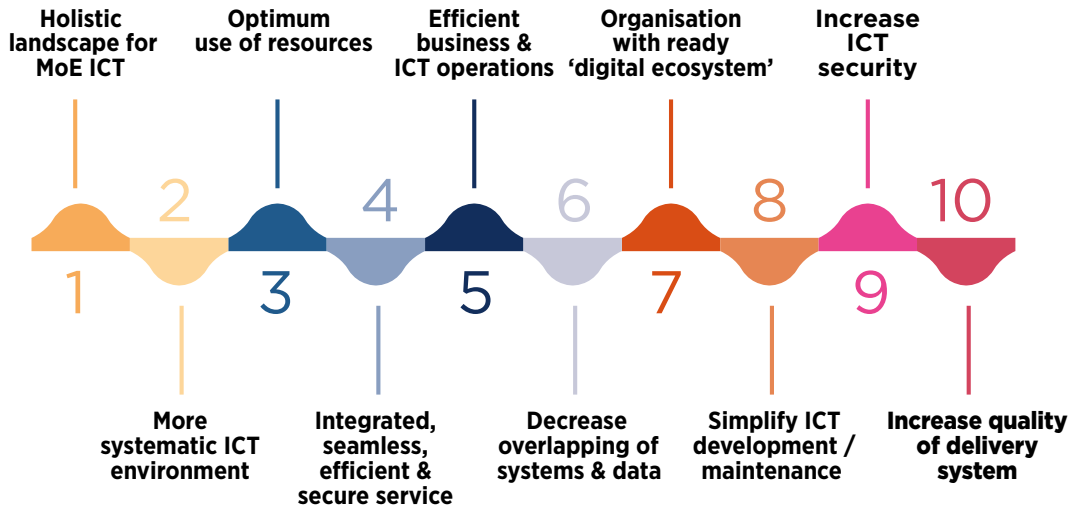




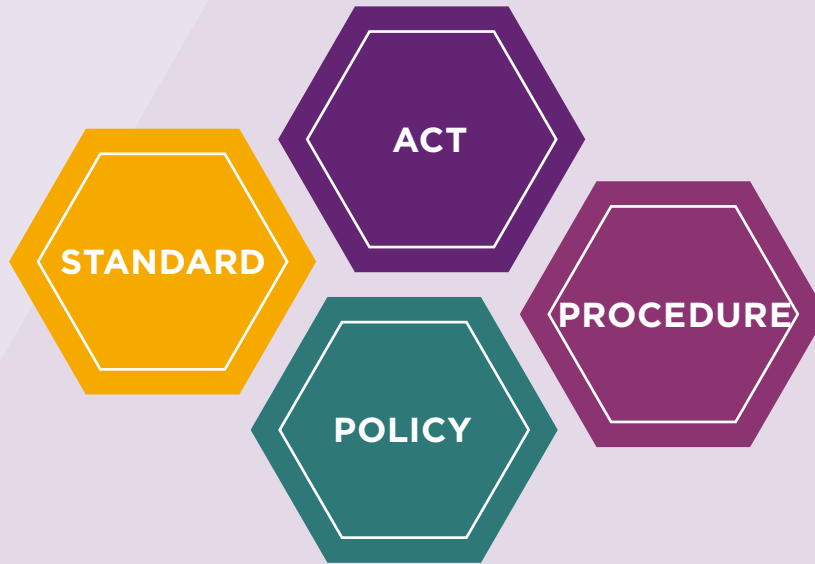
- v. Creating a model/framework to ensure an integrated, seamless, efficient and secure education delivery system.
- vi. Acquiring opportunities to exploit the relevant ICT technology and latest trends which add value to the Ministry.
- vii. Minimising overlapping in data and systems applications.
- viii. Simplifying the maintenance processes of systems/applications.
- ix. Optimising the use of limited resource and capability.
- x. Increasing the the level of cyber security within the Ministry.

# MoE ICT Transformation

## Benefits of the Study



## Scope of the Study on Enabling Environment



The scope of the Study on Enabling Environment is to identify factors that encourage or limit the ICT transformation within the current ICT environment of the Ministry. Recommendations for appropriate

improvements to implement suggestions in the ICT Transformation Plan to include standards, acts, policies, procedure, guidelines and other related matters.

There are three phases to this project with three main outputs (Exhibit 5-9) as follow:

### Phase One: Evaluation

Collection of information through interviews, focus group discussions, surveys and questionnaires involving the top management of the Ministry, Divisions, JPN, PPD, and schools. This resulted in a document entitled the Ministry of Education Current ICT Landscape Report.

### Phase Two: Development

A process to draft and develop a framework and design for the

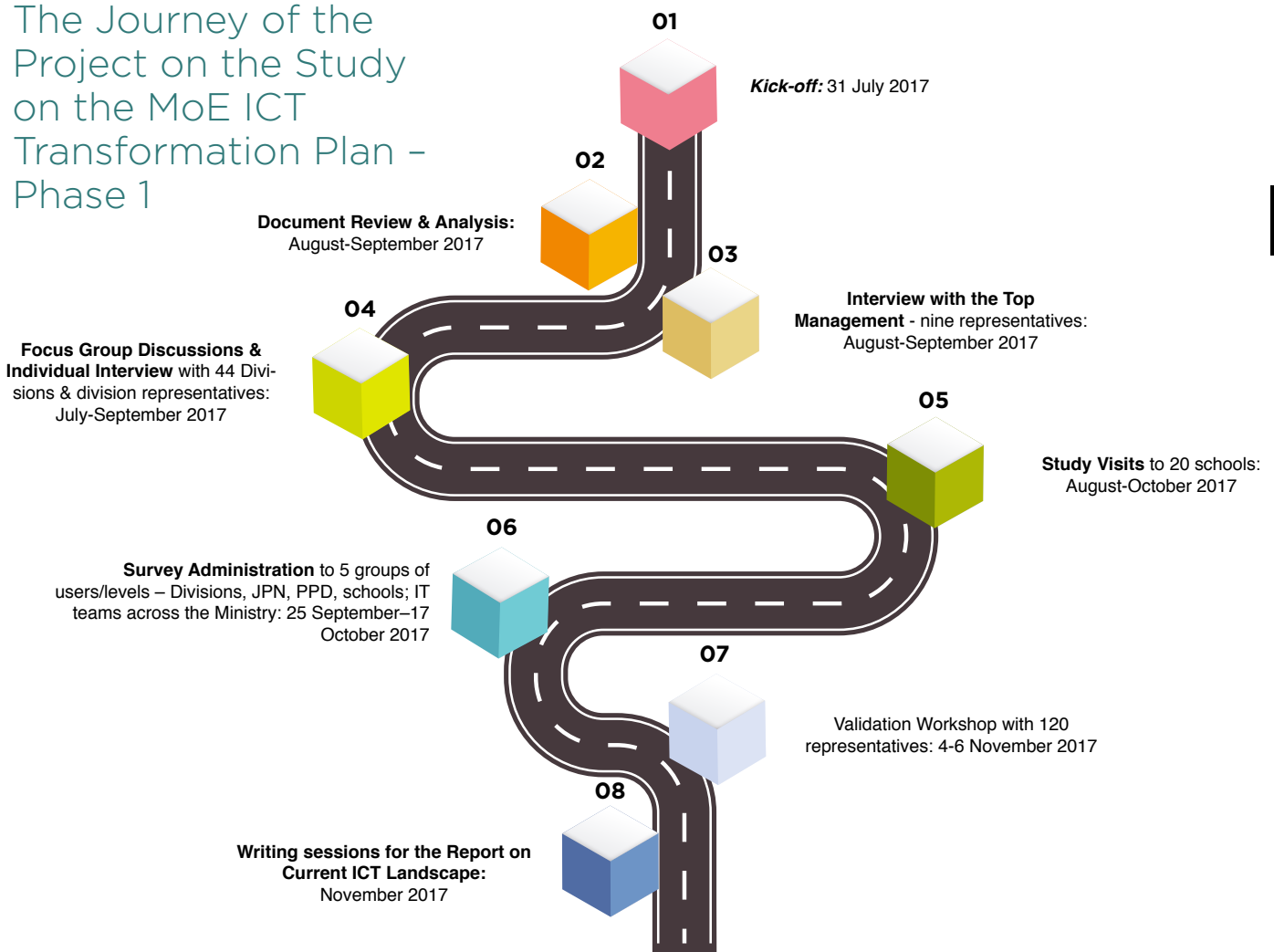
MoE ICT landscape, identify gaps which need to be addressed and propose ICT initiatives to achieve the aspirations of ICT transformation in the Ministry.

### Phase Three: Design

A process resulting from Phase Two: Development is the foundation of the MoE ICT Transformation Plan which is based on digital capability, ICT architecture and best practices in the management and operations of ICT. The main outputs are the MoE ICT Transformation Plan (2018-2022) and the Technical and Functional Specifications for the Main Initiative.

**Exhibit 5-9: Phase 1 - The Study on the MoE ICT Transformation Plan, 2017**

## The Journey of the Project on the Study on the MoE ICT Transformation Plan - Phase 1







Kick-off ceremony by YBhg. Dato' Sri Alias bin Hj. Ahmad (KSU)



Study visit and interview sessions in PPD HuluTerengganu



Phase 1: Validation Workshop

Phase 1 of the project ended in November 2017 and resulted in the MoE Current ICT Landscape Report. The report defined the readiness of the Ministry to implement ICT transformation. The findings in the report would be used as input in

Phase 2 and 3 for the development of the MoE ICT Transformation Plan and the Technical and Functional Specifications for the Main Initiative with digital capability and sound practices of the architectural system.



## INCREASING OPERATIONAL EFFICIENCY OF LOW ENROLMENT SCHOOLS

The Low Enrolment Schools or the Under-Enroled Schools (*Sekolah Kurang Murid, SKM*) are primary schools with an enrolment of 150 students or less across Year 1 to Year 6. The implementation of the Roadmap for Under-Enroled Schools is expected to increase the quality of these schools, especially student outcomes besides optimising school

operations. The estimated operational expenditure of SKM is high, where annually, an average cost per student is at RM67,130.65 as compared to RM5,321.84 in schools with an enrolment of 151 students and above. Exhibit 5-10 shows the number of primary schools categorised as under-enroled schools in 2017.

**Exhibit 5-10: Number of Primary Schools in the Under-Enroled Schools Category, 2017**

NO	TYPES OF SCHOOL	TOTAL NUMBER OF SCHOOLS WITH AN ENROLMENT OF 150 AND BELOW	TOTAL	PERCENTAGE
1	National School (SK)	2,074	5,786	36%
2	National Type School - Chinese (SJKC)	594	1,298	46%
3	National Type School - Tamil (SJKT)	364	524	69%
<b>TOTAL</b>		<b>3,032</b>	<b>7,608</b>	<b>40%</b>

Source: Educational Planning and Research Division (BPPDP)  
Data as of 31 October 2017

On 28 March 2017, a meeting held by the Education Planning Committee (*Jawatankuasa Perancangan Pendidikan Bilangan 213/2017*), which was chaired by the Minister of Education made a decision that the

strategies laid out in the Roadmap for Under-Enroled Schools be implemented. This strategically involved a short-term plan (less than one year) and a long-term plan (more than one year).



Briefing on Combined Class to Headteachers, SIPartner+, JPN and PPD officers.



