

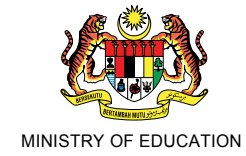


MALAYSIA
EDUCATION BLUEPRINT
(2013-2025)



**ANNUAL
REPORT
2021**

9-YEAR NATIONAL EDUCATION TRANSFORMATION PLAN



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EDUCATION BLUEPRINT
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Inside cover

9-YEAR NATIONAL EDUCATION TRANSFORMATION PLAN

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FOREWORD

DATUK DR. RADZI JIDIN
Senior Minister of Education Malaysia

The Malaysia Education Blueprint (MEB) 2013-2025, under the Ministry of Education Malaysia (MOE) is now in Wave 3 of its implementation beginning 2021. Since its implementation in Wave 1 (2013 to 2015) all strategies' and initiatives' achievements in the educational transformation outlined in the MEB have been reported in the MEB Annual Report. Success in achieving the MEB targets has continued to be the Ministry's drive to double its efforts and resolution to improve the provision of access to quality education to the entire future generation of the nation.

The COVID-19 pandemic that hit the world in 2020 has profoundly impacted all sectors, especially the education sector. One of the main challenges is ensuring that pupils have access to education in safe conditions so they do not fall behind in learning, consequently curbing the dropout risk among pupils.

Nevertheless, the Ministry is always trying to implement various strategic and suitable approaches to ensure the continuity of children's education. This is also part of the Ministry's efforts to ensure that the education transformation continues to be successful. Hence, the Ministry has restructured and reorganised existing strategies and approaches as well as utilising appropriate innovations to achieve the targeted goals, while taking into account the impact of the COVID-19 pandemic that has lasted for more than 2 years.

In addition, the Ministry has employed a proactive approach by introducing various alternatives in teaching and learning (*Pengajaran dan Pembelajaran*, PdP) methods to suit teachers and pupils. One of the strategies used is to prepare the Manual for Home-based Teaching and Learning (*Pengajaran dan Pembelajaran di Rumah*, PdPR) to assist teachers and administrators in instituting PdPR. Furthermore, the Ministry of Education has also launched a tv channel dedicated solely for education known as DidikTV@NTV7 to increase pupils' learning access throughout the country.

In the context of the digitalisation of education, the COVID-19 pandemic has also indirectly accelerated the adoption of digital technology among teachers and pupils. The Ministry has been able to optimise the use of Information and



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Communication Technology (ICT) for the delivery of education and become a catalyst for Shift 7 in MEB 2013-2025, namely 'Using ICT to improve the quality of learning in Malaysia'. This is also in line with MyDIGITAL initiative introduced by the Government, as a collective and continuous effort to transform Malaysia, driven by technology and digitalisation, including the digitalisation of education.

Hence, the Ministry will focus on strengthening policies regarding digital education, including internet access and virtual learning environment that can be utilised to face current and future challenges. In addition, the Ministry's digital platform, Digital Educational Learning Initiative Malaysia (DELIMa), needs to be continuously strengthened by enhancing its function from time to time to meet the requirements of PdP. With the DELIMa platform, access to quality teaching can be expanded through various approaches, specifically digital technology.

The Ministry is committed to realising all the goals and objectives of MEB 2013-2025 by using differentiated approaches according to the current situation, encouraging innovation and creativity, increasing productivity and efficiency, optimising the use of available resources, and conducting data analysis.

In an effort to improve the national education ecosystem, the Ministry launched the *Sekolahku* SEJAHTERA concept on 21 February 2022. This concept is an approach to instill elements of moral values and best practices to be adopted by all schools and educational institutions.

Instilling the 14 elements of SEJAHTERA, which are Safe, Fun, Healthy, Ethics, Empathy, Self-Identity, Courtesy, Harmony, Diligent, Thorough, Skilled, Exploration, Rational and Articulation, can be applied through various activities inside and outside the school directly or indirectly. The *Sekolahku* SEJAHTERA concept complements MEB 2013-2025, and it is not a new subject.

Finally, I would like to thank everyone at the Ministry who have played a role in making the aspirations of MEB a reality, especially the parents, community and private sectors that have supported all the educational initiatives. Special congratulations and appreciations to everyone at the Ministry for their services, sacrifices, hard work and dedication to secure our children's education. Let us remain steadfast in our efforts to make the transformation of education a success through the MEB initiatives so that our future generation is will become more outstanding in the years to come.

I wish you all the best!



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DATUK YUSRAN SHAH BIN MOHD YUSOF

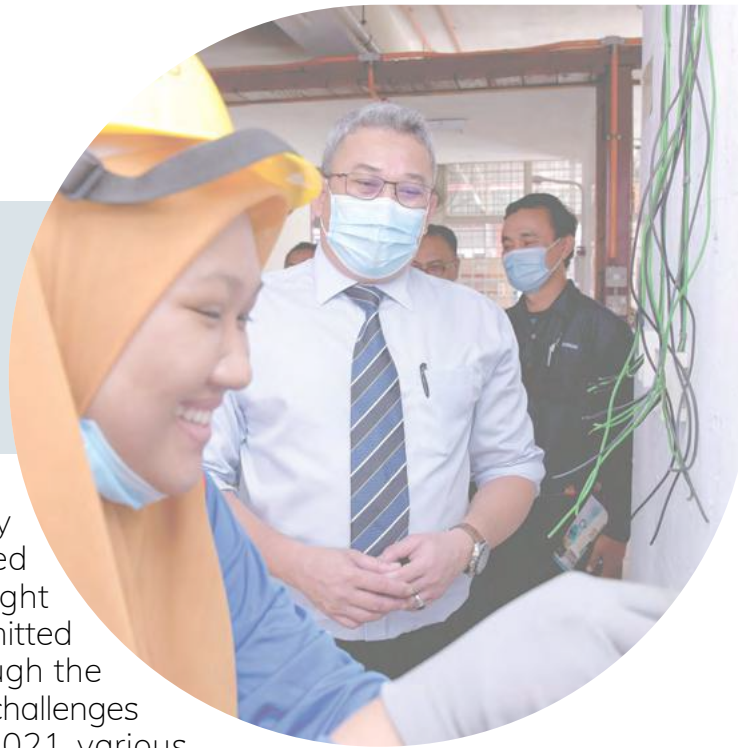
Secretary-General
Ministry Of Education Malaysia

In education transformation, every achievement and success is measured to ensure that we are always on the right track. The Ministry continues to be committed in driving the transformation agenda through the MEB 2013-2025 despite the inexplicable challenges of the COVID-19 pandemic. Throughout 2021, various efforts have been carried out to support the education system's aspirations, including access, quality, equity, unity and efficiency.

In facing the challenges of the COVID-19 pandemic, access to quality education remains the central agenda of the Ministry and has been supported by the implementation of new norms in education driven by technology and digitalisation. The use of MOE's digital learning platform or DELIMa has been strengthened. During the implementation of PdPR, this platform has enabled teachers and pupils to access digital learning activities to be carried out regardless of location. Access to education for pupils from low-income families (B40) has also not been denied with the provision of 150,000 digital devices equipped with data plans through CERDIK programme.

Joint ventures with government-linked companies (GLCs) and government-linked investment companies (GLICs) not only can provide access for the pupils involved, but they can also reduce the gap in education equity.

Apart from emphasising access to education, the Ministry is committed in improving the efficiency of the education system. The new norm in the work culture introduced during the Movement Control Order (MCO) has affected the education service officers (PPP) physically and mentally. In order to guarantee the functional, emotional, occupational, physical, relational, intellectual, spiritual, identity and financial



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well-being of PPP, the Ministry has activated the screening of psychological well-being among PPP. With the psychological well-being inventory (iKPsi), the level of psychological well-being can be determined and interventions can be applied to ensure that they remain efficient and dynamic in their work.

The current state of the economy affected by the COVID-19 pandemic and the natural disasters that hit the country have prompted the Ministry to realign and distribute allocations for programmes according to priorities without affecting the set objectives. Thus, to maximise pupil outcomes for every ringgit and cent, the Ministry continues to monitor and evaluate the financial management in schools to ensure that the implementation of autonomy is carried out effectively. A new funding method for general schooling assistance has also been proposed to improve the existing rates.

In an effort to provide conducive infrastructure to learning, the Ministry has identified the status of basic facilities in schools to support pupil learning. Findings showed that out of 10,230 MOE primary and secondary schools, 98.5% of the secondary schools are equipped with science laboratories, 95.7% are equipped with sports facilities and at least one playground, 86% of the schools have a library or resource centre, 74.4% of the schools are equipped with at least one room for Islamic education, 39.3% of the schools have usable ICT devices with a ratio of 1 device to 10 pupils, and 5.1% of the schools are equipped with all four mandatory disabled-friendly facilities, namely disabled-friendly toilets, handrails, ramps and disabled parking spaces. The data obtained will help the Ministry to make more accurate, efficient and informed decisions in an effort to equip the schools involved in the coming year.

All the achievements reported in this Annual Report are the results of hard work and joint efforts between various parties. Well done and congratulations to all! May all the challenges that we have faced help us to be more prepared in facing any possibilities in achieving our final goal towards implementing the MEB 2013 – 2025.

I also hope that all the successes that we have achieved this year will give us a boost and increase the Ministry's ability to move towards excellence in education.



FOREWORD

**DATUK HAJAH
NOR ZAMANI
BINTI ABDOL HAMID**
Director-General Of Education Malaysia
Ministry Of Education Malaysia



*Assalamualaikum Warahmatullahi
Wabarakatuh dan Salam Sejahtera*

Let us be grateful to Allah that after almost two years of struggle, we are still able to continue our fight to transform the future of the children of Keluarga Malaysia. With the experience of overcoming the challenges of COVID-19, the Ministry has stepped into Wave 3 (2021-2025) with new enthusiasm and confidence. All the changes that have taken place have strengthened the commitment and support from all parties who equally want to see the education system in Malaysia continue to excel as desired in the MEB 2013-2025.

Although the nation is still in the recovery phase, the Ministry has become more adept in managing change as well as establishing new processes and practices to preserve the educational development that has been achieved.

As a start, the Ministry is committed to enhancing access to quality education in a comprehensive, inclusive and equitable manner to ensure that no group is left out of the national education system in the post stage of COVID-19. The Organisation for Economic Cooperation and Development (OECD), The United Nations Educational, Scientific and Cultural Organisation (UNESCO) as well as the World Bank have issued a warning that the failure to monitor the issue of 'lost generation' and 'learning loss' will cause a large educational dropout in the countries involved (June 2020). Although there is a slight decrease in preschool enrolment, the Ministry has succeeded in increasing the enrolment of upper secondary pupils by intensifying efforts to locate and reduce dropout rates with the support of State Education Departments (JPN).

Access to education for the group with specific needs has also not been denied where they are embraced with the set up of a special route to reach their real potential according to their respective skills. The Gifted and Talented Education Programme (PPPC) displays outstanding potential and achievements, surpassing their



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peers, whether in terms of intellectual, creativity, skills, spirituality or a combination of these aspects. These pupils are placed in Akademi Sains Pendang (ASP), Kedah. Although it has only been a year since its implementation, the performance shown by PPPC pupils is very encouraging. With the enrolment of the first cohort of 88 people, the Ministry is optimistic that the number of gifted and talented pupils will increase in the coming years.

Access to quality education provided to Pupils with Special Educational Needs (MBPK) is being strengthened and the percentage of MBPK who follows inclusive learning has increased by 3.83% to 75.67%. Collaboration with Technical and Vocational Education and Training (TVET) industry partners in the Career Transition Programme (PTK) that was introduced has also yielded results as more industries are now accepting MBPK into their workforce. Efforts to track the development of children with special needs have also been introduced as a guide to train teachers, especially preschool teachers, to track the development of children since birth. Early detection followed by early intervention can increase the children's potential and guide parents towards an appropriate educational path.

In order to fulfill the system aspiration for quality, in the implementation of the Primary Literacy and Numeracy Programme (PLaN) for Year 2 and Year 3 pupils in 2,536 schools identified showed an increase in 3M skills (Reading, Writing, Numeracy) for all three subjects namely Bahasa Melayu, English and Mathematics. The next step is to expand PLaN to all schools beginning 2022 to achieve the final goal of the initiative, which is to ensure that all pupils achieve at least the minimum performance level (TP3). The exceptional quality of education is attributed to the role of the teacher. The challenge of shifting the new work culture towards digital education has forced all teachers to promptly equip themselves with knowledge and competency in the delivery and development of digital materials for teaching and learning. Hence through the initiative of Higher Level Thinking Skills in 21st Century Learning introduced in MEB 2013-2025 as well as the strengthening of the STEM education, teachers are now able to incorporate 21st Century skills in the classroom to overcome the challenges to set up home-based teaching and learning (PdPR).

Strengthening of digital education skills has also been supported by enhancing the use of the DELIMA platform as well as Continuous Professional Development Training (CPD) with emphasis on sharing knowledge and expertise by various government and private agencies.



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The presence of role models as a reference point among fellow teachers has also intensified the practice of knowledge sharing on the application of digital education be it locally or internationally.

The quality of school leadership is also important in determining pupil outcomes. In line with Shift 5 to establish high-performance leadership in every school, the Ministry intends to empower the Institute Aminuddin Baki (IAB) as an outstanding centre for educational leadership development. The empowerment of IAB will produce not only high-performance leaders but also world-class experts in educational leadership.

As one of the pioneers of this endeavour towards transformation, I believe that the Ministry can carry out this mandate to drive the education transformation to the end of the line with solid support from all parties. My sincere appreciation goes to the education fraternity, parents, the community and the private sector who have worked together to ensure that the Malaysian education system continues to excel and remain relevant.



INSPIRATIONAL STORIES

CHAPTER 1

PUPILS



“Pupils will make significant gains in their development irrespective of their background. Pupils will study in conducive learning environments, and will feel stretched and nurtured by their school experience. When they leave school, pupils will have world-class knowledge and skills, strong moral values, and will be capable of competing with their peers in other countries.”

(MEB 2013-2025)

A Dropout Pupil Who Ultimately Goes To The University

The Dropout Outreach Programme is a programme used to ensure that no pupil drops out of the school system. The Ministry, through the JPN and the District Education Office (PPD) is committed to ensuring that pupils complete their studies up to Form 5 and then sit for the SPM. Through this programme, the target group is identified via the Pupil Database Application (APDM) in which pupils do not register for school in the following year or through community or individual notifications.

In 2021, the Kuala Lumpur Federal Territory Education Department (JPWPKL) has continued this programme with the help of government agencies or NGOs to identify dropouts and return them to school. The cooperation between the NGOs and other government agencies in this programme helps to ensure that the dropouts can continue their schooling.

Rohayu Maisarah binti Muhamad Darus Harun is one of the dropouts who was brought back to school by JPWPKL. She had gone through education from Form 1 to Form 3 in a school in Kuala Lumpur, and left when she was in Form 4 because she had to return to her hometown in Kedah to take care of her sick grandfather. During that period, Rohayu did not have the opportunity to attend school due to financial difficulties and consequently dropped out of the school system.



However, a few months later, when Rohayu returned to Kuala Lumpur, she still did not re-register for school after dropping out. The financial and family problems that Rohayu faced, especially during the MCO in 2020, had forced her to work for survival. Through the dropout outreach programme, JPWPKL has succeeded in locating Rohayu and helping her to return to school.





Besides being able to return to school, Rohayu also received help in the form of food supplies through the *Gerobok Rezeki*, which is a programme that helps pupils from less able families to receive raw materials and food donated by NGOs or individuals. This programme helped to ease the burden on Rohayu and her family. Due to the joint efforts of the Ministry and the parties involved, Rohayu was finally able to continue her schooling and she had the opportunity to sit for the SPM examination in 2021. It was a proud moment for Rohayu that after she passed the SPM examination, she managed to get a place at a university to further her studies.

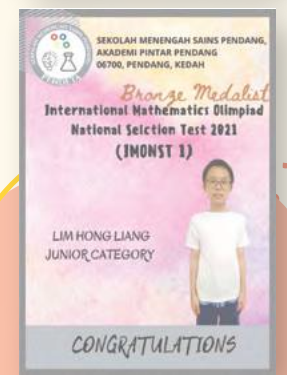
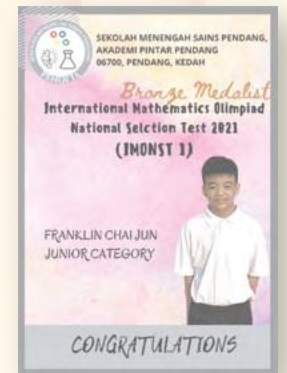


Pupils of Akademi Sains Pendang (ASP), Kedah Shine on the International Stage

Although the ASP has only been established for a year, the ingenuity and intelligence of the pupils are evident when they successfully won various competitions held online and face-to-face in 2021. The spirit of these pupils who were between 13 to 15 years of age, was very high in their field of interests, especially the STEM field, and was supported by a group of teachers who were dedicated and proactive in training the pupils of the Gifted and Talented programme to continue honing their talents and potential.

Franklin Chai Jun & Lim Hong Liang participated in the International Mathematics Olympiad National Selection Test 2021 (IMONST 1) and won the bronze medal. Franklin Chai Jun, Lim Lor Yuan and Ahmad Habil bin Ahmad Zubir recorded encouraging achievements in the STEM Decathlon Challenge 2021 competition at the Pendang District level during the Kedah State STEM Carnival. They each won second, third and fourth place in the competition.

The ASP pupils successfully made a name for themselves in the UteM (Artificial Intelligence) Innovation Challenge 2021 by winning a Silver Award for their innovation.



The Little Scientists from the ASP won the Silver Medal in the International Future Scientist Conference (iFSC) 2021 competition which was held from 9-11 November 2021.



The Physics team from the ASP represented by Lom Lor Yuan, Muhammad Arief bin Mohd Amir, Siti Nursyafirah binti Ishak and Lim Xinhong received gold and bronze medals for their achievements in the 11th Online-ASEAN +3 Student Camp For The Gifted In Science (ACGS) organised by the Republic of Korea.



The success achieved by the ASP pupils is a good start for the Gifted and Talented Education Programme (PPPC). With full support from the teachers and strong encouragement from parents, the Ministry is optimistic that many more successes will be seen in the years to come.



Healthy Mind Intervention Programme (PRISMA)

The COVID-19 pandemic has directly and indirectly affected the lives of every person. The pupils' interaction and psychosocial development (related to psychology and social) were affected by this situation when they were not able to go to school. They had to undergo online Home-based Teaching and Learning (PdPR) sessions. This situation also created some difficulties for pupils and teachers, especially when faced with the challenges in gadgets availability and the internet connectivity. This was exacerbated by the lack of space to socialise with peers due to the new norm that involves self isolation and social distancing. The completely digitalised method had also caused anxiety, worry, fear and self-doubt among pupils, especially for those about to sit for the Sijil Pelajaran Malaysia (SPM) exam. The main challenge was to adapt and manage time well, in addition to dealing with personal problems that caused psychological and emotional instability. Pupils became more stressed when schools reopened and face-to-face teaching and learning sessions began because they were less confident in their preparation for the approaching SPM exam.

Understanding the challenges faced by pupils, the Ministry has implemented PRISMA to help raise awareness among pupils so that they are willing to face and accept reality as well as the challenging post-pandemic COVID-19 environment to be able to sit for the SPM exam with confidence.

The PRISMA programme is realised using the Fresh Mind, Healthy Mind and the Prosperous Mind modules. The Fresh Mind module emphasises self-awareness and emotional regulation that allow pupils the opportunity to recognise their weaknesses and strengths. It helps the pupil to be more determined, dedicated and persistent to continue learning.

The Healthy Mind module emphasises the aspect of self-motivation which pushes pupils to remain consistent in utilising the time available to continue their will to learn and face life more calmly. Skills to face and overcome problems are developed so that they can be practised and applied in their lives as pupils.





In addition, the activities in the Mental Health Module train pupils to be mindful and understand their own emotions while respecting the feelings of others. The success of combining these modules are based on the adaptation of Daniel Goleman's Five Components of Emotional Intelligence (2020) which can help to improve pupils' ability to understand the feelings of others.

PRISMA has impacted the pupils positively, helping them to be more resilient in facing life and improving their ability to control emotions in daily interactions. PRISMA is a medium for character and identity transformation for the pupils. The intervention successfully empowers socio-emotional skills and improves pupils' well-being in an effort to achieve pupil aspirations in the MEB.



TEACHERS



“Teachers will develop the world-class capabilities needed to facilitate desired pupil outcomes and gain more enjoyment and fulfillment from their jobs. With the new teacher career package, they will enjoy more fulfilling professional development, improved career pathways, and fair and transparent evaluation processes that are directly linked to relevant competencies and performance.”

(MEB 2013-2025)

IPG Alumni Recognised in Local and International Educational Platforms



An IPG alumnus for Sarawak Campus: Encik **Mohd Nur Hifzhan Noordan**, who is teaching in Mukah has donated half of his salary for the sake of his pupils. He has received the McDonald's Inspirational Teacher Award 2021 for his caring attitude. The teacher from SK Kuala Kenyana, Mukah, received one (1) out of five (5) McDonald's Inspirational Teacher Award 2021 nationwide.

An IPG student from Ilmu Khas Campus (IPGKIK), Encik **Muhammad Hakim Azhari** was appointed as a Sign Language Interpreter for the Infinteent programme on OKEY TV held every Monday at 9pm. Infinteent is a casual and informative talk show that focuses on the interests and development of the young generation in the world of digital, sports, culture, lifestyle and entertainment.



Dr. Khoo Chwee Hoon, an IPG lecturer from Kent Campus (IPGKK) has won a gold medal in The 10th Korea Cyber International Genius Fair competition. He also received the World Invention King Award for the innovation of *Kit Operasi Tambah Tolak Sukatan* (KOTTS).



Encik **Norhailmi Abdul Mutalib** or better known as **Cikgu Hailmi** is an IPG alumnus from Pulau Pinang Campus (IPGKPP) in 2006. He was also one of the top ten winners of the 21st Century Learning Competition (Adiwira PAK21) organised by the Ministry at the end of 2018. He was subsequently appointed as an Edufluencer (Education Influencers) of the Ministry since 2019.



As an Edufluencer, he actively shares his best practices with other teachers.

Cikgu Hailmi who currently serves in SMK Jerlun, Kedah is a Science Excellent Teacher (*Guru Cemerlang Sains*) who actively shares the best practices of 21st Century Learning (PAK21) and STEM in the classroom through his blog, www.cikguhailmi.com with more than 500 series of lectures and workshops across the country to improve the quality of teaching among teachers. He also participates actively in sharing his expertise in the STEM field at the international level and has received various recognitions since 2015 such as in Seoul, South Korea, Bali, Indonesia, Geneva, Switzerland and London, United Kingdom. In 2021, he once again made Malaysia proud when he was selected as the recipient of the Princess Maha Chakri Award from the Thai government alongside 10 other teachers from the ASEAN countries.



Mr Goh Kok Ming who is currently teaching in SJKC Chi Sheng 2, Perak is an IPG graduate from Darul Aman Campus (IPGKDA) who earned his master's degree from UPSI and University of Technology Malaysia (UTM). He is currently pursuing his doctorate degree. On the local platform, Goh is one of Microsoft Innovative Educators (MIE) Fellow and Expert. He is also known internationally and is a Global TeachSDGs Ambassador as well as a tutor for ASEAN Digital Innovative Programme (ADIP).

Ms. Kristil Tan Ai Teng, an IPG Perempuan Melayu Campus (IPGKPM) lecturer in Melaka is internationally recognised for her expertise when she was entrusted to act as a referee for badminton tournaments in France (Yonex Internationaux France Badminton Paris-Coubertin) and during the Tokyo Olympics.



Kristil Tan Ai Teng or affectionately known as Kristil Tan, is very dedicated and maintains good self-discipline at work.

Although she is always busy with classes and co-curricular activities, she is also active with charity work for the NGO. She always spends time with her students to strengthen their knowledge and skills in the Sports Personnel course for Badminton, using her experience as an International Badminton Technical Officer.

During the spread of the COVID-19 pandemic, almost all face-to-face training as well as sports activities and competitions had to be stopped. However, the challenge did not stop her from helping her students to become certified Badminton Technical Officers. Ms Kristil carried out online classes (PdPR) and introduced the digital learning innovation that she developed called, the Adilminton Kit to strengthen their learning experience without having to go to the badminton court. As a result of her mentoring through this innovation, all her students succeeded in becoming certified badminton technical officers. Ms Kristil's success proves how the persistence and dedication of an educator can leave a great impact on the success of their students:

From 15 to 20 February 2022, three (3) IPGKPM girls were selected as Line Judges in the Badminton Asia Team Championships that took place in Shah Alam. They are:

1. Nur Insyirah binti Abdul Rani (PISMP June 2016 Intake), SK Polis Depot
2. Norsyahira binti Halim (PISMP June 2015 Intake), SK Seri Tasik
3. Siti Nurlyana binti Khalid (PISMP June 2015 Intake), SK Pengkalan Tentera Darat



Training and guidance for Badminton Technical Officers in SMJK Yok Bin Badminton Court

INNOVATIVE TEACHERS, CREATIVE PUPILS

Teaching Innovation: Beginning, Peak and End (Permulaan, Kemuncak, Kesudahan, PEKEK)

An innovation in the teaching and learning practice of the literary component in Bahasa Melayu (KOMSAS) called PEKEK which is short for Beginning, Peak and End is the inspiration of five (5) Bahasa Melayu teachers namely Dr. Azman bin Rahmat, Dr. Wan Norlidza binti Wan Mohd Zain, En. Suffian bin Sulaiman, Cik Siti Salamah binti Mohd Yusuf and Cik Nurlyana binti Ezani. PEKEK is produced to improve pupils' understanding of Bahasa Melayu KOMSAS traditional prose and attract their interest in learning it in a fun and effective way. Bahasa Melayu teachers have also been trained with effective PdP methods and application of the PEKEK innovation in the classroom.



The use of PEKEK made it easier for pupils to paraphrase traditional prose texts in their own sentences. Furthermore, the innovation is integrated with the SteMA technique where pupils can effectively describe the breakdown of ideas according to the plot. In SteMA, pupils can dissect the ideas in each chapter into 'who', 'where', 'when' and 'what is happening'. The use of graphics is easier to understand compared to the text. The easy and portable data storage accessible in the mobile phone for reference and review, is one of the advantages that keeps pupils interested in using PEKEK. In addition, the digital game element injected in PEKEK is indeed successful in attracting pupils to review the lessons and increase their mastery of the topic at hand.



Having proven the effectiveness of using PEKEK in ensuring pupils' understanding of the KOMSAS text in Malay, the potential of expanding PEKEK to be applied in other subjects can also be seen. Therefore, some teachers who have been trained to use PEKEK have also applied the method in the delivery of other subjects such as the Islamic Education and Business. The PEKEK method has been applied at the Bukit Jalil Sports School in Kuala Lumpur in the teaching of the topic 'Maqasid Hajj' in Islamic Education, as well as the topics 'Deflation' and 'Registration of Sole Proprietorship' in Business. It is hoped that PEKEK innovation will be used more widely and effectively in the coming years, for other subjects and for more pupils.

Teachers as Education Influencers: Edufluencers



As promised in Wave 3 of MEB 2013-2025, "The Ministry intends to create a peer-led culture of professional excellence wherein teachers mentor and inspire one another, share best practices and hold their peers accountable for meeting professional standards." (MEB 2013-2025, p.s. 5-13).

Therefore, in line with the Ministry's aspirations in 2019, one hundred teachers were shortlisted in the Adiwira PAK21 (21st Century Learning) competition, and appointed as Edufluencers (Education Influencers) aimed to be role models in the field of education especially for fellow teachers.



