



MINISTRY OF EDUCATION

Malaysia Education Blueprint 2013-2025

ANNUAL REPORT 2022



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MINISTRY OF EDUCATION

**Malaysia
Education
Blueprint**
2013-2025

**ANNUAL
REPORT**
2022



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MINISTRY OF EDUCATION MALAYSIA 08**

**DIRECTOR GENERAL OF EDUCATION
MALAYSIA 10**



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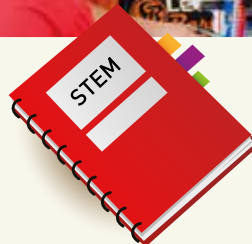
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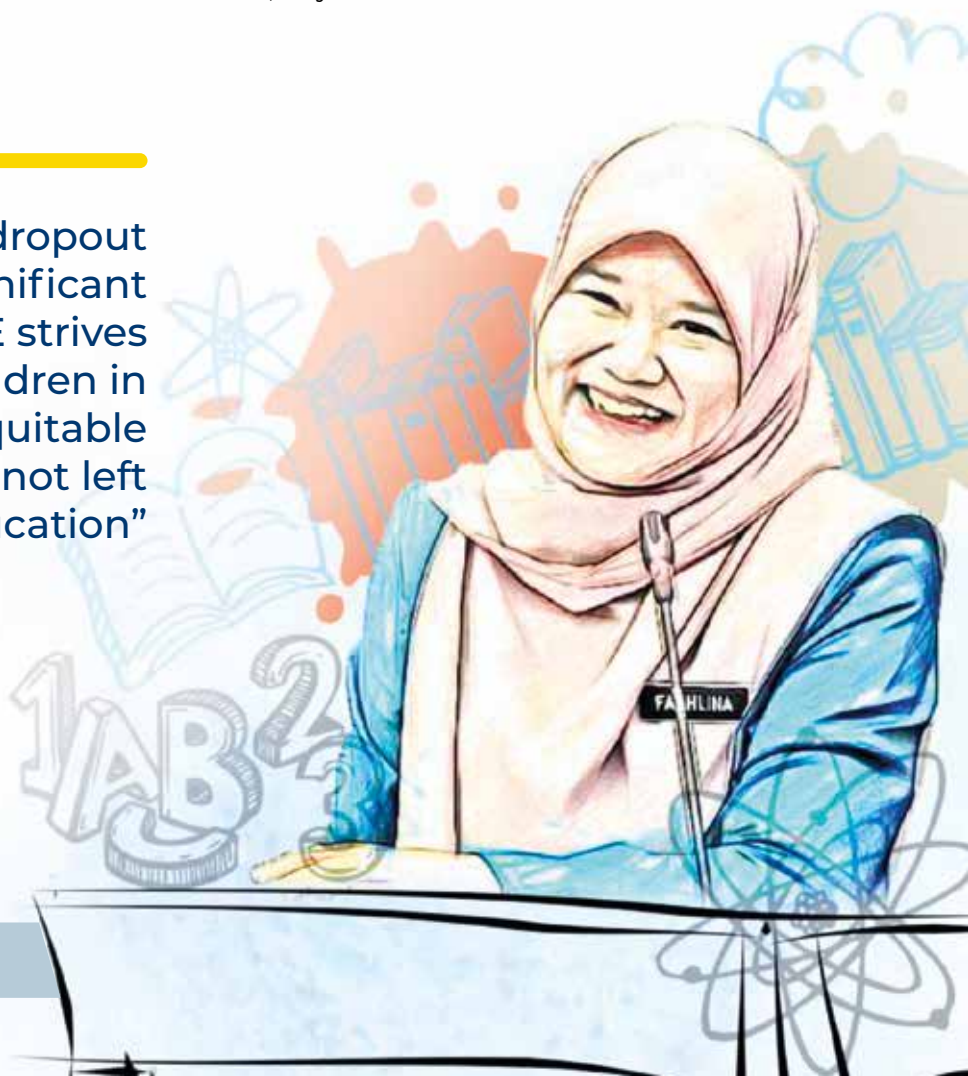
the Orang Asli and Indigenous Education Transformation initiative, which aims to improve pupil attendance and their transition from Standard Six to Form 1.

In line with MOE aspiration to elevate all education stakeholder's *Karamah Insaniah* (human dignity), teachers who are an integral part of MOE constantly receives attention. The contributions of teachers to the nation's education transformation need continuous support and acknowledgement. This is in line with Shift 4 of the MEB, which aims to transform teaching into a preferred profession. The quality of teachers who enter the education system is a priority for MOE. In 2022, the level of standard assessment for Institute of Teacher Education (IPG) showed improvement compared to the previous year. Enhancing teacher quality is critical in delivering education for our pupils, from preschool to upper secondary levels, and this is currently being done through improving cross-disciplinary teaching capabilities. Aside from that, special attention is also given to the teachers' well-being to ensure priority is given towards educating pupils by reducing teachers' workload outside the classroom. MOE also provides support in maintaining the psychological well-being of the teachers and protecting their rights through understanding of legal literacy for civil servants.

Moving forward, together with MOE fraternity, I am committed to ensuring that the country's education landscape becomes a harmonious ecosystem that supports a humane concept and emphasises human dignity (*karamah insaniah*) in shaping cultured, ethical, and integrity-driven pupils' identities and personalities. This aligns with our aim of nurturing *Anak yang Baik lagi Cerdik* (ABC) as the nation's next generation who are knowledgeable and virtuous.

Cultivating knowledge enrichment through education transformation is a challenging journey. Nevertheless, with MOE perseverance the aspirations laid out in the MEB to transform the nation's education can be achieved through the consensus and cooperation of all parties involved. I extend my highest appreciation to the MOE fraternity, its stakeholders, and all who support the transformation of our education system for their unwavering determination and commitment. May our sincere efforts be blessed by Allah Subhanahuwata'ala, insya-Allah.

“The issue of pupil dropout remained a significant concern in 2022. MOE strives to ensure that all children in this country receive equitable opportunities and are not left behind in education”



Foreword

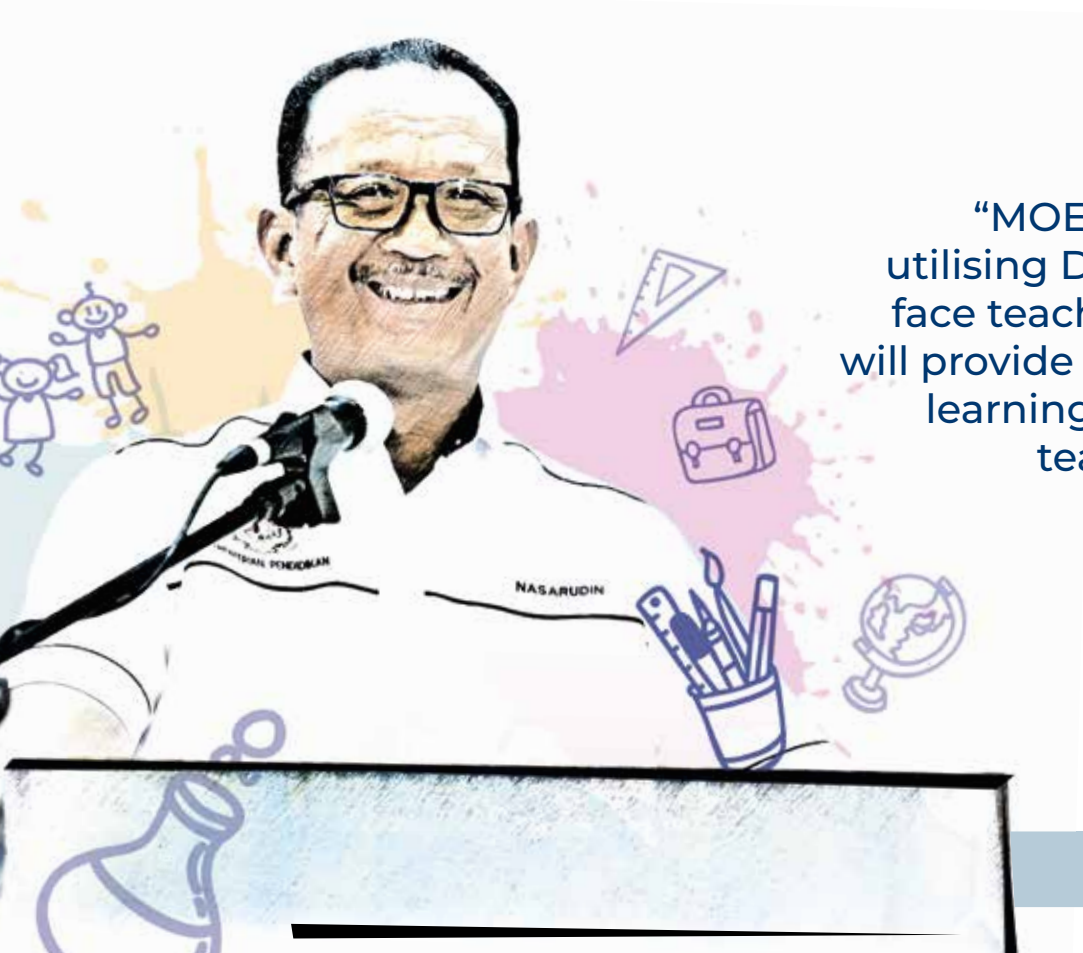
**DATO' INDERA NIK NASARUDIN
BIN MOHD ZAWAWI**

Secretary-General
Ministry of Education

Assalamualaikum Warahmatullahi Wabarakatuh and Salam Sejahtera.

In 2022, the education transformation agenda continues to be a focus of the Ministry of Education (MOE). Targets are meticulously set to achieve the outcomes of access, quality, equity, unity, and efficiency, as stipulated in the Malaysia Education Blueprint (MEB) 2013-2025, which is currently in Wave 3 of its implementation (2021-2025). The planning and implementation of initiatives have also been carefully curated to bridge the gap in educational transformation achievements after the COVID-19 pandemic.

MOE consistently monitors every ringgit spent to optimise expenditure in ensuring sustainability of the nation's education system. The MEB initiative teams used Outcome-Based Budgeting (OBB) to practise prudent financial planning and the subsequent expenditure. This allows the planned initiatives under MEB to achieve the intended outcomes, even when facing various challenges.



“MOE is confident that utilising DELIMa in face-to-face teaching and learning will provide a more engaging learning environment for teachers and pupils in schools”

MOE's equitable funding to support its schools is one of the aims under the 10th shift of the MEB. In the Ministry's effort to maximise pupil outcome for every ringgit spent, the granting of autonomy to schools in managing funding is continually monitored and efficiently supervised.

To ensure pupils have access to conducive learning environments, MOE's efforts in providing basic infrastructure in all schools continue to be accelerated. Throughout the Home-Based Teaching and Learning (PdPR) period during the pandemic, many school buildings were left unused due to the government's Movement Control Order. Therefore, upgrading dilapidated schools has become a priority, mainly to ensure that school facilities are in good condition when face-to-face sessions fully resume. In 2022, 57 reconstruction and school upgrade projects were successfully carried out for schools with dilapidated buildings. Up until now, 935 projects for dilapidated schools across the country have been upgraded, and MOE aims to maintain and upgrade even more schools as we approach the end of Wave 3 of the MEB.

The Digital Educational Learning Initiative Malaysia (DELIMa), an online learning platform widely used during the previous implementation of PdPR, has now been enhanced to support and elevate the quality of teaching and learning (PdP) for both teachers and pupils in schools. DELIMa has new features integrating three main aspects: personalised learning, user experience, and data analysis. MOE is confident that utilising DELIMa in face-to-face teaching and learning will provide a more engaging learning environment for teachers and pupils in schools.

Indeed, our journey to enhance the nation's educational landscape is still far, and we will continue to face various challenges from time to time. May the dedication and commitment of everyone in MOE in implementing educational transformation be successful.



"To ensure pupils have access to conducive learning environments, MOE's efforts in providing basic infrastructure in all schools continue to be accelerated."



Foreword

**DATUK HAJI PKHARUDDIN
BIN HAJI GHAZALI**

Director General of Education
Ministry of Education

*Assalamualaikum Warahmatullahi Wabarakatuh,
Salam Sejahtera and Salam Anak yang Baik lagi
Cerdik.*

Praise be to Almighty for guiding us to the phase of national recovery after facing challenges and economic impacts due to the COVID-19 pandemic. The Ministry of Education (MOE) moved into 2022 with a focus on enhancing quality education as envisioned in the Malaysia Education Blueprint (MEB) 2013-2025.

The country's education transformation continues to be driven, emphasising two main aspects: teacher competence and quality, and pupil outcomes. The Teacher Professionalism Development Master Plan (PIPPK) 2.0 was formulated to outline detailed actions for the Continuous Professional Development (CPD) of Education Service Officers (PPP) from their first appointment to the end of their service. With the upcoming release of PIPPK 2.0 in 2023, the career path and mobility of PPP officers are clearer and more structured. Enhancing the competence of PPP officers through leadership and management pathways is also a focus, alongside efforts to maintain their well-being within MOE. The Career Well-being Module for Teachers (MKKG) has been introduced to provide interventions for improving the psychological well-being of PPP members. MOE also places importance on PPP's understanding of legal literacy. The MOE Legal Literacy Guidebook and MOE Legal Literacy Docudrama have



In 2022, the Average SPM Grade achievement gap between Urban and Rural areas closed by

29.51%
since 2012



been produced as reference sources and guidance for PPP members.

The District Transformation Program, an initiative under the MEB, was established to ensure that the education gap between urban and rural areas, socioeconomic status, and genders can be narrowed in all states. The State Education Departments (JPN) and District Education Offices (PPD) across the country have been entrusted with improving school performance to achieve this objective. In 2022, the Average SPM Grade achievement gap between Urban and Rural areas closed by 29.51% since 2012. The achievement gap of Eligible for SPM Certificate 2022 by gender also narrowed by 40.48% since 2016. However, the achievement gap of Eligible for SPM Certificate 2022 by socioeconomic status widened by 2.76% since 2021.

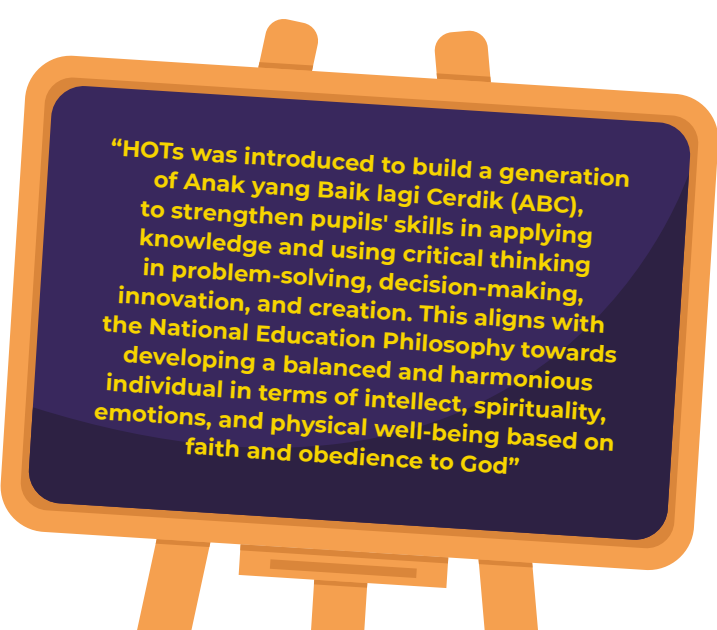
Enhancing education quality through implementing Higher Order Thinking Skills (HOTS) to achieve pupil success would not be realised without effective Teaching and Learning (PdP). HOTS was introduced to build a generation of *Anak yang Baik lagi Cerdik* (ABC), to strengthen pupils' skills in applying knowledge and using critical thinking in problem-solving, decision-making, innovation, and creation. This aligns with the National Education Philosophy towards developing a balanced and harmonious individual in terms

of intellect, spirituality, emotions, and physical well-being based on faith and obedience to God. The HOTS initiative aims to position the country in the top one-third of international assessments by 2025. Recognising the importance of fostering a HOTS culture, MOE developed the Standard Assessment Instrument for HOTS Cultivation (ISPPK) in Teaching and Learning for teachers and pupils. This instrument assesses the level of HOTS cultivation in schools across the aspects of Educational Management and Leadership, Teaching and Learning of Teachers and Pupils, and Co-curricular Activities. In 2022, a total of 306,363 teachers were evaluated using ISPPK. Among the assessed teachers, 96.28% achieved at least a Good level, while 43.35% of teachers reached an Excellent level in HOTS-based Teaching and Learning.

Beyond aiming to improve pupils' academic achievements, MOE also places importance on shaping pupils' character to become knowledgeable individuals with noble values as inheritors of the nation. This underscores the significance of building a generation that is both virtuous and intelligent, in line with the National Education Philosophy, which focuses on developing individuals holistically and comprehensively, achieving a balanced and harmonious state in terms of intellect, spirituality, emotions, and physical well-being, based on faith and obedience to God.

The development of this A,B,C generation is aligned with the seven main pillars that form the foundation of MOE's efforts, particularly emphasising the aspect of *Karamah Insaniah* (Human Dignity) through inculcating manners, ethics, and integrity within pupils.

In conclusion, I extend my heartfelt gratitude to all parties involved in the endeavour to realise education transformation through implementing initiatives under the MEB. It is my sincere hope that parents, communities, the private sector, and stakeholders will continue to provide support and collaborate with MOE in preserving the nation's education agenda for the well-being of our beloved country.



“HOTS was introduced to build a generation of Anak yang Baik lagi Cerdik (ABC), to strengthen pupils' skills in applying knowledge and using critical thinking in problem-solving, decision-making, innovation, and creation. This aligns with the National Education Philosophy towards developing a balanced and harmonious individual in terms of intellect, spirituality, emotions, and physical well-being based on faith and obedience to God”



CHAPTER 01

INCREASING ACCESS
TO EDUCATION

1.1 INCREASING ACCESS FROM PRESCHOOL TO UPPER SECONDARY

Every child who 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 total enrolment from preschool to upper secondary level.

Since the implementation of the Malaysia Education Blueprint (MEB) 2013- 2025, the Ministry of Education (MOE) has successfully increased access from preschool to upper secondary level. However, the COVID-19 pandemic has affected the percentage of enrolment at all levels of education.

In 2022, MOE's focus was on the expansion of its preschool classes, and the intervention programmes related to this, with the overarching aim of increasing student enrolment from preschool to upper secondary level.

1.1.1 INCREASING ENROLMENT OF MOE AND PRIVATE PRESCHOOLERS AGES 4+ AND 5+

Increasing the number of public preschool classes to provide opportunities for more children ages 4+ and 5+ to enrol in government preschools.

Ensuring comprehensive scope of data collected involving private preschoolers

Raising awareness among private preschool operators of the benefits of registering with MOE .

Providing school fees assistance to eligible B40 (bottom 40 per cent of low-income earners) children attending registered private preschools

Malaysia has made significant progress in increasing access to education at all levels, from preschool to upper secondary, since the implementation of the Malaysia Education Blueprint (MEB) 2013-2025





One of the factors for the increase in preschool enrolment is that the parents or guardians are confident that their children are safe attending face-to-face preschool education after two years of the COVID-19 pandemic

1.1.2 INCREASING UPPER SECONDARY SCHOOL ENROLMENT IN MOE AND PRIVATE SECONDARY SCHOOLS

Identify reasons that prevent students from continuing their education at the upper secondary level

Develop and implement targeted intervention programmes to address the factors that contribute to upper secondary school dropout

1.1.3 INCREASING VOCATIONAL STREAM ENROLMENT FOR 15+ YEAR OLD STUDENTS THROUGH:

The Expansion of Upper Secondary Vocational Education (*Pendidikan Vokasional Menengah Atas, PVMA*)

Offering diploma-level agriculture programmes at vocational colleges

Technical and Vocational Education and Training (TVET)

National Dual Training System (*Sistem Latihan Dual Nasional, SLDN*) in collaboration with McDonald's

1.1.4 REDUCING SECONDARY SCHOOL PUPIL DROPOUT RATES

Implement a Dropout Outreach Programme to identify dropout students

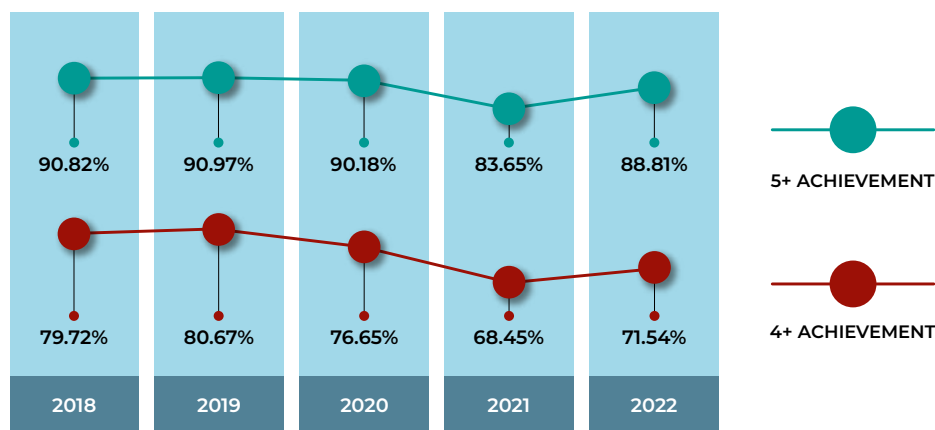
Developing Modules of Case Studies and Best Practices for At-Risk and Dropout Students' Intervention



1.1.1 Increasing Enrolment of MOE and Private Preschoolers for Ages 4+ and 5+

Overall, the analysis of preschoolers enrolment for 2022 shows that 88.81% of 5-year-olds and 71.54% of 4-year-olds are enrolled in preschools (refer Exhibit 1.1).

Exhibit 1.1: Percentage of Preschoolers Enrolment



(Source: Daily School Management Division)

Preschool enrolment rates increased from 83.65% to 88.81% for the 5+ age cohort and from 68.45% to 71.54% for the 4+ age cohort in 2022.

One of the factors for the increase in the preschool enrolment is that the parents or guardians are confident that their children are safe attending face-to-face preschool education after two years of the COVID-19 pandemic. Additionally, the programmes and campaigns are carried out to raise parental awareness of early childhood education have also helped to increase preschool enrolment rates in 2022.

The main activities to increase the enrolment rates of private preschools are:

- i. Gathering and validating data on Private Preschools
- ii. Town halls, and
- iii. Private Preschool Fee Assistance for 2022

i. Gathering and Validating data on Private Preschools

The main objective of this activity is to ensure the scope of data on student enrolment include all private preschools. There are a number of preschools that are not registered with MOE, which leads to a less accurate preschool enrolment data. Therefore, this effort will not only potentially increase enrolment in private preschools but it will also encourage private preschools to register with MOE.



Exhibit 1.2: Number of Private Preschoolers Data After Manual Data Collection

FINDINGS AFTER VISIT					
State	Number of Private Kindergarten	Enrolment 4+		Enrolment 5+	
		Before	After	Before	After
Sarawak	31	90	124	83	137
Selangor	41	330	564	522	580
Putrajaya	22	479	672	480	634
Kelantan	15	271	303	466	518
Sabah	27	1,465	1,515	1,607	1,617
Kedah	23	42	152	66	163
Amount	159	2,677	3,330	3,224	3,649
Addition Amount		653		425	

There are a number of preschools that are not registered with MOE, which leads to a less accurate preschool enrolment data

ii. Town halls

Throughout 2022, three town halls were conducted in Melaka, Penang, and Sarawak, respectively to raise awareness among private preschool operators on registering with MOE. Following the town halls, the number of registered private kindergartens increased, subsequently leading to an increase in enrolment of 4+ and 5+ year-old children.



Exhibit 1.3: Town Hall Locations, Outcome of the Town Hall on the Private Preschool Operators, and Number of Registered Preschoolers Enrolled

STATE	OUTCOME OF THE TOWN HALLS	ENROLMENT OF 4+ AND 5+ YEAR-OLD CHILDREN
Melaka	18 new private preschools registered with MOE.	833 preschoolers
Sarawak	20 private preschools are currently in the process of registering with MOE.	101 preschoolers
Penang	52 private preschools yet to be registered with MOE, have been identified. The Penang State Education Department (<i>Jabatan Pendidikan Negeri, JPN Penang</i>) will conduct negotiation and consultation sessions to facilitate the registration of these private preschools with MOE.	2,142 preschoolers

iii. Private Preschool Pupil Fee Assistance for the Year 2022

To encourage parents and guardians from B40 families to register their children for preschool education, MOE has also provided preschool fee assistance to alleviate the financial burden on these families.

The requirements for applying for the preschool fee assistance are as follows:

- Malaysian citizen.
- Aged 4+ and 5+ years (born in 2016, 2017, and January 1, 2018);
- From a B40 income group family (low income group);
- Enrolled in MOE registered private preschools.

To ensure that this assistance is provided to the targeted group, applicants' information is cross-checked with the Society Wellbeing Division under the Implementation Coordination Unit (ICU) at the Prime Minister's Department.

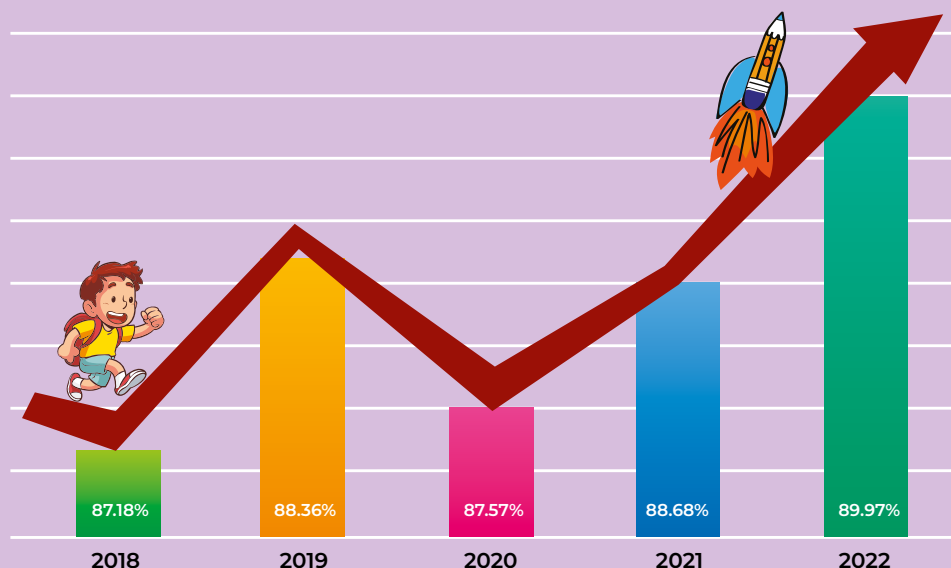
In 2022, a total of 1,135 children received a total of RM1,055,470 private preschool fee assistance, involving 478 MOE registered private preschools throughout Malaysia.

In 2022, a total of 1,135 students received a total of RM1,055,470 private preschool fee assistance, involving 478 MOE registered private preschools, throughout Malaysia



1.1.2 Increasing Upper Secondary Enrolment in MOE and Private Secondary Schools

Exhibit 1.4: Percentage of Upper Secondary Enrolment (Enrolmen Menengah Atas, EMA) for Public and Private Secondary School Students since 2018



The upper secondary enrolment experienced a decline in 2020, dropping to 87.57% due to the COVID-19 pandemic that affected the entire world. However, MOE successfully increased the upper secondary enrolment in 2021 to 88.68% and achieved an even better improvement of 89.97% in 2022.

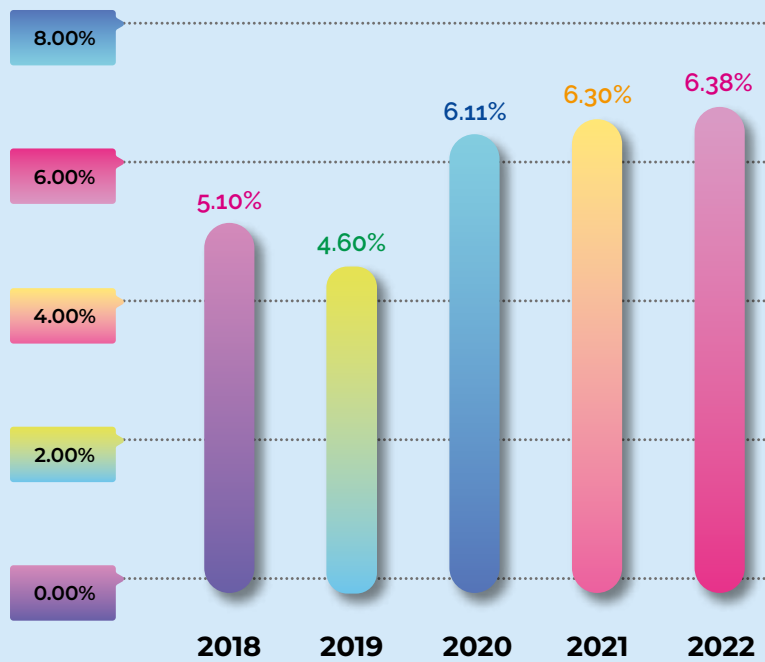
Among the programmes carried out to increase upper secondary enrolment is "Ziarah Cakna" (a home visitation program) to instil awareness among parents on the importance of education. This programme provides motivation and counseling to students. The program was well-received by the parents, communities, and private agencies.

MOE successfully increased the upper secondary enrolment in 2021 to 88.68% and achieved an even better improvement of 89.97% in 2022

1.1.3 Increasing Vocational Stream Enrolment for 15+ Year-Old Students

In 2022, the TVET programmes enrolment was 6.38%. This enrolment included 17,034 students in the TVET programmes across 86 Vocational Colleges (*Kolej Vokasional, KV*), 427 Special Educational Needs Students (*Murid Berkeperluan Pendidikan Khas, MPBK*) in Vocational Special Education Secondary Schools (*Sekolah Menengah Pendidikan Khas Vokasional, SMPKV*), 352 form 3 graduates in the Malaysian Skills Certificate (*Sijil Kemahiran Malaysia, SKM*) programme, and 313 students in the Vocational College National Dual Training System (*Sistem Latihan Dual Nasional, SLDN*) programme in collaboration with McDonald's Malaysia which serves as an alternative to expanding MOE's TVET through public-private partnership. Additionally, there were 4,801 students under the Upper Secondary Vocational Programme (*Program Vokasional Menengah Atas, PVMA*), and 266 students engaged in the Upper Secondary Industrial Apprenticeship Programme (*Perantisan Industri Menengah Atas, PIMA*). The current year enrolment also includes cumulative enrolment from external agencies such as GIATMARA and the Skills Development Fund Corporation (*Perbadanan Tabung Pembangunan Kemahiran, PTPK*), involving a total of 911 students.

Exhibit 1.5: Percentage of TVET Stream Enrolment of 15+ Year-Old Students since 2018



Source: Special Education Division



1.1.4 Reducing Secondary School Pupil Dropout Rates

The secondary school student dropout rate has shown a decreasing trend from 2018 to 2022. In 2018, the dropout rate was 1.21% compared to 0.99% in 2022. The decreasing trend is a result of MOE continuous efforts, to improve the Outreach Program in all District Education Offices (*Pejabat Pendidikan Daerah*, PPD) and State Education Departments (*Jabatan Pendidikan Negeri*, JPN). Due to these efforts, a total of 1,711 secondary school student dropouts have successfully returned to schools.