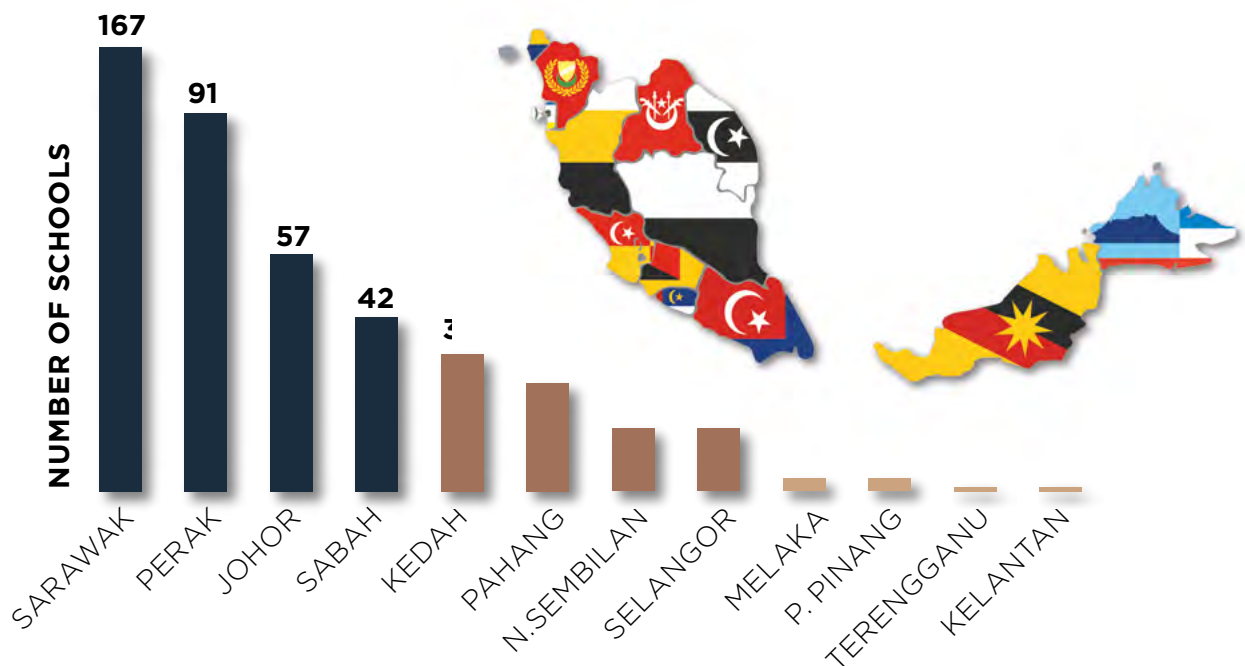
Combined Class Pedagogical Course to teachers, SISC+, JPN and PPD officers

## The Roadmap for Under-Enrolled Schools: Short-Term Strategies

Multi-grade classroom is one of the short-term strategies which is anticipated to be fully implemented in 2018, especially, for SKM with an enrolment of 30 and below. The implementation of the multi-grade classroom involves combining classes of Year 2 with Year 3, and Year 4 with Year 5 classes while Year 1 and Year 6 remain as individual classes.

Findings from the pilot study showed that there was a need to provide teachers and school leaders with relevant pedagogical and leadership skills, respectively, to ensure effective multi-grade teaching and learning processes be achieved in the multi-grade classroom. To this end, 13 training sessions were conducted to the targeted participants, namely teachers, SISC+, JPN dan PPD officers in 2017. A total of seven briefings sessions were conducted for school leaders in 393 schools with the attendance of SIPartner+, JPN dan PPD officers (Exhibit 5-11).

**Exhibit 5-11: Number of Schools with an Enrolment of 30 and Below by States, 2017**



Source: Educational Planning and Research Division (BPPDP)  
Data as of December 2017

To ensure a smooth implementation of the multi-grade classroom, the Ministry mapped a specific curriculum, which consisted of primary school subjects under the Standard Curriculum for Primary School (*Kurikulum Standard Sekolah Rendah*, KSSR) and the Revised KSSR. Guidelines and teaching

modules including the Daily Lesson Plan (*Rancangan Pengajaran Harian*, RPH) were also prepared to assist teachers and school leaders. On 12 December 2017, the Ministry circulated a document as a guide for the implementation of multi-grade classroom in all schools (*Garis Panduan Pelaksanaan Kelas*



*Bercantum dengan Pengajaran dan Pembelajaran Pelbagai Gred*) through an official circular, which is *Surat Pekeliling Ikhtisas Kementerian Pendidikan Malaysia Bilangan 9 Tahun 2017*. The various trainings, support and guidelines were prepared to ensure schools are able to implement the multi-grade classroom effectively in 2018.

The Ministry also reviewed the norms for cleanliness and security contract in SKM. The norms for staffing under the contract services of security guard in SKM was set to the minimum, which is, one security guard for the day shift and one security guard for the night shift. To ensure the cleaning services is optimised, the norms for staffing under the Compound and Building Cleanliness Contract is set at two employees per SKM and was implemented starting from 1 June 2017.

### The Roadmap for Under-Enrolled Schools: Long-Term Strategies

The merging of SKM schools is one of the long-term strategies for SKM. Among the major criteria to merge

schools are schools having the same medium of instruction, location of school is within 5km radius of each other, and additional classroom or teaching staff is not required. The merging of SKM will be reviewed on case-by-case basis, and will only be implemented after discussions and receiving full approval from parents of the affected schools.

Initially, schools which were given priority in the merging exercise were those located in the premise of another school and were sharing buildings and other facilities. The initial phase began on 13 June 2017, with the successful merging of five schools in Wilayah Persekutuan Kuala Lumpur:

- SK Jalan Pasar 1 (42 students) was merged with SK Jalan Pasar 2 (84 students), and SK (L) Jalan Pasar 2 (18 students). SK Jalan Pasar 1 became the main school.
- SK Dato Abu Bakar (46 students) was merged with SK (L) Jalan Pasar 1 (56 students). SK Dato Abu Bakar became the main school.

The deregistration/discontinuation of operations processes of the schools (excluding the main school) involved



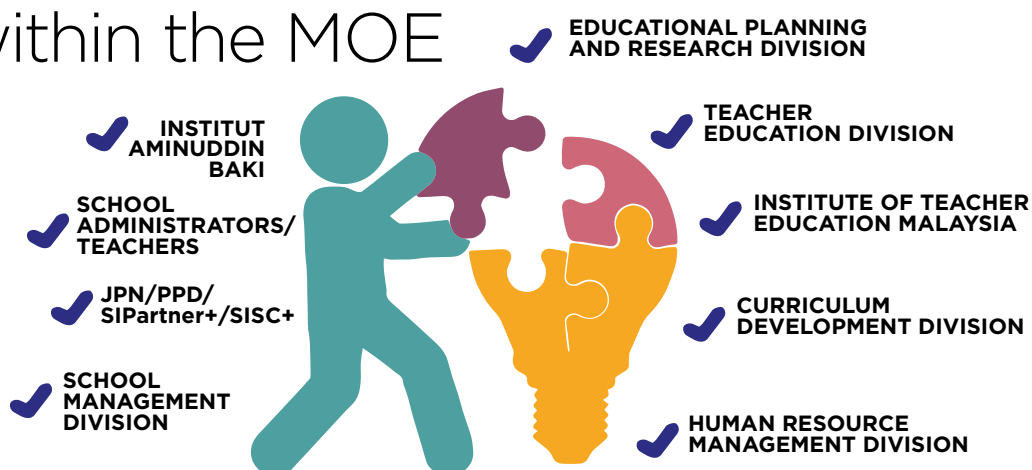
would be duly implemented. Schools which cannot be merged but have a small enrolment or enrolment is consistently on the decline are given a choice either to move or relocate to a new area with the potential of increasing enrolment. SKM which cannot meet the criteria for merger (for example: school on an island or in the interior) will remain in the current location to ensure the children in these areas continue to have access to education.

### Challenges in Operationalising the Roadmap for Under-Enrolled Schools

The Ministry faces numerous challenges in the implementation of multi-grade classroom and merger of schools. The main

challenge in implementing the multi-grade classroom is overcoming misconceptions among parents that by combining classes the academic performance of their children is compromised. The Ministry overcame this misconceptions by providing explanations based on the findings from the Preliminary Report on the Feasibility Study on Multi-Grade Classrooms and Multi-Grade Teaching in Under-Enrolled School with Enrolment of 50 and Below conducted in 2016. The report showed that students were more motivated to study and attend school. Findings also showed that there was a healthy competition among students and numerous exciting activities could be conducted in the multi-grade classrooms as compared to the small classes before.

## Involvement within the MOE



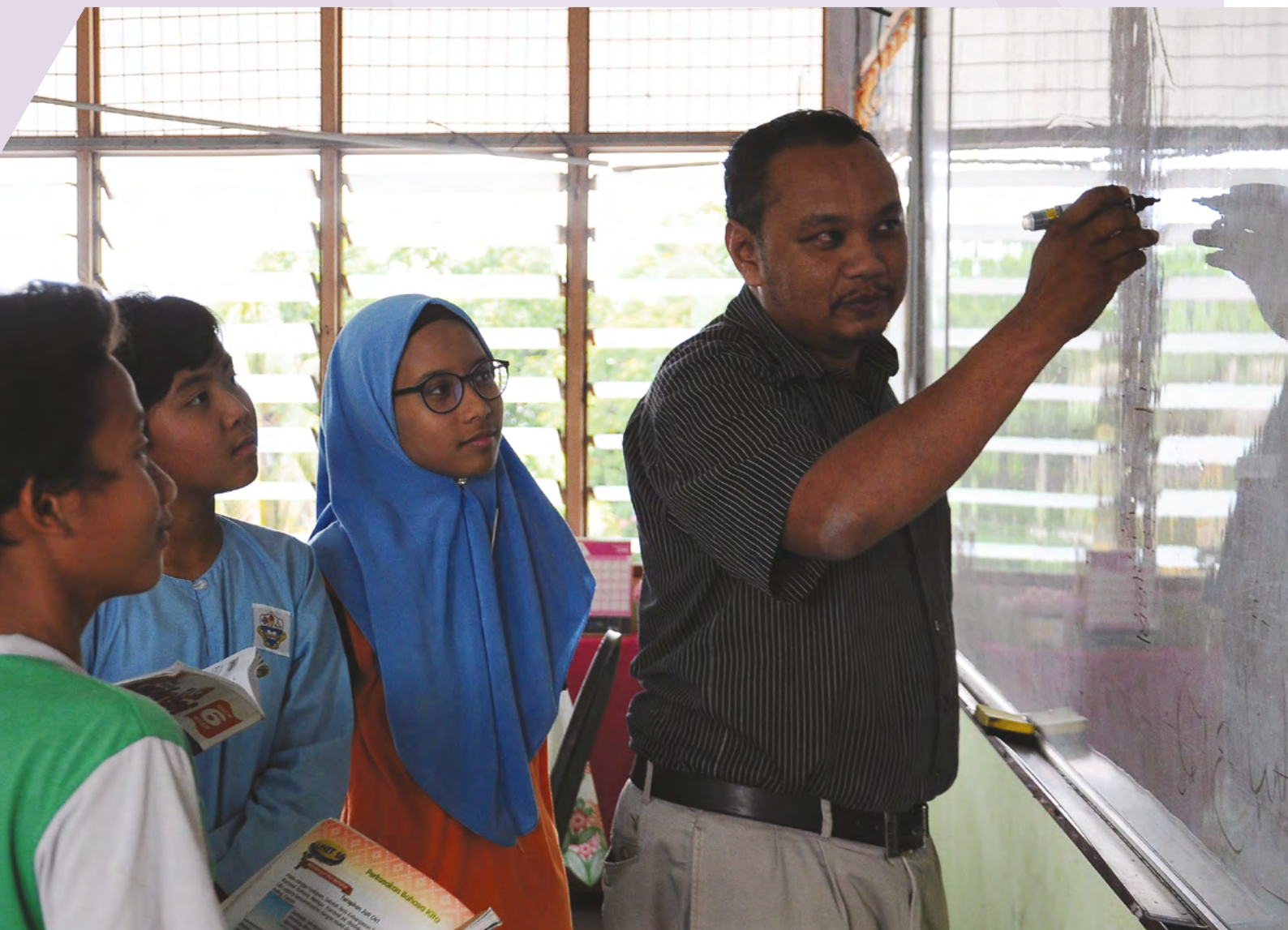
Complete involvement at the Ministry level to implement the SKM initiative



The merging of schools faced specific challenges in its implementation. Foremost was in convincing parents and the local community of the integrity of this strategy and getting their approval. It appears that the local community was preoccupied with the notion of losing their local identity, instead of focussing on the benefits their children would receive through the merging exercise. The Ministry too had to find ways to overcome transportation issues to the new school with the community. Most SKM were located in low income communities and transferring to another school raised financial concerns among parents when the main school was located further.

Other issues raised included the need for hostels for students who stayed far from the main school.

Financial allocation to upgrade and maintain school infrastructure also featured as one of the challenges in merging schools. The provisions of good and comfortable infrastructure and facilities are pertinent in the main school to provide a more conducive learning environment than the students' former school. Most SKM are located in the interior, primarily in Sabah and Sarawak, and these schools are mostly dilapidated and required substantial budget allocation for improvement.







# THE MERGING OF LOW ENROLMENT SCHOOLS INCREASED STUDENTS' COMPETITIVE SPIRIT



The Ministry of Education is constantly striving to improve the efficiency of the education delivery system and optimising the use of educational resources. The optimal utilisation of educational resources will contribute towards raising the performance of students as well as optimising school operations and reducing the cost of education.