Edufluencers are educators or teachers under the Ministry who specialise in the subjects they teach and bring PdP experience in line with PAK21. This group of Edufluencers also have their own followers ranging from fellow teachers, pupils and parents because they share their best practices and experiences on various platforms including the social media. They are also considered mentors to some fellow teachers who always support and motivate them. In order to ensure that they have access to the latest and relevant information on education, the Ministry through the Education Performance and Delivery Unit (PADU), organises annual Edufluencers events that gather all Edufluencers from all over the country. In 2021, the usual face-to-face event was held online for the first time. Various input were included in the 3-day programme which involved presentations on Edufluencers' topics of choice featuring Directors and representatives from relevant divisions as well as DELiMa strategic partners such as Google, Apple and Microsoft. Besides getting information and guidance from PADU and other MOE divisions, this platform provides the Edufluencers with an opportunity to share their best PdPR practices throughout 2021. Among the examples of best practices sharing by Edufluencers are as follows:



Hanita Binti Ladjharun
SMK Bandaraya Kota Kinabalu, Sabah
History Teacher



Please Scan
the QR Code
to watch
the video



Ho Jia Yiing
SMK Batu Lintang, Sarawak
English Language Teacher



Please Scan
the QR Code
to watch
the video



Irma Rahayu Binti Ibrahim
SMK USJ 13, Subang Jaya
Visual Arts Education Teacher



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Lee Saw Im
SMK Seri Bintang Utara, Kuala Lumpur
Chemistry Teacher



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Luqman Jauhari Bin Muhaimin
SK Bandar Baru Selayang (2)
Arabic Language Teacher



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Mohd Afiffi Bin Baharuddin
SMK (P) Sultan Abu Bakar, Johor
Physics Teacher



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Stephen Isaac Ponnudurai,
SMK (L) Methodist Sentul, Kuala Lumpur
Biology Teacher



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SCHOOL LEADERS



“School leaders will become excellent instructional leaders, and act as agents of change. They will enjoy stronger support and enhanced services from federal, state, and district education officers. They will gain access to world-class leadership training, as well as best practices from their peers in Malaysia.”

(MEB 2013-2025)

BICARA PEMIMPIN

Bicara Pemimpin is a compilation of the best articles written by fifteen outstanding new Senior Assistants who were involved in the New School Leaders Scholarship Programme managed by Aminuddin Baki Institute (IAB). These Senior Assistants are from selected schools in Negeri Sembilan and Johor State Education Department (JPNJ). The articles are the sharing of experiences of the participants in their journeys as educational leaders as well as their plans if they were to be appointed as principals or school leaders. The articles produced by the participants are evaluated by a panel of judges from the IAB. *Bicara Pemimpin* is very suitable as reference and inspiration for future educational leaders at various levels in the Ministry in ensuring continued excellence of leadership in the organisation.



By reading *Bicara Pemimpin*, future leaders will gain inspiration through the experiences of the authors in the world of educational leadership. The writers shared successes and awards achieved during their service as outstanding middle leaders. The recipe for success shared will be a motivation for the readers to become outstanding educational leaders. In addition, the experience on challenges they faced can also be used as a guide and reference in solving the issues faced while carrying out duties as an educational leader.

Among the examples of inspirational stories found in this book is the story of Cik Nuri who established a coaching and mentoring programme for new teachers under the guidance of the Senior Leadership Team and the Middle Leadership Team. This programme succeeded in increasing the effectiveness of the new teachers in implementing their tasks in addition to improving the rapport between the new and senior teachers. Meanwhile, Encik Norzaidi shared the challenges he faced with regards to the discipline problems among pupils. He tried to identify the main causes of the disciplinary problems among the pupils in his school. The approach he used was to communicate with an open heart, which had prompted his pupils to express their feelings to him. This enabled him to identify the root cause and solve the disciplinary problems by touching the hearts and feelings of his pupils. There are many more interesting inspirational stories in *Bicara Pemimpin* that can be effective guides in solving problems in the respective organisations.



MINISTRY OFFICIALS



“Ministry officials will act as change leaders, with the skills and attributes needed to support schools. They will become better managers, coaches, and supporters of school excellence. They will benefit from greater meritocracy, greater empowerment with accountability, and will move away from hierarchy and control.”

(MEB 2013-2025)

Message from the Deputy District Education Officer,
Planning Sector

“ Working not based on instructions but on the basis of relationships ”



The MCO due to the spread of the COVID-19 pandemic that occurred in 2020 has given various challenges to the Ministry, including the PPD Keramat (PPDK), where there is a high rate of school dropouts especially among the B40 pupils. In addition, there are factors and issues that needed to be properly addressed by PPDK such as the shift in work culture from office to Working From Home (BDR), the inability of teachers to handle technology and the shortage of officers and administrative staff.

To deal with these constraints, PPDK has mobilised its workforce by executing strategic planning based on focused solutions for five (5) main strategies. All efforts are focused on increasing the percentage of passes eligible for the SPM certificate, improving the quality of the District Grade Point Average (GPD) for SPM and the participation of pupils in STEM competitions, narrowing the gender gap and socio-economic status (SES) for pupils eligible for the SPM certificate, as well as reducing disciplinary misconduct such as truancy and smoking vape/cigarettes. Hence, a clear strategy in addition to the motto 'Keramat SMART KLKL' and the five values that form the core of the efforts by PPDK, schools and PIBKS have promoted acceptance and adaptation to the changes in the work culture and the uncertainty of the upcoming situation.

This work environment has helped PPDK to achieve an excellence rating exceeding the overall standard with a score of 99.33 in the PKPPD for the year 2020. Several successes were also achieved by PPD in collaboration with PIBKS Buddy Squad and Keramat district schools through an agreement initiated by PPDK since 2019



such as the success in helping 183 out of 188 Form 5 MIA pupils (missing in action) to return to school in 2020 with only five dropout pupils left. The results of the interventions applied in 2021 have also allowed the Keramat District to obtain the highest percentage for pupils qualifying for the SPM certificate in Kuala Lumpur (90.67%) as well as a 0.5% reduction in GPD.

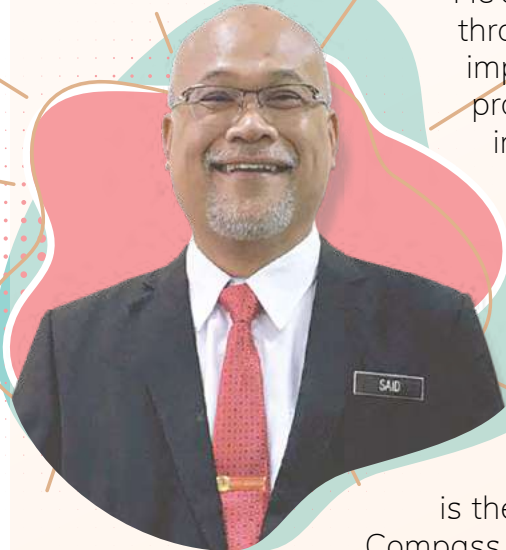
In addition to the success of pupils in Keramat district, emphasis is also placed on improving the quality of teachers as well as school and district leaders. One of the efforts utilised was to sustain the practice of innovation among teachers, school leaders and PPDK officials which has become the inspiration for PPDs in Kuala Lumpur and throughout the country. The PPDK Innovation Development Programme was able to produce innovative teachers who represented the state at national and international levels.

Likewise the PPDK officers have also successfully represented Kuala Lumpur at the National level in the New Horizon Innovative and Creative Group (KIK) Competition, Ministry of Education Malaysia.

PPD Inspirational Leadership

En. Md Said bin Md Daimon is a name that is no stranger among the Johor education community, specifically in Kluang. Taking the helm of education in the Kluang district in December 2019, he managed to help PPD Kluang take centre stage, and due to his good performance record, he has now been given the mandate to lead education in Johor when he was appointed as the Director of the JPN.

He is a person full of unlimited ideas and his educational innovations are always up-to-date. While leading PPD Kluang, he has applied practices for learning organisation by emphasising the skills of creating, acquiring, transferring knowledge, and modifying behaviour to reflect new knowledge and insights. Officers under his leadership are also always encouraged to think and work systematically.



He always encourages the development of innovation through intervention as a process of continuous improvement to address issues or improve work processes by utilising existing resources. Various innovations have been produced by PPD Kluang to help facilitate and improve management performance of PPD in various sectors whether for work processes at sector level or the entire organisation.

He has personally developed and introduced the online application i-Bimbing (2020) which is a PPD Guidance Reporting System, the online application KEdge and S-Edge which is the Score Board System and also the online Values Compass application. Although he is a highly principled individual, he is actually approachable, caring and easy to talk to. Among qualities that make him a respected and revered leader include his visionary nature where every idea that he shares with his officers comes with a clear goal that is coherent and acceptable. He does not keep knowledge to himself and is always willing to share his expertise and experience by participating as a panelist in Webinars organised by the Ministry that include the Guidance Empowerment Programme at the PPD, PdPR Upgrading for PIBG & PIBK and Human Governance: Challenges of Human Governance of the New Norms in Education. As a great leader, the guidance and encouragement for his officers to share opinions and ideas has further improved their service and the effectiveness of their assignments, in addition to increasing the competence of the officers themselves.



PARENTS AND THE COMMUNITY



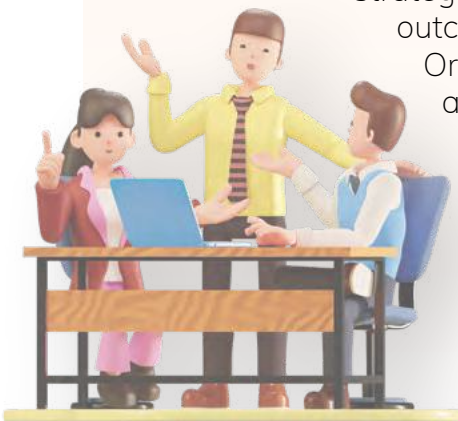
“Parents will see tangible and sustainable improvements in the educational experiences of their children. There will be increased transparency around a school’s performance and priorities, and parents will be constantly kept in the loop as to how their child is doing at school, both in terms of achievements and areas for development. Parents will feel like true partners with schools in facilitating their child’s learning.”

(MEB 2013-2025)

Parents and the Community Have a Role in the COVID-19 Situation

The spread of the COVID-19 pandemic has affected the school attendance among pupils in all types of schools, including schools for Orang Asli and Indigenous people. However, the cooperation between the schools in Sabah and Sarawak and the community has increased the survival of PdPR so that they do not fall behind. The programme to strengthen the focused-intervention for Indigenous pupils carried out in 19 identified schools has helped to increase the pupils' attendance in the PdP process.

In 2021, the percentage of attendance for Indigenous pupils has reached 94.56%. In order to ensure that the percentage of attendance for the Indigenous pupils continues to increase, the programme to strengthen the focused-intervention for Indigenous pupils in the 19 schools became the main activity in 2021. In addition, the schools in Sabah and Sarawak had taken the initiative by establishing a committee that involved the community to ensure that pupils are not left behind during PdPR. Since offline and offsite PdPR became the main choice, the school had taken the initiative to provide modules for each pupil. Several modes of module delivery or retrieval had been identified. The modules were either left at the guard house for parents to pick up or they are delivered to the pupils' residential areas. Meanwhile, for pupils who live far from their schools, the schools took the initiative to establish a small group consisting of teachers and housewives to deliver modules to the pupils' in these rural areas. This delivery routine was carried out twice a week where the tasks were given out on Mondays and collected on Fridays when new tasks were again delivered. The teachers who would travel to the pupils' houses and deliver the tasks to the pupils before moving to the next area. There were also modules delivered with the help of PIBG, Village Heads and individuals who had the means of transport to access the pupils residence. Strategic partnership with the private sector and NGOs has helped to ensure equality of access to education for Orang Asli and Indigenous pupils. This strategic partnership will be intensified in 2022 to achieve pupils outcomes and success. Increasing education awareness of the Orang Asli and Indigenous community among government agencies as stakeholders will help guarantee the Orang Asli and Indigenous community continuous equity and access to education.



Barter Programme in SK Pos Dipang, Perak



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Let's Study Programme In SK Aring, Kelantan



Scan the QR Code for Link



PRIVATE SECTOR AND THE COMMUNITY



“Cooperation between the community and the private sector is very important in ensuring the sustainability of education transformation. Twoway communication and unwavering support and encouragement for teachers, school leaders and Ministry officials will drive change especially in dealing with the ever-changing challenges of the 21st century. Therefore, the community and the private sector need to continue to provide feedback, and be active collaborators with the schools and the Ministry regarding school improvement.”

(MEB 2013-2025)

The Industry as a Catalyst for the Employability of Pupils with Special Educational Needs

The Ministry has prepared a Career Transition Programme (PTK) to prepare pupils with special educational needs (MBPK) to become independent and obtain employment upon finishing school. However, the success of this PTK is highly dependent on the efforts of the MBPK with the guidance from teachers, strong support from parents and guardians, and most importantly the willingness of the industry to accept the MBPK.



The opportunities given by the industry will make the education received by MBPK in the school more meaningful. Through the opportunities provided, MBPK will not only be able to apply all the knowledge and skills they have acquired during industrial training, but will also be able to earn a living if they are accepted to work in the industry. Thus, the aspirations of the MEB 2013-2025 for MBPK can be realised when there is a continuation of the role played by the main drivers of PTK, namely schools and industry.

The year 2021 has seen how the industry has played a role in supporting and increasing the percentage of PTK even during the pandemic situation.

PNats Bakery in Kuching, Sarawak had received MBPK from SMK Demak Baru to undergo industrial training in bakery. The initial skills in the field of bakery applied at the school level by Special Education teachers were complemented by training in actual environments of the industry at PNats Bakery.



MBPK Industrial Training at PNats Bakery

Nissan Body and Paint, Kuching, Sarawak also received MBPK for industrial training on vehicle painting services. The pupils who were selected for training were among those who showed strong interest and determination.



Kim Teck Cheong Consolidated Berhad, Kuching also accepted MBPK to undergo training in the store management in one of the factories. Monitoring of the training was carried out by the teacher along with the company supervisor.



The Laundry Service Operation Course at SMPKV Merbok, Kedah also received cooperation from several hotels such as **Intercontinental Hotel & Resorts, Emerald Puteri Hotel, DoubleTree Hotel, Hilton Hotel, Purest Hotel and Swiss-Inn Hotel** for the placement of MBPK for training in the hospitality industry. It was satisfying to see trainees being accepted to work in the hospitality and laundry services when they were able to follow instructions, work systematically, and display a high level of work discipline after completing their studies.



Econ Hygiene Laundry in Sg Petani, Kedah has offered employment to MBPK who passed the Malaysian Skills Certificate in Level 3 Laundry Service Operation Course at SMPKV Merbok.

It is hoped that more companies will welcome the presence of skilled MBPK in relevant field of work to support the continuation of PTK for human capital development.

Empowering Strategic Partnerships to Develop Future-Ready STEM and Digital Talents

A pool of knowledgeable, skilled and innovative STEM talents need to be developed to drive the economy. Close cooperation among government agencies, the private sector, academia and international bodies has been strengthened to increase the supply of STEM talent.

In 2021, strategic cooperation at the local, national and international levels has been successfully strengthened to:

- reduce dependence on government funding,
- support the development of STEM teachers' professionalism,
- implement enrichment activities that inspire pupils, educators and the community to be interested in STEM and STEM careers, and
- foster digital talent.



STEM Strategic Partnership

Strategic partnership with various parties in the STEM field is necessary to create a STEM learning ecosystem. Through this collaboration, synergy with the industry that has advantages in terms of expertise, competence, knowledge and resources in the STEM field and education can be enhanced.

In 2021, collaboration with the Ministry of Science, Technology and Innovation (MOSTI) in implementing National Science Week 2021 and Techlympic has created a strategic link in empowering STEM education in Malaysia. The programmes have been filled with various activities to attract pupils' interest, raise awareness among parents as well as to convince the community of the necessity and importance of STEM subjects.

The programme has also become a platform to improve the knowledge, competency and confidence of teachers in PdP for STEM. The Ministry has also established collaborations with UTM, Universiti Utara Malaysia (UUM), Universiti Malaysia Terengganu (UMT) and Malaysia Multimedia University (MMU) to acquire new knowledge and skills in coding and



programming. In addition, information related to opportunities and career paths in the STEM field is also obtained from the industry to give exposure to pupils not only to increase their interest but also as a direction in the selection of STEM fields and career paths.

1,2,3...Code! Programme



The National STEM Center in 2020 has agreed to collaborate with the International Science, Technology and Innovation Center for South-South Cooperation under the auspices of UNESCO (ISTIC) and UTM, Kuala Lumpur in organizing the programme 1,2,3...Code!. The target group for this workshop is a group of primary school teachers who teach Design and Technology (RBT) subjects. The main objective of this programme is to provide knowledge and skills related to computer science through 'unplugged' and 'plugged' activities and to apply it in teaching and learning activities.

This programme applies the Inquiry-Based Science Education (IBSE) approach which is an approach in teaching and learning that involves investigation and exploration. The inquiry process that the teachers go through can encourage creative and critical thinking as well as provide new experiences in their learning.

Among the results of the collaboration between MOE, ISTIC and UTM is the sharing of expertise, facilities, resources and funds as the following:

- The application for funding had been submitted to UNESCO National Commission of Malaysia (SKUM) to reduce dependence on government funds. The grant financed by SKUM was used to develop training modules and research activities throughout the programmes from 2020 to 2021;
- The training modules were developed based on **Modul 1,2,3...Code!** by Fondation La main à la pâte (and translated into English by ISTIC);
- The training for the main teaching staff had also been carried out. The costs involved were co-financed by ISTIC and MOE;



- The module developers and speakers consisted of UTM lecturers, ISTIC officers, IPG lecturers, National STEM Center officers and school teachers; and
- The venues and facilities were provided and financed by ISTIC.

In 2021, 300 RBT teachers were trained in the 1,2,3... Code! workshops which were carried out online according to six (6) zones, namely the North (Perlis, Kedah, Pulau Pinang, Perak), East (Kelantan, Terengganu, Pahang), South (Melaka and Johor), Central (Selangor, Kuala Lumpur, Putrajaya and Negeri Sembilan), Sarawak and Sabah/ Labuan.

This strategic cooperation model needs to be strengthened to enable more efficient and effective sharing of expertise, facilities, resources and funds.

CERDIK Fund

The CERDIK Fund initiative is a collaboration of the private sectors that support continuous learning for pupils in need.

The main purpose of this initiative is to provide digital devices with a data plan to 150,000 pupils from the B40 family. The initiative employed by Yayasan Hasanah, a foundation under Khazanah Nasional is a Corporate Social Responsibility (CSR) initiative by Government-Linked Companies (GLCs) and Government-Linked Investment Companies (GLICs). In order to enable pupils to continue studies via PdPR, all 150,000 digital devices had been distributed in October 2021.



Through the monitoring of the CERDIK Usage Dashboard that was developed, the Ministry found that the trend of online PdP was increasing, as a result of the distribution of devices and data plans received. At the same time, pupils can also follow online learning sessions through the DELIMa platform.

The use of this device will be continuously monitored so that data related to online PdP will be able to be analysed for improvement in planning future lessons via online mode.



Collaboration between Apple and the Ministry of Education in an effort to develop Malaysia's Digital Education Ecosystem

Apple, through the consultants at the Apple Professional Learning Specialists and Provider (APLSP), aspires to support the development of a digital education ecosystem based on innovation in the 4th industrial revolution. The development of the educational ecosystem includes eight main cores including:

- development of the school's digital ecosystem and international recognition (Apple Distinguished School, ADS);
- international recognition of innovative educators (Apple Distinguished Educator, ADE);
- competency development and international recognition of teachers (Apple Teacher, Apple Learning Leaders, APLL);
- development of Lead Teacher Competency in Apple technology's Digital Generation (DELIMa Apple Influencer);
- development of pupils' digital competence (MyiPad STEM Ideation, Animated Digital Storytelling, Creative Writing, CERDIK - Digital Heroes);
- development of the educator community (Apple Teacher Community Malaysia, ATCM & Apple Learning Community Malaysia, ALCM);
- school, teacher and pupil competency development support system (APLSP); and
- device support system and digital learning ecosystem (CERDIK).

Active Community of Educators Using Apple Technology (2019-2021)



2021
13,000 members

2020
7,500 members

2019
1,500 members



By focusing on the eight cores, the achieved initiatives would promote transformation of digital and futuristic thinking.

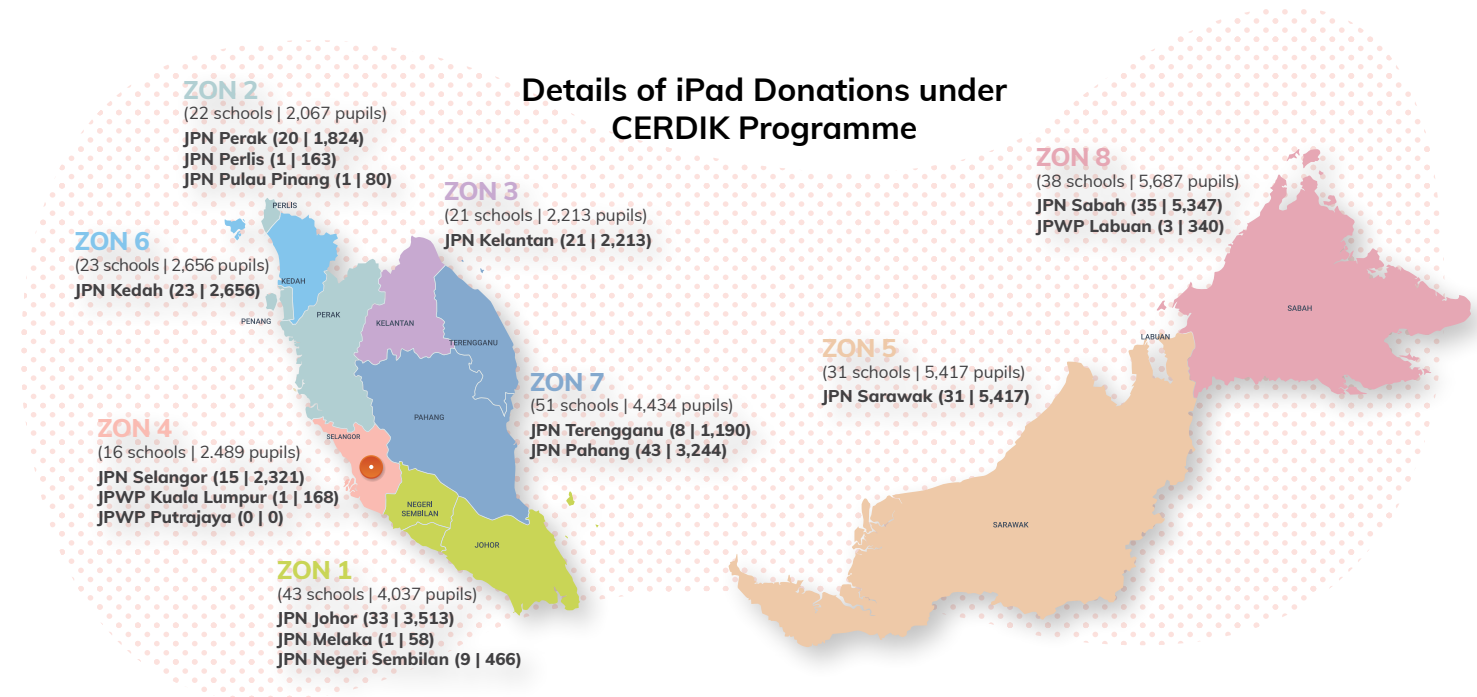
In 2021, various programmes and activities will be used to focus on the recognition and development of competency and expertise among schools, teachers and pupils through:

Apple Distinguished School (ADS) which is a recognition given by Apple to the schools throughout the world that are recognised as most innovative in the use of Apple technology and ecosystem with leaders, staff, and communities that have a clear vision for the integration of technology in supporting learning goals. To date there are 689 ADS-level schools/ educational institutions in 36 countries around the world and 3 of the 7 schools in Malaysia are Sekolah Seri Puteri, Kolej Tunku Kurshiah and MRSM Taiping;

Apple Distinguished Educator (ADE) which aims to recognise primary, secondary and higher education pioneers who use Apple technology to transform teaching and learning by integrating technology into the learning environment, and foster innovation in education. As of 2021, there were 2,947 ADEs worldwide, and 10 out of the 24 ADEs in Malaysia were made up of educators at the Ministry's educational institutions.

CERDIK

The provision of iPad devices under the CERDIK Programme is a long-term digital learning development initiative for B40 pupils through collaboration with Yayasan Hasanah and Yayasan PETRONAS together with MOE and 16 State Education Departments. A total of 29,000 iPads have been donated to pupils throughout Malaysia in 260 secondary and primary schools to ensure that the pupils who receive them have a better opportunity to learn from home.



CERDIK Digital Heroes is a continuation of the CERDIK iPad donation programme that trains a group of pupils from the recipient schools under the programme to become leaders in their respective schools. These people will help other friends to use the iPad and Apple applications in a more optimum and effective manner.

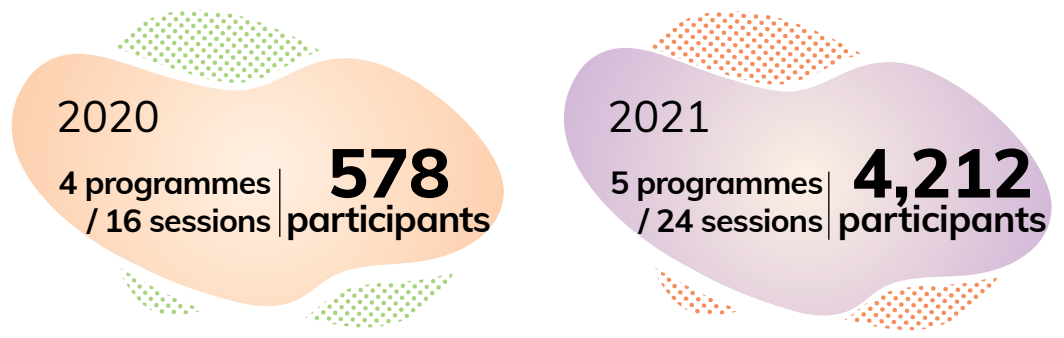


8 sessions
involving 1,000 pupils

CERDIK Teachers Champion is a training session given to teachers who will teach recipients of the iPads to ensure the teaching and learning sessions continue with ease.



4 sessions
involving 500 teachers



Teacher Competency Development Programmes have also been implemented such as:

- Apple Teacher
- Active Community of Educators Using Apple Technology
- Apple Professional Learning Specialist and Provider (APLS/APLP)
- Apple Learning Leaders (APLL)
- DELIMa Apple Influencer / Teacher as Leaders of the Digital Generation of Apple technology (GPGD)
- Apple Teacher Portfolio
- Video development of teaching and learning materials (PdP) using iPad - participants who successfully produced materials were also given recognition certificates according to their level of achievement, i.e. gold, silver and bronze.
- Interactive Books (ePub) Using the iPad - Participants were guided in the production of materials containing video, animation and sound as well as music that can bring stories to life and excite the readers.
- Teaching and Learning Materials Using Augmented Reality (AR) - Participants were taught how to produce PdP materials by building or using existing 3D objects and adding media interaction to enable them to be used with real objects or environments.



Student Skills and Creativity Development Programmes that have been carried out include:

- Everyone Can Code & Create
- Swift Playground for early childhood in elementary schools, and Xcode in high schools and higher education institutions
- Everyone Can Create - This programme introduces new skills to develop and communicate ideas through video, photography, music and drawing through guidance provided by Apple.
- Animated Digital Storytelling
- MyiPad STEM Ideation
- Creative Writing - Creating Interactive Digital Story Books Using the iPad



Moving into 2022, in line with efforts to strengthen the digital education ecosystem, Apple will also focus on efforts to increase the number of achievements and international recognition. This includes to:

- identify schools that have the potential to become Apple Distinguished Schools (ADS),
- identify potential teachers to become Apple Distinguished Educators (ADE),
- develop teachers' digital competency in digital technology for PdP through the Apple Learning Institute with the goal of increasing the number of APLL to 1,000 people, and
- increase the number of Apple Teachers (AT) to 5,000 people.



Collaboration between Google For Education and the Ministry of Education in Improving Digital Education

Google for Education Malaysia has collaborated with the Ministry of Education (MOE) to improve digital education, particularly in the implementation of the Digital Education Learning Initiative Malaysia (DELIMa).

This national scale launch is the largest effort in the Asian continent, where 6 million Google Workspace for Education accounts have been given to pupils and teachers for free. Google Workspace for Education is a special package of Google services for the education sector aimed at encouraging innovation in PdPc by providing access to third-party applications. The implementation of the initial stage has received a very encouraging response from teachers and pupils where as many as 4 million accounts have been fully accessed, especially during school closures due to COVID-19.



This joint venture has become an example for other countries in the Southeast Asian region, especially Thailand, Brunei, Pakistan and Indonesia. Throughout 2021, various programmes and activities have been utilised to support digital teaching and learning. Among them;

1. **The Digital Learning Teacher Community** is a response to the COVID-19 pandemic which has caused school closures. The Ministry along with UNICEF Malaysia and Google's professionalism development partner, Arus Academy have built online resources and provided training to help teachers acquire the skills to start the e-learning session. The series of webinars launched during the COVID-19 pandemic have also been placed on this platform to facilitate access and reference.
2. **DELIMa Certified Teachers Programme (DCTP)** is organised by MOE together with Google to train and recognise teachers as Google Certified Educator Level 1, Google Certified Educator Level 2 and Google Certified Trainer. Teachers and officers went through training through webinars from professional development partners before taking the test to get the certification.
3. **Senior Leaders' Lab** is a professional development programme designed specifically for school leaders, aiming to train them to use existing technological applications to improve school performance in terms of administration and academics.

