



MINISTRY OF EDUCATION

**MALAYSIA EDUCATION
BLUEPRINT 2013-2025**



**ANNUAL REPORT
2023**



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ANNUAL REPORT 2023

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FOREWORD

YB FADHLINA SIDEK
Minister of Education

Assalamualaikum and greetings,
Salam Malaysia MADANI.

In the name of Allah, the Most Gracious, the Most Merciful.

Alhamdulillah, praise be to Allah SWT, for with His grace, we have passed 11 years of effort in empowering the national education system through the Malaysian Education Blueprint (MEB) 2013-2025. The emphasis on quality education for all has been the main focus of the Ministry of Education (MoE). The development of intellect and character is the foundation of all activities carried out in leading holistic education in Malaysia.

The year 2023 has seen encouraging progress in various aspects of the education system. MoE has successfully increased access to education from preschool to upper secondary levels. Among the achievements are the expansion of 119 MoE preschool classes and the provision of one-off fee assistance for private preschools. The increase in upper secondary and TVET stream enrolment has also demonstrated success in providing equitable educational opportunities, ensuring that no pupil is left behind.

As Al-Ghazali states, "Education is the process of humanising a person

from the moment of their creation until the end of their life, through various forms of knowledge delivered in a gradual manner." In line with this view, we have focused particularly on improving the quality of education, especially the initiative to cultivate Higher Order Thinking Skills (HOTS), which includes HOTS enhancement workshops and the development of internationally benchmarked assessment items. As a result, there has been an improvement in pupil achievement in the 2023 Competency and Literacy Assessment (PKL) for Scientific, Mathematics, Reading and Financial Literacy.

Education is the process of humanising a person from the moment of their creation until the end of their life



In terms of equity, MoE is committed to reduce the dropout rate in secondary schools through the Pupil Dropout Outreach Programme and the development of the Pupil Tracking System. This effort is crucial to ensure that every child has an equal opportunity to education, regardless of their background.

Unity continues to be a core aspect of the education system. I believe that education is the best platform to foster unity and harmony among the multi-racial society in Malaysia. Various programmes and initiatives have been implemented to ensure that the values of unity are embedded in the curriculum and school activities, allowing the character and values of the MADANI generation to shine through.

In terms of efficiency, MoE has implemented various measures to improve the effectiveness of education management. This includes enhancing management systems and implementing cost-effective measures to ensure the optimal use of resources.

Although MoE has made significant progress, I recognise that there are still challenges to be addressed. MoE remains committed to continue efforts to overcome these obstacles for a brighter future in national education. As Ibnu Khaldun states, "Education is a tool to free people from the chains of ignorance." Therefore, our vision is to nurture a MADANI generation that excels not only academically but is also balanced in terms of character and skills. We aim to produce individuals who are capable of facing the challenges of the 21st century with confidence and integrity.

I would like to take this opportunity to call on all stakeholders, such as educators, parents, communities and the private sector, to continue supporting and engaging in this noble effort. The cooperation and commitment of all stakeholders will ensure that our educational transformation remains on the right path, and we can achieve the aspirations of the MEB within the next two years.



FOREWORD

DATO' INDERA NIK NASARUDIN BIN MOHD ZAWAWI

Secretary-General
Ministry of Education Malaysia

Assalamualaikum and greetings,

Alhamdulillah, with the grace of Allah SWT, I would like to extend my utmost appreciation to all parties who have worked tirelessly to ensure the success of the Malaysia Education Blueprint (MEB) 2013-2025 throughout the year 2023. This annual report is a testament to the MoE's commitment to ensuring transparency and effectiveness in the implementation of the national education policies.

In terms of administration and policy implementation, we have initiated several key initiatives, including the Gifted Education Roadmap, which has been developed and marks a new chapter for the MoE in nurturing and educating STEM talents in the country, especially for children identified as gifted and talented.

In an effort to enhance management efficiency, the MoE is committed to allocating resources to programmes such as the expansion of 119 MoE preschool classes. The one-off private preschool fee assistance in

2023 has also helped ease the financial burden of 1492 families from 449 private kindergartens. MoE has also continued projects to upgrade 47 dilapidated school buildings and to repair school toilets.

MoE has optimised budget usage by focusing on expanding access to education, such as preschools, improving vocational education and implementing gifted education programmes. Cost-effective measures have been implemented, including collaborations with the private sector to expand preschool access for Malaysian children aged 4+ and 5+.



MoE has also continued projects to upgrade 47 dilapidated school buildings and to repair school toilets

Strategic partnerships continue to be a core aspect of all efforts at MoE. The Private Education Roadshow Programme has enabled MoE to collaborate closely with the private sector in preschool education. In vocational education, MoE has increased the number of strategic partnerships and integrated IR 4.0 elements into the Standards-based Curriculum for Vocational College through industrial collaborations. Additionally, the enhancement of the Memorandum of Understanding (MoU) for Government-Assisted Religious Schools (Sekolah Agama Bantuan Kerajaan, SABK) under Article 12(2) of the Federal Constitution has strengthened cooperation between the federal government and state religious authorities.

In conclusion, I would like to express my deepest gratitude to all parties involved in the implementation of the Malaysian Education Blueprint 2013-2025, whether directly or indirectly. The success we have achieved is the result of hard work and close cooperation from all stakeholders. Let us continue to work hand in hand to ensure that our national education system remains excellent and capable of producing a high-quality future generation.



FOREWORD

HAJI AZMAN BIN HAJI ADNAN

Director General of Education
Ministry of Education Malaysia

Assalamualaikum and greetings.

In the name of Allah, the Most Gracious, the Most Merciful.

Alhamdulillah, praise be to Allah SWT, for through His blessings, MOE has implemented various initiatives to enhance the quality of the national education system throughout 2023. This annual report is a testament to MOE's commitment to realising the aspirations of the Malaysia Education Blueprint (MEB) 2013-2025.

The year 2023 has seen significant progress in improving access to and quality of education. Preschool enrolment has increased to 90.10 percent for children aged 5+ years and 77.00 percent for those aged 4+ years. Upper secondary education has also seen an increase in enrolment, reaching 91.65 percent. With the combined efforts of all stakeholders, enrolment in Technical and Vocational Education and Training (TVET) has also risen to 10.51 percent, with the employability rate of Vocational College graduates reaching its highest level of 99.38 percent. The Pupil Dropout Outreach Programme and the Pupil Tracking System have also helped reduce dropout rates in secondary schools.

The Higher Order Thinking Skills (HOTS) initiative continues to be strengthened, with 98.65 percent of teachers achieving good and excellent levels in HOTS-based teaching and learning. In addition, the development of the Interactive Module for the 2023 Competency and Literacy Assessment (PKL) has supported efforts to improve pupil performance in answering high-level computer-based questions on par with international assessments.



The Literacy and Numeracy Programme (PLaN) has shown significant progress, with a reduction in the number of low-performing schools by 68.2 percent and medium-performing schools by 22.1 percent. The implementation of the 2023 Operational Plan includes training through MoLIB teaching and learning for Malay Language and Mathematics teachers, and the Scheme of Work (SOW) for English Language teachers.

In celebrating diversity from the perspective of equity and inclusivity, MoE takes great pride in the achievements of pupils in various STEM competitions at both national and international levels, including pupils from Pendang Science Academy in the Gifted Education Programme, now entering its third year of operation. This demonstrates the effectiveness of the Gifted Education Curriculum that has been developed. Additionally, the increase in enrolment of Special Education Needs Pupils in the Inclusive Education Programme rose to 89.89 percent also reflects MoE's unwavering commitment to ensuring quality education for all pupils.

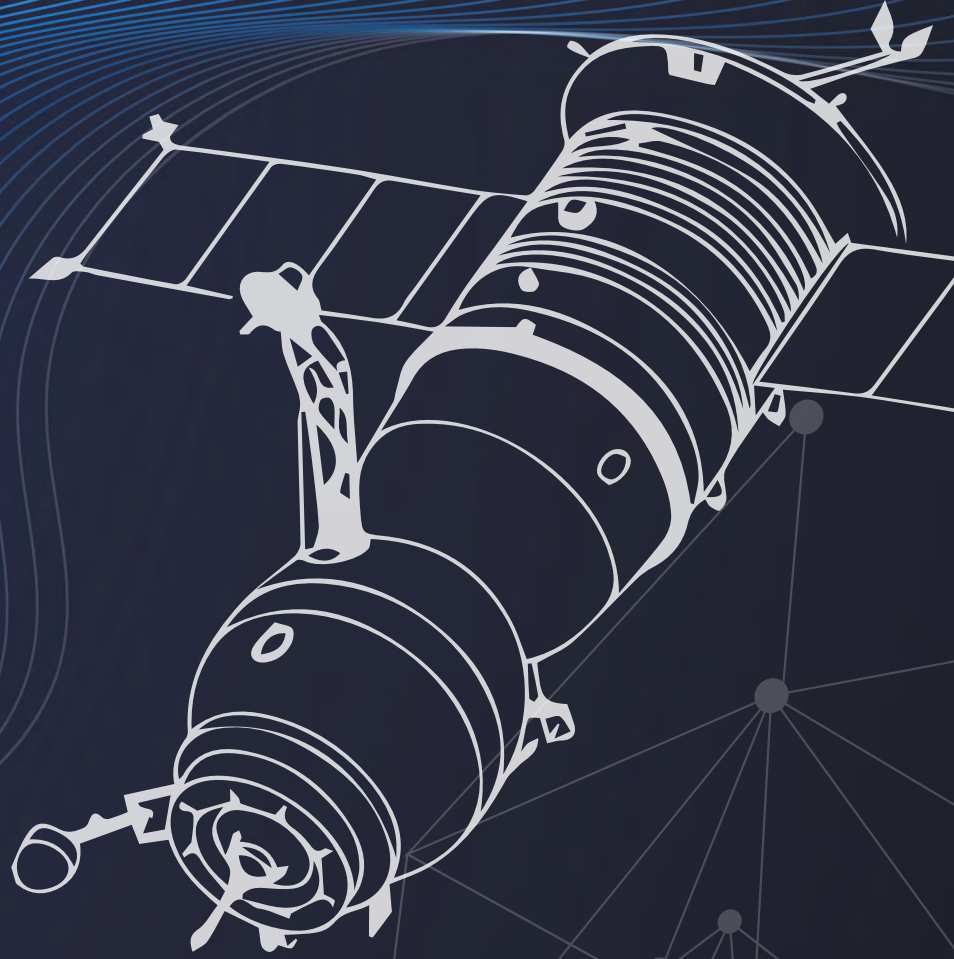
The year 2023 also saw an improvement in performance for the Malaysian Certificate of Education (Sijil Pelajaran Malaysia, SPM), with 93.50 percent of pupils qualified for certification. The achievement gap between genders and socioeconomic status has also narrowed. However, efforts must continue and be intensified to reduce the gap between urban and rural areas.

All these accomplishments are the result of the hard work and dedication of educators, administrators, parents, the community and stakeholders. With two years remaining in the educational transformation journey, let us continue to work together to ensure our national education system remains excellent and capable of producing a MADANI generation that is high-quality, competitive and virtuous.



CHAPTER 01

**INCREASING ACCESS TO
EDUCATION**



1.1 INCREASING ACCESS TO EDUCATION FROM PRESCHOOL TO UPPER SECONDARY

Access is one of the key aspirations of the education system outlined in MEB 2013-2025. Every Malaysian child has the right to equal educational opportunities, enabling them to reach their full potential, regardless of their economic status, ethnicity, background or locality. The Ministry of Education Malaysia (MoE) remains committed to ensuring universal access among children from preschool to upper secondary level (Form 5). This commitment includes ensuring that all pupils have the opportunity to receive education in schools and proactively reach out to children who are not enrolled. MoE continuously strives to implement various activities to increase pupil enrolment from preschool to upper secondary and reduce dropout rates, aiming to achieve universal enrolment of 95 percent.

In 2023, this initiative focused on:

1.1.1 INCREASING ENROLMENT OF PUBLIC AND PRIVATE PRESCHOOL PUPILS AGED 4+ AND 5+

- ✎ Operation of 119 New MoE Preschool Classes as Part of Expansion Plan
- ✎ Data Collection and Coordination of Private Kindergarten
- ✎ Private Education Roadshows
- ✎ One-off Private Preschool Fee Assistance for 2023

1.1.2 INCREASING THE ENROLMENT RATE IN UPPER SECONDARY EDUCATION (PUBLIC, PRIVATE AND VOCATIONAL)

1.1.3 INCREASING THE ENROLMENT RATE OF PUPILS AGED 15+ IN TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING (TVET) STREAMS

1.1.4 REDUCTION IN PUPIL DROPOUT RATE IN SECONDARY SCHOOLS

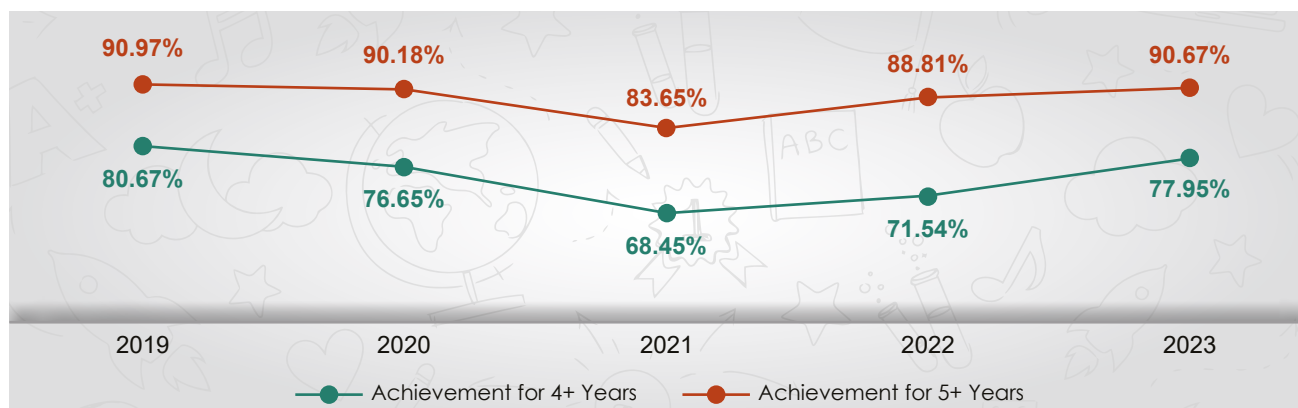
- ✎ Outreach Programme for Dropout Pupils
- ✎ Development of Tracking System for MoE

MoE continuously strives to implement various activities to increase pupil enrolment from preschool to upper secondary and reduce dropout rates, aiming to achieve universal enrolment of 95 percent

1.1.1 Increasing Enrolment of Public and Private Preschool Pupils Aged 4+ and 5+

Overall, the enrolment of preschool pupils aged 5+ showed an increase from 83.65 percent in 2021 to 90.67 percent in 2023. For the 4+ cohort, the enrolment percentage rose from 68.45 percent in 2021 to 77.95 percent in 2023.

Exhibit 1.1: Growth in Preschool Pupil Enrolment



Source: Daily School Management Division

Throughout 2023, MoE has worked to increase the enrolment of public and private preschool pupils through the following activities:

- i. 119 new MoE preschool classes began operation;
- ii. Data collection and coordination of private kindergarten;
- iii. Private education roadshows; and
- iv. One-off private preschool fee assistance for 2023.

Operation of 119 New MoE Preschool Classes as Part of Expansion Plan

This expansion helped the MoE increase the number of pupils aged 4+ and 5+ enrolled. In 2023, 119 new MoE preschool classes began operation. This expansion was based on community needs which largely depended on the school's capacity and financial allocation given to State Education Department (Jabatan Pendidikan Negeri, JPN) for upgrading and converting buildings into preschool classrooms according to the set brief specifications.

Exhibit 1.2: Expansion of 119 MoE Preschool Classes



Source: Daily School Management Division

Data Collection and Coordination of Private Kindergarten

The data collection and coordination of activities were carried out for private kindergartens/mind development centres with low enrolment, specifically those with zero to ten pupils. The main objective of this activity was to ensure quality assurance, safety and the appropriate distribution of preschool fee assistance to registered institutions. Unregistered mind development centres were also visited, and their enrolment data was recorded. MoE has provided guidance and information to private education institution (Institusi Pendidikan Swasta, IPS) operators to encourage them to register their institutions with MoE. Officers from JPN and the District Education Offices (Pejabat Pendidikan Daerah, PPD) monitored to ensure compliance with registration requirements. The states visited include the following:

Exhibit 1.3: List of Districts Involved in Private Kindergarten Enrolment Data Collection in 2023

No.	State	District
1.	Johor	Johor Bahru, Pasir Gudang, Batu Pahat, Kulai and Muar
2.	Penang	Barat Daya, Timur Laut, Seberang Perai Utara, Seberang Perai Tengah and Seberang Perai Selatan
3.	Perak	Kinta Utara, Manjung and Larut/ Matang/ Selama
4.	Kelantan	Kota Bahru
5.	Pahang	Kuantan
6.	Terengganu	Kuala Terengganu
7.	Kedah	Kubang Pasu and Kuala Muda/ Yan
8.	Selangor	Petaling

Exhibit 1.4: Number of Private Kindergarten Pupils Before and After Data Collection

Age Cohort		4+ Years		5+ Years	
State	No. of Institutions	Before	After	Before	After
Johor	112	323	526	399	567
Penang	86	139	730	236	912
Perak	76	146	328	239	365
Kelantan	4	17	81	14	77
Pahang	7	87	253	72	87
Terengganu	6	**	51	**	44
Selangor	1	**	8	**	14
Kedah	12	190	195	166	168
Total		902	2,172	1,126	2,234
Total Increase		1,270		1,108	

**Note:

Terengganu and Selangor: Unregistered Private Education Institutions, no enrolment data before the visit

Source: Daily School Management Division

Private Education Roadshows

In 2023, the Private Education Roadshow programme was held in the states of Sabah, the Federal Territory of Kuala Lumpur, and Selangor. The aim was to disseminate information regarding the registration of private education institutions to IPS operators who had not yet registered with MoE.

During the roadshow, IPS operators received information on policies, establishment requirements and IPS registration directly from agencies such as the Fire Department, Local Authorities (Pihak Berkuasa Tempatan, PBT) and District Health Offices (Pejabat Kesihatan Daerah, PKD) during the dialogue and briefing sessions. IPS operators were informed that all kindergartens in operation could only enrol pupils aged 4+ years and 5+ years and were required to report pupil enrolment data regularly into the National Preschool Information System (Sistem Maklumat Prasekolah Kebangsaan, SMPK). Through dialogue sessions with strategic partners, IPS operators gained clearer insights into the roles of each agency in the process of establishing and registering IPS.

In addition to providing information to IPS operators, this programme also recorded the actual number of pupils aged 4+ years and 5+ years in the three states through manual data collection, as shown in Exhibit 1.5.

Exhibit 1.5: Actual Number of Pupils Aged 4+ Years and 5+ Years in Sabah, the Federal Territory of Kuala Lumpur and Selangor Through Manual Data Collection

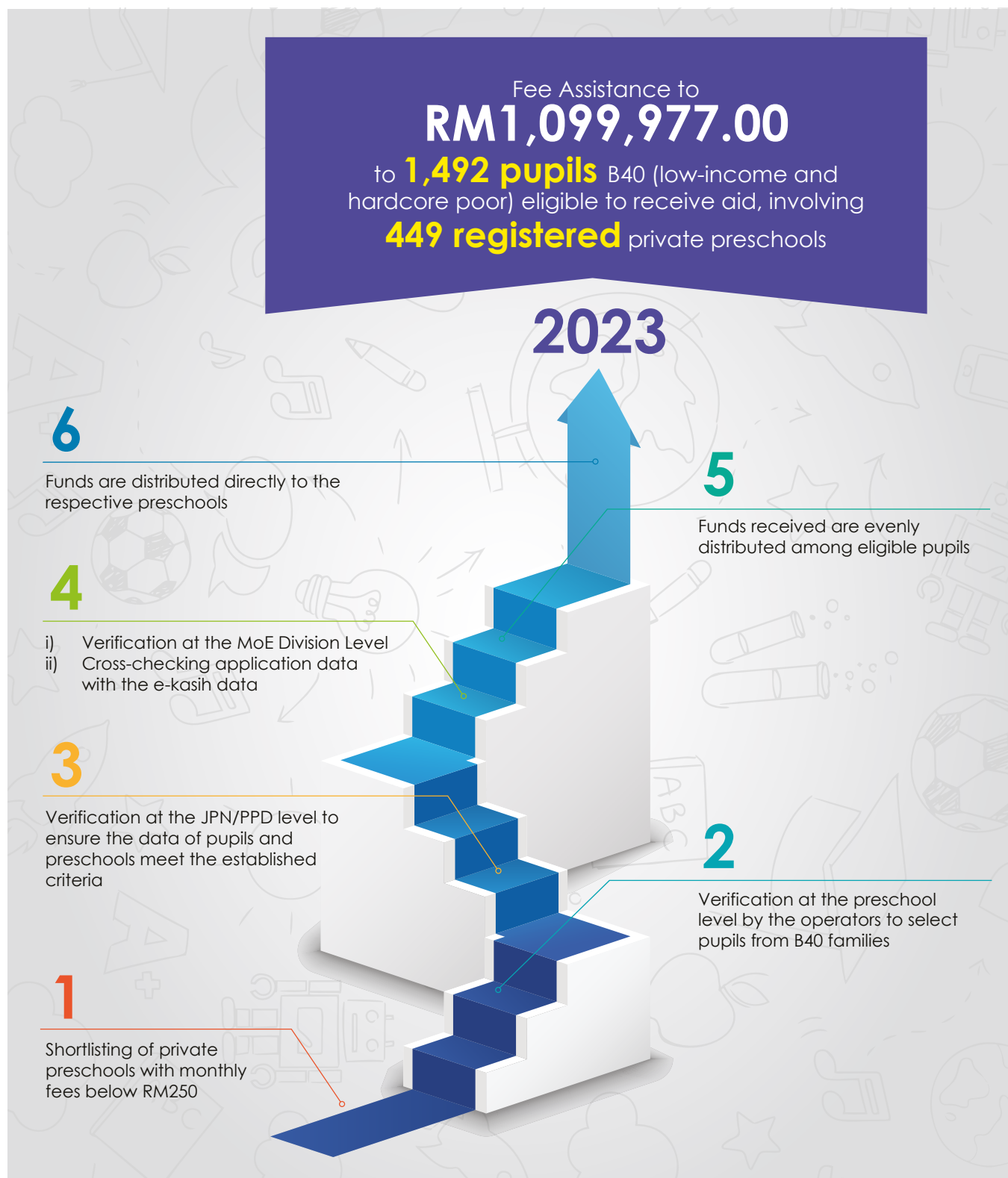
Age Cohort	Number of Kindergartens Involved	Enrolment			
		4+ years		5+ years	
State		Before Activity	After Activity	Before Activity	After Activity
Sabah	206 registered and 5 not registered with MoE	2,177	4,356	4,637	5,056
Kuala Lumpur FT	147 registered and 17 not registered with MoE	3,275	3,733	3,644	4,121
Selangor	154 registered and 19 not registered with MoE	2,222	2,649	2,524	2,768
Total	548	7,674	10,738	10,805	11,945
Total Increase		3,064		1,140	

Source: Daily School Management Division

One-Off Private Preschool Fee Assistance for 2023

This fee assistance aims to ease the financial burden on families from the B40 group to continue their children's education in private preschools. In 2023, MoE allocated RM 1,099,977 to assist 1,492 children from the B40 group, covering 449 private preschools.

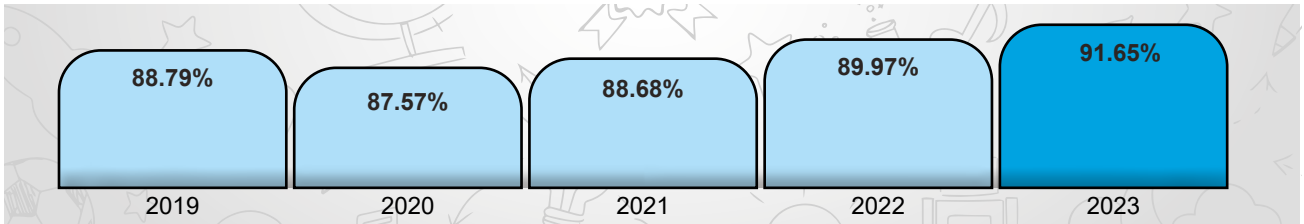
Exhibit 1.6: Implementation Method for Private Preschool Fee Assistance



Source: Daily School Management Division

1.1.2 Increase in Upper Secondary Enrolment Percentage

Exhibit 1.7: Upper Secondary Enrolment Percentage for 2019-2023



Source: Technical Vocational Education and Training Division

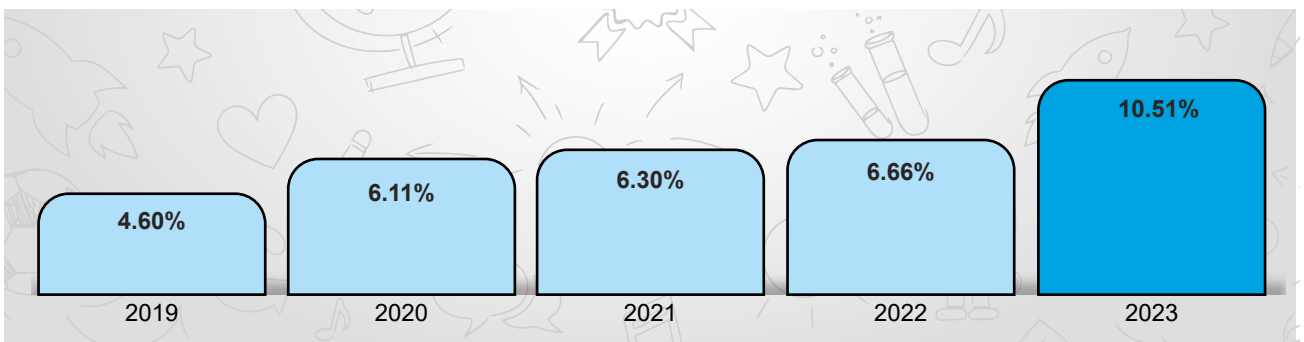
Exhibit 1.7 shows that the upper secondary enrolment percentage (enrolmen menengah atas, EMA) for public, private and vocational schools has consistently increased from 2021 to 2023, with an increase from 88.68 percent in 2021 to 91.65 percent in 2023. MoE has conducted Data Coordination and Verification Workshops with JPN by zones to enhance EMA. JPN has also organised specific workshops and briefings related to EMA for school management, managed by PPD. Subsequently, PPD has organised guidance and presentations on best practices in programmes such as the Care Visit Programme, Breakfast Programme and incentive programmes for pupils funded by the Parent-Teacher Associations, companies and individuals.

1.1.3 Increasing the Enrolment Rate of Pupils Aged 15+ in Technical and Vocational Education and Training (TVET) Streams

Various efforts have been made to increase pupils' interest and engagement in skill programmes offered at Vocational Colleges (Kolej Vokasional, KV), Technical Secondary Schools (Sekolah Menengah Teknik, SMT) and in daily secondary schools (sekolah menengah, SM). These initiatives include roadshows for Vocational Colleges and SMTs throughout the MADANI Carnival, briefings and exhibitions across all states and the organisation of Open Days at Vocational Colleges and SMTs. The Agro MADANI Carnival was also held to increase interest in agriculture. The carnival, held at KV Pasir Puteh, Kelantan, attracted visitors not only from Kelantan but also from other states.

Engagement sessions with JPNs were held to discuss and identify strategies to increase applications into Upper Secondary Vocational Programmes (Program Vokasional Menengah Atas, PVMA), Vocational Subjects (Mata Pelajaran Vokasional, MPV) and Upper Secondary Industrial Apprenticeships (Perantisan Industri Menengah Atas, PIMA) with the aim to increase enrolment in Technical and Vocational Education and Training in daily secondary schools.

Exhibit 1.8: TVET Enrolment from 2019 - 2023



Source: Technical Vocational Education and Training Division

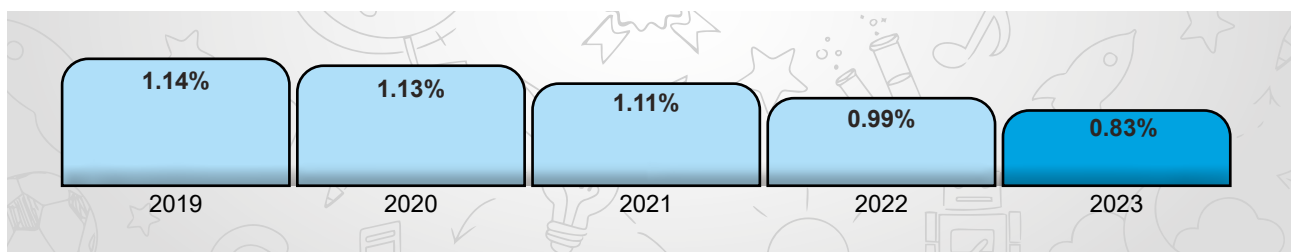
Overall, TVET enrolment saw a significant increase in 2023, rising from 6.66 percent to 10.51 percent. This data represents the highest achievement to date.

The expansion of the National Dual Training System (Sistem Latihan Dual Nasional, SLDN) programme in collaboration with McDonald's also contributed to the increase in TVET pupils. A total of 862 pupils are enrolled in the SLDN/Apprenticeship programme, 17,180 pupils in first year of the Malaysian Vocational Certificate (Sijil Vokasional Malaysia, SVM), 290 pupils in the Malaysian Skills Certificate (Sijil Kemahiran Malaysia, SKM) at KVs, 2,544 pupils continuing their studies at SMTs, and 35 pupils with Special Educational Needs (Murid Berkeperluan Pendidikan Khas, MBPK) at KV. Additionally, the number of TVET pupils in daily secondary schools includes 4,766 pupils under the PVMA programme, 12,124 pupils for MPV, 66 pupils for PIMA, and 441 pupils in Special Education Vocational Secondary Schools (Sekolah Menengah Pendidikan Khas Vokasional, SMPKV).

Apart from institutions under MoE, 726 students are at GIATMARA and 491 pupils are studying under the Skills Development Fund Corporation (Perbadanan Tabung Pembangunan Kemahiran, PTPK), which are also included in the TVET student count.

1.1.4 Reduction in Pupil Dropout Rate in Secondary Schools

Exhibit 1.9: Percentage of Pupils' Dropout in Secondary Schools from 2019 to 2023



Source: Daily School Management Division

The dropout rate for secondary pupils has shown a consistent downward trend since 2019. In 2023, the dropout rate decreased to 0.83 percent from 1.14 percent in 2019. Various efforts have been made to reduce the dropout rate. Among the successful programmes to get pupils back to school are:

Outreach Programme for Dropout Pupils

The Outreach Programme for Dropout Pupils aims to identify dropout pupils and implement interventions to help them return to school. In 2023, this programme successfully had 1,269 primary pupils and 2,006 secondary pupils return to their schools. Additionally, MoE has conducted engagement sessions with government agencies and non-governmental organisations (NGOs) to gather input and cooperation for addressing the issue of dropouts.

Development of Tracking System for MoE

MoE has also initiated the development of an internal pupil tracking system since July 2023, with a pilot run in 2024. This system is intended to track the whereabouts of children of school age to ensure they are not missed in the national education system and to plan appropriate interventions to ensure those pupils return to the education system.

MOVING FORWARD

MoE's continues to advance to ensure that all children have access to education from preschool to upper secondary levels. In 2024, MoE's focus will be as follows:

1 Increase in Preschool Enrolment

The number of MoE preschools will be expanded with the opening of 129 new classes nationwide.

Coordination and data collection for private preschools that are yet to register (focused and based on needs).

The 2024 Private Education Roadshow will provide the latest information to parents and operators of private educational institutions who are still not registered with MoE.

Preschool Fee Assistance will continue, with support for eligible private preschool pupils based on financial allocations received. This is to encourage parents to enrol their children in preschool from as early as 4 years old.

2 Upper Secondary Enrolment

Collection and verification of enrolment data of upper secondary pupils in public and private schools will be conducted accordingly and would focus on intervention programmes by state.

3 Reduction in Pupil Dropout Rates in Secondary Schools

The pilot implementation of the Tracking System by MoE and the ongoing Outreach Programme for Dropout Pupils.

INSPIRATIONAL STORY

In 2023, the JPN Penang organised the "Jom Sekolah" Outreach Programme for the second time since 2022. The event took place in October 2023 at Mydin Hypermarket, Bukit Mertajam, Penang. The programme involved PPDs from across the state, teachers and pupils from selected secondary schools, and external agencies such as the Department of Social Welfare and GIATMARA, Penang.

The programme successfully garnered interest and encouraged the involvement of parents, the community and the private sector, while also providing information to parents or guardians about the importance of completing their children's secondary education.

Penang had previously experienced a decline in upper secondary enrolment in 2021, with a rate of 88.2 percent compared to 93.32 percent in 2020. However, through ongoing efforts and high levels of commitment from JPN, PPDs, school administrators and teachers in Penang, the upper secondary enrolment rate was successfully increased for two consecutive years, reaching 93.87 percent in 2022 and 95.12 percent in 2023. In summary, Penang became one of the states that contributed significantly to the increase in upper secondary enrolment for 2023.



1.2 RAISING THE QUALITY OF PRESCHOOLS

The aim of improving preschool quality is to enhance the standards of preschool institutions in Malaysia. The quality of these institutions encompasses aspects of management, teachers and pupil management assistants. The 2015 National Preschool Quality Standards (Standard Kualiti Prasekolah Kebangsaan, SKPK) serves as the guideline for determining the quality of preschools in Malaysia.

Among the efforts to ensure preschool institutions meet the minimum quality standards is through collaborations with public higher education institutions, as well as public and private agencies. This collaboration involves regular training for teachers and pupil management assistants.

This initiative focuses on:

1.2.1 IMPROVING THE QUALITY OF PUBLIC AND PRIVATE PRESCHOOL TEACHERS

- ✎ Self-Rating of the National Preschool Quality Standards
- ✎ Support Visit Programme

1.2.2 ENHANCING THE QUALITY OF PUBLIC AND PRIVATE PRESCHOOL TEACHERS

1.2.1 Improving the Quality of Public and Private Preschool Teachers

Self-Rating of the National Preschool Quality Standards

The self-rating of SKPK 2.0 is conducted online for all institutions offering preschool education to assess the quality of preschool education provided. There are five (5) quality dimensions included in SKPK 2.0, as follows:

- quality of Teachers and Teacher Assistants/Pupil Management Assistants;
- quality of Governance;
- quality of Curriculum;
- quality of Engagement; and
- quality of Health.

All public agencies such as MoE, the Community Development Department (Jabatan Kemajuan Masyarakat, KEMAS), the National Unity and Integration Department (Jabatan Perpaduan Negara dan Integrasi Nasional, JPNIN) and private institutions have achieved 100 percent completion of the self-rating for SKPK 2.0 for the 2023/2024 academic calendar

Support Visit Programme

This programme was implemented in 70 preschools across the country that scored below 60 percent. The purpose of the support visits was to guide and enhance the understanding of school administrators, teachers and pupil management assistants regarding SKPK, based on the five established quality dimensions. As a result of these support visits, all preschools conducted self-assessments, and this effort helped MoE to identify the quality standards of the preschools involved.

1.2.2 Enhancing the Quality of Public and Private Preschool Teachers

Recognising the importance of teaching staff in preschools, their quality has been improved by ensuring that every preschool teacher holds a minimum qualification of a Diploma in Early Childhood Education (Diploma dalam Pendidikan Awal Kanak-kanak, DPAKK). In 2016, the Cabinet Meeting approved a motion requiring all preschool teachers to have a minimum qualification of DPAKK by 2025. As of 2023, 83.91 percent of public preschool teachers have attained a minimum academic qualification of a diploma. Overall, 24,486 or 54 percent of public and private preschool teachers possess at least a DPAKK. Of this number, 18.78 percent of private agency teachers have achieved this minimum qualification. These percentages reflect the increase in academic qualifications of preschool teachers.

As of 2023, 83.91 percent of public preschool teachers have attained a minimum academic qualification of a diploma

Minimum Academic Qualifications of Public and Private Preschool Teachers with a Diploma in Early Childhood Education

Public preschool teachers include those under the management of MoE, the JPNIN and KEMAS. Given the importance of teaching staff in preschools, their quality has been improved by ensuring every preschool teacher holds a minimum DPAKK qualification. Consequently, in 2023, 100 percent of MoE preschool teachers had at least a diploma, followed by JPNIN with 89.9 percent, and KEMAS with 62.76 percent. For private preschools, 18.78 percent of teachers hold a minimum diploma qualification. In 2024, MoE will implement intervention measures to increase the percentage of public and private preschool teachers with at least a DPAKK.

Exhibit 1.10: Data on the Qualifications of Public and Private Preschool Teachers

Qualifications	PUBLIC			TOTAL	Qualifications	PRIVATE
	MOE	JPNIN	KEMAS			
Minimum DPAKK	9,817	1,531	6,473	16,436	Minimum DPAKK	6,655
Without DPAKK	0	173	3,841	5,302	Without DPAKK	28,781
Total	9,817	1,704	10,314	21,738	Total	35,436

Percentage of Achievement

Public **83.91%** Private **18.78%**

Source: Daily School Management Division

MOVING FORWARD

All public preschool teachers are expected to hold a DPAKK by 2025. Public and private agencies will continue their efforts to ensure that every preschool teacher has at least a diploma.

MoE is in the process of seeking approval from the senior management to recognise the SKM and the Malaysian Skills Diploma in Early Childhood Education as equivalent to DPAKK for teachers in private kindergartens.

In 2024, MoE will conduct regular training sessions for non-preschool option teachers to address the demand for teaching staff in preschools.

1.3 DEVELOPMENT OF GIFTED EDUCATION PROGRAMME

The Gifted Education Programme (Program Pendidikan Pintar Cerdas, PPC), now in its third year of implementation, is MoE's initiative to optimally develop gifted pupils with an Intelligence Quotient (IQ) score exceeding 130, particularly in the field of Science, Technology, Engineering, and Mathematics (STEM). PPC pupils have had access to specialised and flexible Teaching and Learning (T&L) from expert teachers through the integration of Acceleration, Compression and Enrichment Learning Programmes at both national and international levels. Additionally, PPC focuses on enhancing the professionalism of the involved teachers by building networks and collaborations with relevant agencies and educational institutions to guide these gifted pupils.

In 2023, the focus of this initiative was to develop the Gifted Education Roadmap and implement the operational plan to drive the excellence of institutions as outlined below:

1.3.1 DEVELOPMENT OF THE GIFTED EDUCATION ROADMAP

- ✎ Coordination of the Development of the Gifted Education Roadmap
- ✎ Development Lab for the Gifted Education Roadmap – Pendang Science Academy as the Centre of Excellence for MoE's Gifted Education

1.3.2 IMPLEMENTATION OF THE 2023 OPERATIONAL PLAN

- ✎ Development of ASP Basic Module 2
- ✎ Engagement Sessions in the Southern and East Coast Zones
- ✎ Partnerships and Networking with Universities and External Agencies
- ✎ Development of the Gifted Education Project Work Curriculum
- ✎ Training for Aspiring and Current ASP Teachers 2023
- ✎ Development of PPC Mid-Level Leadership and Management Modules
- ✎ ASP Leadership and Management Training

1.3.3 INVOLVEMENT AND ACHIEVEMENT OF GIFTED PUPILS IN NATIONAL AND INTERNATIONAL LEVEL COMPETITIONS

1.3.1 Development of the Gifted Education Roadmap

The development of the Gifted Education Roadmap was carried out through a series of collaborative efforts between various MoE divisions and the PPC Roadmap Development Lab.

Coordination of the Development of the Gifted Education Roadmap

The primary focus of the roadmap development is to ensure the competency of administrators and teachers involved in gifted education. Teachers are given specialised training and exposure to T&L strategies that are process-based, content-based and outcome-based, conducted by the Malaysian Teacher Education Institute (Institut Pendidikan Guru Malaysia, IPGM) to enable them to provide inclusive guidance to gifted pupils. Administrators, on the other hand, receive leadership training in the field of gifted education from the Aminuddin Baki Institute (Institut Aminuddin Baki, IAB). Collaboration with various MoE divisions, government and non-government agencies, as well as external institutions, helps generate ideas in shaping the roadmap for gifted pupils.

One of the efforts undertaken was a collaboration with the Matriculation Division, enabling the development of the curriculum framework for PPC Levels 1 and 2. The MoE Matriculation Programme has been recognised by 50 foreign universities, with 24 of these universities listed in the TOP 100 QS World University Rankings, including the University of Cambridge, Kyoto University, Australian National University and University College London. All graduates of the MoE Matriculation Programme are eligible to apply for direct entry into undergraduate programmes at these universities. Applications for educational sponsorships and scholarships to pursue studies at selected universities can be provided through strategic collaborations with the Majlis Amanah Rakyat (MARA), the Public Service Department (Jabatan Perkhidmatan Awam, JPA), Yayasan Peneraju Pendidikan Bumiputera (PENERAJU), Bank Negara and others. This pathway is available to all gifted pupils who complete their studies at ASP, provided they meet the specified requirements to pursue pre-university studies before continuing their undergraduate degrees either locally or abroad.