In 2017, there were 3,032 primary schools categorised as under-enrolled schools (SKM). SKM is a primary school with an enrolment of 150 students or less across Year 1 to Year 6. Among the schools in the SKM category were Sekolah Kebangsaan (SK) Dato 'Abu Bakar, Kuala Lumpur (46 students) and SK (L) Jalan Pasar 1, Kuala Lumpur (56 students). The problem of low enrolment in these two schools lasted for several years. Realising that students from both schools would benefit more from sharing educational resources, in June 2017, SK Dato 'Abu Bakar and SK (L) Jalan Pasar 1 were merged. SK Dato Abu Bakar became the main school.

Although students and teachers were initially uncomfortable because of the merger, they could see the positive results of the effort over time. Students could carry out group-based learning better, while various activities could be carried out more smoothly, such as sports competitions, parental engagement and learning in the classroom.



The merger of the schools also showed positive results when SK Jalan Pasar 1, which previously faced difficulties in participating in various events, was able to form football, netball and *kompang* teams to join the related competitions. Co-curricular activities were easily organised to hone students' talents and interests as well as improving academic achievements.

**To see the positive results of the merger of these schools, please scan this code to watch the video**



## DEVELOPING EQUITABLE FINANCING PRINCIPLES FOR FINANCIAL SUPPORT TO SCHOOLS

The Ministry is in the process of developing and subsequently implementing equitable and clear principles in the distribution of financial allocation and support to all types of schools through the implementation of the Blueprint. These principles will be aligned with the System Aspirations – access, quality, equity, unity and efficiency. In step with the principles of equity, schools which are facing a lot of challenges will be prioritised and provided with the appropriate financial support.

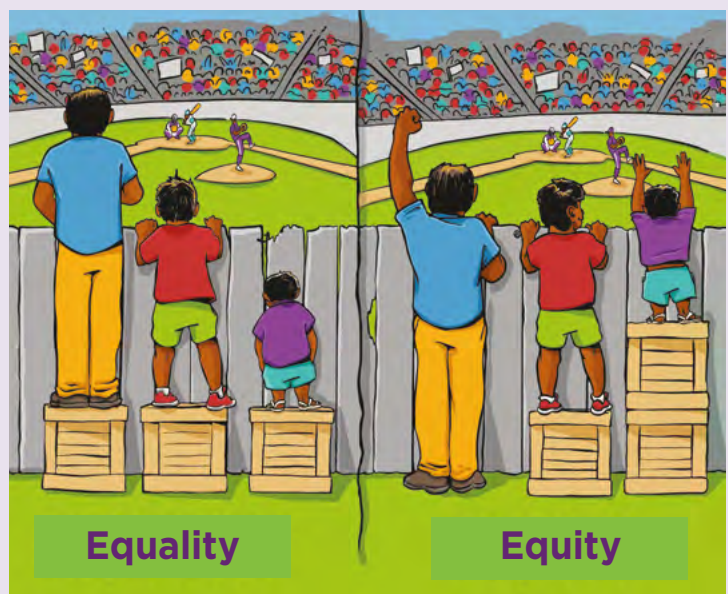
### • Developing Equitable Financing Principles

The equitable financing principle is used as a foundation for the Ministry to develop a new method to increase the efficiency of financial management in schools. This method will be used as a guide in calculating appropriate financial allocation and providing efficient financial disbursement to schools. The new method will also include monitoring processes to ensure all expenditure is used towards achieving students' outcomes.

In general, the objective in financing for schools is to achieve equity, efficiency and adequacy. From the perspective of providing financial support in education:

- **equity** aims to provide equal opportunity to all students from the fund received
- **efficiency** aims to maximise students' outcomes for every ringgit spent
- **adequacy** aims to assist schools in receiving sufficient financing to ensure students are able to achieve the desired standard of performance. The minimum standard of performance to achieve should include the provision of an education which helps the development of an individual student into becoming a wholesome human being.

The cost of education should be financed in an equitable method and not necessarily of the same amount to all schools. Allocations provided to all schools based on the same method of calculation may not fulfill the needs of each individual school as each one has different characteristics.



Source : Interaction Institute for Social Change  
Artist : Angus Maguire



## FINANCING GOVERNMENT AND NON-GOVERNMENT SCHOOLS

All government and government-aided schools under the purview of the Ministry of Education are financed based on a rate and requirements determined by the Financial Circular (*Surat Pekeliling Kewangan (SPK) KPM Bil. 8 Tahun 2012*). Financial allocation to schools is based on enrolment rate and its range, which is the same across all schools. Currently, this method is deemed to be most fair as it is awarded at the same rate for each student.

However, the current method of providing the same financial amount of assistance to each student does not take into account other aspects which contribute towards teaching and learning in schools. There are clusters of schools which are located in areas where they are being financially isolated. It is without doubt that insufficient funding is one of the factors which hinders performance resulting in incomparable standings of these disadvantaged schools from other schools.

If performance achievement is used as a measure of education excellence across all schools, the measure used is less fair to

disadvantaged schools through the current method of financing. Even more so if schools which have achieved a certain level of performance are awarded with monetary gifts or other rewards.

If the goals of education uniformly determined the same outcomes for all students and schools (for example: ranking and banding for school performance), some schools need to be given more resources to achieve the same predetermined outcomes as compared to others. This move is essential in the quest of achieving equitable support as the cost of education financing vary among schools in different locations and with different enrolment.

Besides reviewing the financing method, a clear correlation between funding received by each school and achievement in academic, co-curriculum and sports need to be determined. Although other factors may influence students' outcomes, equitable funding is a contributing factor towards students' achievements through the various activities implemented in school.

### • Pilot Study on One Block Intervention

The One Block Intervention Pilot Programme is a programme which gives autonomy to school leaders to plan and disburse financial allocation provided by the Ministry according to the needs of the school with the aim of enhancing students' outcomes. This intervention involved eight blocks or types of school aids which was implemented in 2016 and 2017 at 232 schools in Negeri Sembilan.

The official report was published in December 2017.

Overall, findings from the report showed that school leaders were very efficient in managing school finances through the self-governing power given to them. Even though schools were given financial autonomy and the school leaders were efficient, schools would not feel the impact if they were still provided with the same limited allocation to





finance students' cost of education. Although the principles of equity and efficiency may have been realised, the adequacy of allocation to finance various educational programmes and activities is paramount. This is the basis in achieving a complete equitable financial principle. All aspects and efforts to achieve the objective of equity, efficiency and adequacy are interdependent.

The findings from the One Block Intervention Pilot Programme clearly revealed the following:

- the current rate for allocation need to be revised and changed if the Ministry wish to provide equitable funding to all schools.

- Other relevant information need to be considered when designing new methods for funding such as planning, monitoring and evaluation, transparency, effective communication, and integrity.

The findings gained from the implementation of the pilot programme provided important input in developing a new framework for funding. All factors need to be taken into consideration to achieve equitable financial principles applicable to all schools under the purview on the Ministry.







## SUMMARY

The Ministry continues its efforts in raising the quality of education delivery to all schools regardless of their enrolment, location and types of school. Education expenditure was optimised and realigned to programmes with the highest impact on student outcomes. The competencies of key leaders within the Ministry were enhanced to enable them to be efficient and effective in delivering services from the federal level to schools. School infrastructure was maintained and upgraded, especially for dilapidated schools, using the allocation

provided by the Government or through the NBOS initiative. The Ministry continuously reviewed the ICT ecosystem and infrastructure to optimise its use in the teaching and learning processes, and educational management. The Ministry is also finding ways to develop the best method to increase outcomes in low enrolment schools and ensuring equitable funding is provided to all schools to achieve Student Aspirations as stipulated in the Malaysia Education Blueprint 2013-2025.





KEMENTERIAN  
PENDIDIKAN  
MALAYSIA

**PADU**

**UNIT PELAKSANAAN DAN PRESTASI PENDIDIKAN**  
**(EDUCATION PERFORMANCE AND DELIVERY UNIT)**

# THE EDUCATION PERFORMANCE AND DELIVERY UNIT

“ *PADU will drive the execution of the Blueprint’s initiatives and interact with the public to keep them informed of the Blueprint’s progress and gather ongoing feedback. PADU will integrate the current functions of the Delivery Management Office (DMO), and the Project Management Office (PMO), thus driving the execution of education initiatives extends beyond tracking progress. PADU will also provide on-the-ground problem solving and act as the first point to escalate issues for the Ministry on a day-to-day basis. It is important to note that PADU will play a supporting role; the accountability for delivering remains with the key people in the Ministry.* ”

*Malaysia Education Blueprint 2013 - 2025  
page 8-11.*

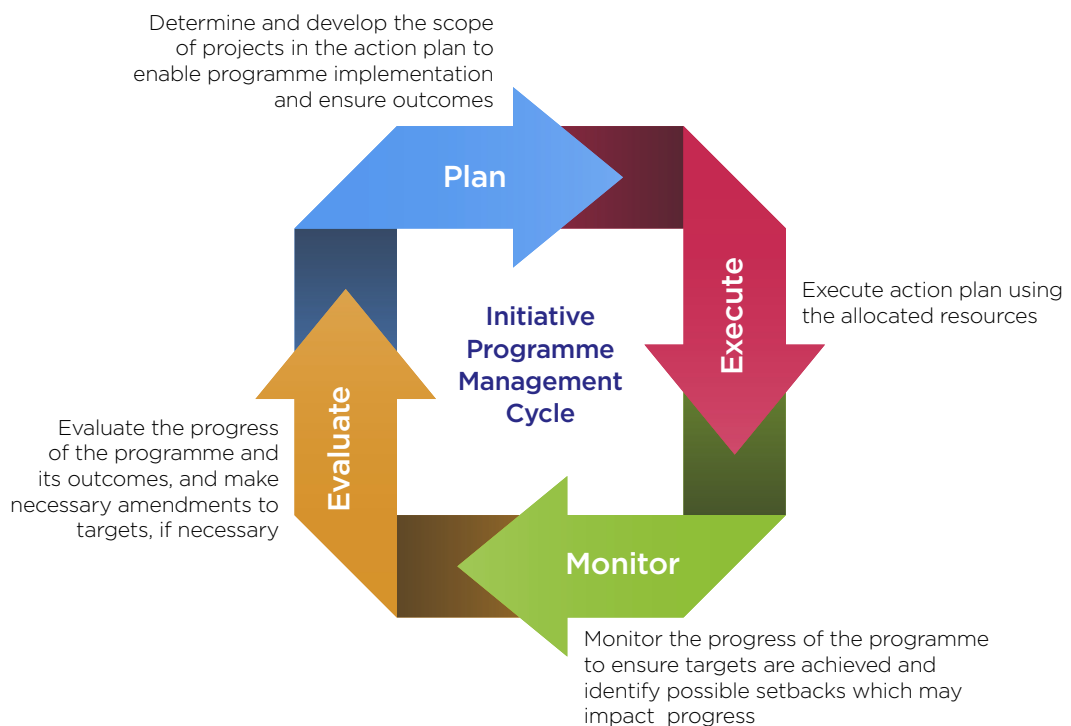


The Education Performance and Delivery Unit (PADU) was established on 20 March 2013 as an independent unit under the Ministry of Education. The establishment of PADU is documented in the Malaysia Education Blueprint (Blueprint) 2013-2025 (Chapter 8 page 11-12). The mandate and roles given to PADU are clearly defined, which is to ensure the success of the Blueprint implementation. The functions accord to PADU is to drive the implementation of the initiatives under the Blueprint; facilitates, monitors and supports its execution, consistently charting the status and progress.

## PLANNING, MONITORING AND REVIEWING OF INITIATIVES UNDER THE MALAYSIA EDUCATION BLUEPRINT

In 2017, PADU prioritised 20 primary initiatives and eight secondary initiatives through the Initiative Programme Management Cycle (Exhibit 6-1). The approach is based upon the internationally recognised methodology, which is Managing Successful Programmes (MSP). Through this approach, the tasks of the Programme Managers (PM) and Work Stream Leaders (WSL) which are approved by the Directors/Undersecretaries of the respective Divisions under the purview of the Ministry are streamlined to ensure the goals of each initiative are achieved in a structured manner.