4. **Leaders' Exchange Forum** is a special conference for leaders from the Ministry of Education throughout Southeast Asia to gather and discuss the wave of education at macro level. This conference aims to help leaders in education get input and share best practices on how strategies on educational technology can be formed.
5. **The Albus Project** is a pilot programme carried out to develop schools with high potential to use technology in a more innovative way. This programme is conducted to identify the effectiveness of using technological applications such as Google Workspace for Education and Chromebooks in the classroom, in terms of improving 21st century skills, reducing teacher administrative work and increasing pupils' confidence.
6. **The Government and Education Summit** is a special conference for leaders from the public sector, agencies, local governments, Ministries, public and private education across Southeast Asia to gather and discuss Digital Transformation Capabilities taking into account aspects of cyber security, response and disaster recovery and big data analytics.





Collaboration between MDEC and the Malaysian Ministry of Education in Transforming Digital Education through the #Mydigitalmaker Movement

#mydigitalmaker is a national initiative led by MDEC, modeled on cooperation between Public-Private-Academy which was launched in August 2016 with the aim of transforming school pupils from consumers to creators of digital technology innovation. This initiative is expected to improve technical skills as well as higher order thinking skills (HOTS) in preparing them to face the new job market of the digital economy, in addition to increasing pupils' interest in choosing the STEM field at the high school and university level.

With #mydigitalmaker, as early as primary school pupils are exposed to digital technologies such as programming, robotics, application development, design and 3D printing, all of which will help strengthen problem-solving skills and creativity among the younger generation. Various activities have been carried out in 2021. Among them:

Digital Competency Standards for Teachers is a framework benchmarked against global standards to assess the digital competency of educators in 8 domains (Professional Engagement, Digital Resources, Digital Pedagogy, Digital Assessment, Empowering Learners, Facilitating Learners' Digital Competence, Digital Citizenship, Computational Thinking).

Creativity @ Schools aims to unearth talent and foster interest in creative fields amongst school pupils. This programme offers training and exposure in the field of creative technology such as digital game development (Level Up) and animation content development (Kre8tif!). During the pandemic, this programme was conducted online and was open to primary and secondary school pupils in collaboration with the MOE DELIMa platform and PADU.

#mydigitalmaker Hero is a digital badge platform that aims to recognise pupils in digital innovation skills. This platform can also provide encouragement and guidance for pupils in improving their digital skills through the gamification approach. Starting in 2021, this platform has been integrated with the DELIMa platform in collaboration with MOE and PADU to reach out to more pupils.

The P-TECH programme is a collaboration between MDEC, MOE and IBM to better connect vocational high schools, universities and industries to empower academic and technical skills among pupils.



#CikguJuaraDigital (CJD) is a group of educators with expertise in digital technology identified from each district to be an inspiration and digital icon to other teachers. This CJD group also provide training to other teachers on Computer Sciences such as Computational Thinking skills, Programming, Microcontroller (micro:bit) and Digital Technology through PLC.

	2019	2020	2021
Teachers appointed as #CikguJuaraDigital	5	21	30
Teachers trained by #CikguJuaraDigital through PLC in Computer Sciences such as Computational Thinking skills, Programming, Micro-controller (micro:bit) and Digital Technology	1,500	4,000	6,700



Digital Counsellor Programme consists of Digital Counsellor Platform, Digital Counsellor Ambassador Programme and Digital Capsule Module aiming to expose Counsellors to the pathways in universities and careers in the field of digital technology.



	2020	2021
Trained Counsellors	300	500

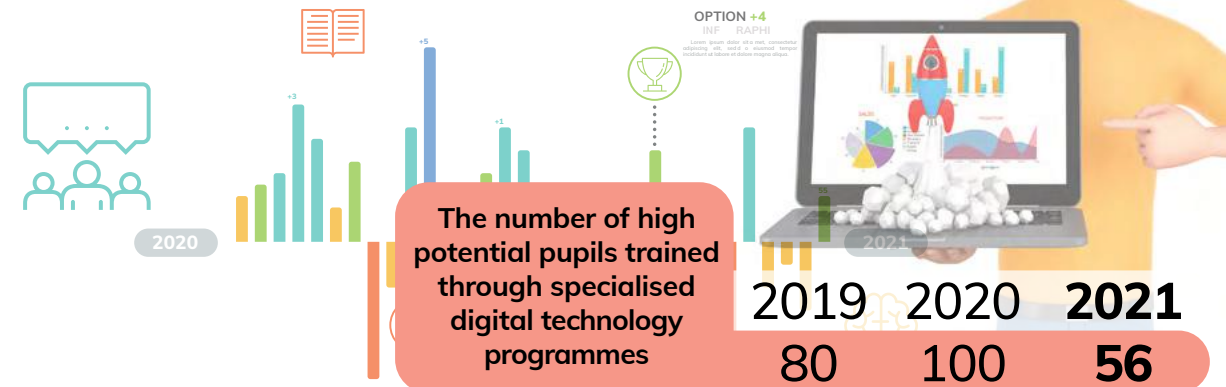


#mydigitalmaker Fair is an awareness programme held to give exposure to the general public on the importance of digital innovation skills and future careers that require high future skills, digital manufacturing exhibition and various activities carried out by industries and pupils.

Digital Maker Hub is a place or physical space provided to encourage digital manufacturing activities, the

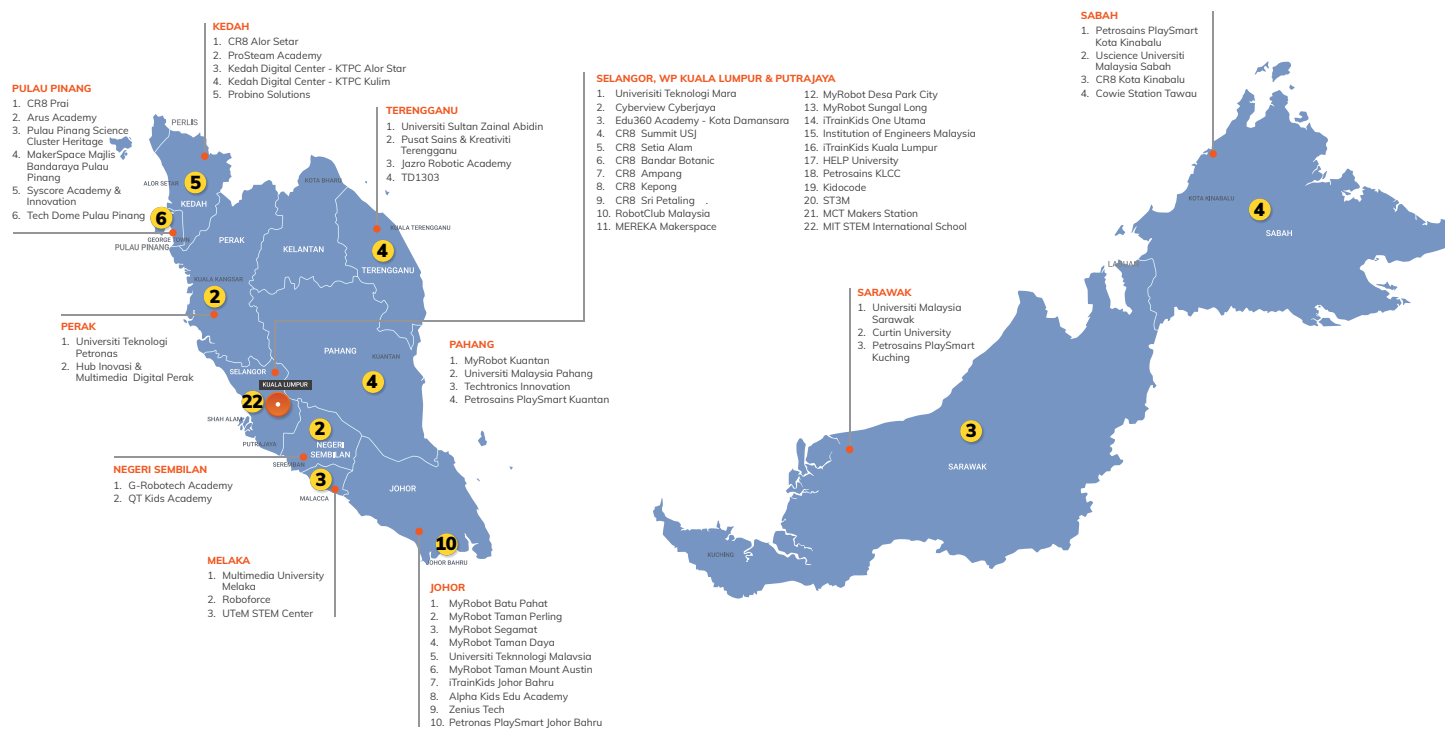
dissemination and mastery of digital knowledge among pupils, teachers, parents and the local community. Pupils and communities especially in rural areas can receive access to equipment and content for digital creation to help them seek better understanding of the digital process of innovation through 3D printing, robotics and application development in addition to building a better understanding of digital technology as a whole.

Digital Ninja is a series of programmes to improve leadership skills and digital manufacturing skills among school pupils aged between 11 and 16 years. These pupils were selected based on their talent and excellence in digital manufacturing through the competitions they won.



Note: Digital Innovator Programme & Digital Ninja

165 Digital Maker Hub



Digital Innovator Programme offers a specific digital technology-based curriculum path at the Genius Center @ PINTAR UKM, which aims to hone pupils' talents in the field of digital technology to produce digital technology experts who are competitive at the global level. This programme is a collaboration between MDEC, MOE and Universiti Kebangsaan Malaysia (UKM).



Hour of Code (HOC) is an awareness campaign that aims to provide early exposure to programming and computer science. Through this activity, pupils will solve problems through gamification and online programming.



Yayasan Peneraju High Impact Programme – Competitions (Technology) were conducted for more than 1,000 Bumiputera pupils between aged 13 and 17 years, resulting from the collaboration between MDEC and Yayasan Peneraju. This programme which is fully funded by Yayasan Peneraju provides exposure and digital technology skills through online competitions.

All programmes to empower pupils' digital competence and produce high potential talents in digital technology will be continued from 2022 to 2025 under the RMK-12 phase.

Collaborative Initiative with Microsoft Malaysia for Digital Education for Teachers and Pupils

As a strategic partner of MOE DELIMa, Microsoft focuses on upgrading the quality of Malaysian Education based on the 4 cores found in the Education Transformation Framework (ETF) namely Leadership & Policy, Teaching & Learning, Intelligent Environments and Student & School Success. Through ETF, several programmes have been carried out in 2020 to 2021. These programmes are:

1. Leadership and School Transformation through:

- Digital Transformation Leadership Programme for IAB
- Microsoft Showcase School: A School with a Difference where a series of online trainings for school leaders/ principals and ICT teachers from each JPN were exposed to ETF and the criteria to become a Microsoft Showcase School



2. Upskilling & Reskilling for Teachers through the following programmes:

- MIE Expert Training for JPN Perlis.
- MIE Expert Nomination Party to help teachers prepare to become MIE Experts.
- The MIE Expert course with MOE officers whereby in Cohort 2021-2022, a total of 14 PPD and JPN officers have been successfully recognised as MIE Experts.

3. Digital Education Programme for Teachers and Pupils

- Microsoft Education Webinar Series for Teachers and Pupils
- Minecraft (MY) 2021 competition
- SPM eClass Score
- MS Drive-Thru Virtual Event
- The 5C's of Teaching with MS Teams and Wakelet
- Online MS Teams workshop for SJKT and SJKC
- FUNtastic School Break Programme
- Microsoft Malaysia's EDUDay 2021
- Digital STEM Education Seminar 2021

Reference on excerpt from Microsoft News: Coding for everyone: Pupils in Malaysia build dream places and spaces with Minecraft | Minecraft Education Edition



Please Scan QR Code for Link



EDUDay Malaysia official website: <https://edu-day.com/eduday-2021>

For the year 2022, Microsoft intends to hold more educational programmes that have an impact towards digitalisation to empower the use of the DELIMa 2.0 platform among teachers and pupils. It is hoped that cooperation with the Ministry will continue through new and existing collaborations.



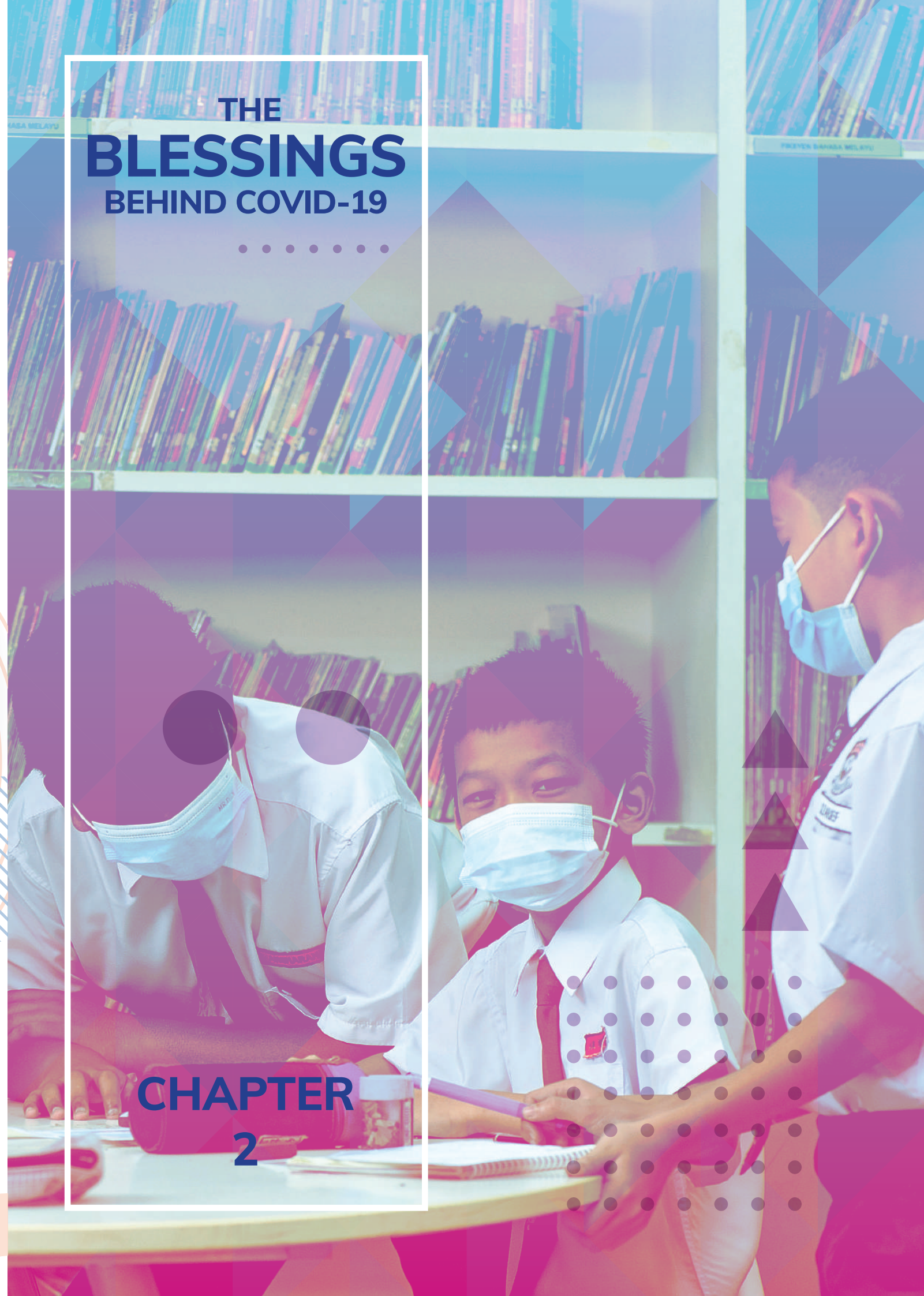
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THE
BLESSINGS
BEHIND COVID-19

.....

CHAPTER
2





THE BLESSINGS BEHIND COVID-19

The global COVID-19 pandemic had forced most countries to implement movement control orders and school closures. According to a study conducted by the Education Sector of UNESCO, the learning process for 1.5 billion pupils and teenagers around the world and their lives have been affected. A bigger concern is how this unprecedented health crisis has impacted the country's economic growth and widened the educational equity gap that had been successfully bridged during the implementation of the MEB 2013-2025 initiatives in Waves 1 and 2. This is due to the spread of the COVID-19 epidemic which had caused the suspension of the face-to-face teaching and learning process (PdP) when schools were closed to protect their health and safety. As a result, the Ministry had taken measures to restore learning opportunities for all pupils regardless of socioeconomic status, especially during the pandemic recovery phase when pupils returned to school either on a virtual, face-to-face or rotational basis.

As a solution, the online PdP process has become the main method of learning and it is no longer a mere option for all teachers and pupils throughout Malaysia. The need for such change is seen as the main reason for the use of digital education to skyrocket over a short period of time during the pandemic.

This however is part of the strategic plan outlined under the aspiration of Wave 2 (2016-2020) in the MEB (2013-2025) which is to Accelerate System Improvement through the spurt of ICT innovation specifically in distance learning and self-learning to expand the access to high-quality teaching regardless of skill level and pupil location (MEB 2013-2025, pp. 8-9). The Ministry is indeed implementing an initiative to develop an alternative online learning platform.



Development and provision of the learning platform have been realised through strong cooperation with digital service providers such as Google, Microsoft and Apple. Starting with the G-Suite for Education (GFE) and Google Classroom (GC) as options based on the availability, more than 30,786 teachers are currently using these platform for online training, and technical support and coaching that have been provided by the Resource and Education Technology Division (BSTP), PADU and Google. Next, due to the Ministry's cooperation with other service providers in the learning platform, all schools are able to utilise appropriate applications like GFE, GC or Microsoft features, that are offered at no cost. Finally, with the support and cooperation from all parties, on 15 June 2020, a virtual learning platform known as Digital Educational Learning Initiative Malaysia (DELIMa) was introduced.

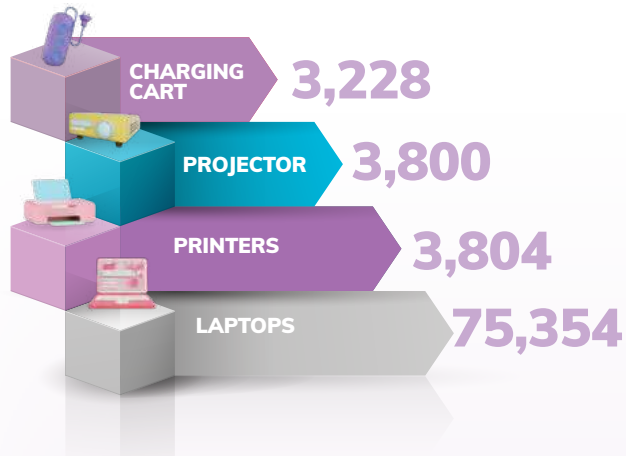


The proactive measures in establishing changes in the PdPR method through the use of the digital education platform, DELIMa have eased and supported the implementation of PdPR. Besides, it is also necessary to equip classrooms or learning spaces (location distance learning) with optimal digital infrastructure and sufficient equipment for ICT to enable the implementation of digital education.

To fulfill these needs, the CERDIK fund initiative was approved in the 2021 Budget to provide 150,000 B40 pupils with digital devices and data plans. This initiative was carried out by Yayasan Hasanah, a foundation under Khazanah Nasional. CERDIK fund is a CSR initiated by government-linked companies (GLC) and government-linked investment companies (GLIC). All 150,000 digital devices under this initiative were distributed to selected B40 pupils on October, 2021.



PdP Devices for schools prepared by the MOE to Replace Obsolete Devices in Year 2022



As for the year 2022, allocations have been approved for the Ministry to provide devices for PdP in schools. In addition, the Ministry will strengthen the ability to implement hybrid learning by testing the supply of classroom digital equipment in 110 educational institutions under the Ministry involving a total of 550 classes.

In an effort to normalise digital and distance education, the Ministry has also planned a strategy to

meet the needs of all pupils based on differences of socioeconomic background and location.

Among the initial and proactive steps that have been taken for such purpose is to provide a television channel, MOE's DidikTV, that can be accessed by most pupils especially during the COVID-19 pandemic, as an alternative to the learning at home initiative in addition to radio, printed materials and instant messaging platforms. These are efforts to promote continuity in learning.



In order to support and unify all the efforts in solving the issue of access to digital education, the Ministry is in the process of finalising the Digital Education Policy (DPD) which aims to produce a competitive generation with digital literacy.

This policy is developed in line with the formulation of various national policies such as the Shared Prosperity Vision 2030 (WKB 2030), the Malaysian Digital Economy Blueprint (MyDIGITAL) and the National Fourth Industrial Revolution (D4N), and will be a guide to all stakeholders in facing the digital age. DPD also supports the implementation of various initiatives in MEB 2013 - 2025 as well as Sustainable Development Goal 4 (SDG4) to improve quality, equity and the efficiency of the education system.



The drafting and implementation of DPD are important to enable the Ministry to take advantage of the use of digital technology in line with global needs and trends as below:

- i) the digitalisation occurs significantly and affects the governance of educational institutions, the interaction between educators, pupils and parents as well as the implementation of the teaching and learning process;
 - ii) digital technology is capable of improving educators' quality of teaching and the interest of pupils in learning;
 - iii) data collected through digital technology enables decisions and actions to be made efficiently and competently;
 - iv) the development of infostructure and digital infrastructure is applied as part of the requirement to support the curricular needs in an inclusive and comprehensive manner;
 - v) user behaviour that prioritises the use of the internet and smartphones to complete a task easily and effectively;
- The rapid development of digital technology in every aspect of the human life compels all stakeholders to reframe and accelerate plans for digitisation; and
- vi) the COVID-19 pandemic clearly proves that digital applications and technologies are the new norms in daily life especially in the education sector.

The optimal use of digital technology has the potential to bring changes to the improvement in delivery and pedagogy towards dignifying national education as outlined under Shift 7, MEB 2013-2025, that is to Leverage ICT to scale up the quality of learning in Malaysia.



The current direction and strategy in the integration of technology in PdP will be strengthened through DPD to ensure the continuity of education transformation is in line with the requirements of 4th Industrial Revolution (4IR).

Therefore, although the challenges of the COVID-19 pandemic that hit the whole world surprised everyone due to the unprecedented situation, the impact of the global education crisis has brought all parties together to find a solution. Be it abroad or within the country, the blessings gained through this critical time have helped accelerate the efforts of some initiatives that started before the pandemic era, especially in Malaysia. It is hoped that all the improvements that have been achieved throughout the journey to the recovery phase will enable the Ministry to be agile and able to take prompt actions in any situation and remain on the right track in the education transformation in Malaysia.



INCREASING ACCESS TO EDUCATION

CHAPTER 3



3.1 INCREASING ACCESS FROM PRESCHOOL TO UPPER SECONDARY

INTRODUCTION

Every child that is a Malaysian citizen, regardless of economic status, ethnicity or background has the right to equal access to quality education to enable them to reach their potential. The Malaysian education system aims to ensure universal participation and full enrolment from preschool to upper secondary level which covers pupils in all government and private schools, including vocational colleges. Since the implementation of the MEB 2013-2025, the education system has successfully increased the access from the preschool up to upper secondary level. However, the COVID-19 pandemic that hit from 2020 until the end of 2021, has to some extent affected the percentage of pupil enrolment at all levels of education.



FOCUS IN 2021

1. Increasing Pupil Enrolment

- Increase enrolment of public and private preschool pupils;
- Increase pupil enrolment by enhancing the Upper Secondary School Enrolment Programme for JPN and PPD as well as visits to target groups;
- Improve inter-agency collaboration programmes through JPNs;

2. Increasing Enrolment in TVET

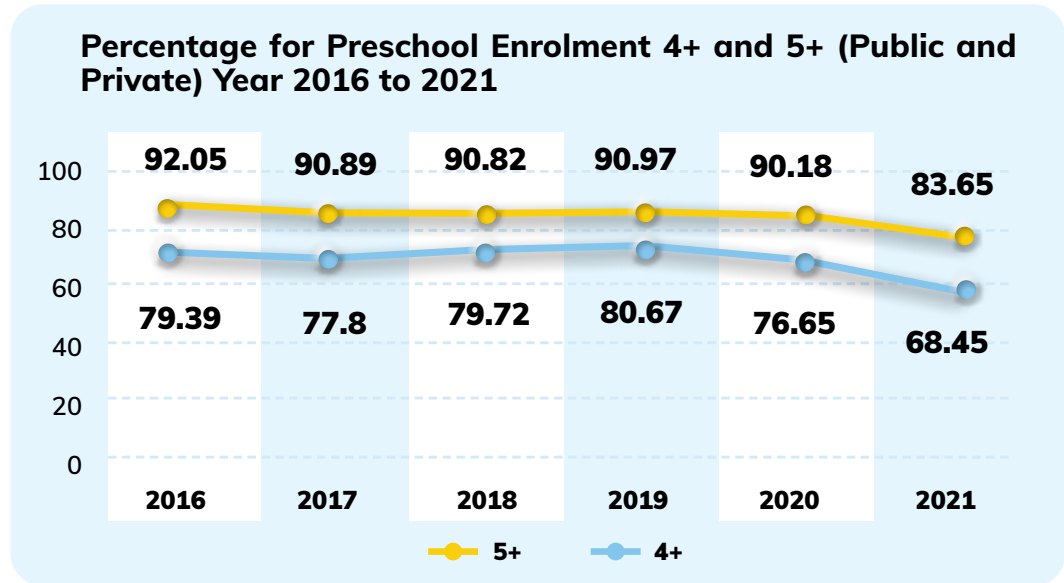
- Improve quality of TVET graduates;
- Improve the infrastructure of TVET institutions;
- Improve cooperation with external agencies and parties related to TVET.

3. Reduce Pupil Dropout Rate



ACHIEVEMENTS IN 2021

1. Increasing Pupil Enrolment



Based on the chart above, the analysis on preschool enrolment for the year 2021 showed a reduction of 6.53% for the 5+ cohort and 8.1% for the 4+ cohort enrolment.

The significant drop in the rate of children's participation in preschool education in 2021 was mainly due to the effects of the COVID-19 pandemic and resulted in a reduction of preschools by 1,342 to 51,565 classes. In an effort to increase the number of preschool classes, MOE established 118 preschool classes in 2021 in an effort to increase the number of preschool classes. However, the vast impact of the pandemic had caused the closure of kindergarten classes in other agencies such as 65 *Kemas* kindergarten classes, one *Perpaduan* kindergarten class and the most affected were the private kindergartens where as many as 1,394 kindergartens had to be closed.

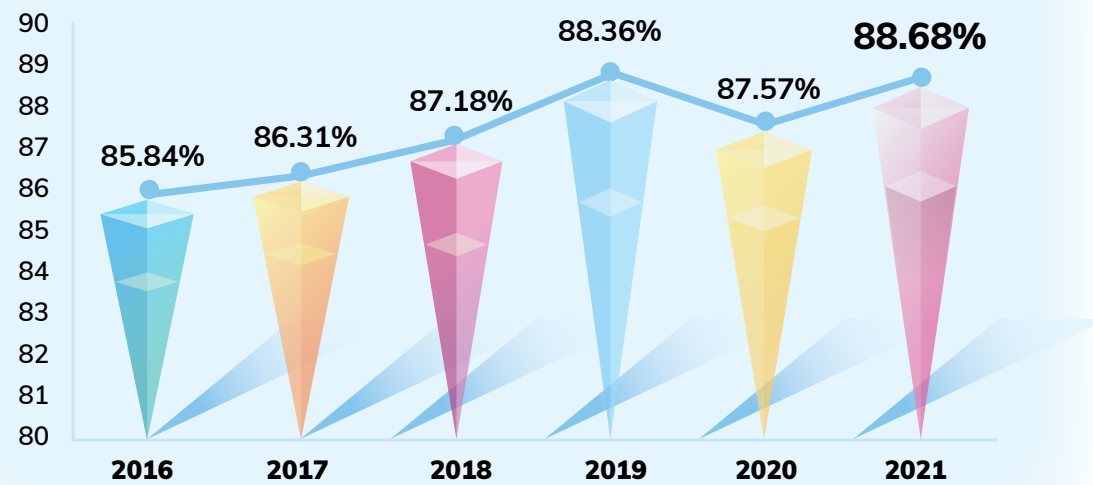




Hence, to sustain the commitment to provide access to preschool education, MOE continued with the private preschool fees assistance, especially for the B40 group so that their children could continue able to continue their education in private kindergartens.