Development Lab for the Gifted Education Roadmap – Pendang Science Academy as the Centre of Excellence for MoE's Gifted Education

The lab, which has received full support from MoE, successfully brought together 132 education experts and stakeholders in gifted education. MoE aims to establish Science Pendang Academy (Akademi Sains Pendang, ASP) as the Centre of Excellence for MoE's Gifted Education in line with

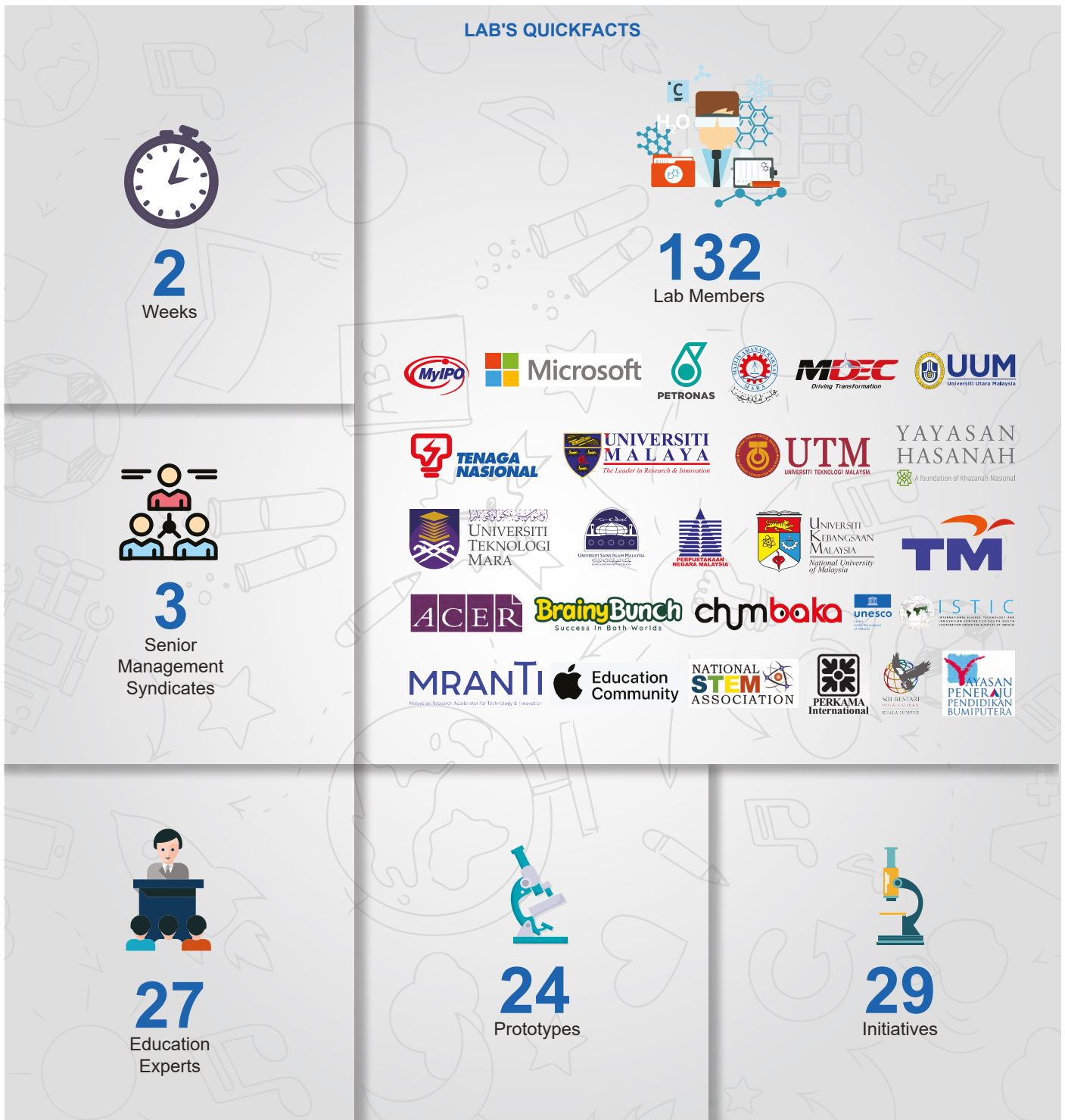
efforts towards democratising gifted education to be more inclusive for all identified pupils, regardless of their background, MoE believes that every gifted pupil in the country should have access to quality gifted education, with ASP serving as the primary reference centre.

As a result of the lab, a more inclusive gifted Education Roadmap Development Plan was successfully developed.

One of the main proposals arising from the lab was the implementation of universal screening for all Year 4 pupils to determine the skills or tendencies of all pupils in the country after completing three (3) years of education. The top ten percent of pupils who achieve the highest skills or tendencies will be selected to take the MoE Gifted Qualification Test (Ujian Kelayakan Pintar Cerdas, UKPC).

This plan also outlines a specific pathway for pupils participating in the gifted education programme at ASP. These pupils will sit for the SPM as early as 15 or 16 years old. Subsequently, they will be placed in matriculation colleges to pursue pre-university studies before continuing their education at local or foreign universities.

The MoE Matriculation Programme has been recognised by 50 foreign universities, with 24 of these universities listed in the TOP 100 QS World University Rankings



Source: Fully Residential Schools Management Division

1.3.2 Implementation of the 2023 Operational Plan

Development of ASP Basic Module 2

The ASP Basic Module 2, used in the implementation of PPPC at ASP, has been developed based on the Proforma of the PERMATA@Pintar Negara Centre curriculum and is currently in use at ASP as outlined in the MoA and curriculum mapping according to the Standards-based Curriculum and Assessment Document (Dokumen Standard Kurikulum dan Pentaksiran, DSKP), and the MoE's National Secondary School Standard Curriculum (Kurikulum Standard Sekolah Menengah, KSSM).



Workshop on the Development of ASP Basic Module 2

Engagement Sessions in the Southern and East Coast Zones

An engagement session involving the PPD of the Southern Zone was held on 3 August 2023 at JPN Johor. This session was attended by school heads and the Johor State PPD officers to identify gifted pupils in the Southern Zone in general, and Johor in particular.

This hybrid town hall dialogue also was aimed at disseminating information regarding the the Gifted Programme through the YouTube channel of the Johor State Education Technology Sector for the East Coast Zone.

Partnerships and Networking with Universities and External Agencies

In line with MoE's efforts to establish ASP as a hub of excellence in research and innovation for the PPPC, collaborations and networking with universities and various external agencies have been established. The partnerships include universities such as Universiti Utara Malaysia (UUM), Universiti Putra Malaysia (UPM), Albukhary International University (AIU) and several external agencies such as Chumbaka, Rentwise, Yayasan Hasanah and Kolej Yayasan Saad Melaka.



MoE and Rentwise Collaboration

Development of the Gifted Education Project Work Curriculum

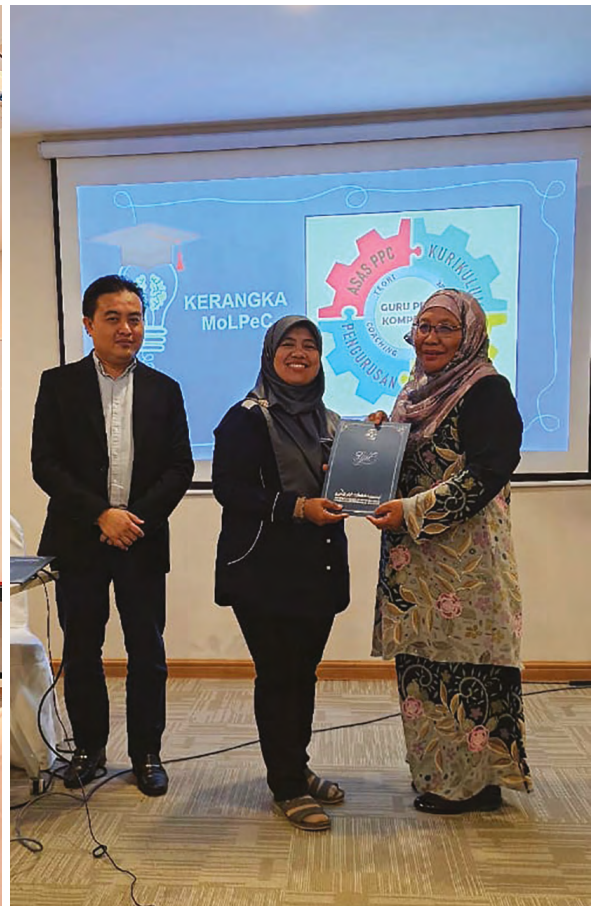
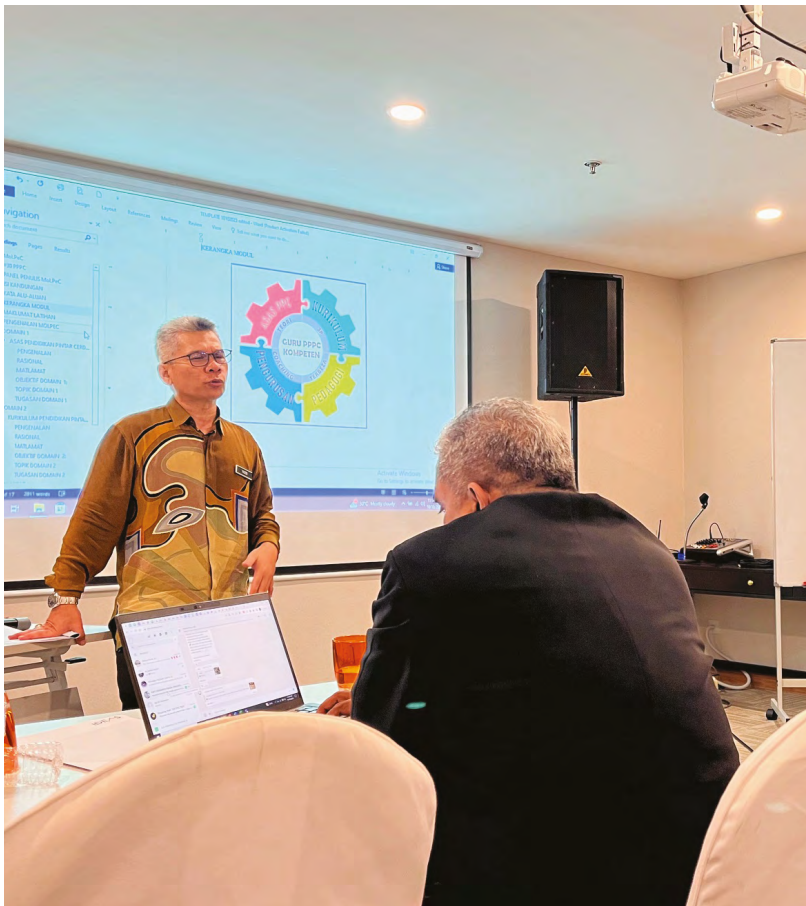
The Gifted Project Work Curriculum, developed by MoE, will be introduced to gifted pupils in the Matriculation Programme starting in 2025. This curriculum is a continuation of the research-based learning process experienced by gifted pupils during their secondary education. It is also believed to serve as a catalyst for pupils to remain excellent and competitive at both national and international levels. The Gifted Project Work Curriculum is developed based on eleven skills and competencies: knowledge & understanding, cognitive skills, practical skills, numeracy skills, interpersonal skills, digital skills, leadership, autonomy & responsibility, communication skills, ethics & professionalism and personal & entrepreneurial skills. Integrating these eleven skills and competencies aims to develop human capital that values positive traits based on STEM themes for life.

Additionally, this curriculum will equip pupils with essential skills such as collaboration, communication and self-directed learning. All of this will help pupils be prepared for lifelong learning and future challenges.



Source: Matriculation Division

The curriculum is also believed to act as a catalyst for pupils to remain excellent and competitive at both national and international levels



Training for Aspiring and Current Teachers in PPPC

Training for Aspiring and Current ASP Teachers 2023

The courses for aspiring teachers and PPPC teachers conducted by the IPGM aim to ensure that all teachers are competent and efficient to serve at ASP.

The courses and training provided have enhanced teachers' knowledge, skills and professionalism. The impact of these courses is evident through the delivery of T&L by the teachers. Following the mentoring sessions conducted by the Lead Trainers (Jurulatih Utama, JU) from IPGM, there has been a significant improvement in teachers' knowledge after attending the training, particularly in their understanding and the adoption of different T&L approaches in the classroom, tailored for the gifted educational environment.

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Development of PPC Mid-Level Leadership and Management Modules

The PPC Basic Leadership and Management Module has been systematically developed by 15 senior lecturers from IAB, encompassing a range of educational leadership competencies, including five(5) JU PPPC IAB. In 2023, an advanced module was created and introduced as the Mid-Level Module.

This Mid-Level Module is based on the domain and competency of KOMPAS 2.0 and the Public Service Human Resource Development Policy (3P-Based Development Model). Additionally, it has been developed to meet the current needs of the ASP management group, in line with the Leadership Module for PPPC that was constructed.

The content of this module covers several themes based on the training needs analysis of ASP. These themes/sub-modules include Mindset, Effective Supervision, Student Affairs, Co-curricular Activities, Networking and Collaboration, Office Administration and Financial Management. The module ensures that the management and leadership of ASP run smoothly.

ASP Leadership and Management Training




A series of training sessions has been conducted for the ASP management group to ensure they receive appropriate knowledge in management and educational leadership. Training approaches for this group have included workshops, Continuous Professional Development (CPD) courses from IAB and coaching sessions.

The PPPC Training Workshop for Management and Leadership Series 1 for 2023 aimed to expose ASP management to the Mid-Level Leadership and Management Module for PPPC. Participants were introduced to various input through themes and sub-modules such as Mindset, Effective Supervision, Student Affairs, Co-curricular Activities, Networking and Collaboration, Office Administration and Financial Management.

In addition to the series of workshops, training was also provided through several Organisational Development Services (Khidmat Pembangunan Organisasi, KPO) for the transfer of knowledge and expertise in specific fields. Findings from the overall course evaluation indicate that the KPO enabled more creative ideas and work processes.

1.3.3 Involvement and Achievements of Gifted Pupils in National and International Level Competitions

ASP is actively conducting T&L through digital approaches and providing a platform for pupils to experience meaningful learning. Pupils are also given opportunities and space to produce innovative products to enhance their exploration in STEM fields. To date, the gifted pupils at ASP have achieved various awards in international competitions, including:

	Gold Medals
<i>International Conference of Education & Futuristic Innovation (ICEFI 2023) The Hats-The Effect of Caffeine On L. Lycopersicum Growth Rate</i>	
<i>World Youth Science Invention Innovation (WYSII 2023)</i>	
<i>Malaysia Innovation and Invention Expo (MIIX 2023)</i>	
<i>Malaysia International Youth Innovators Olympiad (MIYIO) 2023</i>	
 	Gold and Silver Medals
<i>Virtual Innovation Competition 2023 (VIC 2023)</i>	
<i>Badlishah International Virtual Innovation Competition (BIVIC 2023)</i>	
	Silver Medals
<i>International Science Olympiad Competitions of Southeast Asia</i>	
  	Gold, Silver and Bronze Medals
<i>International Invention, Innovation and Design Competition (I3DC 2023)</i>	
	Special Awards
<i>Singapore International STEM Innovation Challenge 2023 STEM Challenge (SISTEMIC 2023) (Best Prototype Award: Biomedical Sciences and Engineering)</i>	
<i>Singapore International STEM Innovation Challenge 2023 Design and Build Challenge (Most Sustainable Concept, Most Social Impact Award, Best Engineering Product)</i>	
<i>Young Innovations Competition 2023 by ASTI (Qualified Top 200)</i>	

Pupils from ASP participated in the Singapore International STEM Innovation Challenge (SISTEMIC 2023), held at National Junior College, Singapore from 23rd to 29th May 2023.

SISTEMIC is an international programme that brings together gifted pupils from around the world, aged 14 to 18, to compete, collaborate and innovate in science. The diverse fields of knowledge and the integration of challenges in enrichment activities provide pupils with opportunities to hone their skills in applying science and technology to problem-solving and creating high-impact outcomes.



Pupils involved (left to right): Muhammad Danial Darwisy, Muhammad Luqmanul Hakeem, Muhammad Arief.



Nur Fatim Aqilah binti Mohamad Fitri, a pupil from ASP Basic 2, won a silver medal in the International Science Olympiad Competitions of Southeast Asia held in Langkawi from 26th to 30th December 2023.

The participation of ASP pupils in various international competitions and innovation programmes has had a positive impact on them, such as:

1	Improved pupil Performance	Success in international competitions highlights the excellence of ASP pupils in STEM fields, providing recognition of their abilities in making discoveries, innovations and practical applications in science and technology.
2	Increased Motivation and Self-Confidence	Success in international competitions motivates pupils to continue striving and innovating. ASP pupils become more confident in their potential and talents, and they strive for recognition on an international level.
3	Enhanced STEM Skills	Participation in various competitions sharpens pupils' skills in STEM fields. They learn to apply knowledge to real-world situations, plan, create prototypes, and develop innovative solutions.
4	Recognition and Appreciation	Winning international competitions provides recognition not only for the pupils' efforts and achievements but also for the teachers involved in project preparation as mentors and facilitators. This helps strengthen the collaboration between pupils and teachers and fosters a sense of pride among both pupils and teachers at ASP.
5	Increased School Reputation	Achievements in international competitions enhance the reputation of ASP at national and international level.
6	Collaborative and Networking Opportunities	Participation in various international competitions also expands networks and opens opportunities for collaboration with other institutions and individuals, particularly in the fields of science and technology.

The success of ASP pupils in international competitions has had a significant impact on strengthening ASP's capabilities and reputation, enhancing pupil motivation and promoting development and skills in STEM fields in line with the current digital era.

 <p>ASP Facebook</p>		
 <p>ASP Corporate Video</p>		
 <p>ASP Aspirational Video</p>		

MOVING FORWARD

In 2024, MoE will strive to identify and improve aspects of the curriculum, screening instruments and the professionalism of officials, teachers and lecturers through:

1	Management of MoE Gifted Education Programmes
2	Enhancement of Learning for ASP Pupils
3	Preparation of Gifted Pupils for Pre-University Levels
4	Strengthening Teacher Training and Preparation for New Teachers at ASP
5	Empowerment of Leadership Training at ASP
6	Development of the UKPC Instrument
7	Implementation of Gifted Screening

INSPIRATIONAL STORY

PPPC has successfully elevated the potential of pupils from diverse backgrounds, not only academically but also in co-curricular activities. ASP pupils have become winners in STEM competitions at the international level.



Name:	Muhammad Afiq Hakimi bin Anuar
Level/Basic	Level 1 Garnet
Assistance	Scholarship Recipient
Achievements	<ul style="list-style-type: none">• 9th ASEAN +3 Junior Science Odyssey Singapore• National Robotic Competition 2023• National Augmented Reality (AR) KSSM Outreach 2023

Muhammad Afiq Hakimi bin Anuar, born at Teluk Intan Hospital, is a member of the first cohort at ASP and a scholarship recipient. Despite the socio-economic constraints of his family, he was determined to make the most of the opportunities available, demonstrating academic and innovative capabilities that were highlighted with the support of efficient teachers and strong school backing.

"I feel very fortunate to experience life as one of the pupils at ASP and to be part of a group that always has the opportunity to try new things, especially those involving technology in learning and exploration. Among the technological facilities provided at ASP are high-speed Wi-Fi in the academic blocks, SmartTV installations in all classrooms including laboratories and permission for all pupils to use devices in learning activities. I find the teaching methods using digital tools very engaging and it motivates me to delve deeper into the topics we study. Initially, I was concerned about not being able to afford a device like my peers, but the financial assistance from the scholarship has alleviated my family's burden in acquiring my own device.

One of the enjoyable aspects of being a pupil at ASP is the encouragement we receive to participate in online academic competitions. I really appreciate the approach of holding competitions through social media. Teachers at

ASP share competition information via Telegram, giving us the chance to join various digital enrichment activities.

I like this method because it is straightforward and accessible for all interested pupil to participate in any competition, whether at the school level or external agencies. One of the applications I frequently use to aid my learning is YouTube. Many educational videos serve as guides when I find certain class topics unclear. I also use many other applications to explore a broad field of knowledge. With all these facilities, I have been able to participate in international online competitions. One of my best achievements so far is winning the Bronze Award at the 9th ASEAN +3 Junior Science Odyssey Singapore."

“Initially, I was concerned about not being able to afford a device like my peers, but the financial assistance from the scholarship has alleviated my family’s burden in acquiring my own device”



Name:	Muhammad Amirul Nazhan bin Shahrul Nizam
Level/Basic	Basic 3
Assistance	Scholarship Recipient
Achievements	<ul style="list-style-type: none">• Kedah International Genius Math 2024• National Robotic Competition 2023• Universal Robotic Challenge 2023

Another ASP pupil, Muhammad Amirul Nazhan bin Shahrul Nizam, is an orphan from Kepala Batas, Penang. Despite his challenging circumstances in life do not hinder him from enhancing his potential in academics and creativities. His deep interest in programming and mathematics motivated him to participate in the Kedah International Genius Math 2024, where he learned techniques such as answering all 300 questions in just three minutes. This competition, involving five countries, uses a fast calculation format. He was thrilled because such competitions challenge his mental abilities and his efficiency in performing tasks and completing calculations.

“Mathematics is my favourite subject, so when encouraged to join Kedah International Genius Math 2024, I made every effort to showcase my potential. The competition, involving five countries, used a fast calculation format where I had to answer all 300 questions within just three minutes. I was very excited because this type of competition challenges my mental abilities and my capability to perform tasks and complete calculations with maximum efficiency.

However, the journey from passing the preliminary stages to representing ASP at the international level was not easy. I am very grateful for the guidance, assistance and tips from my teachers to understand the competition format and train me in a focused manner. Additionally, I also referred to online resources, watching videos on fast calculation

“I am very excited because such competitions challenge my mental abilities and my capability to perform tasks and complete calculations with maximum efficiency”

techniques and efficient mathematical problem-solving methods. Most of the extra knowledge I gained in preparation for this competition came from digital sources and required out-of-the-box thinking.”

Amirul also hopes to continue his studies at the Massachusetts Institute of Technology (MIT) in the field of robotic engineering one day.

“I was very excited because this type of competition challenges my mental abilities and my capability to perform tasks and complete calculations with maximum efficiency”

1.4 RAISING THE QUALITY OF VOCATIONAL EDUCATION

The MoE's Raising the Quality of Vocational Education is an effort carried out through various activities aimed at the holistic development of pupils. This initiative focuses on the employability of graduates, especially in KV. As of 2023, there are 86 KVs offering skills programmes at certificate and diploma levels. The employability of KV graduates is divided into three categories: 70 percent are employed, 20 percent pursue higher education, and 10 percent become entrepreneurs. To ensure that the employability of KV graduates meets the desired targets, the programmes conducted at KVs are supported through strategic partnerships and recognition from public agencies, accreditation bodies and relevant industries.

The main focus of Raising the Quality of Vocational Education initiative in 2023 includes:

1.4.1 DEVELOPMENT OF HIGH-IMPACT PROGRAMMES AND INTEGRATION OF IR 4.0 ELEMENTS INTO THE STANDARDS-BASED CURRICULUM FOR VOCATIONAL COLLEGE

1.4.2 INCREASING THE NUMBER OF STRATEGIC PARTNERSHIPS

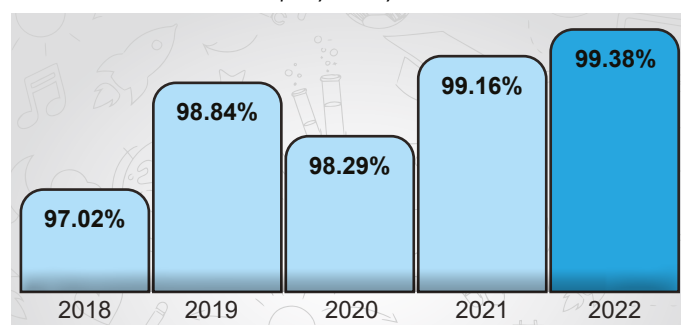
1.4.3 IMPROVING THE QUALITY OF KV GRADUATES' EMPLOYABILITY WITH A FOCUS ON EMPLOYMENT IN THEIR FIELD OF STUDY

As of 2022, a total of 73,325 KV graduates have been produced, with an employability rate exceeding 97 percent each year. The high employability rate of over 97 percent in the past five years demonstrates that KV graduates are sought after by industries and higher education institutions

Employability of KV Graduates

KV under MoE provides high-quality TVET programmes for pupils as early as post-lower secondary or Form Three (from the age of 15+), who have a strong inclination towards skills-based fields, in line with the aspirations of the Malaysia Education Blueprint (MEB) 2013-2025 and Sustainable Development Goal (SDG) 4, which promotes inclusive and equitable education. As of 2022, a total of 73,325 KV graduates have been produced, with an employability rate exceeding 97 percent each year. The high employability rate of over 97 percent in the past five years demonstrates that KV graduates are sought after by industries and higher education institutions.

Exhibit 1.11: Employability of KV Graduates



Source: Technical Vocational Education and Training Division

The employability rate of KV graduates is tracked through data obtained from the TVET Graduate Tracking System (Sistem Kajian Pengesanan Graduan, SKPG), developed by the Ministry of Higher Education (MoHE) starting in 2018. The employability of KV graduates has shown a positive increase from 2018 to 2022. The employability rate increased from 97.02 percent in 2018 to 99.38 percent in 2022.

Various efforts have been implemented by MoE to achieve a high graduate employability rate. These efforts aim to ensure that graduates from KV are of high quality and meet the current industry needs.

The employability of KV graduates has generally shown a positive increase from 2018 to 2022. The employability rate rose from 97.02 percent in 2018 to 99.38 percent in 2022

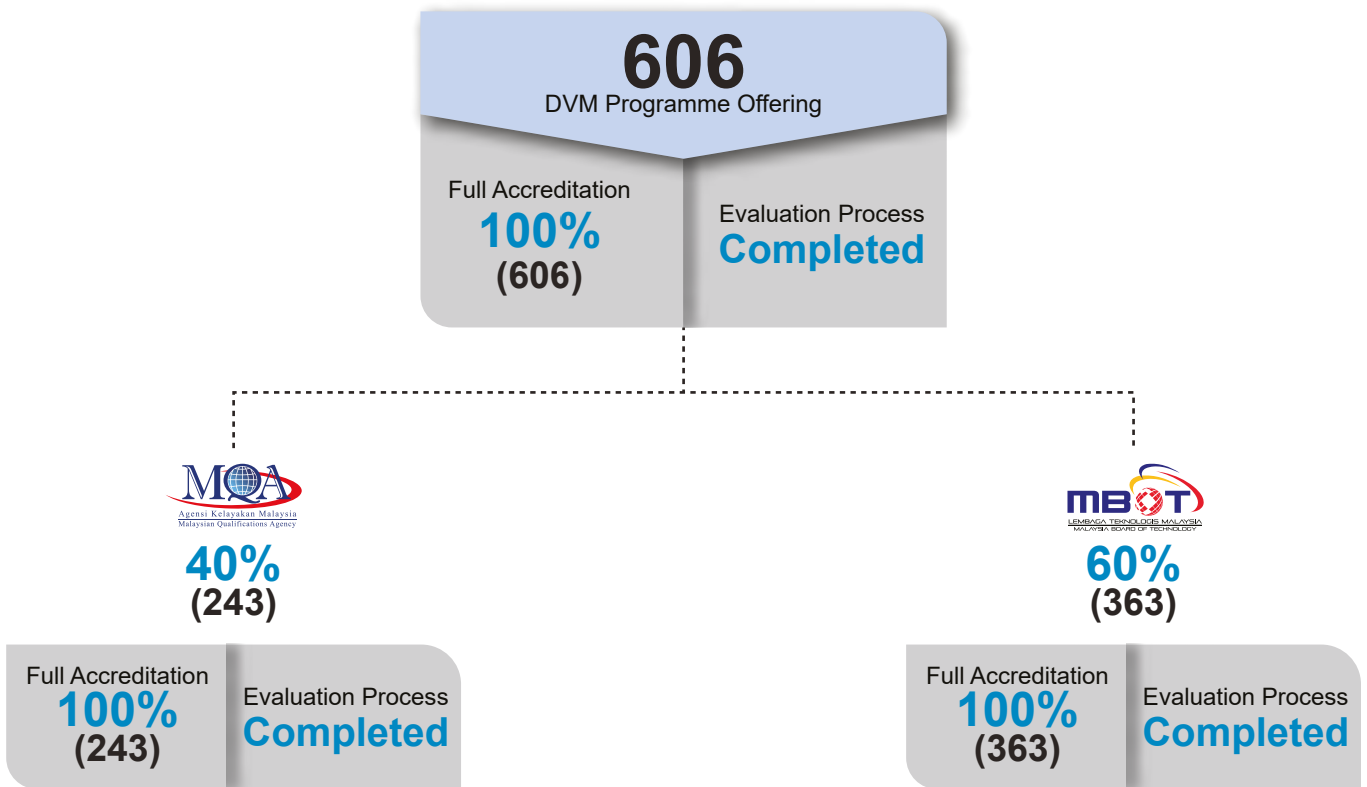


1.4.1 Development of High-Impact Programmes and Integration of IR 4.0 Elements into the Standards-based Vocational College Curriculum

KV implements the Standards-based Curriculum for Vocational College (Kurikulum Standard Kolej Vokasional, KSKV), which is established under the Education Act 1996 [Act 550], Section 33C and developed collaboratively with various stakeholders, including public and private universities as well as industries. The curriculum encompasses cognitive, psychomotor and affective aspects to ensure that graduates are not only skilled but also balanced in terms of personal development. Based on competencies and outcomes, the KV curriculum structure is divided into 70 percent practical and 30 percent theoretical. This structure is the unique aspect of the KV curriculum, where practical (hands-on) skills are emphasised in the delivery of education.

The KSKV that has been developed complies with the National Occupational Skills Standard (NOSS) under the National Skills Development Act 2006 [Act 652], and the requirements of the Malaysian Qualifications Agency Act 2007 [Act 679], making it equivalent to certificates or diplomas awarded by other TVET providers. All KV diploma-level programmes are accredited by the Malaysian Qualifications Agency (MQA) and the Malaysian Board of Technologists (MBOT). To date, all 606 KV diploma programmes have received full accreditation from MQA and MBOT.

Exhibit 1.12: Recognition of Programmes at KV

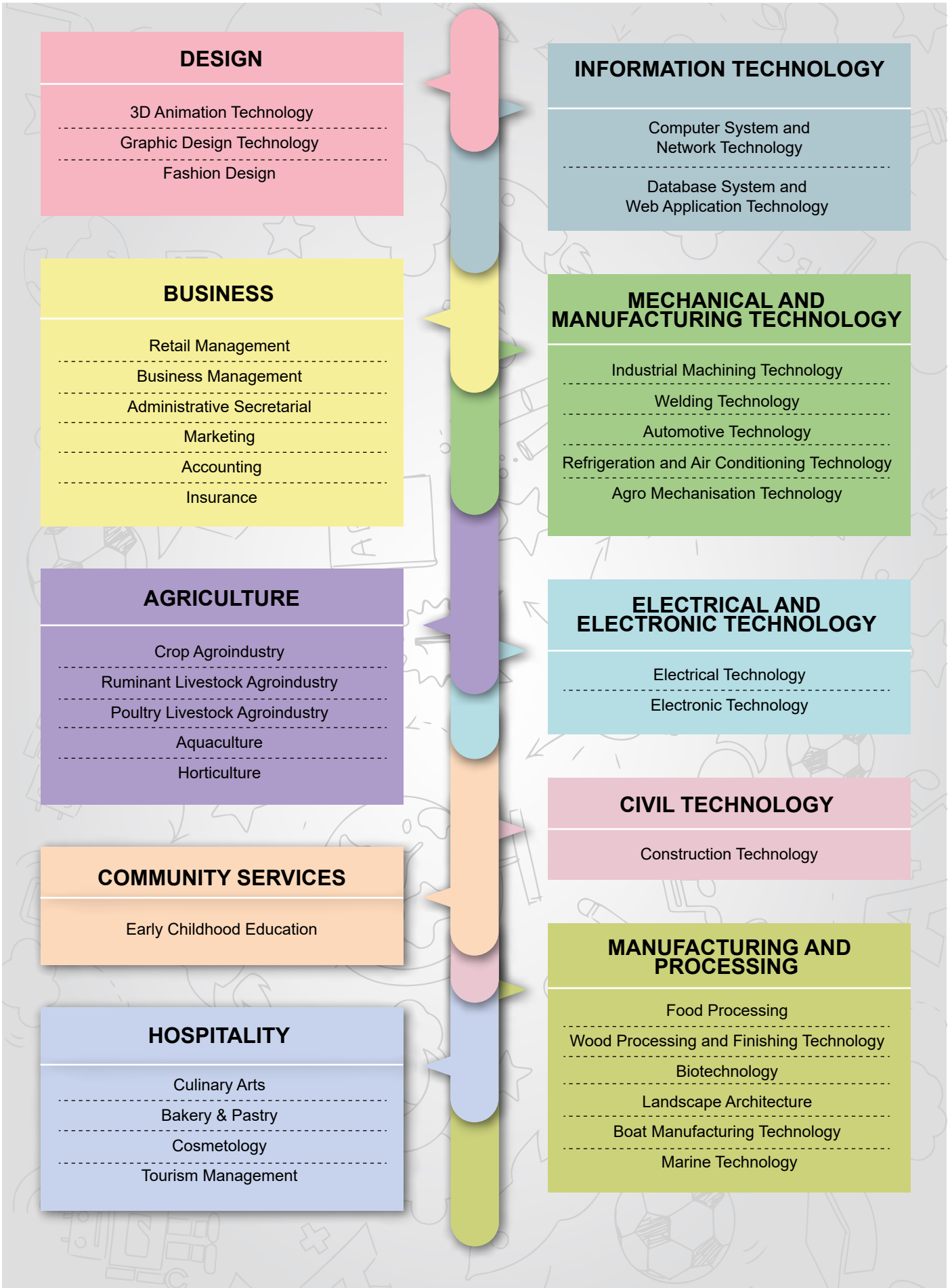


Source: Technical Vocational Education and Training Division

In addition to up-to-date knowledge and skills, KV graduates are equipped with values and employability skills instilled through general subjects and co-curricular activities. MoE has taken proactive and strategic initiatives to provide high-quality TVET programmes that are industry-driven, ensuring KV graduates possess competitiveness and the necessary skills for the industry. There are ten main fields offered at KV, covering 35 programmes at both certificate and diploma levels.



Exhibit 1.13: List of SVM and KV Diploma Programmes



1.4.2 Increasing the Number of Strategic Partnerships

In addition to strategic partnerships and job placements, industries play a role in providing input for curriculum development and learning to equip TVET graduates with the latest skills and technological knowledge required by industries, in line with the developments of the Industrial Revolution 4.0. The Technical Vocational Education and Training Division, as the governing body overseeing KV, actively engages in strategic partnerships with external parties through the Public-Private Partnership concept. This ensures that KV under MoE synergises with industries in areas such as technology transfer, programme quality enhancement, Industry Placement Training for KV instructors and on-the-job training (OJT) for future KV graduates. By 2022, a total of 10 Public-Private Partnerships had been established with industries to improve the quality of TVET under MoE, particularly in achieving the targeted graduate employability outcomes. KV has also been recognised as an authorised industrial training centre, appointed as an Authorised Training Centre (ATC) for the Certified Technician Certification Programme (CTCP) in air conditioning programmes by the Department of Environment (Jabatan Alam Sekitar, JAS). As of 2022, 10 ATCs have been successfully established in KV.

Exhibit 1.14: Number of Public-Private Partnerships

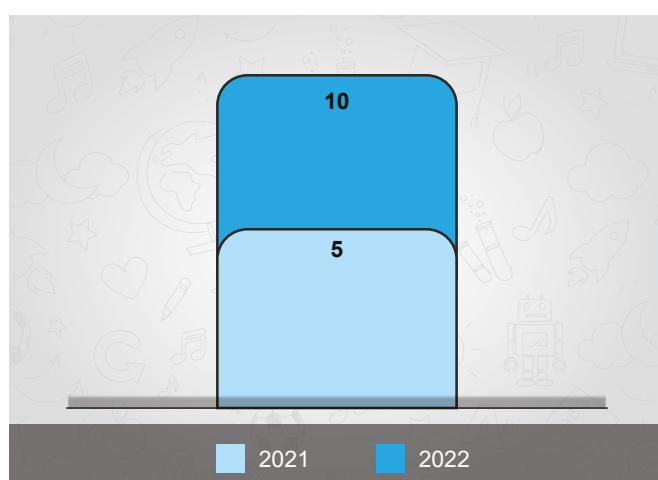
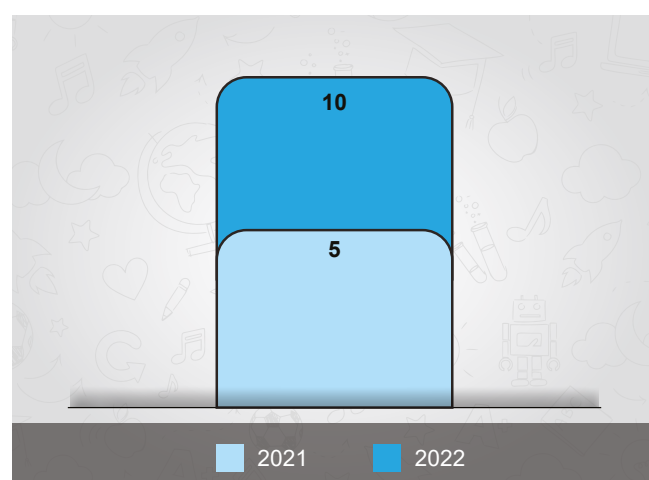


Exhibit 1.15: Number of Authorised Training Centres (ATC)



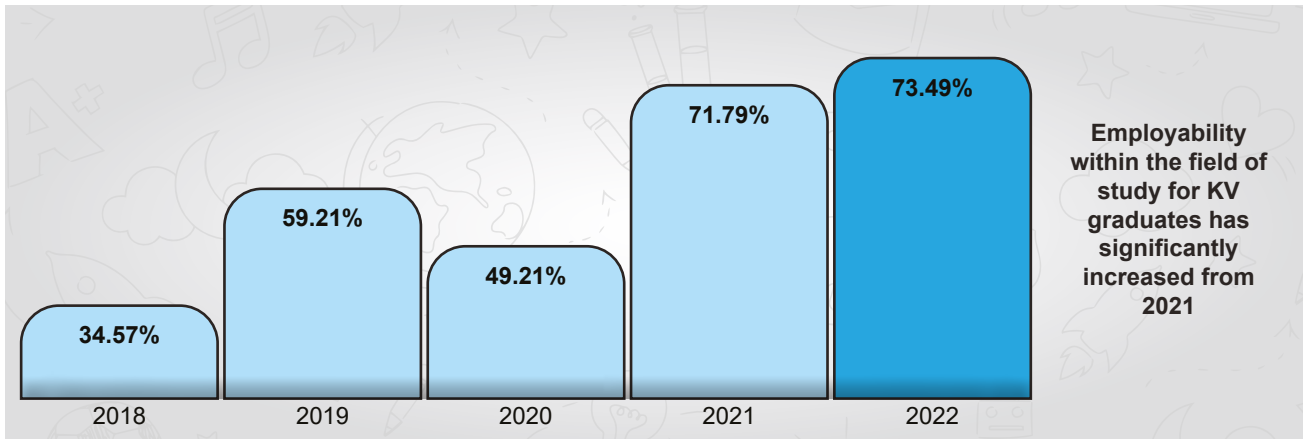
Source: Technical Vocational Education and Training Division

1.4.3 Improving the Quality of KV Graduates' Employability with a Focus on Employment in Their Field of Study

To improve the employability quality of KV graduates, various efforts have been undertaken, including the implementation of the KV Digitalpreneur programme aimed at final-year KV pupils who have an inclination and interest in entrepreneurship. This special programme is specifically designed with a focus on digital entrepreneurship to equip future graduates with the knowledge and skills related to the current digital economy. It is hoped that they will emerge as well-prepared graduates to face the challenges of the digital economy, thus enhancing KV employability in the field of entrepreneurship.

Strategic collaborations with industries through Public-Private Partnerships have had a high impact on TVET under MoE, whether through professional certifications for pupils and educators, resource sharing, including expertise and equipment or graduate employability. A total of 20 industries have participated in high-impact partnerships, including IBM Technologies Sdn. Bhd., Shell, TWI Technologies, Malaysian Timber Council, Top Glove, L'Oréal, McDonald's Malaysia, SK Magic and Lestari Aero Industries Sdn. Bhd. In addition, strategic partnerships with leading multinational corporations (MNCs), such as L'Oréal Paris Cosmetic, are an important initiative that provides KV graduates with opportunities and experiences through industrial training at globally renowned companies.

Exhibit 1.16: KV Graduates' Employability in Their Field of Study



Source: Technical Vocational Education and Training Division

Based on Exhibit 1.16, employability within the field of study for KV graduates has increased and achieved 73.49 percent in 2022.

MOVING FORWARD

As the employability of KV graduates has consistently exceeded the 97 percent target each year, the focus of TVET under MoE is now to further enhance employability within the graduates' field of study. MoE plans to introduce new and high-impact technology programmes (High Growth, High Demand) such as Artificial Intelligence (AI), Electric Vehicle (EV) Automotive Technology and Hydrogen Technology to ensure that the programmes offered under TVET institutions remain relevant and continue to contribute skilled human capital to the nation's industries.

Additionally, a rationalisation of the programme offerings at KV is also planned to evaluate and review existing programmes that are less competitive, ensuring that TVET programmes, especially those at KV, are valuable and impactful.



INSPIRATIONAL STORY

The success of students in national and international skills competitions has elevated TVET institutions under MOE to be on par with public and private universities. Skills competitions such as the WorldSkills Malaysia Belia (WSMB), organised by the Department of Skills Development (Jabatan Pembangunan Kemahiran) to uncover the potential skills of Malaysian youth for international recognition, have provided a platform for KV students to develop their talents and excellence. Each year, KV consistently sends participants. In 2023, 20 pupils qualified for the WSMB finals, representing various fields such as Automobile Technology, Electronics, Web Technology, IT Network and System Administration, Beauty Therapy, Cooking, Patisserie and Confectionery. Even more impressively, KV participants swept the gold, silver and bronze medals in the Automobile Technology field.