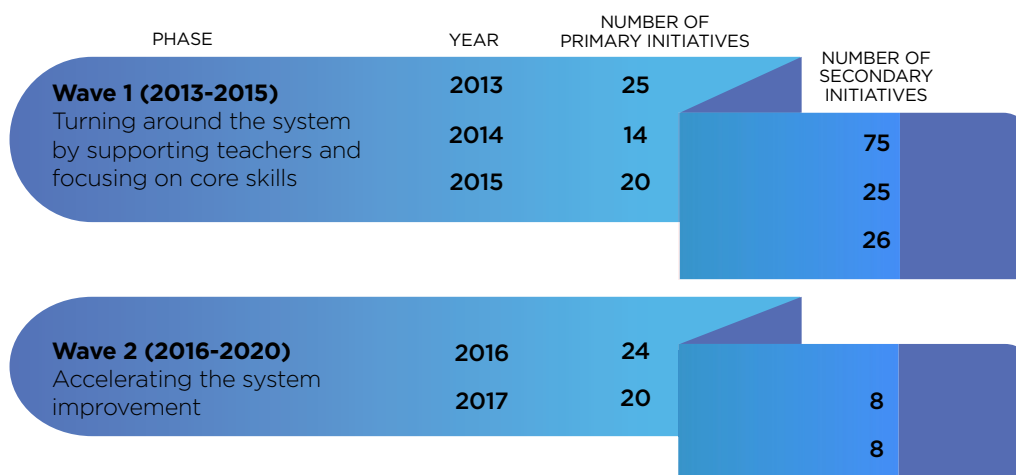
**Exhibit 6-1: Initiative Programme Management Cycle**





Throughout the initiative implementation process, from planning to implementation stage, all initiatives are actively monitored and reviewed by the top management of the Ministry. The number of primary and secondary initiatives since the implementation of the Blueprint is shown in Exhibit 6-2

**Exhibit 6-2: Number of Primary and Secondary Initiatives under the Malaysia Education Blueprint 2013-2025, 2017**



**Puan Khadijah Abdullah**  
Chief Executive Officer of PADU

In the Initiative Programme Management Cycle, the planning phase involves identifying highly impactful initiative, setting the Key Performance Indicator (KPI) for each initiative and planning detailed 3-feet plan for programmes to achieve the predetermined KPI. The implementation and monitoring phases involve the implementation of planned activities and periodic progress reports (weekly or monthly) of every initiative. During these phases, any pertinent issues surfaced will be discussed and reported in the Problem-Solving Meeting (PSM) which is co-chaired by the Secretary-General and the Director-General of Education Malaysia.

PADU emphasises on the necessity of periodic alignment of initiative outcomes. This is conducted during the review phase of the Blueprint initiatives performance evaluation in the Mid-Year Review (MYR) and the Year-End Review (YER) chaired by the Minister of Education.

In line with its international recognition, PADU core values are widely inculcated throughout the Ministry. The core values are: **P**roactive, **A**ccountable, **D**riven and **U**nited. These values are reflected in the manner PADU co-operates with the Ministry in planning, facilitating and monitoring the transformation of the education system in Malaysia. The inculcation of PADU core values in the lead Divisions which drive the Blueprint initiatives will ease and ensure successful implementation of initiatives through initiative planning, delivery and monitoring.



## PROVIDING SUPPORT THROUGH IMPLEMENTATION OF PROGRAMMES AND ACTIVITIES

Each year the Blueprint Planning Initiative Workshop is conducted to plan activities and intervention plans for the following year. In the fourth quarter of 2017, the workshop was held to facilitate the formulation of KPI and key activities of primary initiatives in 2018. The four-day workshop was designed to shift mindsets in seeking new ways to implement initiatives in order to accelerate the education transformation process, and to provide clear indicators which effectively demonstrate ways for each initiative to achieve education aspirations and the Blueprint objectives. Team building activities were also integrated into the workshop in the preparation for the 3-feet plan to motivate and foster close co-operation between the Programme Managers and the Officers-in-charge of initiatives.



## INSPIRING EDUCATIONAL CHANGE

The implementation of the Blueprint has gained extensive attention in the past years, particularly in its conception and subsequent development. In 2017, representatives from several countries such as Thailand, South Korea, Pakistan, Iran and Oman visited Malaysia to gain more details on the Blueprint. The delegates from each country and the management team of PADU held discussions and exchanged ideas during knowledge-sharing sessions which revolved around the Blueprint, the best approaches to adopt and adapt elements in the Blueprint into their respective education systems.



Knowledge sharing session on the Blueprint between PADU and delegation from Oman

The United Nations Educational, Scientific and Cultural Organisation (UNESCO) also invited PADU in July 2017 to present on the implementation and monitoring of the Blueprint at the Asia-Pacific Regional Technical Capacity Development Workshop on Effective Planning of Education Sector for Achieving SDG4-Education 2030 in relation to the Sustainable Development Goal 4 (SDG4). The workshop was a knowledge sharing platform on education transformation and was attended by a few countries, namely, the Philippines, Bhutan, Uzbekistan and Solomon Islands, which were in the process of transforming their respective education sectors. The deep interest shown towards the Blueprint by these countries is something to be proud of.





**A discussion session during the Asia-Pacific Regional Technical Capacity Development Workshop on Effective Planning of Education Sector for Achieving SDG4-Education 2030**

*Source: UNESCO Bangkok*

In November 2017, PADU was awarded the Mike Nichols Award for Inspiration for the Transformation of Education System of Malaysia (Wave 1). The award from the Association for Project Management (APM), United Kingdom is to recognise project, programme and the inspirational organisation which contributes towards the successful transformation through project management at the global stage, society and community. PADU, as a delivery unit in the Ministry of Education Malaysia, had overcome the odds in succeeding against several other international companies which included the Royal Dutch Plc, the Lloyds Bank, the Rolls Royce and Fujitsu. The selection panel of the Mike Nichols Award acknowledged PADU's excellence in managing the implementation of a massive education transformation agenda which has a long-lasting positive impact on the society.



In an interview on the award, Dato' Sri Alias bin Haji Ahmad, the Secretary-General of the Ministry of Education Malaysia and PADU Acting Chairman explained that the Blueprint was meticulously reviewed and subsequently well received by various bodies including the World Bank, UNESCO, and the Organisation for Economic Co-operation and Development, OECD. The Blueprint was also often referred to in the development and implementation of education reform.

## SUPPORTING STAKEHOLDERS THROUGH VARIOUS PLATFORMS

In 2017, apart from executing the tasks as mandated in the Blueprint, PADU strived to provide additional added value to accelerate education system improvement in Malaysia. This included putting focus on affecting change directly to the stakeholders at the implementation level including providing assistance to the State Education Departments (*Jabatan Pendidikan Negeri*, JPN), the District Education Offices (*Pejabat Pendidikan Daerah*, PPD) and coaches of school leaders.

In line with Shift 6 of the Blueprint, which is empowering JPN, PPD and schools to customise solutions based on needs, PADU organised a District Transformation Forum (DTF) in March 2017. The forum was participated by 156 senior officers in JPN and PPD throughout Malaysia with the support of the School Management Division (*Bahagian Pengurusan Sekolah Harian*, BPSH). The forum, themed “*A Changed Mindset, A Transformed PPD*” was held to share the best approaches and practices to effectively implement education transformation at several districts. Among the main presenters at the forum were Tan Sri Dr Khair Mohamad Yusof (the Director-General of Education Malaysia), Puan Khadijah Abdullah (Chief Executive Officer, PADU), Professor Tan Sri Dato’ Dzulkifli Abdul Razak (Chairperson, USIM) and Mr Ranjit Singh (Group Executive Director, Axcelasia).

The presentations from the invited speakers were done alternately with workshops and dialogue sessions focusing on leadership. The 3-day forum was packed with knowledge sharing sessions, workshops and dialogues. The forum was well received by participants as it provided a platform for discussions with the top management of the Ministry, JPN and PPD officers, engaging them in exploring creative ways in implementing the transformation programme and in addressing issues among districts and states. Apart from that, the forum was also a platform for discussions between the top management of the Ministry and, district and state officers.





Besides providing support to stakeholders within the Ministry, PADU was also called upon to assist the Ministry of Science, Technology and Innovation (MOSTI) as facilitators in a workshop to enhance the strategic action plans under the National STEM Agenda. The workshop was attended by 20 participants from various agencies - Academy of Sciences Malaysia, Malaysia Board of Technologists, Malaysia Digital Economy Corporation, Economic Planning Unit, Ministry of Science, Technology and Innovation, Ministry of Education, Ministry of Human Resources and the, Ministry of Higher Education. PADU also received positive responses on the way the workshop was conducted. One of the suggestions proposed in the workshop, which was the establishment of a National STEM Centre was highlighted in the 2018 National Budget Speech,

Before the end of 2017, PADU also organised a symposium engaging 155 lecturers from Institut Aminuddin Baki in November. The objective of the symposium was to exchange views and thoughts between IAB lecturers and the corporate leaders to further enhance their knowledge on leadership. The inaugural symposium featured prominent and experienced corporate leaders comprising Professor Tan Sri Dato' Dzulkifli Abdul Razak (Chairperson of USIM), Pn Khadijah Abdullah (CEO PADU), Dato' Hamidah Naziadin (Chief Officer of Human Resources Group, CIMB) and Puan Cheryl Lim (Partner, McKinsey & Company) who shared their experiences and knowledge in their respective fields. The panel of corporate leaders consisted of officers from PricewaterhouseCoopers, Korn Ferry, LeapEd, MDEC, and Hay Group who were invited to discuss the knowledge and skills requirements for future leaders in education.







## PROFESSIONAL SERVICES

In efforts to ensure education transformation is being executed as planned, PADU provides a few professional services to the Ministry. Among the services provided by PADU include the facilitation of education labs as problem solving platform for educational issues and ICT related consultancy services.

Prior to the formation of any education lab, PADU conducts pre-lab exercises. This task involves conducting surveys to assess sentiments on the ground, analysing historical data and studying past researches to gain detailed information of a particular issue. During the lab, PADU officers plays the role of facilitators to assist participants through problem solving steps. At the end of the lab, PADU assists members of the lab to complete a report which is then refined through various challenge sessions with PADU top management. In 2017, the education lab processes were adapted to formulate solutions to overcome the challenges faced by the gifted and talented students in Malaysia.

Besides that, PADU always seeks to assist interested parties to resolve issues beyond the project management tasks and facilitation of education labs. PADU also provides consultancy services related to information Technology and Communications (ICT). Among the ICT related services provided were sharing of best practices on ICT, consultancy on proprietary software, and troubleshooting unexpected challenges and risks related to the integration with external data centre for the ICT Transformation and Repository Data initiative.

## IMPROVING EXISTING PROGRAMME MANAGEMENT PROCESSES

In efforts to achieve System Aspirations and Student Aspirations as postulated in the Blueprint, PADU consolidates the best and leading transformation practices. In 2017, PADU enhanced the programme management processes, which were Risk Management and Change Management.

- **Risk Management**

The enhanced Risk Management processes provided a framework to systematically identify, evaluate and respond, and detect risks of initiatives to avoid them from being misdirected from the targeted plans in the occurrence of risks.



The principles of risk management are based on the following main principles:

- i. Accountability for risk management resides with the Board of Trustees.
- ii. Risk management should be embedded within business units.
- iii. Business units should establish processes and define responsibilities.
- iv. Management risk is a team effort.

Ten main initiative risks were collated, aligned and presented during the PSM and the risks mitigated to achieve the outcomes of initiatives.

### • **Change Management**

The change management approach supported by PADU is based on John Kotter's Eight Steps to Change (2007). Based on the study by Kotter, 70% big scale transformations failed to achieve their objectives due to lack of efforts by the transformation pioneers in managing change. The stakeholders in education, from teachers to officers in the district education offices, are the core agents of transformation. Huge efforts must be done to enable them to understand and practise change during the implementation of initiatives under the Blueprint

The Eight Steps of Change Management were detailed and published in the Change Management Guidebook by PADU, and piloted in 2017. The guidebook details various implementation techniques in change management to drive the transformation of initiatives under the Blueprint.





The three main approaches to change management is focused on R.U.N:

1. **R**eignite passions
  - Rekindling enthusiasm of stakeholders at all levels towards education transformation according to the Blueprint.
2. **U**pskill change agents
  - Developing the capabilities of each officer in every initiative to deliver change and engage with stakeholders
3. **N**ormalise change delivery
  - Introduce communication and engagement methods, and quality in a consistent manner at the programme and initiative levels



## MOVING FORWARD

The Ministry is currently at the mid-term of the 13-year implementation of the Malaysia Education Blueprint 2013-2025. To strengthen the implementation of the Blueprint and to make sure all outcomes are achieved by the end of 2025, the Blueprint needs to be reviewed and its achievements need to be analysed.