At the upper secondary level, the enrolment percentage for 2021 showed an increase by 1.11%. This increase was driven by the continuous efforts from MOE as well as the cooperation provided by the community, external agencies, the private sector, NGOs and other parties. Their involvement has helped MOE to support the learning of upper secondary pupils who were scheduled to sit for the SPM exam to ensure their future.

Percentage of Enrolment in Upper Secondary from 2016 to 2021

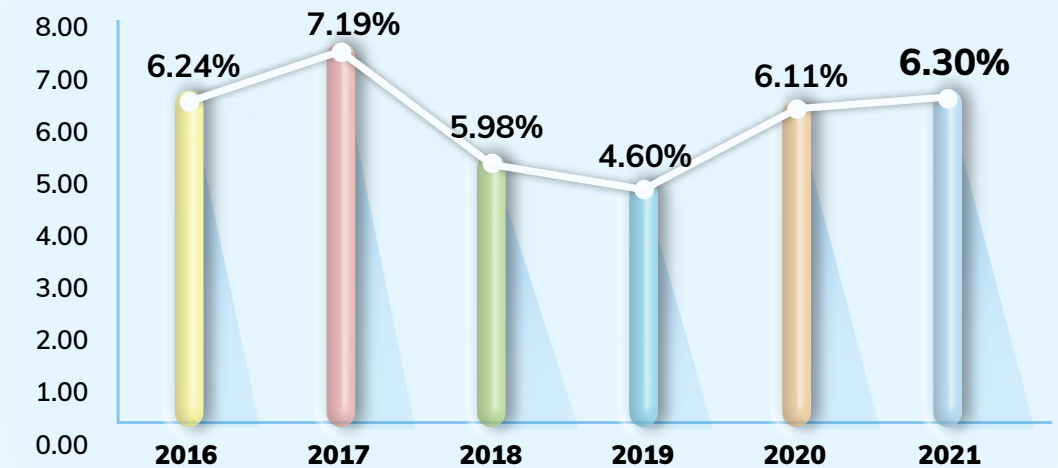


Source: Daily School Management Division

2. Increasing Enrolment in TVET

In 2021, there was a 6.30% (23,539 pupils) increase in TVET enrolment. The enrolment includes 70.39% (16,570 pupils) in the TVET programme at the Vocational Colleges (*Kolej Vokasional, KV*), 453 Special Educational Needs pupils (MBPK) at the Special Education Vocational Secondary Schools (SMPKV), 4,448 pupils from the Upper Secondary Vocational Programme (PVMA) and a total of 155 pupils in Upper Secondary Industrial Apprenticeship (PIMA) programme.

Percentage of Enrolment for 15+ Pupils in Vocational Education from 2016 to 2021



Source: Technical and Vocational Education Division (BPLTV)

The involvement of 304 Form 3 graduate pupils in the National Dual Training System (SLDN) Vocational College programme with McDonalds' Malaysia is an alternative towards the expansion of MOE's TVET through public-private partnership. The current year's enrolment is also a cumulative enrolment of MOE external agencies such as GIATMARA and *Perbadanan Tabung Pembangunan Kemahiran (PTPK)* with an enrolment of 3.78% of MOE's TVET pupils.



3. Reducing the Dropout Rate

The spread of the COVID-19 pandemic and the Movement Control Order (MCO) enforced in 2021 have seen JPN using various alternative methods to ensure that the school dropouts are engaged especially with the cooperation of the local community. As an example, JPN Pulau Pinang distributed posters throughout the state to help disseminate information about the outreach programme for school dropouts and the procedure for re-registration of pupils to school.



JPN Terengganu also carried out *Turun Padang* Programme with the Terengganu Branch National Registration Department to manage the issue of undocumented pupils, in addition to running a programme to visit the homes of school dropouts to help them to return to schools.



JPN Sabah conducted a zero dropout programme - *Operasi Sifar Cicir Sabah* (OPSCIS) in Pulau Banggi, Kudat from 9 to 11 November by approving applications and enrolling pupils immediately in the area. This programme has successfully assisted the return of 53 school dropouts and aided their B40 parents financially as they did not have to file their application to JPN.

JPN Pahang also conducted an outreach programme for school dropouts in collaboration with the Ministry of Health Malaysia (KKM) in Pahang during the vaccination programme at Sekolah Kebangsaan Titom and Sekolah Kebangsaan Lejang Lipis. This programme has successfully brought a total of 23 indigenous pupils back to school.

When the inter-district movement was allowed, several other JPNs also conducted outreach programmes for school dropouts to help them return to school. With various activities that were carried out in schools at JPN level, the dropout rate showed a decrease from 1.13% in 2020 to 1.11% in 2021.

Findings from the outreach programme that were carried out showed that the dropout issues occurring throughout the COVID-19 pandemic involving primary and secondary school pupils in government schools and government-assisted schools under MOE is due to family and pupil factors. Nevertheless, the programme is able to help dropouts to return to school. The outreach programme will be improved in all PPDs in 2022 to curb the dropout issue among primary and secondary level pupils. This outreach programme also needs to be pursued with focused intervention and solid cooperation from various agencies, ministries and local communities for it to be as successful as the ones employed by several JPNs. In addition, pupils who were affected by COVID-19 will be identified so that they can be given appropriate interventions to ensure that they remain enrolled in schools and complete their education at Form Five level.



MOVING FORWARD

Every programme that was carried out in 2021 has been analysed for its effectiveness to ensure that planning for the following year focuses on improving pupil enrolment in each level. The impact from these programmes has shown that collaboration with various parties to track and identify pupils affected by the COVID-19 pandemic has successfully returned them to school and retained them there. Therefore, for the year 2022, MOE is committed to increasing cooperation with the local community to raise pupil enrolment at all levels of education. This includes the following activities:

1. Expansion of MOE preschools by 90 classes across the country to provide opportunities for more children to get early education in preparation for formal education.
2. Increase in private preschool enrolment through the implementation of data verification in private kindergartens, holding a series of town hall sessions to give exposure to private kindergarten operators about the advantages of being registered with the MOE.
3. Provision of fee assistance in private kindergartens for pupils from low-income families.
4. Strengthening the collaboration with various agencies to increase enrolment at the upper secondary level.
5. The success of TVET will depend on more than just the quantity of pupils enrolled; it will also depend on the quality of TVET graduates. Infrastructure at TVET institutions must be upgraded progressively to ensure pupils receive quality technical and vocational education. Sustainable implementation of MOE's TVET will not be successful without the cooperation from all parties responsible in realising the national agenda. MOE's TVET must continue to be empowered towards mainstreaming technical and vocational education.
6. Expanding the scope of the search for school dropouts as well as children who have attended any educational institution. Focused intervention will be designed for them to stay in school until the completion of the SPM examination.



3.2 DEVELOPING GIFTED AND TALENTED EDUCATION PROGRAMME (PPPC)

INTRODUCTION

The Gifted and Talented Education Programme (*Program Pendidikan Pintar Cerdas*, PPPC) is important to the development of the Malaysian education system as it provides a new perspective to the educational path of pupils with an IQ level above 130. Gifted and talented pupils are pupils who possess and display outstanding potential and achievements exceeding their peers in any one aspect be it their intellect, creativity, skill, spirituality or a combination of those aspects through one or more disciplines or specific talents. These gifted and talented pupils will receive education that is customised according to their level of intelligence through a curriculum that is formulated to take into account aspects of enrichment, acceleration and compression.



This programme also places emphasis on improving the professionalism of teachers in Malaysia. ASP is the first school that is tailored specifically for gifted and talented pupils under the full governance of MOE. This school will provide new exposure and experience to teachers in teaching pupils with an IQ score of 130 and above.

This programme will also pave the way for the gifted and talented pupils to reach the highest education level and hopefully up to the Nobel Laureate award level.



FOCUS FOR 2021

1. Training and Knowledge Sharing
2. Operation of the First PPPC Cohort
3. The search for Gifted and Talented Pupils

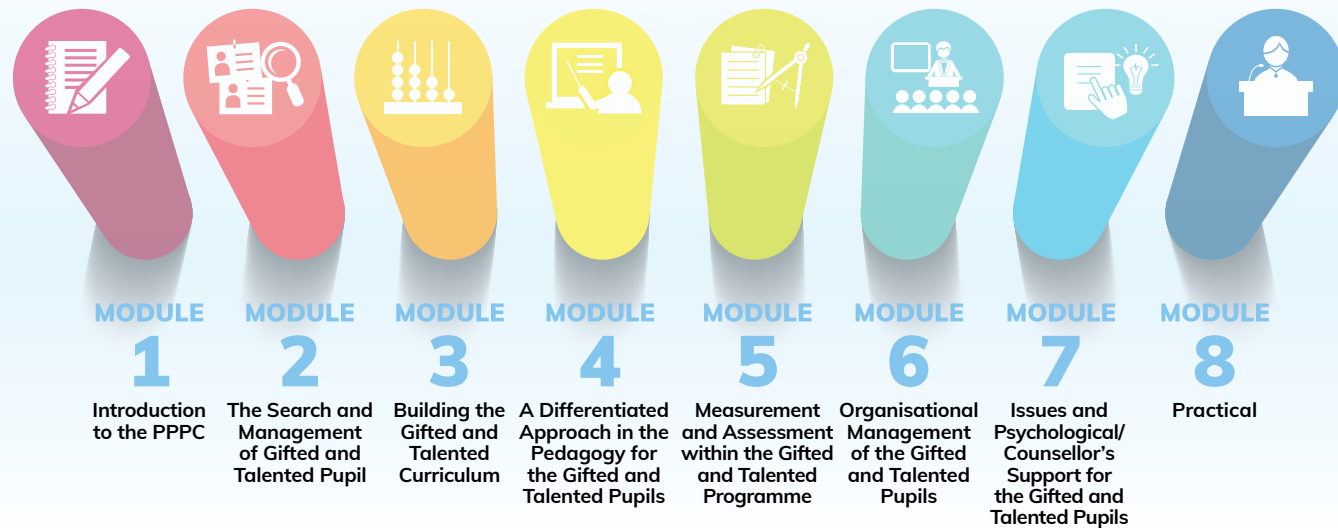
ACHIEVEMENTS IN 2021

1. Training and Knowledge Sharing

Training of Teachers and PPPC Key Trainers (JU)

A total of 19 teachers have been trained by the Institute of Teacher Education Malaysia (IPGM) with eight (8) rounds of training involving eight (8) modules. 30 JU were also given exposure by the first cohort of 14 trainers who received training from UKM.

The eight (8) Training Modules are as follows:



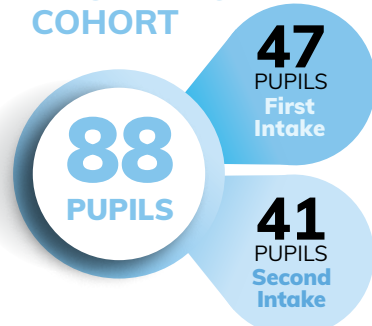
Certification Ceremony for the JU and PPPC

Date: 08 April 2021 (Tuesday)
Venue: Auditorium Pusat Genius@Pintar Negara (PGPN), UKM

Target: 14 JU and 30 teachers who were selected from interview sessions to undergo a professional certification course in UKM.



FIRST PPPC COHORT



2. Operation of First PPPC Cohort

Registration to ASP

In 2021 a total of 47 out of 70 pupils who were offered the programme, registered on April 18, 2021. In the second intake, a total of 41 out of 47 pupils registered online at ASP on 24 July 2021. A total of 88 pupils are currently pursuing their foundation studies under this programme.

ASP Official Launch

The former Sekolah Menengah Sains Pendang, Kedah was officially launched as Akademi Sains Pendang (ASP) on 5 December 2021.

It was officiated by YB Datuk Dr. Radzi Jidin, Senior Minister of Education, accompanied by Datuk Yusran Shah Mohd Yusof, Secretary General of the Ministry of Education, Dato Hajah Nor Zamani Abdol Hamid, Director General of Education Malaysia and Dato' Haji Pkharuddin Haji Ghazali, Deputy Director- General of Education Malaysia (SDK). Also present were Encik Zainal Abas, Director of National School Management Division and Puan Faridah Yang Razali, Director of Residential School Management Division.

ASP was selected to implement the PPPC of the Ministry of Education by using the Gifted and Talented Education curriculum by UKM.



3. Selection of Gifted and Talented Pupils

In 2021, the process of identifying pupils to undergo PPPC was focused on eligible pupils in the northern region of Malaysia based on the residential location and family factors.

STATISTICS FOR STATES IN THE NORTHERN ZONES

States	Pupils aged 8-15		Pupils aged 11		Pupils aged 12		Pupils aged 13		Pupils aged 11-13	
	UKM1	UKM2	UKM1	UKM2	UKM1	UKM2	UKM1	UKM2	UKM1	UKM2
1 KEDAH	43,870	1,942	13,231	561	16,741	856	8,608	225	38,580	1,642
2 PERAK	49,592	1,757	14,502	414	16,891	754	8,308	186	39,701	1,354
3 PULAU PINANG	7,871	806	1,578	158	2,142	273	588	49	4,308	480
4 PERLIS	1,710	54	266	1	459	27	195	7	920	35
TOTAL	103,043	4,559	29,577	1,134	36,233	1,910	17,699	467	83,509	3,511

* Notes based on the number of UKM2 8-15 years

Source: GENIUS Division

MOVING FORWARD



The Ministry needs to develop a Gifted and Talented Education Model that matches the needs of pupils to ensure the sustainability of PPPC. In 2022, the Ministry will continue to improve aspects of PPPC development and implementation through:

1. Expansion of PPPC for the Selection of Gifted and Talented Pupils
 - This programme will be disseminated to all JPN and PPD to ensure understanding at all levels. In 2022, two states are selected for town hall purposes, namely Sabah and Sarawak, which will involve 24 PPDs in Sabah and 31 PPDs in Sarawak. The main purpose of the town hall is to:
 - ◆ increase understanding among the school, parents and pupils on the importance of pupils taking the IQ Screening Test.
 - ◆ encourage pupils to sit for exams in selected states.
2. Development of Roadmap for the PPPC
 - Exploring various approaches in ensuring future preparation for PPPC.
 - Exploring the educational path of gifted and talented pupils and improving the professionalism of teachers and administrators.
 - Developing a framework for the PPPC roadmap that is agreed upon and will be approved by the Ministry.
3. Development of Training Modules and Foundation Learning Modules 1

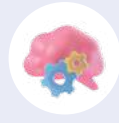
The development of training and learning modules in preparation for 2026 where the Ministry will implement programmes without dependency on external bodies:

 - Development of teacher training modules.
 - Development of administrator training modules.
 - Development of learning modules for foundation 1 pupils.

IMPROVING QUALITY IN EDUCATION

CHAPTER 4





4.1 INCULCATING HIGHER ORDER THINKING SKILLS (HOTS) IN 21ST CENTURY LEARNING

INTRODUCTION

The initiative for inculcating Higher Order Thinking Skills (HOTS) in 21st Century Learning was created to strengthen pupils' ability to apply knowledge and HOTS in problem-solving, decision-making, innovations and creation. In 2021, the emphasis was placed on conditioning (familiarising) primary and secondary school pupils with computer-based interactive items, in addition to strengthening the competency of teachers and school administrators in inculcating HOTS. This effort will boost the country's position to the top one-third in the international assessment by 2025, as aspired in MEB 2013-2025.



FOCUS IN 2021

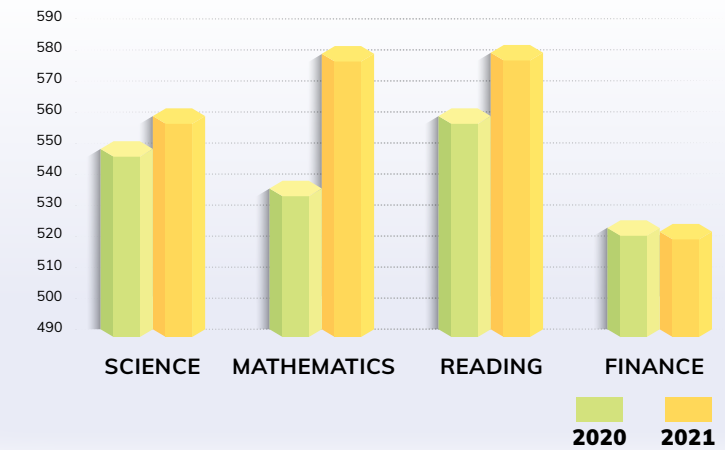
1. Improving literacy in Science, Mathematics, Reading and Finance through Competency and Literacy Assessment (*Pentaksiran Kompetensi dan Literasi, PKL*).
2. Inculcating HOTS in schools.

ACHIEVEMENTS IN 2021

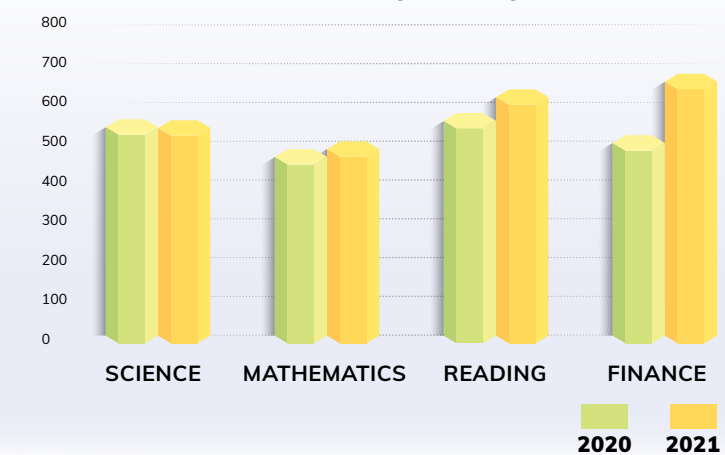
Improvement in the achievement of Competency and Literacy Assessment (PKL)

Achieving the average score in Science, Mathematics, Finance and Reading Competency and Literacy Assessment (PKL) 2021 in order to achieve the top one-third position in TIMSS and PISA, the pupils in Malaysia need to achieve at least a score of 600 and above.

COMPETENCY AND LITERACY ASSESSMENT FOR PRIMARY SCHOOLS (PKLSR) 2020 - 2021



COMPETENCY AND LITERACY ASSESSMENT FOR SECONDARY SCHOOLS (PKLSM) 2020 - 2021



Source: Curriculum Development Division

Inculcating HOTs in Schools

In 2021, 65.82% (6,733) of the 10,230 schools assessed by the district education officers had achieved a minimum score of 50% in inculcating HOTs in management and leadership aspects, as well as teaching and learning (PdP).

The assessment of HOTs in co-curricular activities was exempted in 2021 since face-to-face activities could not be carried out due to the COVID-19 pandemic.

MOVING FORWARD

For 2022, focus will be given to the following:

- Increasing the inculcation of HOTs in schools with an emphasis on 21st Century Learning for all primary and secondary schools.
- Improving pupil preparation for international assessments such as PISA in 2022 and TIMSS in 2023.
- Strengthening teacher competency in PdP and assessment items which emphasises HOTs for pupils to be highly competitive in facing global challenges.



4.2 PRIMARY SCHOOL LITERACY AND NUMERACY PROGRAMME (PLaN)

INTRODUCTION

The Primary School Literacy and Numeracy Programme (PLaN) is an intervention programme specifically designed for Year 2 and Year 3 pupils who have not mastered the minimum Performance Level (*Tahap Penguasaan 3*, TP3) in Bahasa Melayu, English and Mathematics. In 2021, PLaN was expanded from 800 to 2,536 selected primary schools nationwide. Schools are given the autonomy to implement appropriate intervention programmes to meet the needs of pupils and the school's capabilities.



FOCUS IN 2021

- Improving the intervention programme for Year 2 and Year 3 pupils who have not reached TP3 for Literacy in Bahasa Melayu, English and Mathematics.
- Increasing the number of teachers who achieved excellent levels in focused and differentiated teaching based on the Malaysian Education Quality Standard Wave 2 (SKPMg2) in Bahasa Melayu, English and Mathematics.



ACHIEVEMENTS IN 2021

Year 2 and Year 3 pupils with achievement of at least TP3 performance in Bahasa Melayu, English and Mathematics

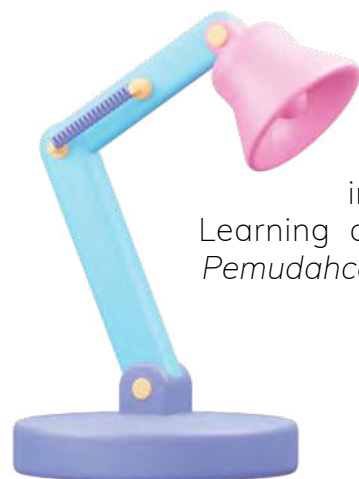
Subject	Year 2		Increase Rate
	2020	2021	
Bahasa Melayu	82.85%	84.85%	+ 2%
English	79.16%	83.76%	+ 4.6%
Mathematics	84.11%	87.75%	+ 3.64

Subject	Year 3		Increase Rate
	2020	2021	
Bahasa Melayu	88.73%	90.55%	+ 1.82%
English	82.60%	87.73%	+ 5.13%
Mathematics	88.36%	90.81%	+ 2.45%

PLaN was continued during the Movement Control Order 3.0 which started from 1 June until 10 December 2021. Although learning was carried out online and at home, there was a significant increase in the achievements of English and Mathematics subjects as shown in the table above.

Percentage of Teachers who Achieved the Excellent Level in Focused and Differentiated Teaching based on SKPMg2 in Bahasa Melayu, English and Mathematics

Teachers carried out self-assessment on learning and facilitation process (PdPc) for the subjects taught (Bahasa Melayu, English or Mathematics). School administrators also conducted teacher evaluation using the SKPMg2 instrument, which is Standard 4 - Learning and Facilitation (*Pembelajaran dan Pemudahcaraan, PdPc*) aspects 4.1 to 4.6.



Description of Teacher Achievement Levels in SKPMg2

Level	Score
Excellent	Above & 90%
Good	80-89%
Average	50-79%
Weak	0-49%

MOVING FORWARD

In 2022, this initiative will implement the following activities:

- Expansion of PLaN to all primary schools. The interventions will be more targeted based on the percentage of pupils who still have not achieved TP3, especially for Bahasa Melayu, English and Mathematics.
- Development of learning aids for pupils at Performance Level 1 to Level 3 especially for Year 2 and Year 3 pupils.
- Empowerment of teachers' knowledge and competency in PdP specifically in:
 - development of teaching aids for students who have not achieved TP3,
 - focused and differentiated approaches in online and face-to-face interventions;
 - development of classroom-based assessment items (*Pentaksiran Bilik Darjah, PBD*), and
 - strengthening the Professional Learning Community (PLC) as a mentor and guide for colleagues.
- Empowerment of school management and leadership to ensure the quality of PdP for PLaN.
- Increase the involvement of parents, community and private sectors as strategic partners to improve pupils' literacy and numeracy levels.





4.3 STRENGTHENING STEM EDUCATION



INTRODUCTION

The initiative to strengthen STEM Education aims to ensure that students are equipped with the necessary skills to face the challenges of a changing world through the application of Science, Technology, Engineering and Mathematics (STEM) knowledge and skills.

Various programmes and activities utilised in this initiative focused

specifically on improving the skills and abilities of teachers as well as increasing pupils' awareness and interest in STEM. This is an important step to prepare pupils to become highly skilled workers required by the industry, especially in the 4th Industrial Revolution (4IR) era. This is in line with the Ministry's efforts to strengthen STEM education at school level to ensure that the country has sufficient number of qualified STEM graduates to meet the needs of the industrial workforce.

FOCUS IN 2021

1. Strengthening the pedagogy of STEM teachers which focused on training teachers in inquiry-based approach.
2. Encouraging upper secondary pupils to pursue in STEM education.
3. Improving the assessment of enculturation of STEM amongst pupils.



ACHIEVEMENTS IN 2021

1. STRENGTHENING STEM TEACHERS' PEDAGOGY

Continuous professional development programmes have been put in place for teachers to ensure they can effectively deliver the STEM curriculum.

- a. A total of 2,254 teachers participated in the **Inquiry-Based Science Education (IBSE) workshop** which was carried out in a hybrid manner involving 82 PPDs. Participants consisted of School Improvement Specialist Supervisors (SISC+) and Science teachers. These workshops were conducted by JPN in collaboration with the National STEM Centre. The training module was based on the IBSE Module developed by Fondation La main à la pâte, France. These workshops aimed to:
 - (i) give hands-on experience to participants on the application of scientific practices, and
 - (ii) provide knowledge and skills regarding the inquiry-based learning approach.



- b. A total of 300 Design and Technology (RBT) teachers participated in the online **Program 1,2,3...Code!** using the IBSE approach. The primary school RBT subject teachers participated in the six (6) workshop centres in 6 zones (East, South, North, Central, Sabah/ Labuan and Sarawak). These workshops were conducted by the National STEM Centre in collaboration with the International Science, Technology and Innovation Centre for South-South Cooperation (ISTIC) and Universiti Teknologi Malaysia (UTM) Kuala Lumpur. The training modules used were based on Project Module 1,2,3...Code! developed by Fondation La main à la pâte, France. This programme aimed to provide knowledge and skills, as well as hands-on experience in Computer Science to RBT teachers through unplugged and plugged activities.



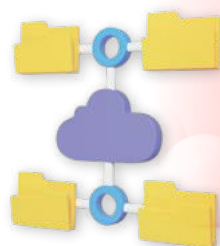


c. A total of 160 teachers have followed the **Innovation Programme for Educators** that was utilised either through face-to-face or online sessions. Science and Mathematics subject teachers participated in four (4) workshops held in Selangor, Johor, Negeri Sembilan and Sarawak. This programme was conducted by the National STEM Centre in collaboration with the National Science Centre, Ministry of Science, Technology and Innovation (MOSTI). The training module was developed by the National Science Centre. These workshops aimed to increase teacher creativity and skills to be more attractive and effective in informal learning contexts.



STEM education emphasises the integration of STEM subjects using interdisciplinary approaches and applications in real contexts. It encourages pupils to ask questions and explore the environment through inquiry and problem-solving related to the real world to inculcate STEM practices. Two (2) programmes were conducted to expose integrated STEM education to STEM teachers:

d. A total of 42 teachers teaching Science, Mathematics, RBT, Basic Computer Science and Computer Science have developed an **Integrated STEM Education Module** that consists of 24 STEM co-curricular activities. This programme was conducted by the National STEM Centre and the Sports, Co-Curriculum and Arts Division (BSKK). The activities were developed based on the integrated STEM education framework developed by the National STEM Centre, Curriculum Development Division (BPK), Malaysian Teacher Education Institute (IPGM), Technical and Vocational Education Division (BPLTV), and Resources and Educational Technology Division (BSTP).



e. **The Third International Conference on STEM Education (ICSTEM 2021)** was attended by 758 MOE staff consisting of 247 presenters and 511 participants. The theme for ICSTEM 2021 was 'Implementation of Integrated STEM Education which was organised by the STEM Foundation Centre, Universiti Terengganu Malaysia (PASTEM, UMT) and the National STEM Centre.



Please scan QR code to watch video



2. ENCOURAGING UPPER SECONDARY PUPILS TO SELECT STEM PACKAGE

The percentage of upper secondary pupils who opted for STEM subjects was 40.95% (152,568 pupils). The STEM4ALL programme was conducted to ensure parents, educators, school administrators and private stakeholders work together in

- (i) increasing pupils' interest and awareness of STEM and
- (ii) helping pupils to remain focused on learning and reducing learning loss during PdPR.

Various activities were carried out under the STEM4ALL programme. In addition, the STEM Education Colloquium was also held at the national level to promote STEM education and careers to school leaders, educators and counsellors.



a. STEM4ALL: STEM Hackathon



The STEM Hackathon 2021 programme is a digital education concept programme aimed at improving pupils' programming skills to design prototypes in solving day-to-day problems.

Telekom Malaysia, Multimedia University and Creative Minds collaborated on this programme that was attended by 600 pupils and 100 teachers (mentors).

b. STEM4ALL: EduSTEM

The EduSTEM programme is aimed to expose teachers and pupils to design thinking and programming skills through the use of current technology. The implementation of this programme is in collaboration with the National STEM Centre and Cybertech Security Sdn. Bhd.

The programme was conducted online and involved 643 teachers and pupils from eight (8) rural secondary schools in the state of Perak.



c. STEM4ALL: STEM Street

The STEM Street programme was held online via the National STEM Centre's YouTube channel. This programme aimed to expose pupils to potential careers in the STEM field.



It was conducted with the collaboration of Telekom Malaysia (TM), Creative Minds, Technip FMC and Dyson Malaysia. Representatives from each agency shared their experiences and knowledge with the pupils.