The excellence of KV pupils in the field of Automobile Technology began in 2022 when two pupils from KV Kajang, Hayatun Nufus Roshisham and Mohamad Hafis bin Taib, who are Diploma in Automotive Technology students, participated in the WorldSkills Malaysia Belia competition for Automobile Technology in 2022. Their efforts worked out when Hayatun Nufus won the gold medal and Mohamad Hafis secured the silver medal. Following that, they represented the country in the Asian Skills Competition in Singapore, once again making Malaysia proud when Mohamad Hafis won the silver medal and Hayatun Nufus received the Medallion of Excellence. They also selected Mohamad Hafis to represent Malaysia at the WorldSkills Competition in Lyon, France, in 2024. Hayatun Nufus gold medal victory in the field of Automobile Technology at the WorldSkills Malaysia Belia competition surpassed other gold medal winners when she was crowned the recipient of the Prime Minister's Golden Hands Award, making her the first KV pupil to win the award since its introduction. Both Hayatun Nufus and Mohamad Hafis were also awarded the Special Award Medal by the Director General of Education Malaysia at the 8th Vocational College Convocation in 2023. Their success story continues to shine throughout 2023.

In addition to their hard work, the pupils' success is also due to the dedication of their instructors, who also served as National Coaches, ensuring continued success for participants from KV Kajang. To ensure that the participants in the WSMB competition are competent, MoE organised the Vocational College Skills Competition (Pertandingan Kemahiran Kolej Vokasional, KV Skills) to provide exposure to students who can be highlighted to compete with students from other higher education institutions in WSMB. The competition involves 21 skill areas, with participants first screened at the zonal level before advancing to the national level. The best participants are awarded the TVET MoE Golden Hands Winner. This initiative is one of MoE's efforts to showcase the talents and potential of TVET pupils, proving their excellence.



Mohd Hafis and Hayatun Nufus represented Malaysia at the Asian Skills Competition in Singapore, bringing home a silver medal and the Medallion of Excellence.

1.5 INCREASING NUMBER OF SMKA AND REGISTRATION OF SABK

Through MEB 2013-2025, MoE aims to establish 67 national religious secondary schools (sekolah menengah kebangsaan agama, SMKA). To date, 61 SMKA across the country have been completed, with three (3) more in the construction phase. One additional SMKA has received approval from the Economic Planning Unit, Prime Minister's Department, under the 12th Malaysia Plan (Rancangan Malaysia Kedua Belas, RMKe-12) Rolling Plan (RP) 4 for the year 2023 and six (6) more have been proposed in the RMKe-12 RP 5 for the year 2024.

MoE is also committed to ensuring the registration of People's Religious Schools (Sekolah Agama Rakyat, SAR) and State Religious Schools (Sekolah Agama Negeri, SAN) as government-aided religious schools (sekolah agama bantuan kerajaan, SABK). This initiative aims to enhance quality, equity and access to education for all pupils. Since the implementation of SABK registration in 2004, a total of 229 SAR and SAN have been registered as SABK by 2023.

This initiative focuses on:

1.5.1 INCREASE IN THE NUMBER OF SMKA

- ✎ Monitoring the Construction Phase of Three (3) SMKAs

1.5.2 INCREASE IN THE REGISTRATION OF SAR AND SAN AS SABK

- ✎ Enhancing the Memorandum of Understanding (MoU) for SABK under Article 12(2) of the Federal Constitution

Since the implementation of SABK registration in 2004, a total of 229 SAR and SAN have been registered as SABK by 2023

1.5.1 Increase in the Number of SMKA

Monitoring the Construction Phase of Three (3) SMKAs

Before 2023, there were 61 SMKAs, including SMKA Haji Mohd Yassin, which was completed in 2021. In 2023, two (2) SMKAs have entered the pre-construction phase, namely SMKA Kangar and SMKA Alor Gajah, while another, SMKA Seberang Perai, is currently under construction and expected to be completed by the end of 2024.



Development of SMKA Kangar

1.5.2 Increase in the Registration of SAR and SAN as SABK

Enhancing the Memorandum of Understanding (MoU) for SABK under Article 12(2) of the Federal Constitution

The registration of SAR/SAN as SABK is part of the MoE's commitment to ensuring that Islamic educational institutions operate in accordance with legal provisions. To ensure that education at SABK runs smoothly, a Memorandum of Understanding (MoU) between the Government of Malaysia, represented by the MoE and the School Management Board (Jemaah/Lembaga Pengurusan Sekolah, JPS/LPS) regarding the registration of SABK has been signed.

This MoU serves as a primary reference for the JPS/LPS and schools, particularly in matters relating to the implementation of the national curriculum, policies concerning the appointments of administrators, teachers, and Executing Group Members (Anggota Kumpulan Pelaksana, AKP), financial management, asset ownership and more. Although SAR/SAN have been registered as SABK, the state government or school owner remains the owner of the school building and the government may provide assistance based on provisions contained in the Federal Constitution.

*Exhibit 1.17: Number of SAR/SAN that have signed the MoU to be registered as SABK
(2019 to 2023)*

Year	2019	2020	2021	2022	2023	Total
Type						
SAR	-	2	1	-	1	4
SAN	-	1	4	-	-	5
Total						9

Source: Islamic Education Division

MoE has conducted compliance monitoring on 30 selected SABK schools. This programme was implemented to clarify that the matters outlined in the MoU must be adhered to at the school level.

An MoU between the Government of Malaysia, represented by MoE and the JPS of Maahad Imtiyaz Integrasi Ilmuan Ulul Albab Banting, was signed in December 2023. As a result of the MoU signing, the total number of SABK schools now stands at 229.

**MoE has conducted compliance monitoring on
30 selected SABK schools**

MOVING FORWARD

In 2024, this initiative will continue to focus on the construction of more new SMKA schools to be proposed under RMKe-12 RP 5 Year 2024. Attention will also be given to the development of SMKA schools offering the Integrated Tahfiz Curriculum (Kurikulum Bersepadu Tahfiz, KBT), known as SMKA Tahfiz Model Ulul Albab.

Additionally, the implementation of the registration programme for SAR/SAN as SABK will be further strengthened by adding three (3) new SAR/SAN schools as SABK and revising the existing MoU to align its content with the new MoU. This review will be carried out in phases according to the state/year of the previous MoU signing.

INSPIRATIONAL STORY

Maahad Imtiyaz Integrasi is a private school endowed by a family to be established as an Islamic religious educational institution. The school site was originally a former national service training camp that was no longer in use. The school's environment, surrounded by rural settings and oil palm plantations, far from urban surroundings, provides a peaceful atmosphere for pupils to carry out their daily activities.

In December 2023, Maahad Imtiyaz Integrasi Ilmuan Ulul Albab, Banting, signed an MoU to register the school as SABK.



MoU Signing Ceremony for the Registration of SABK between MoE and Maahad Imtiyaz Integrasi Ilmuan Ulul Albab



Students of Maahad Imtiyaz Integrasi Ilmuan Ulul Albab



Front Building of Maahad Imtiyaz Integrasi Ilmuan Ulul Albab



Surau of Maahad Imtiyaz Integrasi Ilmuan Ulul Albab

CHAPTER 02

IMPROVING QUALITY
IN EDUCATION



2.1 PRIMARY LITERACY AND NUMERACY PROGRAMME

The Primary School Literacy and Numeracy Programme (PLaN) was implemented in 2020 at 800 selected primary schools nationwide and was expanded to 2,536 selected schools in 2021. By early 2022, all primary schools were involved in the PLaN programme, while in 2023, only 419 primary schools became focus schools for this programme. The aim of the PLaN initiative is to ensure that Level 1 primary school pupils proficient in literacy and numeracy. PLaN focuses on three subjects: Malay Language, English Language and Mathematics.

In addition to the focus schools, other primary schools were given the autonomy to carry out appropriate interventions to help pupils reach Proficiency Levels 1 and 2.

For the year 2023, PLaN's main focus are:

2.1.1 DEVELOPMENT OF SCHOOL LEADERS' COMPETENCY IN MANAGING PLaN

2.1.2 IMPLEMENTATION OF THE 2023 OPERATIONAL PLAN

- ✎ Training for Competency Enhancement of MoLIB T&L for Malay Language and Mathematics Teachers, and Scheme of Work (SOW) for English Language Teachers
- ✎ Observation of PLaN Implementation in Primary Schools Among Malay Language, English Language and Mathematics Teachers

2.1.3 INCREASING THE MINIMUM PROFICIENCY LEVEL OF LEVEL 1 PUPILS IN MALAY LANGUAGE, ENGLISH LANGUAGE AND MATHEMATICS

- ✎ Development of Pupil Learning Aids Based on Proficiency Levels (TP1 -TP3) for Malay Language, English Language and Mathematics Year 1
- ✎ Strengthening the implementation of the PLaN programme through Kem Perkasa 2023

The objective of the PLaN initiative is to ensure that Level 1 pupils proficient in literacy and numeracy

2.1.1 Development of School Leaders' Competency in Managing PLaN

The PLaN Engagement Session (Sesi Libat Urus, SLU) was conducted with 419 school heads and administrators whose schools have a significant number of pupils who have yet to achieve the minimum proficiency level (TP3) in Malay Language, English Language and Mathematics, as reported in the 2022 Classroom Assessment (Pentaksiran Bilik Darjah, PBD). The SLU was carried out with the following objectives:

- i. to identify the implementation policies of the Primary School PLaN;
- ii. to recognise the execution of clinical supervision and instructional evaluation within the context of PLaN implementation; and
- iii. to develop an intervention plan to address issues in the implementation of PLaN based on supervision and instructional evaluation.

The PLaN engagement session was held in two modes: face-to-face and online. A total of 70 participants attended the SLU PLaN face-to-face, while 349 administrators participated online. The outcomes of the SLU PLaN workshop were based on participants' feedback in two key aspects:

- i. participants' reactions; and
- ii. The increase in their knowledge of PLaN implementation.

The majority of participants felt that the content of the PLaN engagement session was relevant to the role of school heads as leaders in the implementation of PLaN and the provided content was easy for the school heads to understand and helped them gain new knowledge, such as the concept of PLaN, methods for conducting clinical supervision and data driven to determine appropriate interventions to help pupils improve their proficiency levels.

In terms of knowledge, the participants demonstrated an increased of knowledge upon attending the engagement session. The engagement session had raised their understanding on PLaN's management elements. The increase in participants' knowledge was obtained through a post survey which indicated a rise from 0.34 to 3.46.

Onsite Coaching

The 2023 Onsite Coaching of the PLaN Programme was implemented to observe the school heads' practices in supervision and instructional evaluation. This programme involved 20 senior lecturers from the IAB overseeing 74 selected schools. The focus of Onsite Coaching activities in 2023 was to assess the school head' status in conducting supervision and instructional evaluation. These findings guided the lecturers in providing guidance to the school heads. This section outlines the practices, issues and follow-up actions that were identified. The practices of the school heads included the following aspects:

- i. setting the school's PLaN goals;
- ii. implementation of clinical supervision; and
- iii. execution of support interventions.

Based on the data obtained from Onsite Coaching, it can

The majority of participants felt that the content of the PLaN engagement session was relevant to the role of school heads as leaders in the implementation of PLaN and the content provided was easy for the school heads to understand and helped them gain new knowledge, such as the concept of PLaN

be concluded that the majority of school heads (69.49 percent) have ensured that the PLaN KPIs were built correctly and accurately. However, there are still a small number of school heads who have yet to master this aspect. Therefore, the knowledge and skills of school heads in using data to make decisions still need improvement.

In terms of clinical supervision, the majority of school heads (49.12 percent) have started implementing clinical supervision as an effort to help teachers improve the quality of pedagogy, which can assist in improving pupils' proficiency. 19.30 percent of school heads have yet to implement clinical supervision properly. Some of them conducted informal monitoring and supervision. Additionally, 31.58 percent of school heads have yet to implement clinical supervision or any form of classroom monitoring. In summary, the implementation of supervision according to circular No. 3/1987 has yet to become a primary focus for some of the school heads involved in onsite coaching. There is still room for improvement to ensure its implementation is more systematic and continuous.

Regarding the implementation of support interventions, the findings show that the majority of school heads (48.28 percent) involved have ensured that the interventions were accurately planned through PInTaS, which was created to address pupils' proficiency issues in Malay Language, English Language and Mathematics. A small number of school heads (22.41 percent) have ensured the interventions were planned accurately through PInTaS, but the use of data in setting the interventions is still somewhat inaccurate. A small portion of school heads (29.31 percent) have yet to ensure that accurate planning was done. In conclusion, the implementation of support interventions in PLaN at schools needs to be enhanced to achieve a greater impact on pupils' proficiency levels.



2.1.2 Implementation of the 2023 Operational Plan

Training for Competency Enhancement of MoLIB T&L for Malay Language and Mathematics Teachers, and Scheme of Work (SOW) for English Language Teachers

The current educational demands require teachers to implement focused and differentiated teaching approaches to meet the diverse needs of pupils. The Focused and Differentiated Intervention Training Module (Modul Latihan Intervensi Berfokus dan Terbeza, MoLIB) helps teachers, particularly those teaching Malay Language and Mathematics at primary schools, to master and apply focused and differentiated pedagogical approaches in National Schools (Sekolah Kebangsaan, SK), Chinese National-Type Schools (Sekolah Jenis Kebangsaan Cina, SJKC) and Tamil National-Type Schools (Sekolah Jenis Kebangsaan Tamil, SJKT).

The current educational demands require teachers to implement focused and differentiated teaching approaches to meet the diverse needs of pupils

The Competency Enhancement Training for MoLIB T&L Malay Language and Mathematics Teachers and the Scheme of Work (SOW) for English Teachers from 419 schools, was conducted both online and face-to-face. In addition, school visits were conducted as an approach to improve teacher competency.

These visits involved 43 schools, representing 10% of the focus schools in the Northern, Central, Southern and Eastern Zones of West Malaysia as well as Sabah and Sarawak.

Observation of PLaN Implementation in Primary Schools Among Malay Language, English Language and Mathematics Teachers

The observation of the PLaN implementation was conducted from 23rd July to 8th September 2023, three days per school. The inspection covered 40 primary schools in 11 states and Federal Territories, except Melaka, Perlis and the Federal Territory of Putrajaya. The inspections were carried out through classroom observations, document reviews and pupil verification tests. A total of 40 schools were visited, consisting of 19 urban schools and 21 rural schools. In terms of school distribution, 28 SKs, three (3) SJKCs, three (3) SJKTs and six (6) indigenous schools were inspected.

Overall, the findings from the classroom observation in terms of lesson quality, based on the focused and differentiated approach recommended in PLaN, show that the quality score of observed lessons among teachers across various aspects was 69.76 percent.

Additionally, teachers successfully ensured that the content delivered was appropriate for pupils who have yet to achieve the minimum proficiency level. The content was conveyed through various methods, such as individual guidance, group guidance or both. The most prominent form of guidance implemented by teachers was individual guidance. This type of guidance aligns with the focused and differentiated teaching and learning approach, which emphasises differentiated support based on pupils' proficiency levels. This guidance successfully motivated pupils who have yet to achieve the minimum level to participate more actively in T&L, ultimately helping them achieve the learning objectives. Teachers could implement differentiated pedagogy during T&L using pupils learning aids that were provided.

2.1.3 Increasing the Minimum Proficiency Level of Level 1 Pupils in Malay Language, English Language, Mathematics

Development of Pupil Learning Aids Based on Proficiency Levels (TP1-TP3) for Malay Language, English Language and Mathematics Year 1

The production of Pupil Learning Aids for Year 2 and Year 3 in Malay Language, English Language and Mathematics, based on existing textbooks, involved 52 officers from the ministry, JPN, PPD, School Improvement Specialist Coaches (SISC+), excellent teachers (guru cemerlang, GC) and subject teachers for Malay Language, English Language and Mathematics at Level 1. The Pupil Learning Aids was developed according to the pupils' proficiency levels, from TP1 to TP3, to support learning activities in these subjects.

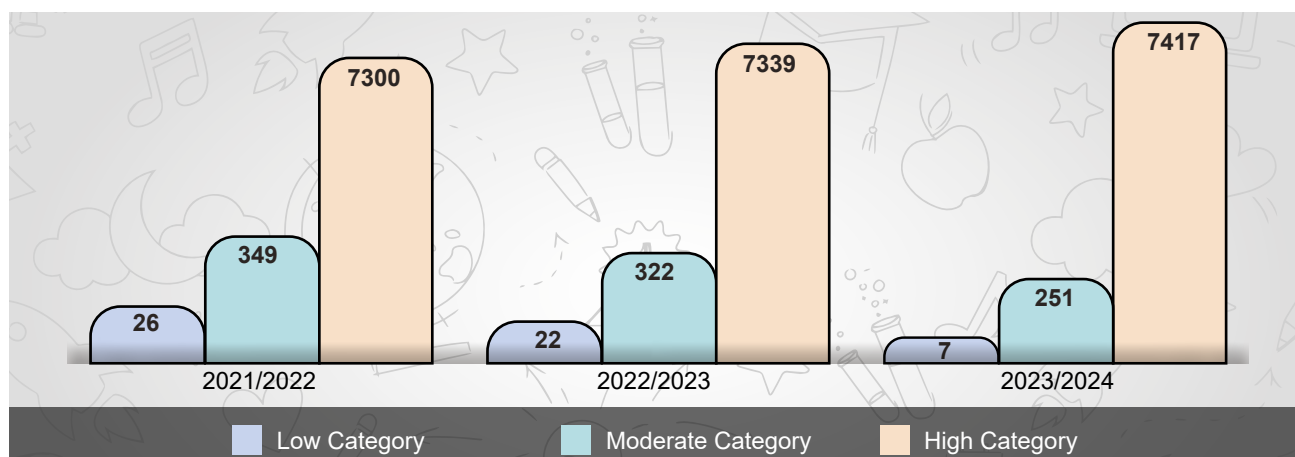
The Pupil Learning Aids for Year 1 was also provided to ensure that all Year 1 pupils have the opportunity to participate in T&L activities based on their proficiency levels. The use of these materials is expected to enhance pupils' ability to at least achieve the minimum proficiency level, TP3, in the subjects of Malay Language, English Language and Mathematics.

Strengthening the Implementation of the PLaN Programme Through Kem Perkasa 2023

The Kem Perkasa Programme is a continuation of the Bijak Membaca Camp that was implemented during the 2022/2023 academic session. This camp involves three main subjects, Malay Language, English Language and Mathematics. This camp is a continuous effort to ensure that pupils are proficient in literacy and numeracy skills after three years in primary school. The intervention was aimed at improving the proficiency levels (TP) in Malay Language, English Language and Mathematics for Year 4 pupils through community collaboration outside the classroom. This camp helps boost pupils' motivation to learn, as the programme is conducted outside the classroom in stations and uses a fun-learning approach in its T&L activities.

In the 2021/2022 school session, 26 schools in the low-performance category and 349 in the moderate-performance category were identified. In the 2022/2023 session, the number of low-performing schools decreased from 26 to 22 (a 15.4 percent reduction) and the number of moderately performing schools dropped from 349 to 322 (a 7.7 percent reduction). In the 2023/2024 school session, the number of low-performing schools decreased by another 15, while the number of moderately performing schools dropped by 71. The latest data shows that the number of low-performing schools is now 7 (a 68.2 percent reduction) and moderately performing schools have decrease to 251 (a 22.1 percent reduction).

Exhibit 2.1 Number of low, moderate and high-performing schools from 2021/2022 to 2023/2024



Source: Sports, Co-curricular and Arts Division

MOVING FORWARD

To ensure the implementation of the PLaN is more effective and delivers the best impact in the future, several follow-up actions will be taken as follows:

- 1** Empowering the role of principals and school heads in school management and leadership to ensure the effectiveness of the PLaN programme
- 2** Enhancing teachers' knowledge and competencies in T&L, specifically for:
 - i. the use of MoLIB with a targeted and differentiated intervention approach to assist teachers in effectively delivering T&L to pupils of various levels
 - ii. monitoring and guidance are conducted regularly to ensure the effective implementation of the activities
 - iii. the use of eKomPeG in developing items for formative assessment
 - iv. strengthening the Professional Learning Community (PLC) as mentors and guides for colleagues
- 3** Strengthening Pupil Learning Aids according to proficiency levels (TP1-TP3) for Malay Language, English Language and Mathematics
- 4** Enhancing the Perkasa PLaN Module with interactive and digital approaches
- 5** Increasing the involvement of parents, the community and private sectors as strategic partners to improve pupils' literacy and numeracy levels

2.2 UPHOLDING MALAY LANGUAGE EDUCATION

The Upholding Malay Language Education Initiative was introduced in 2017 to support the Policy of Upholding the Malay Language (Memartabatkan Bahasa Melayu, MBM) through high-impact Malay language activities.

The programmes implemented under this initiative focus on enhancing the language proficiency of both pupils and teachers, while improving the professionalism of Malay language teachers, particularly in the areas of pedagogy and linguistic competency.

In 2023, this initiative focused on:

2.2.1 IMPLEMENTATION OF THE MALAY LANGUAGE TEACHERS' NON-OPTION COMPETENCY ENHANCEMENT PROGRAMME

- ✎ Selection of Teachers for the Malay Language Proficiency Test
- ✎ Malay Language Proficiency Test for Teachers

2.2.2 IMPLEMENTATION OF LANGUAGE PROFICIENCY INTERVENTIONS FOR NON-OPTION MALAY LANGUAGE TEACHERS

2.2.3 STRENGTHENING OF MALAY LANGUAGE TEACHERS' PEDAGOGY

- ✎ Training on the Application of Pedagogical Innovations in Malay Language T&L
- ✎ Development of a Microcredential Training Module on Malay Language Pedagogy

2.2.4 IMPLEMENTATION OF THE MALAY LANGUAGE EXCELLENCE INTERVENTION FOR SPM

2.2.5 IMPLEMENTATION OF LANGUAGE PROFICIENCY ACTIVITIES FOR PUPILS

The focus is on enhancing the language proficiency of pupils and teachers, alongside improving the professionalism of Malay language teachers, particularly in the areas of pedagogy and linguistic competency

2.2.1 Implementation of the Malay Language Teachers' Non-Option Competency Enhancement Programme

Under the Malay Language Education Roadmap, the proficiency level of all teachers teaching the Malay language is measured through the Malay Language Proficiency Test for Teachers (Ujian Penguasaan Bahasa Melayu Guru, UPBMG). The implementation of UPBMG aims to identify the level of proficiency among teachers to provide appropriate training.

Selection of Teachers for the Malay Language Proficiency Test

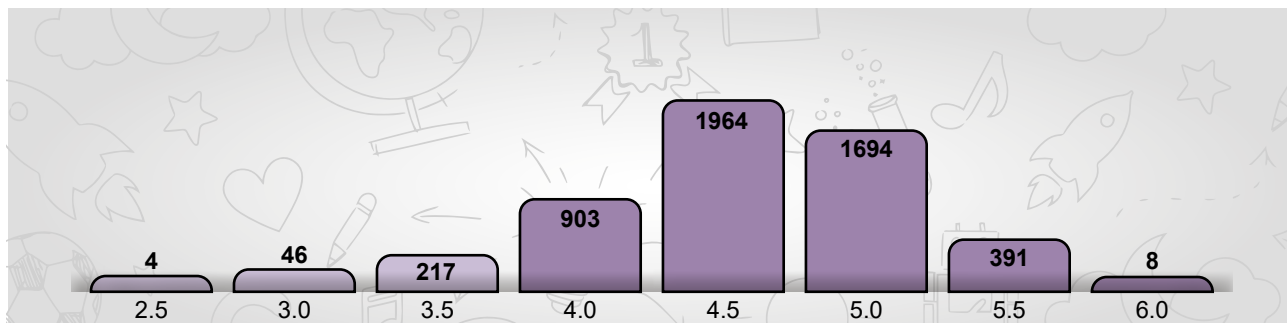
In 2023, a total of 5,902 teachers registered to sit for the UPBMG. Various promotional activities were planned and executed to disseminate information and procedures for the implementation of the UPBMG to all Malay language teachers, both option and non-option.

This initiative resulted in the drafting of a Professional Circular for the UPBMG, which serves as a directive and guideline for UPBMG teacher candidates in carrying out their duties and services.

Malay Language Proficiency Test for Teachers

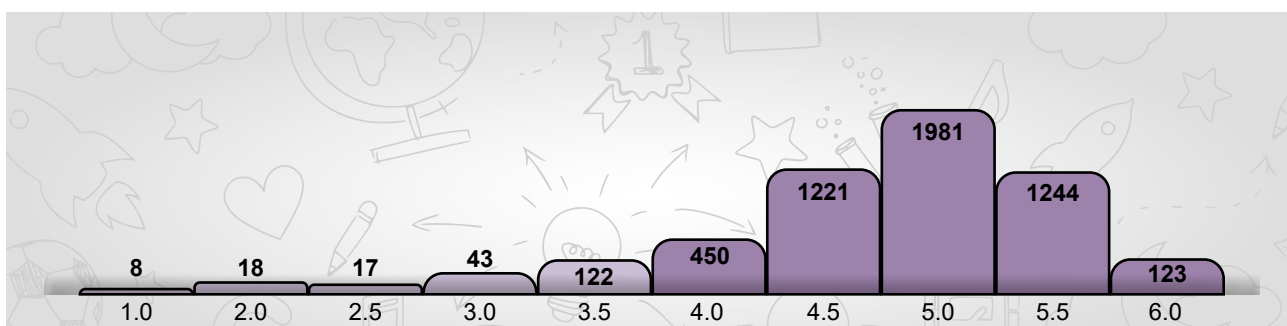
The UPBMG is administered once a year to assess the proficiency levels of four language skills: listening, speaking, reading and writing. A total of 5,903 candidates registered for the UPBMG, with 5,227 attending and completing the entire test. The results of the 2023 UPBMG candidates based on skill proficiency are as follows:

Exhibit 2.2: Reading Proficiency for UPBMG 2023



Source: Malaysian Teacher Education Institute

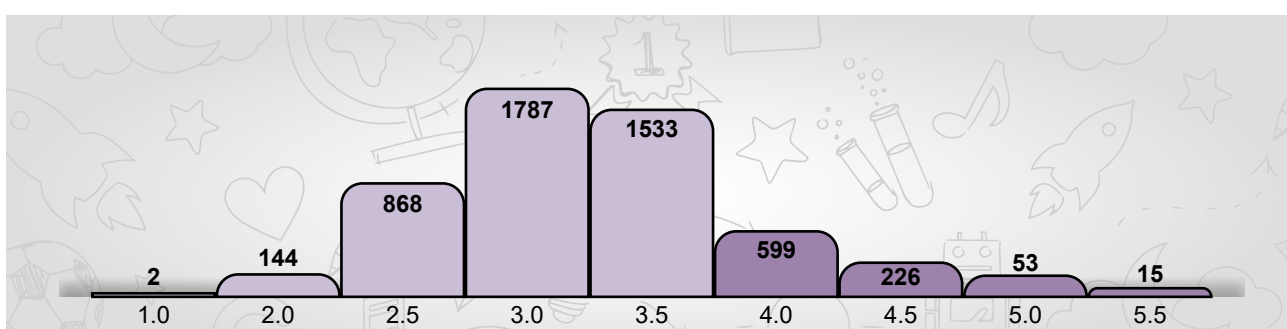
Exhibit 2.3: Speaking Proficiency for UPBMG 2023



Source: Malaysian Teacher Education Institute

For speaking skills, the number of candidates who scored 5.0 and above was 3,348, accounting for 64.05 percent of the total candidates who sat for the UPBMG.

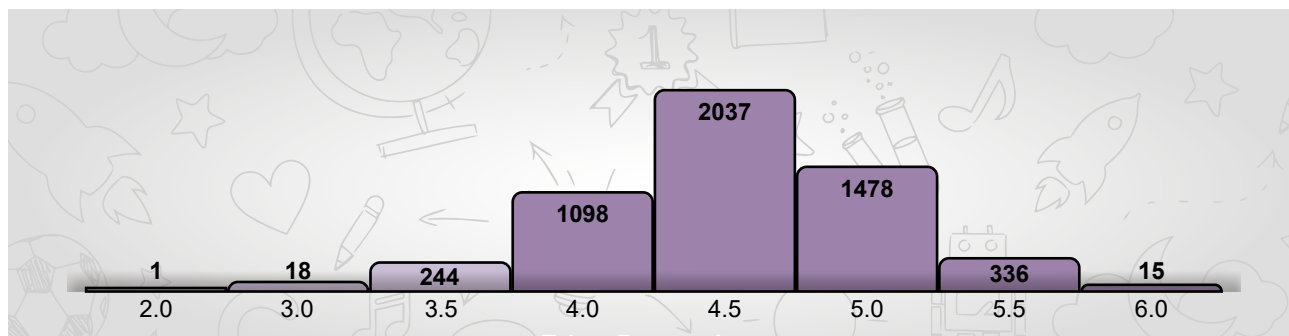
Exhibit 2.4: Writing Proficiency for UPBMG 2023



Source: Malaysian Teacher Education Institute

For the writing skill, only 68 candidates, which is 1.3 percent, scored above 5.0. Given that the number of candidates who achieved a score above 5.0 for this skill is very small, interventions focused on writing skills will be prioritised to enhance the proficiency of these teachers.

Exhibit 2.5: Listening Proficiency Results for UPBMG 2023

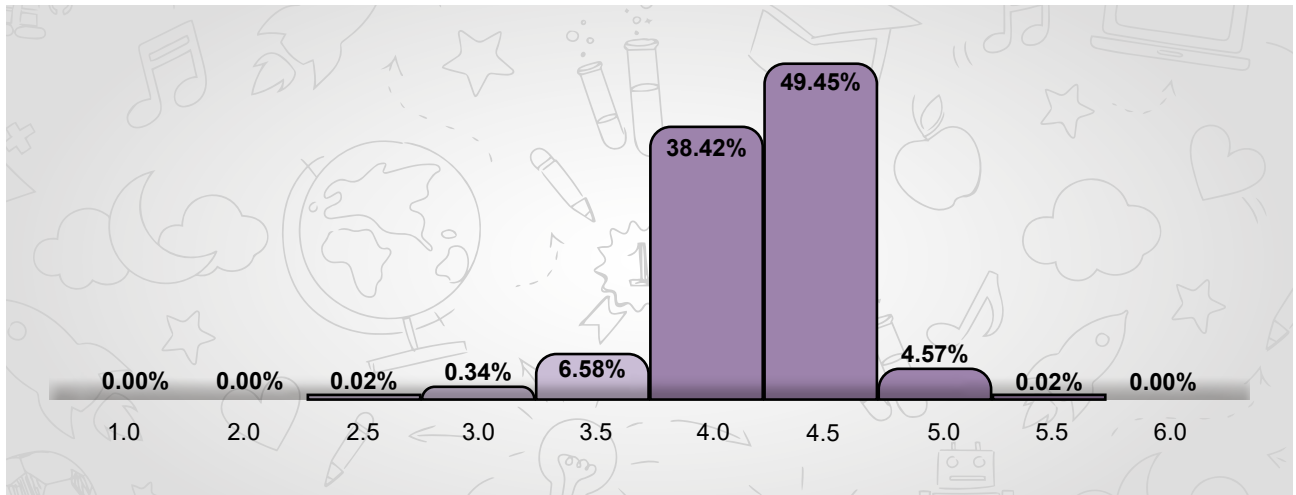


Source: Malaysian Teacher Education Institute

For the listening skills in UPBMG, 1,829 candidates, or 35 percent of the total candidates, scored above 5.0.



Malay Language Proficiency Test for Teachers (UPBMG) for the Year 2023



Source: Malaysian Teacher Education Institute

According to Exhibit 2.6, the data shows that the highest percentage of candidates, 49.45 percent, scored 4.5 across all skills compared to other scores. Most candidates scored 4.0 (satisfactory) and above, which indicates they are capable of summarising ideas from complex discussions and texts, using formal language and discourse, as outlined in the Malay Language Standard Framework (Kerangka Standard Bahasa Melayu, KSBM). Interventions have been implemented to increase the proficiency levels of non-option Malay language teachers to scores of 5.0 and above.

2.2.2 Implementation of Language Proficiency Interventions for Non-Option Malay Language Teachers

Language Proficiency Intervention Training for Non-Option Malay Language Teachers is one of the follow-up actions based on the results of UPBMG 2022.

This intervention was offered to non-option Malay language teachers who did not achieve Level 5 in the 2022 UPBMG, particularly those who scored at Levels 3 and 4. The findings from the 2022 UPBMG results indicate that writing skills had the lowest scores compared to other skills.

Therefore, Language Proficiency Intervention focused on writing skills has been conducted, guided by information from training developed as a form of intervention on language competency in the KSBM.

This intervention was offered to non-option Malay language teachers who did not achieve Level 5 in the 2022 UPBMG, particularly those who scored at Levels 3 and 4

The competency standard for writing skills that teachers of this training need to achieve is Level 5 (Level 1) of the Malay Language Standard Framework (KSBM). Teachers are trained with a training module comprising 80 hours, covering the following elements:

Exhibit 2.7: Elements of the Writing Skills Training Module



Source: Malaysian Teacher Education Institute

Assignments are provided in the form of e-learning on the Google Classroom platform, which accounts for 10 percent of the total marks. The final assessment, conducted through physical interaction, is weighted at 90 percent. Teachers involved with the intervention are guided by a team of trainers consisting of lecturers from the Malay Language Department of the Teacher Education Institute.

As a result of this intervention, 65 percent of teachers who underwent the intervention successfully achieved Level 5 in writing skills. The UPBMG Teacher Intervention is seen as a platform for enhancing the language competency of Malay language teachers, particularly for non-option Malay language teachers from SJKC and SJKT.

2.2.3 Strengthening of Malay Language Teacher Pedagogy

Training on the Application of Pedagogical Innovations in Malay Language T&L

The training on applying pedagogical innovations in Malay Language teaching was conducted using the Differentiated Pedagogy E-Manual and the Bijak BM resources.

In 2023, this programme was delivered to 200 Form 4 and Form 5 Malay Language teachers from across 200 secondary schools. Participants were selected based on the Grade Point Average (GPA) for Malay Language in the SPM examination, within the range of 4.00 – 5.00.

Dissemination activities for Differentiated Pedagogy (Pedagogi Terbeza, PT) were carried out in all participating schools. The impact of this programme shows that 99 percent of PT has been implemented in Malay Language teaching.

The BIJAK BM programme is another initiative aimed at improving the Malay Language performance of secondary school pupils who are still at a moderate level. This programme also assists Malay Language teachers in understanding BIJAK BM competencies to help pupils progress from TP1 and TP2 to TP3. Teachers are able to provide effective teaching methods with examples from BIJAK BM that are easily understood by pupils. Based on the findings from BIJAK BM support visits, it was found that 95 percent of teachers use BIJAK BM in their teaching at the schools involved.

The BIJAK BM programme is another initiative aimed at improving the Malay Language performance of secondary school pupils who are still at a moderate level

Development of a Microcredential Training Module on Malay Language Pedagogy

The focus of the module development in 2023 was to produce three (3) online microcredential modules:

Module 1: Malay Language Competency Training for UPBMG

- Listening Skills
- Speaking Skills
- Reading Skills
- Writing Skills

Module 2: Basic Differentiated Pedagogy (PT) Training

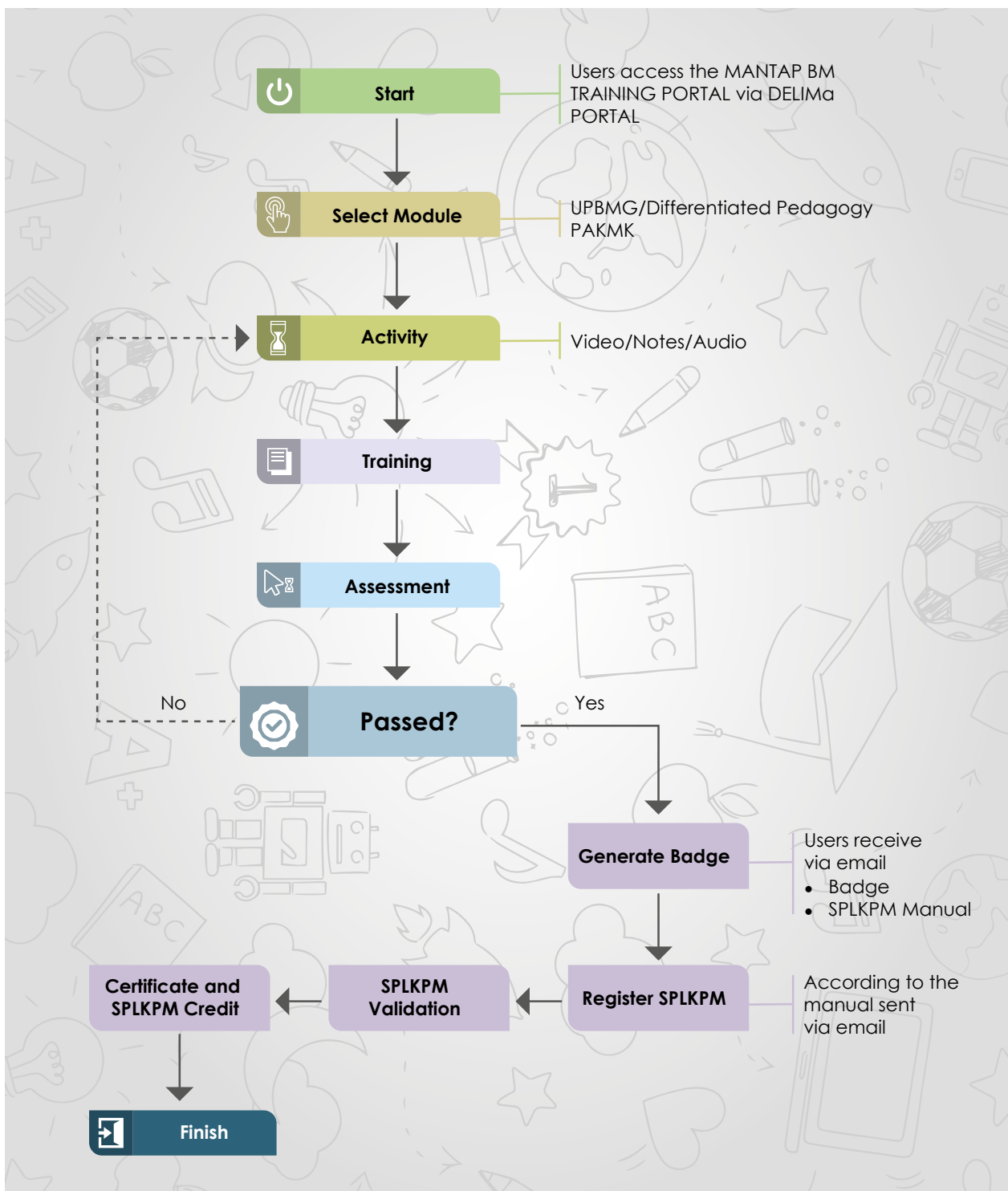
Module 3: Basic Alternative Malay Literacy Communication Pedagogy Training

The development of these online microcredential modules is expected to help teachers enhance their language competencies, particularly for Malay Language teachers preparing for the UPBMG.

All the modules produced have been linked to the MANTAP BM Portal via the DELIMa website, MoE and can be accessed by all Malay Language teachers using their DELIMa KPM accounts. The online modules will be available only after all pilot processes, validation and the completion of dashboard data generation and integration with the MoE Training Management System (Sistem Pengurusan Latihan Kementerian Pendidikan Malaysia, SPLKPM) have been finalised.

All Malay Language teachers can engage in self-training as preparation to enhance their professional level, competency and knowledge of the Malay language according to their respective levels. Each course, component and skill training completed and which meets the minimum qualification level will receive a badge from the training website. This badge entitles course participants to claim two (2) credit hours in SPLKPM.

Exhibit 2.8: Flowchart of the Accredited Micro Training Process on the Mantap Training Portal

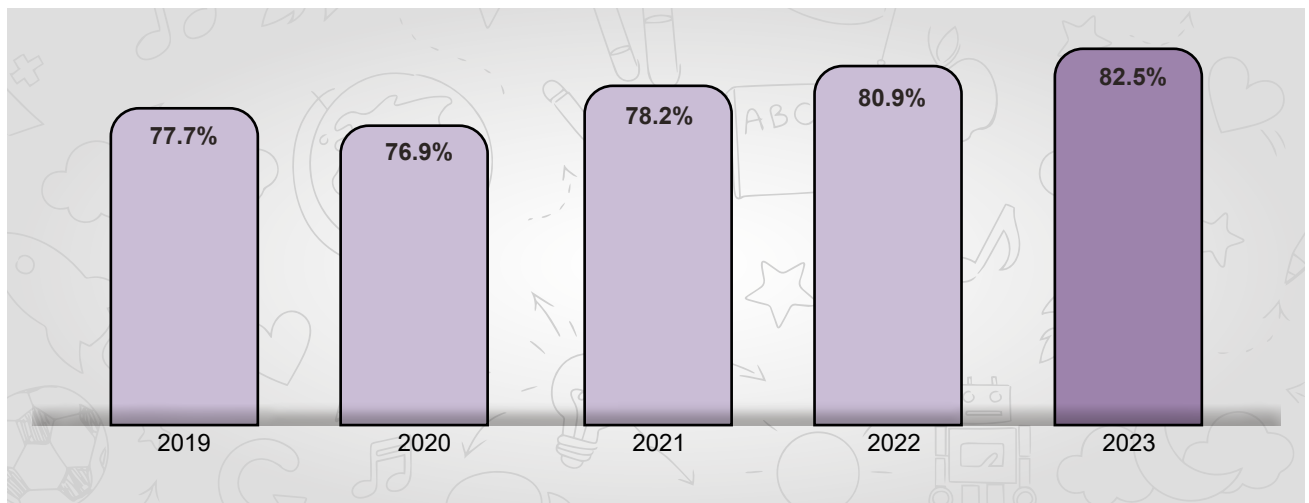


Source: Malaysian Teacher Education Institute

2.2.4 Implementation of the Malay Language Excellence Intervention for SPM

In 2023, the Malay Language Excellence Intervention Programme for SPM involved 65,597 Form 4 and 5 pupils from 200 schools.