Therefore, PADU will conduct Phase 1 of the Malaysia Education Blueprint 2013-2025 Midterm Review Lab in early 2018. Pre-lab tasks have been completed for five initiatives, which are the District Transformation Programme (DTP); the Science, Technology, Engineering and Mathematics (STEM) initiative; the 21st Century Learning (HOTS) initiative; the English Language Education Initiative and the Basic Infrastructure initiative. PADU hopes the deliverables of the lab will strengthen the implementations of the initiatives, achieve quick wins and develop game changers to address implementation gaps and accelerate the Blueprint achievements by 2025.

PADU endeavours to provide strong support to the Ministry to ensure the success of the education transformation, and will constantly strives towards improvement in the future. PADU also looks forward to conducting more knowledge exchange on the international platform in the coming year. Staying true to PADU core values, which is 'Proactive', PADU seeks to continuously improve its project management methodology and understanding of the education landscape for the benefit of the Malaysian society.









# Summary Of Achievements

“ In 2017, the Ministry of Education planned, implemented and monitored a total of 28 initiatives under the Malaysia Education Blueprint 2013-2025, which covered 20 primary initiatives and 8 secondary Initiatives. It is hoped that the implementation of all these initiatives in Wave 2 will accelerate the improvements in the education system by the end of 2020.

”



## ACCESS TO EDUCATION

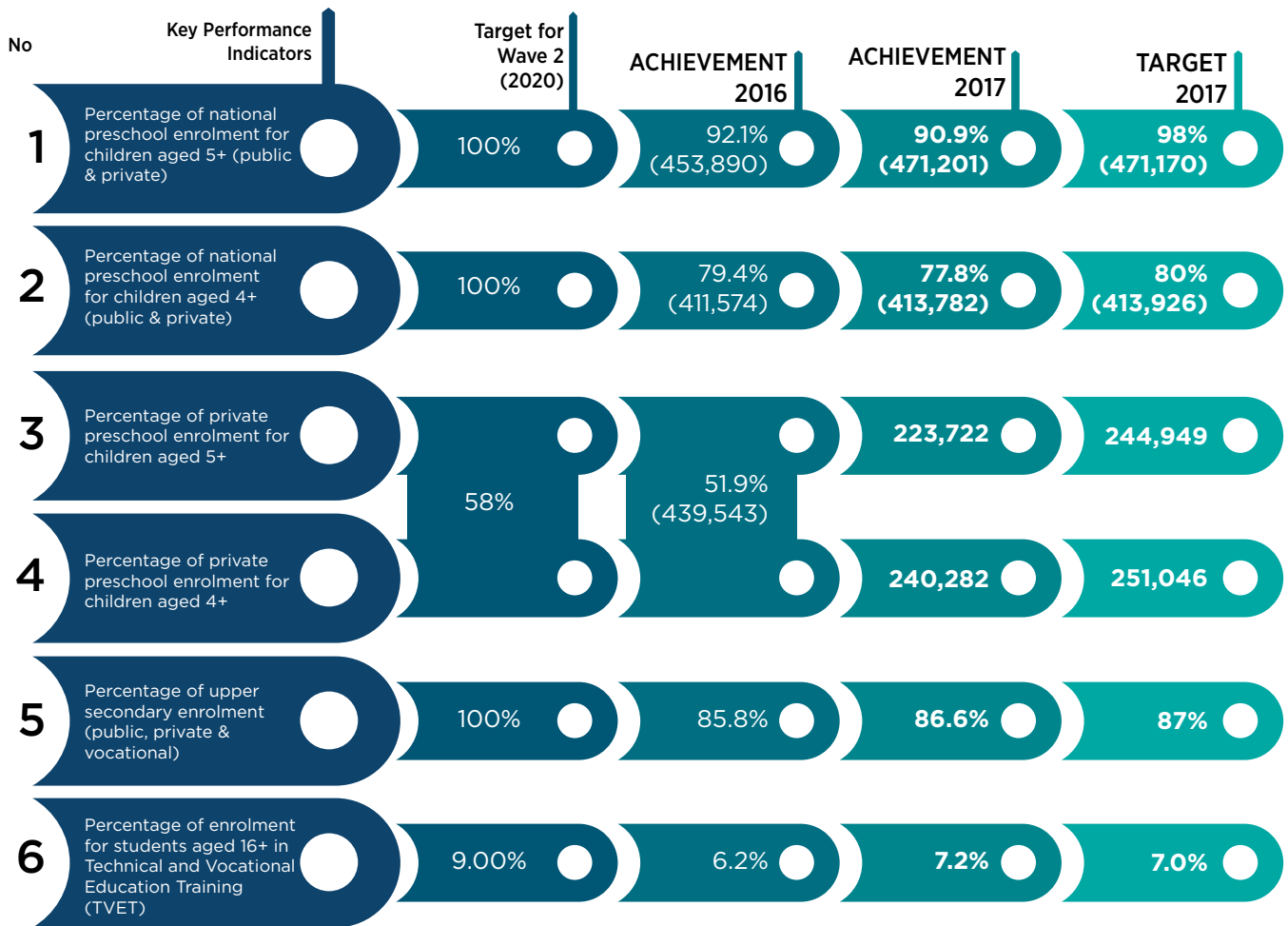
The Ministry aspires towards achieving universal enrolment at all levels of education by the end of 2025. In general, the percentage of enrolment in schools showed a satisfactory growth.

The percentage of preschool enrolment for children aged 4+ and 5+ was slightly lower than the targets. More efforts are needed to raise awareness among parents on the importance of early childhood

education to prepare children in terms of their physical, emotional, and social aspects for schooling. The percentage enrolment of at the upper secondary level increased by 0.8% indicating more students remained in school until Form 5. Enrolment in vocational stream continues to increase to 7.2% as shown in Exhibit 7-1. This showed that in the near future the Government will have a large pool of skilled workers and entrepreneurs.



**Exhibit 7-1: Achievements of Key Performance Indicators for initiatives under Access to Education, 2016-2017**



Source: Education Performance and Delivery Unit (PADU)

Note:

1. Beginning 2017, the KPI for preschool enrolment for children aged 4+ and 5+ were separated unlike previous years. This is applicable to KPI 1 to KPI 4.



## QUALITY IN EDUCATION

The Ministry aspires to provide quality education comparable to international standards for all students. The national education system is hopeful

in placing Malaysia among the global top third countries in international assessments.



Students' achievement in Bahasa Melayu literacy and numeracy improved, indicating readiness among Malaysian children to continue their education to the next level (Exhibit 7-2). Literacy in English language showed a slight dip. Thus, parents need to work with teachers to assist children in improving their language skills. The percentage of students passing the SPM 2017

English language paper hit the target set at 79%. The result showed that schools managed to help improved students' language skills through the various activities and programmes run in 2017. The increase in the number of students passing the SPM 2017 English language paper opens more opportunities in the world of work and tertiary education.

**Exhibit 7-2: Achievements of Key Performance Indicators for initiatives under Quality in Education, 2016-2017**

	Key Performance Indicators	Target for Wave 2 (2020)	ACHIEVEMENT 2016	ACHIEVEMENT 2017	TARGET 2017
1	Percentage of literacy in Bahasa Melayu for students in Year 3	100%	98.6%	<b>98.3%</b>	<b>100%</b>
2	Percentage of numeracy for students in Year 3	100%	94.7%	<b>98.8%</b>	<b>100%</b>
3	Percentage of literacy in English language for students in Year 3	100%	99.0%	<b>95.7%</b>	<b>100%</b>
4	Percentage of students passing the SPM English language papers	81.5%	76.3%	<b>79.0%</b>	<b>79.0%</b>
5	Percentage of option English teachers achieving minimum proficiency in C1 band based on CEFR	50%	-	<b>34%</b>	<b>53%</b>
6	Percentage of students achieving minimum credit in SPM Bahasa Melayu papers	76.7%	68.9%	<b>72.2%</b>	<b>73.7%</b>
7	Number of Trust Schools/ new model (cumulative)	90	83	<b>83</b>	<b>85</b>

Source: Education Performance and Delivery Unit (PADU)

Note:

1. KPI 5 was not a KPI for 2016 and is a new KPI for 2017.

## EQUITY IN EDUCATION

The Ministry diligently continues to bridge the gap between urban and rural schools to ensure the provision of quality education in all schools is equitably shared among all students, regardless of background and location of schools.

Greater effort is required to bridge the urban and rural gap in terms of academic achievements among schools in the UPSR and SPM examinations. The percentage of attendance at the Orang Asli Schools continues to increase indicating that various programmes and activities conducted by several agencies successfully retained the students in schools (Exhibit 7-3). However, parents' level of awareness on the need to allow their children to

complete education until secondary level must be increased. This will inevitably raise their socio-economic levels and assure a better future for the Orang Asli communities.

Various efforts were carried out to increase awareness among parents of children with differing disabilities to allow their children to attend mainstream schools with their peers. In 2017, the percentage of students with special educational needs in inclusive programmes increased to 40.9%. This shows that more parents are concerned about the need for their children to learn and interact with peers from the mainstream which will help improve their quality of life and future in real life.





**Exhibit 7-3: Achievements of Key Performance Indicators for Initiatives under Equity in Education, 2016-2017**

	Key Performance Indicators	Target for Wave 2 (2020)	ACHIEVEMENT		TARGET
			2016	2017	2017
1	Percentage of increase in academic achievement based on UPSR in urban areas	Reducing the achievement gap between urban and rural by 50% as compared to data in 2012	-28.5%	2.7%	1.5%
2	Percentage of increase in academic achievement based on UPSR in rural areas		-31.6%	2.2%	2.0%
3	Percentage of increase in academic achievement based on SPM in urban areas		-1.9%	1.0%	1.5%
4	Percentage of increase in academic achievement based on SPM in rural areas		-0.7%	1.5%	2.0%
5	Average percentage of attendance in Orang Asli Schools	95%	86.2%	87.3%	88.0%
6	Percentage of transition among the Orang Asli students from Year 6 to Form 1	80%	82.8%	73.1%	82.0%
7	Percentage of Special Educational Needs (SEN) students in Inclusive Education Programme	55.00%	30.3%	40.9%	35.0%

Source: Education Performance and Delivery Unit (PADU)

Note:

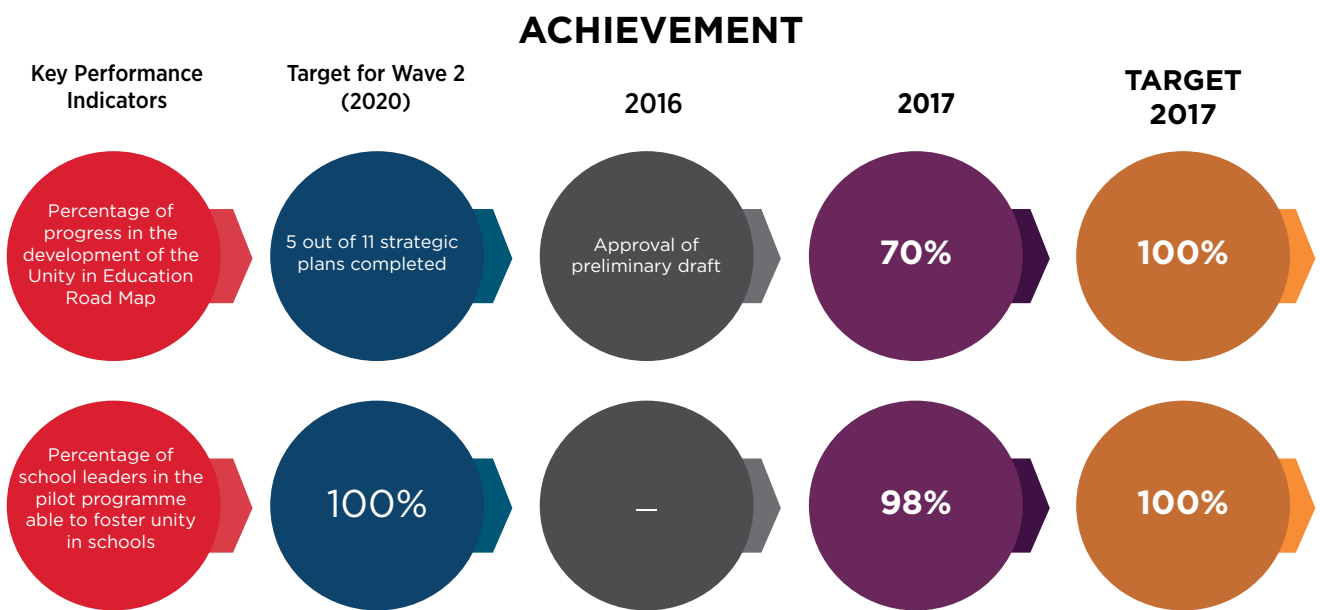
1. KPI 1 to KPI 4 is the percentage of increase in urban and rural schools for UPSR and SPM. To achieve the set target at the end of Wave 2, the KPIs for the Average Grade (GP) for urban and rural schools is increased each year beginning 2017.
2. The overall increase for UPSR is not set as a target KPI in 2018.
3. Beginning 2017, KPI 6 uses data provided by the Ministry of Education instead of using data from the Ministry of Rural and Regional Development as previous years.