A total of 9,993 viewers consisting of teachers, pupils and parents attended the programme online.



d. STEM4ALL: Waku Waku STEM

The Waku Waku STEM programme was carried out twice in Selangor and Perak. The word "waku waku" means fun in the Japanese language. This programme aimed to provide exposure and new experiences to teachers and pupils through interactive learning and cross-cultural activities. Teachers and pupils were exposed to the existence of STEM in life and the cultural practices of a society. The implementation of this programme was in collaboration with several private agencies such as Gakken Classroom Malaysia, Japan Travel Bureau Malaysia, Akademi Capak Japon and SPRIX TOFAS.

This programme was implemented online through the National STEM Centre's YouTube and Facebook channels. Participants in this programme were pupils, teachers, undergraduates, lecturers, parents and officials from MOE, JPN and PPD. To date, Waku Waku STEM @ Selangor recorded a total of 44,582 views and Waku Waku STEM @ Perak recorded a total of 31,442 views.



e. STEM4ALL: Adiwira STEM

Adiwira STEM was a short video production to promote STEM education and it was broadcasted on social media platforms. The video featured STEM celebrity icons who introduced and shared their opinions on STEM. This video featured Professor Emerita Dato' Seri Dr. Mazlan Othman, a STEM icon who is a national astrophysicist and also the founder of the National Space Agency.



f. National STEM Education Colloquium

The National Level STEM Education Colloquium 2021 was held online in collaboration with the UUM and Telekom Malaysia (TM). The colloquium focused on improving teacher competency, sharing of best practices and exposing participants to STEM careers.

The colloquium has successfully created a network of partnerships among policymakers, academicians, educators, counsellors, government and non-government agencies, as well as shared knowledge and experience in setting up programmes related to STEM education.

A total of 66,000 participants consisting of STEM teachers, counsellors, school leaders and individuals from non-governmental agencies participated in this colloquium.



3. IMPROVING THE ASSESSMENT OF ENCULTURATION OF STEM AMONGST PUPILS

The implementation of STEM programmes and activities among pupils is one of the continuous efforts to enhance pupils' interest and inclination to pursue STEM education and career in the later stage.

The enculturation of STEM education refers to the process of individual involvement in STEM issues and contribution of ideas to solve STEM related issues.

In line with the importance of STEM Education, a benchmarking instrument (index) as a tool to measure the level of STEM education culture in Malaysia was developed. The instrument produced consists of the constructs on PdP, Attitude, Co-Curriculum and Literacy (primary, lower secondary and upper secondary). There are three (3) different instruments for primary, lower secondary and upper secondary school pupils.

The instruments underwent two (2) pilot studies and the findings showed that the instruments have high validity and reliability. Based on the second-order CFA (SOCFA) model instrument analysis, each construct shows a fit to the data as the loading factor of each item exceeds 0.5 and the composite reliability exceeds 0.6. For the literacy construct, items that meet the difficulty level above 1.70 (Very High), 1.35 - 1.69 (High), 0.65 - 1.34 (Moderate), 0.35 - 0.64 (Low), 0.01 - 0.34 (Very Low) are accepted.

CONSTRUCT	QTY. OF ITEM	LOADING FACTOR (>0.5)	COMPOSITE RELIABILITY (>0.6)
Teaching and Learning	24	0.58 - 0.93	0.71 - 0.93
Attitude	24	0.71 - 0.86	0.86 - 0.93
Co-curriculum	24	0.71 - 0.86	0.87 - 0.91

CONSTRUCT	QTY. OF ITEM	DIFFICULTY LEVEL	INTERPRETATION
Primary Literacy	32	0.04 - 1.72	Extremely Low - Extremely high
Lower Secondary Literacy	17	0.05 - 1.49	Extremely Low - High
Upper Secondary Literacy	18	0.05 - 1.47	Extremely Low - High

MOVING FORWARD

STEM education refers to the interdisciplinary of science, technology and mathematics in the application of engineering practices to design technologies that can solve real-world problems. Although conventional teaching and learning practices continue with the specialisation of STEM subjects, teachers need to be equipped with knowledge on STEM education approaches. Through these approaches, pupils will gain experience solving problems in real-life situations in an integrated and interdisciplinary manner, and further inculcate this practice in everyday life.

The teacher professional development programmes are focused on developing the skills and confidence of STEM teachers in the implementation of integrated STEM education. Various STEM education programmes need to be implemented to increase the authentic experience of solving real problems among pupils.

The Ministry strives to improve the quality of STEM education to inspire pupils to choose STEM education and careers, and further increase their interest, enrolment, confidence and competence in STEM. The involvement of quadruple helix stakeholders is important to jointly contribute ideas, resources and expertise in implementing STEM education programmes and further develop the desired STEM talent.



4.4 UPHOLDING BAHASA MELAYU EDUCATION

INTRODUCTION

The initiative to uphold Bahasa Melayu education is created to support Bahasa Melayu education in improving pupils' communication skills in Bahasa Melayu. This initiative also provides pedagogical content knowledge for Bahasa Melayu teachers to improve their competence in the PdP. The Bahasa Melayu Standard Framework (*Kerangka Standard Bahasa Melayu*, KSBM) that was developed is the main reference in maintaining the standard of the language used in curriculum and assessment as well as in content development for the teaching of Bahasa Melayu. By 2025, this initiative aims to achieve 90% Credit in Bahasa Melayu in the Sijil Pelajaran Malaysia (SPM).



FOCUS IN 2021

1. Improving the content of KSBM through the second edition publication.
2. Circulation of the KSBM to all personnel in the Ministry.
3. Upgrading the competency and pedagogy of Bahasa Melayu teachers to improve pupil achievement holistically.



ACHIEVEMENTS IN 2021

Improving KSBM Content through Second Edition Publication

The KSBM Second Edition is the improved version of KSBM 2018. This Second Edition was improved on the description of competence for Level 1 to Level 6 descriptors, which explain the competency of each level of language, linguistic knowledge and the content usage aspects of Bahasa Melayu.

KSBM (2018)

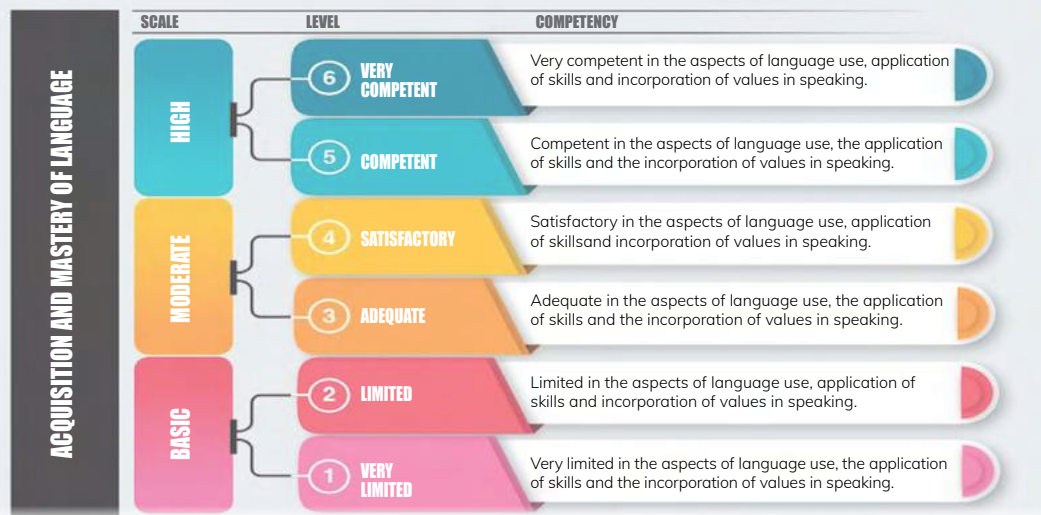
Bahasa Melayu Standard Framework

Scale	Level	Competency
HIGH	6 Very Competent	Very competent in the aspects of language use, application of skills and incorporation of values in speaking.
	5 Competent	Competent in the aspects of language use, the application of skills and the incorporation of values in speaking.
MODERATE	4 Satisfactory	Satisfactory in the aspects of language use, application of skills and incorporation of values in speaking.
	3 Adequate	Adequate in the aspects of language use, the application of skills and the incorporation of values in speaking.
BASIC	2 Limited	Limited in the aspects of language use, application of skills and incorporation of values in speaking.
	1 Very Limited	Very limited in the aspects of language use, the application of skills and the incorporation of values in speaking.

ACQUISITION AND MASTERY OF LANGUAGE

KSBM SECOND EDITION

BAHASA MELAYU STANDARD FRAMEWORK



KSBM Second Edition is also simplified in the form of pamphlets for distribution to MOE personnels such as teachers, SISC+, PPD, JPN and MOE officers.

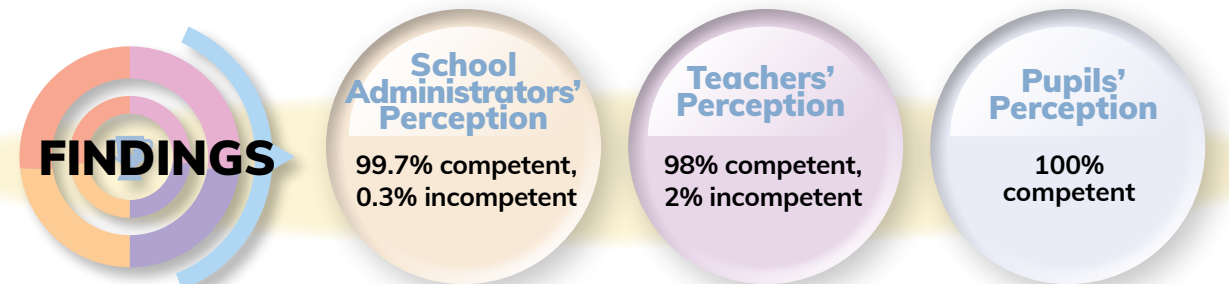
Dissemination of KSBM

In 2021, KSBM was disseminated through two main methods, which were webinars and publication of articles. The KSBM webinar can be accessed via the Ipoh Campus Teacher Education Institute YouTube Channel. In addition, KSBM was also disseminated through articles published by the Dewan Bahasa dan Pustaka (DBP) in the Dewan Bahasa Magazine on a monthly basis beginning October 2021.

Please scan QR code to watch video

Improving Bahasa Melayu Teacher Competency and Current Pedagogy

Continuous Professional Development (CPD) training was given to 5,767 Bahasa Melayu teachers in 2021. The pilot study findings on 1,324 Bahasa Melayu teachers showed an increment in teacher competency and current pedagogy among teachers who received training. This was based on the perceptions of 261 school administrators, 232 teachers, and 136 pupils.



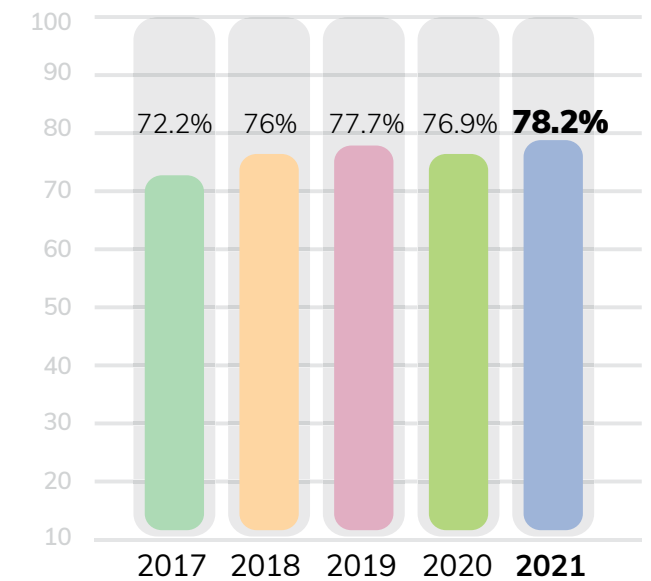
The competency of Bahasa Melayu teachers was also measured through researches and educational innovations. In 2021, a total of 238 teachers participated in the 2021 Bahasa Melayu National Convention (KONBAYU 2021) organised by the Ministry from 27 to 29 July 2021.



Pupils' skills in Bahasa Melayu were fostered through the production of creative works (*sajak*, *syair* and *pantun*) through the 2021 Young Writers' Workshop. These workshops were carried out online in six zones across the country and were attended by 180 teachers and 180 secondary school pupils. Pupils' creative works were published as an Anthology of Young Writers' Creative Works.



PERCENTAGE OF PUPILS ACHIEVING BAHASA MELAYU CREDIT IN SPM

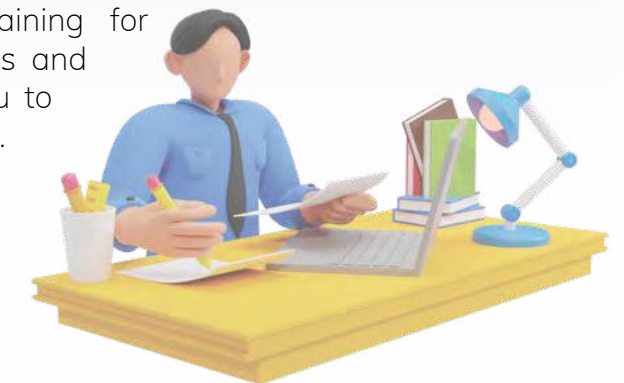


Source: Examination Syndicate

MOVING FORWARD

In 2022, the Upholding Bahasa Melayu Education Initiative will continue to:

- Disseminate KSBM to all parties
 - Issuance of circulars (SPI) on KSBM to standardise the use of Bahasa Melayu in all language-based activities.
 - Establishment of KSBM Standard Committee at DBP Academy to regulate the quality of KSBM and circulate widely to all (other agencies and public).
- Empower pupils' communicating skills in Bahasa Melayu in language-based activities and competitions inside and outside the classroom.
- Reinforce pedagogy knowledge training for teachers through various approaches and strategies in PdP for Bahasa Melayu to improve pupil achievement holistically.



CATEGORY	Educational Research	Action Research	Innovation Exhibition	Poster Exhibition
NUMBER OF PARTICIPATIONS	68	48	83	39

All papers presented in KONBAYU 2021 can be accessed through:

Please scan QR code for link





4.5 STRENGTHENING ENGLISH LANGUAGE EDUCATION

INTRODUCTION

Strengthening English Language Education Initiative aims to improve English language proficiency among pre-school to upper secondary pupils to achieve the aspired level of proficiency based on the international standards of the Common European Framework of Reference for Languages (CEFR). This initiative includes four (4) main programmes namely Professional Upskilling of English Language Teachers (Pro-ELT), Highly Immersive Programme (HIP), Improving English Language Skills In School Programme (PPKBIS) and Dual Language Programme (DLP).



The CEFR is an international framework built by the Council of Europe (COE) aimed at standardising the level of proficiency in the four language skills namely listening, speaking, reading and writing.

The CEFR framework can be used for any language for that purpose and it has six levels of proficiency in language use which are:

A1	Beginner
A2	Elementary
B1	Intermediate
B2	Upper Intermediate
C1	Advance
C2	Proficient

FOCUS IN 2021

1. Improving the proficiency of primary and secondary English option teachers to achieve a minimum proficiency level of CEFR C1.
2. Improving pupils' English language proficiency to achieve aspired targets based on CEFR international standards.
3. Producing human capital who are proficient in English to improve their employability at the global level.



ACHIEVEMENTS IN 2021

1. Professional Upskilling of English Language Teachers (Pro-ELT)

Pro-ELT is aimed at improving the proficiency level of English language option teachers to a minimum CEFR proficiency level of C1.

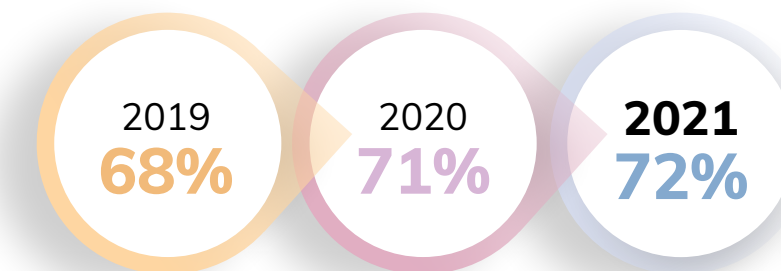
Teachers participated in the online training package on Pro-ELT Enhance (Proficient). This training package consisted of five (5) components of language skills namely Grammar & Vocabulary, Listening, Speaking, Reading, and Writing. The training package merged synchronous and asynchronous learning methods, self-assessment and a self-assessment toolkit through the GC platform. Teachers who participated in this training package were also guided by a group of trained facilitators.

In 2021, 49.89% (18,878 out of 37,843) English language option teachers who sat for the English proficiency test achieved the minimum CEFR proficiency level of C1.

2. Highly Immersive Programme (HIP)

The HIP programme is carried out in 10,000 schools across the country. This programme provided a conducive English language environment at the school level to allow pupils to appreciate and use English in an immersive environment.

The percentage of schools that successfully achieved levels 3 and 4 immersive environments for the years 2019, 2020 and 2021 (as shown below).



Source: English Language Teaching Centre (ELTC)

3. Improving English Language Skills In School Programme (PPKBIS)

In 2021, PPKBIS was focused on 125 hotspot schools that achieved 77% and below in English for SPM. The objective of this programme is to improve the English language skills among the upper secondary pupils, especially at SPM level.

From 2021 onwards, pupils achievement in SPM is based on the CEFR. The percentage of pupils who achieved at least CEFR B1 level was 44.7%.

4. Dual Language Programme (DLP)

The implementation of DLP aimed to give pupils the opportunity to improve their English language proficiency through the teaching and learning of Science and Mathematics subjects; giving pupils more access to explore various fields of knowledge to compete at the global level; and increasing their employability.

In 2021, 87.5% of pupils who were involved in DLP achieved CEFR B1 level for their English SPM.

MOVING FORWARD

a) Improving The Proficiency of English Language Teachers

6,000 English language option teachers are expected to participate in the Pro-ELT Enhance (Proficient) training package and sit for the post-training proficiency test to achieve the minimum CEFR proficiency level of C1.

b) Improving the pupils English Language Proficiency

HIP, PPKBIS and DLP are existing programmes that will continue its implementation to improve pupils' proficiency in English.

- i) HIP will be carried out in 10,000 primary and secondary schools throughout the country.
- ii) 100 identified hotspot schools will be given support through PPKBIS to improve achievement in SPM.
- iii) The DLP programme allows schools to use English for PdP in Science and Mathematics. School participation in DLP is based on four (4) criteria set by the Ministry. A total of 2,297 schools, consisting of 1,579 primary schools and 718 secondary schools will continue to implement DLP in 2022.



4.6 STRENGTHENING THE PROFESSIONALISM OF EDUCATION SERVICE OFFICERS (PPP)

INTRODUCTION

Strengthening the Professionalism of PPP is a comprehensive, integrated and continuous initiative of MOE to improve the professional competence and quality of PPPs who perform their duties as leaders, education officers, teachers and lecturers at various levels of MOE institutions including in the PPD, JPN and MOE Division.

The main goal of this initiative is to ensure PPPs maintain quality throughout their in-service period thus improving pupil performance and outcome.

In 2021, various programmes to strengthen PPP professionalism had been implemented such as the establishment of a Master Committee (JKI) and a Working Committee (JKK) in the Subject Matter Experts Pathway (SME), Scholarly Activities for School Leaders, Fostering Young Leaders and System Leaders, Training in Strengthening Pedagogy, Assessment, Expansion of the Professional Learning Community Module (PLC), Implementation of Psychological Wellbeing Programme, Legal Literacy Programme and Cases of Public Servant Misconduct.

FOCUS IN 2021

1. Preparing and consolidating the Teacher Professionalism Development Master Plan:
 - Structured CPD framework,
 - PPP competency dictionary based on grades, posts and career paths as well as PPP-specific areas of expertise.
2. Improving competency of leaders in schools and divisions in fields such as law, communication, strategic thinking, quality management system for organisations, resource management and leadership innovation culture.
3. Strengthening teacher competency through pedagogy and assessment strengthening programme.
4. Improving the well-being of PPP from the psychology aspect (emotional and mental) through the Psychological Well-Being for PPP as well as knowledge in legal aspects of related to education and civil service.



ACHIEVEMENTS IN 2021

Strengthening the Master Plan for the Development of Teacher Professionalism

- A Framework for a Structured PPB Plan has been successfully developed.
- 4 specialised areas of education for the MOE SME Pathway have been recommended in the MOE SME Pathway CCC Meeting.



Educational Leader Excellence (Young Leaders and System Leaders)

- 176 out of 195 (90.25%) participants of the Young Leaders Leadership course achieved at least a high level in the relevant competencies.
- 110 out of 138 (79.7%) officials from the JPN and PPD in Johor, Melaka, Negeri Sembilan, Kelantan and Terengganu who attended the Leadership Course achieved a high level competency.
- Education Leader Scholarly Activities:
 - 90 school leaders (new Senior Assistants) in Negeri Sembilan and Johor have completed the scholarly activities of writing and presenting the course learning outcomes in a colloquium and published them in *Buku Bicara Pemimpin*.
 - 105 school leaders from Perak, Perlis, Selangor and Melaka have completed scholarly research activities.
 - 95 school leaders in Negeri Sembilan, Selangor, Melaka and Johor have completed their scholarly activities in innovation.

Strengthening PPP Competency

The competency improvement activities related to ICT applications, creativity and pedagogical innovations were carried out based on a needs analysis for training, PLC activities and colloquium.

Based on the Ministry of Education Training Management System (SPLKPM) data in 2021, a total of 94.15% out of 68,246 PPPs from grades 44 to 52 have successfully increased their competencies through ICT-assisted pedagogy, assessment and PLC.



PPP Psychological Well-Being of Education Officials/Officers

- 19,655 out of 416,743 PPPs (4.75%) have undergone the Psychological Well-Being Inventory (iKPSI) and 98.7% of the PPPs were found to be at least in the moderately high category.

In order to improve the well-being of PPPs, the Ministry has conducted the following activities:

- Webinars on Legal Literacy and Integrity forum,
- Development of Module on Psychological Wellbeing and Legal Literacy materials.

MOVING FORWARD

In the second year of the third wave of MEB 2013-2025, the Ministry's commitment will continue to uphold the teaching profession through efforts to improve the professional competency and quality of PPP consisting of leaders, teachers, education officers and lecturers at various MOE institutions. Among the efforts that will be implemented are:



1. Publication of the Teacher Professionalism Development Master Plan 2.0. This plan will include a documented guide on the implementation of CPD, a competency dictionary based on career paths, a strategic plan, a PPP career path implementation guide, and the execution of MyPPB credit points.
2. Empowerment of leadership competency among leaders including young leaders in the Ministry with a focus on future leadership.
3. Improvement of PPP competency in the field of instructional leadership, assessment, pedagogical knowledge, content and PASAK 9 thinking literacy (LiPS) via face-to-face and online modes.
4. Expansion of iKPSI implementation, instrument development and intervention modules for teacher career development.
5. Increased awareness on legal literacy through various mediums to all PPPs.
6. Development of documented guidelines for the implementation of mobility and flexibility as well as the development of PPP career pathway for subject matter experts in education (SME in MOE).



4.7 TRANSFORMING IPG TO IMPROVE THE QUALITY OF TEACHER TRAINING

INTRODUCTION

In 2021, the IPG Transformation Initiative was put into action to improve the quality of teacher training. This is in line with shift 4 of the MEB (2013 - 2025) which is towards transforming the teaching profession into a profession of choice. This initiative would drive and support the vision of the IPG as a leader in teacher education. This aspiration can be achieved through programmes to improve the quality of pre-and in-service teacher training to produce quality teachers throughout their service. The ultimate goal of this initiative is to make IPG, a leader in teacher education excellence, at par with the teacher training providers around the world.

FOCUS IN 2021

1. Producing quality teachers by improving the quality of the training modules produced under the Module Standard and establishing the Master's Degree Programme in Teaching that complies with international recognition standards.
2. Empowering IPG Leaders to achieve excellence based on the IPG Leader Competency Standards.
3. Improving the quality of IPGK by increasing the achievement level based on IPG Rating Standard.



ACHIEVEMENTS IN 2021

Module Standard to guarantee the quality of the training modules produced by IPG has been developed and is now in use. The audit results found that 25% of the existing training modules complied with the Module Standard.

The Master's Degree Programme (PISP) in Teaching (Pedagogy) offered by IPG has successfully obtained provisional accreditation from the Malaysian Qualifications Agency (MQA). With this recognition, IPG will now be one of the institutions that offers a master's degree programme in the field of teaching that is comparable to other higher education institutions.



PISP Received Accreditation (MQA-01)

IPG Leader Standard

- The IPG Leader Standard has been successfully produced.
- Profiling results found that 15% of IPG Leaders have reached the Distinguished level.



IPG Rating Standard

- IPG has successfully produced the IPG Rating Standard which will be used to ensure all IPG nationwide reaches the quality standards. In 2021, the preliminary study that was carried out to identify the baseline level of the IPG rating showed that the IPG is at a moderate level.

Rating Standard Descriptors

Grades	Level
90 - 100%	Excellent
80 - 89.9%	Good
50 - 79.99%	Moderate
20 - 49.99%	Poor
0 - 19.99%	Very Poor

MOVING FORWARD

- Increasing the quality of IPGK to the aspired level based on the IPG Rating Standard.
- Increasing the number of IPG leaders who achieve the distinguish level based on the IPG Leader Rating Standard.
- Improving the quality of lecturers in order to achieve excellent quality in curriculum design and delivery, mentoring and guidance, contribution and involvement, consultancy, writing and creative works, digital utilisation, collaboration and involvement with external and international bodies.
- Improving the quality of training in order to achieve the aspired level in the management of CPD for PPP through structured training, production of training modules that comply with standards, MOOC course offerings, digital utilisation, and involvement through collaboration with external and international bodies.



4.8 EMPOWERING AMINUDDIN BAKI INSTITUTE (IAB) TO IMPROVE THE QUALITY OF SCHOOL LEADERS

INTRODUCTION

The Initiative on Empowering Aminuddin Baki Institute (IAB) started in 2019, aimed at developing IAB as a leadership development centre for distinguished education. In producing high performing school leaders, IAB must ensure it provides high quality and dynamic services in the development of intellectuals. Therefore, the main focus of this initiative is to strengthen and develop expertise among lecturers in various fields. These efforts are parallel to Shift 5 in MEB 2013-2025 which is to ensure that high performance leadership is placed in every school.



FOCUS IN 2021

1. Increasing the competency of lecturers in various fields of leadership in education to strengthen the skills of lecturers.
2. Developing expertise among lecturers to obtain professional recognition from accredited bodies.
3. Strengthening IAB's consulting services in the field of leadership and education management.



ACHIEVEMENTS IN 2021

Improving Lecturer Competency

24 (8%) out of 300 lecturers met the criteria of excellent lecturers. A lecturer who deserves to be recognized as an excellent lecturer has the following criteria:

- competent as a consultant in the field of leadership and management,
- skilled in the field of training and digital development,
- displayed visible leadership characteristics,
- produced successful high-impact research in the field of leadership and management,
- published articles for indexed journals in the field of leadership and management,
- produced successful innovations to be presented at the Southeast Asian region, and
- published materials, in print as well as digital form in the field of leadership and management that meets national and international criteria.