Exhibit 2.9: Percentage of Distinction in Malay Language SPM from 2019-2023



Source: Malaysian Teacher Education Institute

The aim of this programme is to improve pupils' proficiency and enhance the quality of T&L in the classroom, as well as to stimulate pupil interest and engagement. Additionally, the programme enhances pupils' language skills, particularly in listening and speaking. It also provides pupils with opportunities to be more creative according to their multiple intelligences.

2.2.5 Implementation of Language Proficiency Activities for Pupils

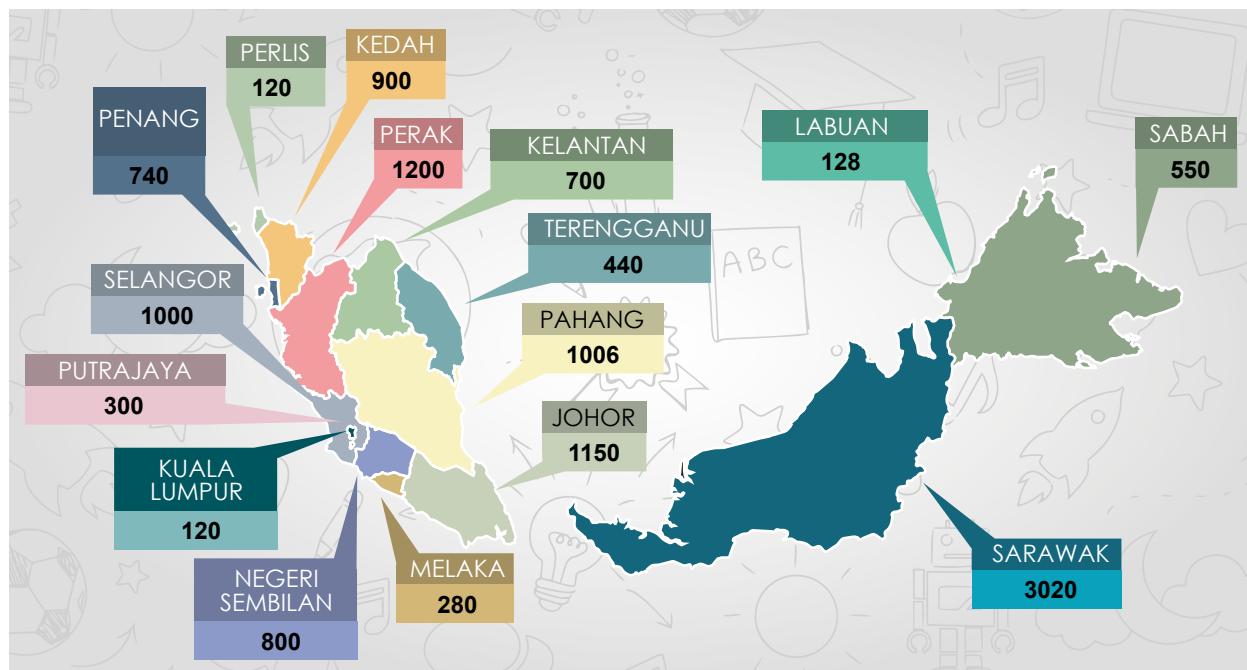
Pupil language skills activities are part of MoE's ongoing efforts to ensure proficiency in the Malay language through:

- i. Project-Based Malay Language Learning – Form 4
- ii. Malay Language Excellence Module – Form 5
- iii. Smart Malay Language – Form 4 & 5
- iv. Differentiated Pedagogy - Form 4 & 5

The Malay Language Excellence Intervention Programme for SPM was carried out through the BITARA Language Village as a mechanism to help improve pupils' excellence in the Malay Language SPM oral exam and to provide opportunities for targeted oral Malay Language activities, as well as to enhance enjoyment in language activities outside the classroom. This implementation aligns with the 10th strategy in the Malay Language Empowerment Roadmap, which is to elevate the Malay Language through co-curricular activities.

This programme was conducted face-to-face at district level nationwide, involving 144 PPDs coordinated by their respective JPNs, as shown in Exhibit 2.9.

Exhibit 2.10: Total Pupil Participation by JPN



Source: Sports, Co-curricular and Arts Division



Language Village at SMK Pangkal Meleret, Machang, Kelantan

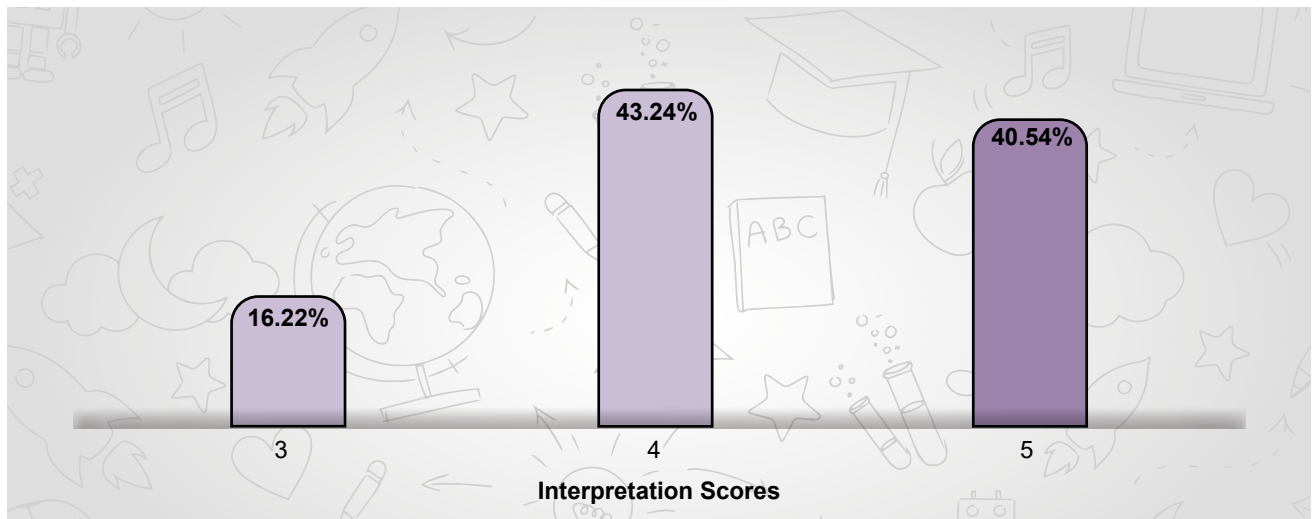
A total of 12,454 pupils participated in the BITARA Language Village, which covered 146 schools functioning as programme organisers from each district. Sarawak had the highest involvement with 3,020 pupils.

Analysis of pupil responses regarding interest revealed that the Language Village activities successfully attracted pupils to engage in Malay language particularly oral skills.

15 percent of pupils scored 3, 10 percent scored 4, and 75 percent scored 5, indicating a very high interpretation score.

Based on the analysis, the activities conducted were aligned with the objectives of the Language Village programme, as 55.56 percent of participants gave a score of 5, which signifies a very high interpretation for Malay language oral skills.

Exhibit 2.11: Percentage of Pupils Proficient in Oral Skills



Source: Sports, Co-Curricular and Arts Division

40.54 percent of the pupils involved achieved a score of 5, indicating a high level of proficiency in oral skills. As a result, this programme successfully improved fluency in speaking with appropriate and accurate language use.

Exhibit 2.12: Percentage of Pupil Interest and Appropriateness of Activities According to Interpretation Scores

	Interpretation Score		
	3	4	5
Pupil interest in activities	15	10	75
Relevance of activities to programme objectives			55.56

Overall, the language intervention programme and the development of Malay language skills have had an indirect impact on the SPM results for Malay language. The percentage of pupils achieving a credit in the Malay language for the 2023 SPM was 82.5 percent, an increase of 1.6 percent from 80.9 percent in 2022.

MOVING FORWARD

In 2024, this initiative will continue to enhance Malay language skills through:

- 1** Expanding the Implementation of KSBM to Pre-Service and In-Service Teachers
- 2** Improving the competency of Malay language teachers
 - Operation and Implementation of UPBMG
 - Implementation of Competency Improvement Training for Malay Language Teachers
 - Implementation of Language Proficiency Interventions for Non-Option Malay Language Teachers
- 3** Enhancing pupil achievement in Malay language
 - Implementation of Malay Language Interventions
 - Implementation of Pupil Language Skills Activities

2.3 STRENGTHENING ENGLISH LANGUAGE EDUCATION

MEB 2013-2025 outlines a comprehensive framework for transforming the education system, based on eleven key shifts. The second shift of MEB prioritises the enhancement of English language proficiency for all pupils. Each pupil will receive English instruction from teachers who meet international standards.

To achieve the goals of this second shift, the English Language Education Strengthening Initiative plays a crucial role in developing human capital proficient in English and improving global employability.

In 2023, the focus was on enhancing teacher proficiency in English by providing a more structured and impactful training and support system to ensure that teachers reach the desired competency levels. Additionally, the programmes implemented aim to empower teachers with effective teaching methods and techniques to help pupils meet their aspirational targets based on international standards, specifically the Common European Framework of Reference for Languages (CEFR).

For 2023, the initiative's focus is:

2.3.1 IMPROVING THE ENGLISH LANGUAGE PROFICIENCY OF PUPILS BASED ON THE INTERNATIONAL CEFR STANDARDS

- English Language Skills Enhancement Programme in Schools
- Highly Immersive Programme (HIP) Remedial Instruction
- Dual Language Programme (DLP)

2.3.2 ENHANCING THE PROFICIENCY OF ENGLISH LANGUAGE OPTION TEACHERS TO ACHIEVE MINIMUM CEFR C1 LEVEL

- Professional Up-skilling of English Language Teachers (Pro-ELT)

This programme has successfully empowered SISC+ officers to guide teachers more effectively using data-driven pedagogical approaches

2.3.1 Improving the English Language Proficiency of Pupils on the International CEFR Standards

The English Language Skills Enhancement Programme in Schools (Program Peningkatan Kemahiran Bahasa Inggeris di Sekolah, PPKBIS) and the Dual Language Programme (DLP) use achievement levels based on SPM results according to CEFR B1, while the Highly Immersive Programme (HIP) Remedial Instruction uses CEFR A1.

English Language Skills Enhancement Programme in Schools

PPKBIS is a programme that provides teachers with exposure to a pedagogical method capable of producing a positive impact on improving pupils' writing skills for the SPM English paper. The target group for this programme includes teachers from hotspot schools, which are schools where the CEFR B1 achievement is 50% or below based on 2022 SPM results.

In 2023, 105 teachers from hotspot schools received training and guidance through the School Support Plan, which was conducted face-to-face in two phases. In the first phase, teachers were introduced to the process required through a data-driven pedagogical

approach. During this phase, teachers were also required to plan and complete four interventions based on the weaknesses identified in pupils' writing scripts. These interventions are needed to be implemented within six weeks and completed before teachers attended the second phase. In the second phase, teachers were exposed to comparative analysis of pre- and post-tests to identify the strengths and weaknesses of the implemented interventions.

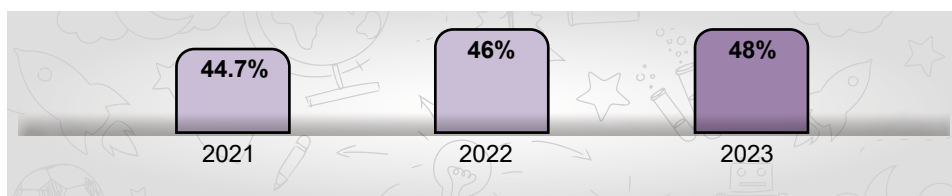
The strength of this programme lies in two elements. First, the empowerment of SISC+ to guide teachers effectively during the intervention period. Second, the training was provided using a hands-on approach, allowing English teachers to:

- i. identify pupil weaknesses based on writing results;
- ii. analyse and interpret data from pupil writing;
- iii. develop and implement suitable intervention to address pupil learning issues;
- iv. assist teachers in interpreting and evaluating pupil writing accurately and effectively based on CEFR proficiency levels, using ready-to-use online writing applications; and
- v. help teachers produce a comprehensive report on the implementation of interventions throughout the programme, which can be compiled as a reference and repository for the programme.

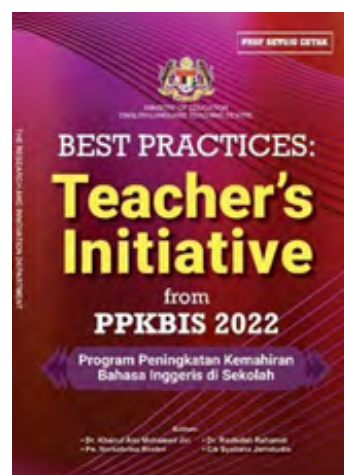
Another achievement of this programme is the publication of the book *Teacher's Initiative: Best Practices*, resulting from the implementation of PPKBIS in 2023. The best interventions carried out by teachers have been selected and published to add value and share best practices with other teachers across Malaysia.

Overall, PPKBIS not only contributes to improving the performance of pupils in hotspot schools in the SPM English language subject, as shown in Exhibit 2.13 for 2021 to 2023, serves as a form of professional development for teachers and SISC+.

Exhibit 2.13: Percentage of Hotspot School Pupils Achieving CEFR B1 Level in SPM English Subject



Source: Examination Board



*The book *Best Practices: Teacher's Initiative from PPKBIS 2022* includes 15 best intervention practices from teachers.*

Highly Immersive Programme (HIP) Remedial Instruction (RI)

The Highly Immersive Programme (HIP) Remedial Instruction (RI), is an extension of HIP, was introduced in 2023 across Malaysia. This programme provides teachers with skills to implement remedial strategies for Year 4 pupils who have are yet to achieve CEFR A1 level. The programme supports the implementation of PLaN. This allows pupils who have not yet reached the minimum proficiency level in English to improve their proficiency through guidance from teachers.

In 2023, a total of 1,220 Year 4 English language teachers were trained to implement remedial intervention and 43 SISC+ also received training as coaches and mentors. Exhibit 2.14 shows the number of teachers involved, the number of teachers who received guidance in implementing interventions during teaching and learning, and the SISC+ officers trained by state.

Exhibit 2.14: Implementation of HIP RI for 2023

No	State	Number of Teachers Trained	Number of Teachers Guided During Teaching and Learning	Number of SISC+ Trained in 2023/2024
1	Perlis	18	16	1
2	Kedah	69	24	4
3	Penang	24	16	3
4	Kelantan	51	16	3
5	Terengganu	44	13	2
6	Pahang	82	24	4
7	Perak	117	24	4
8	Selangor	74	24	2
9	Negeri Sembilan	36	8	-
10	Melaka	24	8	1
11	Johor	84	16	4
12	WP Kuala Lumpur	12	8	2
13	WP Labuan	7	-	-
14	Sarawak	335	30	8
15	Sabah	243	37	5
Total		1220	264	43

Source: English Language Teaching Centre

Based on the intervention conducted for 13,029 Year 4 pupils from April to October 2023, 3,903 pupils successfully improved their English proficiency towards achieving a High CEFR A1.

A total of 1,220 Year 4 English teachers were trained to implement remedial intervention and 43 SISC+ also received training as coaches and mentors



Pupils underwent intervention by teachers under the guidance of SISC+.

Dual Language Programme (DLP)

DLP is a programme for the teaching of Science and Mathematics in English for pupils from Year 1 to Form 5 in all government and government-aided schools that meet the criteria outlined in the current implementation guidelines. Training to enhance pedagogical competence and English language skills is provided to help Science and Mathematics teachers implement effective teaching. Additionally, support materials for DLP in Mathematics for Year 6 pupils have also been developed.

The scope of training provided to teachers of Science and Mathematics in DLP classes includes professional development in pedagogical skills for Science and Mathematics content, and English communication skills for Science and Mathematics content.

In 2023, 126 Science and Mathematics teachers were trained in English communication skills, while a course on improving pedagogical content competence involved 130 Science and Mathematics teachers.

Exhibit 2.15: Achievement of Pupils in DLP for English in SPM

Year	SPM Grade (A – E)	CEFR Level (B1 and above)
2021	96.8	87.5
2022	97	84.2
2023	97	85.1

Source: Examinations Syndicate

As a result of the support training provided, Exhibit 2.15 shows the percentage of pupils in DLP classes who achieved various grades in English for the SPM exam.



Teachers trained in instructional language through the IMPROVE with DLP course.

2.3.2 Enhancing the Proficiency of English Language Option Teachers to Achieve Minimum CEFR C1 Level

Professional Up-Skilling of English Language Teachers Pro-ELT

In line with the aspirations of MEB 2013-2025 and The Roadmap 2015-2025, all English language option education officers Education Officer (Pegawai Perkhidmatan Pendidikan, PPP) are required to achieve a minimum CEFR C1 level. Therefore, the Circular No. 1/2020:

Guidelines for Implementing English Proficiency Levels Based on CEFR Standards among English Language Option PPPs serving in educational institutions/JPN/PPD under MoE state that all English language option PPPs serving as educators (teachers) in primary schools, secondary schools, sixth form colleges, vocational colleges and matriculation colleges must achieve a minimum CEFR C1 level. Item 5 in the SPI Guidelines No. 1 Year 2020 suggests that all English language option PPPs who are yet to achieve the CEFR C1 level must take the English proficiency test starting from 2019 to reach the prescribed CEFR level.

In response to this, MoE through the English Language Teaching Centre (ELTC), has implemented the Pro-ELT training to ensure English language option teachers achieve the CEFR C1 level. This course was approved at the JKK MBI Meeting No. 13/2012 on 4 July 2012, chaired by the Director General of Education Malaysia. Pro-ELT is a sub-NKRA for English under the Government Transformation Programme (GTP) version 2.0 and was initiated in 2013.

As of 2023, 33,894 out of 47,546 teachers have been trained. Pro-ELT Enhance training has been conducted from April 2022 to September 2023.

Exhibit 2.16: Achievement of English Language Option Teachers in Attaining CEFR C1

Year	English Language option teachers who achieved the minimum CEFR C1 level		Total number of teachers who took the English proficiency test
	Number	Percentage	
2019	15,593	62%	25,129
2020	17,191	52.6%	32,712
2021	18,878	49.89%	37,843
2022	18,066	49.53%	36,473
2023	19,485	52.78%	37,090

Source: Daily School Management Division

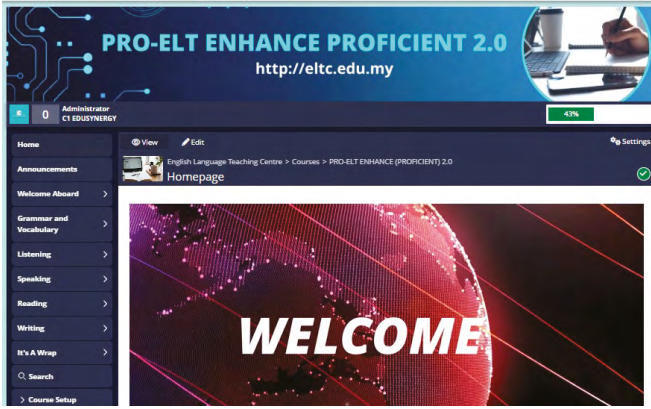
Exhibit 2.16 shows the percentage of English language option teachers who have achieved the aspired level. The percentage of teachers achieving CEFR C1/C2 levels in 2023 shows an improvement compared to 2022. The training and the commitment of English language option teachers during these courses have helped them attain the CEFR C1/C2 proficiency level. In 2024, ELTC aims to train 8,000 English language option teachers and get them to take the English proficiency test to achieve the CEFR C1/C2 level.



Teachers undergo workshops with guidance from facilitators trained by ELTC

MOVING FORWARD

In 2024, this initiative will focus on:



Pro-ELT Enhance Interactive Modules on Website: <http://eltc.edu.my>

For teachers who have yet to achieve the aspired proficiency level, access to support materials in the form of interactive online modules will be provided. This would reinforce the content delivered. Additionally, guidance from trained facilitators and the implementation of face-to-face test preparation workshops will be conducted to ensure that teachers are prepared to attempt the test techniques that can help them reach the desired proficiency level. These teachers are also advised to improve their results on the relevant test components through the 'patching' service offered by the test provider to help them achieve the targeted level.

1

250 hotspot schools will be identified. English language teachers from these schools will be empowered through intensive training by SISC+ in each state to identify issues related to upper secondary pupils' English writing skills, analyse these issues and design appropriate interventions to improve pupils' writing ability.

2

The HIP Remedial Instruction Programme will be expanded to include 2,500 Year 4 English teachers, aiming for 40 percent of the pupils involved in the programme to attain or achieve CEFR A1 level.

3

DLP aims to provide training in content and delivery in English to 360 Science and Mathematics teachers in schools offering DLP across six (6) zones: Northern, Eastern, Central, Southern, Sabah and Sarawak. Additionally, two digital support materials for Mathematics and DLP Science for Form 4 will be developed to support pupils' learning.

4

8,000 English teachers will be trained through the Pro-ELT Enhance programme to improve their competency in English.

2.4 TEACHING OF ADDITIONAL LANGUAGES IN SECONDARY SCHOOLS

The teaching of additional languages in secondary schools are implemented with the aim of enabling pupils to master additional languages alongside English, Malay and the mother tongues. The aim of this initiative is to ensure that pupils achieve independent proficiency in the additional language.

The additional languages include Japanese, French, German and Korean. Pupils can choose one of these four languages and learn it from Form 1 to Form 5 in secondary schools.

In 2023, the focus of this initiative is to ensure that pupils learning additional languages achieve independent proficiency or reach at least Level 3 in the PBD based on the following activities:

2.4.1 GUIDANCE FOR INTERNATIONAL LANGUAGE TEACHERS

2.4.2 PREPARATION OF SUPPORT MATERIALS FOR INTERNATIONAL LANGUAGES

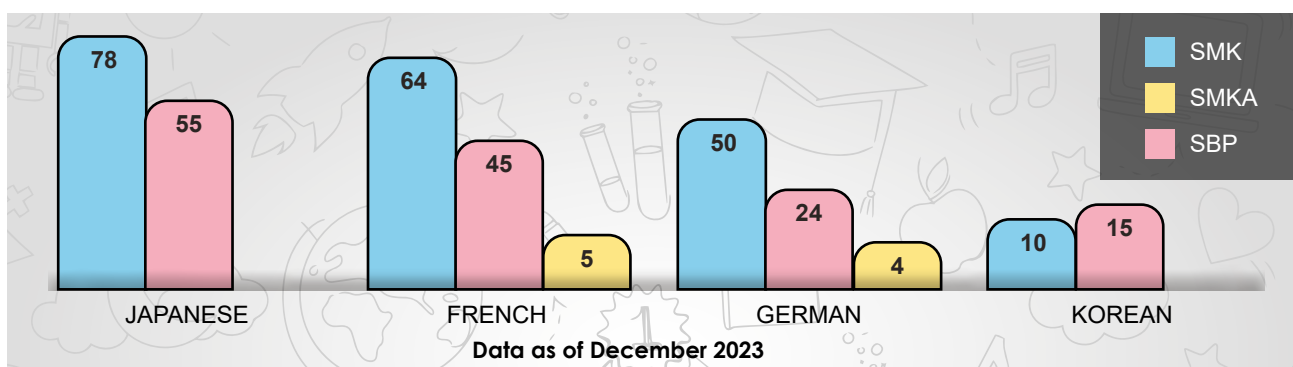
2.4.3 COLLABORATION WITH INTERNATIONAL AGENCIES

2.4.4 ASSESSMENT AND EVALUATION

2.4.1 GUIDANCE FOR INTERNATIONAL LANGUAGE TEACHERS

MoE strives to achieve the goal of enabling pupils in the country to master multiple languages. To fulfil this goal, international languages are offered in selected secondary schools nationwide.

Exhibit 2.17: Number of School Types Offering International Language Subjects in 2023

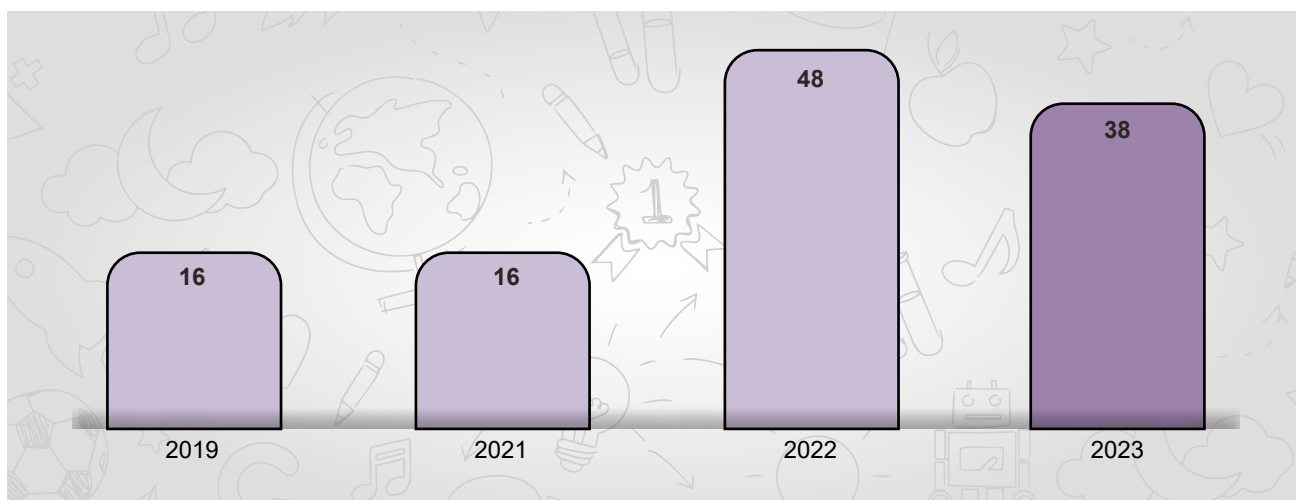


Source: Curriculum Development Division

The international languages are taught by MoE teachers qualified in those languages. Korean is taught by MoE teachers alongside native Korean speakers. There are 133 Japanese language teachers, 116 French language teachers, 77 German language teachers and 24 Korean language teachers. There are also 10 native Korean speakers teaching the Korean language. These native speakers are placed in schools offering the Korean language under the Korean Volunteers Teacher (KVT) Programme.

The teaching of international language is based on DSKP developed by the Curriculum Development Division. To enhance the competence of teachers in delivering T&L, targeted guidance is provided. This guidance aims not only to ensure that all teachers understand the curriculum content that needs to be delivered, but also to ensure that the methods used in teaching are effective and have a significant impact. The following is the number of teachers who have received targeted guidance from 2019 to 2023.

Exhibit 2.18: Number of International Language Teachers Who Have Received Guidance



*In 2020, no targeted guidance was conducted.

Source: Curriculum Development Division

2.4.2 Preparation of Support Materials for International Languages

To assist international language teachers in delivering T&L more effectively, MoE has provided various support materials accessible through SumberKu. These materials are designed based on the four language skills: listening, speaking, reading and writing. They are also tailored according to the level and ability of pupils at different stages.

In 2023, MoE has successfully produced audio materials to be used in the teaching of Japanese, French, German and Korean. These materials were created based on the DSKP to help teachers teach listening skills easily and effectively. Among the audio materials produced are On Ecoute for French, Choukai Renshuu for Japanese and Horen, horen, horen! for German.



On Ecoute

Choukai Renshuu

Horen, horen, horen!

2.4.3 Collaboration with International Agencies

MoE has established collaborations with various international agencies through programmes such as Nihongo Partners, Franco Tour Programme, PASCH-Schulen, and KVT. These programmes focus on oral communication which involve pupil interactions with native speakers of Japanese, French, German and Korean.

Among the programmes conducted in 2023 are:



I. Nihongo Partner Programme in collaboration with The Japan Foundation

In 2023, 15 native speakers from Japan, who are volunteers, were placed in 15 secondary schools offering Japanese language subject. They served as teaching assistants to support MoE Japanese language teachers in teaching Japanese culture and language to pupils. Various activities were organised throughout the eight-month placement of these volunteers in the participating schools. This programme had a significant impact on pupils' interest and proficiency in the target language.

II. Korean Volunteer Teachers Programme in collaboration with the Government of the Republic of Korea

Through this programme, 10 native Korean-speaking teachers were placed in 10 schools offering the Korean language, working alongside with MoE Korean language teachers.



III. Franco Tour in collaboration with the Organisation Internationale de la Francophonie

This programme is conducted annually in May by the French Embassy in Malaysia. In 2023, the French Embassy collaborated with eight (8) embassies of member countries of the Organisation Internationale de la Francophonie (OIF). This includes France, Belgium, Guinea, Mexico, Senegal, Switzerland, Ukraine and Uruguay. The aim of this programme was to promote the cultural diversity of the organisation's member countries and to spread the use of French language in Malaysia. It took place throughout May in several states, including Labuan, Sabah and Sarawak. Teachers and pupils from schools offering the French language as a subject participated in various activities such as French film screenings at TGV Cinemas and GSC, the French Cultural Day programme, the Francophonie Food Festival, a day with Francophonie diplomats and pupil creativity competitions.

IV. Jomfrancais - La journée de théâtre in collaboration with Institut Pendidikan Guru Kampus Bahasa Antarabangsa, the French Teachers' Malaysian Association and the French Embassy

This programme is aimed at giving pupils the opportunity to use French. A theatre competition in French was held on 16 November 2023 at IPG Kampus Bahasa Antarabangsa for all schools under MoE that offer the French language subject. This activity was jointly organised by the French Embassy, IPG Kampus Bahasa Antarabangsa and the Malaysian



French Language Teachers Association. A total of 10 schools presented their theatre performances at the Grand Finale. The plays were based on films directed by the legendary artist P. Ramlee and were performed in French. This day-long event crowned Sekolah Berasrama Penuh Integrasi (SBPI) Jempol as the 2023 theatre champion with their performance titled "Ali Baba et 6 voleurs."

V. PASCH Schulen Programme in collaboration with the Goethe Institut Kuala Lumpur

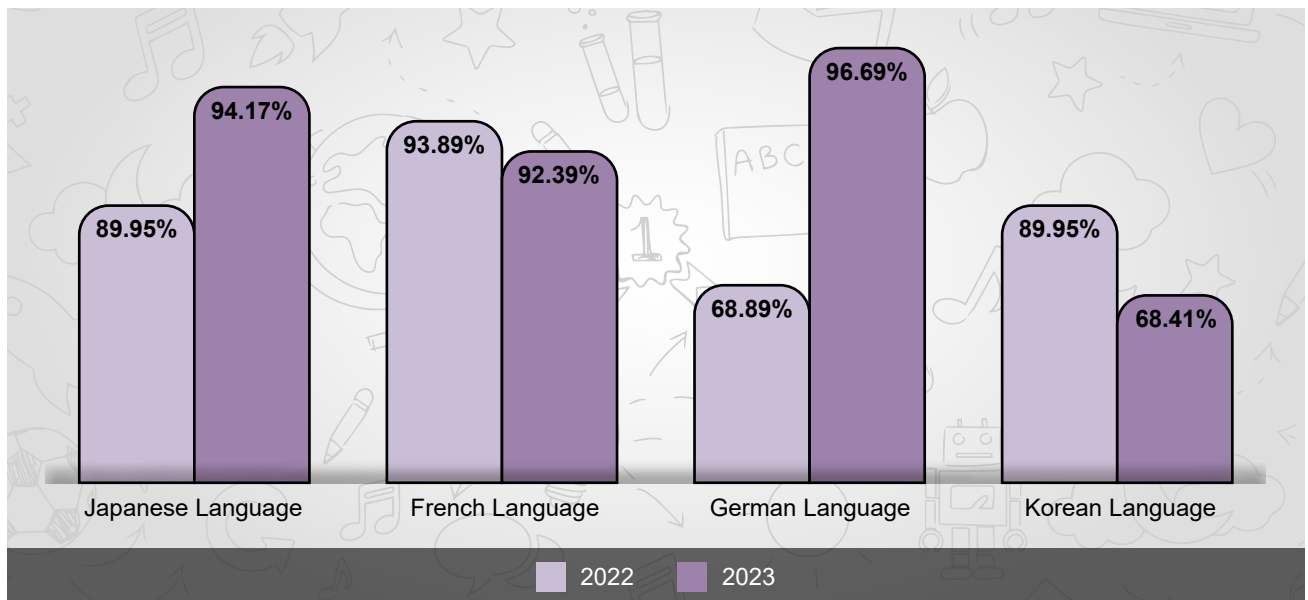


Schools: Partner for the Future (PASCH) is a programme designed to spark interest among pupils and teachers in learning the German language and culture. Through this programme, the Goethe Institut provides books, multimedia equipment and various teaching aids to participating schools. As of 2023, five (5) schools have been selected, namely SMS Sultan Iskandar, SMS Kepala Batas, Sekolah Menengah Kebangsaan (SMK) Dato' Onn, SMK Damansara Utama and SMK Chung Ling. Pupils from these schools also have the opportunity to participate in activities with native German speakers in Malaysia, as well as with other pupils from different countries involved in the PASCH programme. They also have the chance to attend fully-sponsored language courses in Germany.

2.4.4 Assessment and Evaluation

At the end of each schooling year, pupils studying international languages are assessed through PBD by their respective subject teachers. Those interested can sit for centralised assessments conducted by the Examination Board, as well as international exams administered by related international agencies. The following details the year-end results of pupils' achievements in international languages through PBD, where they reached the independent proficiency level according to the respective language.

Exhibit 2.19: Percentage of Pupils Achieving Level 3 and Above in the Year-End PBD 2022 and 2023



Source: Curriculum Development Division

Data shows an increase in the percentage of pupils achieving at least Level 3 in PBD for Japanese and German language subjects. However, there was a decrease in the percentage of pupils attaining Level 3 and above in Korean Language and French Language.

Several interventions were implemented to address the issue of missing pupil achievement records, including contacting schools to ensure data was recorded by the stipulated dates. Teachers were also informed to encourage pupils to sit for centralised exams conducted by the Examinations Syndicate so that their achievements could be measured through exam data rather than solely relying on PBD data.

The centralised exams that pupils can take, managed by the Examinations Syndicate and international examinations, are listed in Exhibit 2.20.

Exhibit 2.20: Centralised Examinations Available for pupils

1	2	3	4	5
International Language Proficiency Test (UPBA)	Diplôme d'étude Langue Française (DELFL)	Japanese Language Proficiency Test	Fit für Deutsch	Test of Proficiency In Korean
Organised by	Organised by	Organised by	Organised by	Organised by
Examination Board	Examination Board and Alliance Française	Japan Foundation	Goethe Institute	Saejong Institute, UKM

MOVING FORWARD

In 2024, the focus of this initiative will be on the continuous professional development of teachers and ongoing support for international language teachers. Among the professional development programmes planned are didactic/ pedagogical improvement courses and the 'Master' and 'Doctorat' programmes sponsored by the French government through Campus France. These programmes are designed for French language instructors to further their studies in French language didactics at universities in France.

Additionally, French language teachers will be offered courses to become certified examiners and jury members for the Diplôme d'étude Langue Française (DELFL) international French language exam. The courses will be conducted by representatives from the France Education International, under the Ministry of National Education of France in Paris, in collaboration with the French Embassy, Alliance Française and the Examinations Syndicate of the Ministry of Education Malaysia. A five-year recognition certificate as an examiner and jury member will be awarded after successfully passing the examiner and jury tests, qualifying the educators to conduct oral exams at DELFL Scolaire exam centres and mark DELFL Scolaire written exam scripts.

Collaborative programmes with international agencies will also be organised to provide pupils with opportunities to experience using the target language outside the classroom.

INSPIRATIONAL STORY

This initiative is supported by foreign governments (Japan, France, Germany, Korea), offering various opportunities for pupils and teachers to improve their proficiency in the target languages through various programmes. Among the continuous programmes organised with MoE are international competitions (speech contests), educational trips abroad (Youth Japanese Speaker Forum, International Korean Education Youth Camp), school adoption programmes, Francophonie activities - Franco Tour, the French Mahsuri Legend Translation Programme, the French Comic Writing Programme, a four-week pupil scholarship programme to Germany, intensive classes and short-term courses for teachers abroad.

Pupil Achievements

1. A pupil named Nur Umairah Syahmina binti Fadhli from SMK Puteri Titiwangsa, Kuala Lumpur successfully won a short video competition organised by Goethe Institut Kuala Lumpur and was sponsored to attend the International Award Programme for four weeks from 22 August to 19 September 2023 in Berlin, Germany.



2. For the 2023 DELF Scolaire international exam, a pupil named Nureen Afanin binti Khairol Amali ranked among the top 20 candidates for the B1 level, while Husna Aleeya binti Ikram Shah ranked among the top 20 candidates for the A1 level. Both pupils are from SMS Batu Pahat, Johor.



“At first, I was hesitant to continue with the DELF B1 exam due to time constraint in revising, as I was also busy with additional SPM classes. However, with the advice and support of my parents and teachers, I managed to face the DELF exam well. I was even quite surprised to be awarded the Best DELF B1 Pupil in Malaysia with excellent marks. I am happy to have made my parents, teachers and school proud,” said Nureen Afanin binti Khairol Amali.

“I did not expect to score 96 percent and win the Best DELF A1 Student award in Malaysia. This was my first time sitting for the DELF international exam at the age of 14 (Form 2). This success has certainly motivated me to continue with the next level of the DELF international exam,” said Husna Aleeya binti Ikram Shah.



3. Didactic & Linguistic Course, Angers, France, the French Embassy funded 13 MoE French language teachers to attend a one-month French language enhancement course from 26 November to 26 December 2023 at the Centre International d'Etudes Francaises (CIDEF) and Atelier Canopé in Angers, France. “We are fortunate to have been selected for this course. We had the opportunity to fully apply our language skills as we had to communicate with lecturers and other course participants, most of whom were native speakers,” said Maya from SBPI Sabak Bernam. Nur Fadly from Sekolah Tun Fatimah added, “We also learned how to make our classes more engaging by using games with elements of French culture. Previously, we were not confident in conducting games in class as we were concerned that our pupils would not understand the learning objectives through French. However, the lecturers showed us various ways to simplify games to suit the pupils' level of comprehension.” “We hope that the knowledge and skills we gained during this course can be applied in our T&L processes, thus motivating pupils to learn foreign languages. This aligns with the government's aspiration in the second shift of the MEB 2013-2025, which aims to help pupils join the global workforce through the mastery of additional languages,” stated Sofia from SMK Bukit Saujana.

2.5 INCULCATING HIGHER ORDER THINKING SKILLS IN 21ST CENTURY LEARNING

The initiative to cultivate Higher Order Thinking Skills (HOTS) in 21st Century Learning was established to enhance pupils' ability to apply knowledge and HOTS in problem-solving, decision-making, innovation and creation. This initiative also aims to improve pupils' ability to undertake international-level assessments, enhance the competence of teachers and school administrators in fostering HOTS, and empower JPN and PPD in promoting HOTS through the sustainability of self-governance capabilities.

The cultivation of HOTS focuses on efforts to improve teachers' competence to achieve excellence in T&L and to enhance pupils' mastery in literacy in Science, Mathematics, Reading and Financial Literacy in line with global requirements. This effort will elevate the country's ranking to the top third in international assessments by 2025.

For the year 2023, the focus of this initiative was on:

2.5.1 ENHANCING TEACHER COMPETENCE IN DEVELOPING HOTS ITEMS EQUIVALENT TO INTERNATIONAL ASSESSMENT ITEM STANDARDS

- ✎ HOTS Item Development Training through HOTS Refinement Workshops
- ✎ Higher Order Thinking Item Realisation Workshop

2.5.2 ENHANCING TEACHER T&L APPROACHES THAT PROMOTE HOTS

- ✎ Dissemination of the Standard Assessment Instrument for HOTS Incultation to all School Principals/School Heads, Senior Administrative Assistants and HOTS Coordinators in schools
- ✎ All schools to receive at least three sessions of guidance related to T&L that encourages pupil thinking
- ✎ Digital Animation Content Development Programme

2.5.3 ENHANCING PUPILS' COMPETENCE IN ANSWERING COMPUTER-BASED HOTS QUESTIONS

- ✎ Development of the 2023 Interactive Competency and Literacy Assessment (Pentaksiran Kompetensi dan Literasi, PKL) Module for Secondary and Primary Schools
- ✎ Achievement in Scientific, Mathematics, Reading and Financial Literacy for PKL 2023

2.5.4 MALAYSIA'S PARTICIPATION IN INTERNATIONAL ASSESSMENTS

The initiative to cultivate Higher Order Thinking Skills (HOTS) in 21st Century Learning was established to enhance pupils' ability to apply knowledge and HOTS in problem-solving, decision-making, innovating and creating

2.5.1 Enhancing Teacher Competence in Developing HOTS Items Equivalent to International Assessment Items Standards

HOTS Item Development Training Through HOTS Refinement Workshop

The HOTS Refinement Workshop was conducted from March to May 2023 to improve teachers' competence in developing HOTS items equivalent to international assessment items.



HOTS Refinement Workshop

A HOTS Item Development Guidebook was produced and distributed to all primary and secondary schools to assist teachers in creating HOTS items. This guidebook was also used as training material for 60 National Master Trainers at the HOTS Refinement Workshop.

Higher Order Thinking Item Realisation Workshop

The Higher Order Thinking Item Realisation Workshop was held from June to October 2023, involving 707 teachers from Science, Mathematics, Malay Language and English Language subjects across Malaysia.

This workshop aimed to expose teachers to assessment principles, item construction principles and item evaluation to strengthen their knowledge on assessment and assessment skills.

As a result, 500 assessment items for Reading, Mathematics, Scientific and Financial Literacy, based on item construction principles for primary and secondary schools, were successfully produced. The HOTS items developed were selected and included in the 2023 PKL.