Exhibit 1.6: Percentage of Secondary School Pupil Dropouts from 2018 to 2022

YEAR	PERCENTAGE OF DROPOUTS (%)
2018	1.21
2019	1.14
2020	1.13
2021	1.11
2022	0.99

The Ministry has also developed a Module on Counselling Intervention Case Studies for At-Risk and Dropout Students. This module serves as a guide and reference to address dropout issues through counseling in government and government-assisted schools.

Moving Forward

In 2023, the Ministry will focus on increasing enrolment in MOE and private preschools as well as upper secondary education through:

1. Expansion of 118 MOE preschool classes;
2. Private Schools Division (BPSwasta) 2023 roadshow to promote the registration of unregistered private preschools;
3. Private preschool fee assistance targeted for children from B40 families;
4. Expanding the PVMA and MPV Programmes to upper secondary students in daily schools ;
5. Enhancing cooperation with McDonald's through the SLDN Programme;
6. Reducing student dropout rates through the development of the Student Tracking System.



**Expansion
of 118 MOE
Preschool classes**

1.2 GIFTED AND TALENTED EDUCATION PROGRAMME

The Gifted and Talented Education Programme (*Program Pendidikan Pintar Cerdas*, PPPC) offers education tailored to individuals with an Intelligence Quotient (IQ) exceeding 130 through an integrated Accelerated, Compressed, and Enrichment Learning Programme. The programme also emphasises on the enhancement of the teachers' professionalism through networking and collaboration with relevant education agencies and institutions to effectively guide the gifted pupils.

The Ministry continues to strengthen PPPC by encouraging more gifted and talented students to register through various engagement sessions and promotions. Efforts to improve the programme are also carried out through the PPPC Operations Plan at the Pendang Science Secondary School or Pendang Science Academy (*Akademi Sains Pendang*, ASP). Gifted and talented students are given ample opportunities to develop their talents and potential through participation in various competitions, research publications, and seminars.

For 2022, this initiative is focused on:

1.2.1 PROMOTIONAL EFFORTS TO ENCOURAGE STUDENTS TO APPLY FOR PPPC

1.2.2 IMPLEMENTATION OF PPPC OPERATION PLAN

1.2.3 IMPROVING THE GIFTED AND TALENTED STUDENTS ACHIEVEMENTS



1.2.1 Promotional Efforts to Encourage Students to Apply for PPPC

Various promotional activities are conducted for the Gifted and Talented Student Recruitment Campaign. Through this campaign, students are screened through UKM1 and UKM2 tests. They also have to go through the School Holiday Camp (*Program Perkhemahan Cuti Sekolah*, PPCS). The UKM3 test will be the determining test to identify the students' eligibility to be offered to join PPPC at ASP. The promotion and publicity aim to inform the general public, especially parents about:

- a) **MOE's definition of gifted and talented students,**
- b) **the various screening tests for the gifted and talented students,**
- c) **schools that specialize in educating the gifted and talented students,**
- d) **importance of the UKM1 screening tests**

Following the campaign, 100 students who have passed all screenings were offered to join the program at ASP.



1.2.2 Implementation of PPPC Operation Plan

- i. **Develop Basic Leadership and Management Modules for the Administrators of ASP**

Based on the MOE Circular No. 3/ 2021 on Guidelines for the Operations of PPPC in MOE Schools, the Aminuddin Baki Institute (Institut Aminuddin Baki, IAB) is the responsible leadership training provider to PPPC leaders. The module is based on the Domain and Competency of KOMPAS 2.0 and the Public Service Human Resource Development Policy (Development Model Based on 3P).

ii. Conduct Training for ASP Management Leaders

Several series of training have been provided to the ASP Management Leaders to ensure they acquire suitable educational management and leadership knowledge. Training for this group is carried out through various mechanisms, such as training workshops, Continuous Professional Development (CPD) courses by IAB and coaching sessions.

iii. Develop Psychological Well-being Module Focused on Gifted and Talented Students

A psychological well-being module for students of ASP (i-WASP – i Wellbeing ASP) was specially curated for the gifted and talented students with high cognitive abilities based on their IQ scores. The Psychological Well-being Module for the gifted and talented students is designed to enhance their skills by improving holistic psychological well-being in terms of physiology, cognitive, emotion, and behaviour.



iv. Create Links and Networks Among Educational Institutions


The ASP students and the STEM Academy at Universiti Utara Malaysia (UUM) held discussions and knowledge sharing regarding research areas and student outcomes. Additionally, in order to improve the teachers professionalism for the gifted and talented students, ASP collaborated with Universiti Putra Malaysia (UPM). UPM introduced a coastal program to ASP teachers and teachers from the northern region, allowing them to continue their studies at the Master's and Doctoral levels. Albukhary International University (AIU) has collaborated with MOE in providing the premise for the teachers participating in the coastal program.

v. Develop Student Learning Modules : Foundation 1 to 3

Curriculum alignment of the Standards-Based Curriculum for Secondary School (*Kurikulum Standard Sekolah Menengah, KSSM*) for Foundation 1 to 3 has been carried out in collaboration with the Curriculum Development Division (*Bahagian Pembangunan Kurikulum, BPK*). Foundation 1 Learning Module, for all subjects has been completed along with curriculum summaries as ASP teachers' references..

vi. Provide Training for Teachers and Future Teachers

Potential and existing ASP teachers are continuously exposed to teaching and learning strategies that are process-oriented, content-based, and outcome-based, under the purview of the Malaysia Teacher Education Institute (*Institut Pendidikan Guru Malaysia, IPGM*). This enables them to offer inclusive guidance to gifted and talented students.



Gifted and talented students are given opportunities to develop their talents and potential, as well as embrace and embody their identity as Malaysian citizens

1.2.3 Improving the Gifted and Talented Students' Achievements

Gifted and talented students are given opportunities to develop their talents and potential, as well as embrace and embody their identity as Malaysian citizens. Throughout 2022, the teachers and the gifted and talented students have actively participated in various competitions, research publications, and seminars at various reputable institutions. These students have demonstrated their intelligence by winning the following competitions:

Gold Medal:

- The 11th Online ASEAN +3 Student Camp
- HIPPO English Olympiad
- Lavoisier International Chemistry Olympiad 2022
- 10th Malaysia International Young Inventors Olympiad 2022
- Sintok International Games & Gamification 2022
- Virtual Innovation Competition 3rd Edition
- 100th Anniversary Jamboree of the Kedah State Scouts and the International Brotherhood Celebration

Silver Medal:

- Newtonian International Physics Olympiad Challenge
- ASEAN +3 Junior Science Odyssey

Gifted and Talented Students' Publications

Journal:

Proceeding of the International Future Scientists Conference

Title:

The Application of Mean Top Bottom Imputation Method for Replacing the Missing Data of CO Time Series

Year: 2021

ISSN: 2773-6342

Author: Ahmad Habil bin Ahmad Zubir, Angela Rina Francis, Franklin Chai Jun, Mohamad Darius Elman bin Mohamad Adnan

Jurnal:

Akademi Sains Malaysia Science Journal

Title:

Prediction Modelling Through Chaotic Approach on Ozone (O₃) Pollutant Time Series in Shah Alam City

Year: 2022

Author: Franklin Chai Jun

Jurnal:

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Moving Forward

To further develop PPPC, the Ministry will continue to improve the curriculum, enhance the professionalism of officers/ teachers/ lecturers, and refine the screening instruments through the following initiatives:

1. Accreditation of PPPC Curriculum

- Obtain accreditation for PPPC Curriculum.
- Review the additional subjects for Central Curriculum Committee (CCC) approval

2. Improving Teachers' Professionalism

- Placing competent teachers/ lecturers for PPPC.

3. Development of PPPC Roadmap

- Developing the PPPC Roadmap to ensure sustainability of program.





CHAPTER 02

IMPROVING QUALITY
IN EDUCATION

2.1 PRIMARY LITERACY AND NUMERACY PROGRAMME

The Primary Literacy and Numeracy Programme (*Program Literasi dan Numerasi Sekolah Rendah*, PLaN) is an initiative under the MEB 2013-2025. It is an intervention programme to ensure that pupils in MOE schools can master the minimum Performance Level determined for Bahasa Melayu, English Language and Mathematics. As of 2022, PLaN has been expanded to all primary schools nationwide.

As a guide in implementing PLaN in schools, MOE has provided various website supporting materials and information. These resources have been uploaded to the PLaN website on The Digital Educational Learning Initiative Malaysia (DELIMA) platform, which can be accessed through the url: [//sites.google.com/moe-dl.edu.my/plan](https://sites.google.com/moe-dl.edu.my/plan).

There are two main focuses in the implementation of PLaN in 2022, namely:

2.1.1 IMPROVING THE MINIMUM PROFICIENCY LEVEL OF PUPILS IN 419 PLaN FOCUS SCHOOLS IN BAHASA MELAYU, ENGLISH LANGUAGE, AND MATHEMATICS

Development of learning materials for Bahasa Melayu, English Language, and Mathematics for the use of Year 2 and Year 3 pupils (2022/ 2023 academic session);

Dissemination and strengthening the use of training modules on Focused and Differentiated Intervention Training Module (*Modul Latihan Intervensi Berfokus dan Terbeza*, MoLIB) for Bahasa Melayu and English Language teachers, plus Schemes of Work (SoW) for English Language teachers;

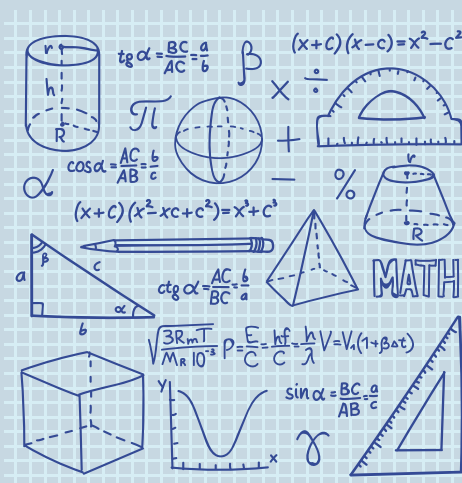
Roadshows to guide school administrators;

Development of formative assessment items that support Classroom-Based Assessment (*Pentaksiran Bilik Darjah*, PBD) for Bahasa Melayu, English Language, and Mathematics teachers; and

Implementation of community collaboration to support pupils' literacy and numeracy proficiency.

2.1.2 GIVING AUTONOMY TO PRIMARY SCHOOLS IN PLaN INTERVENTIONS

PLaN is an intervention programme to ensure that pupils in MOE schools are able to master the minimum Performance Level determined for literacy and numeracy. As of 2022, PLaN has been expanded to all primary schools nationwide



2.1.1 Improving The Minimum Proficiency Level of Pupils in 419 Plan Focus Schools in Bahasa Melayu, English Language, and Mathematics

Development of Learning Materials for Bahasa Melayu, English Language, and Mathematics for Year 2 and Year 3 Pupils (2022/ 2023 Academic Session)

Pupils Learning Materials has been developed to support literacy and numeracy learning activities for Bahasa Melayu, English Language, and Mathematics, based on pupils' mastery levels (*Tahap Penguasaan*, TP), namely TP1 to TP3, specifically for Year 2 and Year 3 pupils. BBBM has been uploaded to the PLaN website through DELIMa by MOE for use by Year 2 and Year 3 teachers. It can be customised for teaching and learning activities based on pupils' TP, using differentiated approaches and adapting the provided materials.

Dissemination and Strengthening the Use of Training Modules on Focused and Differentiated Literacy and Numeracy Intervention for Bahasa Melayu, English Language, and Mathematics teachers

MoLIB for Bahasa Melayu Literacy and Numeracy and SoW for English Language are strengthened based on the Standards-Based Curriculum and Assessment Document (*Dokumen Standard Kurikulum dan Pentaksiran*, DSKP) (Revise 2017). A total of 107 BM teachers and 68 Mathematics teachers attended the MoLIB workshop and these teachers were appointed as Master Trainers (*Jurulatih Utama*, JU) and MoLIB Partners. Meanwhile, 1,709 BM teachers and 1,615 Mathematics teachers attended the MoLIB course online.

PLaN Roadshow for FUFT School Administrators

The PLaN Roadshow for follow-up, follow through (FUFT) School Administrators was held to enhance school leaders' understanding of PLaN's implementation. 151 school leaders, 577 JPN/ PPD/ School Improvement Partner Plus (SIP+)/ SISC+, 392 deputy principals/ heads of departments, and 1,490 headmasters participated in the roadshow.

Formative Assessment Items to Supporting Classroom Assessment (PBD) for Bahasa Melayu, English Language, and Mathematics teachers

The building of formative assessment items to support PBD for Bahasa Melayu, English Language, and Mathematics teachers allows teachers to develop items that are accurate and aligned with the learning standards in the DSKP. This effort ensures that pupils achieve at least the minimum level of mastery. A module for creating formative items supporting PBD was created for teachers as a guide. A total of 400 assessment items were developed for Bahasa Melayu, English Language, and Mathematics, and the Impact Module was produced for teacher use.

Community Collaboration Networks to Support Literacy and Numeracy

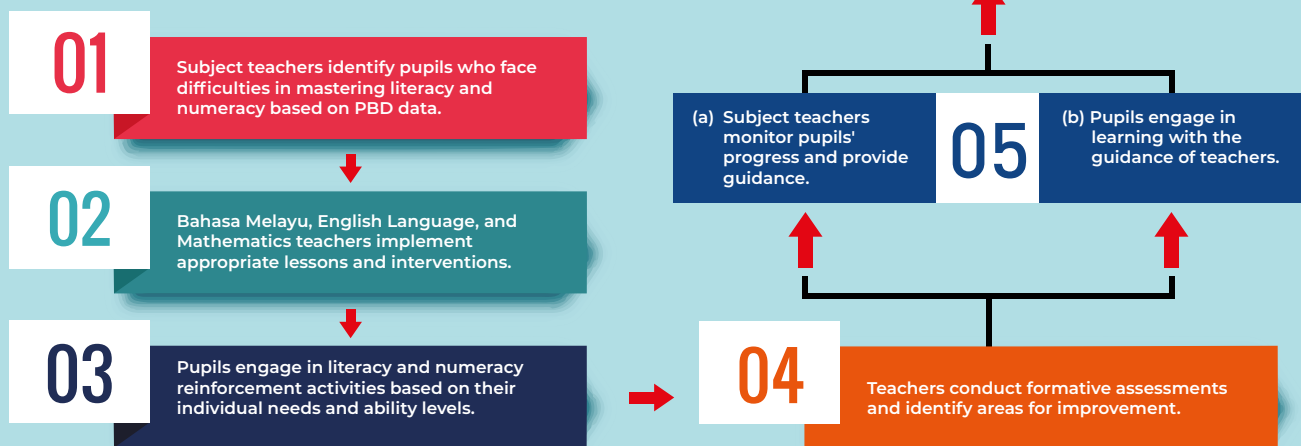
The collaboration with parents or guardians to support pupils' literacy and numeracy mastery involves assisting children in improving their literacy and numeracy skills. This collaboration include providing intervention kits or modules for use at home to support pupils' learning while away from school.

2.1.2 Giving Autonomy to Primary Schools in PLaN Interventions

The implementation of interventions aimed at improving literacy and numeracy proficiency.

Mechanisms:

- Giving autonomy to schools in identifying suitable interventions according to the needs of pupils and school context.
- Empowering the role of JPN and PPD in providing support, expertise, infrastructure, and resources needed.



Moving Forward

In 2023, MOE will continue the PLaN program in **392 focus schools** where more than 30 per cent of students have not yet achieved the minimum proficiency levels in Bahasa Melayu, English Language, and Mathematics.

The efforts will be concentrated on enhancing the competencies of school leaders, Bahasa Melayu, English Language and Mathematics teachers and improving the proficiency of pupils who are still below the minimum level.



2.2 UPHOLDING BAHASA MELAYU EDUCATION

The initiative to uphold the status of Bahasa Melayu as the national language of Malaysia in education gives priority in pupils' Bahasa Melayu proficiency, teachers' competency as well as effectiveness in the teaching and learning of Bahasa Melayu based on the Malay Language Standard Framework (*Kerangka Standard Bahasa Melayu*, KSBM).

The focus for 2022:

2.2.1 THE COMPREHENSIVE USE OF KSBM AS THE STANDARD FOR MALAY LANGUAGE COMPETENCY

2.2.2 IMPROVING THE COMPETENCY OF NON-OPTION BAHASA MELAYU TEACHERS

Implementation of the Bahasa Melayu Teacher Proficiency Test (*Ujian Penguasaan Bahasa Melayu Guru*, UPBMG) based on KSBM.

2.2.3 ENHANCEMENT OF LANGUAGE SKILLS FOR FORM 4 AND 5 PUPILS THROUGH FOCUSED CLASSROOM AND EXTRACURRICULAR ACTIVITIES

2.2.1 The Comprehensive Use of KSBM as The Standard for Malay Language Competency

KSBM is recognised and certified of by Dewan Bahasa dan Pustaka (DBP) as a reference document for language competency standards among Bahasa Melayu users in Malaysia and abroad, and it has been comprehensively used in 2022.

Recognition of KSBM as the primary reference for Bahasa Melayu proficiency standards in education:

- New format for the Malaysian Certificate of Education (*Sijil Pelajaran Malaysia*, SPM) Bahasa Melayu paper
- UPBMG for non-option Bahasa Melayu teachers.



Exhibit 2.2: Direction of Bahasa Melayu Education Framework

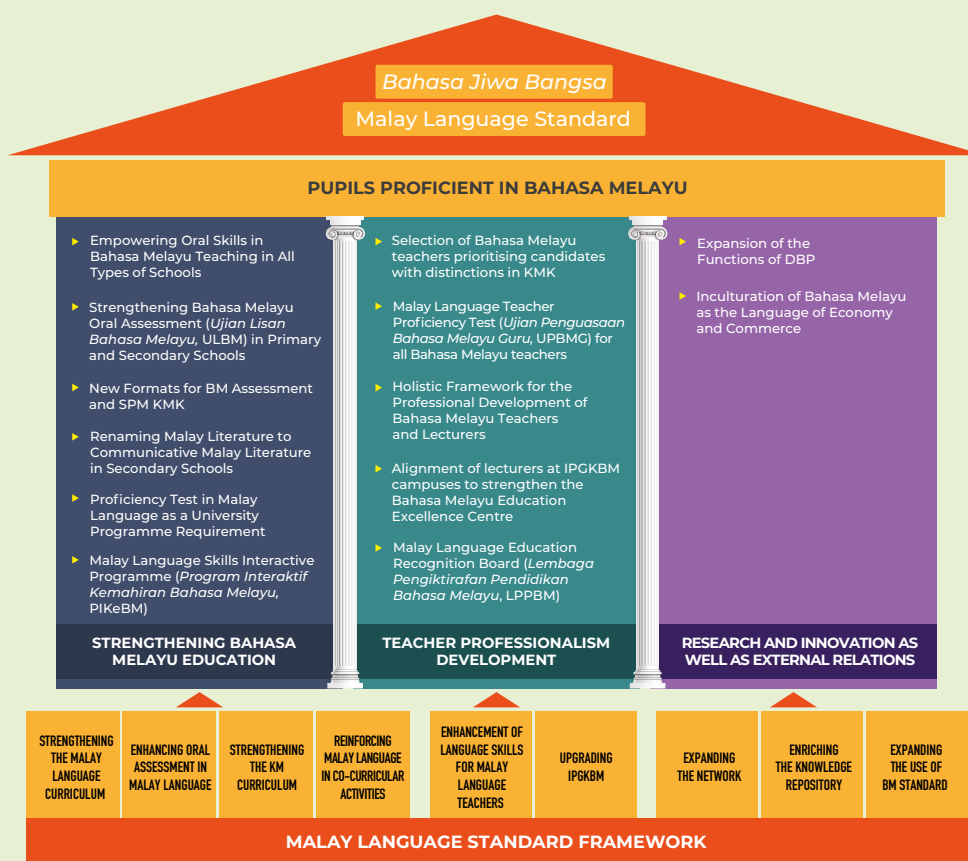


Exhibit 2.3: Descriptor of Standard Language Competency

SCALE	LEVEL	COMPETENCY
ACQUISITION AND MASTERY OF LANGUAGE	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 Able to explain about the neighbourhood and daily activities using conjunctions, simple and common sentences to communicate
		1 VERY LIMITED Able to express oneself and family matters using symbols, words, simple and common phrases

2.2.2 Improving the Competency of Non-Option BM Teachers

Implementation of UPBMG based on KSBM

6432 non-option Bahasa Melayu teachers have taken the UPBMG to assess their level of language competency. Based on the language competency criteria in KSBM, teachers need to achieve at least Level 5. Teachers who do not meet the language competency standard at Level 5 will receive planned interventions. Data shows that 43.6% of non-option Bahasa Melayu teachers have achieved the set language competency standard, which is Level 5.

The exhibit below shows teachers' achievement results according to the levels in UPBMG.

Exhibit 2.4: The overall achievement in UPBMG for the year 2022 (all four skills):

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6	UPBMG CANDIDATES
0	1	88	3536	2807	0	6432

Exhibit 2.5: The achievement in UPBMG categorized by language skills for the year 2022

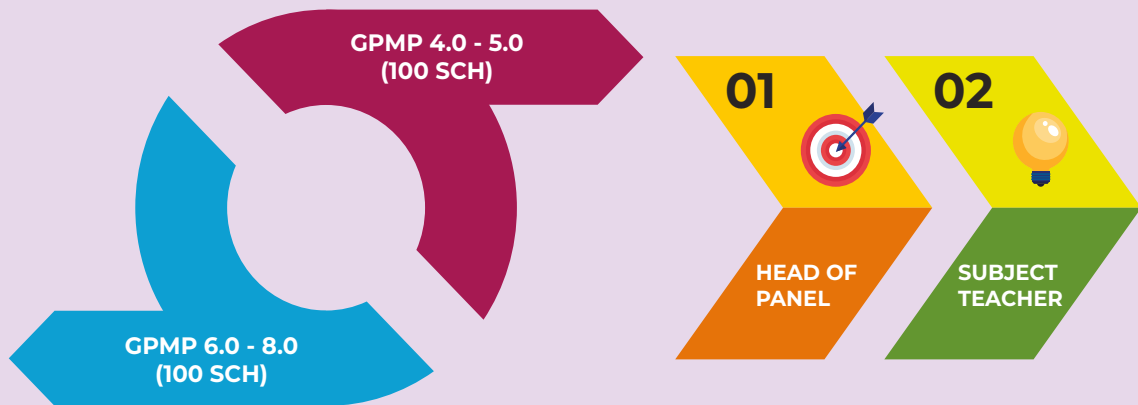
SKILLS	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6	UPBMG CANDIDATES
SPEAKING	0	4	175	2130	3991	132	6432
READING	0	5	69	772	3350	2236	6432
WRITING	6	664	3533	2114	115	0	6432
LISTENING	0	0	38	1283	4961	150	6432

2.2.3 Enhancement of Language Skills for Form 4 and 5 Pupils Through Focused Classroom and Extracurricular Activities

a. Classroom Activities

Malay Language Excellence Manual (Manual Kecemerlangan Bahasa Melayu, MKBM)

200 Bahasa Melayu teachers from 200 selected schools in eight states, namely Johor, Penang, Kedah, Sabah, Sarawak, Selangor, Pahang, and Perak, were successfully trained through this programme. The selection of schools was based on the average grade of the Bahasa Melayu subject in the school, ranging from 5.0 to 7.0 (in the weak category).



FORM 5 PUPILS

MKBM has been developed and serves as a guide for training Malay language teachers to use thinking tools to generate ideas in the teaching and learning process, diversifying creativity and Bahasa Melayu teaching techniques that enable pupils to improve their writing skills. A total of 200 Form 4 and 5 Malay language teachers were involved in this training thus far. The main goal of this activity is to improve SPM Bahasa Melayu examination results to achieve at least Grade C (distinction).

Initial findings indicate that 88.9% of teachers using MKBM managed to help improve pupils' essay writing skill.

Exhibit 2.6: Distribution of Selected Schools Using the MKBM by State



Project-Based Learning of Bahasa Melayu (*Pembelajaran Bahasa Melayu Berasaskan Projek, PBMP*)

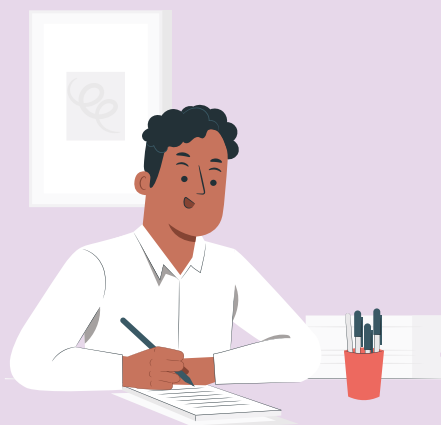
PBMP is a PdP method aimed at improving pupils' language skills. It applies and integrates knowledge, skills, and values learned from various disciplines to master language skills through project-based activities.

Exhibit 2.7: Achievements of the Best Projects by Pupils

STATE	PROJECT-BASED LEARNING OF THE MALAY LANGUAGE ACTIVITIES (PBMP)
KELANTAN	<i>Projek BIJAK Emosi (BIJAK Jati Diri Artikulasi)</i>
PAHANG	<i>Citra Warisan Event, SMK Teluk Chempedak, Kuantan</i>
PERAK	Project-Based Learning of The Malay Language (PBMP) Colloquium
PERLIS	Thematic Video presentation at SK LKTP Chuping, Perlis
MELAKA	Bird's Eye Chilis Entrepreneur at SK Datuk Hj Baginda
SELANGOR	Project with Culture, Arts, and Aesthetics theme at SJK Ladang Batu Ampat
NEGERI SEMBILAN	Exhibition and Colloquium at SMK Yam Tuan Radin

Exhibit 2.7 shows a summary of the activities conducted in several states. The use of the Malay language in these activities has impacted the pupils involved, depending on the unique nature of the projects and the use of materials to test the pupils' creativity in language skills.

PBMP is a PdP method aimed at improving pupils' language skills



The activities conducted have shown impact and resulted in:

- i. Showcasing pupils' proficiency in language etiquette and the appropriate selection of vocabulary in the presentation/ explanation of each type of project and activity that tests students' skills.
- ii. Fostering pupils' interest in the fields of public speaking and language use based on the type of project.

- iii. Encouraging questioning and stimulating curiosity while helping pupils contribute ideas.
- iv. Improving pupils' self-confidence, especially non-native speakers, in communicating and speaking in front of an audience using the Bahasa Melayu - through correctly using grammatical words, generating ideas for writing greetings, and various types of texts correctly and confidently.
- v. Pupils show increased interest in learning Bahasa Melayu and strive to ensure the success of their projects, which leads to improved attendance at school.
- vi. Fostering a spirit of cooperation among group members and a sense of responsibility for their roles through group discussions to produce presentation texts using proper language.
- vii. Sharing best practices with schoolmates through presentations or showcases during school activities and language months.



b. Activities Outside the Classroom

National-level Language Skills Carnival

The Language Skills Carnival serves as an encouragement activity to enhance the mastery of Bahasa Melayu among pupils. This carnival supports implementing the Malay Language Skills Interactive Programme (*Program Interaktif Kemahiran Bahasa Melayu*, PIKeBM), which has been made mandatory in all MOE schools. The carnival, which consists of four activity branches, involves the following concepts:

i. Creative Speaking Challenge

This challenge provides space and opportunities for pupils to creatively share their opinions, stories, feelings, and experiences based on topics and themes. This challenge aims to help develop the potential, boost pupils' confidence in communication, and foster critical, creative, and innovative thinking.

ii. *Penglipur Lara*/ Storytelling Challenge

This challenge aims to enhance oral skills and stimulate the imagination of pupils. The *Penglipur Lara* challenge will encourage pupils to use language, movement, and facial expressions that are appropriate for the storyline. Stories that contain moral values and are rich in lessons can also help shape pupils' personalities with positive attributes.

iii. Young Journalist Challenge

This challenge aims to hone skills and showcase the journalistic talents of pupils, while also boosting their confidence in front of the camera and in speaking candidly and spontaneously.

iv. Monologue Challenge

This challenge is based on a monologue by a single speaker. It cultivates pupils' ability to express the hopes or desires of an individual regarding a given issue or question in a presentation aimed at conveying feelings and emotions through spoken words.

Exhibit 2.8: Total Participation by Challenge at the National Level

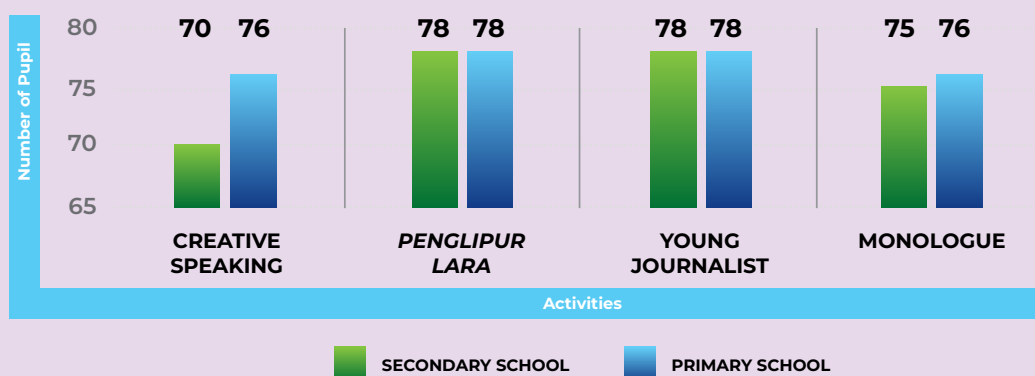


Exhibit 2.9: Results of Student Assessments in the 2022 National Language Skills Carnival for Primary (SR) and Secondary (SM) Schools:

MARKING SCALE	TOTAL OF PUPILS (SR)	TOTAL OF PUPILS (SM)
90-100	0	0
80-89	23	41
65-79	212	346
50-64	1645	2117
30-49	2001	747
0-29	16	2

Overall, the National Language Skills Carnival has successfully improved pupils' language skills by participating in language-related activities. A total of 3,897 (48.24%) primary school pupils and 3,553 (76.97%) secondary school pupils achieved at least 50 marks or more.

Moving Forward

In 2023, MOE plans to:

1. Increase the number of non-option Bahasa Melayu teachers taking UPBMG and achieving Level 5.
2. Provide intervention for teachers who do not achieve Level 5 in UPBMG.
3. Expand the use of the Malay Language Excellence Manual (*Manual Kecemerlangan Bahasa Melayu*, MKBM).
4. Promote project-based learning in the Bahasa Melayu in all schools.

2.3 STRENGTHENING ENGLISH LANGUAGE EDUCATION

In 2022, the Strengthening of the English Language Education Initiative continues to improve pupils' and teachers' English language proficiency based on the Common European Framework of Reference for Languages (CEFR) international standards. This initiative continues English Language activities that create an immersive English language ecosystem at the primary school level, to improve pupils' English language proficiency through Science and Mathematics subjects, and to ensure that all English language teachers achieve CEFR C1 proficiency.