## UNITY THROUGH EDUCATION

The preliminary draft of the Unity in Education Roadmap was approved at the Ministry level and is undergoing the process of refinement (Exhibit 7-4). Instilling the elements of unity

should start in schools. School leaders are the main pillars in implementing various programmes and activities to inculcate unity in schools.

**Exhibit 7-4: Achievements of Key Performance Indicators for Initiatives under Unity through Education, 2016-2017**



Source: Education Performance and Delivery Unit (PADU)

Note:

1. KPI 2 is a new KPI for 2017.

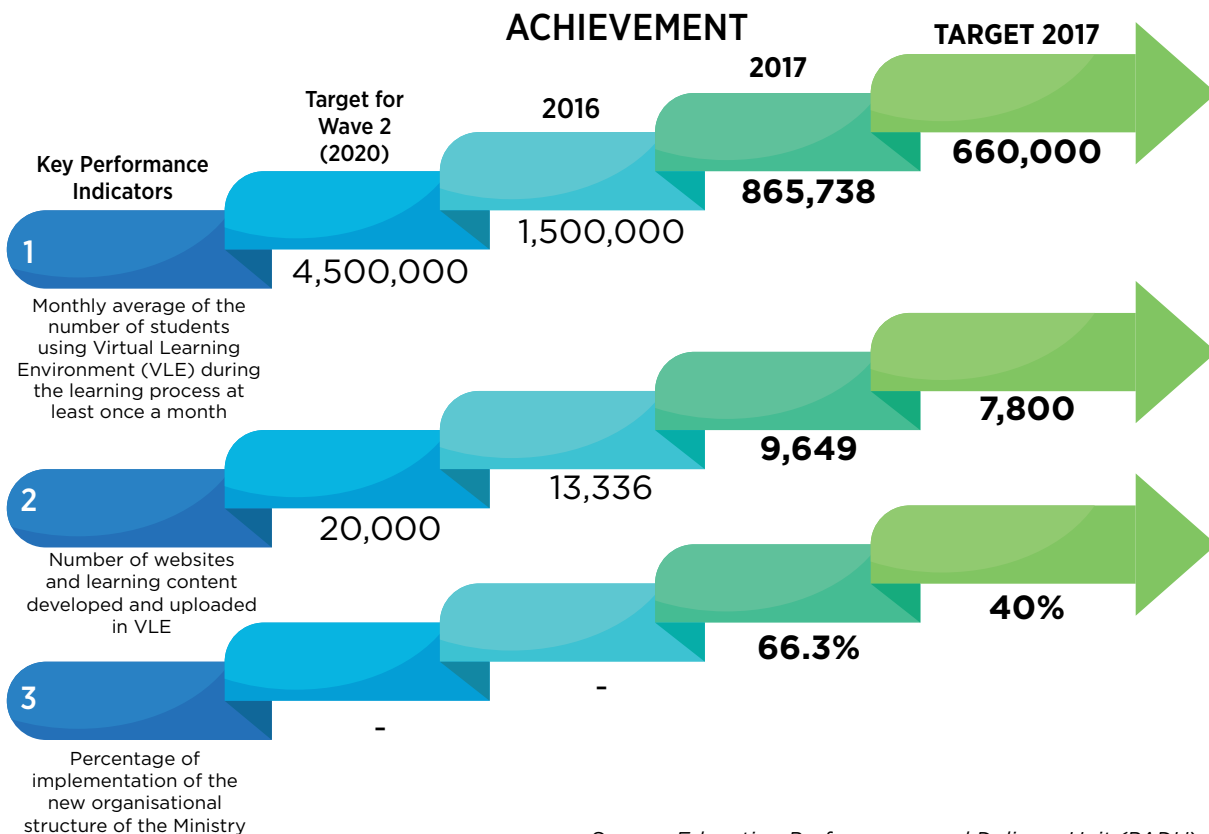


## EFFICIENCY IN EDUCATION

The Ministry is committed to ensuring the allocated budget for education is being used to its most optimal with effective outcomes. Teachers are encouraged to use various teaching and learning techniques, and used ICT tools to improve students' knowledge and skills in facing the learning challenges of the 21st century.

The new organisational structure for the Ministry of Education is being implemented in stages, requiring detailed planning. Monitoring activities will be done alongside the implementation of the new structure to avoid confusion of new functions among agencies and ensuring a smooth and effective transition process. In 2017, the process was implemented and the progress is up to 66.3% (Exhibit 7-5).

**Exhibit 7-5: Achievements of Key Performance Indicators for Initiatives under Efficiency in Education Service Delivery, 2016-2017**



Source: Education Performance and Delivery Unit (PADU)

Note:

1. KPI 2 is not a KPI target in 2018

2. KPI 3 becomes KPI beginning 2017 to ensure a planned and systematic implementation



## AGREED-UPON-PROCEDURES (AUP)

Shift 11 of the Blueprint emphasises on increasing transparency for direct public accountability. This goal can be addressed through the publication of an annual report which explains the progress and setbacks of initiatives towards achieving the set targets. Hence, the Ministry has been publishing the Blueprint Annual Report yearly since the first year of its implementation in 2013. The report consists of highlights on achievement by initiatives and the actual progress of the education transformation every year.

In ensuring transparency and accountability, extensive rigour has been put into confirming the accuracy of data collection, tabulation of statistics, and the reported achievements. To achieve this aim, PADU engages an external independent consultant to conduct Agreed-Upon-Procedures (AUP) exercise. The AUP exercise comprises specific tests and procedures to review the achievement of the Blueprint reported based on the KPIs. The AUP exercise is conducted on selected initiatives under the Blueprint of which the KPI achievements are checked against the KPI agreed methodologies and definitions during the initiative planning stage. This process is part of an external validation to assess the reported KPI initiatives results of the past year.

Based on the AUP Report, the external independent consultant confirmed that the results reported for the selected samples in the 2017 Annual Report were validated according to the AUP. In addition, opportunities and areas for improvement were also identified, specifically on processes and quality of information from the AUP exercise. The Ministry will take all of the feedback into consideration and implement the agreed recommendations to strengthen the delivery and overcome any issues encountered.

Moving forward, the AUP process will be conducted annually to provide an independent point of view to all internal and external stakeholders of the Ministry on the achievements of the Malaysia education transformation journey and, in turn, provide some insights as to how well the Blueprint has been executed and monitored.











# Moving Forward

“ *First comes thought; then organisation of that thought, into ideas and plans; then transformation of those plans into reality. The beginning, as you will observe, is in your imagination.*

”

*Napoleon Hill  
Writer*



## MOVING FORWARD

The Ministry is actively planning and implementing a variety of programmes to achieve the System Aspirations and Student Aspirations as stated in the Malaysia Education Blueprint 2013-2025. The Ministry is also continuously adapting to the current changes which are happening in the education world in Wave 2 of the Blueprint implementation. It is also evident that there is an increase in awareness among all parties and stakeholders on the need to accelerate the improvement in the education system. In 2018, a total of 19 primary initiatives and eight secondary initiatives will continue to be implemented to ensure the national education transformation will achieve the desired success.

## ACCESS

The Ministry has intensified efforts in achieving universal enrolment by 2020 and ensuring the education system will enable students to have access to appropriate education opportunities based on their needs from preschool to employment, especially for students in the vocational stream. The Ministry strives to overcome challenges in achieving universal enrolment at the preschool and secondary school levels. Greater emphasis should be placed on addressing issues raised at preschool and upper secondary levels in 2018 to ensure participation at the primary and secondary levels remain universal.

### INCREASING ACCESS TO EDUCATION FROM PRESCHOOL TO UPPER SECONDARY

#### Preschool Enrolment

Preparing strong basic education from young for our Malaysian children is a sound and important step in ensuring that their inquisitive mind is constantly expanding in tandem with their physical development. A positive development of the mind will ensure that children are on the right track through adulthood. In 2018, the Ministry targets 94% of public and private preschool enrolment for children aged 5+ and 80% for children age 4+.

#### Primary and Secondary Enrolments

The Ministry is consistent in its effort to ensure student dropout rate remains at its lowest. Based on the positive responses from the pilot programme, the guidelines for managing students at-risk of dropping out (*Garis Panduan Mengurus Murid Berisiko Cicir, GPMBC*) and the module for character development (*Modul Serlahkan Keunggulan Diri, SUDI*), will be implemented in all government schools and government-aided schools beginning 2018.



To reduce the student dropout rate at the secondary level, the Ministry has been tracking students who opt out of the education system at the age of 15+ and 16+. These children are identified and appropriately assisted to complete their education and obtain the Malaysia Certificate of Education (*Sijil Pelajaran Malaysia*, SPM) or other equivalent certificates. In 2018, the Ministry aims to reduce the drop out rate at the secondary level from 1.5% to 1.3%.

### Form Six

The Ministry will continue to provide quality Form Six education. To this end, the Ministry will evaluate the existing subjects offered and review the feasibility of offering new subjects in the future. To inculcate the culture of conducting action research among teachers and strengthen their knowledge and skills in research writing, the Ministry will organise a National Colloquium in 2018 and Research Writing and Teacher Research Presentation Workshop for Form 6 (*Bengkel Penulisan Kajian dan Pembentangan Kajian Guru Tingkatan Enam*) according to zones. The colloquium is expected to provide teachers with the opportunity to share experiences and best practices in teaching and learning methods, and school management. The Ministry will continue to raise the image of Form Six Centre as a pre-university education institution to prepare students for higher education both locally and internationally.

## INCREASING ACCESS TO QUALITY INCLUSIVE EDUCATION

The Ministry continues to ensure that students with Special Educational Needs (SEN) will have quality education. Improvement in the percentage of students involved in the Inclusive Education Programme is targeted at 45% in 2018 compared to 35% the previous year. As an added value, the Ministry is also focusing on the marketability of SEN students as human capital who are able to be independent and lead a meaningful life towards the betterment of self, family and the nation.







The provision of quality education will create knowledgeable and skilled Malaysian citizens in line with the development of the Industrial Revolution 4.0. The acquisition of the latest knowledge and skills will enable students to compete globally.

## QUALITY

### INCULCATING HIGH ORDER THINKING SKILL (HOTS) IN THE 21ST CENTURY LEARNING

8-5

In 2018, the Ministry plans to turn the schools under the School Transformation Programme 2025 (TS25) as 'model school' in implementing the 21st Century Learning (PAK21). The selected TS25 schools will be the model in the following areas:

- the application of the four skills and values (communication, creative and critical thinking, collaboration and values) in PAK21 in an active and comprehensive manner.
- the unpacking of the curriculum and the implementation of an effective modular approach.
- the strengthening of teachers' pedagogical content knowledge and skills.
- the implementation of self-evaluation using the *Standard Kualiti Pendidikan Malaysia Gelombang ke-2* (SKPMg2), Classroom Based Assessment and Student Profile Report.

### ENHANCING STEM EDUCATION

The Ministry will continue its efforts to raise students' interest, enhance the quality of teaching and learning, and encourage parents and community support towards STEM education through the following activities:

- Organising an International STEM Education Colloquium 2018 in Sabah, Sarawak, Kelantan and Perak

- Organising International STEM Conference 2018 in October in collaboration with *Universiti Teknologi Malaysia* (UTM)
- Organising STEM Carnival in every state and the National STEM Carnival
- Developing appropriate teaching and learning resources for STEM subjects;
- Publishing STEM comic with the co-operation of *Universiti Pendidikan Sultan Idris*
- Establishing a National STEM Centre.

## LITERACY AND NUMERACY SCREENING (LINUS) PROGRAMME

Mastering literacy and numeracy skills is essential for learning. The LINUS Programme which is conducted since 2010 has revealed a positive impact in an effort to improve mastery in Bahasa Melayu, English Language and Mathematics. In 2018, the Ministry will further strengthen the implementation of the programme through various activities:

- a study on the effectiveness of the LINUS 2.0 screening and module
- series of trainings to improve the effectiveness of the LINUS 2.0 programme
  - competency training for 5,000 preschool teachers
  - remedial English language training to 3,500 non-option English language teachers
  - sustainability training to 1,200 special remedial teachers
  - training for future teachers and IPG lecturers.