Higher Order Thinking Item Realisation Workshop

2.5.2 Enhancing Teacher T&L Approaches that Promote HOTS

Dissemination of the Standard Assessment Instrument for HOTS Inculcation to all Principals/School Heads, Administrative Senior Assistants and HOTS Coordinators in schools

The Standard Assessment Instrument for HOTS Inculcation (Instrumen Standard Penilaian Pembudayaan KBAT, ISPPK) in T&L is used by all Principals/School Heads, Administrative Senior Assistants and HOTS Coordinators to evaluate the effectiveness of the HOTS culture in schools across Malaysia.

A total of 302,905 teachers were assessed using the ISPPK, with 98.65 percent of teachers achieving good to excellent levels in HOTS-based T&L compared to 96.28 percent in 2022. Additionally, in 2023, 53.57 percent of teachers attained the excellent level, compared to only 43.35 percent in 2022.

This indicates that this initiative has successfully enhanced the HOTS culture for 2023. Therefore, in 2024, 100 schools which are below the minimum level will be further guided by the respective JPNs.

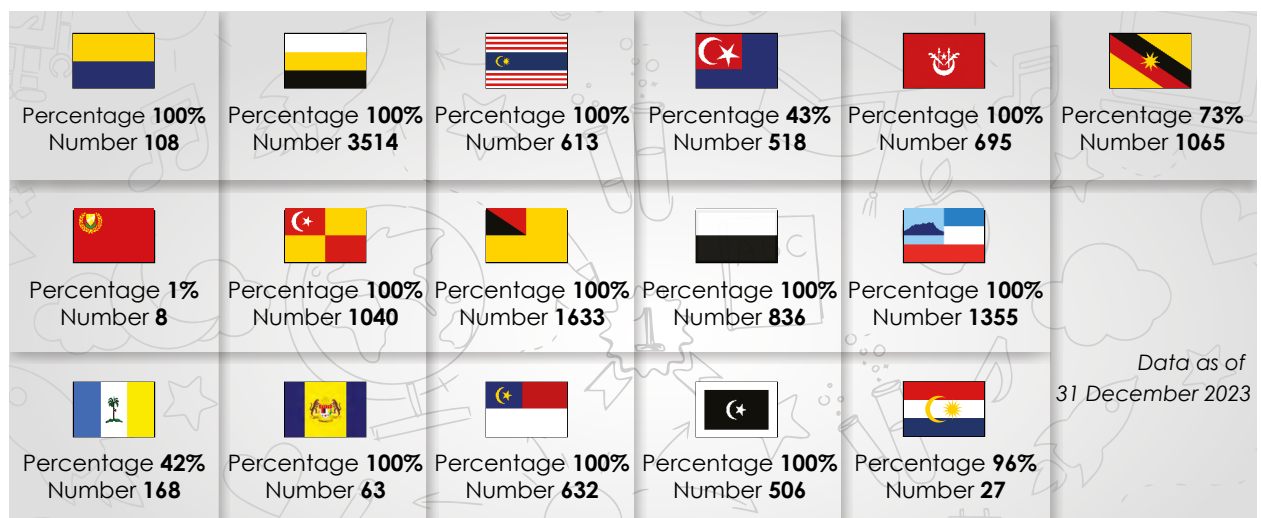
All schools receive at least three rounds of guidance on T&L that encourages pupils' thinking

The introduction of ISPPK HOTS to Principals/School Heads, Administrative Senior Assistants and HOTS Coordinators in schools was held from May to June 2023.

This programme involved three Training of Trainers (ToT) Workshops for HOTS Officers of JPN, Officers of the JPN Talent Development Unit, School Improvement Partner Plus (SIP+), SISC+ and National Master Trainers for HOTS in each zone.

As a result of these workshops, each JPN developed an action plan for the dissemination of ISPPK at the district level and selected schools. The district-level and school-level dissemination of ISPPK concluded on 31 October 2023. A total of 11 JPNs successfully completed the ISPPK dissemination, while five (5) JPNs that could not finish in 2023 will continue in 2024.

Exhibit 2.21: Percentage of Schools Receiving Introduction by State



Source: Curriculum Development Division

Digital Animation Content Development Programme

The Digital Animation Content Development Programme aims to nurture pupils' creativity and personal growth. Through this programme, pupils tackle given challenges by integrating various Apple applications such as iMovie, Pages, Keynote, Clips and Garageband. The programme also benefits from the strategic collaboration with Multimedia University (MMU) Cyberjaya Campus and Apple Education Malaysia.

A total of 300 pupils from all fully residential schools participated in this programme, with 10 schools successfully producing digital content recognised as the best by a panel of professional judges at the Digital Animation Content Award Ceremony on 6 October 2023.

This programme has proven to be a platform for pupils to develop skills such as collaborating with peers, creating, and innovating, while also showcasing their artistic abilities and talents in making short films using various applications.



Digital and Animation Content Development Programme

2.5.3 Enhancing Pupils' Competence in Answering Computer-Based HOTS Questions

Development of the 2023 Interactive Competency and Literacy Assessment (Pentaksiran Kompetensi dan Literasi, PKL) Module for Secondary and Primary Schools

The Interactive Competency and Literacy Assessment (PKL) Module was developed to evaluate an individual's knowledge, ability and skills in a specific field or domain. In the context of literacy, the objective of the assessment is to measure an individual's ability to understand, interpret and use information effectively in various contexts.

Additionally, the PKL Interactive Module is intended to enhance pupils' skills in answering HOTS items and to prepare teachers to equip pupils for international assessments such as the Trends in International Mathematics and Science Study (TIMSS) and the Programme for International Student Assessment (PISA). Furthermore, this module aims to familiarise pupils with internationally recognised items and serve as a reference for teachers with items based on cognitive domains.

The 2023 PKL Interactive Module was developed using Jofform and Google Form applications, accessible through the PKL Google Site <https://sites.google.com/moe-dl.edu.my/pkl2023-2/utama>. This module is administered to primary and secondary school pupils.

Achievements in Scientific, Mathematical, Reading and Financial Literacy for PKL 2023

The percentage of pupils who achieved scores of 600 or above in the Scientific, Mathematical, Reading and Financial Literacy PKL 2023 is as follows:

Exhibit 2.22: Percentage of Pupils Achieving Scores of 600 or Above in PKL

Literacy	Number of Sample	Highest (>600)	
		Number	%
Scientific Form 2	18,761	893	4.76
Mathematics Form 2	18,315	4,862	26.55
Financial Literacy Form 2	18,115	3,167	17.48
Reading Form 2	18,316	11,095	60.58
Scientific Year 6	39,398	8,727	22.15
Mathematics Year 6	39,304	6,285	16.00
Financial Literacy Year 6	39,005	6,107	15.66
Reading Year 6	36,817	7,835	21.28

Source: Curriculum Development Division

A total of 38,631 primary school pupils participated in the PKL, with over 15 percent achieving scores of 600 or above: Science 22.15 percent (8,727 pupils), Mathematics 16.00 percent (6,285 pupils), Reading 21.28 percent (7,835 pupils) and Financial Literacy 15.66 percent (6,107 pupils).

For secondary schools, 18,376 pupils took the PKL, with reading literacy showing a notable achievement of 60.58 percent (11,095 pupils) scoring above 600, followed by Mathematics at 26.55 percent (4,862 pupils), Financial Literacy at 17.48 percent (3,167 pupils) and Science at 4.76 percent (893 pupils).

Comparing PKL scores from 2022 to 2023, there is an increase in the literacy scores for Science, Mathematics and Reading at both primary and secondary levels. Only Financial Literacy shows a decrease of 3.41 percent in primary schools and 2.67 percent in secondary schools.

These PKL scores are reported to the schools involved. The data will serve as a basis for assisting these schools in planning appropriate intervention programmes for each literacy area.

2.5.4 Malaysia's Participation in International Assessments

Malaysia participated in the 2022 round of PISA organised by the Organisation for Economic Co-operation and Development (OECD).

The PISA assessment was administered from 17 April to 31 May 2022 across 199 schools.

The official results of the PISA international study was announced by the OECD on 5 December 2023 in Paris. The National Announcement of Malaysia's PISA 2022 achievements 2022 was simultaneously done by the Deputy Director-General of Education Malaysia, School Operations Sector.

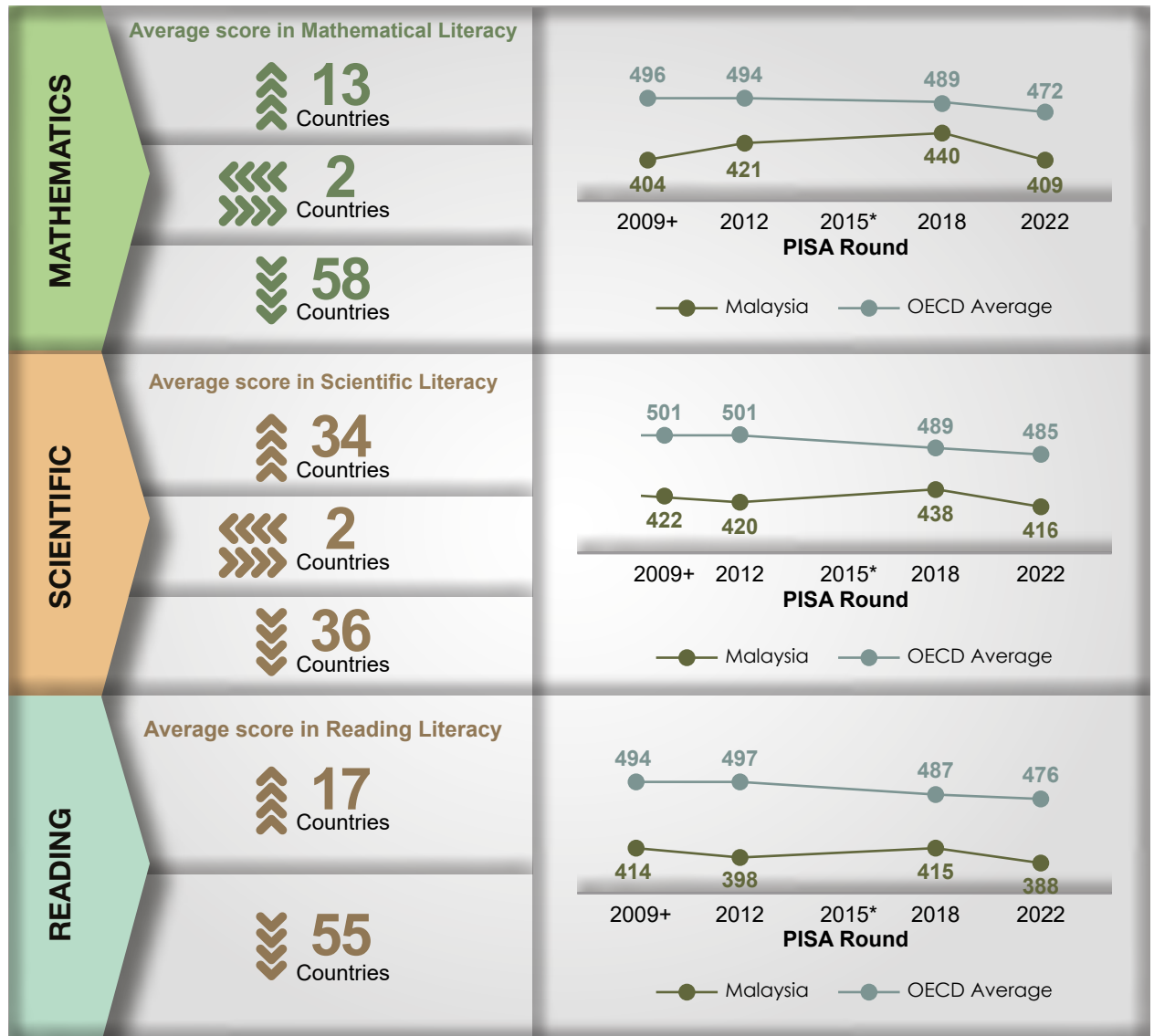
This was followed by the publication of a report card on the early achievement for Malaysia in PISA 2022. The Report Card was launched during the official PISA 2022 Announcement session, both in printed and digital formats. The digital copies were uploaded to the official MoE Dashboard for International Benchmarking Research (iBe@m).



Source: Education Policy Planning and Research Division

Malaysia recorded 52.1 percent in minimum proficiency levels from Level 2 to the highest Level 6 in Scientific Literacy, while Mathematical Literacy stood at 41.0 percent and Reading Literacy at 41.9 percent. Comparatively, Singapore, Vietnam, and Brunei surpassed Malaysia in all three literacy domains assessed. However, the PISA 2022 results indicate that Malaysia outperformed Thailand, Indonesia, the Philippines and Cambodia in all three assessed literacy domains.

Exhibit 2.23: Average Scores of Malaysian Pupils Compared with OECD Average Scores for Mathematics, Scientific and Reading Literacies



Source: Education Policy Planning and Research Division

MoE is currently examining the improvements needed to enhance pupils' capabilities in international assessments. This includes actions to review and evaluate the national curriculum content and placing emphasis on the need for focused and in-depth content for active learning.

Additionally, MoE will encourage the use of digital devices in learning. Concurrently, MoE will review the criteria for distributing aid, focusing on pupils from low socioeconomic backgrounds.

MOVING FORWARD

To further enhance the integration of HOTS in T&L at both secondary and primary schools, as well as improving pupils' capabilities in international assessments, the main focus of this initiative for 2024 will be:

- 1** Improving the teaching approaches that embed HOTS
- 2** Enhancing the competencies of lecturers at teacher training institutes, matriculation colleges and teachers in the T&L as well as developing HOTS items
- 3** Increasing the thinking skills of secondary pupils
- 4** Improving pupils' competencies in answering high-level computer-based questions

2.6 ENHANCING STEM EDUCATION

The Enhancing STEM Education is an initiative to equip pupils with the science, technology, engineering and mathematics (STEM) skills needed to tackle the challenges of an increasingly dynamic world.

This initiative focuses on improving the competency of STEM teachers in delivering related knowledge and skills, fostering pupils' interest through new learning approaches including co-curricular activities and raising awareness about STEM among school administrators and parents.

This effort has increased the enrolment rate in STEM fields to 45.73 percent in 2023.

The focus of the Enhancing STEM Education Initiative for 2023 is:

2.6.1 ENHANCING THE COMPETENCY OF STEM TEACHERS THROUGH INTEGRATED STEM EDUCATION

2.6.2 RAISING AWARENESS OF STEM AMONG STAKEHOLDERS

2.6.3 PROMOTING STEM CULTURE AMONG PUPILS THROUGH THE INTEGRATION OF STEM ELEMENTS IN CO-CURRICULAR ACTIVITIES

2.6.4 CONDUCTING A STEM INDEX STUDY FOR PUPILS

This effort has raised the enrolment rate in STEM fields to 45.73 percent in 2023

2.6.1 Enhancing the Competency of STEM Teachers through Integrated STEM Education

A total of 2,350 teachers and lecturers have been involved in STEM teaching competency training throughout 2023. The activities carried out include:

Expansion of Integrated STEM Education Training Through the Doing_STEM Module

Integrated STEM education training through the Doing_STEM Module was provided to Science, Mathematics and Design and Technology Reka Bentuk dan Teknologi (RBT) teachers in primary schools. The Doing_STEM Module was developed to offer suggestions for integrating Science, Mathematics and RBT features based on DSKP through project-based learning activities, as well as applying STEM knowledge, skills and ethical values in real life. This module has been expanded to teachers in Kedah, Penang, Johor, Perak, Perlis and Melaka through several practical activities.

A total of 537 participants attended the session, comprising 405 teachers, 12 IPGM officers, 51 Master Trainers, 27 JPN officers and 29 SISC+.

In-STEM Module

The In-STEM module is designed specifically for pre-school teachers to enhance their understanding of designing content that can cultivate pupils' interest in asking HOTS questions and engaging in STEM activities. This module has been expanded to the JPWP Labuan and JPN Pahang, with 172 participants including 114 primary school teachers, 30 pre-school teachers, 2 IPGM officers, 17 Master Trainers, 6 JPN officers and 3 SISC+ in attendance.



Implementation of the Doing STEM Module

STEM Inquiry-based Learning (IBL) Module

Training for the STEM Inquiry-based Learning (IBL) Module was carried out for 1,617 STEM lecturers across 15 Matriculation Colleges through three phases of workshops throughout 2023. The module was developed by the Matriculation Division of MoE.

As a result of these workshops, 16 lecturers and 20 pupils produced STEM IBL products that were presented during the Best Practices in STEM Education Colloquium at each Matriculation College throughout Malaysia. The application of STEM IBL by these lecturers ensures that there are no gaps among pupils progressing to higher education institutions in STEM fields.

Training on the Problem-solving Skills

A total of 24 teachers from special education schools across Malaysia participated in a problem-solving skills training sessions on STEM teaching, held at SSTP Negeri Sembilan in May 2023.

This training aimed to improve teachers' understanding of problem-solving skills elements in teaching sessions, helping them plan appropriate activities for pupils with special education needs.

As a result of these workshops, 16 lecturers and 20 pupils produced STEM IBL products that were presented during the Best Practices in STEM Education Colloquium at each Matriculation College throughout Malaysia

Development of Innovative Materials for Special Education Needs Pupils (Murid Berkeperluan Pendidikan Khas, MBPK)

15 support materials related to problem-solving skills in integrated STEM teaching and learning were developed by teachers from Special Education Schools and Vocational Schools.

The teachers stated that these innovative materials are effective in helping special education needs pupils overcome difficulties encountered during teaching and learning sessions, whether in academic subjects or skill areas.

Development of STEM Teacher Competency Assessment Instruments

The STEM Teacher Competency Assessment Instrument was developed to conduct self-assessment of STEM teacher competencies based on the STEM Teacher Competency Document from MoE, which has been produced and disseminated via MoE Portal and DELIMa 2.0 channel.

This instrument aims to measure teacher competency in six (6) key STEM competency elements: STEM Learning Belief, STEM Knowledge and Skills, STEM Pedagogy, STEM Application, STEM and Non-STEM Integration, and Data, Digital and Technological Literacy. The instrument serves as a guide for stakeholders in planning and developing Continuous Professional Development (CPD) for teachers.

Out of 2,302 teachers who underwent STEM competency enhancement training, 1,677 (72.84 percent) participated in the 2023 STEM Teacher Competency Instrument survey. The results show that 1,658 teachers (98.87 percent) are deemed competent.

The instrument aims to measure teacher competency in the six key STEM competency elements: STEM Learning Belief, STEM Knowledge and Skills, STEM Pedagogy, STEM Application, STEM and Non-STEM Integration, and Data, Digital and Technological Literacy

2.6.2 Raising Awareness of STEM among Stakeholders

Leaders play a crucial role as leads, mentors and motivators in schools. Therefore, the STEM Education Tour was organised to raise awareness among stakeholders, particularly school leaders, in the field of STEM, especially among principals and school heads (Pengetua dan Guru Besar, PGB).

The tour involved 16 JPNs and 53 PPDs across Malaysia. A total of 6,290 PGB participated in the programme and agreed to provide additional information related to increasing awareness and understanding of STEM education among school leaders.



STEM Education Tour

On average, 96 percent of participants agreed that the STEM Education Tour helped enhance their understanding of the STEM, which acts as a driving force in implementing STEM education and serves as a guide for executing integrated STEM education.

2.6.3 Promoting STEM Culture Among Pupils Through the Integration of STEM Elements in Co-Curricular Activities

STEM Executive Consultation Project (STEMEC)

The STEMEC project aims to create meaningful learning through Integrated STEM Project-Based Learning (PBL), integrating various STEM and non-STEM subjects.

A total of 248 schools participated in the expansion of the STEMEC Project Cohort 3 through Integrated STEM PBL.

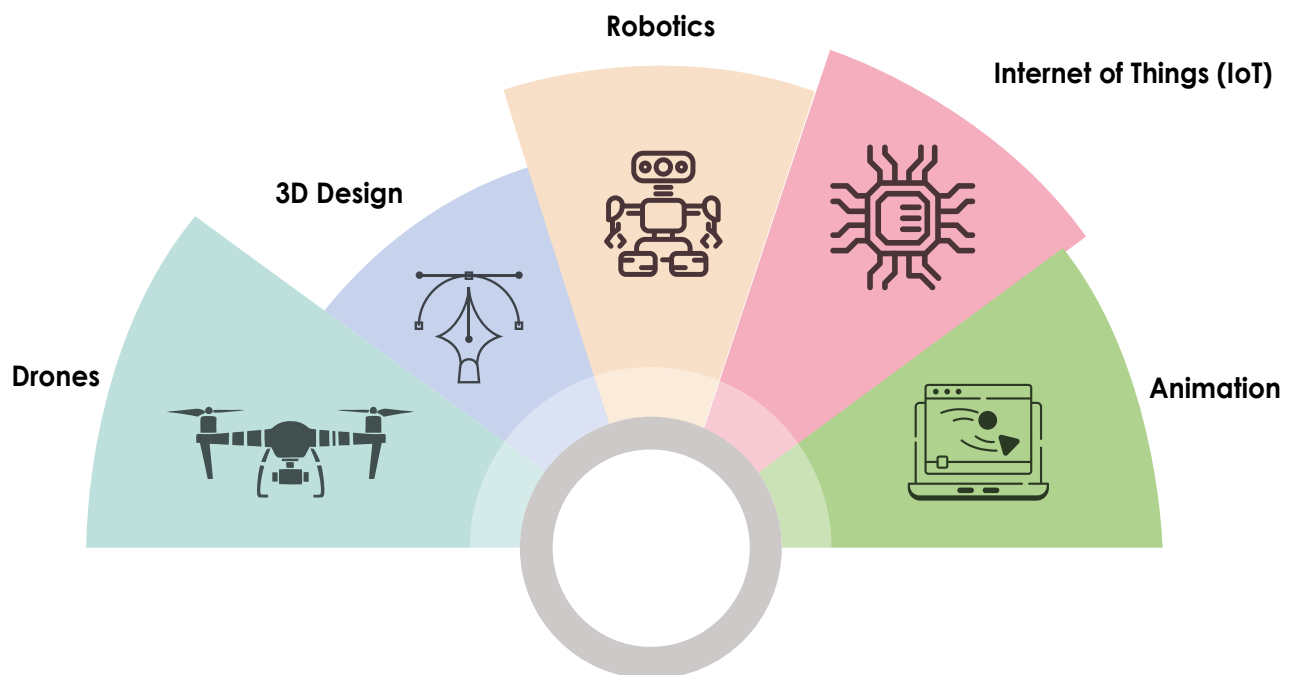
The expansion of this project utilised the enhanced Integrated STEM PBL Implementation e-Module, accessible through the link <https://sites.google.com/moe-dl.edu.my/pbl-stem-bersepadu/utama>.

Young STEMist Expo (YSE) Cohort 2 Programme

YSE Cohort 2 involved 64 schools with the highest enrolment of B40 group pupils and no prior participation in STEM activities at the state or national level. Three (3) secondary schools and one (1) primary school were selected from each state for the programme's expansion.

Pupils and teachers from YSE schools were provided with support to engage in various STEM-related activities and competitions, including digital skills activities. The participating schools received expert support, shared-use facilities and funding to implement STEM programmes.

External agencies such as the Malaysia Digital Economy Corporation (MDEC), Elvira Sdn. Bhd., Chumbaka, Intel Malaysia, Shell and Maxis supported the programme by providing expertise, tools, software, instructors and developed specialised competitions to encourage pupil participation in the YSE programme. YSE focused on five programmes:



7th Edition National STEM Carnival 2023

The STEM Carnival was held in September 2023 at Universiti Teknikal Malaysia Melaka (UTeM), Melaka. A total of 20 schools, comprising participants from the Young STEMist Expo (YSE), exhibited projects in the fields of drones, Internet of Things (IoT), 3D Design, animation and robotics.

Through the YSE and STEM Carnival, each pupil selected from every state demonstrated improved digital skills, integration of STEM fields, as well as artistic and entrepreneurial abilities.

One hundred pupils from the B40 group participated in YSE, along with 50 teachers. They also attended the STEM Carnival. Additionally, pupils from the STEMEC programme and Special Education Schools involved at the national level were recognised through the Physical Activity, Sports and Co-Curriculum Assessment (Pentaksiran Aktiviti Jasmani Sukan dan Kokurikulum, PAJSK).

Through this initiative, pupils' interest in STEM fields was successfully enhanced by conducting activities both inside and outside the classroom, including co-curricular activities that incorporated a STEM approach. T&L activities related to STEM subjects were optimised using an inquiry-based approach through project-based learning and problem-based learning within real-world contexts.

The initiative successfully increased pupil interest in STEM fields by implementing activities inside and outside the classroom, including co-curricular activities involving the STEM approach

2.6.4 Conduction a STEM Index Study for Pupil

The level of STEM culture is measured through the Pupil STEM Index instrument (Indeks STEM Murid, ISM), which assesses pupils' achievements in four (4) domains: T&L, attitudes, co-curricular activities and STEM literacy. ISM data was collected through primary data via questionnaires and literacy tests involving a sample of 36,959 pupils, consisting of Year 6 pupils (10,901), Form 3 pupils (13,118) and Form 4 pupils (12,940), who completed the questionnaire online. Data analysis was conducted using descriptive statistics, and the ISM was measured based on the level of STEM culture among pupils.

The STEM Culture Level Index for primary school pupils showed a score of 49.36, followed by upper secondary school pupils at 45.56 (low level) and lower secondary pupils at 45.40 (low level). Overall, the STEM Culture Level Index increased from 44.09 in 2022 to 46.77 (low level) in 2023.

**The STEM Culture Level Index
increased from 44.09 in 2022 to
46.77 in 2023**

MOVING FORWARD

Various strategies need to be developed to enhance the competency of STEM teachers, particularly in Mathematics. STEM education opportunities should be expanded in the field of TVET, and foster STEM culture through co-curricular activities. Therefore, the focus for 2024 will concentrate on key activities as follows:

- 1** Enhancing STEM Teacher Competency
 - i. Improving the competency of STEM teachers in the teaching of Mathematics
- 2** Increasing Pupil Enrolment in STEM
 - i. Cultivating interest in STEM
 - ii. Increasing the percentage of non-TVET STEM enrolment at the upper secondary level
 - iii. Increasing the percentage of TVET STEM enrolment at the upper secondary level
 - iv. Strengthening basic Mathematics skills among lower secondary pupils
 - v. Implementing the ISM study

INSPIRATIONAL STORY

Behind the extraordinary success of the Aifa innovation team, pupils from the Pahang Matriculation College, who became champions in the Pre-University category at the STEM Project Competition of the Southeast Asian STEM Education Fair and Exposition 2023 (SEA STEM Fair & Expo 2023) in Bangkok, Thailand, lies the story of a lecturer and his team in guiding their pupils.

Ts. Wan Mohd Azlan, a Mechanical Engineering lecturer at the Pahang Matriculation College of Engineering, combined his 18 years of experience and expertise in education with an innovative teaching approach. He integrated courses in Physics, Chemistry and Mathematics with Engineering, encouraging his pupils to think critically, solve problems practically and apply the concepts they learned in the real world. The STEM activities he designed often involved teamwork, teaching pupils to collaborate and communicate effectively. With a focus on technical and practical skills, he prepared pupils for future success in STEM careers.

Ts. Wan Mohd Azlan's involvement in the STEM IBL Matriculation Module was also a key element in the success of his pupils. As the Chief Module Developer and Lead Trainer, he ensured that the module was relevant and could be used effectively in learning and competitions. The Aifa team's success in the international competition proved the effectiveness of his approach.

The guidance provided by Ts. Wan Mohd Azlan and his team involved a deep understanding of STEM and completion of the STEM module tasks they had developed. This module has been verified and recognised as a benchmark for Asian countries involved with SEAMEO STEM Bangkok. After successfully completing the module, pupils were required to develop an innovative project that complemented the module. The combination of the module and the project became the main strength of the Aifa team, ultimately leading them to the international stage and achieving remarkable success.

The innovation developed by the Aifa team, the Pin Door Lock, which uses a pin number, a solar system and an alarm connection to a smartphone, clearly demonstrate pupils' ability to apply STEM knowledge in real life. This project not only saves energy through the use of a solar system but also provides additional security features with an alarm system activated via a smartphone. This achievement not only brought pride to the nation but also served as an inspiration to many pupils and educators across Asia.

The Director of Pahang Matriculation College, Puan Hadidah Binti Abd Rahman, also played a crucial role in realising this dream. She not only contributed financially but also encouraged the entire college community to support this effort, proving that this success was the result of cooperation and solid backing from all parties.



“To all educators, we are the warriors of education shaping the future of our generation. With our dedication and spirit, we are opening doors to a world of science, technology, engineering and mathematics filled with endless possibilities. Every step we take, no matter how small, will lead to great success in the future. I hope the sacrifices we’ve made will inspire more pupils and educators to continue striving,” said Ts. Wan Mohd Azlan.

2.7 TRANSFORMATION OF IPG TO IMPROVE THE QUALITY OF TEACHERS TRAINING

This initiative was introduced to ensure the aspiration of transforming the teaching profession into a career of choice becomes a reality. The transformation of IPG is expected to support efforts to elevate the status and standards of IPG in achieving its vision of becoming a leader in teacher education excellence and higher education on a global scale.

To achieve this objective, IPG has set four main focus areas: IPG rating, IPG middle leaders, IPG lecturers and teacher training modules.

In 2023, the focus of the IPG initiative was as follows:

2.7.1 ENHANCEMENT OF IPG RATING STANDARDS

2.7.2 STRENGTHENING THE COMPETENCIES OF IPG LEADERS

2.7.3 CONSOLIDATION THE COMPETENCIES OF IPG LECTURERS

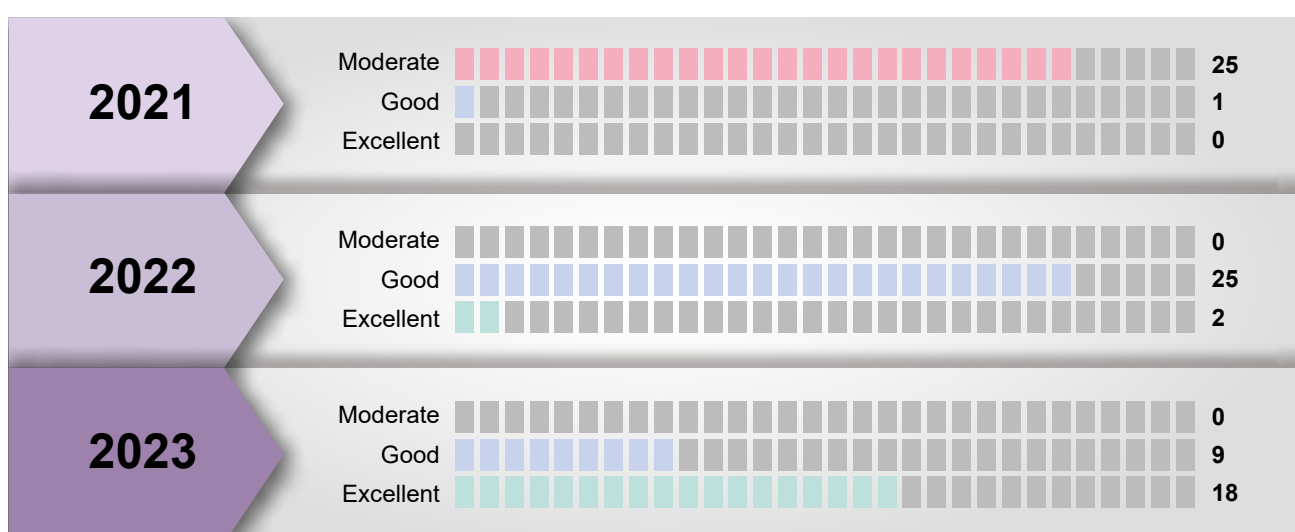
2.7.4 IMPROVEMENT IN QUALITY AND TRAINING OF IPG LEADERS

2.7.1 Enhancement of IPG Rating Standards

The enhancement of IPG Rating Standards (Standard Penarafan IPG, SP IPG) is an initiative that enables IPG to identify the profile of each campus through seven dimensions: leadership, lecturer, research and innovation, infrastructure and infostructure, curriculum, pupil and training.

The results of this initiative are clearly visible through the overall performance of the rating standards, as shown in Exhibit 2.24.

Exhibit 2.24: Number of IPGs Achieving Rating Standards



Source: Teacher Education Institute of Malaysia

Exhibit 2.24 shows the improvement in campus performance based on the rating standards as audited over three (3) years, from 2021 to 2023. The number of IPG recognised as excellent increased from two (2) to 18 in 2023. The IPG ratings are based on evaluations across seven (7) dimensions: leadership quality, lecturer quality, research and innovation quality, infrastructure and infostructure quality, curriculum quality, student quality and training quality. The findings from this rating standards audit enabled IPGs to plan, design and improve the overall quality of the institutes.

2.7.2 Strengthening the Competencies of IPG Leaders

The profiling of middle leaders, particularly heads of departments, was carried out to enhance the quality of leadership in IPG and improve the effectiveness of IPG leaders in instructional leadership. This effort was conducted through competency enhancement courses, which were developed based on the findings of the competency levels achieved by the middle leaders identified during profiling. A total of 84 IPG leaders who attended these leadership courses reported feeling more confident as reference experts and agents of change for lecturers, trainee teachers and staff at IPG. This is demonstrated through the IPG Leadership Competency Evaluation System by MoE. Based on the data profiling, 79.76 percent of middle leaders achieved Excellent Level Leadership Competency.

Kembali ke myIPG

myProfiling SISTEM PENILAIAN KOMPETENSI PEMIMPIN
INSTITUT PENDIDIKAN GURU, KEMENTERIAN PENDIDIKAN MALAYSIA

myPROFILING

"Sistem Penilaian Kompetensi Pemimpin"

Penilaian Kompetensi Pemimpin IPG bertujuan untuk meningkatkan kualiti dan ketrampilan kepimpinan IPG sebagai pemimpin instruksional dan pemimpin organisasi supaya mereka boleh berperanan sebagai pakar rujuk dan peneraju perubahan di IPG.

Ia mengandungi tiga instrumen utama iaitu Borang Potensi Diri, Instrumen Penilaian Kompetensi Pemimpin IPG dan Temu Bual. Instrumen Penilaian Kompetensi Pemimpin IPG mengandungi enam puluh (60) item bagi setiap elemen yang mewakili Bidang Fokus [Pemikiran, Kepimpinan, Amalan, Hubungan (Jalinan & Jaringan)] dalam Kerangka Model Kompetensi Pemimpin IPG.

Segala maklumat yang diperoleh adalah SULIT. Kerjasama tuan/puan untuk melengkapkan instrumen penilaian ini, amat dihargai dan didahului dengan ucapan terima kasih.

Sila hubungi alamat berikut sekiranya ada sebarang pertanyaan:

INSTITUT PENDIDIKAN GURU MALAYSIA, KPM
Aras 1-3, Blok 2250
Jalan Usahawan 1
63000 CYBERJAYA

PENYELARAS PENILAI PYD (Pegawai Yang Dinilai)

LOG MASUK PENYELARAS

ID PENGGUNA:

KATA LALUAN:

HANTAR SET SEMULA

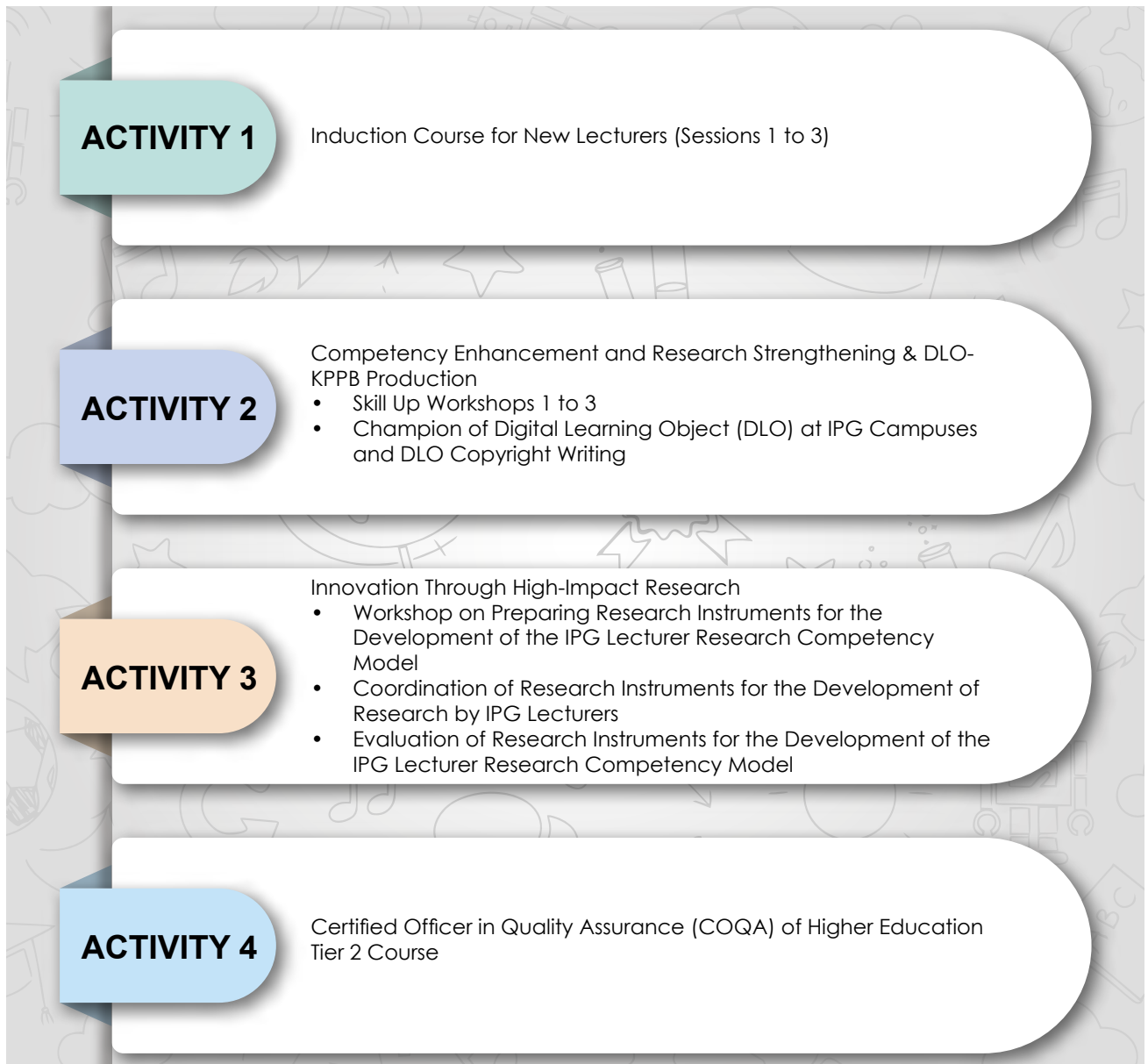
Leadership Competency Evaluation System (myProfiling)

**79.76 percent of middle
leaders achieved
Excellent Level Leadership
Competency**

2.7.3 Consolidation the Competencies of IPG Lecturers

In strengthening the competency of IPG lecturers, four key elements are measured: academic qualifications and service excellence, continuous professional development, writing and creative work and digital utilisation. These achievements were realised through four main activities aimed at enhancing the potential of lecturers, which were divided into the implementation of 11 supporting activities that took place from March to November 2023.

Exhibit 2.25: Key Activities for Enhancing Lecturer Potential



Source: Teacher Education Institute Malaysia

As a result of these competency-strengthening activities, 71.30 percent of IPG lecturers have achieved an Excellent Level in terms of Quality Standard this year. This outcome indicates that the baseline percentage of 40 percent, which was expected and to be achieved at the excellent level in 2023, has successfully been surpassed.

2.7.4 Improvement in Quality and Training of IPG Leaders

The improvement of the IPG MoE Module and Training Quality is an initiative to enhance the quality of IPG modules and training. This effort has strengthened the standards for module development to serve as guidelines in creating high-quality modules.

In the effort to improve the quality of IPG modules and training, a pre-audit of the Training Module Standard, activities to improve the quality of training modules and an audit of the Training Module Standard were conducted. The pre-audit of the modules was carried out to uphold and promote the best quality in module production.

As a result, starting with 33 training modules that were completed by August 2023, 21 modules or 63.64 per cent, were approved, compared to 50 per cent in 2022. These modules consist of 8 clusters of Education, 1 cluster of Humanities, 6 clusters of Languages, 2 clusters of Co-curriculum, 1 Quran cluster and 3 STEM clusters. Meanwhile, 12 modules that did not meet the standard were improved and refined based on suggestions from the IPGM auditors and IPG Campuses.

MOVING FORWARD

In 2024, the strengthening of IPG will focus more on improving the quality of pre-service and in-service teacher training by ensuring:

- 1 150 panel of experts achieve the Standards of Academic Qualification and Co-curricular certified by expert agencies.
- 2 In-service training programmes that are certified and which comply to the established guidelines.

2.8 ENHANCING THE PROFESSIONALISM OF EDUCATION OFFICERS

This initiative is aimed at enhancing the professionalism and quality of education officers (Pegawai Perkhidmatan Pendiidkan, PPP) according to the existing career pathways, namely T&L, leadership and management and specific education expertise (SME).

This effort is driven by a structured professional development programme to ensure that PPP remains competent. Additionally, this initiative emphasises the importance of ensuring the psychological well-being of PPP through the Psychological Well-being Programme and the Legal Literacy Programme, so that PPP maintains quality throughout their service.