Throughout the year 2022, efforts in the Strengthening of the English Language Education Initiative were focused on:

2.3.1 IMPROVING PUPILS' ENGLISH LANGUAGE PROFICIENCY TO ACHIEVE ASPIRED TARGETS BASED ON THE CEFR INTERNATIONAL STANDARDS

Highly Immersive Programme (HIP)

Dual Language Programme (DLP)

2.3.2 IMPROVING THE PROFICIENCY AND COMPETENCY OF ENGLISH LANGUAGE OPTION TEACHERS

Professional Upskilling for English Language Teachers (Pro-ELT)

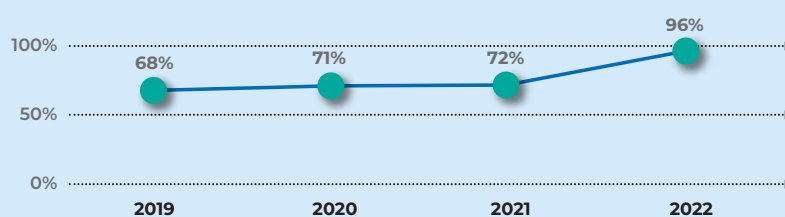
The English Enhancement Programme for Schools (*Program Peningkatan Kemahiran Bahasa Inggeris di Sekolah, PPKBIS*)

2.3.1 Improving Pupils' English Language Proficiency to Achieve Aspired Targets Based on the CEFR International Standards

Highly Immersive Programme (HIP)

HIP is carried out to create an environment that encourages pupils to communicate in English both inside and outside the classroom. All schools implemented HIP in collaboration with non-governmental agencies (NGOs), private sector partners, and the community. The results of this activity showed an increase in the highest level of immersion achievement for 10,231 MOE schools. A total of 96% school reached levels 3 and 4.

Exhibit 2.10: MOE Schools Immersive Level Achievement Trend from 2019
Source: English Language Teaching Centre



Source: English Language Teaching Centre



Trend from Practices and Innovation was published in 2022 and showcases best practices in the English language activities under HIP.

Dual Language Programme (DLP)

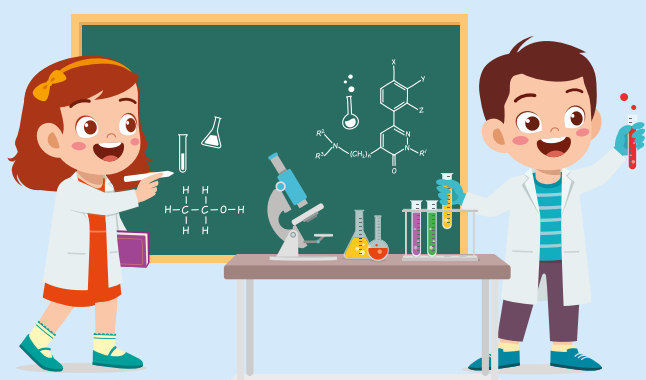
To improve pupils' English language proficiency through DLP, focus is given to three main elements:

- i. Building digital support materials for pupils through videos and learning materials.
 - a) PdP videos have been prepared for Science and Mathematics subjects, covering topics included in the Science and Mathematics curriculum. These videos have been uploaded to MOE's EduWebTV website.
 - b) Support materials for DLP Mathematics pupils in Years 4 and 5 of the Standards-Based Curriculum for Primary School (*Kurikulum Standard Sekolah Rendah, KSSR*) have been developed in collaboration with expert teachers from schools and uploaded to the official ELTC website in digital format for easy access and download by teachers and students as additional materials alongside the existing textbooks.
- ii. Enhancing the English language proficiency of Science and Mathematics teachers through four (4) levels, namely Language Awareness, Advanced, Reinforcement, and Enrichment, to improve the competency in teaching Science and Mathematics subjects.
- iii. Conduct engagement sessions with school leaders to facilitate the implementation of DLP.

Exhibit 2.11: English Language SPM Results for Schools Under DLP

YEAR	PERCENT
2021	87.5%
2022	83.8%

(Source: English Language Teaching Centre)



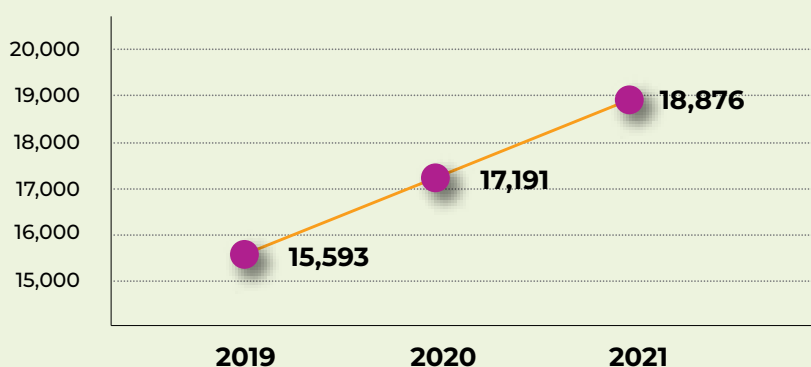
Enhancing the English language proficiency of Science and Mathematics teachers through four (4) levels, namely Language Awareness, Advanced, Reinforcement, and Enrichment, to improve the competency in teaching Science and Mathematics subjects

2.3.2 Improving the Proficiency and Competency of English Language Option Teachers

Professional Upskilling for English Language Teachers (Pro-ELT)

The Professional Upskilling of English Language Teachers (Pro-ELT) programme aims to enhance English language proficiency among English Language Option (BI) teachers to achieve at least the CEFR C1 level. The results of the Pro-ELT programme, which began in 2014, have shown an increase in the number of teachers who have achieved the CEFR C1 level.

Exhibit 2.12: Cumulative Number of English Language Option Teachers Achieving CEFR C1



(Source: e-Operasi)

A total of 6,030 English Language teachers have received continuous support training from ELTC and facilitators. This training includes:

- non-synchronous learning, which includes five (5) training modules on the IMPROVE portal through the Learning Management System (LMS) OpenLearning. These modules cover six language components: Grammar, Vocabulary, Listening, Speaking, Reading, and Writing. The content of these training modules includes reference materials like notes and instructional videos, as well as exercises in the form of assignments, quizzes, discussions, and summative assessments.
- synchronous learning involves Professional Learning Community (PLC) sessions conducted online with facilitators. PLC includes discussions on online course implementation, ways to improve performance, additional reading sessions, and identifying strengths and weaknesses for self-improvement.
- self-assessment instruments at the end of each OpenLearning training module, and
- self-learning toolkit provided through an online learning application (links are included in each OpenLearning training module).

After completing the training, the total learning hours attended are recorded as credits in the MOE Training Management System (*Sistem Pengurusan Latihan Kementerian Pendidikan Malaysia*, SPLKPM) under the 'Individual Module'; 'Self-Learning e-Learning Activity' and 'PLC'. Participants will also receive a certificate of participation after completing all the learning materials provided in the OpenLearning training module. At the end of the training, participants are required to take a post-training English proficiency test.

The English Enhancement Programme for Schools (PPKBIS)

A total of 109 English language teachers for Form 4 in schools requiring English language intervention, also known as Hotspot schools, have been provided with guidance and support through the English Enhancement Programme for Schools (*Program Peningkatan Kemahiran Bahasa Inggeris di Sekolah*, PPKBIS) workshops, conducted both online (Phase 1) and face-to-face (Phase 2). The aim of this programme is to give participants exposure to effective pedagogical methods that can enhance pupils' writing skills.

Best practices showcasing the creativity and innovation of teachers in improving pupils' achievement have been documented in two series of books, "Best Practices: Teachers' Initiative from PPKBIS 2020" and "Best Practices: Teachers' Initiative from PPKBIS 2021." The publication of these two books can serve as a reference and a source of inspiration for teachers in schools when implementing interventions for their pupils.

Exhibit 2.13: SPM English Results for Pupils in Hotspot Schools

YEAR	ACHIEVEMENT OF TRAINED HOTSPOT SCHOOLS
2021	44.7% (New Format)
2022	46%

(Source: English Language Teaching Centre)

Moving Forward

1. Improving pupils' English Language Proficiency to Meet the CEFR standards.

- A total of 2,420 schools, comprising 1,613 primary schools and 807 secondary schools, will continue the DLP.
- Improvement of DLP English Language Support Course for Science and Mathematics teachers from the DLP schools will continue.
- Remedial Instruction (RI) will be implemented for Year 4 pupils in 2023 involving 1,221 targeted schools to ensure that pupils do not fall behind in their English language learning. The RI programme aims to help these students achieve the CEFR A1 proficiency level.

2. Improving the Proficiency of English Option Teachers to Achieve a Minimum Proficiency Level of CEFR C1

- The PPKBIS will continue in 100 hotspot schools.
- 6,030 English Language Option teachers will take the English proficiency test to achieve a minimum CEFR C1 level.

2.4 INCULCATING HIGHER ORDER THINKING SKILLS IN 21ST CENTURY LEARNING

The initiative to Inculcate Higher-Order Thinking Skills (HOTS) in 21st-century learning was introduced to strengthen pupils' skills in applying knowledge and HOTS in problem-solving, decision-making, innovation, and creativity. This initiative aims to position the country in the top one-third ranking of international assessments by 2025.

Efforts are also ongoing to enhance the competency and professionalism of teachers in developing HOTS-oriented assessment questions. The Ministry is committed in providing the necessary support and training to teachers to strengthen their skills in delivering effective teaching. Additionally, efforts are being made to empower ICT infrastructure at the school level to support the cultivation of HOTS in PdP.

In 2022, the initiative will focus on:

2.4.1 PREPARING PUPILS TO SIT FOR INTERNATIONAL ASSESSMENTS

Preparation of the Competency and Literacy Assessment (*Pentaksiran Kompetensi dan Literasi*, PKL) for primary and secondary schools as a tool to measure pupils' readiness for international assessments.

2.4.2 INCULCATING OF HOTS FOR TEACHERS AND PUPILS

Assessment of the level of teacher and student adoption through the Standard Assessment Instrument for HOTS Inculturation

HOTS video competition

2.4.1 Preparing Pupils to Sit for International Assessments

Preparation of PKL for SR and SM

The Ministry aims to position Malaysia in the top third of international assessments ranking by 2025. To achieve this goal, 70 percent of pupils taking these assessments must achieve a minimum score of 600. However, pupil performances have not yet reached the desired level based on the PKL conducted yearly. For the year 2022, the PKL achievement is as shown in Exhibit 2.14.



Exhibit 2.14: The achievement of Year 4 and Form 1 pupils in the Competency and Literacy Assessment for Reading, Financial Literacy, Science, and Mathematics for the year 2022 is as follows:

LITERACY	NUMBER OF SAMPLES	SAMPLES THAT ACHIEVE THE SCORE 600 AND ABOVE	PERCENT (%)
YEAR 4 READING	48,505	9,136	18.84
FINANCE YEAR 4	52,260	9,965	19.07
MATHEMATICS YEAR 4	49,353	4,385	8.88
SCIENCE YEAR 4	49,464	3,395	6.86
READING FORM 1	22,458	9,900	44.08
KEWANGAN TINGKATAN 1	24,096	4,856	20.15
FINANCE FORM 1	24,641	1,076	4.37
SCIENCE FORM 1	24,673	907	3.68

From the implementation of the 2022 PKL, findings indicate that the percentage of students scoring 600 and above is still below the target of 70 per cent.

In the Ministry's efforts to achieve this improvement, various activities have been carried out. HOTS Workshops in the teaching of Science and Mathematics for secondary schools were conducted nationwide from August to October 2022. These workshops involved Educational Officers consisting of JPN Officers, SISC+, and Excellent Teachers (*Guru Cemerlang*). The workshops provided exposure to teachers on the modules in problem-solving, decision-making, innovation, and creativity.

Furthermore, a total of 500 HOTS assessment items were generated for the domains of Reading, Mathematics, Finance, and Science, involving item developers from primary and secondary schools. Training on HOTS Assessment Documents was also conducted by zones (South and East; North and Central; Sabah, Labuan, and Sarawak) from September to October 2022.

The Ministry also provided sufficient ICT equipment, such as laptops, through the ICT Hardware Rental Service Project (Lease to use) to selected schools.



These workshops involved Educational Officers consisting of JPN Officers, SISC+, and Master Teachers. The workshops provided exposure to teachers on the new modules in problem-solving, decision-making, innovation, and creativity

2.4.2 Inculturation of HOTs for Teachers and Pupils

Assessment of the Level of Inculturation of Teachers and Pupils Through the Standard Assessment Instrument for Inculturation of Higher-Order Thinking Skills

The Ministry has developed the Standard Assessment Instrument for the Inculturation of Higher-Order Thinking Skills (*Instrumen Standard Penilaian Pembudayaan KBAT, ISPPK*) in PdP for both teachers and pupils. This instrument assesses the level of cultivating HOTS in inculturation schools, covering aspects such as Educational Management and Leadership, Teacher and Pupil PdP, and Co-curricular Activities. The findings from ISPPK are designed to assist schools in planning follow-up actions to enhance the inculturation of HOTS in teacher and pupil teaching and learning.

In 2022, a total of 306,363 teachers were assessed using the ISPPK instrument in teaching and learning. From this total, 96.28% of teachers achieved a Good and Excellent level in HOTS-based PdP.

Exhibit 2.15: Teachers Achievement in HOTS Enculturation

STATE	NUMBER OF RESPONSES (CLEAN DATA)	AT LEAST A GOOD LEVEL (>=61%) OF INCULTURATION OF HOTS IN PdP	PERCENTAGE OF ACHIEVEMENT AT LEAST A GOOD LEVEL (%)	EXCELLENT LEVEL (>=81%) INCULTURATION OF HOTS IN PdP	PERCENTAGE OF EXCELLENT LEVEL ACHIEVEMENT (%)
PERLIS	3,615	3,554	98.31	1,898	52.50
KEDAH	25,263	24,729	97.89	12,587	49.82
PULAU PINANG	15,331	15,030	98.04	7,985	52.08
PERAK	31,195	30,140	96.62	14,036	44.99
SELANGOR	42,574	40,952	96.19	21,208	49.81
KUALA LUMPUR	12,001	11,437	95.30	5,097	42.47
PUTRAJAYA	128	124	96.88	78	60.94
NEGERI SEMBILAN	12,966	12,604	97.21	6,193	47.76
MELAKA	8,948	8,562	95.69	3,844	42.96
JOHOR	39,104	36,226	92.64	12,571	32.15
PAHANG	19,346	18,826	97.31	9,642	49.84
TERENGGANU	17,998	17,494	97.20	6,471	35.95
KELANTAN	24,374	23,854	97.87	10,502	43.09
SARAWAK	28,677	27,578	96.17	9,954	34.71
LABUAN	1,034	1,015	98.16	486	47.00
SABAH	23,809	22,840	95.93	10,255	43.07
OVERALL TOTAL	306,363	294,965	96.28%	132,807	43.35

96.28%
of teachers achieved Good and Excellent levels in applying HOTS during PdP



HOTs Documentary Video Competition 2022

The HOTs Documentary Video Competition 2022 held in November 2022 aimed at creating a platform for fully residential schools (*Sekolah Berasrama Penuh*, SBP) pupils to showcase creative ideas on HOTs understanding in learning materials. The competition received a total of 57 group entries. The list of winners in the two contested categories is as follows:

Upper Secondary Category

First Place : Hulu Terengganu Secondary Science School
Second Place : The Malay College Kuala Kangsar
Third Place : The Malay College Kuala Kangsar

Lower Secondary Category

First Place : The Malay College Kuala Kangsar
Second Place : Raja Tun Azlan Shah Secondary Science School
Third Place : Rembau Secondary Science School



Moving Forward

The initiative focus for 2023:

1. Continuation of ISPPK as an assessment tool for cultivating HOTs by teachers and pupils.
2. Building of the HOTs items will be continued and made accessible to teachers and pupils.
3. Development of a digital platform to meet the needs of the HOTs learning and ensure wider accessibility.
4. Production of interactive videos and animations to create a more engaging and interactive learning experience, thereby enhancing understanding, knowledge application on the HOTs.
5. Expansion of the HOTs Documentary Video Competition will also be implemented by opening participation to all secondary school students nationwide.



Production of interactive videos and animations to create a more engaging and interactive learning experience, thereby enhancing understanding, knowledge application on the HOTs

2.5 STRENGTHENING STEM EDUCATION

The initiative to strengthen STEM Education was introduced to ensure that pupils are equipped with the necessary skills to face the challenges of a changing world by applying Science, Technology, Engineering and Mathematics (STEM) knowledge and skills. This effort is aligned with the National Science, Technology, and Innovation Policy (*Dasar Sains, Teknologi dan Inovasi Negara, DSTIN*) 2021-2030, which outlines the development of a competent and sufficient talent pool in science, technology, and innovation (STI) to transform the country from technology users to technology developers.

The Strengthening STEM Education Initiative focuses on cultivating pupils' interest through innovative learning approaches, enhancing STEM teachers' skills and abilities, and raising awareness of STEM among pupils, parents, and the general public.

The initiative focus in 2022:

2.5.1 INCREASING AWARENESS AND ENCULTURATION OF STEM AMONG PUPILS

2.5.2 STRENGTHENING OF STEM TEACHERS' PEDAGOGY FOCUSING ON INTEGRATED STEM EDUCATION AND INQUIRY-BASED AND PROJECT-BASED APPROACHES

2.5.3 IMPROVING GUIDANCE AND COUNSELLING TEACHERS' KNOWLEDGE ABOUT THE LATEST STEM CAREER OPPORTUNITIES

2.5.4 STRENGTHENING STRATEGIC COLLABORATION WITH STAKEHOLDERS TO IMPLEMENT STEM PROGRAMMES

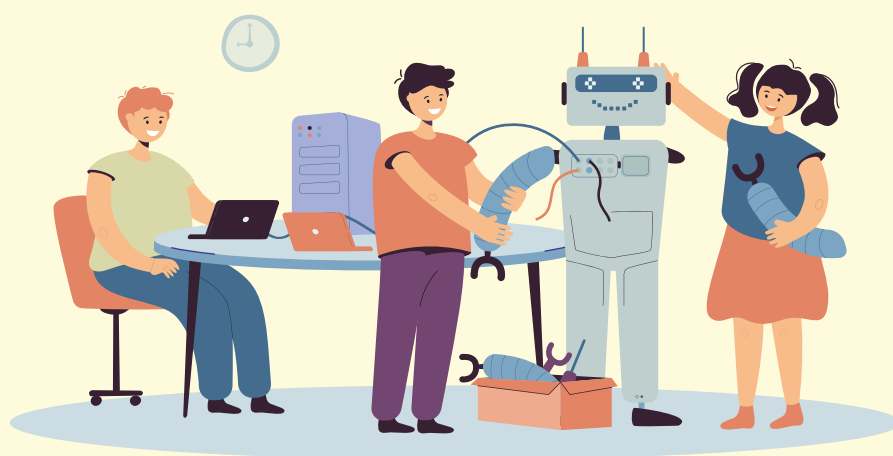
2.5.1 Increasing Awareness and Enculturation of STEM Among Pupils

Various programmes were carried out in 2022 to raise awareness about the importance of STEM fields, the interdependence of STEM disciplines, the impact of science and technology on society and the environment, and authentic experiences to solve real-world problems among pupils.

The activities that were carried out include:

- The celebration of **World Science Day for Peace and Development with the theme "Basic Sciences for Sustainable Development"** was organised in collaboration with the Young Scientist Network - Academy of Sciences Malaysia (YSN-ASM).
- The celebration of **International Mathematics Day with the theme "Mathematics Unites"** aimed at enhancing understanding among the general public about the importance of mathematics in education and to increase access to information about the role of mathematics in life. This celebration was held using the YouTube and Facebook platforms of the National STEM Centre and successfully attracted the interest of nearly 70,000 viewers. Among them, 48,000 participants were comprised of primary and secondary school pupils.

- **The development of Mathematics Modules in the context of applications for primary and secondary schools** using a 'backward design' approach with a special emphasis on ABC (activity before concept). The modules introduce concepts in a realistic context to dispel the common misconception that mathematics is about numbers, procedures, and abstraction. Each activity in the modules will explain the relationship between the activity and:
 - a) situations in everyday life;
 - b) other mathematical topics and/ or;
 - c) other subjects.
- A total of 64 schools are involved in the **STEM Executive Consultation Project (STEMEC)**. This project aims to provide meaningful, integrated STEM learning experiences to every pupil in a conducive learning environment. It focuses on leadership for school leaders and Integrated STEM Project-Based Learning (PBL) for pupils. The project also uses The Organisational Development approach to lead schools in implementing integrated STEM education, involving all school members and the local community.
- A total of 64 schools are involved in the **STEM Executive Consultation Project (Integrated STEM PBL)**. The project aims to provide guidance to schools in implementing Teaching and Learning using the Integrated STEM PBL Implementation Module. Overall, it was found that STEM PdP implemented in schools has increased pupils' motivation, whether at the secondary or primary school level.
- **The Young STEMist Expo (YSE) programme** involves 64 schools and aims to provide exposure to drones, 3D design, web design, robotics, the Internet of Things (IoT), and animation, as well as non-STEM areas such as arts and entrepreneurship. The programme targets schools with a high population of B40 pupils in collaboration with the Ministry and agencies such as the Malaysia Digital Economy Corporation (MDEC), Elvira Sdn. Bhd., Chumbaka, Intel Malaysia, Shell, Maxis, and other agencies.
- **The STEM Pupil Index Study** was conducted throughout Malaysia, involving 26,957 pupils in Year 6, Form 2, and Form 4 through online assessments. The level of STEM pupil culture in Malaysia is measured through the STEM Pupil Index (*Indeks STEM Murid*, ISM), which comprises four main domains: PdP, Attitudes, Co-Curriculum, and Literacy. The study findings indicate that the overall STEM pupil index for the entire country is 44.09, which is at low level. This means that pupils' assessment of their learning environment is not very positive, and their commitment and attitudes towards learning Science and Mathematics are not favourable.



2.5.2 Strengthening STEM Teachers' Pedagogy Focusing on Integrated STEM Education and Inquiry-Based and Project-Based Approaches

The inquiry-based learning approach and integrated STEM approach are essential components of STEM teacher's pedagogy. Teaching materials and ongoing support for PdP are also provided to teachers.

- A total of 183 teachers and **SISC+** participated in the **Inquiry-Based Science Education (IBSE) Programme**, which was conducted in a hybrid format. The training module used in this programme was based on the IBSE module developed by the Fondation La main à la pâte in France. This programme successfully equipped participants with knowledge and skills related to the IBSE approach, which is a learning approach that involves pupils in the process of investigation and exploration. Additionally, the inquiry process experienced during the programme can encourage creative and critical thinking while providing new learning experiences for pupils in the classroom.
- A total of 100 Design and Technology (*Reka Bentuk dan Teknologi*, RBT) primary school teachers participated in the "**1,2,3... Code!**" programme organised by the Ministry in collaboration with the International Science, Technology and Innovation Centre for South-South Cooperation under the auspices of UNESCO (ISTIC) and University of Technology Malaysia (*Universiti Teknologi Malaysia*, UTM) Kuala Lumpur. The training module was based on the "Projet 1,2,3... codez!" by the Fondation La main à la pâte. This programme aimed to provide knowledge and skills related to four main concepts in computer science: namely machine, algorithm, language, and information, through unplugged activity, which is a popular strategy for introducing computer science concepts.

The inquiry process experienced during the program can encourage creative and critical thinking while providing new learning experiences for pupils in the classroom



- A total of 100 Science and Mathematics teachers participated in the **Educator Innovation Programme**, which is a collaboration between the Ministry and the National Science Centre. The programme aims to enhance the creativity and teaching skills of Science and Mathematics teachers to make their lessons more engaging and effective. Through non-formal science learning approaches and hands-on teaching methods, pupils' interest in STEM can be cultivated.
- A total of 186 Matriculation STEM Programme Master Trainers who were trained through the **Matriculation STEM Inquiry-based Learning Programme** were involved in the development of Matriculation STEM Inquiry-based Learning Programme (STEMatric-IBL) modules for each STEM field, including Chemistry, Biology, Physics, Mathematics, Computer Science, and Engineering. These JU members are responsible for in-service training and mentoring lecturers at their respective matriculation colleges.
- **The STEMinar programme on RBT and Chemistry**, organised in collaboration with the STEM Dissemination Centre, UKM, and IPG Technical Education Campus, as well as the American Chemical Society (ACS) Malaysia Chapter and ACS UKM Student Chapter, was conducted through official social media platforms such as Facebook and YouTube. This programme aims to enhance participants' knowledge regarding the latest developments in the fields of RBT and Chemistry. It also provide exposure to hands-on activities that can be used in RBT and Chemistry education. The webinar was open to all, especially to RBT and Chemistry teachers, as well as secondary school pupils.
- A total of 145 preschool teachers participated in the **In_STEM Programme**. This programme aims to enhance teachers' understanding of designing content that can foster pupils' curiosity and engagement in STEM activities, planning activities that encourage pupils to think critically to solve daily problems and designing continuous assessments through games.
- A total of 405 teachers attended the **Doing_STEM module training** workshops. Participants included RBT, Science, and Mathematics subjects primary school teachers. The Doing_STEM module aims to provide suggestions for integrating the fields of Science, Mathematics, and RBT based on DSKP through project-based learning activities, as well as applying STEM knowledge, skills, and ethical values in real-life situations.

Through non-formal science learning approaches and hands-on teaching methods, pupils' interest in STEM can be cultivated



2.5.3 Improving Guidance and Counselling Teachers' Knowledge on the Latest STEM Career Opportunities

Increasing awareness among stakeholders about current STEM careers is essential to encourage pupils to choose STEM subjects. The enrolment rate of upper secondary pupils selecting STEM subjects is 40.94%. The Ministry collaborates with stakeholders to explore ideas, resources, and expertise to boost STEM enrolment.

Among the programmes implemented are:

- A total of 6,213 participants joined the STEM4ALL: STEM Street 2022 programme, which aims to enhance teachers' knowledge, especially Guidance and Counselling Teachers, about STEM careers. The programme was conducted in collaboration with strategic partners such as Universiti Malaysia Perlis (UniMAP), MARA University of Technology (*Universiti Teknologi MARA, UiTM*), Technical University of Malaysia, Malacca (*Universiti Teknikal Malaysia Melaka, UTeM*), Science University of Malaysia (*Universiti Sains Malaysia, USM*), UTM, and PPD Sentul, with support from professional bodies like the Institution of Engineers Malaysia (IEM), Board of Engineers Malaysia (BEM), Institution of Engineering and Technology Malaysia (IET Malaysia), and Malaysian Board of Technologists (MBOT).

The enrolment rate of upper secondary pupils selecting STEM subjects is 40.94%



2.5.4 Strengthening Strategic Collaboration with Stakeholders to Implement STEM Programmes

The implementation of the STEM initiative requires collaboration among stakeholders to collectively plan and expand learning opportunities to nurture competent, adaptable, and sufficient STEM talents. In 2022, MOE strengthened its strategic partnerships with key stakeholders to collectively contribute ideas, resources, and expertise in implementing STEM education programmes. The primary strategic partners include the Ministry of Science, Technology, and Innovation (MOSTI) and its agencies, the Ministry of Communications and Multimedia (*Kementerian Komunikasi dan Multimedia, K-KOMM*) and its agencies, the International Science, Technology and Innovation Centre for South-South Cooperation (ISTIC), public universities, private universities such as Kuala Lumpur University, Malaysian Institute of Chemical and Bioengineering Technology (UniKL MICET), professional bodies IEM, BEM, MBOT, IET Malaysia, ACS Malaysia Chapter, YSN-ASM, industry partners, and various other private agencies.

Moving Forward

In 2023, this initiative will conduct the following activities:

1. Increasing awareness and fostering STEM culture among pupils through integrated STEM education and co-curricular activities.
2. Enhancing the competence of STEM subject teachers in implementing integrated STEM education.
3. Strengthening strategic cooperation with stakeholders to execute STEM programmes.
4. Conducting research on the STEM Pupil Index.

These activities aim to further promote STEM education further, improve teacher competency, strengthen collaborations, and assess the pupils' readiness on STEM in the coming year.

2.6 TRANSFORMING TEACHER EDUCATION TO IMPROVE THE QUALITY OF TEACHER TRAINING

The Initiative of Transforming Teacher Education to Improve Teacher Training Quality aims to transform the teaching profession into a preferred choice. The main focus of this initiative is to enhance the quality of Teacher Education Institutes (*Institut Pendidikan Guru*, IPG) throughout the country by strengthening the leadership competencies of IPG Campuses, improving lecturers' competencies, and enhancing the quality of training.

Efforts to transform IPGs as leaders in teacher education excellence continued in 2022 with a focus on:

2.6.1 RATING OF IPG CAMPUSES BASED ON IPG RATING STANDARDS

2.6.2 ENHANCEMENT OF IPG LEADERS' COMPETENCIES BASED ON LEADERSHIP COMPETENCY STANDARDS

2.6.3 IMPROVEMENT OF IPG LECTURERS' COMPETENCIES BASED ON LECTURER QUALITY STANDARDS

2.6.4 ENHANCEMENT OF THE QUALITY OF TEACHER TRAINING MODULES BASED ON MODULE STANDARDS AND IPG TRAINING QUALITY GUIDELINES

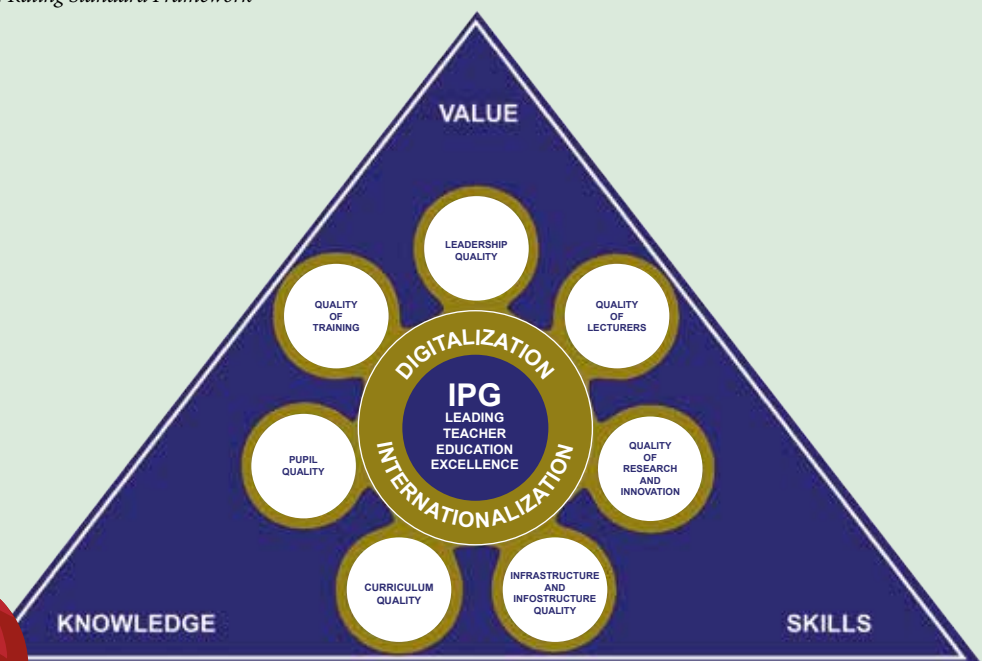


2.6.1 Rating of IPG Campuses Based on IPG Rating Standards

MOE has established the IPG Rating Standard (*Standard Penarafan Institut Pendidikan Guru, SP IPG*) in its efforts to set the level and standard of IPG to achieve the vision of being a leader in teacher education excellence. This SP IPG has been aligned with the requirements of compliance with the Malaysian Qualifications Framework (MQF) by the Malaysian Qualifications Agency (MQA) and ISO 21001 Educational Organisation Management System (EOMS) compliance by the Standards and Industrial Research Institute of Malaysia (SIRIM) Quality Assurance Services (QAS) International to ensure that the quality standards adopted are internationally recognised.