## UPHOLDING BAHASA MELAYU EDUCATION

Bahasa Melayu (BM) as the national language and as a medium of instruction in education will continue to be strengthened. The Ministry has planned numerous activities in 2018 as follow:

- aligning KSBM to streamline the usage of BM in the curriculum, assessment and production of textbooks
- developing the Framework for the Holistic Professional Development of BM Teachers
- strengthening the BM education through the implementation of BM support kits for curricular and co-curricular activities, and online and face-to-face pedagogical modules
- implementing differentiated pedagogical professional development courses for BM teachers.



## ENGLISH LANGUAGE EDUCATION

The Ministry has increased efforts in improving the English language proficiency levels among students and teachers in Malaysia. Mastery in the English language among students will be an added value to themselves in daily activities and the job market. In 2018, the Ministry will align the English Language Upskilling Programme in School (PPKBIS) with the Common European Framework of Reference for Languages (CEFR).



## ADDITIONAL LANGUAGES IN SCHOOLS

The Ministry has taken proactive steps towards providing opportunities for students to learn additional languages besides the English language. Currently, only a few daily secondary schools, religious schools and fully residential schools (SBP) has the capacity to offer additional languages.

In 2018, SBP plans to implement a few activities to raise the quality of teaching for additional languages as follow:

- formulating an achievement standard to strengthen students' proficiency and encourage them to take the accredited international language examinations
- developing quality international language modules at par with the required predetermined standard in the respective examinations
- enhancing the teaching and learning among teachers through placements of native language speakers in SBP
- enhancing teachers' competencies and pedagogical skills in line with the 21st century learning
- encouraging the use of contextual methods in teaching and learning to increase students' levels of communication in the international language

## TRANSFORMING INSTITUTES OF TEACHER EDUCATION

Providing quality trained teachers is important in ensuring students' benefit from the teaching and learning process. To accelerate the implementation of Phase 2 (2018-2020) of the IPG Transformation Programme 2016-2025, the Institute of Teacher Education Malaysia (IPGM) has developed several strategies as follow:

- strengthening the roles and functions of Cluster Partners
- realigning and restructuring of IPG campuses
- increasing the number of research
- improving infrastructure
- achieving national recognition.



## ENHANCING TEACHER QUALITY

In order to uphold the teaching profession as a profession of choice, *Standard Guru Malaysia (SGM) 2.0* or the Malaysia Teacher Standard 2.0 will be developed by the Ministry to raise the status of the teaching profession to a higher level. The SGM is a guide and a reference document for teachers, teacher educators, agencies and institutes of teacher education which outlines the standards for core competencies as follow: knowledge, instructional, community involvement, and personal quality. Teachers must possess all the core competencies, while agencies and institutes of teacher education need to provide the relevant facilities and resources to help teachers meet the required level of competence. The Ministry will produce '*Etika Guru Malaysia*' or the ethics for teachers in Malaysia, a document which outlines the professional ethics that all teachers should internalise and practice.

The Ministry will also introduce the Credit Points for Continuous Professional Development (*Mata Kredit Pembangunan Profesionalisme Berterusan, MyPPB*), which is a method of giving credit to the Education Service Officers (PPP) to recognise their participation in the continuous professional development activities.

## STRENGTHENING THE QUALITY OF SCHOOL LEADERS

The Ministry remains committed to strengthen the process of appointment of school leaders in Wave 2 (2016-2020) of the Blueprint to drive changes in schools. The Ministry will extend its support to the middle leaders and increase their autonomy in decision making based on performance. The existence of high performing school leaders and potential successors in every school will ensure continuous improvement towards achieving school excellence and student outcomes.



## INCREASING PARENTAL AND COMMUNITY INVOLVEMENT IN DEVELOPING THE LEARNING ECOSYSTEM

The implementation of the Parental and Community Involvement (PIBK) initiative will focus on enhancing the roles of school leaders as a catalyst towards achieving quality in school management. They will also become efficient moderators to strengthen the co-operation between schools and the community.

Greater parental and community involvement in school is encouraged in various aspects especially in academic, personality development, and discipline. *Garis Panduan Sukarelawan dalam Kelas* or the guidelines for volunteers in the classroom will also be completed and distributed to all schools and the public.

## ENCOURAGING PRIVATE SECTOR INVOLVEMENT AS STRATEGIC PARTNERS IN EDUCATION

In 2018, the Ministry will enhance and provide detailed information on the new model of public private partnership conceptualised in 2017. This model will then be piloted at the end of the year. Briefings and the dissemination of information on the PPP guidelines will also be carried out by zones, besides providing capacity building for public relation officers at all PPD.

## EQUITY

8-9

Quality education system promises the best education for the citizens regardless of their geographical location, gender or socio-economic background.

## STRENGTHENING THE IMPLEMENTATION OF THE DISTRICT TRANSFORMATION PROGRAMME

To ensure the performance of schools in each district continuously improved, officers at the District Education Office (*Pejabat Pendidikan Daerah*, PPD), SISC+ and SIPartner+ should be knowledgeable, skillful and credible. In 2018, efforts will focus on strengthening instructional leadership and the management and administration of schools, and increasing the quality of teaching and learning among teachers. The competency of SIPartner+ dan SISC+ officers will be strengthened to ensure that coaching and monitoring are carried out effectively. The competency of officers at the State Education Department (*Jabatan Pendidikan Negeri*, JPN) level will also be upgraded to enable them to strategically plan the support and assistance provided for each district and school under their purview.

The Ministry will ensure that the existing and newly appointed group of officers attend training to improve their capabilities in various aspects such as management, delivery, and generic and content coaching skills. Among activities planned are:

- empowering JPN to monitor, evaluate and successfully implement DTP from planning and disbursement of budget, curriculum planning and developing intervention plans for all schools
- identifying talents at JPN and PPD levels to ensure succession plans are efficiently and effectively implemented
- producing capability development module for JPN, PPD and SIPartners+ officers with the aim to train a competent cohort of officers
- strengthening the monitoring and evaluation mechanism of strategic plans, and evaluating the impact of the DTP programme at each PPD
- conducting impact studies on SIPartners+ and SISC+ officers to examine the effectiveness of coaching and mentoring towards developing accurate and effective intervention programmes.

### TRANSFORMING THE ORANG ASLI AND INDIGENOUS GROUPS EDUCATION

The Ministry will ensure that the rights of the Orang Asli and Indigenous groups in education are protected in terms of access and equity align with the mainstream education. In 2018, the Ministry will track the percentage of student attendance from the indigenous groups—the Dusun Bonggi in Sabah and Penan in Sarawak.

The programme to enhance the performance of the Orang Asli and Indigenous students will be carried out through the following activities:

- increasing student attendance
- executing student development programmes to raise students' outcomes in Orang Asli schools





- reducing dropouts by strengthening the roles of *Jawatankuasa Kemajuan dan Keselamatan Kampung* (JKKK) and *Tok Batin* (Head of the Orang Asli village) with schools
- expanding career awareness programme to provide more opportunities for higher education
- enhancing the skills of secondary school teachers who are teaching Orang Asli students to encourage them to complete their secondary education. Training will be provided to counsellors, SIPartner+ dan SISC+ officers in PPD, and school leaders and school counsellors in secondary schools.
- enhancing the implementation of NBOS programme, especially for the indigenous students in Sabah and Sarawak, to ensure equity and access to education are achieved.

## EDUCATION FOR STUDENTS WITH SPECIAL EDUCATIONAL NEEDS

The Ministry is serious in its commitment to provide quality education to students with special educational needs (SEN) to equip them with appropriate knowledge and skills according to their level of capabilities to succeed in life. In 2018, the Ministry will collect baseline data on the number of SEN students who are able to further their studies and are in the workforce. The Ministry will also continue to increase the percentage of SEN students' enrolment in the Inclusive Education Programme to 45% so that they receive quality education equitable with mainstream education and become productive citizens.

## EDUCATION FOR STUDENTS WITH SPECIFIC EDUCATIONAL NEEDS

The Ministry is always proactive and committed to providing education pathways to all students. The Ministry is aware of the existence of a group of students who possess a high level of IQ who need specific education pathways which will enable them to achieve their highest potential. In 2018, the Ministry will develop a Strategic Plan for the Implementation of the Gifted and Talented Programme (*Pelan Strategik Pelaksanaan Program Pintar Cerdas, PPPC*) to outline suitable approaches and action plans to develop the potentials of this specific group of



## UNITY

To ensure the pluralistic society in Malaysia continues to remain united for the peace and prosperity of the nation, it is essential that schools become institutions which encourage racial unity. Students spend long hours in school with their peers engaging in numerous activities such as in academic, co-academic and co-curricular. Inculcating values of unity through participation in various activities within schools and with other types of schools will allow students to master communication skills, practise tolerance, understand, accept, and appreciate the differences among them in their respective religions, cultures and socio-economic background.

### STRENGTHENING UNITY IN SCHOOLS

School leaders are instrumental in fostering unity among the school community to achieve the school vision and mission, and ensuring the successful management of schools and raising school performance in all aspects. In 2018, The Ministry will provide training to school leaders on methods to foster values of unity to strengthen unity among students.

The Ministry will also develop a strategic plan for the development of values and character to strengthen the planning and implementation of this initiative. Collaborations with various agencies will be enhanced, through the NBOS platform, to strengthen the implementation of this strategic plan in 2018.



## EFFICIENCY

The Ministry strives towards ensuring that students' outcomes are relevant with the monetary investments for every ringgit spent. The overall educational planning from the federal to the school level will improve the efficiency of education delivery in order to implement the education transformation effectively as planned.

### ENHANCING LEADERSHIP SKILLS IN THE MINISTRY

The Ministry will continue to consistently collect the competency profiles of officers in key leadership positions within the Ministry to ascertain their levels of leadership competencies. Appropriate intervention programmes will be implemented to bridge any inconsistencies in the leadership competencies among officers. A succession plan will also be developed to ensure the Ministry will not be void of leadership talents for continuity of the education transformation as well as the provision of quality education.



### STRENGTHENING EDUCATION DATA REPOSITORY TO SUPPORT DECISION MAKING PROCESS

The Ministry aspires to develop the Education Data Repository to be used by not only the top management within the Ministry but also to be shared with other Ministries in 2018. The Ministry of Education Dashboard will be further enhanced to achieve its aim in assisting the management of the Ministry to do detailed analysis, effective planning, and make accurate and informed decisions.

### INCREASING OPERATIONAL EFFICIENCY OF UNDER-ENROLED SCHOOLS

In 2018, several implementation strategies will be put into action to strengthen the operations of the under-enroled schools. This includes the grading of schools, redeployment of remedial teachers and reviewing the norms for the safety and cleanliness contracts. Beginning 2018, multi-grade classrooms will be implemented for all schools with an enrolment of 30 and below. Coaching and capacity building will be accorded to teachers and school heads to ensure the operations of multi-grade classrooms achieve its intended objectives. The Taskforce for the Roadmap of Under-enroled Schools will also form a team to conduct visits to schools to determine the feasibility and suitability of merging schools towards enhancing management efficiency.



## SUMMARY

In 2018, the Ministry will continue with the implementation of programmes and activities which have shown positive impact on students' outcomes and efficient delivery of education services. All agencies under the purview of the Ministry must continue to increase their commitment, increase their work momentum, and change their working style to be more systematic and structured to support teachers and schools to improve their performance and students' outcomes. Strong support from parents, the community and private sectors is needed to successfully increase children's achievements in schools. Greater co-operation from all education stakeholders is essential to drive improvement towards excellence in the national education system in Wave 2 (2016 - 2020) of the Blueprint implementation.