The efforts to strengthen the professionalism of PPP continued in 2023 with:

2.8.1 STRENGTHENING THE TEACHING PROFESSIONALISM, CAREER PATHWAYS AND SERVICES

- ✎ Development of Interactive Training Cart System (i-Tc)
- ✎ Strengthening Competence and Career Development of PPP
- ✎ Development of PPP Expertise in Specific Educational Fields at MoE
- ✎ Implementation of Mobility and Flexibility in PPP Career Pathways at MoE

2.8.2 SUSTAINING EXCELLENCE IN EDUCATIONAL LEADERSHIP

- ✎ Development of Professionalism for System Leaders and Young Leaders
- ✎ Professional Development for Young Leaders

2.8.3 ENHANCEMENT OF TEACHER COMPETENCE

- ✎ Development of Teacher Professionalism in the aspect of T&L

2.8.4 SUSTAINING THE PSYCHOLOGICAL WELL-BEING OF PPP

- ✎ Implementation of Training and Intervention Programmes for Psychological Well-being
- ✎ Establishment of Psychological Well-being Hub
- ✎ Implementation of the Legal Literacy, Integrity and Misconduct Programmes for Public Servants

2.8.1 Strengthening the Teaching Professionalism, Career Pathways and Services

Development of the Interactive Training Cart System (i-Tc)

MoE continuously strives to empower teachers professionalism to ensure that PPP remains competent and of high quality throughout their service. In this regard, MoE has developed the i-Tc System. Through this system, PPP will be able to create an Individual Development Plan (IDP) to plan their career development in a structured and systematic manner based on their career pathways, grades, roles, responsibilities and the organisation where they serve. The i-Tc System was approved in October 2023 and is expected to be completed by September 2024.

PPP can prepare Individual Development Plans to systematically plan career development based on career pathways, grades, roles, responsibilities and the organisation where they serve

Strengthening Competence and Career Development of PPP

MoE has also developed policy documents related to the strengthening the professionalism of PPP, which can be downloaded from the MoE website. The documents are as follows:

- i. The Malaysia Teacher Standard 2.0 (SGM2.0), which was launched on 10 May 2023 and uploaded to the MoE website. SGM2.0 serves as a guide for PPP to identify their competencies in terms of values, skills and knowledge.
- ii. The Quality Control Policy for Training for PPP, which was approved at the 224th Education Planning Committee meeting in August 2023. This policy enforces the standards, guidelines and procedures related to quality control in training that must be referenced and adhered to by training providers, departments, agencies, organisations or institutions both within and outside the MoE.
- iii. The PPP Competency Dictionary for T&L, which was approved on 22 June 2023 and uploaded to the MoE website. This Competency Dictionary serves as a reference for PPP in the T&L Pathway to understand the levels and descriptions of competencies according to job grades.



Malaysia Teacher Standard 2.0



PPP Competency Dictionary for Teaching and Learning Pathway

Development of PPP Expertise in Specific Education Fields at MOE

MoE is working to recognise qualified PPP as a group of experts in specific education fields. The activities carried out involve developing the requirements, criteria and instruments for selecting expert candidates, as well as guidelines for implementing the list of expertise.

Implementation of Mobility and Flexibility in the PPP Career Pathway at MOE

This Guideline for Mobility and Flexibility within the Main Pathway Cluster: The PPP Career Pathway at MoE was launched by the Director-General of Education Malaysia on 18 July 2023. This document serves as a guide for PPP to plan their career development from one career path to another.

2.8.2 Sustaining Excellence in Educational Leadership

Development of System Leader Professionalism

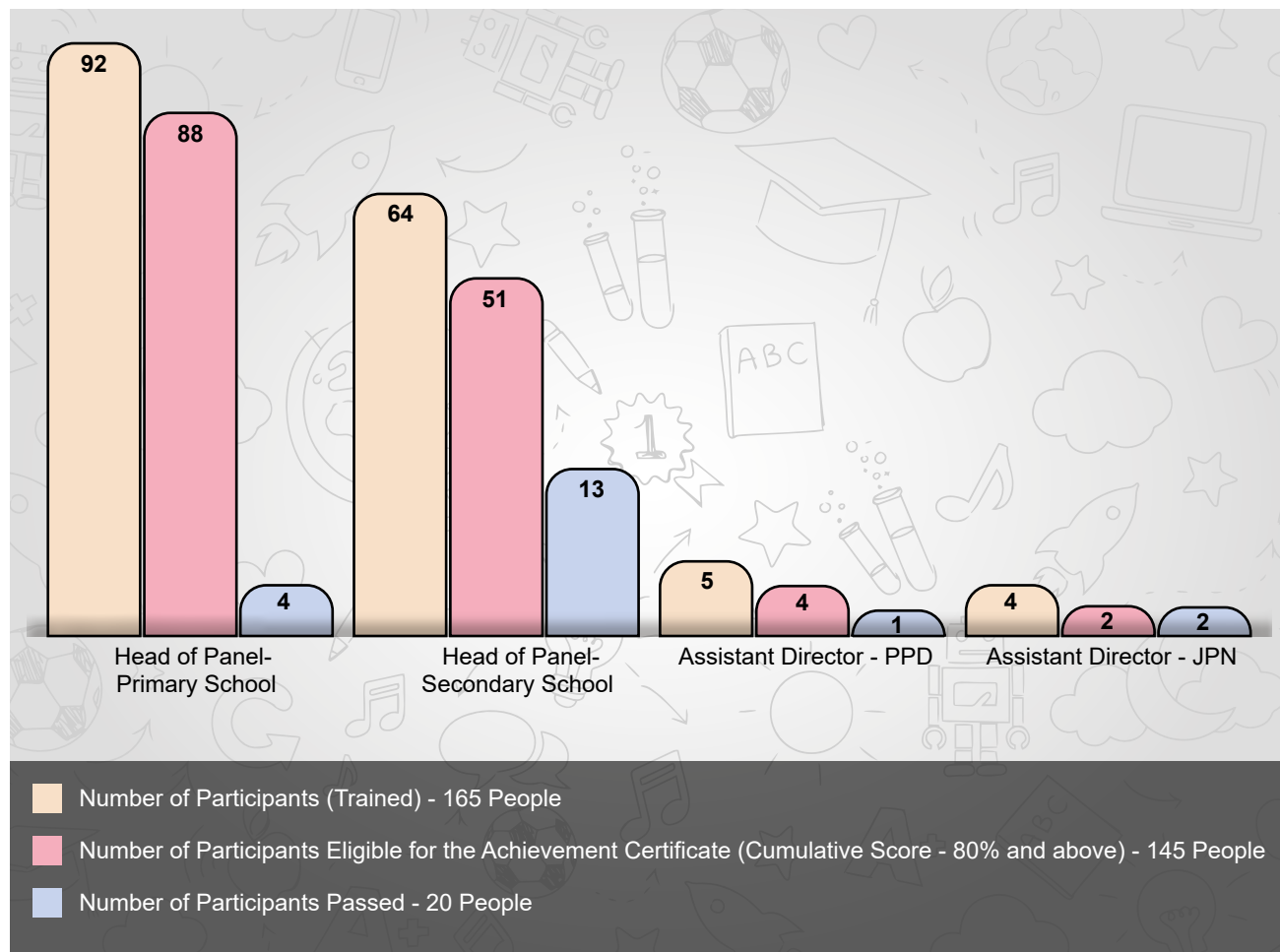
System leaders are PPP in permanent positions within the management grades DG41 to DG54, serving in PPD, JPN, MoE divisions and institutions within MoE. System leaders participating in professional development training will become change agents for organisational excellence. In 2023, 120 system leaders (grades DG48 to DG54) from Sarawak attended this course, and 100 of them (83.33 percent) achieved a standard competency level of at least high and successfully obtained a certificate of achievement after completing the Strategic Organisational Project Report and Book Reading Infographic. The best Strategic Organisational Project Reports were published in the book "Dynamics of System Leader Leadership."

A total of 120 system leaders (grades DG48 to DG54) from Sarawak attended this course, and 83.33 percent (100 leaders) achieved a standard competency level of at least high

Development of Professionalism for Empowering Young Leaders

Young leaders are emerging leaders who hold permanent positions in management grades DG41 to DG44 in schools, PPD, JPN, MoE divisions and institutions within MoE. This group of leaders has potential in management and leadership. In 2023, a total of 165 participants were trained through the Young Leaders Empowerment course, and 145 participants (87.8 percent) received the Young Leaders Achievement Certificate.

Exhibit 2.26: Performance Achievements of Young Leaders Attending the Course in 2023



Source: Teacher Professionalism Division

2.8.3 Improvement of Teacher Competency

Development of Teacher Professionalism in the Aspect of T&L

Teachers in grade DG48 play a role as a coach guide. Therefore, DG48 teachers must possess skills in coaching and mentoring. A total of 18,494 DG48 teachers have participated in competency enhancement courses focusing on content, pedagogy and assessment. Of these, 16,143, or 87.3 percent, successfully achieved a good level (80 percent and above) of competency standards, as shown in Exhibit 2.26.

Four (4) T&L modules were attended by the course participants:

- i. Secondary School History Teacher Competency Development Module;
- ii. Classroom Assessment Module (PBD);
- iii. Nine-Pin Thinking Literacy Module; and
- iv. Glocal Science Teacher Pedagogical Competency Training Module, which includes:
 - Physics Module
 - Physics Module
 - Physics Module

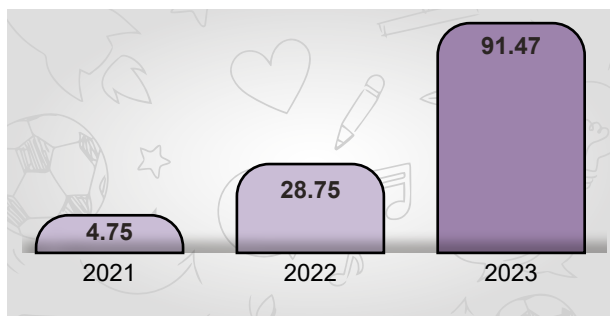
In total, 18,494 DG48 teachers participated in competency enhancement courses focusing on content, pedagogy and assessment. Of these, 16,143, or 87.3 percent, achieved a good level (80 percent and above)

2.8.4 Sustaining the Psychological Well-being of PPP

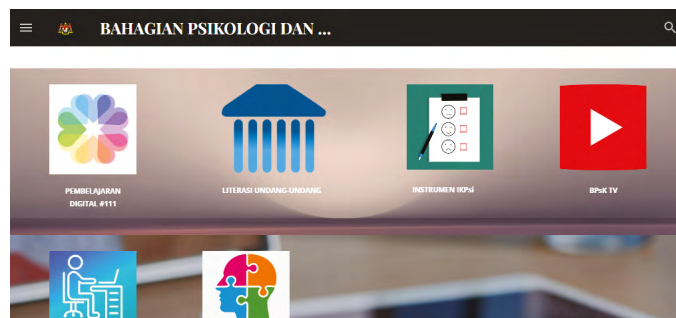
Implementation of Training and Intervention Programmes for Psychological Well-being

The Psychological Well-being Training and Intervention Programme for Education Officers involves the screening process using the Psychological Well-being Inventory (Inventori Kesejahteraan Psikologi, IKPSi). For those PPP who achieve a psychological well-being level below the moderate-high level, they will undergo intervention programmes facilitated by Organisation Counsellors in PPD nationwide. The implementation of this programme, which began in 2021 and as of date, is outlined as follows:

Exhibit 2.27: Number of PPP Achieving Moderate-High Level in IKBSi



Source: Psychology and Counselling Division



e-Learning Materials in DELIMA

Establishment of the Psychological Well-being Hub

MoE has developed a Psychological Well-being Hub in 2022. This hub serves as a one-stop centre for teachers to access information and self-learning resources related to psychological well-being. It includes several interactive applications and engaging videos for learning about psychological well-being. The Psychological Well-being Hub features e-books and brief explanatory videos related to eight constructs of psychological well-being. In 2023, the Psychological Well-being Hub was linked within the DELIMA application and achieved a user access count of 104,904.



Website on the Psychological Well-being Hub for Education Officers

Implementation of the Legal Literacy, Integrity, and Misconduct Programme for Public Servants

MoE has provided exposure to teachers regarding legal literacy, particularly concerning cases involving teachers, parents, pupils, the community and schools. Awareness and understanding of legal literacy, integrity and misconduct among teachers can help prevent actions that may lead to disciplinary measures. In 2023, two main programmes were implemented under the Legal Literacy Programme:

- i. The production of three legal literacy docudramas, which have been uploaded to the MoE website through the DELIMa link, with the following titles:
 - a. Wang dan Kuasa;
 - b. Musafir Luka; dan
 - c. Khilaf Mukhlis.



The legal literacy docudrama titled "Dakwat Merah, Dakwat Biru"

The legal literacy docudrama titled "Dakwat Merah, Dakwat Biru" was uploaded to the MOE website in June 2023 and can be viewed at the following link: <https://www.youtube.com/live/-VzKglHy1bE?si=VeOLSIZAz5kGQmxY>

- ii. Training of Trainers (ToT) for legal literacy facilitators in JPNs and Divisions.

The implementation Legal Literacy Programmes and activities throughout 2023 have successfully raised awareness among education officers, particularly teachers. This ensures services are provided with integrity and to avoid any disciplinary actions that could undermine service quality and the image of the public service.

MOVING FORWARD

In 2024, the focus of this initiative will be as follows:

- 1 Strengthening the competencies of PPP through the implementation of structured CPD training for education officers based on career paths, grades and positions through the i-Tc System
- 2 Acknowledging the expertise of PPP in specific fields of education at the MoE
- 3 Sustaining the psychological well-being of PPP to ensure quality services

2.9 STRENGTHENING EDUCATION LEADERSHIP & MANAGEMENT

IAB is a training institution for educational leadership and management aimed at developing the capabilities of managers and educational leaders at all levels of MoE. To create quality educational organisations aligned with the national aspiration for progressive development tailored to local needs, the competencies of lecturers must be strengthened. IAB has implemented various measures to enhance the quality of its lecturers to achieve its vision as a leading centre for educational leadership development.

MoE remains committed to bridging the competency gap among lecturers, providing a pool of expert lecturers for continuous excellence, enhancing the professionalism of lecturers, establishing IAB as a reference point in the fields of leadership and educational management and empowering IAB as an accredited training institution.

For the year 2023, the focus of this initiative is:

2.9.1 ENHANCEMENT OF LECTURER PROFESSIONALISM

- ✎ Strengthening the Professional Development Pathway for Lecturers
- ✎ Increasing the Number of Proficient Lecturers under the Lecturer Professional Development Pathway
- ✎ Recognition of Lecturer Expertise from Accredited Professional Bodies

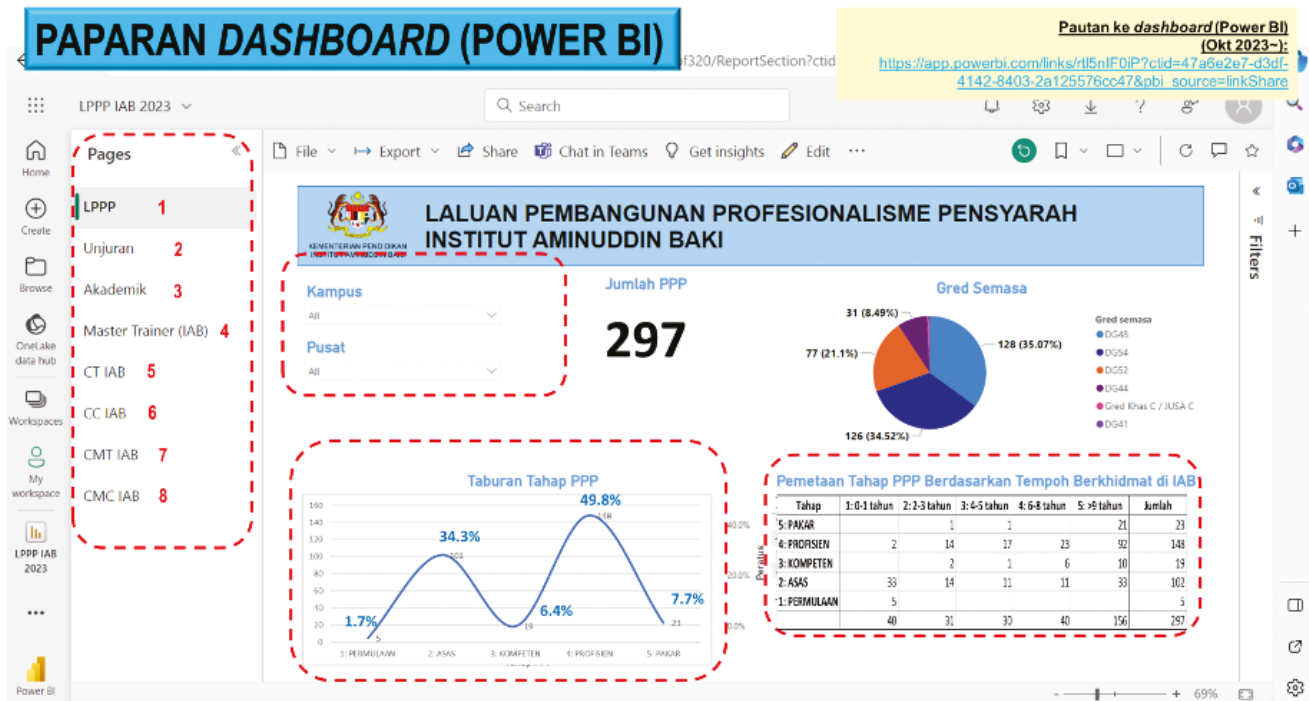
2.9.2 EXPANSION OF CONSULTATION SERVICES TO EXTERNAL MOE AGENCIES IN LEADERSHIP AND MANAGEMENT

2.9.1 Enhancement of Lecturer Professionalism

Strengthening the Professional Development Pathway for Lecturers

The competencies of IAB lecturers are measured based on six functions of IAB: training, professional development services, assessment, research and writing. The development of the Lecturer Professional Development Pathway (Laluan Pembangunan Profesionalisme Pensyarah, LPPP) is an initiative aimed at raising the competencies of IAB lecturers to make them competitive and relevant to customer needs and demands. With the establishment of the LPPP, all lecturers can achieve expert status to attain the competencies outlined in the Lecturer Competency Standards.

The creation of the LPPP dashboard enables the senior management of IAB to monitor the professional competencies of lecturers and also to map their proficiency to develop career pathways. This dashboard can filter lecturer data by campus and centre. This provides an opportunity for the Branch Director of IAB and Heads of Centres to supervise the expertise levels of lecturers under their supervision. IAB lecturers will also be able to identify their own competency development needs through this dashboard. Additionally, the dashboard is able to map the expertise levels of lecturers based on their length of service at IAB.



Example of the dashboard display used by IAB to monitor the professional development performance of IAB lecturers

Increasing the Number of Proficient Lecturers under the Lecturer Professional Development Pathway

The framework for LPPP developed in 2022, is capable of mapping the expertise of IAB lecturers across five levels: Beginner, Basic, Competent, Proficient and Expert. In 2023, 171 out of 297 IAB lecturers (57.6 percent) reached the Proficient level according to the LPPP. This total includes 23 lecturers who achieved Expert status. The dashboard assists in the structured and focused management of professional development for IAB lecturers.

The enhancement of professionalism and competency among lecturers also empowers their creativity and innovation. In 2023, a part from to excelling in four international innovation competitions, IAB lecturers actively contributed as an expert in judging national-level innovation competitions. They also provided training related to innovation at MoE level. The IAB KIK competition successfully attracted 166 lecturer entries from all IAB campuses nationwide.

The competencies of IAB lecturers are measured based on six functions: training, professional development, services, assessment, research and writing

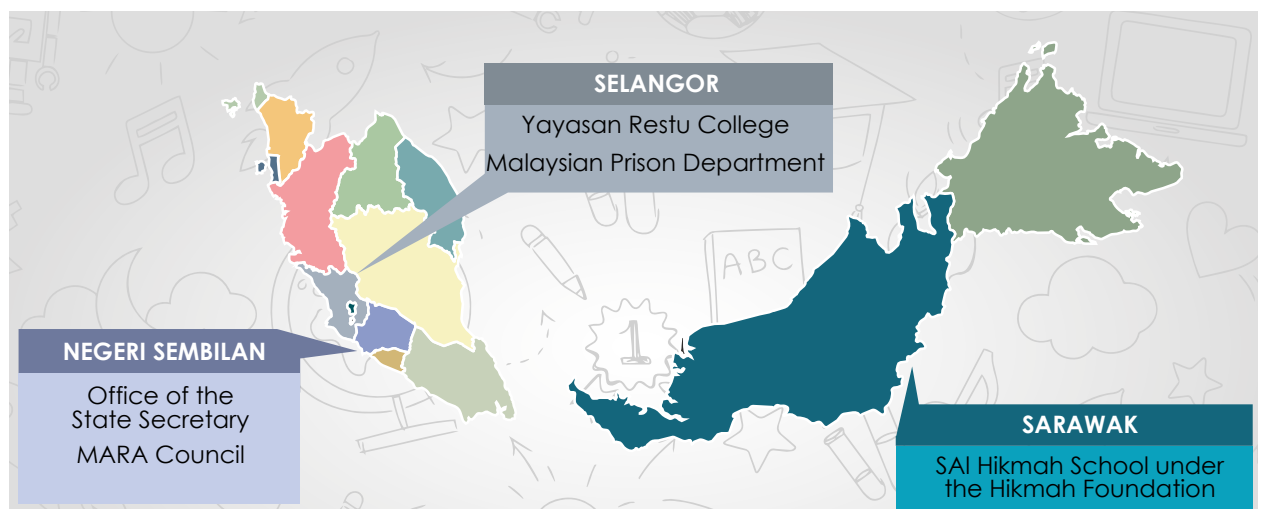
Recognition of Lecturer Expertise from Accredited Professional Bodies

In 2023, five lecturers successfully obtained professional certification from accredited professional bodies, specifically in Certified Data Analysis Professional (1), Certified Design Thinking Professional (1), Certified OKR Professional (2) and Mastering Articulate 360 (1). This marks a significant achievement, with an increase in the number of lecturers compared to the previous year. As a result, the total number of lecturers who have obtained professional certification by 2023 stands at 11.

2.9.2 Expansion of Consultancy Services to External MoE Agencies in Leadership and Management

Through the expansion of organisational consultancy services outside the MoE, 22 IAB lecturers, also known as the Consultancy Service Provider Team (Pemberi Khidmat Konsultasi, PKK), have begun providing consultancy services to six organisations outside the MoE.

Exhibit 2.28: Expansion of Consultancy Services to Organisations Outside the MoE



Source: Aminuddin Baki Institute

The consultancy services provided aim to enhance organisational leadership competencies, human resource management, strengthen coaching and mentoring practices, enhance subject matter expertise for institutions and develop organisational training modules.

MOVING FORWARD

IAB's achievements in enhancing lecturer competencies will provide essential human resources to the IAB Corporate Cluster. Therefore, in 2024, emphasis will be placed on the following aspects:

- 1 Increasing the number of lecturers obtaining professional certification
- 2 Engaging more lecturers in consultancy services for external MoE agencies
- 3 Implementing the IAB Corporate Cluster to support the needs of external MoE agencies, the private sector and international entities, particularly in management and leadership training

2.10 INVOLVEMENT OF PARENTAL, COMMUNITY AND THE PRIVATE SECTOR IN EDUCATION

Parents, Community and Private Sector Involvement Initiative (Pelibatan Ibu Bapa, Komuniti dan Pihak Swasta, PIBKS) was introduced in 2013 to support Shift 9: Collaborating with parents, the community and the private sector extensively in MEB 2013-2025. The Parent Engagement and School Engagement frameworks that were developed serve as guidelines for schools.

These two frameworks were combined and rebranded as the Initiative for Involvement of Parents, Community and Private Sector in Education in 2019.

PIBKS operates according to three (3) waves of transformation in the MEB 2013-2025, where Wave 1 (2013-2015) focuses on supporting the engagement of parents and the private sector; Wave 2 (2016-2020) emphasises strengthening the involvement of parents and the community, as well as expanding public-private partnership and Wave 3 (2021-2025) encourages more innovation from the private sector.

To date, the PIBKS initiative is crucial as it gains support from all parties to enhance the quality of education and voluntary involvement in supporting the holistic development of pupils.

The implementation of this initiative in 2023 focused on two main areas:

2.10.1 INCREASE IN PRIVATE SECTOR PARTNERSHIP

2.10.2 ENHANCEMENT OF VOLUNTARY INVOLVEMENT OF PARENTS AND COMMUNITY IN SCHOOLS

2.10.3 PIBKS CONVENTION 2023

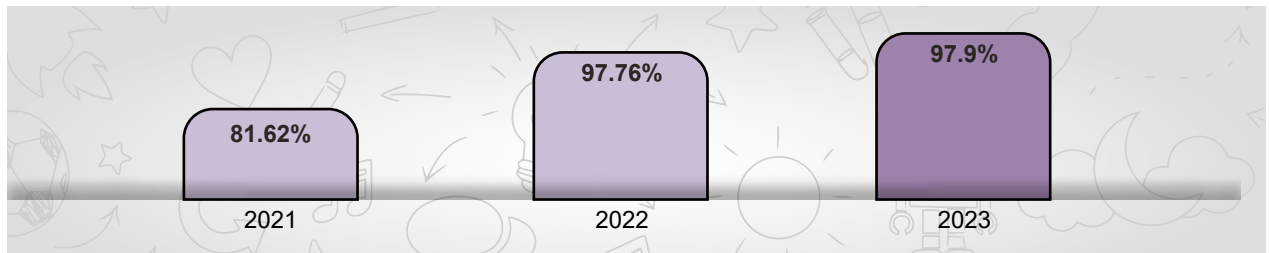
2.10.1 Increase in Private Sector Partnership

In 2023, cooperation between the private sector and MoE increased to 80.16 percent, supporting four (4) key areas: academics, pupil character and discipline, co-curricular activities and infrastructure. Additionally, contributions from the private sector totalled RM 183,562,186.75, providing ongoing support for pupil development and school quality.

2.10.2 Enhancement of Voluntary Involvement of Parents and Community in Schools

The awareness among parents and the community regarding voluntary engagement has been steadily increasing since the release of the Professional Circular No. 1/2018 on the Involvement of Parents, Guardians and the Community as Volunteers in Classrooms by MoE. Exhibit 2.29 shows a rise of 0.14 percent to 97.9 percent in the voluntary engagement of parents and the community in schools, indicating commitment and awareness among parents, particularly concerning academic activities, pupil character and discipline, co-curricular activities and infrastructure.

Exhibit 2.29: Percentage of Voluntary Engagement of Parents and Community



Source: Daily School Management Division



Casual Discussion Between the Parent-Teacher Association and PPD

PIBKS Convention 2023

The PIBKS Convention was held to raise awareness about current educational needs, strengthen networks and partnerships with strategic allies and sustain collaboration between the public and private sectors. It also served as a gesture of gratitude to PIBKS for their contributions and support to MoE. This convention took place in May 2023 at the Perdana Hall, Kuala Nerus, Terengganu, with 500 attendees, including parents, community members, representatives from the private sector and MoE officials.

MOVING FORWARD

To ensure ongoing enhancement and support from PIBKS, the initiative team, which includes the MoE, JPN and PPD, will explore other areas that would allow PIBKS to contribute towards improving pupil outcomes. Potential areas include engaging media partners for educational campaigns, public service announcement initiatives and collaborating with major retail companies to support MoE in elevating the quality of education in the country. Furthermore, this initiative team will also work to raise awareness among parents, the community and the private sector to voluntarily participate in the educational transformation by planning activities that enable their active involvement.

CHAPTER 03

ENHANCING EQUITY IN EDUCATION

3.1 DISTRICT TRANSFORMATION PROGRAMME

Under the District Transformation Programme (DTP) initiative, MoE has taken proactive steps to ensure the achievement gap in the SPM examination is narrowed, regardless of location, socioeconomic status or gender. Therefore, the roles of JPN, PPD and schools are crucial in ensuring that every pupil receives equal educational opportunities according to the needs of their locality. Specifically, the DTP aims to enhance the capacity of the support system involving JPN, PPD and schools to create quality schools and develop well-rounded pupils.

The objectives of the DTP are to:

- a) Increase the number of pupils eligible to receive the SPM certificate through focused interventions based on the pupils' potential, interests and talents;
- b) Enhance the capability and readiness of JPN and PPD in providing support to schools according to their needs; and
- c) Increase the flexibility and accountability of schools in implementing school-based specific interventions.

In 2023, the DTP initiative focused on empowering the roles of JPN and PPD to improve school performance through:

3.1.1 SUPPORT SYSTEM EMPOWERMENT PROGRAMME FOR JPN, PPD AND SCHOOLS

- ✎ Mastery of the Multiple Intelligences Inventory
- ✎ Mastery of the Standards-based Curriculum and Assessment Document

3.1.2 NATIONAL PERFORMANCE DIALOGUE

3.1.3 SHARING OF BEST PRACTICES IN DTP 2023

MoE also focused on increasing teacher autonomy in teaching and learning and hopes that this method will be cultivated in all schools

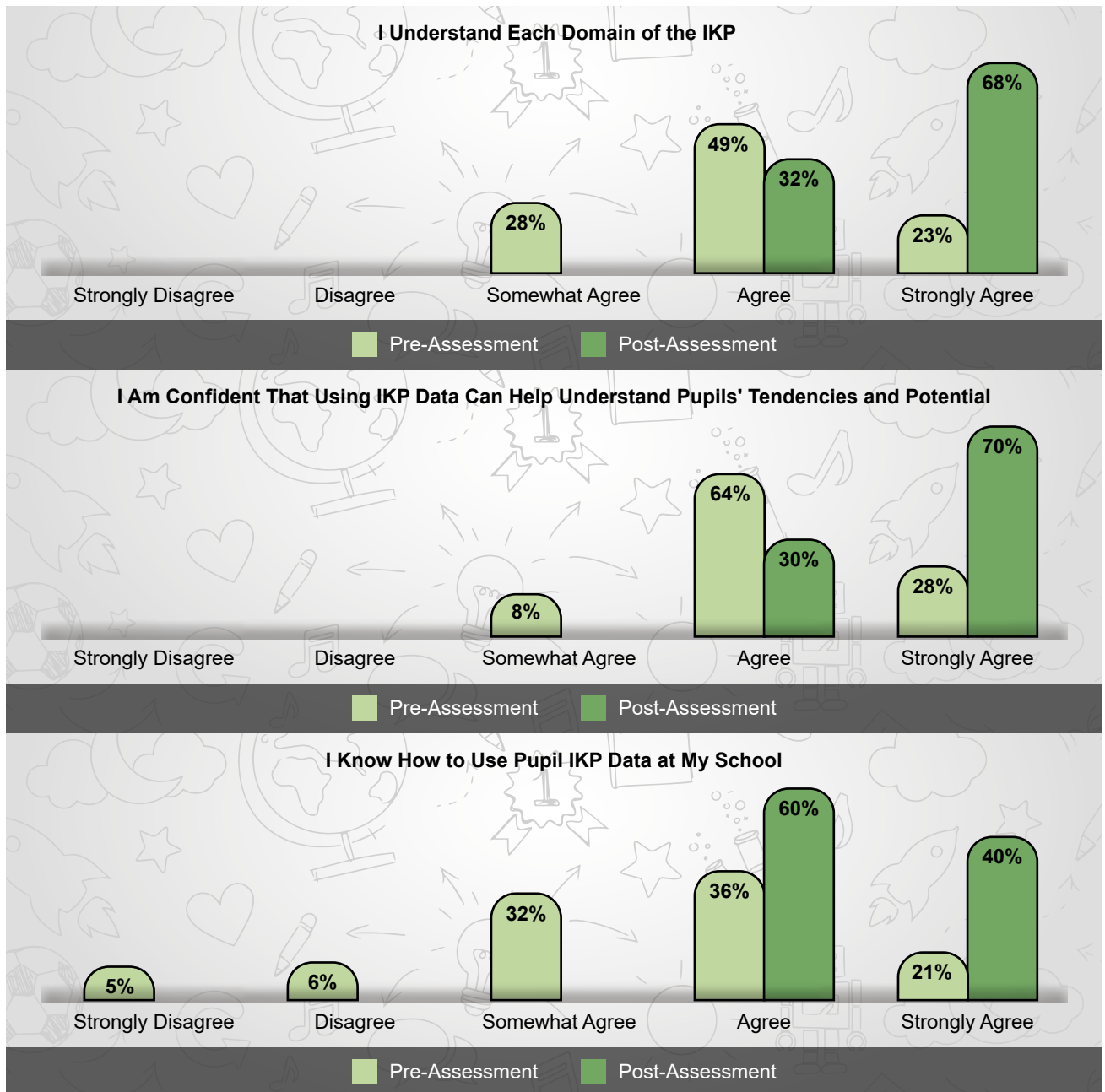
3.1.1 Support System Empowerment Programme for JPN, PPD and Schools

This programme is designed to empower 149 teachers from 23 focus schools, 53 PPD officers from 14 PPDs and 13 JPN officers from three (3) JPNs to enhance their mastery of the Multiple Intelligences Inventory (Inventori Kecerdasan Pelbagai, IKP) and DSKP.

Mastery of the Multiple Intelligences Inventory

Pre-programme assessments showed that 57 percent of participants were aware of how to use pupil IKP data, particularly in planning and implementing the T&L processes in schools. After the programme, all participants understood, were confident in, and knew how to use IKP. They were able to apply IKP in planning and executing T&L processes that aligned with the pupils' interests and potential.

Exhibit 3.1: Pre-Assessment & Post-Assessment Mastery of the Multiple Intelligences Inventory

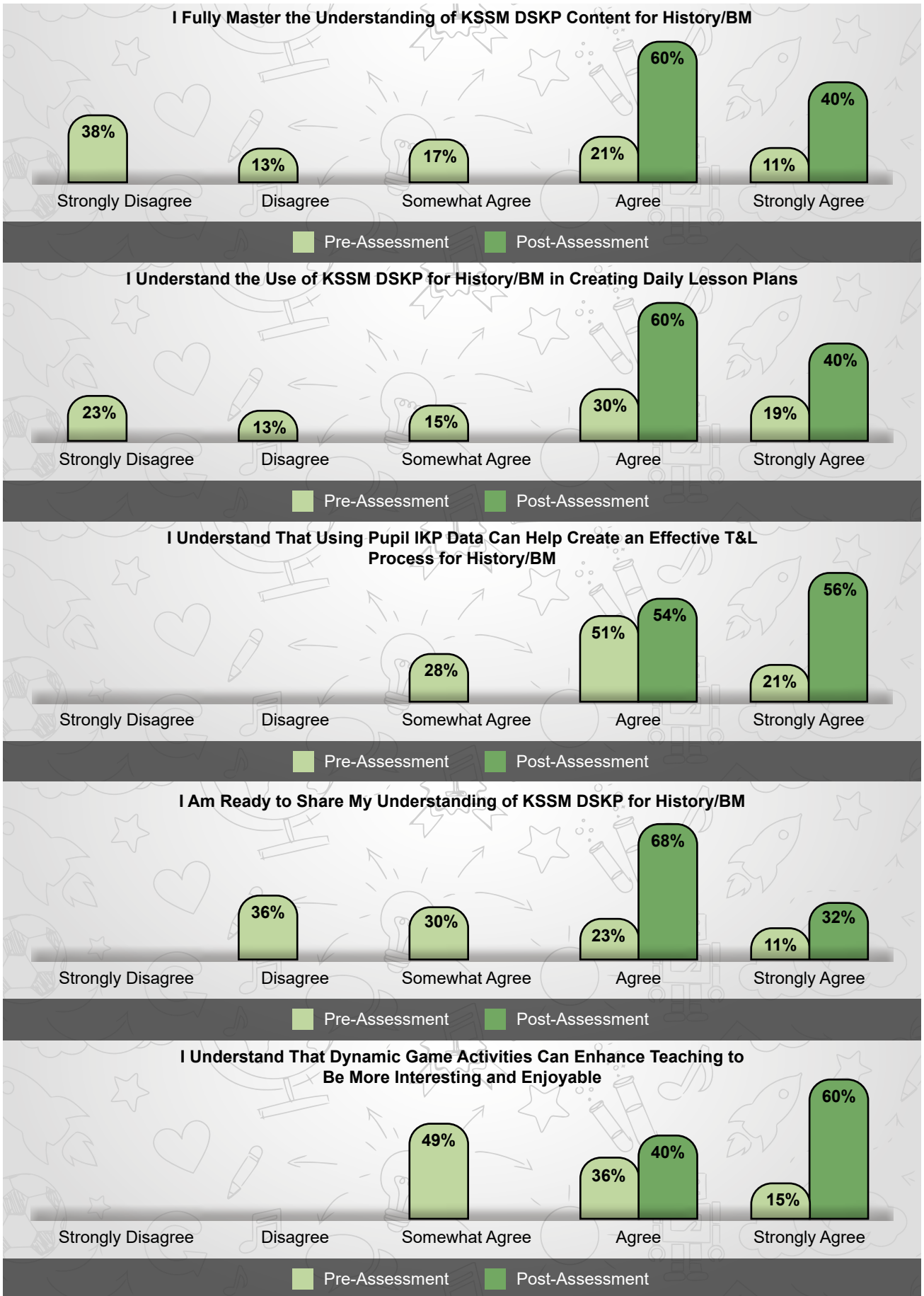


Source: Daily School Management Division

Mastery of the Standards-based Curriculum and Assessment Document

Before the programme was implemented, there were teachers who lacked understanding of the content and use of the of History and Malay Language DSKP. As a result, 64 percent of participants agreed to share information about the DSKP. Furthermore, 51 percent of participants agreed that using pupil IKP data could assist the T&L process in both subjects. After attending the DSKP mastery programme, all participants were able to understand the content and use of the DSKP for History and Malay Language and were ready to share this information with their colleagues. In addition, participants also agreed that IKP data and dynamic game activities could help teachers improve the quality of the T&L process.

Exhibit 3.2: Pre-Assessment Mastery of the Standard Curriculum and Assessment Document (DSKP)



Source: Daily School Management Division

3.1.2 National Performance Dialogue

The National Performance Dialogue (Dialog Prestasi Nasional, DPN) is a platform used to review performance based on data from each state. The implementation of DPN helps organisations focus more on support and accountability components to enhance efficiency and effectiveness in delivering excellence. This is centred on four (4) main clusters.

The first DPN was held in June 2023 in Kelantan, focusing on the following clusters:

1	Cluster 1 - Pupil Enrolment <ul style="list-style-type: none">i. Pupil attendance performanceii. Dropout trends for Form 5 pupils, Cohort 2023/2024
2	Cluster 2 - Pupil Development <ul style="list-style-type: none">i. Academic achievement of Form 5 pupils, Cohort 2023/2024ii. Mastery level trends for PLaN pupils in Year 1, Cohort 2023/2024
3	Cluster 3 - Pupil Affairs <ul style="list-style-type: none">i. Data on good practices among pupils from 2021 to 2023ii. Trends in guidance and counselling services for pupils from 2021 to 2023
4	Cluster 4 - Organisational Excellence <ul style="list-style-type: none">i. The link between organisational excellence and pupil outcomesii. Trends in teacher well-being

The second DPN took place in November 2023 in Johor. This DPN focused on:

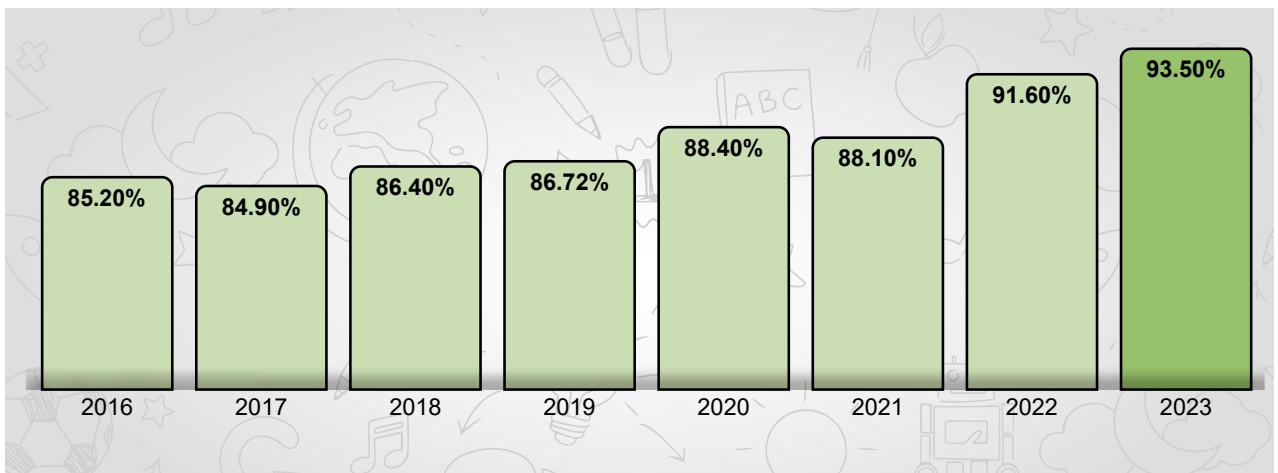
1	Cluster 1 - Pupil Enrolment <ul style="list-style-type: none">i. Attendance of Form 5 pupils, Session 2023/2024ii. Management of Special Education Needs Pupilsiii. Management of Vocational College and Technical Secondary School Pupils
2	Cluster 2 - Pupil Development <ul style="list-style-type: none">i. Academic performance of Form 5 pupils, Session 2023/2024ii. Co-curricular achievements of pupilsiii. Alternative assessment achievements of MBPKiv. Performance of Transition Programme pupils
3	Cluster 3 - Pupil Affairs <ul style="list-style-type: none">i. Employability of SPM graduatesii. Detection and intervention for expelled pupils
4	Cluster 4 - Organisational Excellence <ul style="list-style-type: none">i. Trends in voluntary teacher retirementsii. Teacher performance achievementsiii. Teacher training performance achievementsiv. Management of MoE daily school dormitories



National Performance Dialogue Session 2/2023

As a result of the interventions, the achievements of the DTP are as follows:

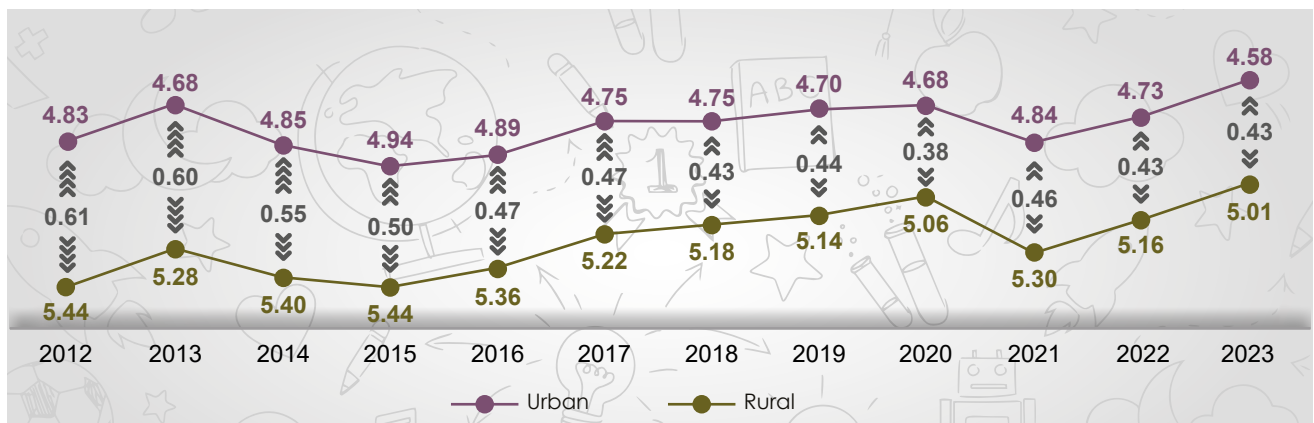
Exhibit 3.3 Percentage of Pupils Eligible for Certificates in SPM 2019-2023



Source: Daily School Management Division

Exhibit 3.3 shows that the percentage of pupils eligible to receive certificates (layak mendapat sijil, LMS) for SPM increased by 1.90 percent in 2023 as compared to SPM 2022.