The IPGK standards are determined based on a comprehensive assessment in seven (7) dimensions, including leadership quality, lecturers, research and innovation, infrastructure and infostructure, curriculum, students, and training.

Exhibit 2.16: IPG Rating Standard Framework



Various programmes and activities were implemented throughout 2022 to strengthen campus rating based on the SPIPG. The programmes that were carried out include the Enhancement of Student Competency Program, Quality Improvement Programme for Master's Degree in Education Programme (*Program Ijazah Sarjana Pendidikan, PISP*), Analytical and Holistic Rubric Development Workshops, Research Management Competency Enhancement Programme for IPG, and the Production of High-Impact International Journal Articles Programme. These efforts have successfully raised the rating level of IPGK.

Exhibit 2.17: Some of myTARAF System's pages



The myTARAF system was developed to enhance the efficiency and effectiveness of data collection, analysis, and reporting. According to the audit findings for the rating standards in 2022, 25 IPGKs have successfully achieved a good rating, and 2 IPGKs have achieved an excellent rating.

Exhibit 2.18: Achievement Level of IPG Rating Standard

YEAR	STANDARD LEVEL (NUMBER OF IPG)			
	WEAK	AVERAGE	GOOD	EXCELLENT
2021	1	25	1	-
2022	-	-	25	2

2.6.2 Enhancement of IPG Leaders' Competencies Based on Leadership Competency Standards

The role of IPG leaders as instructional leaders was strengthened with academic knowledge, research and innovation practices, as well as subject matter expertise, in addition to personal quality and resource management. This has been achieved through a series of competency enhancement courses for IPG leaders.

Some of the courses conducted include the Middle Leader Competency Enhancement Course in collaboration with the Razak School of Government, Competency Enhancement Courses, Coaching and Mentoring Workshops, Pedagogical Capacity Competency Programme, Meaningful Learning, Certified Instructional Coach, Certified Coach, and Global Leadership Competency Enhancement Programme.

Exhibit 2.19: IPG Leaders Rating Standard Framework



The IPG Leader Profiling System (eMyPro@ IPG) has been developed to streamline the IPG leadership profiling process. This system uses profiling data to identify areas that need improvement by IPG leaders and subsequently assist in planning and organising future-focused course and training activities.

In 2022, 40.7% of profiled IPG leaders successfully achieved an excellent level.

Exhibit 2.20: Some of myProfiling (eMyPro@IPG) System's Pages



2.6.3 Improvement of IPG Lecturers' Competencies Based on Lecturer Quality Standards

In 2022, the Quality Achievement Standard for IPG Lecturers (*Standard Pencapaian Kualiti Pensyarah IPG, SPKP IPG*) was successfully developed. This standard covers eight main dimensions, which are academic qualifications of lecturers, leadership, curriculum design and delivery, continuous professionalism development, writing and authorship, research and innovation, digital utilisation, and volunteering and self-development.

Various activities were carried out throughout 2022 to further enhance the competency and excellence of IPG lecturers. These activities included the development of Lecturer Quality Guidelines, GGP: AS (Guideline to Good Practices Assessment of Student) Courses, Lecturer *Insaniah* Competency Enhancement Programs, and Certified Officer Quality Assurance (COQA) Courses.

According to the audit results of SPKP IPG in 2022, 41.1% of lecturers achieved a rating of Good, Excellent, or Outstanding.

Exhibitt 2.21: Achievement Level of Lecturers Quality Standard

LEVEL	PERCENTAGE OF LECTURERS
POTENTIAL	21.9
HOPE	37.0
GOOD	23.5
EXCELLENT	9.1
SUPERIOR	8.5

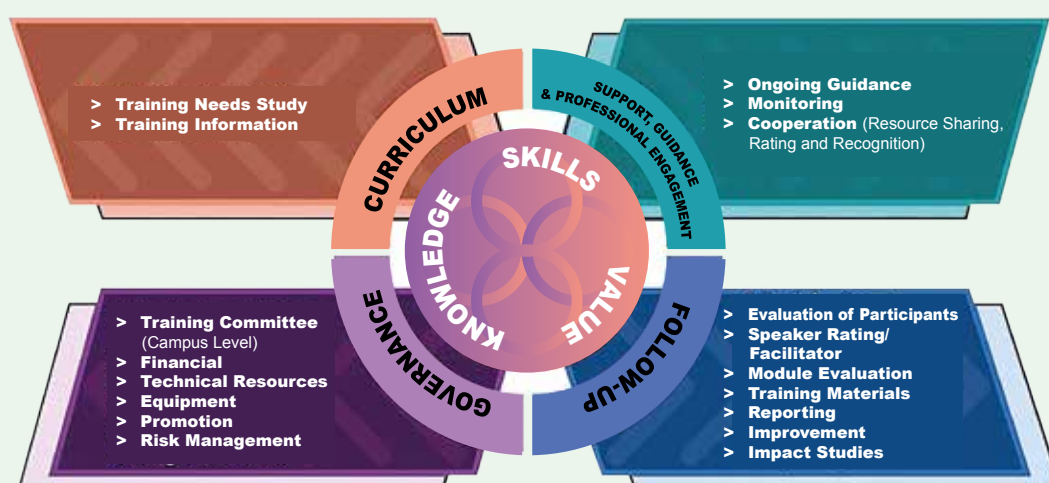
2.6.4 Enhancement of the Quality of Teacher Training Modules Based on Module Standards and IPG Training Quality Guidelines

In 2022, the Training Quality Guidelines and IPG Module Standards were successfully developed and enforced.

Based on the audit conducted in 2022:

- 59.3% of the training programmes successfully achieved the targeted level, which is Good and the rest achieved a higher level, which is Excellent. Overall, 100% of IPGs successfully achieved at least the targeted Good level.
- 50% of the training modules produced in 2022 successfully met the established standards, while the remaining modules required improvement and refinement.

Exhibit 2.22: Training Quality Guideline Framework



The Training Data Management System (*Sistem Pengurusan Data Latihan, mySPDL*) was also developed to improve training management efficiency.

Exhibit 2.23: Standard Module Framework



Exhibit 2.24: Some of mySPDL IPG System's Pages



59.3% of the training programmes successfully achieved the targeted level, which is Good and the rest achieved a higher level, which is Excellent. Overall, 100% of IPGs successfully achieved at least the targeted Good level

Moving Forward

In 2023, the following activities will be continued to improve IPG ratings:

1. Increase the percentage of IPGs achieving the highest rating level.
2. Continue leadership development programs for IPG leaders.
3. Enhance the competency of lecturers.
4. Strengthen the quality and training modules.

2.7 STRENGTHENING THE PROFESSIONALISM OF EDUCATION SERVICE OFFICERS

Strengthening the professionalism of Education Service Officers (*Pegawai Perkhidmatan Pendidikan, PPP*) is a comprehensive, integrated, and ongoing initiative aimed at enhancing the professionalism and quality of PPP through their career pathways, including leadership and professional development. The initiative also emphasises efforts to ensure the psychological well-being of PPP through the implementing of the Psychological Well-being Programme, Legal Literacy Programme, and Cases of Misconduct among Public Servants for PPPs nationwide.

The main objective of this initiative is to ensure that PPP maintain their quality throughout their service period and, in turn, support Aspiration Four (4) of the MEB, which is to make teaching a preferred career choice.

Efforts to enhance the professionalism of PPP continued in 2022 with;

2.7.1 PREPARING AND CONSOLIDATING THE TEACHER PROFESSIONALISM DEVELOPMENT MASTER PLAN 2.0

This is a planning document outlining the efforts and actions for the continuous professionalism development of PPP from their initial appointment until the end of their service.

2.7.2 STRENGTHENING PPP COMPETENCIES

Leadership and Management Pathway

Teaching and Learning Pathway

2.7.3 SUSTAINING THE WELL-BEING OF PPP

Development of Intervention Modules: Career Well-being Module for Teachers

Legal Literacy

2.7.4 THE DEVELOPMENT OF THE SPECIALISED EDUCATION EXPERT PATHWAY BY MOE

2.7.1 Preparing and Consolidating the Teacher Professionalism Development Master Plan 2.0

The Teacher Professionalism Development Master Plan (*Pelan Induk Pembangunan Profesionalisme Keguruan, PIPPK*) 2.0 is a long-term planning document that outlines detailed actions for the Continuous Professional Development of PPP from their first appointment to the end of their service.



The final draft of PIPPK 2.0 has been prepared; however, the publication of the PIPPK 2.0 document cannot be finalised according to the established plan.

At the same time, MOE has developed several supporting documents to enhance the career pathway of PPP, namely:

- i. Guideline for Implementing Option Subject Marking for Teachers in Schools under MOE.
- ii. Guideline for Using Subject Clusters for Teacher Recruitment, Placement, and Transfer Processes at MOE.
- iii. Guideline for Empowering Academic Ordinary Teachers from Grade DG41 to DG54 in KPM Schools.
- iv. Guideline for Implementing Mobility and Flexibility in the Main Pathway Cluster: PPP Career Pathways in MOE.

2.7.2 Strengthening PPP Competencies

Leadership and Management Pathway

In 2022, 208 school leaders successfully completed the Young Leader Leadership Course, and 310 school leaders successfully completed the School Leader Excellence Course (covering writing, research, and innovation). Additionally, 248 PPP in the divisions under MOE completed the School System Leadership Course, and 5,122 PPPs who served as Assessors 1 and 2 in the Integrated Education Service Officer Assessment (*Penilaian Bersepadu Pegawai Perkhidmatan Pendidikan, PBPPP*) underwent assessment training for PBPPP. Furthermore, 11,084 PPPs received briefings on the enhancement of PBPPP implementation.

Teaching and Learning Pathway

Competency enhancement for PPP is carried out through self-paced online training. A total of 56 online course modules (e-KDT IPG) related to content, pedagogy, and assessment have been developed by IPGM.

A total of 18,686 PPPs with a DG48 grade have successfully completed the e-KDT IPG and achieved a good level of performance. The 56 e-KDT IPG modules can be accessed via the link: [e-KDT IPG Modules](#).



2.7.3 Sustaining the Well-Being of PPP

The Development of the Career Well-Being Module for Teachers

Psychological well-being refers to an individual's ability to effectively manage behaviour, emotions, and thoughts in their daily life. Under this initiative, the implementation of psychological well-being activities for PPP includes activities such as screening and intervention using the Psychological Well-being Inventory (*Inventori Kesejahteraan Psikologi*, iKPSI), the development of psychological well-being intervention hubs, instruments and teacher career intervention modules, a competency plan for Education Counsellors, as well as legal literacy programmes for MOE. In 2022, 6.8% (98,364 PPP) who underwent the iKPSI screening achieved a moderate to high level of psychological well-being. To enhance the psychological well-being of PPP members, MOE has also conducted psychological well-being intervention programmes specifically for PPP members who have been screened.

Legal Literacy

Legal literacy and awareness of in-service regulations are crucial to protect oneself from legal actions, MOE has taken steps to produce the MOE Legal Literacy Guidebook and MOE Legal Literacy Docudrama. Additionally, two series of MOE Legal Literacy Seminars conducted online garnered over 64,000 views on YouTube as of December 2022.

Session link:

<https://www.youtube.com/live/JHkSFbs0Ju4?feature=share>

https://www.youtube.com/live/IMfnnD-_qfc?feature=share



2.7.4 The Development of the Specialised Education Expert Pathway by MOE

Two specialised education experts (*Pakar Bidang Khusus Pendidikan*, PBKP) for the MOE Subject Matter Expert (SME) pathway, namely Special Needs Education and Psychology, have been submitted to the Public Service Department (*Jabatan Perkhidmatan Awam*, JPA) for approval.

Moving Forward

In 2023, the initiative will focus on:

1. Implementation of a communication plan for the Teacher Professional Development Master Plan 2.0 (PIPPK 2.0) and Career Pathway Mobility for Teachers through briefing sessions and outreach.
2. Expansion of leadership competency development among leaders.
3. Enculturation of online self-learning (e-KDT IPG) to enhance PPD competencies from DG44 to DG52.
4. Extension of iKPSi implementation to reach 90,000 PPP and implementing the Career Well-being Module.
5. Increased awareness of KPM Legal Literacy through various communication channels to PPP.
6. Development of Education Expertise in KPM based on specialised education fields: counselling and special needs students.

2.8 EMPOWERING AMINUDDIN BAKI INSTITUTE TO ENHANCE THE QUALITY OF SCHOOLS LEADERS

This initiative is to empower IAB as a development centre for excellent leadership. The emphasis of the initiative is placed on continuing the programme initiated in 2021, aimed at enhancing the competencies and expertise of lecturers in the field of educational leadership and management, recognising the expertise of IAB lecturers by certified professional bodies, and increasing collaboration with external organisations to elevate IAB's profile as a leading and internationally recognised centre for educational leadership and management.

To strengthen IAB towards improving the quality of educational leadership development, IAB will focus on:

2.8.1 INCREASING LECTURERS' COMPETENCIES AND PROFESSIONALISM

Increase Lecturer Competencies to the Highest Level.

Increasing the Number of Lecturers Eligible for Professional Recognition (Expertise) from Accredited Professional Bodies in Educational Leadership and Management.

2.8.2 EXPANDING COLLABORATION WITH EXTERNAL ORGANISATIONS IN THE FIELD OF EDUCATIONAL LEADERSHIP AND MANAGEMENT

2.8.1 Increasing Lecturers' Competencies and Professionalism

Increasing Lecturer Competencies to the Highest Level

The Framework for Lecturer Professionalism Development Pathway (*Laluan Pembangunan Profesionalisme Pensyarah*, LPPP) was developed to map the proficiency of lecturers into five (5) levels, namely Beginner, Basic, Competent, Proficient, and Expert. LPPP helps lecturers plan their professional development at each level by referring to the IAB Lecturer Competency Standards (Exhibit 2.24). A lecturer needs to achieve all the 27 competencies as outlined in the IAB Lecturer Competency Standards to reach the expert level. In 2022, out of 284 IAB lecturers, 97 (80.8%) reached the proficient level, while 23 (19.2%) were at the expert level. (Exhibit 2.26).

Exhibit 2.25: IAB Lecturers Competency Standard

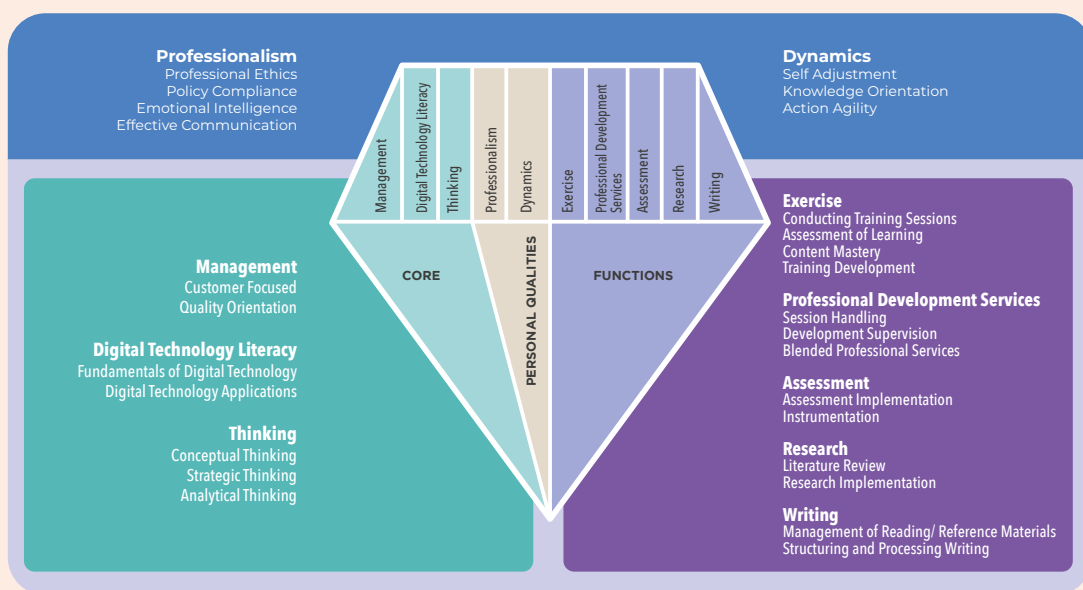
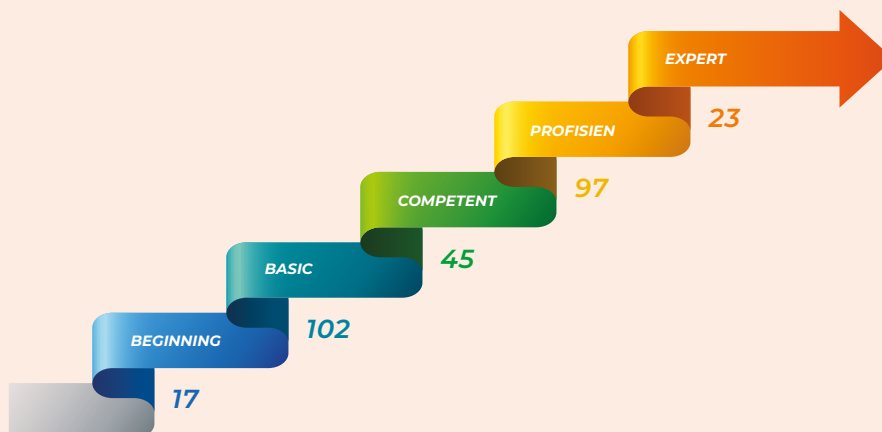


Exhibit 2.26: Number of IAB Lecturers that achieved level based of the Lecturer Professionalism Development Pathway (LPPP)



In 2022, out of the 23 groups of lecturers at the expert level, six (6) lecturers successfully obtained professional recognition from accredited professional bodies (KPI Institute and International Association of Coaching) in the fields of Strategic Management, Guidance & Mentoring, Strategic Thinking & Planning, Management & Instructional Leadership, and Key Performance Indicators..

2.8.2 Expanding Collaboration with External Organisations in the Field of Educational Leadership and Management

The expertise services of IAB lecturers have been expanded through consultations in the field of organisational development both locally and internationally. To date, three (3) organisations, namely USM, Langkawi Correctional Centre, and Institute of Ethnic Studies (KITA) UKM receive consulting services from IAB based on several areas of collaboration as outlined in Exhibit 2.27.

Exhibit 2.27: IAB's Collaboration with External Organisations

ORGANIZATION	FIELD OF COOPERATION
UNIVERSITI SAINS MALAYSIA	STUDIES IN HUMAN GOVERNANCE
PUSAT KOREKSIONAL LANGKAWI, KEDAH	DEVELOPMENT OF TRAINING MODULE OF SCHOOLS IN PRISONS
INSTITUT KAJIAN ETNIK (KITA), UNIVERSITI KEBANGSAAN MALAYSIA	EXPERT REFERRAL AND PROGRAM STRENGTHENING UNITY OF AMINUDDIN BAKI INSTITUTE, KPM

Moving Forward

In 2023, IAB will focus on:

1. Increasing the number of lecturers reaching the expert level and obtaining professional recognition.
2. Establishing the IAB Corporate Clusters by 2025 to provide consultation services in areas such as Quality Management, Master Trainer Certification, Occupational Safety and Health, and Management Consultation Services.





CHAPTER 03

INCREASING EQUITY IN EDUCATION

3.1 IMPLEMENTING DISTRICT TRANSFORMATION PROGRAMME

The implementation of the District Transformation Programme (DTP) focuses on empowering and holding the JPN and PPD accountable for driving school performance. This effort aims to develop state, district, and school leadership to gain the capacity for guided autonomy, especially in making decisions regarding daily operations and implementing specialised interventions according to the local context towards achieving excellence. The implementation of the DTP is based on the concepts of support and accountability, emphasising leadership empowerment, support for schools that need it, equity, and improvement of quality.

The primary focus of the DTP is to ensure that the education gap between urban and rural groups, socioeconomic statuses, and genders can be narrowed, particularly within states, through:

Empowering the JPN and PPD to improve school performance through strategic approaches and focused interventions.

3.1.1 PDP APPROACH BASED ON PUPILS' VARYING INTELLECTUAL CAPACITY AND LEARNING STYLES

3.1.2 SHARING OF BEST PRACTICES BETWEEN PPD AND JPN

3.1.3 REDUCING THE ACHIEVEMENT GAP PERCENTAGE



3.1.1 PDP Approach Based on Pupils' Varying Intellectual Capacity and Learning Styles

A Pupil Focus Profile is generated through the integration of data from the Student Database Application (*Aplikasi Pangkalan Data Murid*, APDM), Varying Intellectual Capacity Inventory (IKP), Career Interest Inventory (*Inventori Minat Kerjaya*, IMK), Student Self-Characterisation System (*Sistem Sahsiah Diri Murid*, SSDM), and School Examination Analysis System (*Sistem Analisis Peperiksaan Sekolah*, SAPS). Data from this Focus Pupil Profile will be utilised to develop specific intervention plans based on pupils' intellectual capacity and requirements.

This profile has successfully assisted 612 focus schools in identifying specific needs based on their respective school localities. Empowerment of Senior Leader Teams (SLT), Middle Leaders (ML), Regular Academic Teachers (*Guru Akademik Biasa*, GAB), and Guidance and Counselling Teachers (*Guru Bimbingan dan Kaunseling*, GBK) in schools is ensured to develop tailored intervention plans based on the specific profiles of 43,911 focus pupils.

PDP activity approach based on the varying intellectual capacity and pupils' learning styles that have been implemented across 612 schools involving 43,911 focus pupils has yielded the following results:



This pupil profile has successfully assisted 612 focus schools in identifying specific needs based on their respective school localities

i. Increased pupils' potential

- pupils find learning easier based on their interests and preferences, aligning what they want to learn with their learning experiences.

ii. Improved pupils' academic achievement

- Boosting pupils' self-confidence through a more meaningful approach accommodating various learning styles increases their self-assurance, creativity, and motivation.

iii. Integrated learning support

- Providing focus to the content of lessons for meaningful learning and promoting HOTS.
- Encouraging reflective learning and fostering a positive attitude towards lifelong learning.

iv. Cooperative and collaborative learning

- Enrichment activities complement the learning process in a contextual manner.

The Ministry also empowers officers in the planning, learning, and pupil affairs sectors in 16 JPNs and planning sector officers in 142 PPDs to provide specialised guidance based on the intervention plans devised by schools. This approach eliminates the need for implementing a one-size-fits-all concept for focus schools under their administration.

3.1.2 Sharing of Best Practices Between PPD and JPN

The Ministry's intention to empower the role of PPD is carried out through the sharing of best practices in education transformation via the 2022 National PPD Convention.

The session aimed to enhance the understanding of PPD roles and responsibilities, encompassing aspects of empowerment and accountability. This is based on the concepts of support and accountability, strengthening fundamental management principles for PPD leadership, reinforcing the equity concept in education, and sharing educational transformation with corporate strategic partners. The participant feedback indicates that 96.49% found the programme capable of improving performance within PPD.



A briefing session and participant address were delivered by YBrs. Tuan Zainal bin Abas

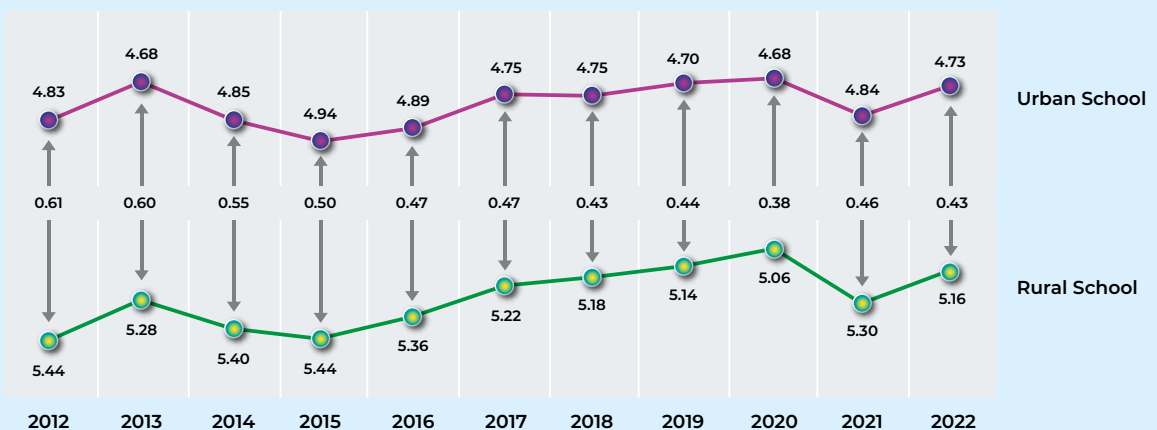


'Sesi Bicara' with the Director-General of Education, YBhg. Datuk Nor Zamani binti Abdol Hamid

3.1.3 Reducing the Achievement Gap Percentage

Based on Exhibit 3.1, the SPM grade point achievement gap between urban and rural areas has narrowed by **29.51%** since 2012.

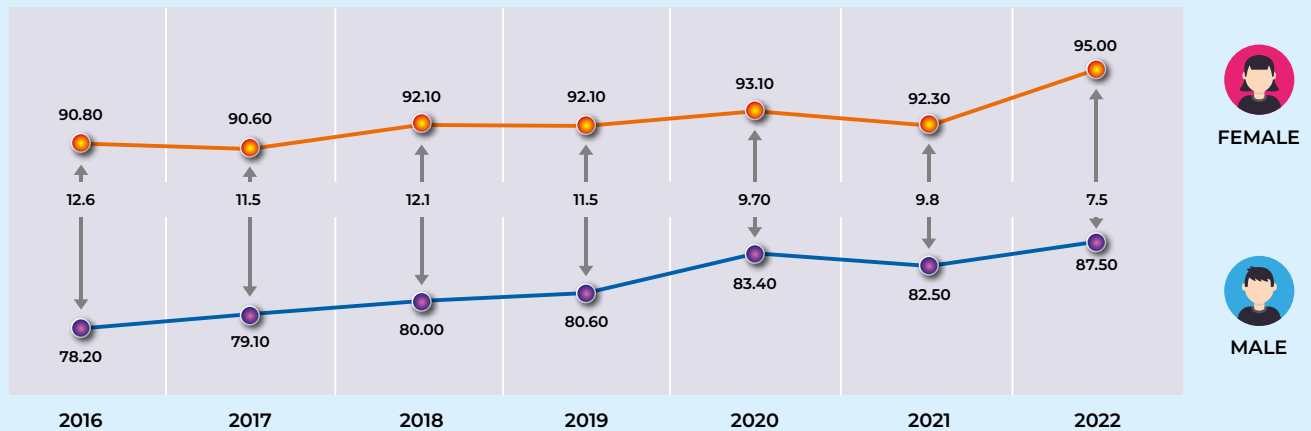
Exhibit 3.1: Achievement Gap of Average SPM Grades between Urban and Rural Areas



(Source: Examination Boards)

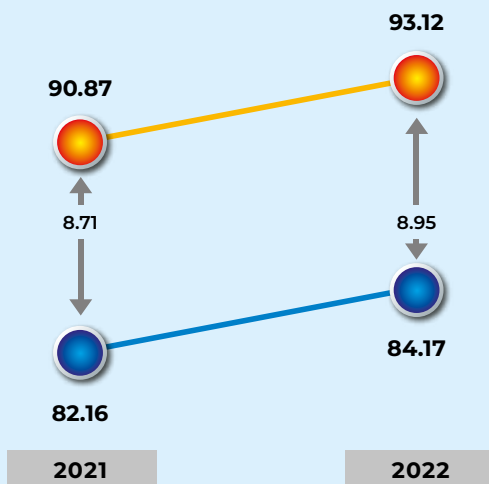
The achievement gap by gender for SPM 2022 certificates has narrowed by **40.48%** since 2016, as shown in Exhibit 3.2.

Exhibit 3.2: Achievement Gap of Eligibility for SPM Certificate by Gender



(Source: Examination Boards)

Exhibit 3.3: Achievement Gap of Eligibility for SPM Certificate by Socioeconomic Status



(Source: Daily School Management Division)



The year 2020 serves as a new baseline as it was based on the 2019 Poverty Line Income. The achievement gap for qualifying for the SPM certificate 2022 based on socioeconomic status has widened by **2.76%** since 2021.

Moving Forward

To achieve the target of reducing these achievement gaps, the MOE will continue to increase its efforts in 2023 by strengthening the roles of JPNs and PPDs in improving school performance.

3.2 EDUCATION TRANSFORMATION FOR ORANG ASLI AND INDIGENOUS COMMUNITIES

The Education Transformation for Orang Asli and Indigenous Communities initiative aims to increase equitable access to quality education for pupils in these communities. In 2022, this initiative remains focused on increasing the percentage of school attendance, the transition rate from Year 6 to Form 1, and the minimum mastery level of Level 1 (TP1) in literacy and numeracy among Orang Asli and Indigenous pupils.



The Education Transformation for Orang Asli and Indigenous Communities initiative aims to increase equitable access to quality education for pupils in these communities

3.2.1 STRENGTHENING OF ATTENDANCE INTERVENTION FOR INDIGENOUS PUPILS (DUSUN BONGGI AND PENAN)

“Mojing Kenin” programme with the Education Director of Sarawak State uplifts the spirits of Penan children in Bintulu and Belaga.

Motivational programme with parents, pupils and the local community in Belaga, Baram and Kudat.

The MOE engagement session with Sarawak State agencies, parents and the local community to increase pupils’ attendance.

The implementation of focused intervention programmes in schools with low attendance:

- i. Back to School Programme
- ii. Jom Masuk Asrama Programme
- iii. Giving 100% attendance certificates to pupils
- iv. Motivational programmes with parents and communities



SK Tegulang

3.2.2 INCREASING THE TRANSITION RATE OF ORANG ASLI PUPILS FROM YEAR 6 TO FORM 1

Transition intervention programme:

- i. Let's Go to School (*Jom Hadir ke Sekolah*) Carnival.
- ii. Transition Reach and Attendance Intervention Programme.

Implementing engagement and awareness programmes about the importance of education among the Tok Batin (tribal leaders), parents, and the Orang Asli community in collaboration with the Department of Orang Asli Development (*Jabatan Kemajuan Orang Asli, JAKOA*).