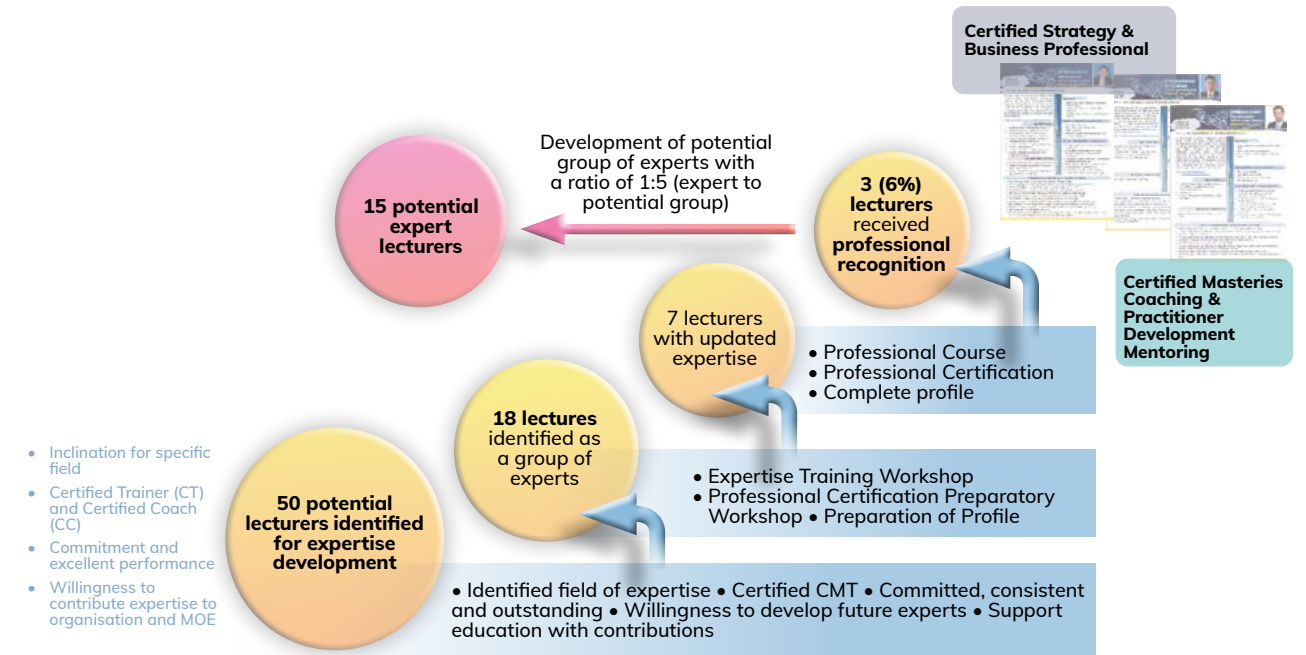
Development of Professional Expertise among Lecturers

In 2021, a total of 7 out of 18 expert lecturers have enhanced their expertise through professional courses in 5 main fields:

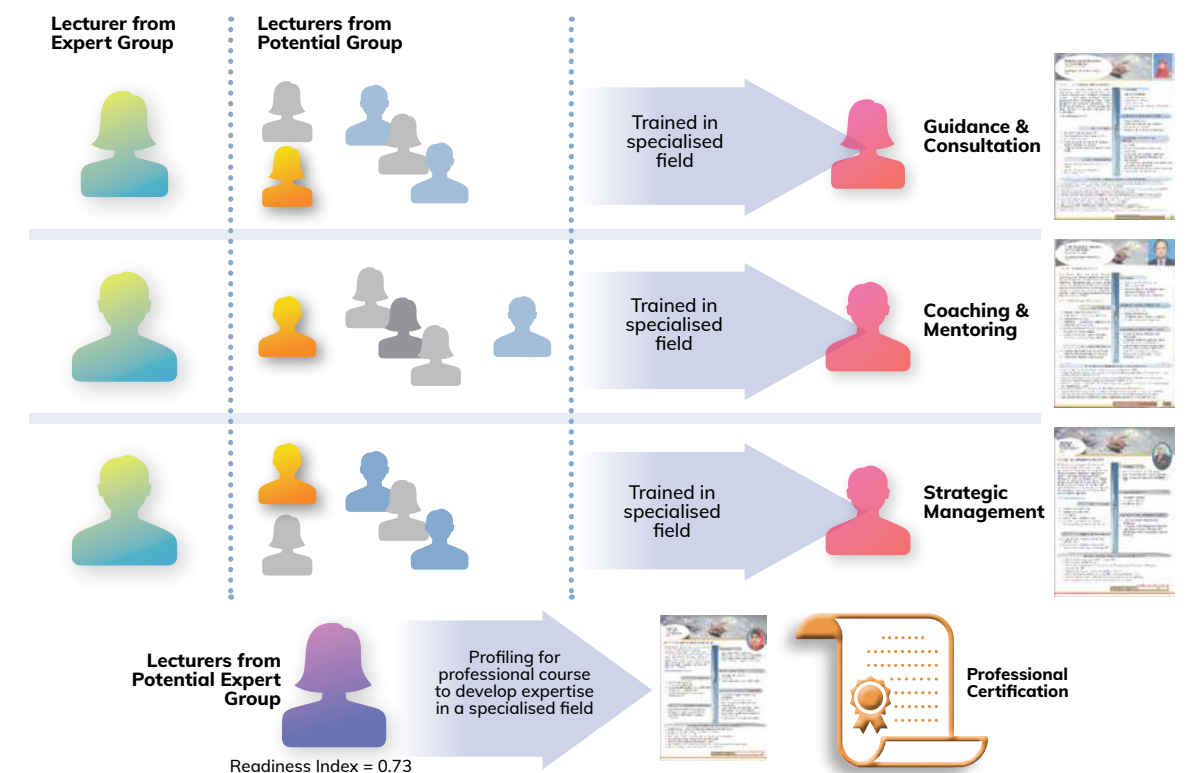
- strategic planning and management,
- strategic thinking in organisational development,
- performance measurement and management,
- project management and delivery, and
- guidance and mentoring.

Three (3) expert lecturers have successfully obtained accreditation in the field of:

- Strategic Thinking in Organisational Development
 - Certified Strategy & Business Professional
- Guidance and Mentoring - Certified Masteries in Coaching and Practitioner Development Mentoring



- An expert lecturer will assist a second batch of 5 expert lecturers to ensure that more lecturers will be accredited



Strengthening IAB Consultation Services in the Field of Educational Leadership and Management

IAB has developed the Organisational Services Dashboard and the IAB Virtual Tour that are accessible online to everyone with the aim of promoting the expertise of lecturers in organisational development services.



MOVING FORWARD

In order to realise the vision of IAB as a distinguished training centre and a source of reference in educational management and leadership, IAB will implement the following programmes:

- i. Increasing the number of lecturers who are professionally accredited, excellent and specialists through a continuous and systematic professional development pathway;
- ii. The empowerment of IAB as a centre of reference for leadership and management in education, locally and internationally; and
- iii. Expansion of consultation services in organisation development services at the international level

INCREASING EQUITY IN EDUCATION

CHAPTER 5



5.1 IMPLEMENTING DISTRICT TRANSFORMATION PROGRAMME (DTP)

INTRODUCTION

The DTP has been introduced in 2013 in ensuring equality of education for the whole country in terms of quality, equity and access.

Throughout 2021, DTP focuses on driving the school's performance towards achieving clear goals through JPN and PPD.

The focus is on empowerment and accountability of JPN and PPD, as JPN plays a role in delivering education that coordinates educational operations while PPD serves to guide and provide support to schools, teachers and pupils in improving the quality of education.



FOCUS IN 2021

Bridging the gap in pupil achievement between urban and rural (BLB) schools, socioeconomic status (SES) and gender through:

- Strategic intervention programmes planned to increase the percentage of pupils eligible for the SPM certificate.
- Performance monitoring through periodic National Performance Dialogue (DPN) to identify the status of the issue and propose solutions for each JPN, PPD and school.

This programme also focuses on improving the quality of JPN and PPD by:

- Improving the PPD Excellence Rating (PKPPD); and
- Piloting the Implementation of JPN Standards of Excellence



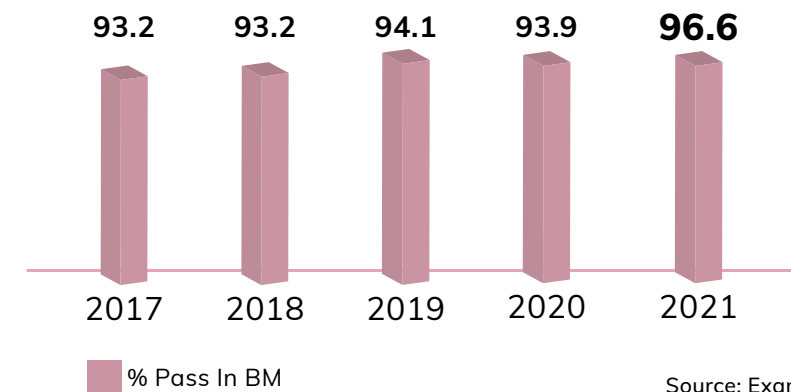
ACHIEVEMENTS IN 2021

1. District Performance Achievement Monitoring in SPM 2021

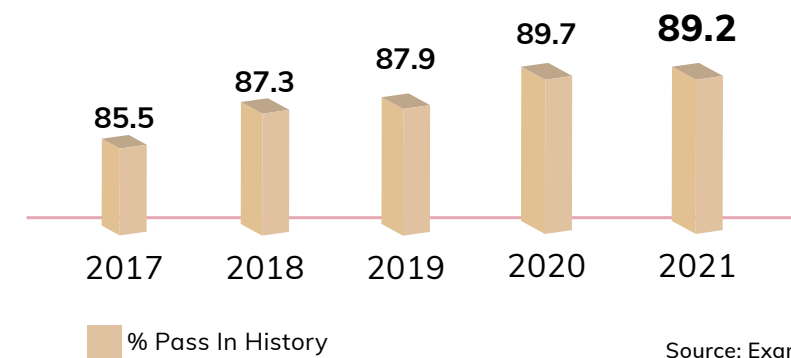
The DTP initiative has seen all PPDs implementing various intervention and support programmes for targeted schools to allow pupils opportunities to earn the SPM certificate after attending 11 years of schooling. This programme was also aimed at bridging the achievement gap between pupils based on urban and rural school location, socioeconomic status and gender.



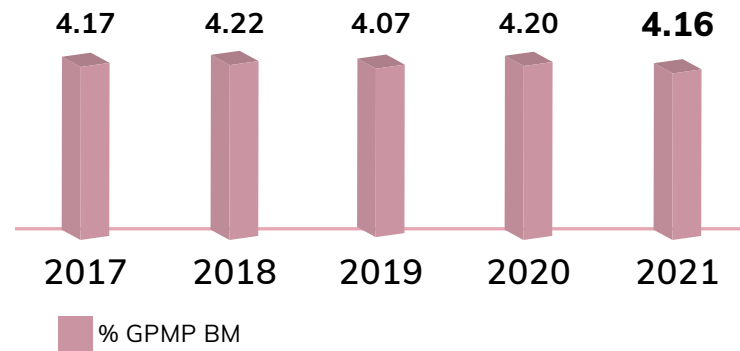
Percentage of the Passing Grade in Bahasa Melayu (BM) subject for the Malaysian Certificate of Education (SPM) from 2017 to 2021



Percentage of the Passing Grade in History subject for the Malaysia Certificate of Education (SPM) from 2017 to 2021

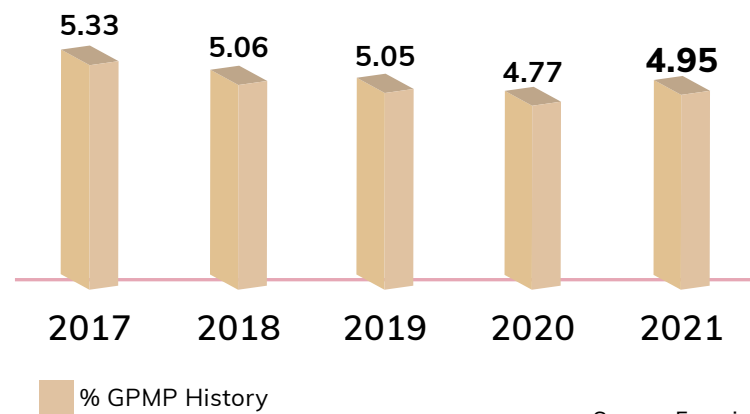


Subject Grade Point Average (GPMP) for Bahasa Melayu (BM) from 2017 to 2021



Source: Examination Syndicate, 2022

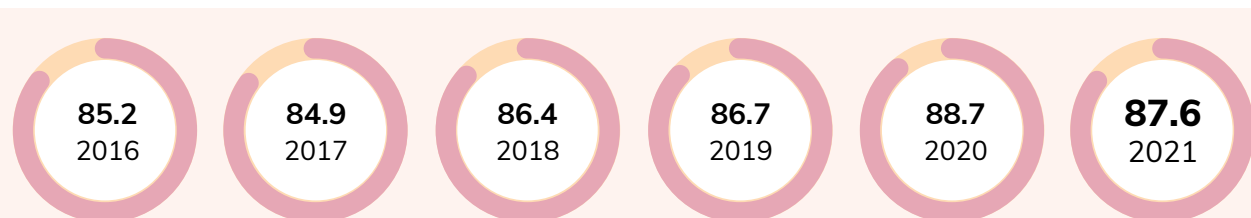
GPMP for History from 2017 to 2021



Source: Examination Syndicate, 2022

Percentage of Pupils Eligible for SPM Certificate

The percentage of pupils eligible for SPM certificate in 2021 has decreased by 1.1% from the year 2020.

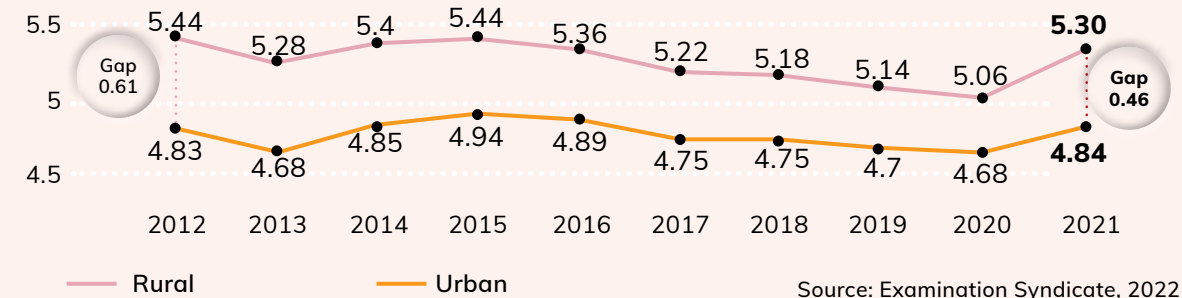


Source: Examination Syndicate, 2022

Reducing the Achievement Gap from 2012 to 2021

The gap between SPM 2021 grade point achievement for urban and rural areas is closing by as much as 24.59% from 2012.

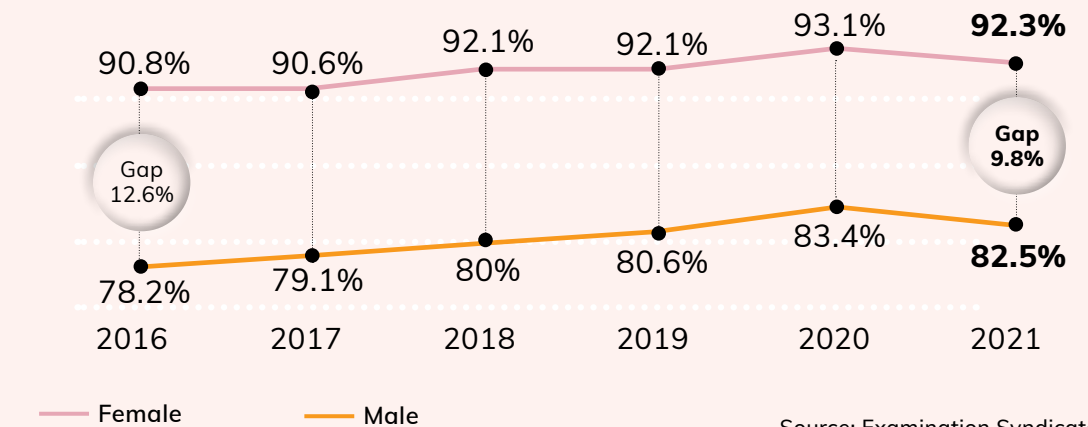
Trends in BLB SPM Achievement, 2012-2021



Source: Examination Syndicate, 2022

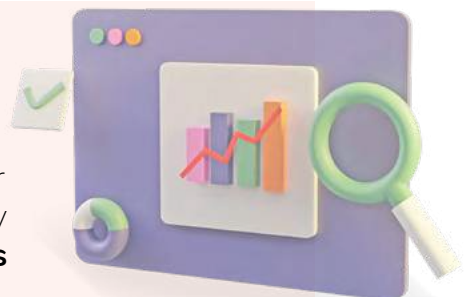
The achievement gap by gender for SPM 2021 certificates has narrowed by **22.22%** from 2016.

Trends in Achievement of Eligibility for SPM Certificate by Gender, 2016-2020



Source: Examination Syndicate, 2022

In 2021, the calculation for the SES gap has changed following a significant shift made in the Average Poverty Line (PGK). MOE uses PGK 2019 starting from 2021 where the household income is marked at RM2,208 per month compared to RM980 per month as previously stated in the PGK 2016. **SES gap for the year 2021 was 8.71%.**



2. National Performance Dialogue (DPN)

The DPN chaired by the Director General of Education Malaysia is carried out annually as a platform to evaluate the performance of JPN and PPD based on set KPIs.

In 2021, the dialogue was carried out twice. The first DPN was held online on 28 August 2021 to focus on the following clusters:

Cluster 1 - Pupil Affairs:

- a. Educational Counselor Expertise Service for Teachers
- b. Guidance and Counseling Service for Pupils

Cluster 4 - PPD/School Excellence:

PPD Excellence Rating (PKPPD)

The second DPN took place on 29 October 2021 at Primula Beach Resort Hotel, Terengganu. The dialogue focused on:

Cluster 2 - Pupil Outcomes:

- a. Analysis on Percentage of Basic Curriculum Content Implementation
- b. Data Analysis of Catch Up Plan Implementation Strategy.
 - i. Thematic approach
 - ii. Modular Approach
 - iii. Project Based Learning
 - iv. Differentiated Learning
 - v. Practical Simulation (Virtual Lab)
- c. Data Analysis of PBD Implementation Throughout PdPR

Cluster 4 – PPD/School Excellence

Preparation for School Reopening

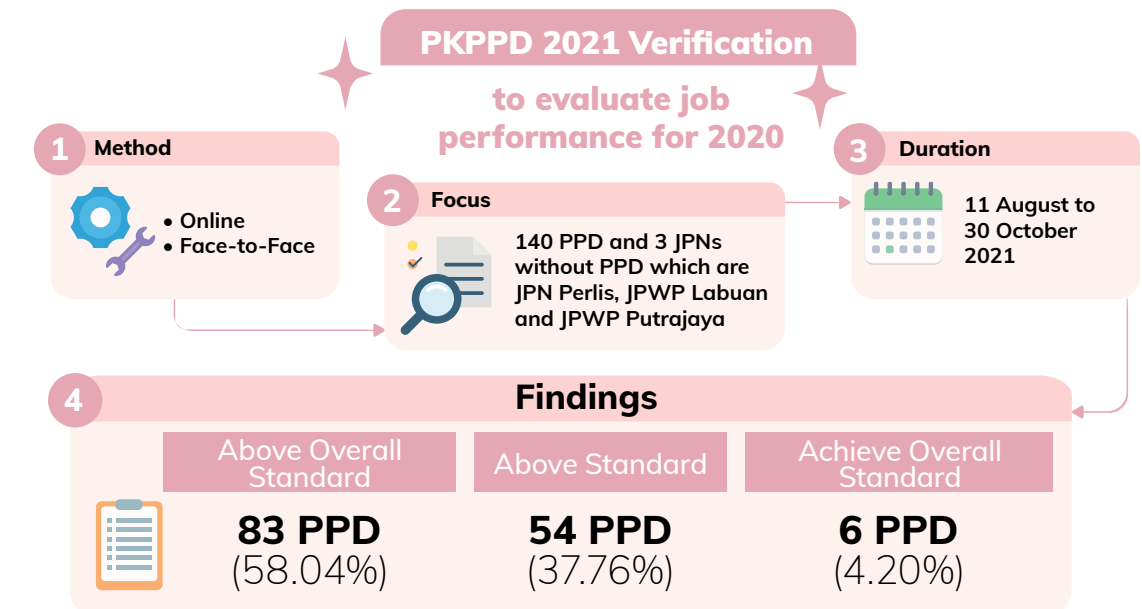
- The readiness of all organisations to ensure continuity during school reopening.



3. PPD Excellence Rating (PKPPD)



Assessment Objectives:



In 2021, the PKPPD instrument was strengthened by including the element for improving pupil performance that includes all aspects of pupil outcomes. Hence, the rating of 2021 cannot be compared with the PKPPD from the previous years.

4. Pilot Implementation of JPN Standard of Excellence (SKJPN)

JPN Standard of Excellence (SKJPN) is capable of assisting JPNs in improving the management system and process of delivering excellent services. It was built from the framework of organisational excellence that is established and adopted as the development tool for global benchmarking. This standard of excellence illustrates the direction of JPN's excellence that is in line with the strategy, goals and objectives to sustain existing performance. JPN will go through an evaluation process based on this standard of excellence as a tool to verify the performance.

A pilot programme was carried out in 2021, and the SKJPN dissemination was carried out for all JPN to provide their officers the opportunity to understand the Standards of Excellence and SKJPN Evaluation Instruments. All JPN have also been pilot tested from 12 September 2021 to 22 October 2021 by the Lead Auditor. The pilot programme was carried out in 2021. The process of improving the SKJPN instruments will continue in 2022 and the implementation will take place in 2023 to evaluate JPN achievement for the year 2022.

MOVING FORWARD

Based on DTP achievements for 2021, continuous efforts should be focused on reducing achievement gap between Urban and rural schools, socioeconomic status (SES) and gender.

To ensure that the gap can be bridged, the focus in 2022 should be on:

- a. Empowering Heads of Panel and Senior Subject Teachers (GKMP) to support subject teachers in schools.
- b. Utilising information in pupil profiling for intervention and potential development
- c. Implementing support programmes focused on PPD in a targeted manner.
- d. Expanding strategic cooperation with internal stakeholders to improve pupil performance.



5.2 EDUCATION TRANSFORMATION FOR ORANG ASLI AND INDIGENOUS COMMUNITIES

INTRODUCTION

The main goal of this initiative is to ensure equality in access to quality education for Orang Asli and Indigenous pupils alongside with the mainstream pupils. In an effort to realise this vision, the Ministry has collaborated with NGOs and other stakeholders in instituting various support programmes to increase enrollment and reduce the dropout rates of Orang Asli and Indigenous pupils.

This initiative also focused on the implementation of specific programmes to improve mastery of the basic skills of reading, writing and arithmetic of the Orang Asli and Indigenous pupils in an effort to create a meaningful atmosphere for learning and foster lifelong learning.

FOCUS IN 2021

1. Increasing percentage of school attendance among Indigenous pupils.
2. Increasing the transition rate of Orang Asli pupils from year six to form one.
3. Increasing the minimum mastery level of literacy and numeracy among Orang Asli and Indigenous pupils.



ACHIEVEMENTS IN 2021

For the year 2021, calculation of pupil attendance is based on the record in e-attendance in the APDM application for pupil database throughout the PdPR period where pupil attendance is counted as present for the rotational period at home.

Percentage in attendance for Indigenous pupils (Dusun Bonggi dan Penan)



Support activities:
Programmes to increase attendance specifically for Indigenous pupils (Dusun Bonggi and Penan)

Percentage of transition from Year 6 to Form 1 for Orang Asli Pupils



Support activities:
School support visits and engagement session that focused on increasing the transition of Orang Asli pupils from year six to form 1

Percentage of Orang Asli and Indigenous Pupils involved in PLaN who exceeded the minimum performance level for PBD in Bahasa Melayu, English and Mathematic

2021



Support activities:
Focused interventions to achieve minimum mastery level among Year 3 Orang Asli and Indigenous pupils



MOVING FORWARD

In 2022, the Ministry stays committed in the effort to improve the quality of education for Orang Asli and Indigenous pupils. Focus on *Jom Belajar* Programme will ensure that the children of Malaysian specifically the indigenous people are given the rights to education. The *Jom Belajar* Programme includes *Program Khas Murid Orang Asli (Prokhas)* and *Chup Badui Sikulah (CBS)* that are carried out to provide basic education as well as to strengthen mastery of 3M namely reading, writing and arithmetic for Orang Asli children who have never attended school.



The improvement of professionalism among Orang Asli school leaders at the primary and secondary school levels will continue through focused guidance and consultation sessions as well as workshops are carried out to provide exposure and introduce best approaches and methods to attract the interest of Orang Asli and Indigenous pupils to learn and to remain in school.

The role and cooperation with the Village Development and Security Committees (JKKK) and *Tok Batin* (Headman of the Orang Asli Community) have been strengthened. Increasing the number of schools involved will ensure that the role of JPKK and Tok Batin is optimised to reduce issue of dropouts among Orang Asli pupils.



In view of how the strategic cooperation with NGO and the private sectors has helped to ensure equal access to education for Orang Asli and Indigenous pupils, this strategic partnership will be further strengthened to ensure the success of pupil outcomes. Increasing awareness of education among Orang Asli and Indigenous community as well as among government agencies as stakeholders is important to provide ongoing access and equity in education to Orang Asli and Indigenous people.



5.3 IMPROVING ACCESS AND QUALITY EDUCATION FOR SPECIAL EDUCATIONAL NEEDS STUDENTS

INTRODUCTION

The Ministry is always committed to improving the potential of the Disabled (OKU) to the optimum level, as they are part of the *Keluarga Malaysia* who have equal rights in education. In line with that, the Ministry is expanding access to education for the disabled, according to the Education Regulation (Special Education) 2013, which defines a pupil with disability as Special Educational Needs Students (MBPK).

In 2021, although the country was still dealing with the COVID-19 pandemic, the Ministry continued to prioritise and give attention to education for MBPK as well as the mainstream pupils through online PdPR or modules provided by teachers. The involvement and support from various parties, especially parents and guardians when the country was hit by the pandemic became a catalyst for the increase in potential of MBPK. Hence, the Ministry continued efforts to provide space and opportunities to enable the MBPK to achieve optimal self-efficacy in the field of academics and skills to develop their independence.



FOCUS IN 2021

1. Increasing Support for Special Education:
 - a. Setting up Inclusive Empowerment Programmes for School Leaders;
 - b. Expanding the Professional Learning Community for Holistic Model of Inclusive Education Programme (PPI);
 - c. Developing standard Training Modules in Special Needs Education;
 - d. Producing a Standard Framework of General Competency for Special Education; and



- e. Using Instruments and Training Modules for Milestone Checklist for babies and infants between 1 month to 6 years
 - f. Providing disable-friendly (OKU) facilities to schools under MOE.
2. Implementing a Focused Intervention Programme for Pupils with Special Educational Needs:
 - a. SPM Achievement Improvement Programme for MBPK.
 - b. Transition to Career Programme expansion.

ACHIEVEMENTS IN 2021

1. Increased Support for Special Education

The Ministry has managed to achieve 74.58% of MBPK who attended inclusive learning. This increase of 2.74% is a success in the school's effort to provide education to MBPK although face-to-face learning was not conducted throughout the school session.