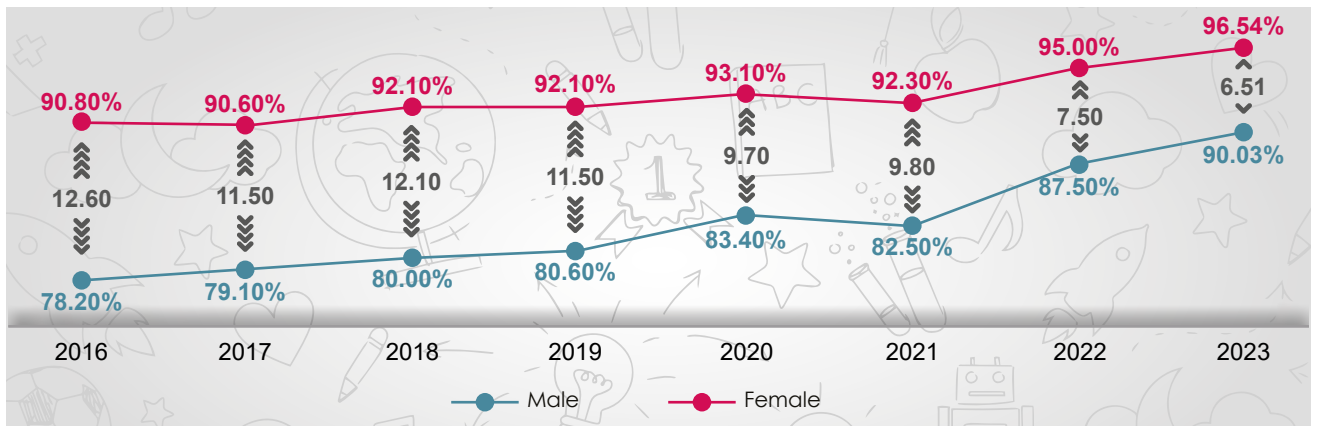
Exhibit 3.4 Urban-Rural Average Grade Achievement Gap in SPM 2012-2023



Source: Daily School Management Division

Exhibit 3.4 shows that the urban-rural average grade achievement gap in SPM 2023 has narrowed by 29.51 percent as compared to 2012.

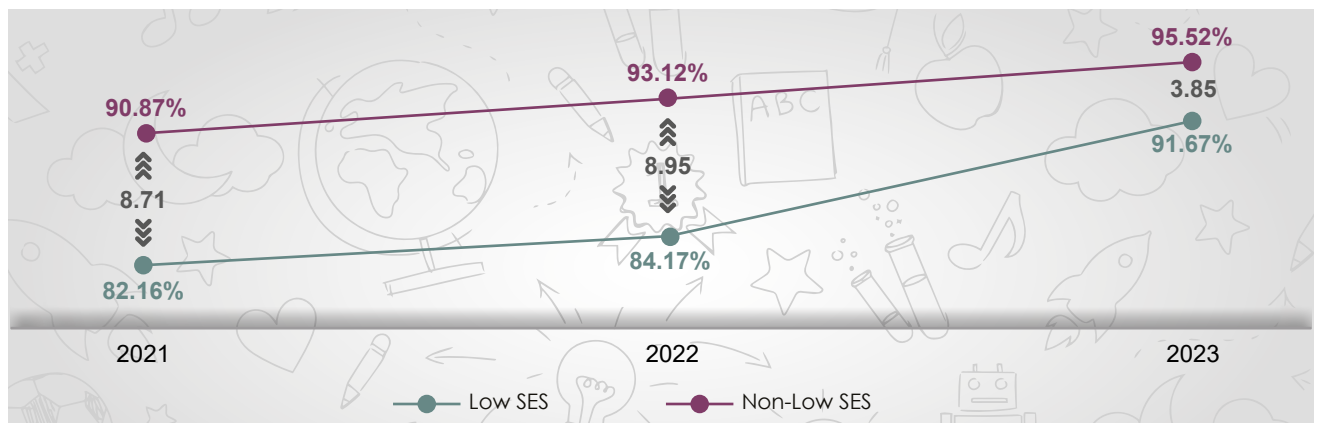
Exhibit 3.5 LMS SPM Achievement Gap by Gender, 2016 – 2023



Source: Daily School Management Division

Exhibit 3.5 shows that the LMS SPM achievement gap by gender has narrowed by 48.33 percent in 2023 as compared to 2016.

Exhibit 3.6 LMS SPM Achievement Gap by Socioeconomic Status (SES), 2021-2023



Source: Daily School Management Division

Exhibit 3.6 shows that the SPM LMS achievement gap by socioeconomic status in 2023 has narrowed by 55.80 percent as compared to 2021.

3.1.3 Sharing of Best Practices in DTP 2023

The Sharing of Best Practices in DTP 2023 was a programme organised for the first time by MoE to enable all JPN and PPD officers as well as school teachers to network, share ideas and exchange best operational practices based on their localities. This programme took place over three days and two nights in November 2023 in Alor Setar, Kedah.

The programme involved all 16 JPNs, consisting of State Education Directors, State DTP Programme Managers, 142 District Education Officers and District DTP Programme Managers as well as 145 principals from DTP-focused schools for the 2022/2023 session.

MOVING FORWARD

Continuing efforts to close the achievement gap between urban and rural schools, as well as pupil performance based on SES and gender by 2025, the DTP implementation initiative has outlined two more focused strategies for 2024. These strategies aim to strengthen the support system and comprehensively enhance the competencies of JPN and PPD officers and school teachers.

In line with this, eight (8) key activities have been planned for 2024:

- 1** Empowering targeted guidance programmes for JPN and PPD
- 2** Enhancing the capacity of JPN officers in focused monitoring of at-risk pupil interventions
- 3** Improving the effectiveness of focused PPD guidance
- 4** Strengthening the school support system to provide specific interventions
- 5** Developing a transformation index for JPN and PPD
- 6** Improving competency criteria in the selection of JPN and PPD officers
- 7** Strengthening the competencies of new JPN and PPD officers
- 8** Enhancing the competencies of JPN and PPD officers

3.2 EDUCATION TRANSFORMATION FOR ORANG ASLI AND INDIGENOUS PUPILS

The Orang Asli and Indigenous Education Transformation Initiative aims to provide equal access to quality and relevant education, in line with mainstream pupils, based on current needs.

The Ministry is committed to improving education access through increased transition of Orang Asli pupils from primary to secondary school, attendance of Indigenous pupils (Dusun Bonggi and Penan) in schools and achieving the minimum TP for Year 3 in PBD for subjects such as Malay Language, English Language and Mathematics.

In 2023, this initiative focused on the transformation of Orang Asli and Indigenous pupils through:

3.2.1 STRENGTHENING ATTENDANCE INTERVENTIONS FOR INDIGENOUS PUPILS IN SABAH (DUSUN BONGGI) AND SARAWAK (PENAN)

- ✎ Engagement Sessions
- ✎ Outreach Programmes with Strategic Partners

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

- ✎ Outreach Programmes
- ✎ "Jom Belajar" or Let's Learn Programme

3.2.3 INCREASING THE PERCENTAGE OF ORANG ASLI AND INDIGENOUS YEAR 3 PUPILS ACHIEVING THE MINIMUM PROFICIENCY LEVEL IN PBD FOR MALAY LANGUAGE, ENGLISH LANGUAGE AND MATHEMATICS

- ✎ Dissemination of Differentiated Pedagogy Training Module
- ✎ Integrated Learning Assistance Visits
- ✎ National-level Carnival for Orang Asli and Indigenous Pupils 2023

3.2.1 Strengthening Attendance Interventions for Indigenous Pupils in Sabah (Dusun Bonggi) and Sarawak (Penan)

Engagement Sessions

Engagement sessions were held with JPN Sarawak, PPD Baram and PPD Belaga with the involvement of private agencies as well as strategic partners such as the Permanent Secretary of the Ministry of Education, Innovation and Talent Development Sarawak (MEITD), Sarawak Energy Berhad (SEB), Bakun Trust Fund, Bank Simpanan Nasional (BSN), Bank Islam, Bank Rakyat, Tun Jugah Foundation and the Economic Planning Unit, Premier of Sarawak.



Coordination meetings and engagement sessions were held between the Ministry of Education, the Sarawak State Education Department, PPD Belaga, PPD Baram and strategic partners

Based on the findings from the engagement session, several interventions have been implemented to assist the Penan community. Among the assistance provided are:

- i. donation of school equipment;
- ii. motivation programmes involving the community and pupils in the affected areas;
- iii. one-off financial contributions; and
- iv. transportation funding for pupils to attend school.

The engagement session in Sabah involved JPN Sabah, PPD Kudat, alongside private agencies and strategic partners such as the United Nations Children's Fund (UNICEF), Petrosains Discovery Centre, BSN, Bank Islam and Bank Rakyat.

In Sabah, several interventions were carried out to assist Dusun Bonggi pupils. Among the contributions provided were:

- i. donation of school equipment;
- ii. one-off financial contributions; and
- iii. transportation assistance to school.

Through engagement with Petrosains, several programmes were identified to encourage the potential development of pupils in the STEM field, such as a special robotics programme and educational trips to the Petrosains Discovery Centre in Kota Kinabalu.

A total of 23 Indigenous schools have implemented interventions to increase the attendance percentage of Indigenous pupils (Dusun Bonggi and Penan) as follows:

- i. 100 percent Attendance Certificate;
- ii. "Ziarah Kasih" or Care Visits programme;
- iii. Sports Day programme;
- iv. "Jom ke Sekolah" or Let's Go to School programme; and
- v. "Jom Masuk Asrama" or Let's Enrol into Hostels programme.

Outreach Programme with Strategic Partners

This programme was conducted in collaboration with the community, parents of Penan pupils, agencies and NGOs. The motivation programme was targeted at Indigenous schools, involving MoE, JPN Sarawak, PPD and strategic partners such as the Permanent Secretary of MEITD, SEB, Bakun Trust Fund, BSN, Bank Islam, Bank Rakyat, Tun Jugah Foundation and the Economic Planning Unit, Premier Sarawak.

Among the contents of the Outreach Programme were:

- i. Motivation programme for the community and school staff;
- ii. Activity programmes with pupils;
- iii. "Jom ke Sekolah" or Let's Go to School programme;
- iv. Sports carnival;
- v. Culture and arts week;
- vi. STEM programme;
- vii. Digital exhibition week; and
- viii. Character Ambassador Programme.



“Jom ke Sekolah” or Let’s Go to School Programme

The sports carnival and the “Jom ke Sekolah” programme have successfully increased the attendance of Indigenous pupils, particularly in Indigenous schools in Pulau Banggi, Kudat, Baram district and Belaga district.

Exhibit 3.7: Percentage of Indigenous Pupils (Dusun Bonggi and Penan) Attendance from 2019 to 2023

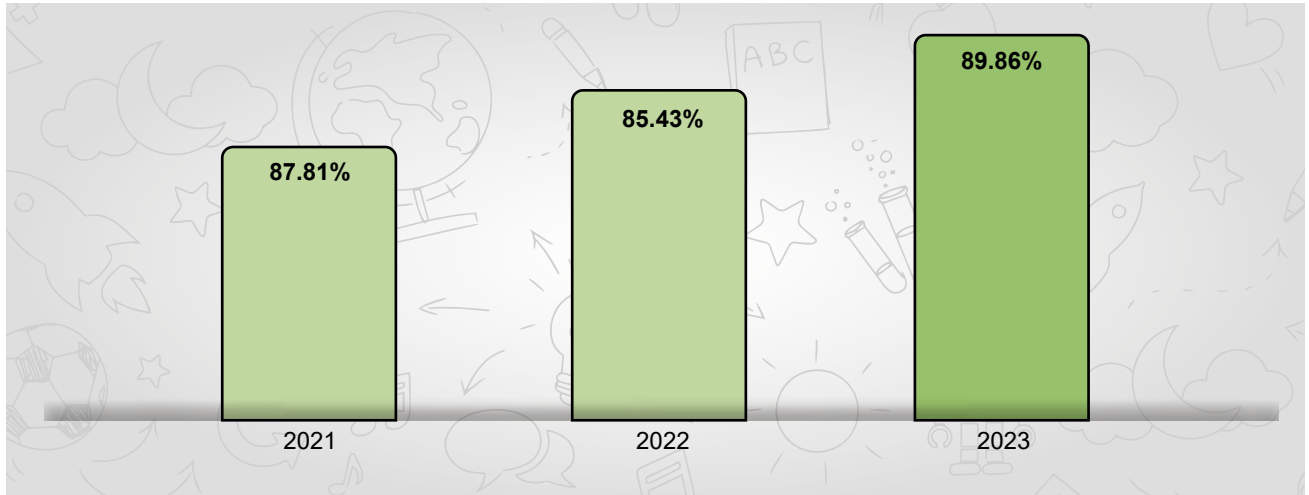
Year	Percentage of Pupil Attendance in Indigenous Schools	Sarawak	Sabah
2019	84.61%	8 schools	8 schools
2020	78.06%	9 schools	10 schools
2021	94.56% *during the MCO	9 schools	10 schools
2022	79.13%	9 schools	10 schools
2023	83.12%	13 schools	10 schools

Source: Daily School Management Division

3.2.2 Increasing the percentage of Orang Asli Pupil Transitions from Year 6 to Form 1

Intervention activities focusing on the transition of Orang Asli pupils involved seven (7) states: Johor, Negeri Sembilan, Pahang, Selangor, Perak, Kelantan and Terengganu.

Exhibit 3.8: Percentage of Transition Achievement of Orang Asli pupils at the National Level (2021 to 2023)



Source: Daily School Management Division

In 2023, the percentage of pupil transition increased to 89.86 percent. Among the activities carried out to support this effort are:

Outreach Programme

The Outreach Programme for 13 Orang Asli schools in Johor, Kelantan, Negeri Sembilan, Pahang, Perak, Selangor and Terengganu involved the parent community. The components of the Outreach Programme include:

- i. identifying pupils who have dropped out of school;
- ii. providing school supplies to pupils who do not attend school; and
- iii. hosting friendly sessions with Tok Batin.

The percentage of transition for Orang Asli pupils from Year 6 to Form 1 has increased to 89.86 percent



Outreach Session for Transition Intervention of Orang Asli Pupils in Kampung Orang Asli Lenjang, Lipis



A friendly visit at the home of Tok Batin in Kampung Orang Asli Lenjang, Lipis

“Jom Belajar” or Let’s Learn Programme

The “Jom Belajar” or Let’s Learn programme is implemented for citizen children, specifically Orang Asli children living in rural and remote areas as well as islands, to ensure their right to education and to reduce the dropout rate among pupils.

As of 2023, a total of 15 schools have implemented the “Jom Belajar” programme, involving 373 pupils as shown in Exhibit 3.9.

Exhibit 3.9: List of Schools Participating in the “Jom Belajar” Programme

NO	STRICT	SCHOOL NAME	NUMBER OF PUPILS
1	Gua Musang, Kelantan	SK Aring	71
2	Kuala Krai, Kelantan	SK Ladang Taku	5
3	Jerantut, Pahang	SK Kuala Tahan	45
4	Jerantut, Pahang	SK Kuala Sat	25
5	Jerantut, Pahang	SK Merting	29
6	Jerantut, Pahang	SK Kg Pagi	23
7	Lipis, Pahang	SK LKTP Kechau 1	27
8	Lipis, Pahang	SK Teluk Gunung	21
9	Lipis, Pahang	SK Pagar Sasak	13
10	Hulu Perak, Perak	SK Sungai Tiang	34
11	Hulu Perak	SK Pahit	19
12	Hulu Perak	SK Bukit Sapi	22
13	Hulu Perak	SMK Tan Sri Abdul Aziz	18
14	Klang, Selangor	SJKC Hwa Lien	10
15	Baling, Kedah	SK Siong	11
			373

Source: Daily School Management Division

Support visits were also conducted throughout 2023 to help schools effectively implement this programme in collaboration with external agencies such as the Department of Orang Asli Development (Jabatan Kemajuan Orang Asli, JAKOA).



Pupils participating in T&L activities in a classroom specifically for the “Jom Belajar” Programme at SK Siong, Kedah

3.2.3 Increasing the Percentage of Orang Asli and Indigenous Year 3 Pupils Achieving Minimum Proficiency Level in PBD for Malay Language, English Language and Mathematics

In 2022, a notification letter was issued regarding the implementation of the Literacy and Numeracy Programme in all MoE primary schools, including all schools for Orang Asli and Indigenous pupils. This programme was expanded to all primary schools to ensure that pupils in Year 2 and 3 can achieve at least the minimum proficiency level, which is TP3, in Malay Language, English Language and Mathematics.

Exhibit 3.10: Analysis of Year 3 Orang Asli and Indigenous Pupils' PBD Results for the Academic Session 2023/2024

Subject	Malay Language			
	Mid-Academic Session		End of Academic Session	
	Not Proficient (TP1-TP2)	Proficient (TP3-TP6)	Not Proficient (TP1-TP2)	Proficient (TP3-TP6)
Number of Pupils	1,310	1,440	845	1,882
Percentage	46.92%	51.58%	30.89%	68.07%
Pupil Enrolment	2,792		2,765	
Ranking	+18.07			
Subject	English Language			
	Mid-Academic Session		End of Academic Session	
	Not Proficient (TP1-TP2)	Proficient (TP3-TP6)	Not Proficient (TP1-TP2)	Proficient (TP3-TP6)
Number of Pupils	1,671	1,078	1,213	1,521
Percentage	59.85%	38.61%	43.87%	55.01%
Pupil Enrolment	2,792		2,765	
Ranking	+6.01			
Subject	Mathematics			
	Mid-Academic Session		End of Academic Session	
	Not Proficient (TP1-TP2)	Proficient (TP3-TP6)	Not Proficient (TP1-TP2)	Proficient (TP3-TP6)
Number of Pupils	1,334	1,416	948	1,788
Percentage	47.78%	50.72%	34.29%	64.67%
Pupil Enrolment	2,792		2,765	
Ranking	+12.67			

Source: Daily School Management Division

The PBD analysis findings show an increase in achievements at the mid and end of the academic session 2023/2024 for the three subjects. The percentage of Year 3 pupils achieving the minimum proficiency level, which is TP3 and above, in Malay Language has increased by 18.07%, from 52.58% (1,440 pupils) to 68.07% (1,882 pupils). In English Language, it increased by 6.01%, from 38.61% (1,078 pupils) to 55.01% (1,521 pupils), while in Mathematics, it increased by 12.67%, from 50.72% (1,416 pupils) to 64.67% (1,788 pupils). The programmes implemented to increase the percentage of pupils achieving TP3 are as follows:

Dissemination of Differentiated Pedagogy Training Module

The training for this module commenced in September 2022 and continued until February 2023 in the Borneo Zone, involving 80 State Trainers who are the point of reference at state level.

Exhibit 3.11: Distribution of State Trainers in the Dissemination of Differentiated Pedagogy Training Module



Source: Daily School Management Division

Following the dissemination of the differentiated pedagogy training module carried out in these four zones, a support module was developed based on the findings and feedback received. The foundation for constructing this module is based on elements found in the MoLIB, which serves as a support module within the PLaN framework.

The activities outlined in this module have been aligned according to the levels of pupils, which have been divided into three different groups. Indigenous elements were also incorporated as a reference during the development of this training module, which has been aligned to the DSKP for Malay Language, English Language and Mathematics.

Integrated Learning Assistance Visits

The Integrated Learning Assistance Visits focused on:

- i. quality assurance for PBD;
- ii. the operation of special remedial programmes; and
- iii. the implementation of PLaN.

Integrated support visits have been conducted at SK Balar in Gua Musang, Kelantan and SK Lenjang in Kuala Lipis, Pahang. This programme involved Year 3 subject teachers for Malay Language, English Language and Mathematics, remedial teachers, as well as all regular class teachers. The findings from these support visits can be summarised as follows:

- i. Implementation of quality assurance for PBD at the school level:
 - a. Schools need to conduct a detailed quality assurance review of PBD for the Senior Subject Teacher (Guru Kanan Mata Pelajaran, GKMP)/Head of Panel (Ketua Panitia, KP)/teachers to improve the detection, coordination, mentoring and monitoring of PBD in terms of management and implementation.
 - b. Schools have implemented PBD well and understand its importance. However, the Headmaster requires assistance from the Administrative Senior Assistant and the PBD coordinator when addressing several questions related to the management and quality assurance of PBD.
 - c. The implementation of quality assurance for PBD at the schools is lacking and still requires improvement steps. Follow-up guidance on quality assurance for PBD will be conducted to strengthen its implementation.
 - d. The aspects of detection and coordination need to be addressed by the school management, in addition to focusing on mentoring and monitoring.
- ii. The implementation of T&L using the support materials from MoLIB for primary schools shows that:
 - a. Teachers have not been exposed to MoLIB;
 - b. Teachers lack the skills to integrate and unpack the DSKP for the subjects they teach;
 - c. The implementation of T&L does not follow the Daily Lesson Plan; and
 - d. Teachers do not understand the implementation of differentiated pedagogy concepts in T&L.
- iii. Implementation of Special Remedial Programmes:
 - a. Option Remedial teachers have transferred out and those who took over are mainstream teachers without the skills to teach remedial pupils.
 - b. Teachers have not been exposed to the skills needed to teach special remedial pupils.

National-level Carnival for Orang Asli and Indigenous Pupils 2023

The National-level Carnival for Orang Asli and Indigenous Pupils 2023 aims to provide opportunities and equal access, as well as to foster the development of Orang Asli and Indigenous pupils. Among the objectives of the carnival is to provide opportunities for Orang Asli and Indigenous pupils to showcase their talents in various fields such as solo singing competitions, poetry recitation, storytelling and action songs. In addition, it aims to cultivate the interest of Orang Asli and Indigenous pupils in robotics and STEM to enhance creativity and innovation.



Amir Sisi, a Year 6 pupil from Sekolah Kebangsaan Pos Kemar, Gerik, Perak, won *The Chosen One*, a reality TV singing competition aired on Astro Ceria & Astro Prima. Amir, an Orang Asli pupil identified for his potential in singing, hails from Pos Kemar in Gerik, Perak. He became a crowd favourite and with his victory in October 2023, he made history as the first Orang Asli child to win a televised singing competition.

Mohd Zulkhairi bin Umar and Wan Rahmat bin Wan Ismail are teachers who successfully guided pupils Aizal a/I Rashid and Nazril a/I Nazaran from Sekolah Kebangsaan Permatang Keledang, Pahang, to represent Malaysia at the Make X Robotics Competition: World Championship 2023 held in Yantai, Shandong, China.

Debbie Chau and Suhairi Pakiah from SK Kapitangan, Kudat, Sabah, who showed an interest in storytelling, achieved third place in the HIP Outreach Programme Organiser: The Host in collaboration with UNRWA: United Nations Relief and Works Agency for Palestine Refugees in the Near East.



Ervin Bah Roslan and Almin bin Rimi excelled in the field of baseball and became role models for the pupils of Sekolah Kebangsaan Jernang K9, Sungkai, Perak



Orang Asli pupils from SMK Panggung Jaya, Gua Musang, Kelantan, showcased their talents through a Choral Speaking performance.

MOVING FORWARD

In 2024, the Orang Asli and Indigenous Education Transformation Initiative will be strengthened with the following:

- 1 Follow-up follow-through (FUFT) to identify the effectiveness of previously implemented programmes
- 2 The expansion of the K9 and K11 Comprehensive School Programme will continue based on the needs and readiness of JPN and PPD to reduce dropout rates among Orang Asli and Indigenous pupils
- 3 The strengthening of PIBKS and strategic partners in efforts to enhance the quality of education for Orang Asli and Indigenous pupils
- 4 Engagement sessions with strategic partners will be further increased to focus on the direction of education, access to transportation and motivational programmes for the Penan and Dusun Bonggi communities
- 5 The improvement of T&L for Malay Language, English Language and Mathematics in schools with Orang Asli and Indigenous pupils
- 6 The empowerment of quality assurance for PBD to ensure that pupils are assessed fairly according to their abilities

3.3 INCREASING ACCESS AND QUALITY OF EDUCATION FOR SPECIAL NEEDS PUPILS

MoE provides education for MBPK pupils through three (3) schooling options: special education schools (sekolah pendidikan khas, SPK), Integrated Special Education Programmes (Program Pendidikan Khas Integrasi, PPKI) and Inclusive Education Programmes (Program Pendidikan Inklusif, PPI). SPK are schools specifically built for MBPK, comprising national special education primary schools, national special education secondary schools (sekolah menengah kebangsaan pendidikan khas, SMKPK) and vocational special education secondary schools (sekolah menengah pendidikan khas vokasional, SMPKV). PPKI refers to education programmes for MBPK who attend special classes in government and government-aided schools. Meanwhile, PPI is an education programme where MBPK study together with mainstream pupils in the same classes in government or government-aided schools.

There are six categories of MBPK as stipulated in the Education Regulations (Special Education) 2013, which are pupils with visual impairments, hearing impairments, physical disabilities, speech impairments, learning difficulties and multiple disabilities.

The primary goal of this initiative is to enhance the potential of MBPK by broadening access through their involvement with mainstream peers. Additionally, this initiative aims to increase the capabilities and potential of MBPK so that their contributions to society can be enhanced through further education and employment opportunities.

In 2023, the focus of this initiative was:

3.3.1 STRENGTHENING SPECIAL EDUCATION MANAGEMENT

- ✎ Improvement of the Code of Practice for the Education of Pupils with Special Educational Needs
- ✎ Development of the Inclusivity Index
- ✎ Empowering PPI for JPN, PPD and School Leaders
- ✎ Dissemination Programme for the Implementation of Individual Education Plan (Second Edition)

3.3.2 IMPROVING THE QUALITY OF SPECIAL EDUCATION

- ✎ Development of four teacher training modules

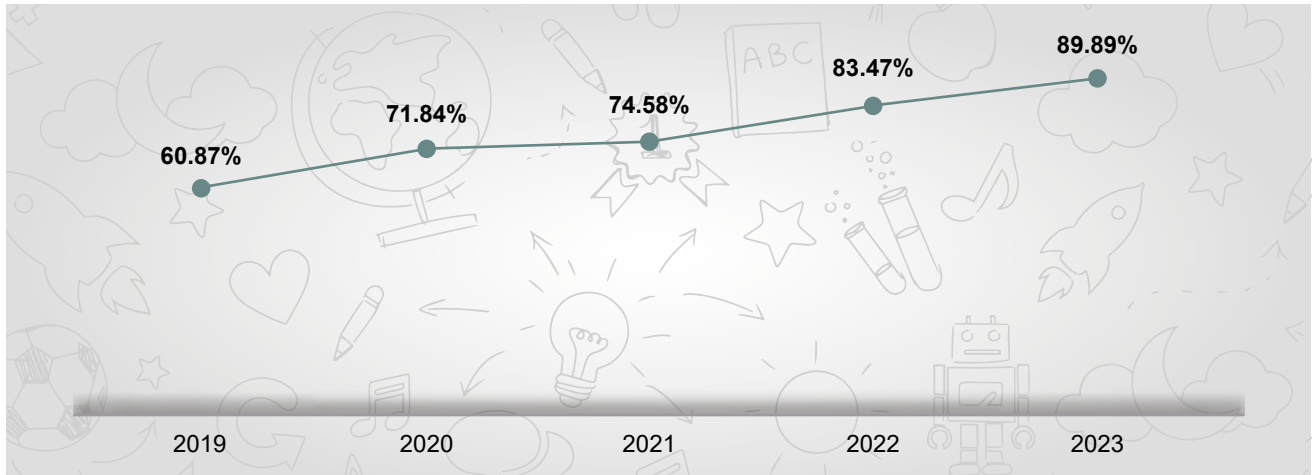
3.3.3 ENHANCING READINESS AND EMPLOYABILITY OF PUPILS WITH SPECIAL EDUCATIONAL NEEDS

- ✎ MBPK Inclusive and Employability Outreach Programme
- ✎ Continuous Professional Development for enhancing the employability readiness of MBPK
- ✎ Screening for the identification of MBPK
- ✎ Therapist-to-School Programme

3.3.1 Strengthening Special Education Management

In 2023, a total of 113,186 MBPK were registered in SPK, PPKI and PPI across Malaysia. A total of 101,741 MBPK (89.89 percent) were enrolled in PPI in 2023 compared to 53,818 MBPK (60.87 percent) in 2019, representing an increase of 29.02 percent. This initiative has supported the Inclusive Education Policy, which aims to ensure that more MBPK are placed in PPI through their involvement with mainstream classmates.

Exhibit 3.12: Percentage of MBPK in PPI



Source: Special Education Division

Various activities have been implemented to strengthen the management of special education, including:

Improvement of the Code of Practice for the Education of Pupils with Special Educational Needs

The Code of Practice for Pupils with Special Educational Needs was first introduced in 2015. MoE conducted the Reviewing and Improving the Content of the Code of Practice for Pupils with Special Educational Needs Workshop to align the document with current developments in special education, based on input and information gathered from 100 panellists. These panellists included officers from various divisions of MoE, JPN, PPD, special education teachers, legal practitioners, the Ministry of Higher Education, the Ministry of Health Malaysia (MoH), the Ministry of Women, Family and Community Development, NGOs and parent representatives. An improvement report on the content of the Code of Practice for Pupils with Special Educational Needs was produced in line with the action plan in the Education Roadmap 2020-2025.

Development of the Inclusivity Index

In addition to increasing access to PPI, MoE also prioritises the quality of PPI implementation. In line with this, MOE is in the process of developing the PPI Inclusivity Index. This index is designed to measure the implementation of PPI in terms of quality and in accordance with the established guidelines. A total of 36 special education and mainstream teachers participated in three (3) workshop series to:

- i. obtain input from school executors regarding the implementation of PPI;
- ii. validate the draft items of the Inclusivity Index in MoE schools; and
- iii. improve the Inclusivity Index items in MoE schools.

This Inclusivity Index will benefit schools implementing PPI by ensuring the programme is carried out effectively and with higher quality, following the set guidelines. Teachers involved in the development and preparation of the Inclusivity Index items can enhance the quality of PPI implementation in their schools.

Empowering PPI for JPN, PPD and School Leaders

The management of PPI continues to be strengthened at the state, district and school levels through the Leadership Guidance and Mentoring Course. This programme aims to raise awareness and understanding of special education among system leaders and school leaders through a guidance and mentoring approach. The course involved 14 officers from JPN, 18 officers from PPD and 33 school leaders.

Dissemination Programme for the Implementation of the Individual Education Plan (Second Edition)

The development of the Individual Education Plan (Rancangan Pendidikan Individu, RPI) is an essential element in the implementation of special education. RPI is designed to ensure that the learning needs of MBPK are met. The Second Edition of the Individual Education Plan Guidebook was produced in 2022. A workshop attended by 21 officers from various MoE divisions was conducted to enhance their understanding of RPI implementation based on the latest RPI Guidebook.

3.3.2 Improving the Quality of Special Education

Development of Four Teacher Training Modules

The development of training modules specifically for teachers in special education is an important step towards enhancing the quality of education. The modules are provided as supplementary pedagogical material for special education teachers and are designed to equip them with the necessary skills and knowledge to support more effective T&L. These four teacher training modules have been continuously developed by IPGM to meet these needs. The four modules are:

- i. Orientation and Mobility Training Module;
- ii. Braille Reading and Writing Skills Training Module;
- iii. Tactile Graphics Construction Training Module; and
- iv. Intervention Training Module for MBPK with Maximum Support.

These modules are used as additional reference materials by special education teachers to implement appropriate teaching and learning processes for pupils with special educational needs.



Special Education Teacher Training Modules

The four training modules used by special education teachers are intended to equip them with the skills and knowledge required to support more effective teaching and learning processes

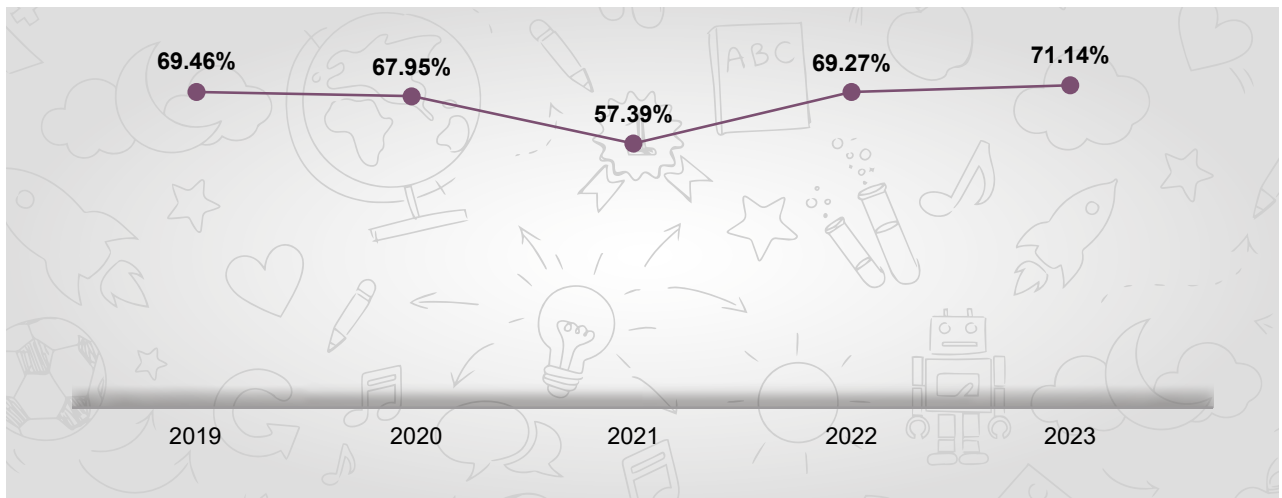
3.3.3 Enhancing Readiness and Employability of Pupils with Special Education Needs

The employability of MBPK refers to pupils who have completed their education, whether they:

- i. continue their studies at tertiary level in higher education institutions (IPT), teacher training institutes (IPG) or public and private skill training institutes;
- ii. pursue studies at educational centres that do not offer certification; or
- iii. are self-employed or working in the public or private sector.

The employability rate of MBPK showed an increase of 1.87 percent in 2023, rising to 71.14 percent compared to 69.27 percent in 2022.

Exhibit 3.13: Percentage of MBPK Employability



Source: Daily School Management Division

Various programmes have been implemented to support and enhance the employability of MBPK, including:

MBPK Inclusive and Employability Outreach Programme

The MADANI MBPK Inclusive and Employability Outreach Carnival 2023 was organised to promote and enhance the employability rate and job opportunities for MBPK. This programme involved various stakeholders, including industry players, public and private higher education institutions, strategic partners and statutory bodies. The carnival also saw the participation of private entities such as Wakaf An-Nur, the Darul Takzim Family Development Foundation, PERKESO, J-Biotech, Johor Corporation Foundation, Penawar Hospital Johor, MyIPO, the OKU Youth Council, the Johor Port Authority and the Johor Water Company.

The 2023 Carnival provided exposure to more than 1,000 MBPK and 500 special education teachers in Johor, enhancing the employability of MBPK. It also served as a platform to showcase the potential of MBPK to industry leaders, aiming for better job opportunities for MBPK. Such events will continue at the state level and across the country to increase career opportunities for MBPK, thereby boosting their employability and improving their quality of life.



MADANI MBPK Inclusive and Employability Outreach Carnival 2023

Continuous Professional Development for Enhancing the Employability Readiness of MBPK

The implementation of the Transition to Career Programme (Program Transisi ke Kerjaya, PTK) for MBPK at the secondary school level has been strengthened through Professional Learning Community workshops aimed at enhancing the PTK for MBPK in 2023, focusing on the integration of career transition components across the curriculum.

This programme involved 20 PPKI teachers and 16 JPN Special Education Sector officers across Malaysia. Additionally, the Day Break Association also shared about implementation of industrial training as part of the exposure to PTK components.



Special Education Needs Identification Screening Programme (PROSPER) by MoE

Screening for the Identification for MBPK

The Special Education Needs Identification Screening Programme (Saringan Penentuan Murid Berkeperluan Pendidikan Khas, PROSPER) by MoE is a programme implemented to identify Year 3 pupils in special remedial programmes at schools who do not possess basic reading, writing and arithmetic (Membaca, Menulis dan Mengira, 3M) skills and exhibit characteristics of special educational needs. The selection of pupils who undergo the PROSPER programme is supervised by special remedial teachers at schools using specific instruments. This programme involves specialist officers from the Special Education Service Centre (Pusat Perkhidmatan Pendidikan Khas, 3PK), medical officers from MoH, public university agencies and private agencies.

In addition to identifying the ability levels of Year 3 pupils in the Special Remedial Programme who have learning difficulties, PROSPER can also:

- i. conduct further examinations on pupils with characteristics of special educational needs to confirm diagnoses by medical officers or practitioners;
- ii. recommend appropriate educational programmes based on the pupils' disability categories; and
- iii. assist in implementing suitable interventions for pupils based on screening and assessment findings.

In 2023, MoE conducted 91 series of PROSPER across the country, involving a total of 5,500 pupils. Collaboration from 55 3PK specialist officers and nearly 1,500 rehabilitation professionals and medical officers from state health departments, district health offices, health clinics and university hospitals enabled the confirmation of 3,796 pupils as MBPK.

Therapist to School Programme

The Therapist to School Programme is implemented by 55 specialist officers from 3PK to provide special education support services to teachers and pupils in schools. The support services include interventions such as screening, therapy and sharing knowledge related to pupil management in schools. This service has benefitted 564 pupils in 61 schools nationwide. The programme involves specialist officers in areas such as:

- 3.1 Audiology
- 3.2 Occupational Therapy
- 3.3 Speech-Language Therapy
- 3.4 Psychology
- 3.5 Clinical Psychology
- 3.6 Physiotherapy
- 3.7 Intervention Officers

The collaboration from 55 3PK specialist officers and nearly 1,500 rehabilitation professionals and medical officers from state health departments, district health offices, health clinics and university hospitals enabled the confirmation of 3,796 pupils as MBPK

MOVING FORWARD

This initiative will continue to enhance the operational quality of Special Education in 2024 through the following activities:

- 1** Developmental Monitoring and Intervention Programme for Preschool Pupils in 16 states
- 2** Empowerment Programme for the Management of Inclusive Education Programme in 16 JPNs
- 3** Academic Excellence Camp for SPM Malay Language and History at JPN
- 4** Strengthening the Use of the Second Edition Individual Education Plan at JPN
- 5** MBPK Employability Carnival

INSPIRATIONAL STORY



"I am just an ordinary teacher. It is my pupils who have achieved many things that perhaps many did not expect could be accomplished." This is how Azam expressed himself when asked about his contributions. Hailing from Miri, Sarawak, Wan Muadzam bin Wan Abidin, affectionately known as Teacher Azam, has served for 15 years as a special education teacher at SK Klang, Selangor. Among his greatest achievements is being shortlisted as a top 50 finalist for the 2023 Global Teacher Prize after Malaysia had no representatives in this prestigious global award for three years.

His dedication in training MBPK with visual impairments has inspired other pupils. As a result, his pupils won gold medals in the 100-metre, 200-metre, long jump and shot put events at the Selangor and National Special Education Sports Championships from 2021 to 2023.

In addition, he was selected as a finalist for the reality TV programme INNOVATHON on Astro, organised by the Ministry of Science & Technology in collaboration with the Ministry of Economy. Among the innovations produced by Teacher Azam are:

- i. organising a talent search programme involving pupils with visual impairments by hosting a special sports competition at the state level in Selangor;
- ii. developing a training aid for pupils with visual impairments known as 'Caballus' to participate in athletics; and
- iii. innovating the Environmental Orientation (E-OP) that helps pupils navigate their surroundings and locations for individuals with visual impairments. This marks the first time that pupils with visual impairments have created a STEM innovation as part of their educational development.

The following are some of the awards that Teacher Azam has received:

- i. Top 50 Global Teacher Prize 2023 (VARKEY FOUNDATION & UNESCO Paris)
- ii. Rise Educator Award 2023
- iii. Edufluencer KPM 3.0 2023
- iv. Top 10 Malaysia Teacher Prize 2022
- v. World Sight Day Icon 2022
- vi. Creative Award (in conjunction with the National OKU Day 2021)



Teacher Azam has also been invited to share his experiences at various conferences, conventions and webinars at both national and international levels, including events organised by SEAMEO-SEN and UNESCO.

In implementing meaningful learning for pupil development, he is also active in writing action research and best practices, winning four (4) gold medals, two (2) silver medals and receiving one Best Presenter Award at the international level.