3.2.3 INCREASING THE PERCENTAGE OF ORANG ASLI AND INDIGENOUS PUPILS' MASTERY LEVEL BY ACHIEVING MINIMUM PROFICIENCY IN BAHASA MELAYU, ENGLISH LANGUAGE, AND MATHEMATICS

Imparting information and providing coaching for the Special Intervention Programme for the Orang Asli and Indigenous Pupils (*Program Intervensi Khas Murid Orang Asli dan Peribumi, PIKAP*) module to School Principals and Heads of Bahasa Melayu Language, English Language, and Mathematics Departments.

Workshop on Differentiated Pedagogy Training Module in PdP for Orang Asli and Indigenous pupils in Bahasa Melayu, English language, and Mathematics.

PBD quality assurance guidance based on pupils' TP.

Implementation of screening tests to identify pupils needing special remedial assistance and confirmation tests for Individual Education Plan (IEP) assessment.

3.2.1 Strengthening of Attendance Intervention for Indigenous Pupils (Dusun Bonggi and Penan)

Exhibit 3.4: Indigenous Schools that have achieved attendance targets exceeding 87%

STATE	PPD	SCHOOL NAME	TOTAL %
Sarawak	Baram	SK Long Pelutan	93.11
Sabah	Kudat	SK Sabur	88.96
		SK Batu Layar	88.21
		SK Palak	87.93
		SK Kapitangan	87.20

Indigenous Pupil Attendance Intervention Programme (Dusun Bonggi and Penan)

The 'Let's Go to School School' (*Jom Hadir ke Sekolah*) Carnival was held at SK Sabur, Pulau Banggi. Various activities were conducted. A *Ziarah Kasih* programme was also organised with the Principal of SK Sabur.



Programmes implemented by Indigenous Schools on Pulau Banggi, Kudat, Sabah

3.2.2 Increasing the Percentage of Transition Rate of Orang Asli Pupils from Year 6 to Form 1

Let's Learn (*Jom Belajar*) Programme

The implementation of the intervention activities has successfully achieved 100% of the transition rate from year 6 to Form 1 as reported in pupils dropout list report in Exhibit 3.5

Exhibit 3.5: Schedule of the Number of Pupils Involved in the Transition Intervention Programme from Year 6 to Form 1

STATE	PPD	SCHOOL NAME	TRIBES	NUMBER OF PUPIL
Kelantan	Gua Musang	SK Aring	Bateq	34/34
Kedah	Baling	SK Siong	Kensiu	25/25
Perak	Hulu Perak	SK Pahit	Kintaq	19/19
Selangor	Klang	SJKC Hwa Lien	Mah Meri	11/11
TOTAL				89/89



Exhibit 3.6: Year 6 to Form 1 Transition Intervention Programme

STATE	SCHOOL NAME	PROGRAMME	NUMBER OF PUPIL
Kelantan	SMK Panggung Jaya	Ziarah Kasih, Kg. Pos Tohoi	12 / 12
Perak	SMK Bawong	Gerak Jangkau Transisi	14 / 14
Kelantan	SMK Panggung Jaya	Ziarah Kasih, Kg Kuala Betis	6 / 6
Pahang	SK Sinderut	Karnival Jom Ke Sekolah	33 / 33
Perak	SMK Sungkai	Gerak Jangkau Transisi	14 / 14
Perak	SMK Slim	Gerak Jangkau Transisi	11 / 11
TOTAL			90 / 90

The implemented intervention activities have reinstated 100% of the reported pupil dropouts listed for the transition from Year 6 to Form 1



3.2.3 Increasing the Percentage of Orang Asli and Indigenous Pupils' Mastery Level by Achieving Minimum Proficiency in Bahasa Melayu, English Language, and Mathematics

Various activities have been carried out to boost the understanding and interest of Orang Asli and Indigenous pupils in learning. Some of the activities implemented include the following:

- i. Imparting information and providing coaching for the PIKAP module to School Principals and Heads of Bahasa Melayu Language, English Language, and Mathematics Departments. PIKAP is an elective intervention programme developed based on the KSSR (Revised 2017) curriculum, emphasising a PdP perspective relevant to the Indigenous community. This programme addresses the needs of the Orang Asli and Indigenous pupils, aiming to bridge the gap between the mainstream curriculum's understanding and improve the capabilities of the Orang Asli and Indigenous pupils. PIKAP specifically targets TP 1 pupils and focuses on three (3) subjects: Bahasa Melayu, English Language, and Mathematics.

- ii. The Workshop on Differentiated Pedagogical Training Module in Teaching and Learning for Orang Asli and Indigenous pupils was conducted according to zones, aimed at empowering Heads of Bahasa Melayu, English Language, and Mathematics Departments to guide subject teachers under their respective committees. Through this effort, teachers can plan and implement more effective teaching and learning activities according to pupils' actual abilities.
- iii. The coordinators of the Orang Asli and Indigenous Student Learning at the JPN and PPD have been consistently guiding teachers on determining Minimum Proficiency Level mastery to ensure their understanding and adherence to the guidelines set forth by the Ministry. This effort aims to ensure that the PBD provided by teachers to pupils is aligned with pupils' actual abilities.



REVITALISATION OF THE PIKAP MODULE BY THE CURRICULUM DEVELOPMENT DIVISION (BPK)



PIKAP is an elective intervention programme developed based on the KSSR (Revised 2017) curriculum, emphasising a PdP perspective relevant to the Indigenous community

REFRESHER COURSE OF THE PIKAP MODULE AT THE STATE LEVEL: WORKSHOP ON DIFFERENTIATED PEDAGOGICAL TRAINING MODULE IN TEACHING AND LEARNING FOR ORANG ASLI AND INDIGENOUS PUPILS



SOUTHERN AND CENTRAL ZONES
(JOHOR, NEGERI SEMBILAN & SELANGOR)



EAST COAST ZONE
(PAHANG, KELANTAN & TERENGGANU)



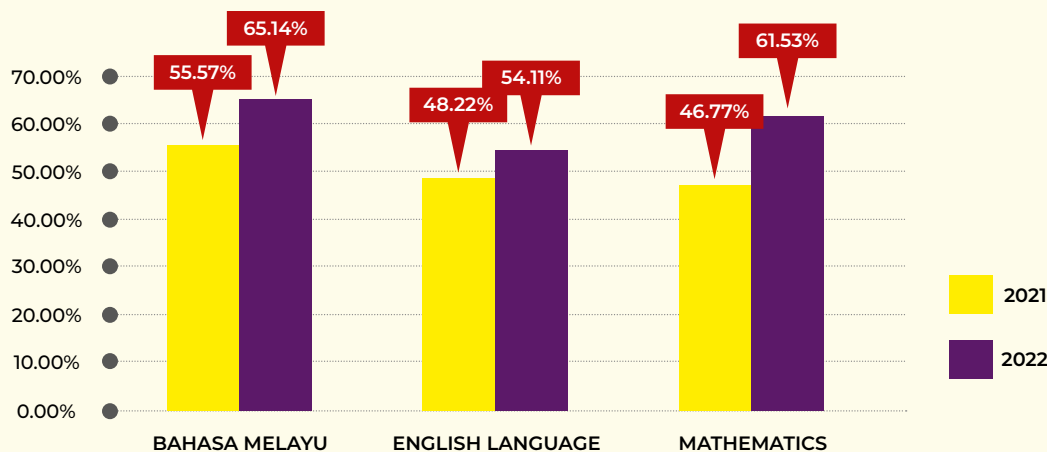
NORTHERN ZONE (PERAK)



BORNEO ZONE (SARAWAK & SABAH)

The findings from the data analysis for the end-of-year PBD of the Academic Session 2022/ 2023 indicated the percentage of achievement from TP 3 to TP 6 for Year 3 pupils in the Orang Asli and Indigenous schools in the subjects of Bahasa Melayu was 65.14%, English Language was 54.11%, and Mathematics was 61.53%. Overall, in the year 2022, the minimum proficiency level showed an improvement from the year 2021 for Bahasa Melayu, English Language, and Mathematics.

Exhibit 3.6: Percentage Achievement of Minimum Proficiency Level (PBD) for Year 3 Orang Asli and Indigenous Pupil Schools for the Years 2021 and 2022



(Source: Curriculum Development Division)

Moving Forward

The Education Transformation for Orang Asli and Indigenous Communities Initiative under MOE will continue to focus on providing equal access to quality education that is relevant and in line with the mainstream education.

1. Strengthening Attendance Intervention for the Indigenous Pupils through the expansion of engagement sessions with strategic partners will be increased, focusing on educational direction, transportation access, and motivational programmes for the Penan and Dusun Bonggi communities.
2. Increasing the percentage of transition of the Orang Asli pupils from Year 6 to Form 1 through the expansion of the 'Let's Learn' (*Jom Belajar*) Programme in locations identified as having the Orang Asli and Indigenous pupils who dropped out from the schooling system. Strengthening the Involvement of Parents, Communities, Private Agencies (*Pelibatan Ibu Bapa, Komuniti dan Swasta, PIBKS*), and strategic partners in efforts to improve the quality of education for the Orang Asli and Indigenous pupils. Follow-up and follow-through actions implemented to help achieve the targeted impact.
3. Ensuring an increase in the percentage of TP 1 Orang Asli and Indigenous pupils achieving the minimum PBD mastery in the subjects of Bahasa Melayu, English Language, and Mathematics through the strengthening of PdP for each subject in schools with Orang Asli and Indigenous pupils. The initiative's implementation is monitored constantly to ensure the application is carried out as intended. Furthermore, several other activities are consistently conducted to ensure teachers receive appropriate exposure in implementing quality assurance in PBD, enabling pupils to be assessed according to their abilities.



The Education Transformation for the Orang Asli and Indigenous Communities Initiative under the MOE will continue to focus on providing equal access to quality education that is relevant and in line with mainstream education

3.3 IMPROVING ACCESS AND QUALITY EDUCATION FOR SPECIAL EDUCATIONAL NEEDS STUDENTS

Pupils with Special Educational Needs (*Murid Berkeperluan Pendidikan Khas, MBPK*) are certified by medical practitioners such as optometrists, audiologists, or psychologists, as relevant as pupils with visual, hearing, physical, speech, learning disabilities, or multiple disabilities. These pupils can receive education either in Special Education Schools (SPK), Integrated Special Education Programmes (*Program Pendidikan Khas Integrasi, PPKI*), or Inclusive Education Programmes (*Program Pendidikan Inklusif, PPI*).

The number of registered MBPK in the MOE schools has consistently increased over the past five years. In 2022, 105,785 MBPK (8.81%) were within the MOE system compared to 83,598 (4.71%) in 2018. The percentage of MBPK within PPI has also significantly increased compared to five years ago, with 83.47% of MBPK being in PPI in 2022, compared to only 50.49% in 2018.

3.3.1 INCREASING THE MBPK PERCENTAGE IN PPI

3.3.2 STRENGTHENING OF ADMINISTRATIVE AND TEACHERS COMPETENCIES IN TERMS OF SPECIAL EDUCATION TEACHING AND LEARNING THROUGH THE FOLLOWING ACTIVITIES:

- Leadership Training Programme
- Strengthening of PPI Holistic Model
- Empowerment Programme for School Leaders in PPI
- Development of Standard Teacher Training Modules
- Development of Specialised Competency Instruments for Special Education
- MBPK Readiness for Public Examination Programme
- MBPK Discover the Employability Programme

3.3.3 INCREASING SUPPORT FROM EXTERNAL AGENCIES, INDUSTRIES, AND THE COMMUNITY AS A WHOLE THROUGH SCREENING AND EARLY INTERVENTION PROGRAMMES, AS WELL AS INCLUSIVE OUTREACH AND MBPK EMPLOYABILITY PROGRAMMES FOR MBPK

3.3.1 Increasing the MBPK Percentage in PPI

Based on the data in 2022, there was an increase of 8.81% in the number of registered MBPK within the MOE system, resulting in a total of 105,785 MBPK engaged in learning across 6,499 schools with Special Education Programmes throughout Malaysia.

Exhibit 3.7: Number of MBPK within the MOE System (2018 – 2022)

YEAR	2018	2019	2020	2021	2022
MBPK NUMBER	83,598	88,419	93,951	97,220	105,785
PERCENTAGE INCREMENT	4.71%	5.77%	6.26%	3.48%	8.81%

(Source: Special Education Division)

Awareness regarding the importance of providing educational opportunities for MBPK has led to an increase in the percentage of MBPK studying through PPI. In 2022, there was an increase of 8.89%, with 88,300 out of 105,785 MBPK being pupils enrolled in PPI.

In 2022, there was an increase of 8.89%, with 88,300 out of 105,785 MBPK being pupils enrolled in PPI



Exhibit 3.8: Number of MBPK within Inclusive Education Programmes (2018 – 2022)

YEAR	ACHIEVEMENT	INCREMENT
2018	50.49% (83,598 pupils)	Baseline
2019	60.87% (88,419 pupils)	10.38%
2020	71.84% (93,951 pupils)	10.97%
2021	74.58% (97,220 pupils)	2.74%
2022	83.47% (105,785 pupils)	8.89%

(Source: Special Education Division)

3.3.2 Strengthening of Administrative and Teachers Competencies in terms of Special Education Teaching and Learning

- i. Conducted a Leadership Training Programme to improve the skills and knowledge of 180 Special Education Leaders in the aspect of special education management. The programme, implemented in collaboration with the Aminuddin Baki Institute, involves:
 - a. Principals/ Headmasters, Senior Assistant Registrars, Senior Assistant Student Affairs, and Senior Assistant Co-Curricular Activities of Special Education Schools; and
 - b. Senior Assistant Special Education in Integrated PPKI.
- ii. **Strengthening of PPI Holistic Model**

Each JPN has implemented the Holistic PPI Gallery Walk as one of the activities to encourage acceptance of diversity in abilities between MBPK and mainstream pupils. A total of 288 PPKI have adopted this programme as a platform for Professional Learning Communities (PLC) both within their respective schools and for schools in the surrounding areas. This activity was contested at the national level and was won by SK Seremban 2A, Seremban, Negeri Sembilan for the primary school category and SMK Sultan Ismail, Kemaman, Terengganu for secondary school category. The award presentation ceremony was graced by HRH Tunku Ampuan Besar Negeri Sembilan, Tuanku Aishah Rohani binti Almarhum Tengku Besar Mahmud on September 30, 2022, at Royal Chulan Hotel, Seremban, Negeri Sembilan.



- iii. The School Leaders Empowerment in PPI was conducted for 21 school leaders who had not previously implemented PPI. School leaders from the involved schools were identified through the APDM system of the MOE. The goal of the programme was to increase school awareness by providing space and opportunities for MBPK to participate in learning alongside mainstream pupils. As a result of the programme, 90% of the school leaders had implemented PPI in their respective schools.



iv. Development of Standard Teacher Training Modules

A total of four (4) special education teacher training modules have been developed to ensure that all special education teachers acquire standardised knowledge in the aspect of teaching for MBPK. The modules produced serve as guidelines, and teachers can enhance their knowledge through various other means. The four (4) modules produced are the Orientation and Mobility Training Module, Braille Skills Training Module, Tactile Graphic Construction Training Module, and Maximum Support MBPK Intervention Module. All of these modules are used in both pre-service and in-service training.



The modules produced serve as guidelines, and teachers can enhance their knowledge through various other means

v. Development of Specialised Competency Instrument for Special Education

Special Education Instruments have been developed to assist special education teachers in identifying their competencies based on self-assessment. This self-assessment is categorised according to the disabilities of the MBPK being taught. There are three (3) different types of instruments:

- a. Special Competency Instrument for Hearing Impairment;**
- b. Special Competency Instrument for Visual Impairment; and**
- c. Special Competency Instrument for Learning Disabilities.**

Through these special instruments, teachers can assess their level of knowledge and skills in implementing special education. Moreover, teachers can enhance their competencies based on self-assessment.

vi. MBPK Readiness for Public Examination Programme

The MBPK Readiness for Public Examinations Programme has been implemented for mainstream teachers as one of the methods for Continuous Professional Development in Inclusive Education. 52 participants from all over Malaysia attended the programme. Participants were equipped with teaching methods for MBPK in preparation for SPM 2022. To ensure that more mainstream education teachers acquire this knowledge, all participants are required to conduct coaching at the state level, either face-to-face or online.



vii. MBPK Discover the Employability Programme

A total of 2,991 teachers, comprising 2,077 GBK and 914 Secondary PPKI teachers, were involved in the 'Discover the Employability of Pupils with Special Educational Needs Programme 2022'. GBK teachers were given exposure to methods for identifying the potential and strengths of MBPK in planning the educational and career direction for them in the future. Meanwhile, PPKI teachers' knowledge was reinforced in implementing the Cross-Curricular Career Transition Programme during the teaching and learning process.



GBK teachers were given exposure to methods for identifying the potential and strengths of MBPK in planning the educational and career direction for them in the future

3.3.3 Increasing Collaboration and Support from External Agencies, Industries, and the Community

Collaboration and support from various agencies, the community, and industries are among the factors that contribute to the increased enrolment and employability of MBPK. Several activities have been carried out to enhance this bilateral cooperation. Among them are:

i. Screening and Early Intervention Programme

Screening children from as early as upon birth can aid in providing suitable interventions for children with special educational needs characteristics. This step is crucial in preparing them for learning in school. In 2022, the MOE allocated a special fund to carry out targeted screening, specifically for pupils in the Special Recovery Programme who have not mastered reading, writing, and arithmetic (3M) skills from Year 3 to Year 6. This initiative is a collaborative programme between the MOE and other

ministries and agencies, including the Ministry of Health Malaysia (MOH), the Department of Social Welfare (*Jabatan Kebajikan Masyarakat*, JKM), JAKOA, University Hospital, and the Bank Simpanan Nasional (BSN).

A total of 1,500 officers from the MOH, 150 officers from the JKM, 47 specialised officers from the MOE, and 920 special education teachers, have collaborated to ensure the success of this screening programme. As a result of this programme, 9,679 pupils were successfully screened, including pupils from the Sekolah Bimbingan Jalinan Kasih (SBJK). Out of this number, 7,806 pupils were referred for further assessment. Consequently, 4,249 pupils were identified as MBPK.

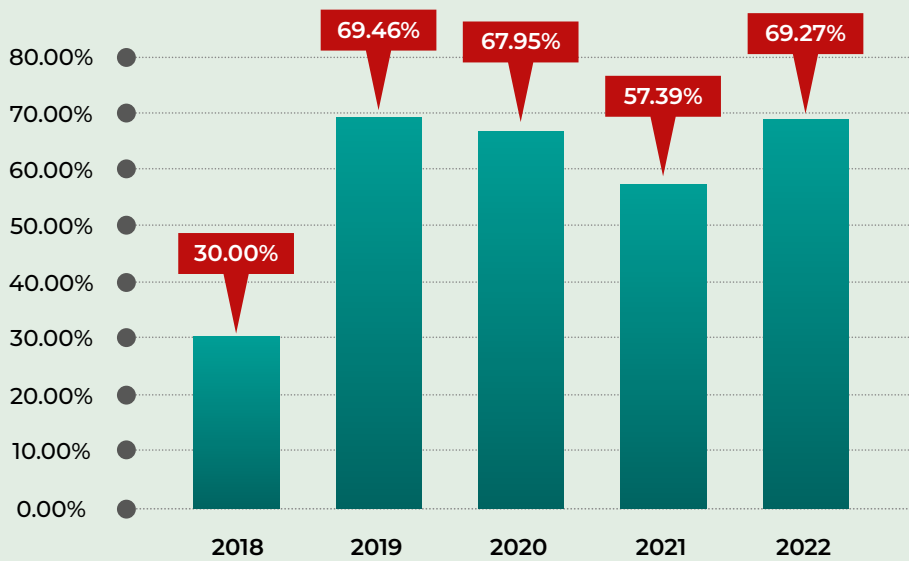


ii. The Inclusive Outreach and Employability Programme for MBPK

The MOE's plan to implement the Inclusive Outreach and Employability Programme for MBPK has been well received by external parties such as Nestle Sdn. Bhd, RMT Entertainment, the Negeri Sembilan Physical Disabilities Association (*Persatuan Orang Kurang Upaya Fizikal Negeri Sembilan*), and UTeM. The involvement of these various parties, in collaboration with the Negeri Sembilan State Education Department, as the host of the 2022 Inclusive Outreach and Employability Programme for MBPK, successfully attracted the participation of parents and the local community. This programme has served as a platform to promote the potential of MBPK and, at the same time, has increased awareness about Persons with Disabilities (*Orang Kurang Upaya*, OKU) and their employability.



Exhibit 3.10: MBPK Employability



(Source: Special Education Division)

The efforts in 2021 yielded notable results in 2022, with MBPK employability increasing by 11.88% to 69.27%. Based on the 2022 Student Career e-Profile System (*Sistem e-Profil Kerjaya Murid*, SePKM) data, a total of 2,066 out of 4,445 MBPK who completed their schooling in 2021 secured employment, while 1,013 MBPK continued their education at the next level.

Exhibit 3.11: Percentage of MBPK Employability from 2019 to 2022

YEAR	ACHIEVEMENT	INCREMENT
2019	69.46% (1,112/ 1,601)	39.46%
2020	67.95% (2,815/ 4,143)	1.51%
2021	57.39% (2,571/ 4,480)	10.56%
2022 (untill 31 October)	69.27% (3,079/ 4,445)	11.88%

(Source: Special Education Division)



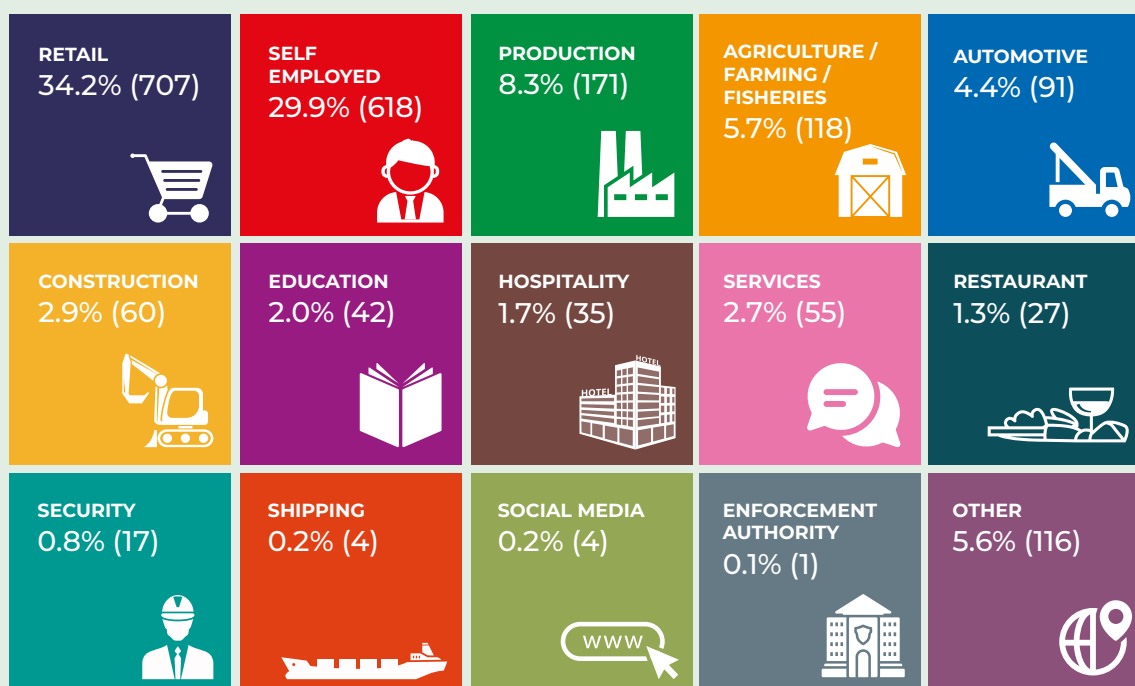
The efforts in 2021 yielded notable results in 2022, with MBPK employability increasing by 11.88% to 69.27%

Exhibit 3.12: Percentage Breakdown of MBPK Employability from 2019 to 2022

YEAR	2019	2020	2021	2022
Employed	37.85% 606 / 1,601	38.21% 1,583 / 4,143	36.83% 1,650 / 4,480	46.48% 2,066 / 4,445
Further Study	31.61% 506 / 1,601	29.74% 1,232 / 4,143	20.56% 921 / 4,480	22.79% 1,013 / 4,445

(Source: Special Education Division)

Exhibit 3.13: Industries that Employs MBPK in 2022



(Source: Special Education Division)

Moving Forward

The Ministry will continue improving the operational quality of special needs education in 2023. Strengthening the management team of PPI will remain a top priority to ensure that MBPK Is provided with quality education. This goal will be achieved through various support activities, including establishing an inclusivity index, improving the Educational Practices Code for MBPK, and training to implement the Second Edition of the Individual Education Plan. The Ministry will also intensify efforts to identify MBPK by conducting more screening sessions for children from as early as four years old.

Additionally, collaboration with industries and advanced training institutions will be enhanced further to help broaden the scope and employability opportunities for MBPK. To achieve this goal, the primary focus shall be to improve the competencies of special education teachers, thus ensuring that all MBPK in the MOE's system are equipped to successfully transition from schooling to career.



CHAPTER 04

DEVELOPING PUPILS
CHARACTER AND UNITY
IN EDUCATION

4.1 STRENGTHENING UNITY IN SCHOOLS

The aim of the Unity Initiative is to ensure that all pupils in the formal education system can accept, respect, and celebrate the diversity that exists in Malaysia in terms of socio-economic background, religion, language, and ethnicity. The school environment allows all pupils to share diverse experiences, contributing to the foundation of and strengthening of Malaysia's unity. MOE has measured the unity index in its schools for the past eight years, and there has been a commendable improvement. However, gaps remain to be addressed, especially for schools in the more homogenous states like Terengganu, Kelantan, Pahang, Perlis, and Kedah, where the unity index remains lower than the other states.

This is likely due to the lack of proper exposure in the daily community interactions involving diverse ethnic groups. Based on these findings, MOE's primary focus this year is to improve the unity index in those states. Additionally, activities involving lecturers from MOE's education institutes, schools, and administration will continue to be carried out to ensure the sustainability of unity within the school community.

In 2022, the initiative will focused on:

4.1.1 MEASURING THE UNITY INDEX IN SCHOOLS FOR 2022

Unity Index Study carried out in MOE schools

4.1.2 STRENGTHENING UNITY WITHIN THE SCHOOL ECOSYSTEM

Strengthening the *Rukun Negara* Module

Unity Camp

Improving Training Programmes/ Courses at IPGs on the Adoption of Unity for In-service Teachers

Strengthening the Quality of IPG Lecturers on the Adoption of Strengthening Unity

Enhancement of IAB Lecturers and School Leaders' Competence in Managing Unity in Schools

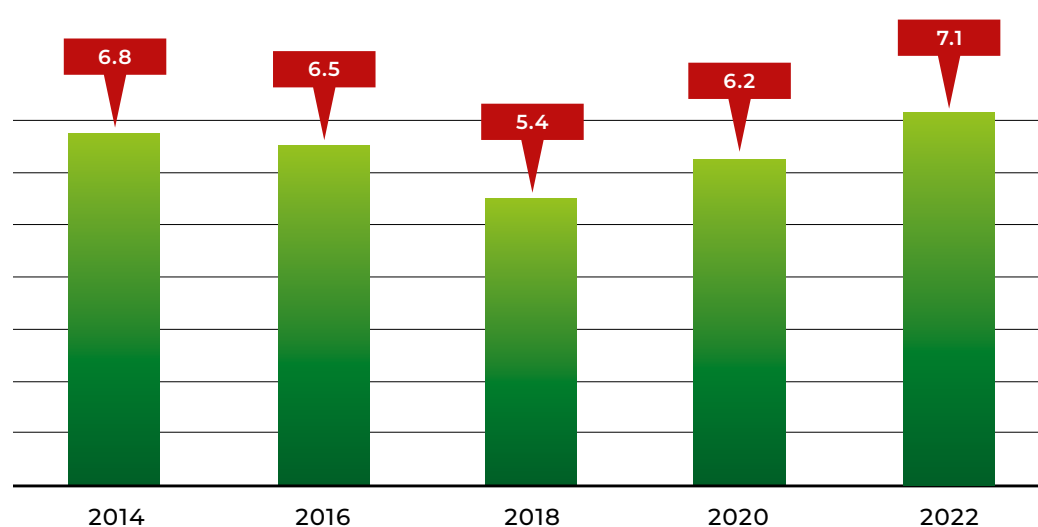


MOE has measured the unity index in its schools for the past eight years, and there has been a commendable improvement

4.1.1 Measuring the Unity Index in Schools for 2022

The 2022 School Unity Index Measurement Study is the fifth study conducted since 2014. This study was carried out online using the DELIMa Portal platform. Overall, there is a significant improvement in the index achievement between 2021 and 2022, from 6.25 to 7.1, indicating a High (Close-Knit) level of unity. The findings of this study indicate that the unity-strengthening programmes at all levels of MOE have been effective. However, there are elements that can be further improved, particularly in the aspect of embracing diversity.

Exhibit 4.1: School Unity Index Trend



(Source: Educational Planning and Policy Research Division)

Study of Unity Index Measurement for Primary and Secondary School Teachers and Pupils

The Unity Index Measurement Study for primary and secondary school teachers and pupils involved 108 pupils and 30 teachers from six states: Terengganu, Kelantan, Pahang, Kedah, Perak, and Sabah. This study was conducted as a post-mortem based on the findings and survey instrument of the 2021 School Unity Index Measurement by the MOE and to improve the instrument and research management procedures for 2022.

The study found that most visited schools organised unity-related activities or programmes directly and indirectly. These included celebrations of cultural events, sports, National Day, lectures from external universities on unity, *Kelab Rukun Negara*, and Young Doctors instilling the spirit of unity in pupils. However, some pupils did not have the chance to interact with peers from different backgrounds at schools like SJKC



and SABK could still connect with peers of various ethnicities and backgrounds through platforms like Telegram, WhatsApp, Instagram, Facebook, and online games.

It was discovered that even though pupils were engaged in unity activities, their understanding in filling out the online survey instrument was limited. The information gathered from this study has aided MOE in improving the survey instrument by focusing on the construct of embracing differences.

Elements related to unity activities among pupils were also added to the questionnaire to provide a more comprehensive picture of unity activities, especially for pupils in more homogeneous states who do not have the opportunity to interact with other ethnicities.



4.1.2 Strengthening Unity within the School Ecosystem

The diverse backgrounds within the school ecosystem provide a prime platform for cultivating attitudes of mutual acceptance, understanding, and respect for diversity. In line with this, the Ministry continues to ensure the sustainability of unity-strengthening activities through:

Strengthening the *Rukun Negara* Module

The ideals and aspirations embedded in the *Rukun Negara* are the key to the harmony and unity of the citizens of Malaysia and should be instilled from the school level. Therefore, the MOE has collaborated with the Ministry of National Unity to improve the content of the *Rukun Negara* Module, which will be implemented in all schools throughout Malaysia.