Such achievement was closely related to the efforts of the Ministry through the following activities:

Achievement in Percentage of MBPK in Inclusive Education Programme

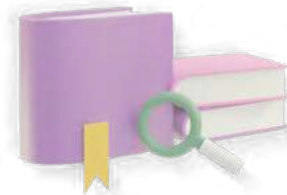
Year	Achievement	Increase Rate
2018	50.49% (42,210/83,598)	
2019	60.87% (53,818/88,419)	↑ 10.38%
2020	71.84% (67,494/93,951)	↑ 10.97%
2021	74.58% (72,504/97,220)	↑ 2.74%

Source: Special Education Division



a. Inclusive Empowerment Programme for School Leaders:

- A total of 993 School Leaders in 9 states (Perak, Perlis, Pulau Pinang, Selangor, WP Kuala Lumpur, WP Putrajaya, WP Labuan, Sabah and Sarawak) that obtained a PPI achievement of less than 70% in 2020 have been equipped with knowledge and skills to design strategies to improve PPI implementation in their respective schools;
- 28 schools from 6 states (Johor, Kelantan, Pahang, Perak, Sabah and Sarawak) that have not implemented PPI have received direct guidance from JPN officials.









b. Expansion of Professional Learning Community (PLC) for PPI Holistic Model:

- A total of 10 National PLC JUs and 101 District PLC JUs have been appointed to guide teachers in the implementation of Special Education.
- A total of 228 Special Education Integration Programmes (PPKI) have been selected as district PLC centre consisting of two PPKI in each district. With this centre, Special Education and mainstream teachers can work together to improve knowledge and skills in the field of Special Education.

c. Production of Standard Training Modules:

The skills of a teacher depend on the knowledge obtained. Hence, the Ministry has produced standardised modules for special education teachers to ensure that they essentially obtain standardised training input. A total of 6 drafts of Training Modules for Special Education teachers have been produced by the Ministry and are due to be evaluated by experts in 2022. These drafts include:

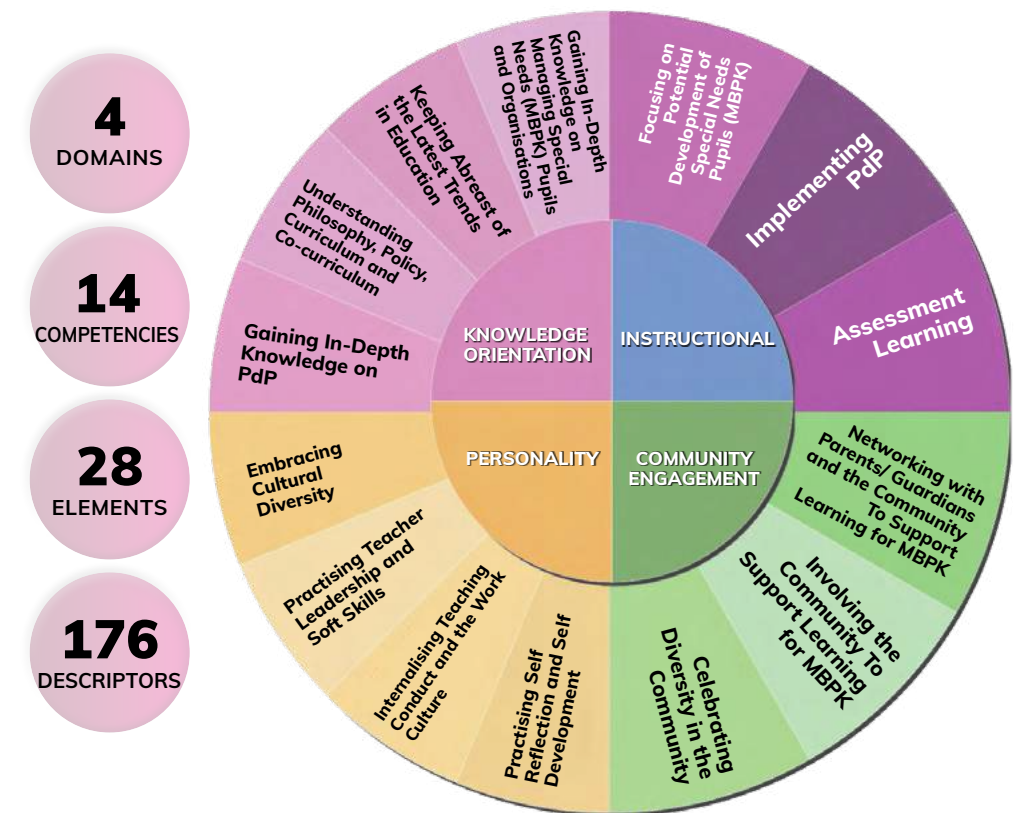
	1. Module on Therapeutic Activity		2. Module on Techniques in Teaching Pupils with Special Education Needs for Dyslexics		3. Module on Self Management
	4. Module on Preparing Individual Education Plan		5. Module on Behaviour Management		6. Module on Techniques of Teaching Literacy and Numeracy

d. Developing Framework for Special Education Competency Standard (SKPK)

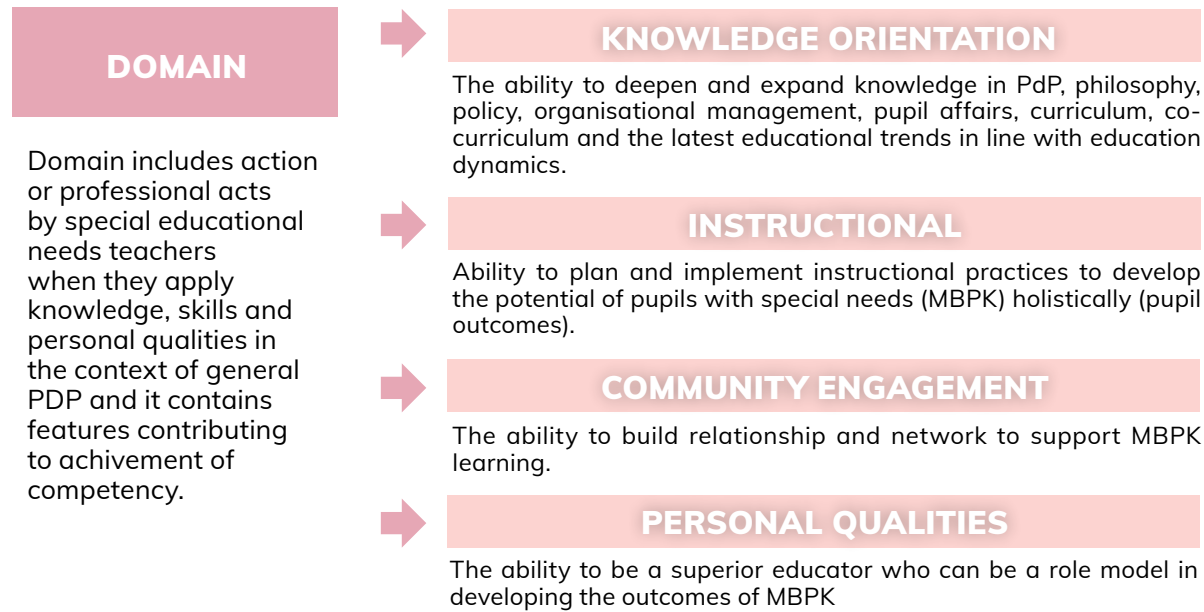
The Special Education Competency Standard (SKPK) is a guide for teachers to identify the level of general competency that needs to be mastered based on self-assessment. Schools and educational institutions can utilise the results of teacher self-assessment in implementing the Programme/ training in improving teacher professionalism and organisational development.

SKPK is built based on the Malaysian Teacher Standard (SGM) 2.0 and organised into Domain, Competency, Element and Descriptor. The Special Education Competency Standard Instrument (ISKPK) was produced to ensure that the construction of SKPK meets the purpose. ISKPK has gone through expert review and analyzed using the Fuzzy Delphi Method (FDM). The development of SKPK will continue in 2022 for components on specific competency according to the category of Special Education field mastered by the teachers. One example is the mastery in the skills of writing and reading in Braille for teachers who teach MBPK with visual impairment.

Framework for Special Education Competency Standard



Details on Special Education Competency Standards Framework



e. Use of Instruments and Training Modules in Developmental Milestones Checklist (SSP) for Babies and Children aged 0 - 6 years has been Approved in the MOE Professional Meeting.

- The MOE Professional Meeting No. 40/2021 on November 23, 2021 has approved the Proposal Paper to improve the Developmental Milestones Checklist (SSP) for babies and children aged 0 to 6 years to be used in the 2021 Second Edition of Initial Screening of Pupils with Special Needs.
- The SSP has been produced both in print and video. The video can be used as a guide to train especially preschool teachers to screen children’s developmental milestones. Early detection followed by early intervention can improve children’s potential and reduce the impact of difficulties due to disabilities experienced.



f. Providing Disable Friendly Facilities for Schools under the Ministry

One of the main aspects that affected access to education is the universal design provision (universal design). Facilities and environment characterised by universal design are facilities/ environment accessible to all groups of individuals including persons with disabilities (OKU). MEB targets that all schools are upgraded and equipped with disable friendly facilities in 2020 (MEB, chapter 4, page 19).

A total of four (4) types of disable friendly facilities are given the priority for construction in schools under the Ministry, as stated in MEB 2013-2025 which includes toilets, handrails, ramps and parking spaces for the disabled.



Number of Schools Complete with 4 Disable Friendly Facilities (2018 - 2021)

YEAR	NUMBER OF SCHOOLS WITH MBPK	COMPLETE WITH 4 DISABLE FRIENDLY FACILITIES	
		NO. OF SCHOOLS	PERCENTAGE
2018	6,387	170	2.7%
2019	6,504	287	4.4%
2020	6,267	581	9.27%
2021	6,394	730	11.42%

Source: Special Education Division, 2021

In 2021, a total of 730 out of the 6,394 schools with MBPK have been equipped with four disable friendly facilities.

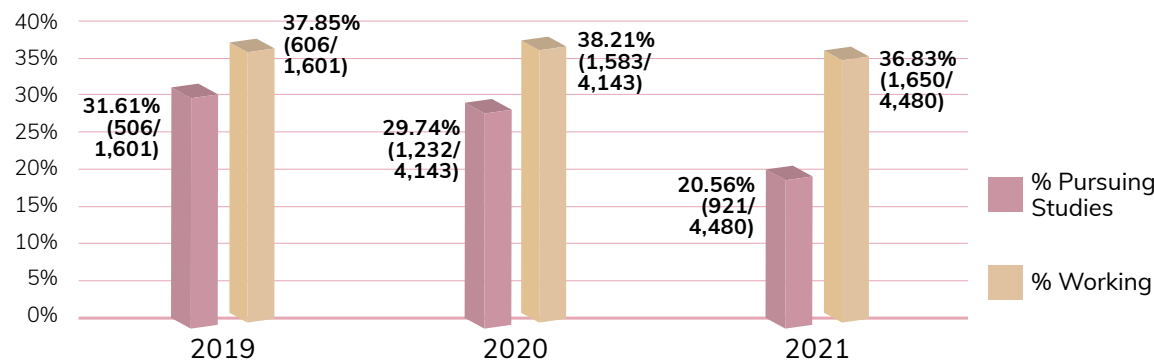
2. The implementation of a Focused Intervention Programme for Pupils with Special Education Needs

Employability of MBPK refers to the status of MBPK who have finished schooling in the previous year, either they are pursuing further education or have been employed.

Percentage of MBPK Employability from 2018 to 2021

Year	Achievement	Increase/Decrease
2018	30% (1,408/4,768)	
2019	69.46% (1,112/1,601)	↑ 39.46%
2020	67.95% (2,815/4,143)	↓ 1.51%
Up to 31 October 2021	57.39% (2,571/4,480)	↓ 10.56%

Percentage of Detailed MBPK Employability from 2019 to 2021



The employability percentage of MBPK in 2021 refers to MBPK who has finished school in 2020. Achievement in 2021 decreased by 10.56%, that is from 67.95% in 2020 to 57.39% in 2021. A decrease in this achievement is highly likely due to the effects of the pandemic faced by the country. MBPK who completed school in 2020 faced a great challenge in pursuing their education or seeking employment.

Effort to increase the employability of MBPK was intensified in 2021 to ensure that more MBPKs who completed school that year benefited from the education obtained, so that they can further their studies or seek employment.

a. Programme to Improve SPM Achievement for MBPK

MBPK who is due to sit for the SPM examination in the 2021 school session has attended the Question-Answering Technique Workshops for Bahasa Melayu and History in preparation for the exam. The workshops were conducted by 16 JPN on 1 April to 31 October, 2021. A total of 1,315 MPBK from all disability categories received guidance from examiners and experienced subject teachers.

b. Expansion of the Transition to Career Programme

The Transition to Career Programme (PTK) is part of the method to help increase the employability of MBPK. A total of four PTK-related promotional series were held in 2021, starting from May to June. The promotion involved 912 Special Education Senior Assistants throughout Malaysia. Input for PTK includes the following components:

- Component 1: Life Skills
- Component 2: Self-Advocacy and Communication Skills
- Component 3: Inculcating Adult Life Skills
- Component 4: Career Skills
- Component 5: Career Readiness Skills
- Component 6: Support Development Skills in the Workplace

PTK Implementation Process



RPI / Sessions



Industrial Observation -Nissan Body & Paint BHD



Industrial Observation -Kim Cheong Consolidated Berhad



Placement Letter for LI MPBK in PNats Bakery

On-the-Job Training (OJT): MBPK Career Transition Programme



OJT at Kim Teck Cheong Consolidated Berhad

MBPK Teacher Observer – carrying out observation (Task Duty) with the Company Supervisor (Job-Coach)



OJT at Body Paint Services Department

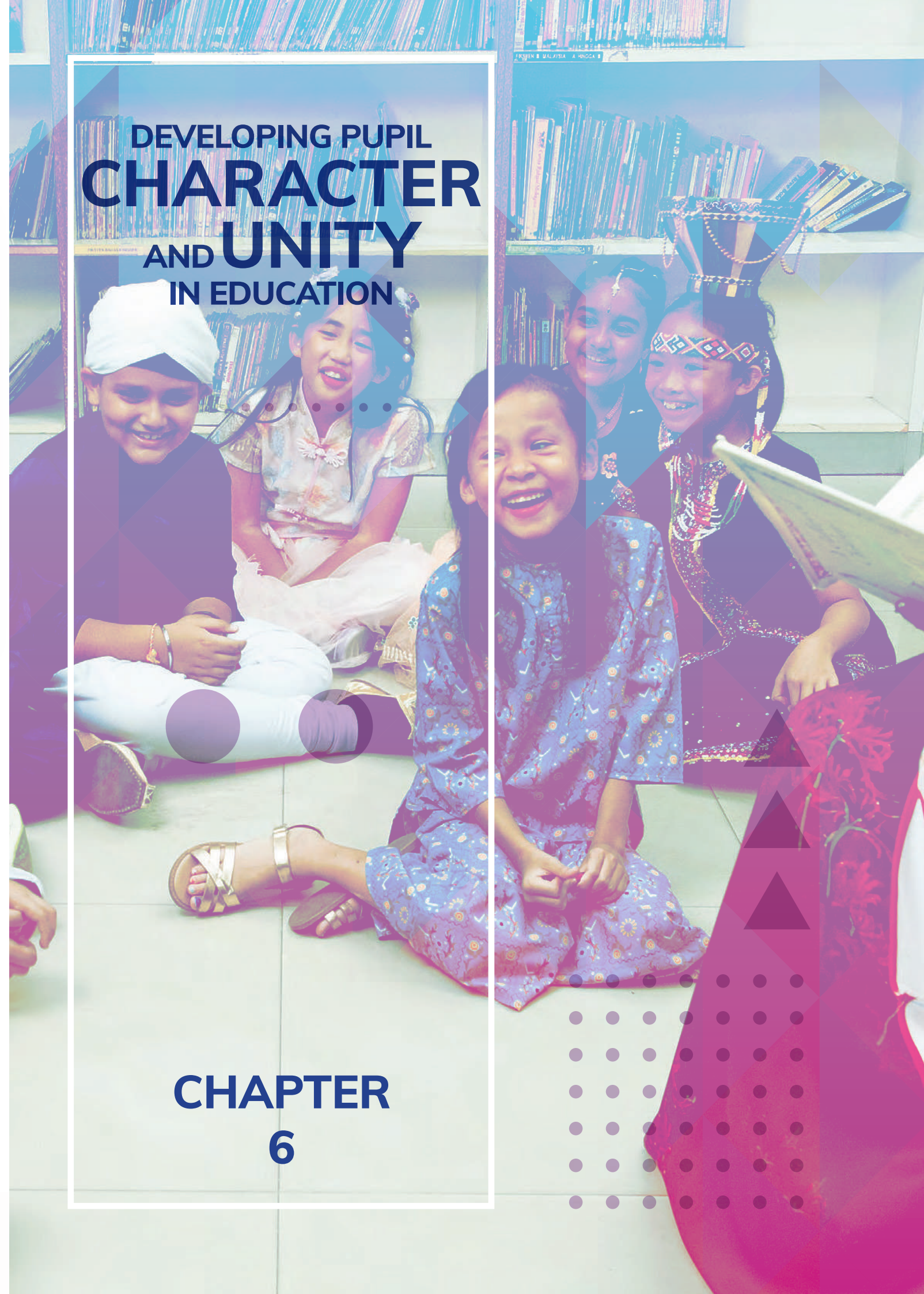
Handling of Task Duty

MOVING FORWARD

The Ministry will continue to ensure that the education for MBPK is improved in various aspects by focusing on the parties who play great roles in unearthing and training the potential of MBPK, i.e. school leaders, teachers and non-government agencies. Therefore, for 2022, the Ministry plans to:

1. strengthen the administration of special education through empowerment JPN, PPD and school leaders in special education administration.
2. strengthen the competency and skills of teachers in PdP by:
 - improving the quality of special education teachers, and
 - strengthening mainstream teacher pedagogy for MBPK,
3. increase cooperation and support from external agencies, industries and society by:
 - strengthening preparation of employability for MBPK,
 - strengthening cooperation with external agencies and industries, and
 - increasing community and societal support for employability of MBPK.

DEVELOPING PUPIL
CHARACTER
AND **UNITY**
IN EDUCATION



CHAPTER
6



6.1 STRENGTHENING UNITY IN SCHOOLS

INTRODUCTION

One of the System Aspirations emphasised in the MEB is unity. As Malaysia is graced with diversity in race, ethnicity and religion, the main objective of the aspiration is to ensure that all pupils who follow the formal school system can accept, respect, appreciate and celebrate diversity which exists in all aspects of socioeconomic background, religion, language and ethnicity. The Ministry wishes to make the school a place to gain not only knowledge and skills but also a place to share experiences and aspirations in the hope of building a strong foundation for unity in Malaysia.



The Initiative to Strengthen Unity in Schools emphasises increasing the level of unity in the school community starting with the school leaders to teachers and pupils. In line with the National Unity Policy (DPN), the Ministry plays a crucial role in ensuring that the nurturing of unity occurs from the early stages of schooling through standard content, methods and programmes across all different types of schools in Malaysia. As a start, the Ministry has aligned the Roadmap for Unity in Education in 2020 which corresponds with the National Unity Policy. Emphasis has also been given to prepare school leaders and administrators to foster unity in schools so the teachers and pupils can accept, respect and manage the differences between race, culture, religion and language, both in and outside the classroom.

FOCUS IN 2021

1. Aligning the Roadmap for Unity in Education with the National Unity Policy (DPN).
2. Strengthening leadership and unity management among Principals and Headmasters through training on the application of values on unity and;
3. Unity Index Study in MOE schools.



ACHIEVEMENTS IN 2021

1. The alignment between the Roadmap for Unity in Education 2022 - 2025 and the National Unity Policy (DPN)

The National Unity Policy (DPN) 2021-2030 was launched on 15 February 2021 where three (3) main objectives were outlined, namely to strengthen national integration and unity based on the Federal Constitution and the Rukun Negara; to form a national identity grounded by self-identity, patriotism, caring, tolerance, mutual respect and responsibility, as well as to produce Malaysian citizens who appreciate and practise unity.

The Roadmap of Unity in Education (2018-2023) has been aligned with the DPN as an integrated strategic plan to ensure that the aspirations and goals of unity in education can be understood and appreciated by all pupils and educators.



2. Strengthening Leadership and Unity Management among Principals and Headmasters (PGB) through the Training on the Application of Values on Unity

By 2021, 910 PGB are trained on fostering unity in their schools. From that number, a total of 350 PGB were trained online by the Institute of Aminuddin Baki.



The e-Courses attended have helped the PGB improve their knowledge, understanding and awareness of the importance of unity, their open-mindedness to the challenges of fostering unity, and their ability to manage unity in schools effectively, in line with aspect 2.6 which is to manage Unity in SKPMg2.

Through training and guidance, the PGB can plan and implement programmes to foster unity in schools and communities to promote mutual acceptance, respect, appreciation and celebration of the diversity of backgrounds between them.



3. Measuring the Unity Index in Schools under the Malaysian Ministry of Education 2021

Research Sample	Number of samples	Overall Total
Secondary School Teachers	94,265	175,979
Primary School Teachers	143,157	225,762
Total	237,422	401,741

Research Sample	Number of samples	Overall Total
Secondary School Pupils	330,176	2,498,207
Primary School Pupils (Year 6)	112,004	653,689
Total	442,180	3,151,896

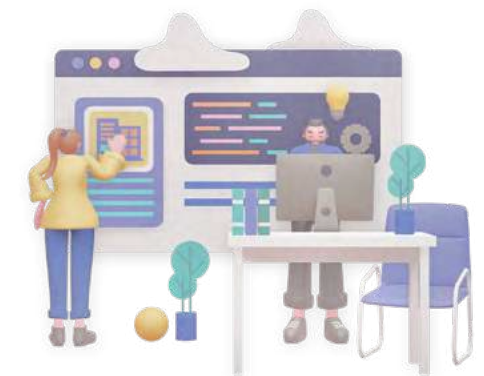
Unity Index Table	
Index	Unity Level Descriptor
0.00-2.50	Low or very weak unity level
2.51-5.00	Below average or weak unity level
5.01-7.50	Above average or strong unity level
7.51-10.00	Very High or very strong unity level

The 2021 study was administered online using the DELIMa Portal platform involving a total of 679,602 respondents (237,422 teachers and 442,180 pupils) which was different from the face-to-face method used in 2014, 2016 and 2018. This situation was caused by the outbreak of the COVID-19 pandemic.

Findings from the Unity Index of School Teachers and Pupils in 2021 showed an increase from the 2018 result. The 2021 result is strong at 6.27. This means that

teachers and pupils could accept, respect and manage differences of race, language, culture and religion.

However, there are some elements that can be improved, especially in the aspects of accepting differences which include being open, tolerant, cooperative, and trusting. These values require focus and attention to elevate the unity index into showing a very high level of unity among the teachers and pupils.



MOVING FORWARD

Based on the achievement of the Initiative in Strengthening Unity in Schools in 2021, the Ministry will strengthen all activities that support the increase of the Unity Index. Among the focus for 2022 include:

1. Following up on the Unity Index Study that will be put into practise in selected states to gain feedback to improve the instrument of the study.
2. Expanding training and monitoring the impact of instilling Unity Values Training for principals and head teachers (PGB) and strengthening the quality of lecturers from IAB and IPG in fostering unity.
3. Improving existing programmes in IPG to strengthen the quality of lecturers in IAB and IPG in fostering unity.
4. Strengthening the involvement of community and private sectors in the school ecosystem to foster unity by expanding the unity programme through sports, arts and cultural activities.



Source: Sports, Co-Curricular and Arts Division



6.2 DEVELOPING PUPILS' POTENTIAL & CHARACTER

INTRODUCTION

In an effort to develop pupils who are balanced physically, emotionally, spiritually and intellectually (JERI) that is in line with Shift 3 of MEB, the Pupil Potential & Character Development Initiative focuses on pupil character development.

The main aim of Character Education is to produce students who can face the challenges of daily life while maintaining good relationships with society. This will produce independent pupils who can fulfill their basic needs and equip them with knowledge, skills, attitudes and behaviours to enable them to be competitive at the local, national and global level.

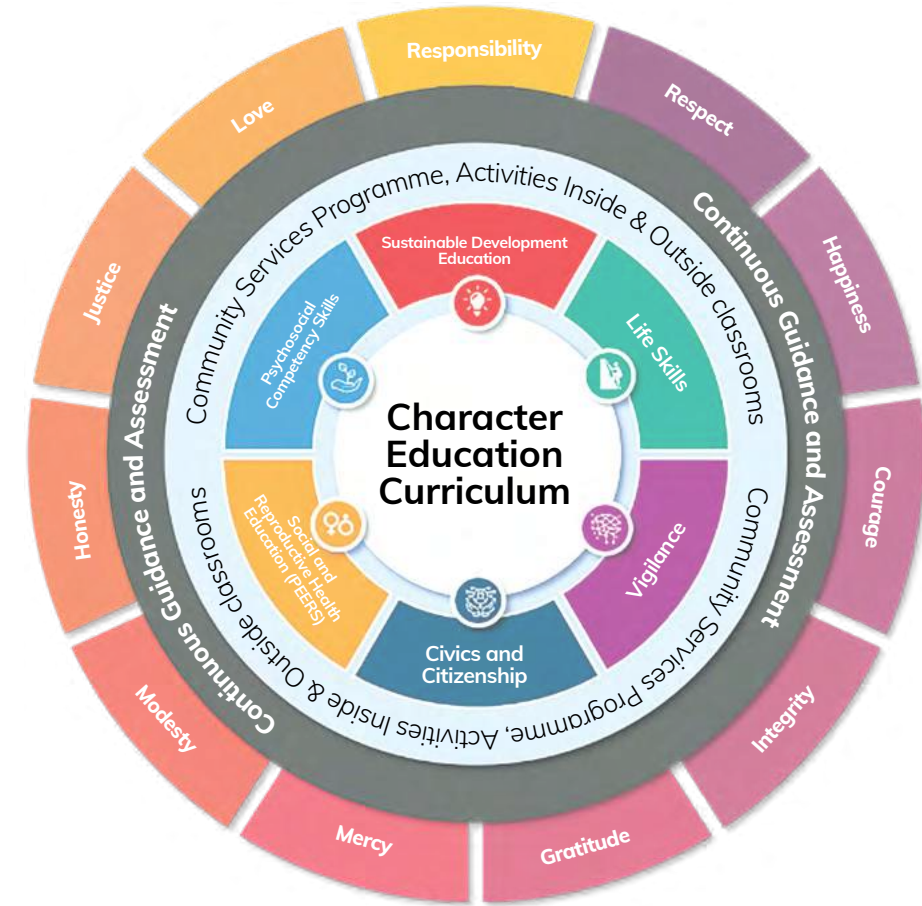
This initiative is guided by the Character Education Curriculum Framework which emphasises character development based on 6 main themes.

1. Life Skills
2. Vigilance
3. Civics and Citizenship
4. Social and Reproductive Health Education (PEERS)
5. Psychosocial Competency Skills
6. Sustainable Development Education

The implementation of the Character Education Curriculum Framework is conducted through activities inside and outside the classroom including social service programmes.



CHARACTER EDUCATION CURRICULUM FRAMEWORK



This initiative emphasises skill development for teachers and school leaders, character development activities for pupils, and intervention for pupils in need.

FOCUS IN 2021

1. Community Service Pilot Programme
2. Pupil Personality Development Programme
3. Training programmes on inculcating values to raise awareness of the function of teachers as role models, to instill values and personalities across the curriculum as well as to apply and assimilate these values in their daily lives.
4. Empowering pupils with socio-emotional skills and mental well-being through the Healthy Mind Intervention Pilot Programme (PRISMA).



ACHIEVEMENTS IN 2021

1. The Community Service Pilot Programme

During the MCO in 2021, The Community Service Pilot Programme was replaced with a Community Service Video Competition which involved 345 pupils across the nation that aims to foster a culture of community service and cultivate good values among pupils.



2. Pupil Personality Development Programme (PPSDM)

PPSDM could not be conducted in 2021 as planned due to aggravating circumstances of the COVID-19 pandemic. However, 125 out of 130 schools have successfully put into practice PPSDM in phase 1. The Training of Trainers (ToT) Workshop Tour Series involving School Counsellors have been successfully accomplished.



PPSDM Training of Trainers (ToT) Workshop Tour Sessions

19-21 April 2021
Kem Wawasan Negara Meru,
Selangor

Central Zone
Sabah, Negeri Sembilan, KL, Selangor
Total participants: 74 trainers

3-5 May 2021
Kem Wawasan Ulu Kenas,
Kuala Kangsar Perak

Northern Zone
Kedah, Perlis, Pulau Pinang, Perak, Kelantan,
Terengganu
Total participants: 67 trainers

8 June 2021
Online (Southern Zone)

Southern Zone
Johor, Melaka, Negeri Sembilan, Pahang,
Sarawak
Total participants: 100 trainers

3. Pedagogical Training on Inculcating Values

Training for teachers and school leaders was given by the Malaysian Teacher Education Institute (IPGM) to 407 teachers to instil values in teachers as role models for pupils.

4. Healthy Mind Intervention Pilot Programme (PRISMA)

The Healthy Mind Intervention Pilot Programme (PRISMA) is an effort to empower pupils with socio-emotional skills to improve the well-being of the pupils' minds. PRISMA helps to increase pupils' awareness of the importance of positive mental well-being, effective emotion management and guidance on getting help when faced with problem.

PRISMA has been piloted to a total of 1,893 primary school pupils, 2,360 lower secondary pupils and 2,975 upper secondary pupils in 2021.

The results of the pre-and post PRISMA assessment show a significant improvement in the socio-emotional skills domain which contributes to the well-being of the mind of the pupils involved.