1BestariNet	A project to equip all public schools in Malaysia with high-speed 4G internet and a VLE
4CIV	Communication, Collaborative, Critical Thinking and Creativity
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
APDM	<i>Aplikasi Pangkalan Data Murid</i> or Student Database Application
BKU	<i>Barisan Kepimpinan Utama</i> or Key Leadership Group
BLOSSOMS	Blended Learning Open Source Science or Mathematics Studies
BM	Bahasa Melayu or Malay Language
CE	Cambridge English Language Assessment
CEFR	Common European Framework of Reference for Languages
CPD	Continuous Professional Development
DLP	Dual Language Programme
DSKP	<i>Dokumen Standard Kurikulum dan Pentaksiran</i> or Assessment and Curriculum Standard Document
DTP	District Transformation Programme
DVM	<i>Diploma Vokasional Malaysia</i> or Vocational Diploma of Malaysia
ECCE	Early Childhood Care & Education
FC	Flipped Classroom
FasiLINUS	<i>Fasilitator Program Literasi dan Numerasi</i> or Literacy and Numeracy Screening Programme Facilitator
FPK	<i>Falsafah Pendidikan Kebangsaan</i> or National Education Philosophy
FUFT	Follow Up Follow Through
GC	<i>Guru Cemerlang</i> or Excellent Teachers
GPMP	<i>Gred Purata Mata Pelajaran</i> or Subject Grade Point Average
GPN	<i>Gred Purata Negeri</i> or State Grade Average
GPMBC	<i>Garis Panduan Mengurus Murid Berisiko Cicir</i> or Guide Line to Manage Students At Risk of Dropping Out
HIEP	<i>Holistic Inclusive Education Programme</i>
HIP	Highly Immersive Programme
HOTS	Higher Order Thinking Skills
IAB	<i>Institut Aminuddin Baki</i> or Institute of Aminuddin Baki
IOB	International Baccalaureate Organization
ICSTEM	International Conference on STEM Education
ICT	Information and Communication Technology

IMPak	<i>Instrumen Menentu Penempatan Murid Berkeperluan Khas</i> or Instrument to Ascertain Placement of Special Education Needs Students
InPeKS	School Leadership Survival Course
IPG	<i>Institut Pendidikan Guru</i> or Institute of Teacher Education
IPGK	<i>Institut Pendidikan Guru Kampus</i> or Institute of Teacher Education (Campus)
IPGM	<i>Institut Pendidikan Guru Malaysia</i> or Institute of Teacher Education Malaysia
IPGKBM	<i>Institut Pendidikan Guru Kampus Bahasa Melayu</i> or Institute of Teacher Education Bahasa Melayu Campus
JNJK	<i>Jemaah Nazir dan Jaminan Kualiti</i> or The Schools Inspectorate and Quality Assurance
JPN	<i>Jabatan Pendidikan Negeri</i> or State Education Department
JPNIN	<i>Jabatan Perpaduan Negara dan Integrasi Nasional</i> or Department of National Unity and Integration
JUK	<i>Jurulatih Utama Kebangsaan</i> or National Master Trainers
JUN	<i>Jurulatih Utama Negeri</i> or State Master Trainers
K9	Comprehensive Special Model School
KAP	<i>Kurikulum Orang Asli dan Penan</i> or Curriculum for the Orang Asli and Penan
KBK	<i>Kebersihan Bangunan dan Kawasan</i> or Compound and Building Cleanliness
KEDAP	<i>Kelas Dewasa Orang Asli dan Pribumi</i> or Adult Class for the Orang Asli and Indigenous Group
KEMAS	<i>Jabatan Kemajuan Masyarakat</i> or Department of Community Development
KiDT	<i>Kursus i-THINK Dalam Talian</i> or i-THINK Online Course
KiLT	<i>Kursus i-THINK Luar Talian</i> or i-THINK Offline Course
KiSB	<i>Kursus i-THINK Secara Bersemuka</i> or i-THINK Face-to-Face Course
KMK	<i>Kesusasteraan Melayu Komunikatif</i> or Communicative Malay Literature
KPI	Key Performance Indicator
KPPBM	<i>Kursus Pementapan Penguasaan BM</i> or Enhancing Bahasa Melayu Proficiency Course
KSBM	<i>Kerangka Standard Bahasa Melayu</i> or Framework for the Standard of Bahasa Melayu
KSKV	<i>Kurikulum Standard Kolej Vokasional</i> or Vocational College Standard Curriculum (KSKV)
KSSM	<i>Kurikulum Standard Sekolah Menengah</i> or Standard Curriculum for Secondary School
KSSR	<i>Kurikulum Standard Sekolah Rendah</i> or Standard Curriculum for Primary School
KSSR (Revised)	Kurikulum Standard Sekolah Rendah (Semakan) or Standard Curriculum for Primary School (Revised)
KV	<i>Kolej Vokasional</i> or Vocational College
LCML	Leadership Course for Middle Leaders
LINUS	Literacy and Numeracy Screening Programme (Literacy in BM)
LINUS2.0	Literacy and Numeracy Screening Programme (Literacy in BM and English language)
LPS	<i>Lembaga Pengelola Sekolah</i> or Board of School Administration




MBMMBI	<i>Dasar Memartabatkan Bahasa Melayu dan Bahasa Inggeris or Upholding Bahasa Melayu and Strengthening English Language Policy</i>
MIGHT	Malaysia Industry Government Group for High Technology
MOE	Ministry of Education
MPM	<i>Majlis Peperiksaan Malaysia or Malaysian Examinations Council</i>
MQA	Malaysian Qualifications Agency
mySPATA	<i>Sistem Pengurusan Aset Tak Alih</i>
MYPIB	Middle Years Program International Baccalaureate
MUET	Malaysian University English Test
NBOS	National Blue Ocean Strategy
NGO	Non-Governmental Organisations
NKEA	National Key Economic Area
NKRA	National Key Result Area
NOSS	National Occupational Skills Standards
NPQEL	National Professional Qualification for Educational Leaders
PADU	Education Performance and Delivery Unit
PAK21	21st century learning
PAV	<i>Pendidikan Asas Vokasional or Basic Vocational Education</i>
PBC	<i>Pusat Bertauliah Cawangan or Branch Accreditation Centres</i>
PBPPP	<i>Penilaian Bersepadu Pegawai Perkhidmatan Pendidikan or Unified Instrument for Education Service Officer</i>
PBKP	<i>Pakar Bidang Khusus Pendidikan or Career Track for Subject Matter Expert in Education</i>
PC	Principal Coach
PEKA	<i>Pentaksiran Kemahiran Amali or Practical Skills Assessment</i>
PIKAP	<i>Program Intervensi Khas Murid Orang Asli dan Pribumi or Intervention Programme for the Orang Asli and Indigenous Group</i>
PKPPD	<i>Penarafan Kecemerlangan Pejabat Pendidikan Daerah or Rating of Excellence of District Education Office</i>
PKS	<i>Pentaksiran Kemahiran Sains or Scientific Skills Assessment</i>
PIBG	<i>Persatuan Ibu Bapa dan Guru or Parent Teacher Association</i>
PILL	<i>Pelan Intervensi Lima Langkah or Five Step Intervention Plan</i>
PIPPK	<i>Pelan Induk Pembangunan Profesionalisme Keguruan or Continuous Professional Development Master Plan</i>
PISA	Programme for International Students Assessment
PISMP	<i>Program Ijazah Sarjana Muda Pendidikan or Bachelor's Degree in Education programme</i>
PKLSMB	<i>Pentaksiran Kompetensi Literasi Sains, Matematik dan Bacaan or Assessment of Literacy Competence in Science, Mathematics and Reading</i>
PKPBM	<i>Program Kecemerlangan Pedagogi Bahasa Melayu or Pedagogical Excellence in Bahasa Melayu Course</i>
PKS	<i>Pusat Kecemerlangan Sukan or Sports Excellence Centres</i>

PLC	Professional Learning Community
PLD	<i>Pusat Latihan Daerah</i> or District Training Centre
PNGK	<i>Purata Nilai Gred Keseluruhan Nasional</i> or National Cumulative Grade Point Average
PPBG	<i>Model Pembelajaran Profesional Berterusan Guru</i> or Continuous Teacher Professionalism Learning Model
PPD	<i>Pejabat Pendidikan Daerah</i> or District Education Office
PPI	<i>Program Pendidikan Inklusif</i> or Inclusive Education Programme
PPISMP	<i>Program Persediaan Ijazah Sarjana Muda Perguruan</i> or Preparatory Programme for Bachelor of Education Programme
PPKBIS	<i>Program Peningkatan Kemahiran Bahasa Inggeris di Sekolah</i> or The English Language Enhancement Programme in Schools
PPKI	<i>Program Pendidikan Khas Integrasi</i> or Special Education Integration Programme
PPP	Perkongsian Awam Swasta or Public Private Partnership
PPP	<i>Pegawai Perkhidmatan Pendidikan</i> or Education Service Officer
PRIme	Residency and Immersive Programme
ProELT	Professional Upskilling of English Language Teachers
ProPeKS	<i>Program Pelonjakan Kepimpinan Sekolah</i> or Uplifting School Leadership Intervention Programme
PTA	Parent Teacher Association
PVMA	<i>Program Vokasional Menengah Atas</i> or Upper Secondary Vocational Education
RIMUP	<i>Rancangan Integrasi Murid untuk Perpaduan</i> or Student Integration Plan for Unity
RPH	<i>Rancangan Pengajaran Harian</i> or Daily Lesson Plan
SABK	<i>Sekolah Agama Bantuan Kerajaan</i> or Government-Aided Religious School
SAN	<i>Sekolah Agama Negeri</i> or State Religious School
SAR	<i>Sekolah Agama Rakyat</i> or Public Religious School
SBJK	<i>Sekolah Bimbingan Jalinan Kasih</i> or Schools for Street Children
SDH	<i>Sekolah Dalam Hospital</i> or Schools in Hospitals
SEN	Special Educational Needs
SES	Socio-economic Status
SI	<i>Sekolah Integriti</i> or Integrity Schools
SHG	<i>Sekolah Henry Gurney</i> or Henry Gurney Schools
SGMy	Sistem Guru Malaysia or online system integrating data and information on PPP and private school teachers registered with MOE
SIPartner+	School Improvement Partner
SISC+	School Improvement Specialist Coach
SJKC	<i>Sekolah Rendah Jenis Kebangsaan Cina</i> or Chinese National-type school for primary education
SK	<i>Sekolah Kebangsaan</i> or National school

SKM	<i>Sijil Kemahiran Malaysia</i> or Malaysian Skills Certificate
SKM	<i>Sekolah Kurang Murid</i> or Under-enrolled Schools
SKPK	<i>Standard Kualiti Prasekolah Kebangsaan</i> or National Preschool Quality Standard
SME	Subject Matter Expert
SMK	<i>Sekolah Menengah Kebangsaan</i> or National secondary school
SMKA	<i>Sekolah Menengah Kebangsaan Agama</i> or National religious secondary school
SMPK	<i>Sistem Maklumat Prasekolah Kebangsaan</i> or National Preschool Information System
SMPKV	<i>Sekolah Menengah Pendidikan Khas Vokasional</i> or Special Education Vocational Secondary Schools
SMV	<i>Sekolah Menengah Vokasional</i> or Vocational Secondary School
SP	<i>Standard Pembelajaran</i> or Learning Standard
SPM	<i>Sijil Pelajaran Malaysia</i> or Malaysian Certificate of Education
SPTS	<i>Sukan Prestasi Tinggi Sekolah</i> or High Performance Sports in School
SSKI	<i>Senarai Semak Kesiediaan Inklusif</i> or Check List for the Readiness into Inclusive Programme
SSM	<i>Sekolah Sukan Malaysia</i> or Malaysia Sports School
SSN	<i>Sekolah Sukan Negeri</i> or State Sports School
SSP	School Support Plan
STAM	<i>Sijil Tinggi Agama Malaysia</i>
STEM	Science, Technology, Engineering and Mathematics
STPM	<i>Sijil Tinggi Persekolahan Malaysia</i> or Malaysia Higher School Certificate
SUDI	<i>Serlahkan Keunggulan Diri</i> or Module to handle student at risk of dropping out
SVM	<i>Sijil Vokasional Malaysia</i> or Malaysian Vocational Certificate
TIMSS	Trends in International Mathematics and Science Study
TMUA	<i>Tahfiz Model Ulul Albab</i>
TVET	<i>Pendidikan dan Latihan Teknikal dan Vokasional</i> or Technical and Vocational Education and Training
UI	<i>Instrumen Penilaian Bersepadu</i> or Unified Instrument
UKBM	<i>Ujian Kecekapan Bahasa Melayu</i> or Bahasa Melayu Proficiency Test
ULBM	<i>Ujian Lisan Bahasa Melayu</i> or BM Oral Test
UPBMG	<i>Ujian Penguasaan Bahasa Melayu Guru</i> or Proficiency Test for Bahasa Melayu Teachers
UPSR	<i>Ujian Penilaian Sekolah Rendah</i> or Primary School Assessment Test
VLE	Virtual Learning Environment
VSAT	Very Small Aperture Terminal
VOUCA	Volatility, Uncertainty, Complexity and Ambiguity





Ministry of Education Malaysia  
Block E8, Parcel E, Precint 1  
Federal Government Administrative Centre  
62604 PUTRAJAYA, MALAYSIA

[www.moe.gov.my](http://www.moe.gov.my)