Unity Camp

The Unity Camp is organised to invigorate the spirit of unity among states that exhibited a lower unity index than others, namely Kelantan, Terengganu, Pahang, Kedah, and Perak. The purpose of this camp is to provide opportunities for pupils from various ethnic backgrounds to interact and socialise in a diverse and harmonious atmosphere. Through activities that introduce and promote acceptance of cultural diversity, pupils gain new knowledge that enriches their understanding and have the opportunity to make new friends from other ethnicities.



The purpose of this camp is to provide opportunities for pupils from various ethnic backgrounds to interact and socialise in a diverse and harmonious atmosphere



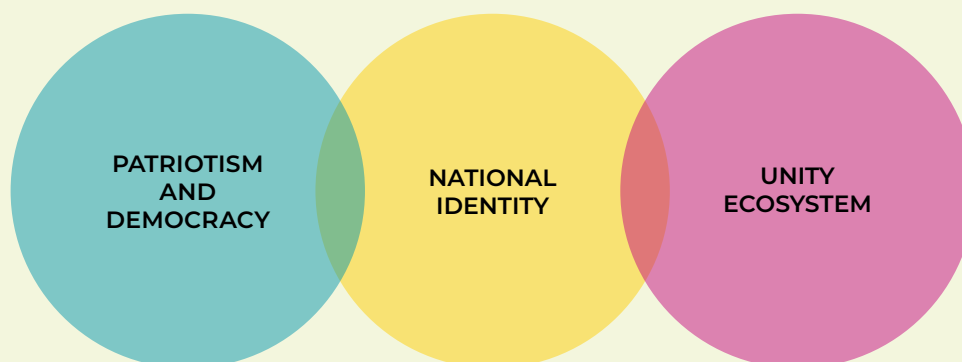
Improving Training Programmes/ Courses at IPGs on the Adoption of Unity for In-service Teachers

IPGM needs to improve the in-service teacher training programmes/ courses at IPGs related to unity adoption. To enhance the training pedagogy of pre-service teachers, IPGM has reviewed the curriculum of the teacher training programmes, including the courses in the Bachelor of Education (*Program Ijazah Sarjana Muda Perguruan, PISMP*) and the courses for the Postgraduate Diploma in Education (*Program Diploma Pascasiswazah Pendidikan, PDPP*) and the Diploma in Education (*Program Diploma Pendidikan, PDP*) programmes from 2019 to 2021. Part of the curriculum for these Teacher Education Programmes has been implemented from October 2020 onwards. A total of 75 courses across these programmes have been identified to focus on implementing unity elements and cross-curricular values, including courses related to fostering pupils' soft skills.

Strengthening the Quality of IPG Lecturers on the Adoption of Unity

IPGM is currently developing the Guidelines for Implementing Unity Elements and Cross-Curricular Values, aiming to enhance the pedagogy of lecturers in incorporating unity elements and values within or outside the classroom. The core focus of unity that is emphasised includes patriotism and democracy, national identity, and the unity ecosystem. Based on these three cores, unity elements or values are conceptualised through three constructs: accepting differences, respecting differences, and managing differences. As such, the reinforcement of unity in schools will be driven by these three key constructs through curriculum and co-curricular activities.

Focus on Unity Cores



Enhancement of IAB Lecturers and School Leaders' Competence in Managing Unity in Schools

The PGB is responsible for ensuring the appreciation of unity values and cultivating unity practices at the school level. Iktisas Circular Letter No. 9/2018, was issued to enforce the Guidelines for Implementing Daily Unity Practices in MOE, explicitly states that the PGB plays a role in ensuring the process of reinforcing unity among the school community, aiming to achieve one of MEB's Students' Aspirations which is fostering a national identity. Among the efforts to realise this goal is the implementation of activities involving school members from diverse socioeconomic backgrounds, ethnicities, genders, races, and religions. Through these activities, they can learn to understand, accept, respect, and appreciate their existing differences.

A Train of Trainers (ToT) workshop involving 16 IAB lecturers was conducted as specialised training to enhance the competency of officers to guide school leaders effectively. The workshop, held in April 2022, had expert support from University of Putra Malaysia (*Universiti Putra Malaysia, UPM*).

To strengthen the competency of school leaders in unity management, 367 PGBs were trained through online courses (e-Courses) by IAB, and 21 PGBs successfully received face-to-face training in 2022. The objective of the course was to raise awareness and understanding among school leaders regarding the importance of unity, to broaden their perspective on the challenges of unity, and to empower PGB to effectively manage unity in schools as outlined in Aspect 2.6 Unity Management in Malaysia Education Quality Standard, Wave 2 (*Standard Kualiti Pendidikan Malaysia Gelombang 2, SKPMg2*).



The speaker is delivering the training, and the participants are attentively engaged.



Follow-up and follow-through actions aimed at further enhancing school leaders' understanding of unity management through individual discussions and guided sessions



Face-to-face course for PGB from the Kuala Kangsar District Education Office, Perak, scheduled for September 12-15, 2022.

PGBs who have participated in the Unity Values Implementation Course organised by IAB were guided by lecturers through school visits, known as FUFT. This aims to further enhance school leaders' understanding of unity management through individual discussions and guided sessions.

During field guided sessions, PGBs will receive mentoring on promoting unity within the school by planning and implementing activities and programmes involving the school's communities and stakeholders.



Some of the schools visited in the FUFT programme

Moving Forward

In 2023, the MOE is developing a continuous plan to ensure the momentum of fostering steadfast unity. The plan for 2023 includes:

1. Implementing the 2023 Unity Index Measurement Study and refinement of the study's measurement items.
2. Monitoring and guidance for 52 Principals and Headmasters who have completed the Unity Values Implementation Training Module.
3. Formulating Guidelines for Implementing Unity Elements and Cross-Curricular Values for Pre-Service Teachers.
4. Strengthening the integration of the spirit unity in all co-curricular activities.
5. Increased promotion of unity among school communities, parents, and the broader community.
6. Establishment of the MOE-level Unity Committee to plan and monitor efforts to instil unity among schools and within the Ministry.
7. Evaluation to recognise schools that inculcate unity and national identity.

4.2 DEVELOPING PUPILS' POTENTIAL & CHARACTER

Developing pupils' potential and character aims to produce citizens who possess good qualities in all aspects of life, including education, behaviour, employment, thinking and attitude, having high civic awareness, and an understanding of their roles in religion, society, and the nation. The emphasis on holistic student development in terms of Physical, Emotional, Spiritual, and Intellectual (*Jasmani, Emosi, Rohani dan Intelek*, JERI) aspects is driven by various activities involving pupils, teachers, and the community.

This initiative is also implemented to address issues in disciplinary misconduct issues among pupils. Various interventions aligned with the MEB that emphasise reducing discipline problems are carried out.

In 2022, the focus of this initiative includes:

4.2.1 REDUCING THE NUMBER OF SCHOOLS WITH MAJOR DISCIPLINARY PROBLEMS THROUGH THE PUPIL CHARACTER DEVELOPMENT PROGRAMME

4.2.2 STRENGTHENING THE ROLES OF PRINCIPALS AND TEACHERS TO ENHANCE THE COMPETENCE AND PROFESSIONALISM OF GUIDANCE AND COUNSELLING TEACHERS



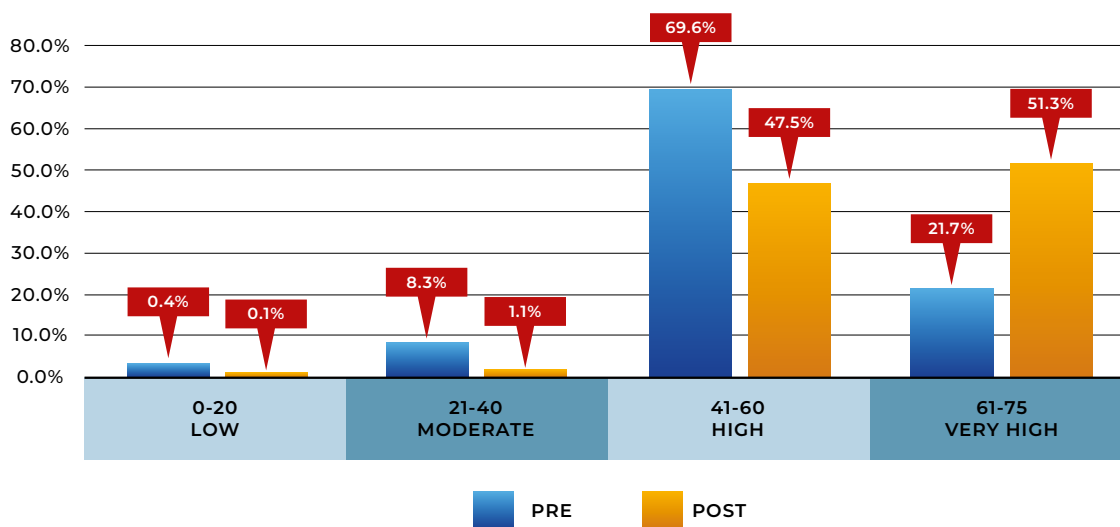
4.2.1 Reducing the Number of Schools with Major Disciplinary Problems Through the Pupil Character Development Programme

The Ministry is deeply concerned about disciplinary misconduct issues among pupils. The Student Character Development Programme (*Program Pembangunan Sahsiah Diri Murid*, PPSDM) is implemented by emphasising on the soft skills or humanities as a crucial element practised in managing pupils. It aims to raise awareness among pupils to change their attitudes and behaviours for holistic personal development. To achieve this goal, the PPSDM is carried out in a focused manner through four main phases: participant identification phase, intervention phase, development and reinforcement phase, and enrichment phase.

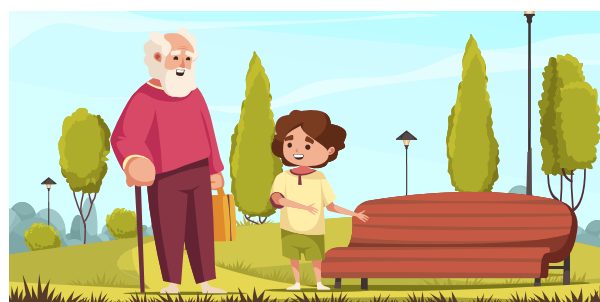
PPSDM aims to address five serious misconduct categorised as gross: criminal misbehaviours, indecent behaviour, destructive behaviour, truancy, bullying and pupils' involvement with drug-related issues. In 2022, PPSDM expanded its focus to include issues such as impolite behaviour, personal grooming, misbehaviour, time management, and smoking. Data for the programme is gathered through the Student Self-Characterisation System (*Sistem Sahsiah Diri Murid*, SSDM). Pupils selected for the programme are based on their SSDM profiles. In 2022, the PPSDM implementation focused on 233 secondary schools (Cohort 1) nationwide. Of these, 115 secondary schools from Cohort 1 were selected for the focused PPSDM intervention, involving 1,725 pupils.

The impact of PPSDM can be observed through the results of the Pre-Test and Post-Test scores administered to participants. These Pre-Test and Post-Test assessments are conducted to gauge the changes in pupils' self-perceived values in terms of self-identity, responsibility, self-esteem, and self-worth in order to achieve the objectives of the PPSDM implementation. The assessment is based on the scoring scale below:

Exhibit 4.2: Analysis of Pre-Exam and Post-Exam Scores for PPSDM



PPSDM aims to address five serious misconduct categories



Before pupils participated in the PPSDM programme, it was found that 0.4% were at a low level, 8.3% were at a moderate level, 69.6% were at a high level, and 21.7% were at a very high level. After the pupils underwent PPSDM, there were changes in their behaviour. This is evidenced in the post-test results, which showed a decrease of 0.3% at the low level and 6.9% at the moderate level. Overall, the scores representing pupils' self-change improved and shifted to higher levels, particularly with a significant increase of 51.3% at the very high level. Generally, PPSDM achieved the programme's objective to measure four aspects instilled within the pupils. This is evident from the reduction in the number of Schools with Major Discipline Problems (*Sekolah Bermasalah Disiplin Tinggi*, SBDT) compared to 2017, as shown in the table below:

Exhibit 4.3: Reduction in the Number of Schools with High Discipline Problems (SBDT)

YEAR	SBDT AMOUNT
2017	665
2018	630
2019	261
2020	233 (PKP*)
2021	233 (PKP*)
2022	179

(Data Source: Pupil Self-Characterisation System)

*MCO - Movement Control Order

Pupils Character Development Programme at the School Level

a. Pilot Programme for Community Service

The Community Service Programme (*Khidmat Masyarakat*, KhidMas) is activities conducted by pupils individually or in groups with any party, including individuals, communities, associations, government agencies, private bodies, and NGOs within or outside the school. The KhidMas activities that are participated in and organised should positively impact pupils, the school, and the community.

The Pilot KhidMas Programme involved a total of 10,446 Form 4 pupils from 64 schools in Kedah, Pahang, Melaka, Selangor, Putrajaya Federal Territory, and Sabah. The pupils' participation in the KhidMas Programme has provided them with psychological, social, and cognitive benefits. There are seven elements that pupils can choose from: Community Activities, Environmental, Natural Disasters, Department/ Agency Services, Culture/ Arts/ Integration, Spiritual, and Humanitarian. For each activity participated, 2 marks are allocated. Pupils who engaged in more than five KhidMas activities are eligible to receive the full score of 10 marks. Approximately 89% of the participating pupils in this pilot programme have successfully achieved the full score of 10 marks.

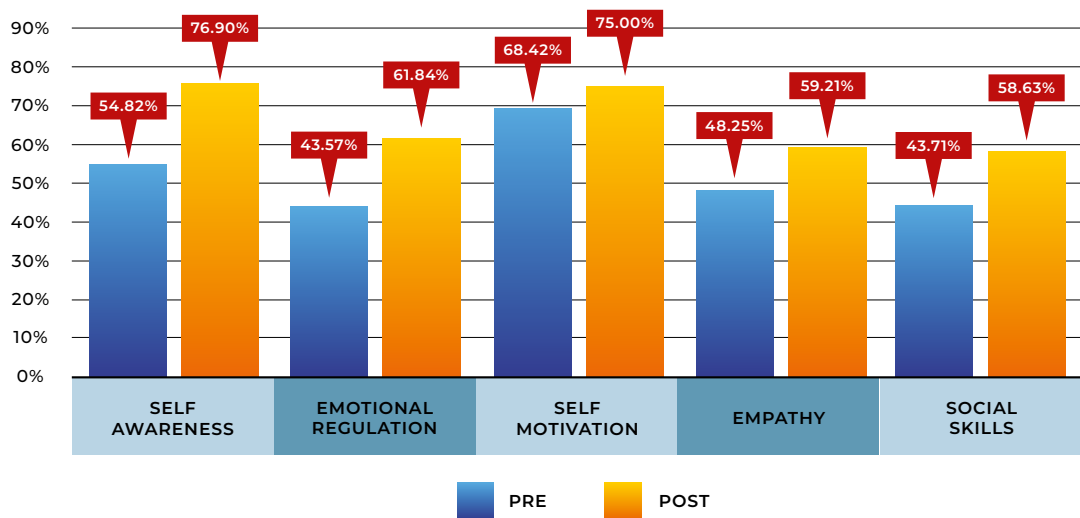
b. Healthy Mind Intervention Pilot Programme (PRISMA)

The Healthy Student Mind Intervention Programme (*Program Intervensi Minda Sejahtera Murid*, PRISMA) is implemented to enhance the mental well-being of pupils by focusing on improving their socio-emotional levels. PRISMA assists pupils in raising awareness about the importance of mental well-being, provides guidance and techniques to manage emotions effectively, and seeks help when facing challenges.

Pupils who participate in PRISMA are those with high needs, identified through the Healthy Mind Screening at schools. High-needs pupils are referred to those with severe or very severe scores and pupils with signs of emotional instability. A total of 1,200 pupils, consisting of 400 pupils in primary school, 400 in lower secondary school, and 400 in upper secondary school from across Malaysia, participate in this intervention programme.

The intervention programme utilising the PRISMA Module is a crucial platform for enhancing socio-emotional well-being. This module emphasises socio-emotional learning, relaxation techniques, breathing exercises, stress management, problem-solving, and self-regulation skills for pupils to manage their emotions effectively. In conclusion, through this programme, early support can be provided to each pupil in managing their emotions effectively, ultimately improving pupils' mental well-being.

Exhibit 4.4: Comparison of Pre- and Post-Healthy Mind Intervention Pilot Programme (PRISMA) Data According to Five Main Socio-Emotional Skill Domains for Primary School Pupils



PRISMA assists pupils in raising awareness about the importance of mental well-being, provides guidance and techniques to manage emotions effectively

Exhibit 4.5: Comparison of Pre- and Post-Healthy Mind Intervention Pilot Programme (PRISMA) Data According to Five Main Socio-Emotional Skills Domains for Pupils in Lower Secondary School

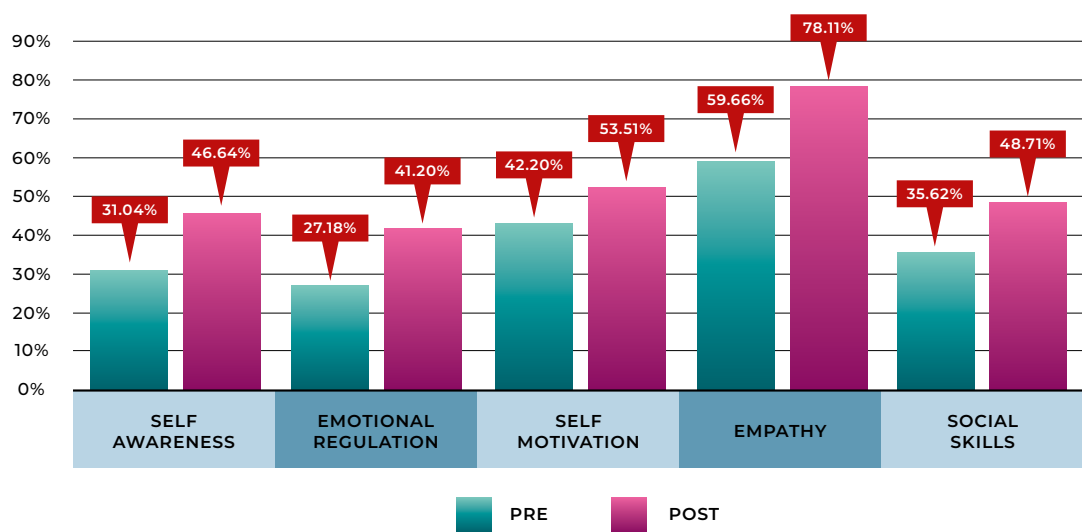
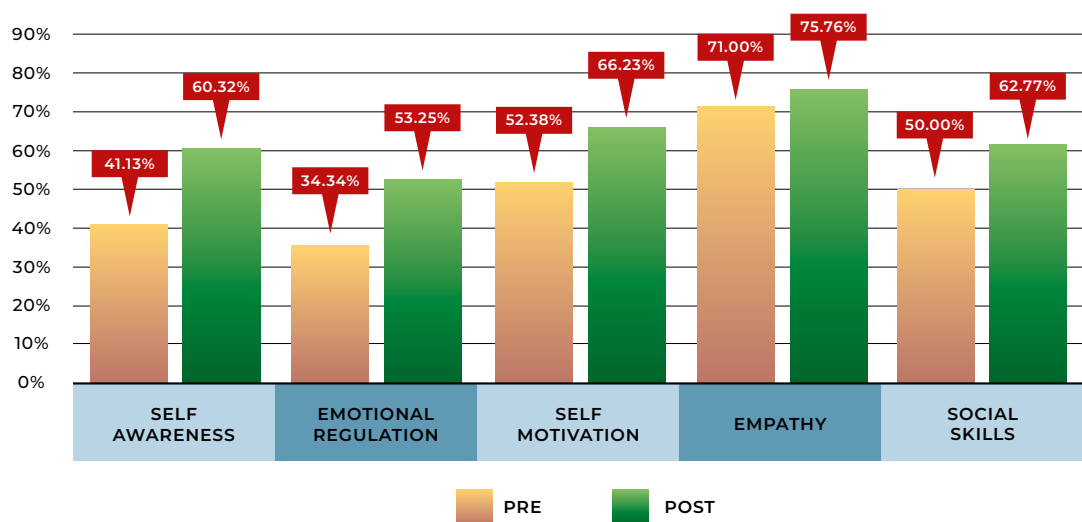


Exhibit 4.6: Comparison of Pre- and Post-Healthy Mind Intervention Pilot Programme (PRISMA) Data According to Five Main Socio-Emotional Skills Domains for Pupils in Upper Secondary School

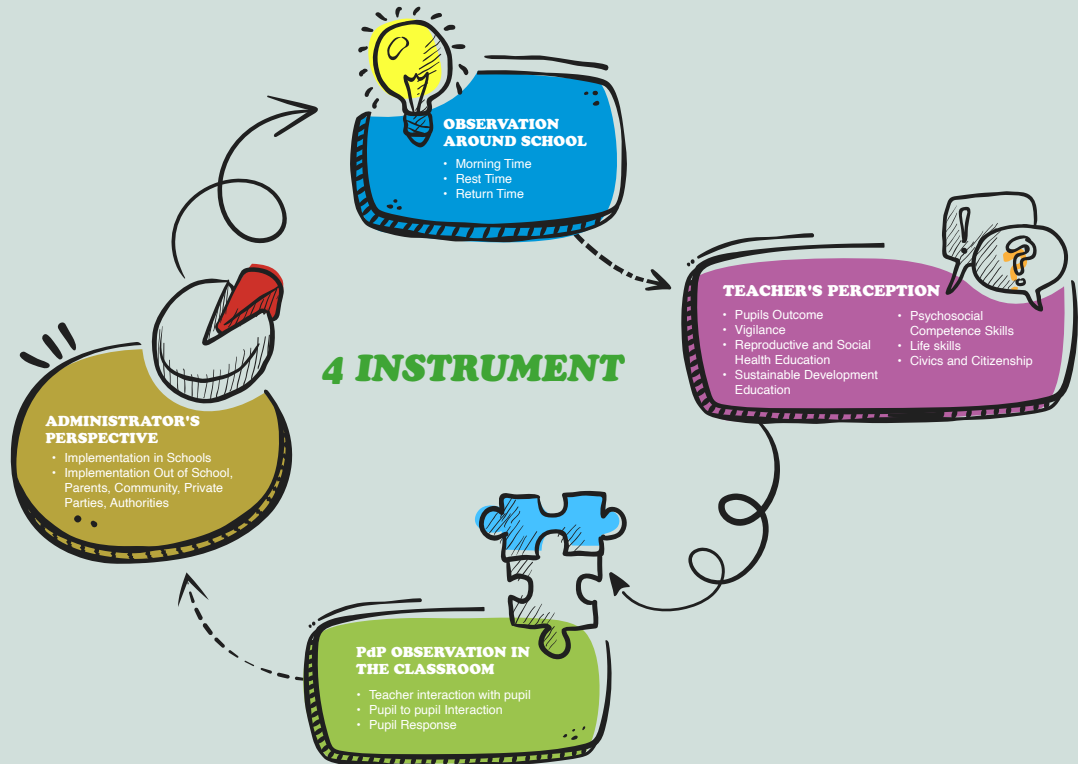


4.2.2 Strengthening the Role of Principals and Teachers to Enhance Competence and Professionalism of Guidance and Counselling Teachers

Strengthening PdP of Theme-Based Curriculum in Character Development

The curriculum's revitalisation and review of character development elements are carried out based on themes. The Character Development Elements Revitalisation Kit through theme based PdP has been developed.

Exhibit 4.7: Four Instruments for Reviewing Character Development Elements in Schools



Values and Character Programme

The Values and Character Programme (*Program Nilai dan Karakter, PRONIKA*) focuses on strengthening the role of school leaders and teachers as role models in instilling values and character in schools. This programme creates participants' awareness to their own personalities through the personality plus instrument and develops their personalities to create educators with a teaching spirit. A total of 794 participants have successfully undergone training according to zones, as shown in Exhibit 4.8. In 2022, the programme aims to:

- Introduce and explain to participants the four levels of implementing values and character development in schools.
- Train and suggest activities suitable for values and character development across the school curriculum.
- Transfer ideas to cultivate core values, character, and development in life.

Exhibit 4.8: Number of PRONIKA Participants In 2022

ZONE	NUMBER OF PARTICIPANTS
NORTH	239
CENTRAL	146
SOUTH	197
EAST	136
SABAH AND SARAWAK	76
TOTAL	794

Programme for Developing the Competencies of Guidance and Counselling Teachers (Option) and School-Appointed Guidance and Counselling Teachers (Non-Option)

The School-Appointed Guidance and Counselling Teachers (*Guru Bimbingan Lantikan Sekolah*, GBLS) Competency Enhancement Programme is implemented to enhance the professionalism of GBK (Option) and GBLS (Non-Option) in planning, implementing, and evaluating systematic, quality, and effective guidance and counselling services. This programme equips GBK and GBLS with the competencies needed to provide guidance and counselling services focusing on character development, discipline improvement, career education, and pupils' emotional well-being.

The Competency Development for GBK Module (*Pembangunan Kompetensi Guru Bimbingan dan Kaunseling*, Pro-GBK) was developed through a needs analysis of GBK and GBLS. This module was awarded a silver medal at the International Counselling Innovation and Showcase i-Conovas 2.0 organised by the International Counselling Association of Malaysia (*Persatuan Kaunseling Malaysia Antarabangsa*, PERKAMA International) in 2021 at the UPM.

A total of 250 GBK (Option) and 250 GBLS (Non-Option) from the JPN of Kedah, Penang, Perak, Negeri Sembilan, Melaka, Johor, Kelantan, Terengganu, Pahang and Sarawak have participated in this competency development programme. There is a significant improvement in teacher competency after undergoing this programme, as shown in Exhibits 4.9 and 4.10.

Exhibit 4.9: Comparison of Pre- and Post-Data of GBK Competency Building Programme (Option)

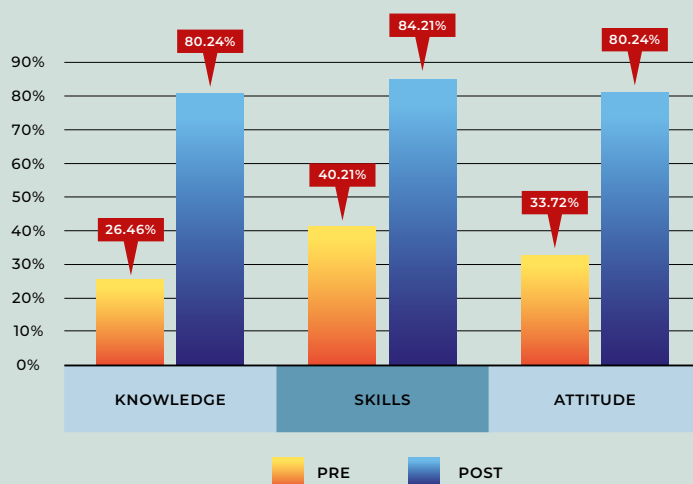
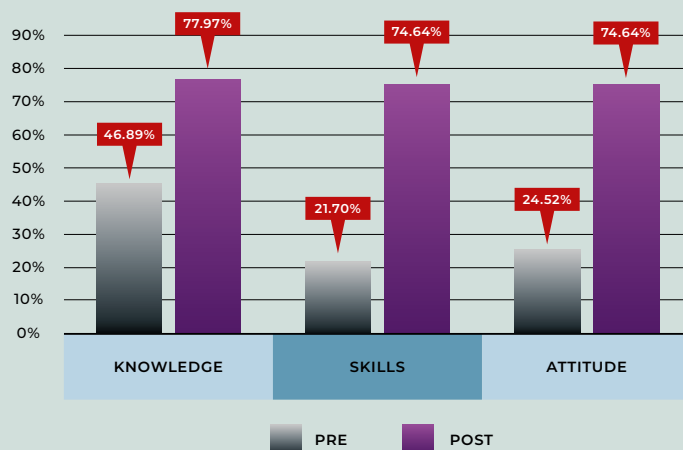


Exhibit 4.10: Comparison of Pre- and Post- Data of GBK Competency Development Programme (Non-Option)



Roadshows, Engagement Sessions and Confirmation of GBK as Registered Counsellors

The Ministry has organised roadshows promoting eligible GBK to register with The Malaysian Counselling Board (*Lembaga Kaunselor Malaysia*, LKM). 3 series of roadshows have been conducted involving 97 GBK.

As of 31 December 2022, a total of 2,184, or 40% of the 5509 eligible GBK have registered with LKM.



**As of 31 December 2022,
a total of 2,184, or 40% of
the 5509 eligible GBK have
registered with LKM**



Moving Forward

The Ministry will continue to step up efforts to strengthen pupils' character education through the expansion of the Pupils' Character-Building Programme in Schools and the strengthening of PdP in the curriculum and co-curriculum as well as the implementation of the KhidMas in all secondary schools after the successful completion of the pilot programme in 2022.

Furthermore, the role of stakeholders will be continuously strengthened, such as improving the knowledge and skills of school leaders and increasing the involvement of parents, communities and external agencies in the character-building of pupils.

The role and quality of counselling services in schools will be among the main focus of the MOE to strengthen the role of GBK and GBK (non-option) and increase the number of registered GBKs with LKM.



CHAPTER 05

IMPROVING EFFICIENCY IN EDUCATION

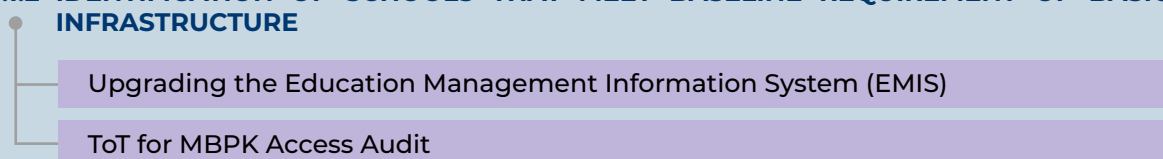
5.1 PROVIDING BASIC INFRASTRUCTURE IN ALL MOE SCHOOLS

Providing basic infrastructure in all schools remains a priority for MOE because a conducive school environment motivates pupils to attend school and learn. Impact grade scores based on a scale of 1 to 7, is used to assess projects for redevelopment or building upgrade. MOE focuses on projects or building at the scale of 6 or 7.

The focuses in 2022 are:

5.1.1 REDEVELOPMENT AND UPGRADING OF 49 SCHOOLS WITH DILAPIDATED BUILDINGS THAT ARE RATED AT THE SCALE OF 6 AND 7, TO BE COMPLETED WITHIN THE STIPULATED TIME FRAME

5.1.2 IDENTIFICATION OF SCHOOLS THAT MEET BASELINE REQUIREMENT OF BASIC INFRASTRUCTURE



5.1.1 Redevelopment and Upgrading of 49 Schools with Dilapidated Buildings that are Rated at the Scale of 6 and 7, to be Completed Within the Stipulated Time Frame

A total of 57 redevelopment or upgrading projects for schools with dilapidated buildings rated at the scale of 6 and 7 have been completed, exceeding the target of 49 projects.