The Domains on Socio-emotional Skills Underlying the Healthy Mind Intervention Programme (PRISMA)

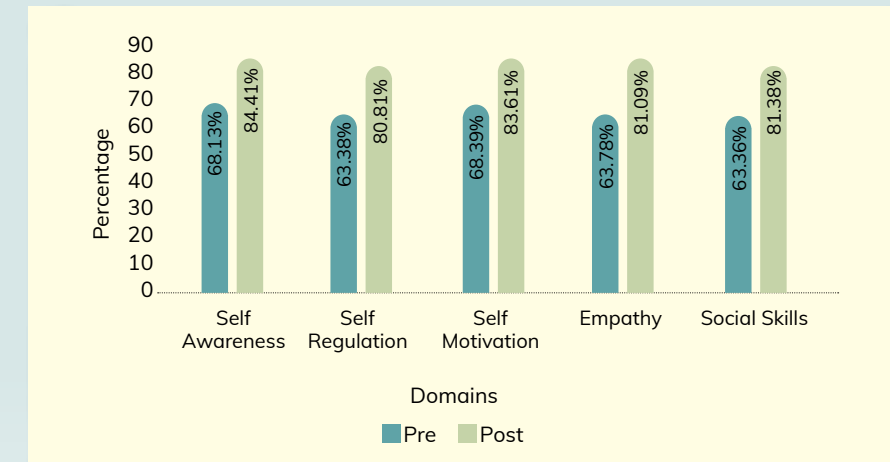
Self Awareness	Self Regulation	Self Motivation	Empathy	Social Skill
<ol style="list-style-type: none"> 1. Self-monitoring. 2. Self-control. 3. Realistic assessment of self ability. 	<p>Manage emotions to control the situation.</p>	<ol style="list-style-type: none"> 1. Take the initiative and work hard for self-improvement. 2. Activate positive emotions to achieve a goal. 	<ol style="list-style-type: none"> 1. Identify and understand the feeling of others. 2. Develop compatibility to live with individuals from various backgrounds. 	<ol style="list-style-type: none"> 1. Manage various emotions in a relationship. 2. Develop competency in managing, negotiating and resolving conflicts.
Fresh Mind		Healthy Mind	Happy Mind	

Reference: Goleman Theory (1999)

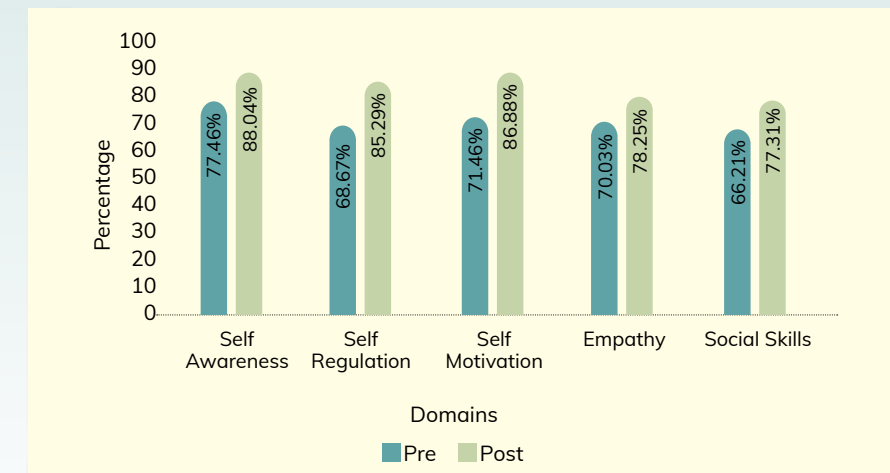


Comparison of Data for Pre-and Post Implementation of the PRISMA According to Five (5) Main Domains of Socio-emotional Skills

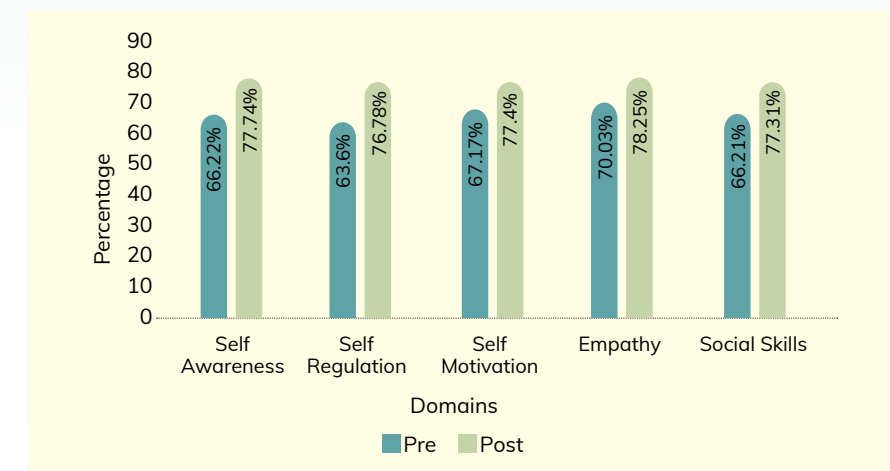
Primary School Pupils



Secondary School Pupils (Lower)



Secondary School Pupils (Upper)



MOVING FORWARD

Strengthening the skills designed for teachers and school leaders, as well as the expansion of character development activities and interventions for pupils in need will help to support the development of a well-informed, ethical and virtuous person.

1. Expansion of PRISMA to pupils with high needs.

The expansion of PRISMA to pupils with high needs in schools in selected PPD all over Malaysia through the face-to-face mode. The target for 2022 is a total of 1020 pupils (online) from three (3) levels: primary school, lower secondary and upper secondary pupils.

2. Strengthening the thematic curriculum of the teaching and learning in character development.

The process of reforming the thematic approach for teachers in schools will be carried out.

3. Increasing the professionalism of school counselors (GBK) by empowering the GBK in schools by enhancing their function and competency.

Competency development training will be given to 600 GBKs. The Ministry will also complete the registration of GBKs with the Malaysian Board of Counselors as an accreditation for GBKs in schools.

4. Improving the knowledge and skills of school leaders in developing pupils' characters.

In 2022, a total of 400 primary and secondary school teachers will enroll in Inculcating Values course that will touch on the Inculcation of the Four Core Values in schools across the curriculum and the community.



IMPROVING EFFICIENCY IN EDUCATION

CHAPTER 7



7.1 PREPARING BASIC INFRASTRUCTURE IN ALL SCHOOLS



INTRODUCTION

Educational infrastructure that is safe, comfortable and of quality is important in ensuring a conducive learning environment. Therefore, since 2019 the Ministry has implemented an impactful grade score analysis consisting of 7 levels, starting from Scale 1 to Scale 7 as an indicator to determine the condition of physical components or building facilities in schools. Through this assessment, the Ministry can determine the priorities for implementing projects in order to redevelop or upgrade buildings that are placed under scale 7 and scale 6. These dilapidated buildings will either be repaired, upgraded or replaced according to the requirements.

The main purpose of instituting this initiative is to ensure that the schools have the basic infrastructure for effective pedagogy and curriculum delivery. In addition, it is also to ensure that pupils have access to quality education through a conducive learning environment regardless of the size and location of the school.



FOCUS IN 2021



1. Carry out redevelopment and upgrading of poor school buildings that are on Scale 6 and 7 within the stipulated time.
2. Identify schools that meet baseline requirement of the benchmark for basic infrastructure.

ACHIEVEMENTS IN 2021

Redevelopment and Upgrading of Schools with Dilapidated Buildings that are on Scale 6 and 7

A total of 31 projects to redevelop and upgrade schools with dilapidated buildings on scale 6 and 7 have been completed, surpassing the initial target of 30 projects.



Schools that Meet Baseline Requirement of Basic Infrastructure

No. of Schools	Minimum Facilities
3950	3
3356	4
780	5
43	6

The achievement of 6 baseline requirements of basic facilities for MOE curriculum delivery can be accessed using the following link:

Please scan QR code for link

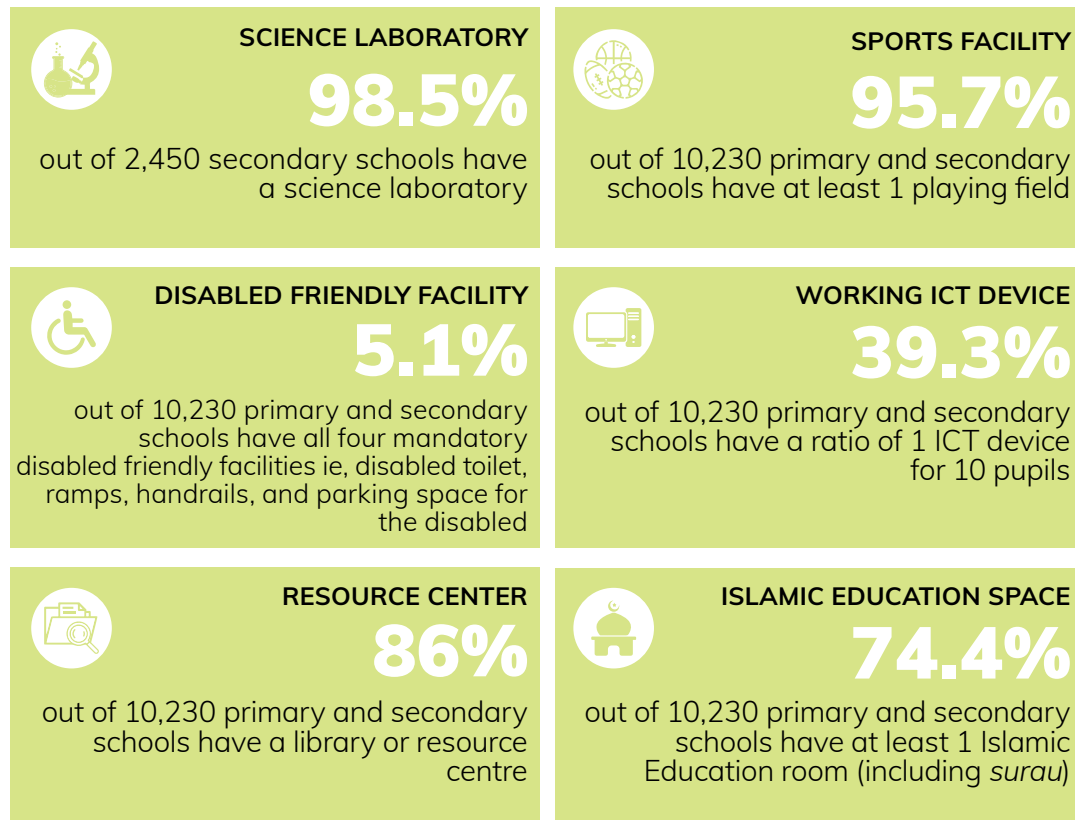


Six (6) Minimum Facilities for MOE Curriculum Delivery

<p>1 sports facility</p>	<p>Minimum of 10 pupils for each ICT device in all school.</p>	<p>1 library/ resource center</p>
<p>Accessibility for the disabled</p>	<p>A space for Islamic Education activities</p>	<p>Science lab (in secondary schools)</p>



Data of Number of Schools that Have Minimum Facilities for Curriculum Delivery



MOVING FORWARD



The initiative will focus on developing an audit process on dilapidated schools to coordinate and organise proposals by schools with dilapidated buildings based on EMIS data. Verification will be conducted by Infrastructure and Procurement Sector officials for Scale 6 schools/ buildings, including JKR Confirmation Letters for Scale 7 schools/ buildings. As a result of the audit process, as many as 60 proposed school projects with dilapidated buildings have been identified for replacement and upgrading.

47 replacement construction and upgrading projects for schools with dilapidated buildings that include preschools, primary and secondary schools have been approved by the government.

The Ministry remains committed to improving the efficiency of the education system through the provision of basic infrastructure in all schools and the upgrading of schools with dilapidated buildings. In 2022, a comprehensive and strategic plan is drawn up to meet the needs of special educational needs students with complete basic infrastructure, apart from addressing the problems of schools with dilapidated buildings.





7.2 PROVIDING EQUITABLE FUNDING TO SUPPORT MOE SCHOOLS

INTRODUCTION

Optimising expenses for schools is one of the initiatives in MEB to improve pupil outcomes and make financial management in schools to be more efficient.

The implementation of autonomy in school financial management has started since 2020. A proposal paper was submitted to the Ministry of Finance to obtain approval. A total of 937 schools in the first cohort have been given autonomy in 2020 - 2022 and the monitoring and guidance process is carried out periodically every year.

This initiative aims to:

- benefit from opportunities through efficiency by distributing allocations based on priorities;
- optimise the allocation towards pupils' outcomes; and
- practice equitable funding in school allocation according to current needs and conditions.

This initiative also plays a role in revising the funding rate for the Ministry's common school assistance to ensure the optimisation of schooling expenses in improving pupils' outcomes and making financial management in schools more efficient.



FOCUS IN 2021

1. Monitor and evaluate the school financial management to ensure that the implementation of autonomy is practised properly and effectively.
2. Guide and motivate the first cohort of schools in strengthening the implementation of autonomy in schools.
3. Prepare a proposal for a new method of school financial assistance for MOE schools.

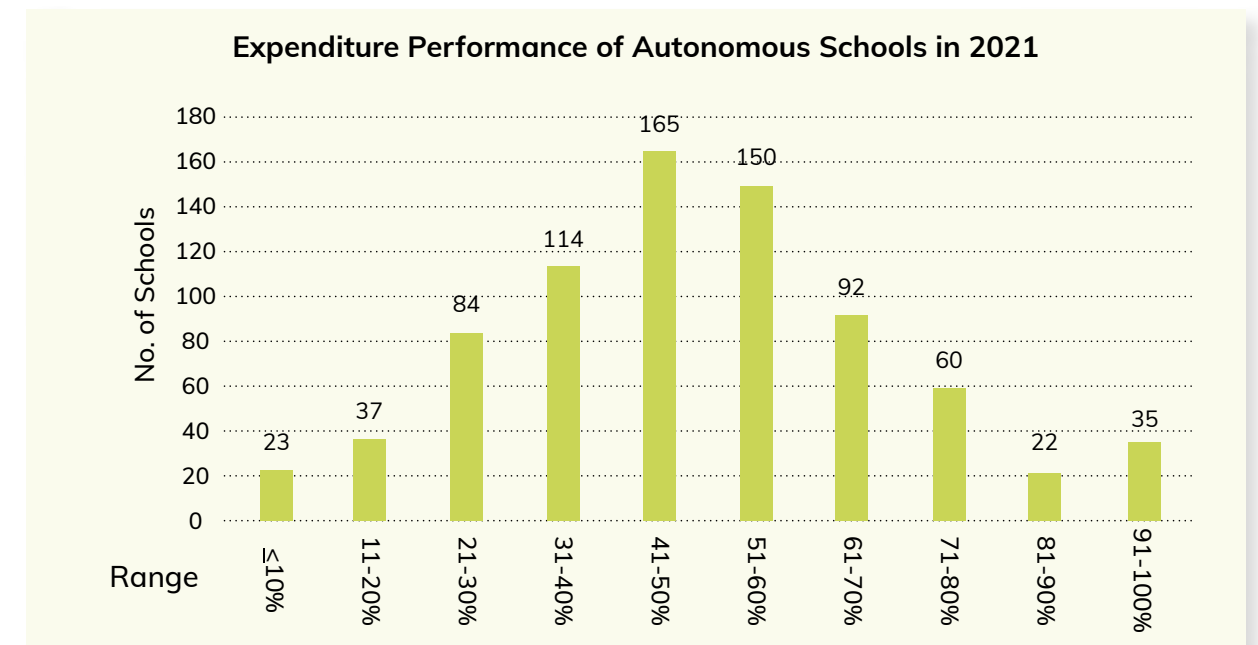


ACHIEVEMENTS IN 2021

1. Monitor and Evaluate Schools that were given Autonomy in Financial Management under MOE School Financial Assistance

- a) Findings from the questionnaire for Principals/ Headmasters (PGB) and Financial Administrative Assistants (PT Kew) in 937 Cohort 1 schools found that over 95% of PGB and PT Kew:
 - i. understand their roles and responsibilities in granting autonomy for school financial management for MOE schools financial assistance; and
 - ii. comply with the procedures in school fund accounting management and the financial guidelines/ circulars that are currently in effect.

In evaluating optimisation of expenditure, a preliminary survey on the expense by the schools that were given the financial autonomy has found that 359 out of the 782 schools managed to achieve expenditure rate that exceeded 50% as shown in the graph below:



- b) A total of 37 schools have been identified for online monitoring to check and study the following matters in depth:
 - i. Level of understanding of all accounting rules/procedures currently in effect among PGBs and Financial Administrative Assistants (PT Kew) especially those related to the process in allocation transfer that is allowed under the autonomy;



- ii. the allocation transfer that has been carried out according to information and documents provided by the schools; and
- iii. the school expenditure performance in 2020 and 2021 with reference to the information and documents provided by the school.

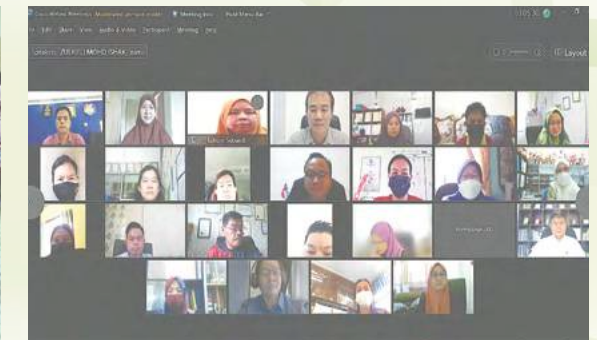
2. Dissemination, Guidance and Strengthening of Autonomy Provision in Financial Management for MOE School Financial Assistance

- a) IAB has administered 8 courses in Financial Management and School Accounts (PKAS) throughout the country via online guidance for 285 (30%) PGB from 937 schools. This course consists of 8 sub-topics:
 - i. School Assistance Management
 - ii. Receipt and Collection Management
 - iii. Procurement and Payment Management
 - iv. School Fund Accounting System (eSPKWS)
 - v. Management of Government Movable Assets
 - vi. School Store Management
 - vii. Financial Literacy
 - viii. Accountability in Financial Management

The overall PGB assessment with the score of 90% and above showed that the participants were very satisfied with the lecturers' presentation and PKAS course content.

No.	State	Principal	Headmaster	Total
1.	Johor	0	12	12
2.	Melaka	0	1	1
3.	Negeri Sembilan	0	17	17
4.	Selangor	4	11	15
5.	Kuala Lumpur	7	27	34
6.	Putrajaya	1	1	2
7.	Perak	11	61	72
8.	Pahang	2	3	5
9.	Terengganu	0	13	13
10.	Kelantan	2	16	18
11.	Kedah	3	20	23
12.	Sabah	5	35	40
13.	Sarawak	3	30	33
TOTAL		38	247	285

- b) The state level briefing on Increasing School Readiness with regards to autonomy provision in the financial management of the Ministrys' school financial assistance
 - The briefing aimed to provide an explanation to all parties involved on their roles in disseminating information, guiding and reinforcing the understanding of PGB.
 - State-level promotion by JPN to schools was put into action to provide explanation to all PGB regarding their roles in autonomous financial management of school financial assistance.



3. Preparation of New Funding Method Proposals for the Ministrys' School Financial Assistance

- a) Six (6) engagement sessions were conducted to get feedback on the new formula and funding methods for school financial assistance involving PGB.



Face-to-Face		Online Mode	
JPN	Date	JPN	Date
JPN Selangor	6/4/2021	JPN Kedah	22/4/2021
JPWP Putrajaya	12/4/2021	JPN Sabah/ JPWP Labuan	4/5/2021
JPN Melaka	28/4/2021	JPN Sarawak	6/5/2021



JPN Selangor (6/4/2021)



JPN Sarawak (6/5/2021)

- b) Proposal for New Funding Method for School Financial Assistance for MOE schools has been approved by MOE Top Management Meeting No. 22/2021 on the 15th December 2021.

MOVING FORWARD

Due to the increasing expenditure according to the current situation, the Ministry is proactive in ensuring the amount of school funding is in line with the current spending rate, while making sure that every cent is spent efficiently. To ensure that this aspiration can be achieved, in 2022, focus will be given to:



1. The new rate in School Assistance Funding

The Ministry has prepared a proposal for a new rate of school assistance and will apply for approval from the Ministry of Finance.

2. Implementation of School Autonomy

In granting school autonomy, the Ministry will improve the new School Financial Assistance Management Guidelines, the eSPKWS and the eBantuan. In addition, the Ministry will also elevate the school readiness on the new School Financial Assistance Management Guide to realise the implementation and expansion of autonomy to more schools.

GLOSSARY

4IR	4 th Industrial Revolution	BSTP	Resource and Education Technology Division
ACGS	ASEAN Student Camp For The Gifted In Science	CBS	<i>Chup Badui Sekolah</i>
ADE	Apple Distinguished Educator	CC	Certified Coach
ADIP	ASEAN Digital Innovative Programme	CEFR	Common European Framework of Reference for Languages
ADS	Apple Distinguished School	CERDIK	Device Support System And Digital Learning Ecosystem
ALCM	Apple Learning Community Malaysia	CJD	<i>Cikgu Juara Digital</i> (Digital Champion Teachers)
APDM	Pupil Database Application	COE	Council of Europe
APLL	Apple Learning Leaders	CPD	Continuous Professional Development Training
APLSP	Apple Professional Learning Specialists and Provider	CSR	Corporate Social Responsibility
AR	Augmented Reality	CT	Certified Trainer
ASP	Akademi Sains Pendang	D4N	National Fourth Industrial Revolution
AT	Apple Teachers	DBP	Dewan Bahasa dan Pustaka
ATCM	Apple Teacher Community Malaysia	DCTP	DELIMa Certified Teacher Programme
B40	Bottom 40% of Household Income	DELIMa	Digital Educational Learning Initiative Malaysia
BBM	Teaching Material	DidikTV	MOE's Education channel
BDR	Working From Home	DLP	Dual Language Programme
BI	English	DPD	National Education Policy
BM	Malay Language	DPN	National Performance Dialogue
BM	Matriculation Division	DSKP	Standard-Based Curriculum and Assessment Document
BLB	Urban And Rural	DTP	District Transformation Programme
BPK	Curriculum Development Division	Edufluencer	Education Influencers
BPLTV	Technical and Vocational Educational Division	ELTC	English Language Teaching Centre
BPPM	Malaysia Educational Statistics Book		
BSKK	Sports, Co-Curriculum and Arts Division		

ePub	Interactive Books	ICT	Information and Communication Technology
eP@CPD	e-Learning Continuous Professional Development	ICU JPM	Implementation Coordination Unit of Prime Minister Department
eSPKWS	School Fund Accounting System	iFSC	International Future Scientist Conference
ETF	Education Transformation Framework	iKPSI	Psychological Well-Being Inventory
ETL	Extract, Transform and Load	IMONST	International Mathematics Olympiad National Selection Test
FDM	Fuzzy Delphi Method	IPGKDA	<i>Institut Pendidikan Guru Kampus Darulaman</i>
GC	Google Classroom	IPGKK	<i>Institut Pendidikan Guru Kampus Keningau</i>
GFE	G-Suite for Education	IPGKPM	<i>Institut Pendidikan Guru Kampus Perempuan Melayu Melaka</i>
GIATMARA	Vocational and Technical Training Institute under the Ministry of Rural and Regional Development Malaysia	IPGM	Institute of Teacher Education Malaysian
GKMP	Senior Subject Teacher	ISM	STEM Student Index
GLC/GLCs	Government-Linked Companies	ISTIC	Innovation Centre for South-South Cooperation
GLIC/GLICs	Government-Linked Investment Companies	ITP	ICT Transformation Plan
GPD	District Grade Point Average	IQ	Intelligence Quotient
GPGD	Teacher as Leaders of The Digital Generation of Apple Technology	JERI	Physical, Emotional, Spiritual and Intellectual
GPMP	Subject Grade Point Average	JKI	Lead Committee
HIP	Highly Immersive Programme	JKK	Working Committee
HOC	Hour Of Code	JKKK	Village Development and Security Committees
HOTs	Higher Order Thinking Skills	JKR	Public Works Department
IAB	Institute of Aminuddin Baki	JPN	State Education Department
IBM	International Business Machines	JPNJ	Johor State Education Department
IBSE	Inquiry-Based Science Education		
ICSTEM	International Conference on STEM Education		


JPWKL	Kuala Lumpur Federal Territory Education Department	MMU	Malaysia Multimedia University
JU	Key Trainers	MOE	Ministry of Education Malaysia
KIK	New Horizon Innovative and Creative Group	MOOC	Massive Open Online Course
KKM	Ministry of Health Malaysia	MOSTI	Ministry of Science, Technology and Innovation
KOMSAS	Literature Component of Bahasa Melayu	MPV	Vocational Subjects
KONBAYU	Bahasa Melayu National Convention	MQA	Malaysian Qualifications Agency
KOTTS	<i>Operasi Tambah Tolak Sukatan</i>	MS	Microsoft
KPI	Key Performance Indicators	MY	Malaysia
KSBM	Bahasa Melayu Standard Framework	MyDIGITAL	Malaysian Digital Economy Blueprint
KSSM	Standard Curriculum for Secondary School	NGO	Non-Governmental Organisation
KSSR	Standard Curriculum for Primary School	NPQEL	National Professional Qualification For Educational Leaders
KTE	Form Six College	OECD	Organisation for Economic Co-operation and Development
KV	Vocational College	OKU	Disabled Person/People
LCML	Leadership Course For Middle Leaders	OPSCIS	<i>Operasi Sifar Cicir Sabah (Sabah's Zero Dropout Programme)</i>
Level Up	Southeast Asia's Premier Industry Event for Game Developers by MDEC	Orang Asli	Indigenous Tribe
LP	Examination Syndicate	PADU	Education Performance and Delivery Unit
MBPK	Student with Special Education Needs	PAK21	21 st Century Learning
MCO	Movement Control Order	PASTEM	STEM Foundation Centre
MDEC	Malaysia Digital Economy Corporation	PBD	Classroom Assessment
MEB	Malaysia Education Blueprint	PCIP	Outstanding Leader in Educational Institutions
MIA	Missing in Action	PdP	Teaching And Learning
MIE	Microsoft Innovative Educators	PdPc	Learning And Facilitation Process

PDPM	Malaysia Teaching Diploma Programme	PPD	District Education Office
PdPR	Home-based Teaching and Learning	PPDK	Keramat District Education Office
PEERS	Social and Reproductive Health Education	PPI	Inclusive Education Programme
PEKEK	Beginning, Peak and End	PPKBIS	Upskilling English Language Programme in Schools
PGB	Principal and Headmaster	PPKI	Special Education Integration Programme
PGK	Average Poverty Line	PPP	Education Service Officers
PGPN	Malaysian National Gifted Centre	PPPC	Gifted and Talented Education Programme
PIBG	Parent-Teacher Association	PRISMA	Healthy Mind Intervention Programme
PIBKS	Parents, Community and Private Sector Association	Pro-ELT	Professional Upskilling of English Language Teachers
PIMA	Upper Secondary Industrial Apprenticeship	Prokhas	Special Programme for Indigenous Students
PISA	Programme for International Students Assessment	ProPeKS	Uplifting School Leadership Intervention Programme
PISMP	Bachelor Degree in Teaching Programme	PPSDM	Student Personality Development Programme
PISP	Master's Degree in Education Programme	PSMC	Zero Drop-out Programme
PKAS	Financial and School Accounts Management	PSTEMN	National STEM Centre
PKL	Competency and Literacy Assessment	PTK	Career Transition Programme
PKPPD	District Education Office Excellence Rating	PT Kew	Financial Administrative Assistants
PLaN	Primary School Literacy and Numeracy Programme	PTPK	Skills Development Fund Corporation
PLC	Professional Learning Community	PVMA	Upper Secondary Vocational Education
PLC-C	Professional Learning Community - Centre	RBT	Design and Technology
PPB	Continuous Professional Development	RM	Malaysian Ringgit
		RMK-12	12 th Malaysia Plan
		RMLT	Malaysia Five-Year Plan

GLOSSARY

SBDT	School with High Disciplinary Issues	SSRS	Sql Server Reporting Services
SDG4	Sustainable Development Goal 4	STEM	Science, Technology, Engineering and Mathematics
SDK	Policy and Curriculum Sector	SteMA	A technique to breakdown of ideas according to the story plot
SES	Socio-economic Status	TIMSS	Trends in International Mathematics and Science Study
SGM	Malaysian Teacher Standard	TM	Telekom Malaysia
SISC+	School Improvement Specialist Coaches Plus	TMK	Information Technology and Communications
SJKC	Chinese National Type School	ToT	Training of Trainers
SJKT	Tamil National Type School	TP3	Mastery Level 3
SK	National School	TVET	Technical and Vocational Education and Training
SKJPN	State Education Department Excellence Standard	UKM	National University of Malaysia
SKPK	Malaysian Education Competency Standard	UMT	University Malaysia Terengganu
SKPMg2	Malaysia Quality Standard of Education Wave 2	UNESCO	The United Nations Educational, Scientific and Cultural Organization
SKUM	Malaysia National Commission for UNESCO	UNICEF	United Nations International Children's Emergency Fund
SLDN	National Dual Training System	UPSI	Sultan Idris Shah Education University
SME	Subject Matter Experts Pathway	UPSR	Primary School Assessment Test
SMPKV	Special Vocational Education Secondary School	UTM	University of Technology Malaysia
SOCFA	Second-order CFA	UUM	Northern University of Malaysia
SOP	Standard Operating Procedure	WKB 2030	Shared Prosperity Vision 2030
SPI	Issuance Of Official Circulars		
SPLKPM	Ministry of Education Malaysia Training Management System		
SPM	Malaysian Certificate of Education		
SSP	Developmental Milestones Checklist		

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