5.1.2 Identification of Schools that Meet Baseline Requirement of Basic Infrastructure

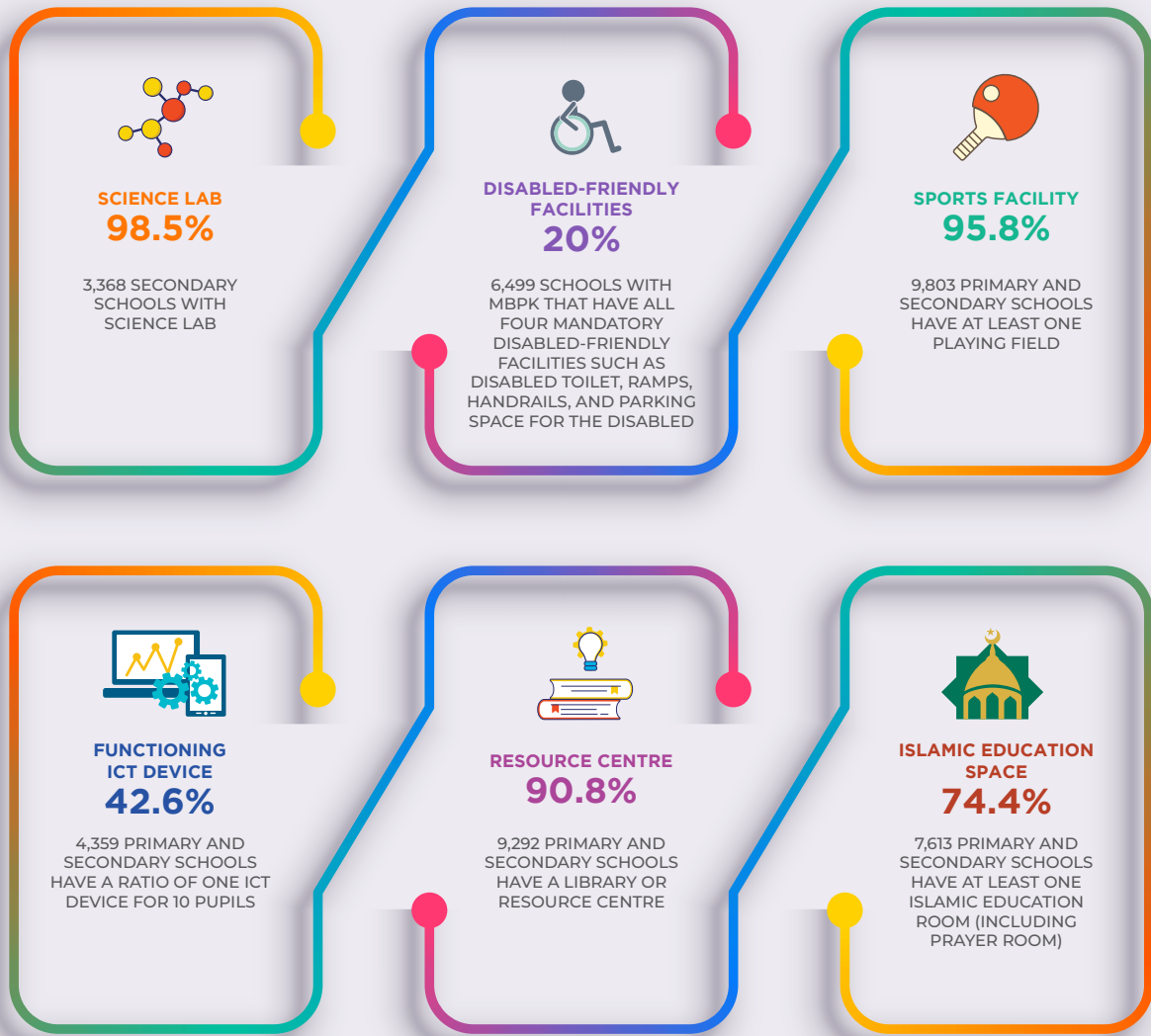
Fulfillment of 6 baseline requirements of basic facilities to ensure curriculum delivery is shown in Exhibit 5.1

Exhibit 5.1: Number of Schools that Have Minimum Facilities

MINIMUM FACILITIES	NUMBER OF SCHOOLS
6	168
5	1,470
4	3,572
3	3,389
2	1,297
1	304



Exhibit 5.2: Six (6) Minimum Facilities for MOE Curriculum Delivery



Moving Forward

The improvement in the audit process for dilapidated buildings has positively impacted the management. As a result of this audit process, 76 school projects with dilapidated buildings have been identified for replacement and upgrading in the 3rd Rolling Plan under the 12th Malaysia Plan (12MP). Starting in 2023, the Ministry will enhance the working procedures by involving the Asset Management Division to examine alternative preventive maintenance steps.



5.2 PROVIDING EQUITABLE FUNDING FOR MOE SCHOOL ASSISTANCE

Equitable Funding for MOE School Assistance aims to ensure a more strategic financial management to enhance pupils' outcomes. This initiative continues its focus in equitable financial management as it has yet to achieve the set goals.

Implementing financial autonomy allows schools to efficiently utilise the general school assistance allocation based on the schools' priorities and the current year needs.

The main focus of the initiative in 2022:

5.2.1 THE PROVISION OF NEW RATES FOR SCHOOL FINANCIAL ASSISTANCE

5.2.2 THE IMPLEMENTATION OF SCHOOL AUTONOMY

The improvement of schools' readiness in implementing financial autonomy according to the established guidelines.

5.2.1 Preparation for A New Method of School Financial Assistance For MOE Schools

The Ministry has prepared a proposal for a new method of school financial assistance for MOE schools to optimise pupils' outcomes through a more efficient and strategic method of financial management. The proposed new financing method aims to provide additional allocations to financially disadvantaged schools based on factors such as school location, socioeconomic background, and enrolment, in addition to the existing general school aid allocation. This proposal has been approved by MOE and subsequently submitted to the Ministry of Finance for approval.

The proposed new financing method aims to provide additional allocations to financially disadvantaged schools based on factors such as school location, socioeconomic background, and enrolment, in addition to the existing general school aid allocation



5.2.2 The Implementation of School Autonomy

Schools that are given autonomy are selected based on specific criteria set by achieving a clean audit status without reprimand in preparing school financial statements and achieving an excellent status in school financial management for the first cohort of two (2) consecutive years.

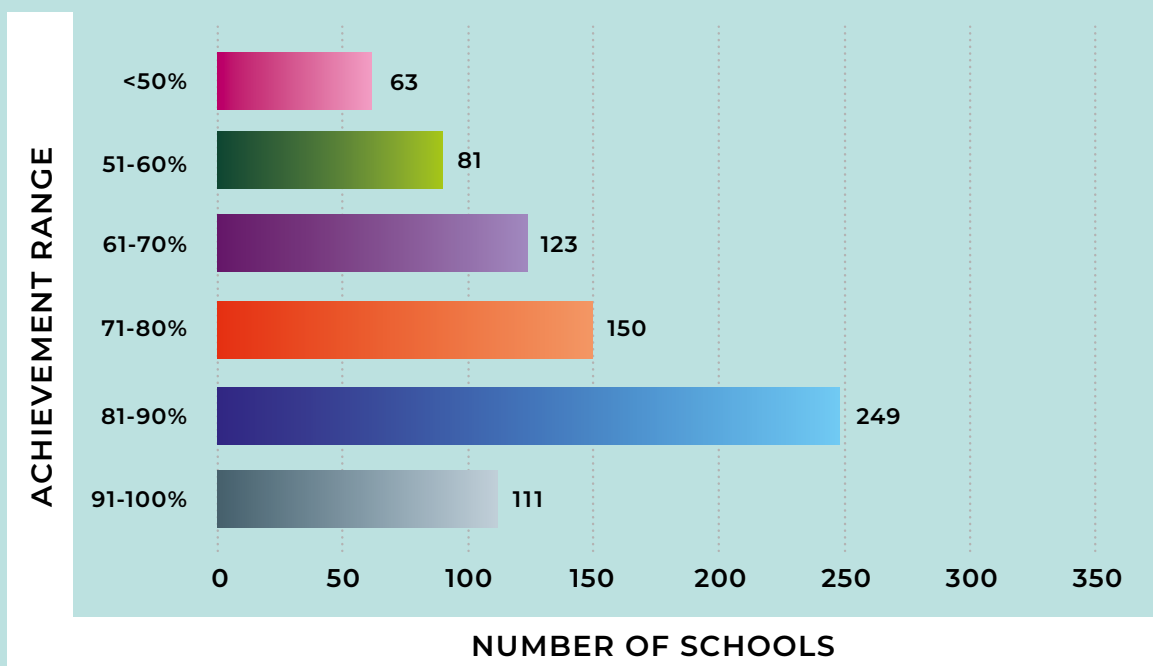
MOE has accorded autonomy to a total of 937 schools from the first cohort (2020-2022). These schools are selected based on their financial audit reports between 2016-2017.

MOE ensures that the monitoring and guidance processes are carried out for these schools. A total of 120 schools from each state were identified for that cohort. Monitoring shows the schools had fully utilised the financial management autonomy granted to them. Monitoring results found that schools had benefited from the financial management autonomy granted to them.

The monitoring results indicated that schools have spent according to the fund as planned.

A preliminary survey was done to monitor expenditure optimisation and it was found that 636 out of 937 schools with autonomy have managed to hit the expenditure target more than 50% as shown in Exhibit 5.3. The survey results also indicated that schools agreed with granting autonomy in financial management.

Exhibit 5.3: Expenditure Performance of Autonomous Schools in 2022





*School Autonomy Monitoring and Guidance Briefing
Central Zone on August 25, 2022*



*Monitoring and Guidance for Schools Granted Autonomy
School Financial Management for the Year 2022 at SK Belengu*

MOE has accorded autonomy to a total of 937 schools from the first cohort (2020 – 2022). These schools are selected based on their financial audit reports for the years 2016 and 2017

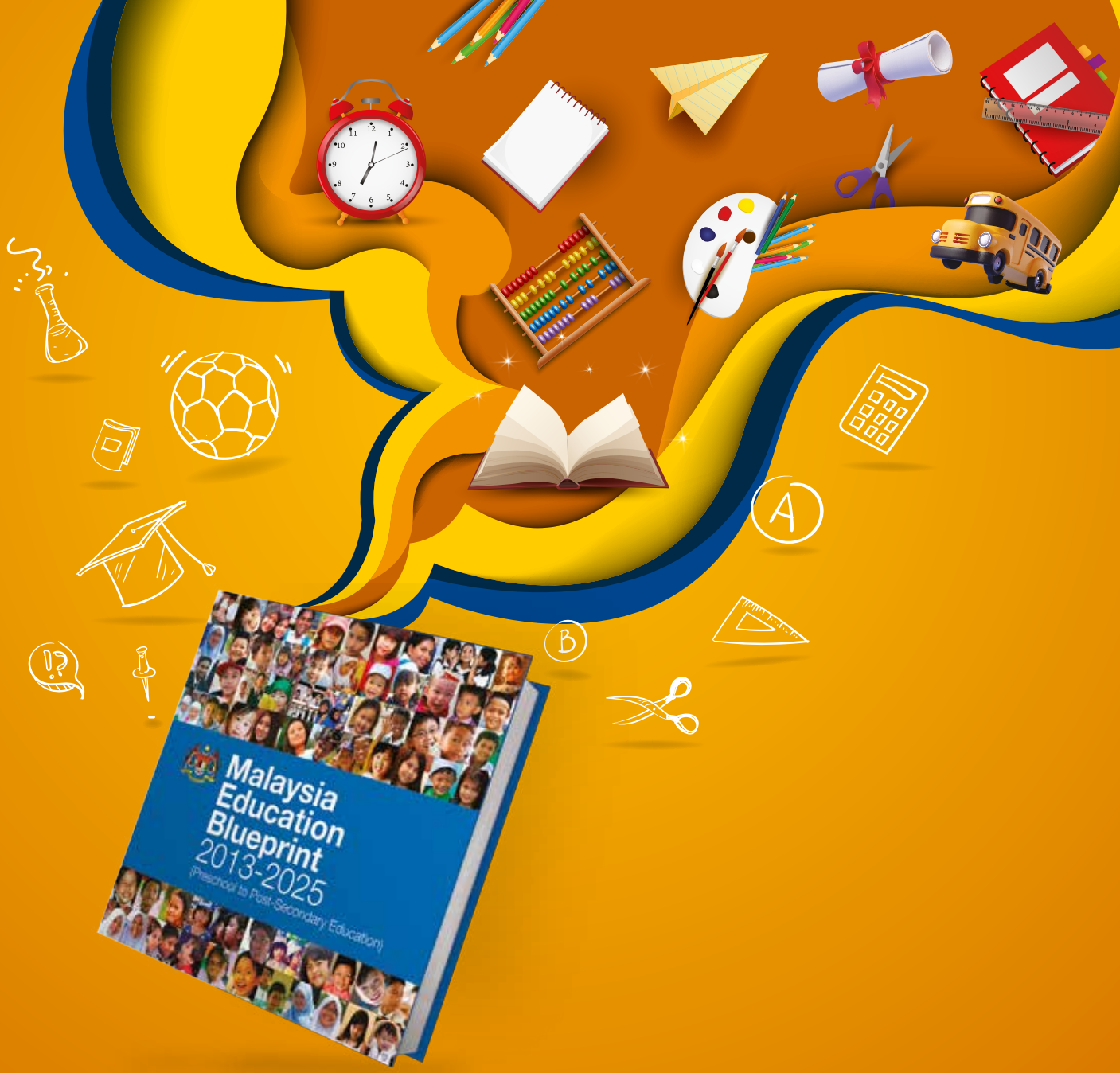
Moving Forward

PGB from schools with financial management autonomy are able to reallocate funds from the General School Assistance Fund to optimise expenditures based on their planning to enhance pupils' outcomes.

The results of monitoring and guidance provided to schools granted financial management autonomy from 2020 to 2022 by the Ministry have shown that this autonomy has helped schools effectively plan and manage their finances.

The monitoring and guidance activities will be fully implemented across all JPN from 2023 onwards. Therefore, the Ministry has conducted briefing sessions for JPN liaison officers, accountants, and assistant accountants at the JPN/PPD level. These sessions were held in six zones, involving 16 JPN and 144 PPD offices.

This effort demonstrates cooperation that starts at the division, department, and district levels to ensure that the objective of granting autonomy is achieved, and should be continued.



CHAPTER 06

MEB SUCCESS:
A CONCERTED EFFORT



THE SHARED SUCCESS OF MEB THE FINAL ACCELERATION IN WAVE 3

The uniqueness of the MEB 2013–2023 lies in its implementation, which is closely monitored by a small unit known as the Education Performance and Delivery Unit (PADU). This unit is specifically dedicated to driving the implementation of the MEB across ministries and schools. This section will look back on PADU's 10-year journey in driving the transformation of the national education system.

Established on March 20, 2013, PADU is an independent unit within MOE that ensures transparency in the implementation and performance of the MEB initiatives. This is achieved through monitoring progress, resolving implementation issues with responsible officers, and managing communication with stakeholders regarding education transformation.

PADU is a hybrid body comprising civil servants and corporate hires, established as a strategic transformation partner for MOE. The employees in PADU have a cumulative experience of over 50 years in educational transformation, which is a unique advantage of this unit. The combination of knowledge and skills from the best talents in both the public and private sectors helps bridge the gap between these two sectors, encourages cross-functional team collaboration, and fosters a culture of work efficiency in terms of time and cost-effectiveness.

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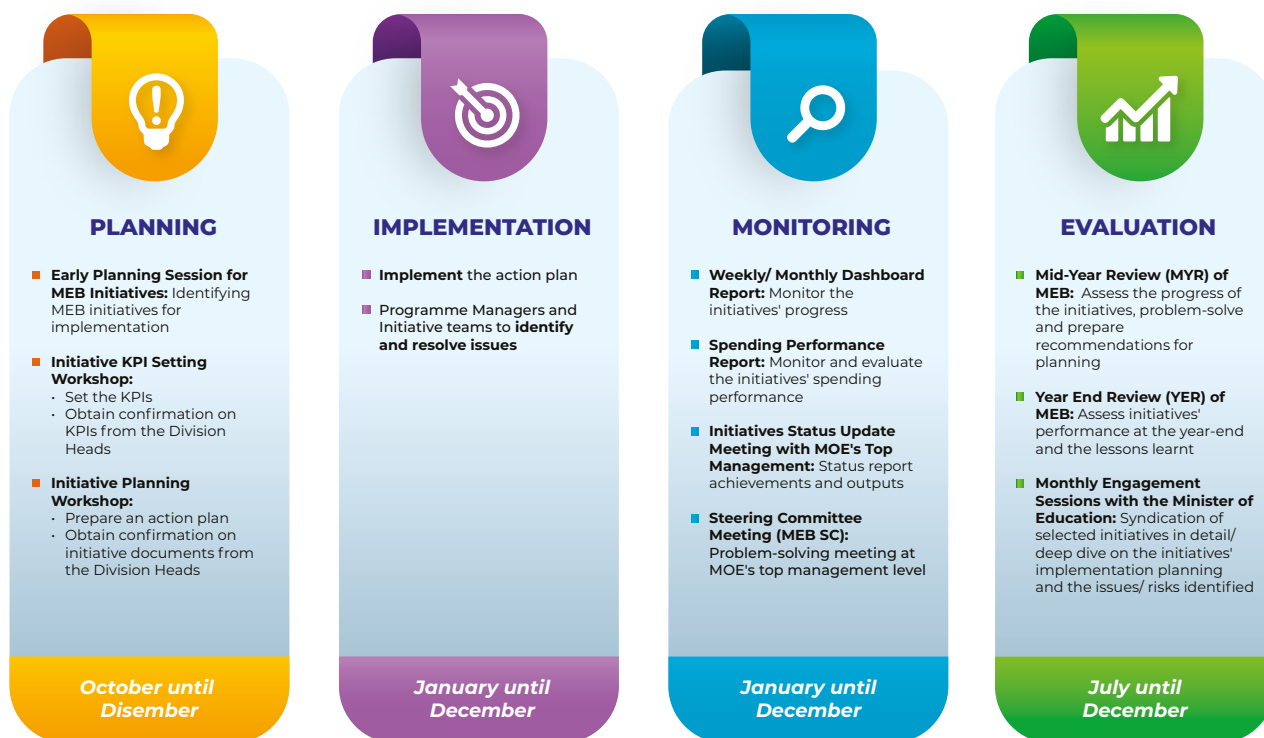
PADU Drives Complex and Extensive Educational Transformation

To drive the implementation of MEB, which is a comprehensive blueprint for transforming the Malaysian education system, PADU has developed the MEB Initiative Management Cycle and the PADU Delivery Framework, based on the Managing Successful Programme (MSP) and Big Fast Result (BFR) frameworks to drive the implementation of MEB, which is a comprehensive blueprint for transforming the Malaysian education system. These frameworks are developed to guide the day-to-day work in PADU and the MEB Initiative teams, from the planning phase to monitoring. These frameworks are recognised methodologies that help ensure the effective delivery of complex programs and projects.

The Initiative Management Cycle consists of four phases: planning, execution, monitoring, and evaluation. This cycle involves every level within MOE, from the Minister of Education and top management to the officers who form the initiative teams (as shown in Exhibit 6.1).

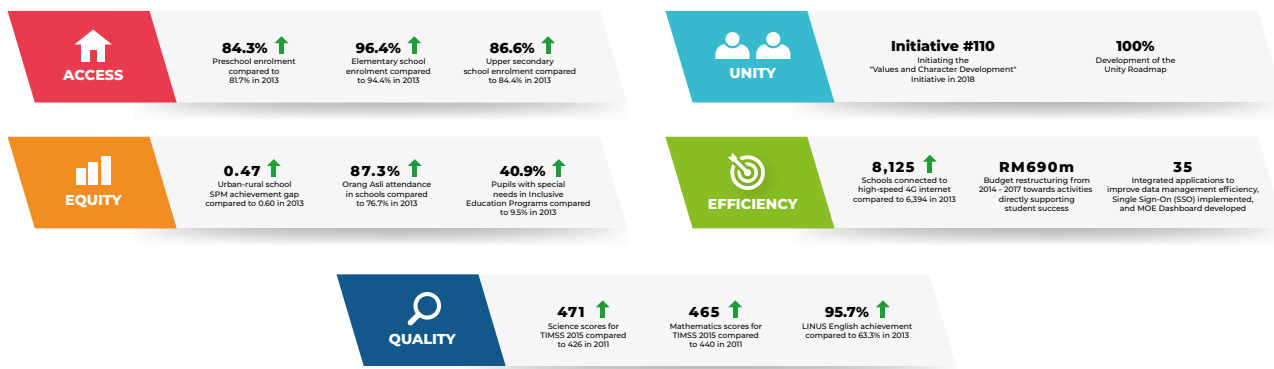
The PADU Delivery Framework consists of an Initiative Planning template (Charter, Key Performance Indicator (KPI) dictionary, and 3-feet plan), monitoring dashboards, structured processes, issue resolution platforms, mid-year assessments, year-end evaluations, and annual reports (as shown in Exhibit 6.2).

Eksibit 6.1: Initiative Management Cycle





KPI ACHIEVEMENTS



The programme management methodology is used to provide a systematic approach for managing MEB initiatives. The application of the delivery discipline culture has been introduced in MOE since the inception of MEB in 2013. As of 2022, PADU has collaborated and trained 141 Programme Managers and more than 600 Workstream Leaders in programme management and delivery.

Change Management and Strategic Communication Advance the Implementation of Transformation

The involvement and cooperation of stakeholders and strategic partners are crucial in ensuring the success of education transformation. In implementing the MEB, the knowledge and skills to apply change management and strategic communication are essential, especially for the Ministry officials. This is to ensure that information about planned initiatives are conveyed clearly and well-received by all stakeholders.

Adhering to change management principles, PADU ensures that the key messages related to implementing MEB to the public are strategically delivered. Messages are conveyed to every stakeholder through various modes and platforms to ensure the aspirations of MEB can be achieved. A strategic communication plan is implemented, and its effectiveness is measured so that improvements can be made. Over the ten years of implementing MEB, two Brand Audits have been conducted to measure public and stakeholder awareness, understanding, and acceptance.

Overall, PADU not only emphasises the function of communication but also highlights the importance of change management in helping the organisation face challenges, enhance competitiveness, manage complex changes, and reduce uncertainties that may arise while implementing all MEB initiatives.



Financial Management of MEB Initiatives that Ensures Accountability and Transparency

PADU is responsible for coordinating the allocation of MEB Initiative funds under the Special Budget Programme of the National Budget, which involves preparing the Annual Management Budget (ABM), facilitating the allocation of funds to initiative teams, and monitoring and reporting on initiative expenditure on a monthly and annual basis. To mitigate risks and ensure compliance, PADU employs an Outcome-Based Budgeting approach for financial planning, which undergoes scrutiny by the Financial Division of the Ministry of Education and the Ministry of Finance. Detailed expenditure planning and forecasting are carried out through the 3-Foot Plan of initiatives to reduce risks and compliance issues.

In addition to streamlining processes, PADU regularly monitors initiatives' expenditure performance based on monthly expenditure forecasts to enhance spending performance and quality. Initiative teams with low spending performance are assisted in identifying issues related to expenditure allocation gaps through PADU's clinic sessions. Furthermore, expenditure performance reports for initiatives are presented to the top management and the Financial and Accounting Management Committee of MOE. Regular monitoring efforts for expenditure performance aim to ensure accountability and transparency among initiative teams.



Increasing MOE's Delivery Efficiency Through ICT

An important facet of PADU's support in monitoring initiative implementation is the development of interactive dashboards. With these dashboards, various information/data can be displayed in an interactive and integrated format, aiming to increase the efficiency of initiative delivery so that all decisions made are accurate and effective. As of 2022, more than 100 dashboards with various functions have been developed, including the MEB Initiative Dashboard.

The concise and easily understood visual presentation through charts, maps, and other data elements provides a detailed view of performance and data trends. In addition to making informed decisions, the data obtained through dashboards can enhance the effectiveness of problem-solving which is done by analysing and understanding data more efficiently.

IMPLEMENTATION THROUGH DIFFERENTIATED METHODS

PADU ensures the efficiency and effectiveness of implementing MEB through differentiated methods. The approach is results-oriented and data-driven, using various tools and methods such as dashboards, data visualisation, change management, and communication to monitor, evaluate, and improve the performance and outcomes of MEB initiatives. PADU also engages and empowers a network of stakeholders, including students, teachers, parents, school leaders, district education officers, state education departments, and other agencies, to collaborate and contribute to the education transformation.



1. The Effectiveness of Programme Management

a. The Involvement MOE's Top Management Through the MEB Retreat 2022

The MEB Retreat 2022 was organised by PADU, and it involved the top management and Heads of Departments of MOE who are directly involved in implementing MEB initiatives. The leadership team was briefed on the major achievements of MEB over the ten years of implementation and the issues and challenges in delivering the initiatives. Some of the major issues and challenges discussed revolved around the perception that MEB's implementation was not a priority for MOE, the need for more comprehensive programme management, and the need to break silos to foster a collaborative work culture.

Problem-solving sessions were led by the Deputy Secretary-Generals and the Deputy Director-Generals of MOE, with facilitation and oversight from PADU. Problem-solving proposals were presented to the leadership team. The outcome of the retreat was the commitment and dedication of the Ministry's leadership team to continue affirming MEB 2013-2025 as the MOE's strategic plan in transforming the national education system and implementing intervention measures to improve the delivery and implementation of the MEB initiatives, which only have three years left.

b. The Operationalisation of Zero Drop-out Ops and the Committee on Increasing Enrolment into Secondary Schools

To sustain the programmes on reducing dropouts, PADU has collaborated with external agencies such as the State Education Exco, the police, the Welfare Department, Religious Groups, Community Leaders, and NGOs at the identified locations to establish Zero Dropout Ops (*Ops Sifar Cicir*) and the Secondary School Enrolment Improvement Committee (JPEM). This collaboration allows for better coordination and, subsequently, has successfully reduced the number of dropout pupils.

c. The Development of PPD Profile

PADU collects data to profile 16 JPN and 142 PPD. This profile functions as a Business Intelligence Tool that provides an overall picture of the demography of JPN/ PPD, inputs (activities), and outcomes (such as results and attendance). Through this profile, JPN and PPD are empowered with the knowledge and skills to make initial hypotheses to solve problems. Directors of JPN and Chiefs of PPD are trained to use problem-solving instruments and strategic planning to formulate strategies based on real-time data provided to each respective region. As a result, JPN and PPD can create data-driven strategic plans, be more focused and innovative using the right tools, and improve their skills.

d. District Transformation Forum

In line with Shift 6 of MEB, which emphasises empowering JPN, PPD, and schools to provide tailored solutions based on needs, PADU organised the District Transformation Forum (DTF). This forum was attended by 156 senior officials from JPN and PPD across Malaysia, with the support of the Daily School Management Division (*Bahagian Pengurusan Sekolah Harian*, BPSH). Themed "A Changed Mindset, A Transformed PPD," the forum shared the best practices and effective approaches to the education transformation process that had been successfully implemented in some districts. The forum was well-received by participants and garnered positive feedback as it allowed attendees to explore new methods for implementing transformation programs and addressing emerging issues at the district and state levels. Additionally, the forum served as a platform for discussions between MOE's top management and JPN and PPD officers.

2. Public and Private Partnership (PPP)

a. STEMforAll

PADU collaborated with external entities such as Microsoft, Petrosains, and the Malaysia Association of Creativity and Innovation (MACRI), along with 52 other organisations that signed agreements to become part of the #STEMforAll communication agents as part of the Strengthening STEM Education Initiative.

b. PPP for Orang Asli Pupils

PADU expanded its collaboration with non-governmental organisations (NGOs) to implement intervention programmes for the Orang Asli initiative. Some of the NGOs involved include Yayasan Pintar and MyKasih. MyKasih provides basic school supplies for 60 students from the Gunung Tahan area every month for a period of three to five years.

c. PPP with Industries that Support the Administration of New Vocational Colleges

PADU promotes PPP and aligns discussions with industry players. Playing a crucial role in this initiative, PADU has been appointed to be part of the Task Force to ensure that industry players conduct courses in the new Vocational Colleges. One successful partnership established is with the Johor Petroleum Development Centre, which agreed to collaborate with Vocational Colleges in an integrated welding program launched in 2019.



3. Change Management and Strategic Communication Delivery

a. Edufluencers

Realising teachers' ability to influence other teachers, PADU collaborated with MOE to create a community of education influencers (Edufluencers) selected from outstanding teachers through the Edufluencers search campaign, starting with the first cohort in 2019 and the second cohort in 2022. This community has gathered 190 teachers from across Malaysia. The Edufluencers community plays a role as role models and educators on social media platforms, helping MOE disseminate information to other stakeholders, especially fellow teachers, students, and parents.

b. Brand Audit

Throughout PADU's establishment, various engaging messages have been disseminated to ensure the realisation of MEB's aspirations. The Brand Audit was implemented to gain feedback on the execution of MEB and involved focused group interviews, survey reviews, and stakeholder interviews. The results of Brand Audit 2.0 indicated a slight decline in interest in the progress of MEB compared to Brand Audit 1.0. This occurred among internal and external stakeholders, primarily following continuous communication disruptions and stakeholder involvement interruptions due to the COVID-19 pandemic. To ensure the success of this large-scale transformation process, it is essential to address implementation fatigue, waning interest in MEB, and the sense of isolation from stakeholders.

c. Key Opinion Leaders (KOLs)

PADU is one of the earliest agencies within MOE to collaborate with Key Opinion Leaders (KOLs), consisting of influential personalities from various fields such as entertainment, sports, corporate, and education. Through these KOLs, awareness of MEB has been successfully expanded beyond the education sphere, and the messages on MEB can be conveyed to the public with greater focus.

d. Cinema Advertising

Cinema advertising was also carried out to increase mass awareness and boost support for MEB. This advertising has garnered millions of views within a limited time frame, with the choice of screening times during blockbuster movies.

Overall, PADU does not just emphasise the communication function but also stresses the change management function, which is crucial in helping the organisation face challenges, enhance competitiveness, manage complex changes, and reduce the uncertainty that may arise during the change process, especially in assisting the implementation of all MEB initiatives.



4. The development of Information Technology Solutions

a. Process Automation: Streamlining Administrative Tasks

Various systems that function in silos and the diversity of data structures are among the issues and challenges MOE faces. This complicates the process of accessing data and generating reports, requiring manual validation processes.

PADU has reviewed operational workflow processes and proposed automation solutions to standardise overall operational workflow processes. This activity facilitates data access and generates reports systematically and quickly, reducing the risk of human errors.

Furthermore, PADU has also assisted the BPK in developing the PLaN automation system for PBD for pupils in Years 1, 2, and 3 for early intervention purposes. This project involves collecting classroom assessment data for 7,000 schools across Malaysia.

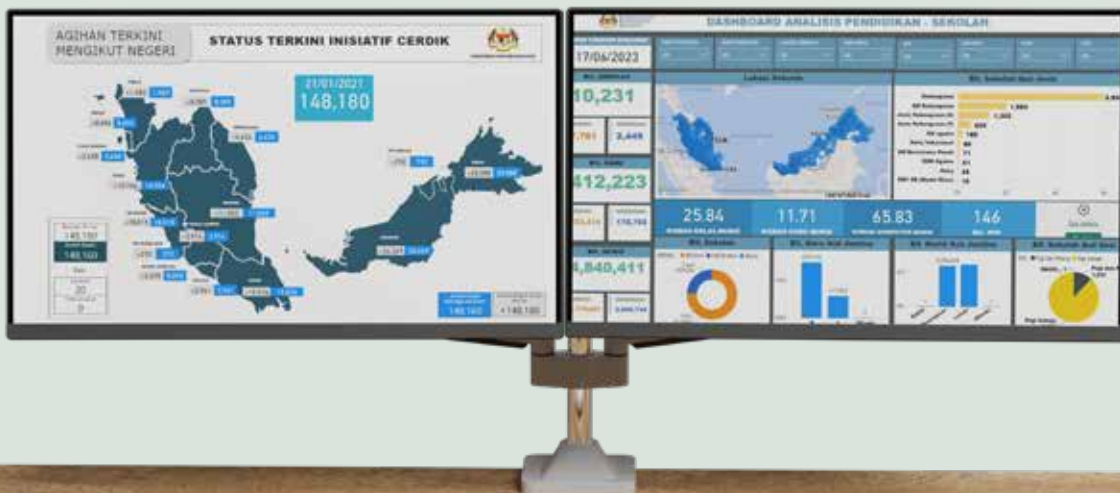


b. Dashboard and Data Visualisation: Driving Data-Driven Decision-Making

Interactive dashboards are essential in presenting information in an interactive and integrated format. More than 100 multifunctional dashboards have been developed, such as the Smart Dashboard for device distribution project display, the G Suite Enterprise for Education (GSEfE) Dashboard for the list of digital skills of teachers throughout Malaysia, and the Digital Me Badge Dashboard for the list of special badge recipients participating in specific skills programs.

Visual displays consisting of charts, maps, and other data elements are presented in an easily understandable manner and provide a detailed view of performance and data trends. These visual displays also assist users in analysing, understanding, and making data-driven decisions more effectively and efficiently. These dashboards are developed internally by PADU without any additional cost to the Ministry. Additionally, PADU conducts dashboard development workshops for the Ministry to enhance the skills of Ministry officials in building dashboards according to their respective needs and functions.

With the collaboration of BPM and EPRD, the dashboard can be realised with the existence of a data repository hub that has been integrated with various systems, such as APDM and e-Operation.



c. Integration of Technology

The experience working with the Ministry has helped PADU understand the current needs of educational institutions, and it has closely collaborated with stakeholders to develop suitable technological solutions.

CERDIK is one of the projects between the Ministry and the private sector in which PADU played a crucial role in developing technical solutions for monitoring digital devices donated by the private sector as sponsors and distributors. PADU's contribution enabled this project team to monitor its success transparently. Reports on the use of digital devices were generated through interactive boards by pupils according to the schools involved. CERDIK is one of the digital device monitoring projects involving integration and monitoring among sponsors, distribution managers, and recipients. This activity records each device contributed in detail. At the end of this project, the Ministry received a report generated through an interactive board that shows the number of devices, schools involved, recipients, and much more.

PADU also conducted several knowledge-sharing training sessions both online and face-to-face. Among the departments that received training were BPSH, BSTP, BPK, and BPPDP. These training sessions were more focused on data analysis, best practices, and report generation.

5 Financial Management Efficiency

Management of MEB Initiative Finances

PADU is responsible for coordinating the allocation of funds for the MEB Initiative under the National Budget Special Program component. This involves providing the Annual Management Expenditure Estimate, facilitating the allocation of funds to 17 initiative teams, and monitoring and reporting on the expenditure performance of the initiatives on a monthly and annual basis. For 2022, the allocation for the MEB initiatives was RM45 million.

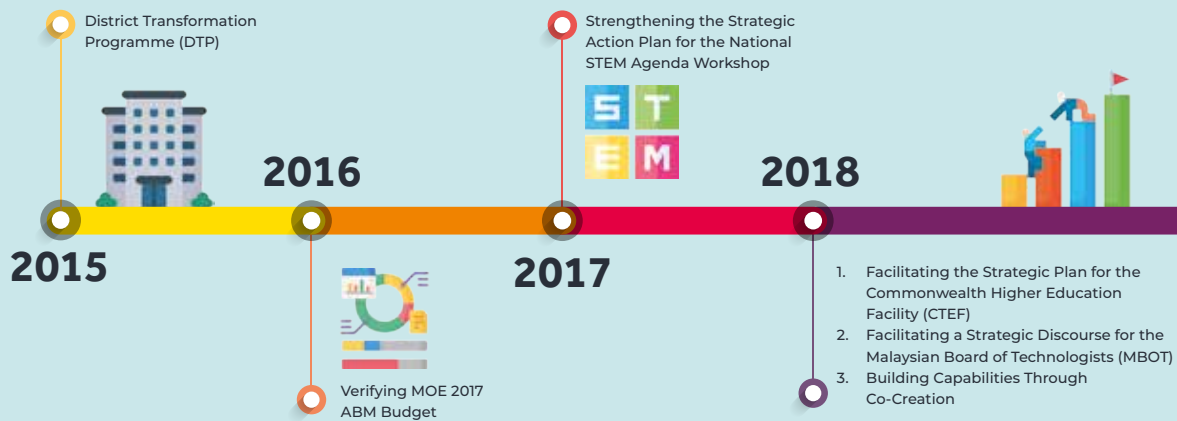
PADU streamlines the financial planning of the initiatives based on an Outcome-Based Budgeting approach through a screening process involving the Financial Division of the Ministry of Education and the Ministry of Finance (MOF).

Expenditure performance monitoring of the initiatives is based on the monthly expenditure forecasts developed through the 3-feet plan. PADU assists initiatives that show poor performance in expenditure through clinic sessions to identify issues related to the allocation expenditure gap based on forecasts. PADU is responsible for presenting the performance of initiatives to the top management of MOE and MOF's Financial and Accounting Management Committee. Ongoing monitoring is essential until the end of the MEB Initiative implementation to ensure that the performance and allocation expenditure of the MEB Initiatives are maintained and improved.

PADU streamlines the financial planning of the initiatives based on an Outcome-Based Budgeting approach through a screening process involving the Financial Division of the Ministry of Education and the Ministry of Finance (MOF)



PADU DELIVERS ABOVE AND BEYOND ITS EXPECTED ROLE AND RESPONSIBILITY



2015

DISTRICT TRANSFORMATION PROGRAMME (DTP)

In 2015, PADU was tasked with the capacity building of officers in 5 JPNs and 30 PPDs that were prioritised for this initiative. PPDs are crucial in supporting and enhancing the quality of education in all schools.

As a result of this programme, the five priority states showed improvements in the quality of education. Perlis emerged as the state with the highest achievement, while Kedah's achievements improved and surpassed the national average. Cost reduction at the national level was also achieved through this programme.

2016

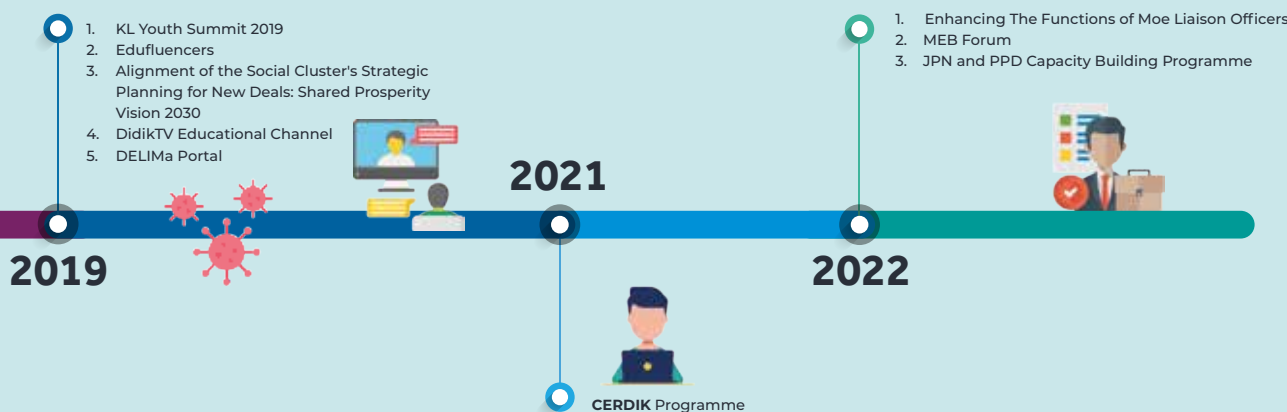
VERIFYING MOE 2017 ABM BUDGET

PADU's consultancy services were utilised by the Ministry of Finance in 2016 to enhance the efficiency of budget allocation for the Ministry of Education in subsequent years. Through this role, PADU oversees and re-aligns all programmes and activities of the Ministry through:

- I. eliminating various redundant budgets by scrutinising all departmental budget requests and removing duplication;
- II. prioritising programmes by eliminating or reducing existing programs that have a minimal impact on student achievement or service delivery efficiency; and
- III. focusing on outcome-oriented programmes by ensuring that budget allocations are directed toward programmes and activities related to the Ministry's desired outcomes and supporting its KPIs.

As a result of this training, RM280 million was successfully reallocated to programmes and activities in 2017 that had a greater impact on pupils' outcomes.

Throughout the ten years of MEB's Implementation, PADU has carried out various programmes and activities that have been instrumental in attaining achievements in the transformation process. PADU continues to add value to MOE, especially in fostering a cultural change towards effective delivery in implementing MEB. This is realised through efforts that go above and beyond the expected roles and responsibilities in ensuring the successful delivery of MEB.



2017

STRENGTHENING THE STRATEGIC ACTION PLAN FOR THE NATIONAL STEM AGENDA WORKSHOP

In addition to supporting stakeholders within MOE itself, PADU was also invited to assist the Ministry of Science, Technology, and Innovation (MOSTI) as a facilitator in a workshop to Strengthen the Strategic Action Plan for the National STEM Agenda in July 2017. One of the key achievements of this workshop was the establishment of the National STEM Centre, which received significant attention in the National Budget Speech for 2018.

2018

- FACILITATING THE STRATEGIC PLAN FOR THE COMMONWEALTH HIGHER EDUCATION FACILITY (CTEF)**
 In 2018, PADU was tasked with facilitating a workshop to develop the strategic plan for the Commonwealth Tertiary Education Facility (CTEF). PADU sought guidance from its Board of Trustees to ensure an effective workshop outcome. This workshop successfully developed a draft strategic plan, which was subsequently submitted to the Ministry's top management for alignment.
- FACILITATING A STRATEGIC DISCOURSE FOR THE MALAYSIAN BOARD OF TECHNOLOGISTS (MBOT)**
 In 2017, PADU conducted a workshop attended by Malaysian Board of Technologists (MBOT) management team members. As a result of this workshop, PADU was entrusted with planning and organising their discourse. From the discourse session held in 2018, the MBOT Board of Directors successfully identified key issues, opportunities, and primary strategic action plans to be developed as the MBOT Strategic Plan.
- BUILDING CAPABILITIES THROUGH CO-CREATION**
 PADU was involved as a facilitator in formulating frameworks. The Value Development Laboratory Framework, the Special Education Needs Strategic Plan Framework, and the Value Elements in the Pupils' Profile instrument framework are examples developed in collaboration with ministry officials. This collaboration created an ideal environment for ministry officials to learn directly, facilitate idea generation, and develop solutions during the workshop sessions.

In addition to skill enhancement, PADU also assisted in the syndication process of the Value Development Laboratory with the Deputy Minister of Education. The Special Education Division (BPKhas), which leads the implementation of the Special Education Strategic Plan, successfully met the timeline for approval in December 2018. Finally, the Value Element framework was incorporated into the Pupils' Profile and was initiated in 2019.

2019

- **KL YOUTH SUMMIT 2019**

PADU was invited by the KL Youth Summit 2019 organisers to facilitate a workshop attended by 200 participants from 22 countries. PADU was responsible for developing the workshop content and managing it. The workshop encompassed six clusters: Education, Economy, Politics, Entrepreneurship, Industry 4.0 Revolution, and Good Governance. PADU assisted in developing the scope of discussions and workshop charters. The workshop successfully generated eight resolutions across these six clusters.

- **EDUFLUENCERS**

In 2019, the Edufluencers community was introduced to assist the Ministry in disseminating information and information on relevant MOE policies to the general public through social media platforms. Edufluencer teachers played a role as agents of change for MOE to ensure that stakeholders received accurate and reliable sources of information.

- **ALIGNMENT OF THE SOCIAL CLUSTER'S STRATEGIC PLANNING FOR NEW DEALS: SHARED PROSPERITY VISION 2023**

PADU represented the Ministry of Education in coordinating the New Deals Strategic Planning for the Social Cluster: Vision of Prosperity Together 2030, which involved eight ministries such as the Ministry of Health, Ministry of Higher Education, Ministry of Human Resources, and Ministry of Women, Family, and Community Development. PADU played a role in developing the strategic planning framework, workflow processes, and workshop implementation. The results of this planning were presented to the Senior Minister of Education as the Head of the Social Cluster and subsequently handed over to the Chief Secretary to the Government's Office and the National Governance, Integrity, and Anti-Corruption Centre (GIACC) as the Secretariat for New Deals.

- **DidikTV**

PADU has collaborated with DidikTV television station to assist MOE in providing educational broadcast materials during the COVID-19 pandemic.

- **DELIMa**

In 2018, PADU, in collaboration with MOE, developed the User Management System (SPP) This automated the management process of DELIMa ID SPP, which includes student registration, user licensing, user transfers, bulk data updates for students, and password management for all schools within the Ministry's ecosystem. This project successfully streamlined ten manual work processes into a single automated system for managing DELIMa IDs.

2021

- **CERDIK PROGRAMME**

PADU assisted in monitoring digital devices distribution, collaborating with sponsors, distribution managers, and aid recipients. At the end of this project, MOE was provided with a detailed report generated through an interactive dashboard.

2022

- **ENHANCING THE FUNCTIONS OF MOE LIAISON OFFICERS**

PADU was tasked by the former KSU to collaborate with the Corporate Communication Unit (UKK) to strengthen the communication process and enhance the MOE's overall communication framework. Workshops on the Development of the Communication Framework and Strategic Communication Plan were conducted together with liaison officers from MOE departments and JPNS.

These workshops provided exposure and training to liaison officers in shaping the direction and formulating effective strategic communication plans.

- **MALAYSIA EDUCATION BLUEPRINT FORUM**

One of the communication and change management strategies is the engagement of external stakeholders. Therefore, in 2022, the Ministry's strategic partners joined PADU in supporting education transformation through participation in an education transformation forum.

The purpose of this forum was to engage strategic partners as change sponsors in the change management process, capable of driving educational transformation with their support and commitment. The forum enabled the strategic partners to share best practices and their programmes that are being implemented with the Ministry.

- **CAPACITY DEVELOPMENT PROGRAMME – JPN AND PPD**

Capacity development of MOE's staff is one of PADU's new mandates and functions approved by the YAB Prime Minister in March 2020. In 2022, PADU organised knowledge-sharing and capacity development programmes through the PADU Turun Padang programme. The objective of the Capacity Development Programme is to transfer knowledge and best practices from PADU to the Ministry of Education, especially for officers in JPNs, to enhance their knowledge based on best practices.

ON TO THE FINISHING LINE

As we approach the final years of the MEB, PADU continues to be committed to supporting the Ministry's goal of driving the transformation of the country's education. Ongoing efforts to monitor progress, resolve implementation issues with relevant officers, and manage communication with stakeholders have been PADU's main focus of educational transformation.

Over the course of ten years of MEB's implementation, PADU has conducted various capacity development programmes for officers in the Ministry, JPN, and PPD. These capacity development programmes cover aspects such as Project/ Programme Management, Delivery Management, Change Management, Communication, and Information Technology.

In line with the mandate to hand over the functions and responsibilities of initiatives implementation to the Ministry, a delivery management unit will be established by the Ministry to take over the responsibilities and functions that were previously mandated to PADU. The MEB Delivery Management Unit (DMU) will assume the functions of PADU in monitoring and assisting the initiative teams in realising MEB goals until its final year in 2025. PADU will continue to assist and support DMU and the Ministry in implementing education transformation.

As we approach the final years of the MEB, PADU continues to be committed to supporting the Ministry's goal of driving the transformation of the country's education



GLOSSARY

3M	Reading, Writing and Counting
ABC	<i>Anak yang Baik lagi Cerdik</i> or A well-mannered and wise child
ACS	American Chemical Society
AIU	Albukhary International University
APDM	<i>Aplikasi Pangkalan Data Murid</i> or Student Database Application
ASP	<i>Akademi Sains Pendang</i> or <i>Sekolah Menengah Sains Pendang</i> or Pendang Science Academy
BI	<i>Bahasa Inggeris</i> or English Language
BEM	Board of Engineers Malaysia
BFR	Big Fast Result
BM	<i>Bahasa Melayu</i> or Malay Language
BPK	<i>Bahagian Pembangunan Kurikulum</i> or Curriculum Development Division
BPKhas	<i>Bahagian Pendidikan Khas</i> or Special Education Division
BPM	<i>Bahagian Pengurusan Maklumat</i> or Information Management Division
BPSH	<i>Bahagian Pengurusan Sekolah Harian</i> or Daily School Management Division
BSN	Bank Simpanan Nasional
BSTP	<i>Bahagian Sumber dan Teknologi Pendidikan</i> or Resource and Education Technology Division
CEFR	Common European Framework of Reference for Languages
CPD	Continuous Professional Development
CTEF	Commonwealth Tertiary Education Facility
DBP	Dewan Bahasa dan Pustaka
DELIMa	Digital Educational Learning Initiative Malaysia
DLP	Dual Language Programme
DSKP	<i>Dokumen Standard Kurikulum dan Pentaksiran</i> or Standard-Based Curriculum and Assessment Document
DSTIN	<i>Dasar Sains, Teknologi dan Inovasi Negara</i> or National Science, Technology and Innovation Policy
DTF	District Transformation Forum
DTP	District Transformation Programme
e-KDT IPG	<i>Kursus Dalam Talian IPG</i> or Institute of Teachers Education Online Courses
ELTC	English Language Teaching Centre
EMA	<i>Enrolmen Menengah Atas</i> or Upper Secondary Enrolment

EMIS	Education Management Information System
eMyPro@IPG	Institute of Teachers Education Leader Profiling System
EPRD	Education Planning and Research Division
EOMS	Education Organisation Management System
FUFT	Follow up, Follow through
GAB	<i>Guru Akademik Biasa</i> or Regular Academic Teacher
GBK	<i>Guru Bimbingan dan Kaunseling</i> or Counselling and Guidance Teacher
GBLS	<i>Guru Bimbingan Lantikan Sekolah</i> or School-Appointed Guidance and Counselling Teacher
GSEfE	G Suite Enterprise for Education
HIP	Highly Immersive Programme
HOTs	Higher Order Thinking Skills
IAB	<i>Institut Aminuddin Baki</i> or Aminuddin Baki Institute
IBSE	Inquiry-Based Science Education
ICT	Information and Communication Technology
ICU	Implementation Coordination Unit
IEM	Institution of Engineers Malaysia
IET Malaysia	Institution of Engineering and Technology Malaysia
IKP	<i>Inventori Kecerdasan Pelbagai</i> or Multiple Intelligence Inventory
iKPSI	<i>Inventori Kesejahteraan Psikologi</i> or Psychological Well-Being Inventory
IMK	<i>Inventori Minat Kerjaya</i> or Career Interests Inventory
IoT	Internet of Things
IPG	<i>Institut Pendidikan Guru</i> or Institute of Teacher Education
IPGM	<i>Institut Pendidikan Guru Malaysia</i> or Institute of Teacher Education, Malaysia
IPGK	<i>Institut Pendidikan Guru Kampus</i> or Institute of Campus Teacher Education
IQ	Intelligence Quotient
ISM	<i>Indeks STEM Murid</i> or STEM Pupils Index
ISPPK	<i>Instrumen Standard Penilaian Pembudayaan KBAT</i> or Standard Assessment Instrument for HOTs Inculturation
ISTIC	International Science, Technology & Innovation Centre
i-WASP	<i>i-Wellbeing Akademi Sains Pendang</i>
JAKOA	<i>Jabatan Kemajuan Orang Asli</i> or Department of Orang Asli Development
JERI	<i>Jasmani, Emosi, Rohani dan Intelekt</i> or Physical, Emotional, Spiritual and Intellectual
JPA	<i>Jabatan Perkhidmatan Awam</i> or Public Services Department
JKM	<i>Jabatan Kebajikan Masyarakat</i> or Department of Social Welfare
JPEM	<i>Jawatankuasa Peningkatan Enrolmen Menengah</i> or Increasing Secondary Enrolment Committee
JPN	<i>Jabatan Pendidikan Negeri</i> or State Education Department
JU	<i>Jurulatih Utama</i> or Master Trainers
K-KOMM	<i>Kementerian Komunikasi dan Multimedia</i> or Ministry of Communication and Multimedia
K9	<i>Sekolah Model Khas Komprehensif 9 Tahun</i> or Comprehensive 9-Year Special Model School

K11	<i>Sekolah Model Khas Komprehensif 11 Tahun</i> or Comprehensive 11-Year Special Model School
KhidMas	<i>Khidmat Masyarakat</i> or Community Service
KITA	Ethnic Research Institute
KOLs	Key Opinion Leaders
KPI	Key Performance Indicator
MOE	Ministry of Education Malaysia
MOH	Ministry of Health Malaysia
KSBM	<i>Kerangka Standard Bahasa Melayu</i> or Malay Language Standard Framework
KSSM	<i>Kurikulum Standard Sekolah Menengah</i> or Standards-based Curriculum for Secondary School
KSSR	<i>Kurikulum Standard Sekolah Rendah</i> or Standards-based Curriculum for Primary School
KTE	<i>Kolej Tingkatan Enam</i> or Form Six College
KV	<i>Kolej Vokasional</i> or Vocational College
LKM	<i>Lembaga Kaunselor Malaysia</i> or Malaysia Counselling Board
LMS	Learning Management System
LPPP	<i>Laluan Pembangunan Profesionalisme Pensyarah</i> or Lecturer Professionalism Development Pathway
LPPBM	<i>Lembaga Pengiktirafan Pendidikan Bahasa Melayu</i> or Malay Language Education Recognition Board
MACRI	Malaysia Creativity and Innovation Society
MBOT	Malaysia Board of Technologist
MBPK	<i>Murid Berkeperluan Pendidikan Khas</i> or Special Education Needs Students
MDEC	Malaysia Digital Economy Corporation
MEB	Malaysia Education Blueprint
MKBM	<i>Manual Kecemerlangan Bahasa Melayu</i> or Malay Language Excellence Manual
MKKG	<i>Manual Kesejahteraan Kerjaya Guru</i> or Career Well-being Module for Teachers
ML	Middle Leader
MoLIB	<i>Modul Latihan Intervensi Berfokus dan Terbeza</i> or Focused and Differentiated Intervention Training Module
MOSTI	Ministry of Science, Technology and Innovation
MPV	<i>Mata Pelajaran Vokasional</i> or Vocational Subjects
MQA	Malaysian Qualifications Agency
MQF	Qualifying Framework, Malaysia
MSP	Managing Successful Programme
MySPDL	<i>Sistem Pengurusan Data Latihan</i> or Training Data Management System
NGO	Non-Governmental Agency
OBB	Outcome-Based Budgeting
OKU	<i>Orang Kurang Upaya</i> or Disabled Person
PADU	Education Performance and Delivery Unit
PBD	<i>Pentaksiran Bilik Darjah</i> or Classroom-Based Assessment
PBKP	<i>Pakar Bidang Khusus Pendidikan</i> or Specialised Education Expert

PBL	Project-Based Learning
PBMP	<i>Pembelajaran Bahasa Melayu Berasaskan Projek</i> or Project-Based Learning for Malay Language
PBPPP	<i>Penilaian Bersepadu Pegawai Perkhidmatan Pendidikan</i> or Integrated Assessment for Education Service Officer
PdP	<i>Pengajaran dan Pembelajaran</i> or Teaching and Learning
PDP	<i>Program Diploma Pendidikan</i> or Diploma in Education Programme
PDPP	<i>Program Diploma Pascasiswazah Pendidikan</i> or Postgraduate Diploma in Education Programme
PdPR	<i>Pengajaran dan Pembelajaran di Rumah</i> or Home-based Teaching and Learning
PERKAMA	<i>Persatuan Kaunseling Malaysia Antarabangsa</i> or International Counselling Association of Malaysia
International	
PGB	<i>Pengetua dan Guru Besar</i> or Principal and Headmaster
PIBKS	<i>Pelibatan Ibu Bapa, Komuniti dan Swasta</i> or Parents, Community and Private Sector Association
PIKAP	<i>Program Intervensi Khas Murid Orang Asli dan Peribumi</i> or Special Intervention Programme for Orang Asli and Indigenous Pupils
PIKeBM	<i>Program Interaktif Kemahiran Bahasa Melayu</i> or Malay Language Skills Interactive Programme
PIMA	<i>Perantisan Industri Menengah Atas</i> or Upper Secondary Industrial Apprenticeship
PIPPK	<i>Pelan Induk Pembangunan Profesionalisme Keguruan</i> or Teachers Professionalism Development Master Plan
PISMP	<i>Program Ijazah Sarjana Muda Perguruan</i> or Bachelor's Degree in Teaching Programme
PISP	<i>Program Ijazah Sarjana Pendidikan</i> or Master's Degree in Education Programme
PKL	<i>Pentaksiran Kompetensi dan Literasi</i> or Competency and Literacy Assessment
PLaN	<i>Program Literasi dan Numerasi Sekolah Rendah</i> or Primary Literacy and Numeracy Programme
PLC	Professional Learning Community
PPCS	<i>Program Perkhemahan Cuti Sekolah</i> or School Holiday Camp
PPD	<i>Pejabat Pendidikan Daerah</i> or District Education Officer
PPI	<i>Program Pendidikan Inklusif</i> or Inclusive Education Programme
PPKBIS	<i>Program Peningkatan Kemahiran Bahasa Inggeris di Sekolah</i> or English Enhancement Programme for Schools
PPKI	<i>Program Pendidikan Khas Integrasi</i> or Special Education Integration Programme
PPP	<i>Pegawai Perkhidmatan Pendidikan</i> or Education Service Officer
PPPC	<i>Program Pintar Cerdas</i> or Gifted and Talented Education Programme

PPSDM	<i>Program Pembangunan Sahsiah Diri Murid</i> or Students Character Development Programme
PRISMA	<i>Program Intervensi Minda Sejahtera Murid</i> or Healthy Student Mind Intervention Programme
Pro-ELT	Professional Upskilling of English Language Teachers
Pro-GBK	<i>Pembangunan Kompetensi Guru Bimbingan dan Kaunseling</i> or Competency Development for Guidance and Counselling Teachers
PRONIKA	<i>Program Nilai dan Karakter</i> or Values and Character Programme
PTPK	<i>Perbadanan Tabung Pembangunan Kemahiran</i> or Skills Development Fund Corporation
PVMA	<i>Program Vokasional Menengah Atas</i> or Upper Secondary Vocational Education
QAS	Quality Assurance Services
RBT	<i>Reka Bentuk dan Teknologi</i> or Design and Technology
RI	Remedial Instruction
SABK	<i>Sekolah Agama Bantuan Kerajaan</i> or Government-Assisted Religious School
SAPS	<i>Sistem Analisis Peperiksaan Sekolah</i> or School Examination Analysis System
SBDT	<i>Sekolah Bermasalah Disiplin Tinggi</i> or School with Major Disciplinary Problems
SBJK	<i>Sekolah Bimbingan Jalinan Kasih</i>
SBP	<i>Sekolah Berasrama Penuh</i> or Fully Residential School
SePKM	<i>Sistem e-Profil Kerjaya Murid</i> or Student Career e-Profile System
SIP+	School Improvement Partner Plus
SIRIM	Standards and Industrial Research Institute of Malaysia
SISC+	School Improvement Specialist Coaches Plus
SJKC	<i>Sekolah Jenis Kebangsaan Cina</i> or Chinese National Type School
SKM	<i>Sijil Kemahiran Malaysia</i> or Malaysian Skills Certificate
SKPMg2	<i>Standard Kualiti Pendidikan Malaysia Gelombang 2</i> or Malaysia Education Quality Standard, Wave 2
SLDN	<i>Sistem Latihan Dual Nasional</i> or National Dual Training System
SLT	Senior Leader Team
SM	<i>Sekolah Menengah</i> or Secondary School
SME	Subject Matter Expert
SMPK	<i>Sekolah Menengah Pendidikan Khas</i> or National Preschools Information System
SMPKV	<i>Sekolah Menengah Pendidikan Khas Vokasional</i> or Special Vocational Education Secondary School
SP IPG	<i>Standard Penarafan IPG</i> or Teacher Education Institute Rating Standards
SPK	<i>Sekolah Pendidikan Khas</i> or Special Education School
SPKP IPG	<i>Standard Pencapaian Kualiti Pensyarah IPG</i> or Quality Achievement Standard for IPG Lecturers
SPLKPM	<i>Sistem Pengurusan Latihan Kementerian Pendidikan Malaysia</i> or Ministry of Education Malaysia Training Management System
SPM	<i>Sijil Pelajaran Malaysia</i> or Malaysian Certificate of Education
SR	<i>Sekolah Rendah</i> or Primary School
SSDM	<i>Sistem Sahsiah Diri Murid</i> or Student Self-Characterisation System

STEM	Science, Technology, Engineering and Mathematics
STEMatric-IBL	Matriculation STEM Inquiry-Based Learning Programme
STEMEC	STEM Executive Consultation
STI	<i>Sains, Teknologi dan Inovasi</i> or Science, Technology and Innovation
ToT	Training of Trainers
TP	<i>Tahap Penguasaan</i> or Mastery Level
TVET	Technical and Vocational Education and Training
UiTM	<i>Universiti Teknologi MARA</i> or MARA University of Technology
UKM	<i>Universiti Kebangsaan Malaysia</i> or National University of Malaysia
ULBM	<i>Ujian Lisan Bahasa Melayu</i> or Malay Language Oral Assessment
UniKL MICET	University Kuala Lumpur Malaysia Institute of Chemical and Bioengineering Technology
UniMAP	<i>Universiti Malaysia Perlis</i>
UPBMG	<i>Ujian Penguasaan Bahasa Melayu Guru</i> or Malay Language Teacher Proficiency Test
UPM	<i>Universiti Putra Malaysia</i> or University of Putra Malaysia
USM	<i>Universiti Sains Malaysia</i> or Science Universiti of Malaysia
UTeM	<i>Universiti Teknikal Malaysia Melaka</i> or Technical University of Malaysia, Malacca
UTM	<i>Universiti Teknologi Malaysia</i> or University of Technology Malaysia
UUM	<i>Universiti Utara Malaysia</i>
YSE	Young STEMist Expo
YSN-ASM	Young Scientist Network – <i>Akademi Sains Malaysia</i>



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