CHAPTER 04

**BUILDING CHARACTER AND
FOSTERING UNITY THROUGH
EDUCATION**



4.1 STRENGTHENING UNITY IN SCHOOLS

The Strengthening Unity in Schools Initiative aims to enhance unity and shape a national identity among school communities. Strengthening unity includes instilling attitudes of tolerance, mutual understanding, acceptance and respect for diversity, as well as fostering pride in being Malaysian, regardless of background, ethnicity, religion or socioeconomic status.

These efforts are measured through the Unity Index Survey, which serves as an indicator of the level of unity cultivated within school communities.

Various efforts are undertaken to achieve this goal, including recognising schools that promote unity, incorporating unity values that ensure the development of pupil character and strengthening the role of school leaders in fostering and instilling unity values among the school community.

As such, in 2024 and beyond, efforts must be redoubled to ensure that the momentum of progress continues and remains sustainable.

In 2023, the focus of the initiative were as follows:

4.1.1 IMPLEMENTATION OF THE 2023 UNITY INDEX SURVEY IN MOE SCHOOLS

- ✎ Unity Index Measurement Survey

4.1.2 DEVELOPMENT OF EDUCATIONAL LEADERS' COMPETENCY IN MANAGING UNITY IN SCHOOLS

4.1.3 IMPROVEMENT OF EXISTING TEACHER TRAINING PROGRAMMES/COURSES AT IPG IN UNITY INTEGRATION

4.1.4 STRENGTHENING UNITY WITHIN THE SCHOOL ECOSYSTEM

- ✎ Cultivating Unity Practices in Schools through the Curriculum and Co-curricular Activities
- ✎ Recognition of Schools that Foster Unity and National Identity

4.1.5 ESTABLISHMENT OF THE UNITY COMMITTEE AT THE MOE LEVEL

4.1.1 Implementation of the 2023 Unity Index Survey in MoE Schools

Unity Index Measurement Survey

The Unity Index Measurement Survey has been introduced to measure the level of unity among teachers and pupils, focusing on their ability to accept, respect and manage differences in race, culture, religion and language, both inside and outside the classroom.

The trend of the Unity Index in MoE schools has been at a close-knit level, with the index value increasing consistently from 2018 to 2023. In 2023, the index value rose to 7.51, as shown in Exhibit 4.1. These findings indicate improved performance in the constructs of acceptance, respect and managing differences within school communities, particularly among teachers compared to pupils (Exhibit 4.2).

Exhibit 4.1: Unity Index Trend in MoE Schools 2014-2023

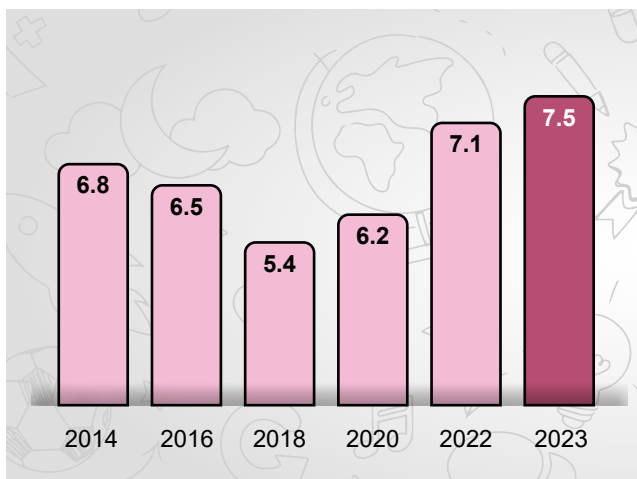
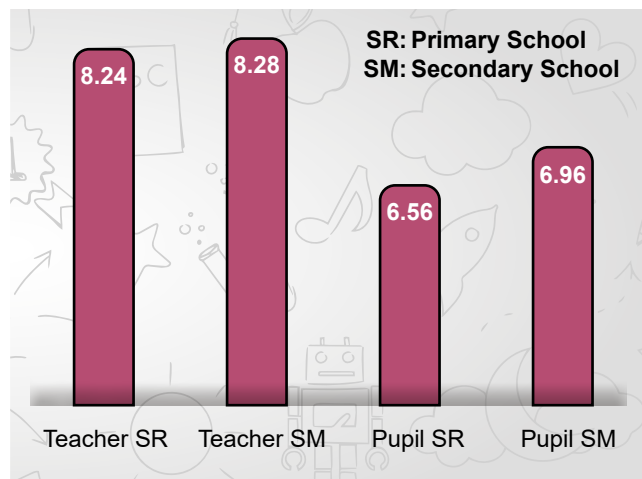


Exhibit 4.2: Unity Index Level of Teachers and Pupils According to Constructs



Source: Education Policy Planning and Research Division

The assessment of both secondary and primary school teachers shows that both groups have achieved a very high level of unity in the context of respecting and managing differences. Therefore, the unity process among them should continue to be maintained. In the context of accepting differences, their level of unity is high. This indicates that the unity process still has room to be strengthened.

Secondary school pupils demonstrate a high level of unity in all contexts, namely accepting, respecting and managing differences.

For primary school pupils, the level of unity is high in the contexts of respecting and managing differences. In the context of accepting differences, only two components—cooperation and trust—have reached a high level, while being open-minded and tolerance remain at a moderate level, requiring further efforts to strengthen unity.

In conclusion, the level of unity will continue to improve in line with the development of cognitive maturity, exposure to social interactions and the process of life adaptation.

Exhibit 4.3: Interpretation of the Unity Index

Index	Unity Level	Interpretation
0.0 – 2.5	Low	Process of unity needs to be worked on rigorously
2.6 – 5.0	Moderate	Process of unity needs to be enhanced
5.1 – 7.5	High	Process of unity needs to be strengthened
7.6 – 10.00	Very High	Process of unity needs to be maintained

Source: Education Policy Planning and Research Division

Based on Exhibit 4.4, the level of unity is high for all elements of language, ethnicity, social class and gender. The achievement is relatively lower for secondary pupils in the gender element. However, some states show better performance in other elements.

Exhibit 4.4: Unity Index Level Based on Elements of Language, Ethnicity, Social Class and Gender

	Johor	Kedah	Kelantan	Melaka	Negeri Sembilan	Pahang	Perak	Perlis	Penang	Sabah	Sarawak	Selangor	Terengganu	WP Kuala Lumpur	WP Labuan
Language	7.20	6.48	6.18	7.09	7.45	6.33	7.09	6.13	7.00	7.43	7.5	6.91	6.24	7.04	7.28
Ethnicity	7.15	6.47	6.17	7.04	7.37	6.36	7.02	6.04	6.93	7.47	7.38	6.87	6.22	6.98	7.23
Social Class	7.15	6.6	6.4	7.13	7.42	6.51	7.03	6.25	7.00	7.39	7.24	6.99	6.47	7.04	7.27
Gender	6.91	6.29	6.16	6.86	7.23	6.32	6.81	6.1	6.79	7.13	7.13	6.63	6.24	6.76	6.69

Source: Education Policy Planning and Research Division

Teachers have demonstrated a very high level of unity in 2023, while pupils remain at a high level of unity.

4.1.2 Development of Educational Leaders' Competency in Managing Unity in Schools

PGBs are the primary agents in fostering and sustaining a culture of unity.

Therefore, 212 school leaders have been trained and briefed on the importance of planning, implementing and continuously monitoring unity programmes or activities in schools to ensure that pupils understand the importance of unity for the stability and prosperity of the country.

In 2023, two series of the Unity Values Integration Course were conducted via e-learning and three series were successfully held face-to-face, followed by FUFT sessions.



The impact of implementing the Unity Values Integration Course and FUFT includes:

- i. raising awareness among PGBs to fulfil their roles as organisational leaders with full integrity and accountability;
- ii. enhancing the knowledge, understanding and skills of PGBs in managing unity in schools;
- iii. clarifying misconceptions that exist among PGBs and providing enlightenment;
- iv. establishing connections and networks between schools and institutions for collaboration (in the implementation of unity activities); and
- v. preparing PGBs to share best practices related to unity management in schools.

4.1.3 Improvement of Existing Teacher Training Programmes/Courses at IPG in Unity Integration

Apart from efficient administration in planning and implementing programmes or activities, teachers are the most important agents in the efforts to foster the spirit of unity among pupils. Comprehensive training must be provided to teachers to enhance their knowledge and skills through activities inside and outside the classroom, ensuring that pupils are always aware of the importance of cultivating unity values within themselves.

Guidelines for Integrating Unity Elements and Values Across the Curriculum have been prepared to enhance lecturers' pedagogy in understanding, applying and integrating elements of unity and values inside or outside the lecture room. The core areas of unity focused on including patriotism and democracy, national identity and the ecosystem of unity through three constructs: accepting differences, respecting differences and managing differences. The three core areas of unity outlined in the National Unity Policy are elaborated in topics related to the curriculum identified for integrating unity elements and values across the curriculum.

The Guidelines for Integrating Unity Elements and Values Across the Curriculum have been prepared to enhance lecturers' pedagogy in understanding, applying and integrating elements of unity and values inside or outside the lecture room

4.1.4 Strengthening Unity within the School Ecosystem

Cultivating Unity Practices in Schools through Curriculum and Co-curricular Activities

The spirit of unity among the school community can be observed through mutual understanding and polite, effective communication. To ensure maximum pupil participation in co-curricular activities so that the spirit of camaraderie and solidarity can be fostered across differences in race, ethnicity, socioeconomic status, locality and gender, various opportunities and spaces need to be created for pupils to interact and socialise. In line with this, every co-curricular activity implemented aims to provide space and opportunity to ignite the spirit of unity.

Based on findings from the 2022 School Unity Index Study, there were four states that showed relatively low performance, namely Kelantan, Terengganu, Kedah and Perak, which are generally homogenous. Therefore, a national-level unity camp was organised to create opportunities for pupils to interact with peers of various races from Selangor and Kuala Lumpur.



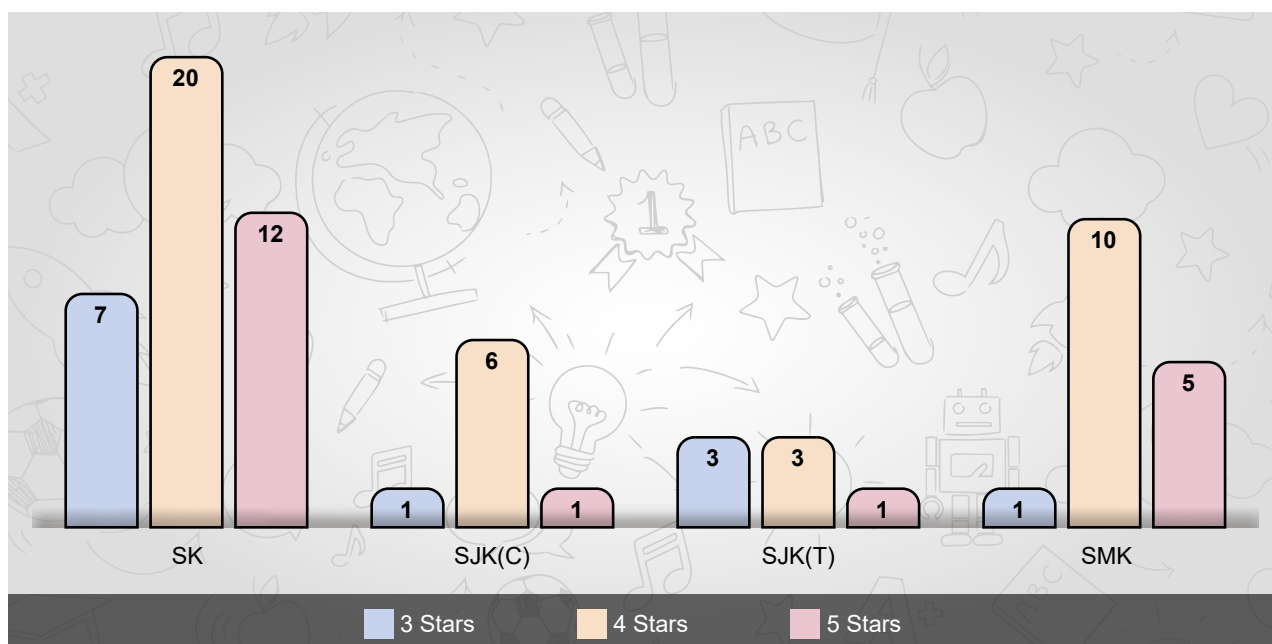
Unity Practices in Schools through Co-curricular Activities

Recognition of Schools that Promote Unity and National Identity

The success of cultivating unity values among the school community depends on the administration and the efforts of the entire school. In line with this, the Unity Recognition Assessment in MoE Schools was conducted from August to September 2023 in 13 Vision Schools and 57 schools nominated by the JPN.

Out of these 70 schools, 19 schools or 27.14 percent, achieved an average score between 90.00 and 100 percent and were awarded a 5-star rating, comprising 14 primary schools and five (5) secondary schools.

Exhibit 4.5: Number of Schools Awarded 5 Stars



Source: Sports, Co-curricular and Arts Division

A 4-star rating was awarded to 39 schools, which is 55.72 percent of the total number of schools, achieving an average score between 80.00 and 89.99 percent. These schools consist of 29 primary schools and 10 secondary schools.

A total of 12 schools or 17.14 percent, received a 3-star rating for all categories with scores between 70.00 and 79.99 percent, consisting of 11 primary schools, including three (3) Vision Schools and one (1) secondary school.

In conclusion, 58 schools or 82 percent, received 4- and 5-star recognition out of the 70 schools evaluated.

4.1.5 Establishment of the Unity Committee at the MoE Level

To ensure that the aspiration to foster a spirit of unity remains sustainable at all levels, the MoE Unity Committee, chaired by the Director-General of Education Malaysia and comprised of Division and State Directors, was established. The purpose of this committee is to discuss matters related to MoE's efforts to strengthen the cultivation of unity values within the school community and to find solutions for issues or challenges that arise.

MOVING FORWARD

In 2024, MoE continues its efforts by implementing the following activities:

- 1** Strengthening the professionalism of lecturers and Work Stream Leaders (WSL) in the Strengthening Unity in Schools Initiative and providing more focused training for PGBs
- 2** Train the Trainer workshops
- 3** Unity Values Integration Course for PGBs
- 4** Study for the Unity Index Measurement Survey conducted in:
 - 4.1. Terengganu
 - 4.2. Vision Schools
 - 4.3. Government-Aided Religious Schools
- 5** Promoting the cultivation of unity practices in schools in collaboration with strategic partners:
 - 5.1. Kenali Budaya Kita or Know our Culture Programme
 - 5.2. Anak Malaysia Camp
 - 5.3. Merdeka Talent
 - 5.4. Unity TikTok Videos
- 6** Unity Recognition Evaluation for 109 schools
- 7** Strengthening the integration of unity elements and values across the curriculum
- 8** Ensuring that the recommendations from the 2023 Unity Index Survey are integrated into 2024 activity plans
- 9** Rehabilitation of the Unity Committee at JPN, PPD and school levels

4.2 PUPIL POTENTIAL AND CHARACTER DEVELOPMENT

The development of pupil character aims to produce high quality citizen in all aspects of life, including education, behaviour, work, thinking and actions. A key issue of concern in society is disciplinary misconduct among pupils. As such, one of the objectives of this initiative is to curb pupil disciplinary issues. Various interventions and character-building programmes have been introduced to develop quality pupils so they do not engage in disciplinary misconduct. This initiative requires collaboration from various parties, including teachers, parents and the broader community, to achieve the goal of developing holistic human capital in terms of physical, emotional, spiritual and intellectual aspects (jasmani, emosi, rohani dan intelek, JERI).

In 2023, the focus of this initiative were centred on:

4.2.1 DEVELOPMENT OF PUPIL CHARACTER AND PERSONALITY

- ✎ Healthy Mind Intervention Programme
- ✎ Pupil Personality Development Programme
- ✎ Community Service Programme in All MoE Schools

4.2.2 STRENGTHENING THE ROLE AND COMPETENCY OF GUIDANCE AND COUNSELLING TEACHERS (OPTION) AND SCHOOL-APPOINTED GUIDANCE TEACHERS (NON-OPTION)

4.2.3 INCREASING THE NUMBER OF REGISTERED GUIDANCE AND COUNSELLING TEACHERS WITH THE MALAYSIAN BOARD OF COUNSELLORS

4.2.4 ENHANCEMENT OF THE CHARACTER DEVELOPMENT KIT BASED ON THEMATIC ELEMENTS (PILOT VERSION)

4.2.1 Development of Pupil Character and Personality

Healthy Mind Intervention Programme

The Healthy Mind Intervention Programme (Program Intervensi Minda Sihat, PRISMA) aims to enhance pupil mental well-being, particularly through social-emotional learning and pupil coping skills. Additionally, PRISMA helps pupils raise awareness of the importance of mental health care, managing emotions and guidance on seeking help when facing challenges or problems.

The pre- and post-programme results of PRISMA show an improvement in effectiveness, with 410 Year 5 and Year 6 primary pupils, 520 lower secondary pupils from Form 1 to Form 3, and 520 Form 4 upper secondary pupils across Malaysia participating in the programme. The PRISMA module used in activities with pupils has demonstrated improvements in five (5) main domains of emotional intelligence, namely self-awareness, self-regulation, motivation, empathy and social skills.

The participants' self-confidence also improved and they became more loving and appreciative of themselves, as well as more respectful of others' feelings. The participants were also able to identify the causes of emotional disturbances and take steps to apply effective emotional management skills.

Exhibit 4.6: PRISMA Implementation Process

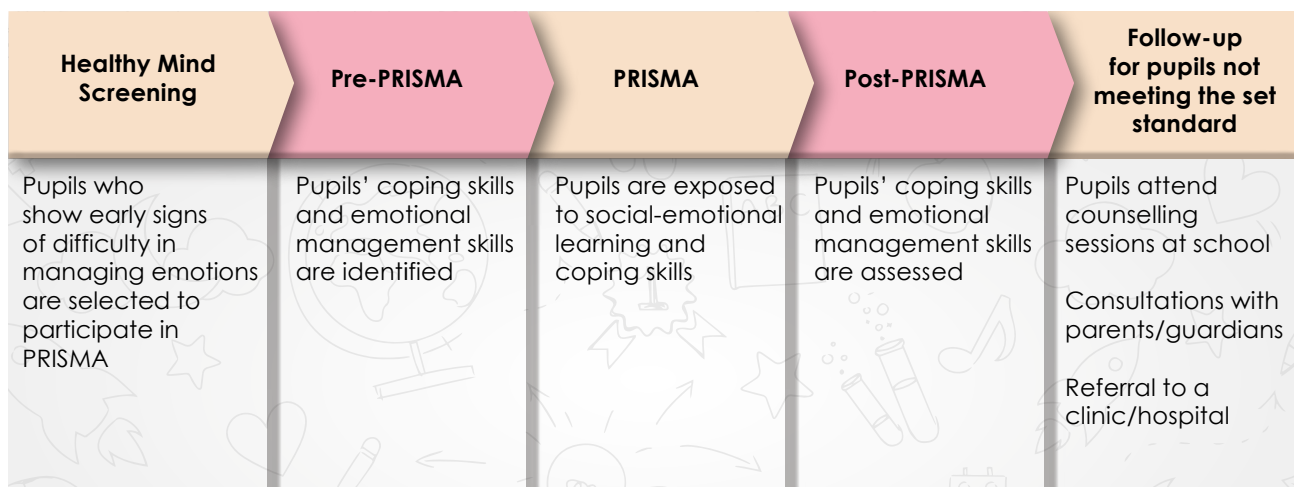
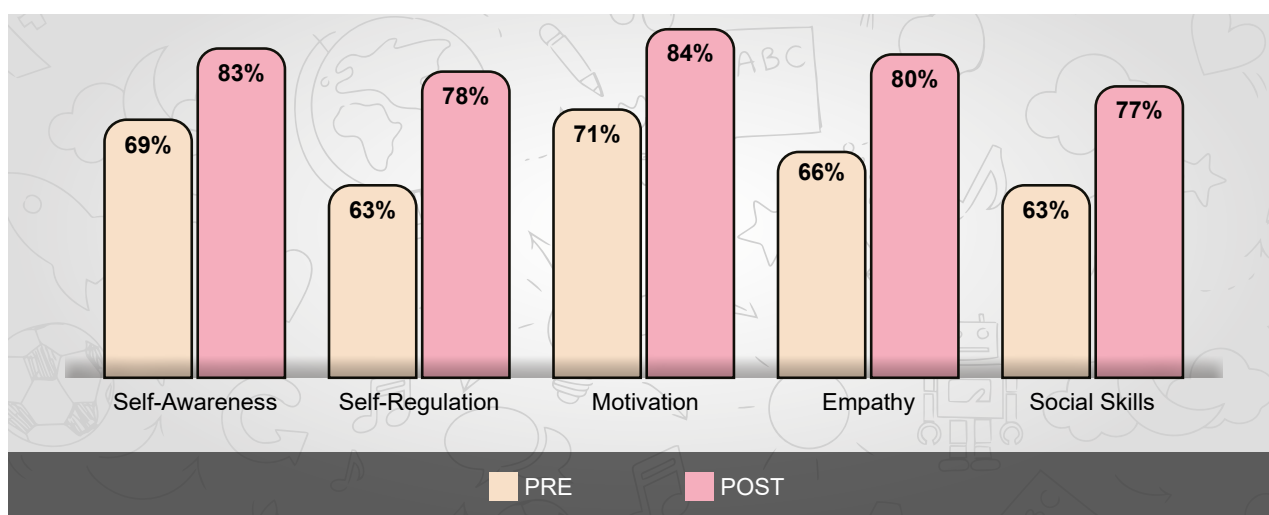
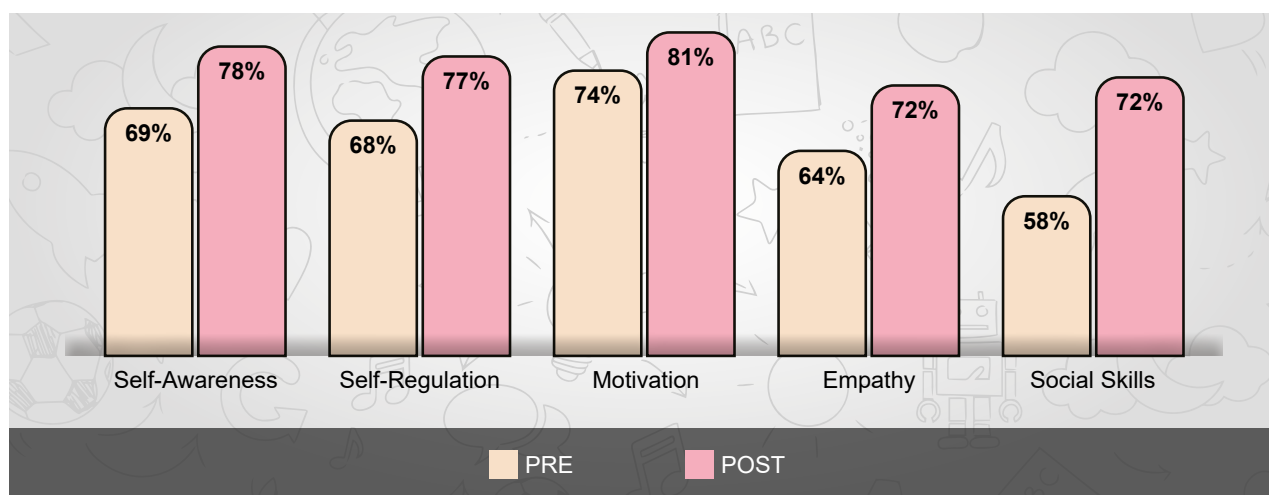


Exhibit 4.7: Pre and Post Results in Emotional Intelligence Domain for Primary School Pupils

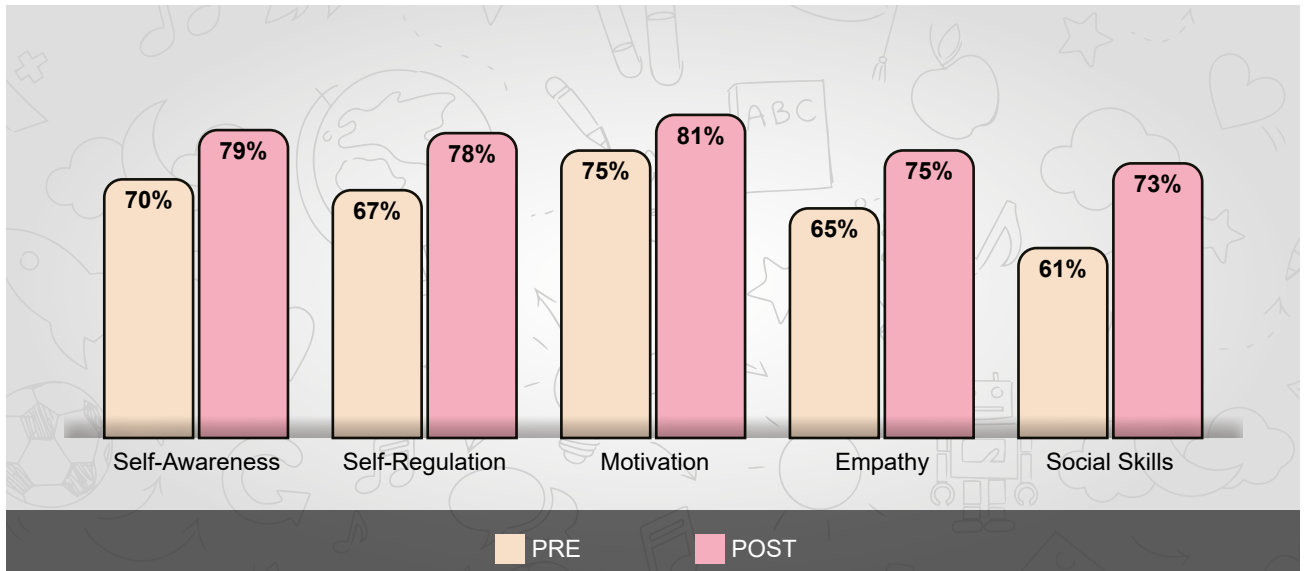


Source: Daily School Management Division

Exhibit 4.8: Pre and Post Results in Emotional Intelligence Domain for Lower Secondary School Pupils



Source: Daily School Management Division



Source: Daily School Management Division

Post-PRISMA findings show an improvement in pupils' skills in managing emotions and mental health care. Pupils are also able to understand their abilities, manage emotions effectively and use their strengths for personal growth.

Pupil Personality Development Programme

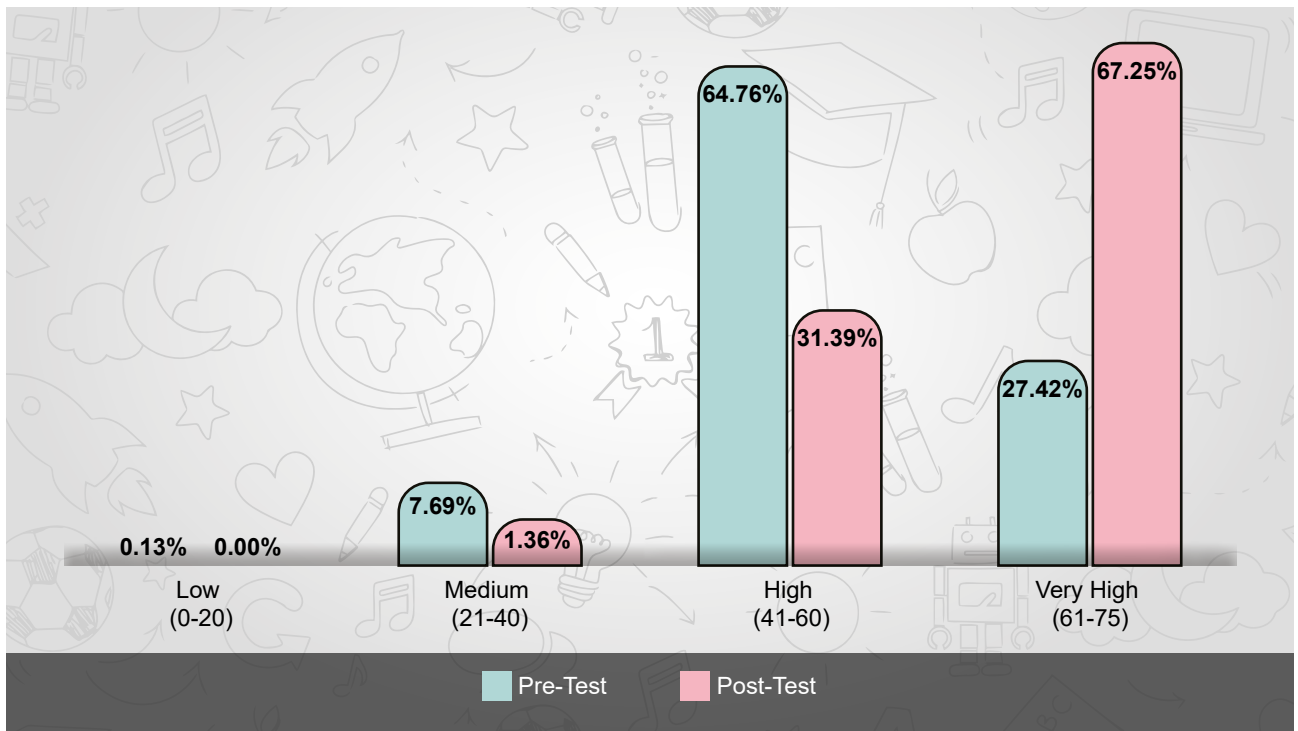
MoE is very concerned about disciplinary misconduct among pupils. Therefore, the Pupil Personal Development Programme (Program Pembangunan Sahsiah Diri Murid, PPSDM) is implemented to manage and raise awareness among pupils to change their attitudes and behaviours to fully develop their potential. The implementation of PPSDM was carried out in a focused manner across four main phases: the participant identification phase, the intervention phase, the development and consolidation phase and the enrichment phase.

PPSDM focuses on five (5) major misconduct categories, including criminal behaviour, indecency, destructive behaviour, truancy, smoking, bullying and involvement in drug activities. In addition, minor misconduct such as impoliteness, poor grooming, naughtiness and a lack of punctuality were also recorded in the Pupil Character Development System (Sistem Sahsiah Diri Murid, SSDM). In 2023, a total of 179 secondary schools across the country were selected for PPSDM implementation, involving 895 pupils.

The impact of PPSDM can be seen through the results of pre- and post-tests administered to participants. The tests showed changes in pupils personal scores in aspects such as self-identity values, responsibility, self-worth and quality of self. The analysis of the pre- and post-test scores is as follows:

Post-PRISMA findings show an improvement in pupils' skills in managing emotions and mental health care

Exhibit 4.10: Analysis of Pre-Test and Post-Test Scores

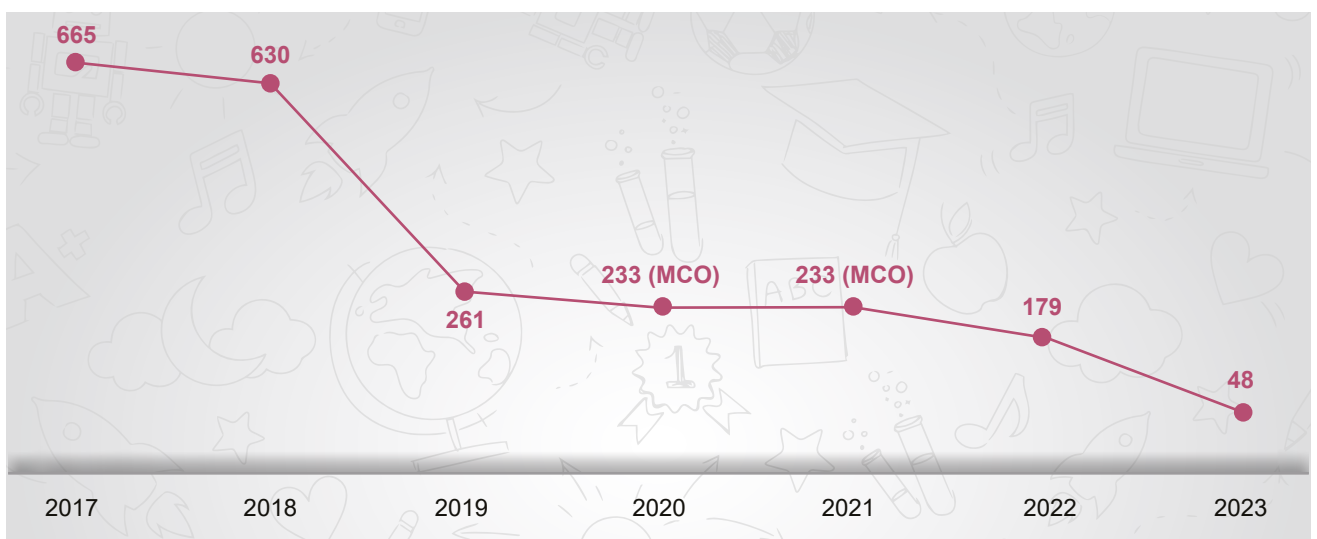


Source: Daily School Management Division

The pre-test results of PPSDM showed that 0.13 percent of pupils were at the low level and 7.69 percent at the medium level, while the majority of pupils, 64.76 percent, were at the high level and 27.42 percent were at the very high level. However, no pupils remained at the low level after the programme. The percentage of pupils at the medium level decreased from 7.69 percent to 1.36 percent. A significant increase was seen at the very high level, rising from 27.42 percent to 67.25 percent.

These results indicate that PPSDM has had an impact on pupils in the areas measured. This is also evidenced by the decrease in the number of High Disciplinary Problem Schools (Sekolah Bermasalah Disiplin Tinggi, SBDT) compared to 2018, as shown in Exhibit 4.11.

Exhibit 4.11: Number of High Disciplinary Problem Schools from 2017 to 2023



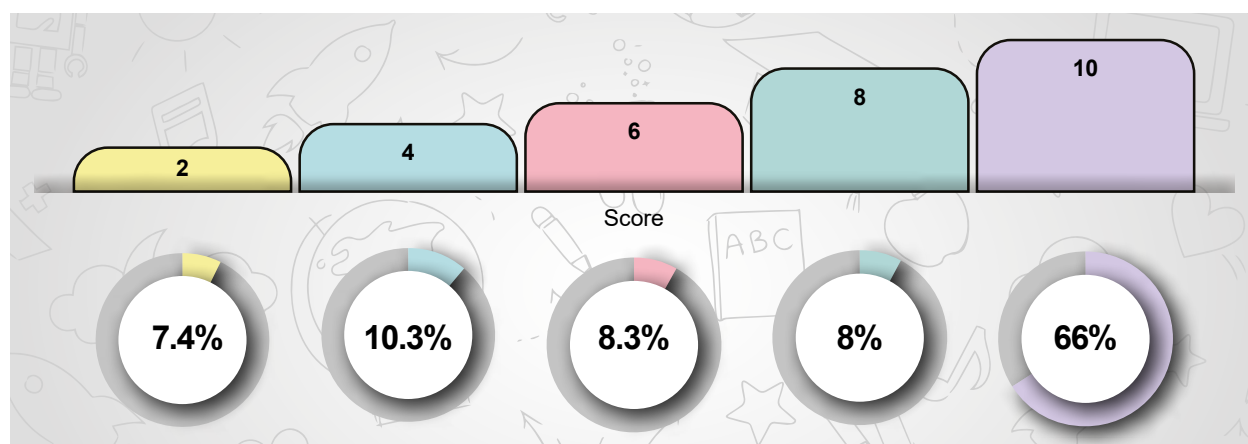
Source: Daily School Management Division

Community Service Programme in All MoE Schools

The Community Service Programme (Program Khidmat Masyarakat, KHIDMAS) is defined as activities carried out by pupils, either individually or in groups, with any party including individuals, the community, government agencies, associations, private organisations and NGOs, whether within or outside of school.

From a psychological perspective, pupils involved in the KHIDMAS programme experience increased self-satisfaction by helping others voluntarily, and this helps reduce stress and depression. Socially, this programme provides pupils with the opportunity to form closer bonds with the community. It also aims to enhance personal knowledge, self-experience and develop pupils' interpersonal communication skills.

Exhibit 4.12: Percentage of Pupils Based on Community Service Scores



Source: Sports, Co-curricular and Arts Division

In 2023, a total of 485,101 out of 733,648, or 66 percent of secondary school pupils, achieved a score of 10 for actively participating in more than five (5) community service activities, demonstrating high commitment and personal potential.

Exhibit 4.13 : Pupils' Scores in Performing Community Service Activities

SCORE	DESCRIPTION
10 marks	Pupils carried out five (5) community service activities very actively, with high commitment and demonstrated strong personal potential.
8 marks	Pupils carried out community service activities actively, with high commitment and demonstrated strong personal potential.
6 marks	Pupils carried out three (3) community service activities with commitment and demonstrated enthusiasm.
4 marks	Pupils carried out two (2) community service activities with commitment and demonstrated interest.
2 marks	Pupils carried out one (1) community service activity at a minimum level.

Source: Sports, Co-curricular and Arts Division

Pupils involved in the KHIDMAS programme experience increased self-satisfaction by helping others voluntarily, and this helps reduce stress and depression

4.2.2 Strengthening the Role and Competency of Guidance and Counselling Teachers (Option) and School-appointed Guidance Teachers (Non-Option)

The Competency Enhancement Programme for Option and Non-Option Guidance and Counselling Teachers (Guru Bimbingan dan Kaunseling, GBK) is implemented to enhance the professionalism of GBK in planning, executing and evaluating systematic, high-quality and impactful guidance and counselling services. This programme also aims to equip GBK with the necessary competencies to effectively deliver guidance and counselling services in schools.

A total of 198 GBK (Option) and 75 Internally Appointed Guidance Teachers (Non-Option) (Guru Bimbingan Lantikan Sekolah, GBLS) from the State Education Departments of Sabah, Selangor, Pahang, Perak and Johor participated in this competency development programme.

Through this programme, participants are motivated to ensure that GBK and GBLS can proactively carry out the activities of the Guidance and Counselling Unit. The workshop sessions, tailored to the skill development needs of GBK and designed to be practical, help increase the confidence of GBK in providing high-quality counselling services.

Group discussions and sharing sessions with award recipients, as well as sharing best practices at both state and national levels, also help participants gain a deeper understanding of counselling competencies.



Programme participants listened to the sharing of best practices in guidance and counselling services from experienced GBK



Participants were actively and directly guided through group discussions

This programme also aims to equip GBK with the necessary competencies to effectively deliver guidance and counselling services in schools

4.2.3 Increasing the Number of Registered Guidance and Counselling Teachers with the Malaysian Board of Counsellors

The GBK Registration Programme to become Registered Counsellors aims to enhance the professionalism and accreditation of registered counsellors among GBK in schools. Three (3) series of programmes were conducted. The first and second series were held at the Board of Counsellors of the Ministry of Women, Family and Community Development in Putrajaya, involving 35 GBKs, while the third series was held at Universiti Tun Hussien Onn, Batu Pahat, Johor, involving 25 GBKs. The number of GBKs registered to become registered counsellors increased to 55.07% in 2023 compared to 41% in the previous year. The increase in the number of registered counsellors reflects the determination and commitment to ensuring that pupils in MoE schools receive the best guidance and counselling services.



Process of reviewing forms and documents by the Board of Counsellors Secretariat



The GBK Registration Programme as Registered Counsellors Series 2/2023 was held at the Registrar's Office, Universiti Tun Hussien Onn Malaysia, Parit Raja, Johor

The number of GBKs registered to become registered counsellors increased to 55.07% in 2023 compared to 41% in the previous year

4.2.4 Enhancement of the Character Development Kit Based on Thematic Elements (Pilot Version)

The Enhancement of the Character Development Kit based on Thematic Elements aims to enhance and refine T&L activities based on the theme of Character Education. The enhancement of this kit is part of an effort to improve its usability, which will be used as a guide in the pilot study for the implementation of character development elements through a theme-based curriculum in primary and secondary schools.

Exhibit 4.14: Percentage of Acceptance Level of Character Development Elements Implementation Through a Theme-Based Curriculum (Strongly Agree and Agree)

	Feasibility by Teachers	Acceptance of the EPK Approach Proposal in the Kit	Suitability of Integration into General Activities	Suitability of Integration into T&L Activities	Feasibility with Available Resources	Efforts to Continue
Teachers	70%	72%	73%	71%	72%	72%
Administrators	81%	81%	82%	85%	90%	87%

Note: In this analysis, only the percentages of strongly agree and agree are considered, while other percentages (somewhat agree, somewhat disagree, disagree and strongly disagree) are not included.

Source: Curriculum Development Division

A study on the acceptance of the feasibility level of character development elements through a theme-based curriculum has been conducted with teachers and administrators. The findings summarise strong support for the approach of incorporating character development elements into the theme-based curriculum.

The information obtained from this activity will have a positive impact on pupils' character development, fostering a generation that is both integrity-driven and competitive.

MOVING FORWARD

MoE will continue efforts to strengthen pupils' character education through the expansion of character development programmes in schools and the enhancement of T&L within the curriculum, pupil affairs and co-curricular activities.

In addition, the role of stakeholders will continue to be empowered by increasing the knowledge and skills of school leaders and involving parents, the community and external agencies in pupils' character development.

The role and quality of counselling services in schools will be the primary focus for MoE to strengthen the roles of all GBKs..

1 Mental Health Intervention Programme (PRISMA)

Enhancing mental well-being (social-emotional level and pupils' coping style skills) through PRISMA

Improving the quality of Guidance and Counselling Services in schools through Coaching and Mentoring for GBLS

2 Community Service Programme (KHIDMAS)

Expanding KHIDMAS through state-level activities

3 Strengthening the Reviewed Character Development Kit Based on Thematic Elements

Propose Implementation of Character Development Kit through Thematic-based Curriculum

Future Studies aimed at developing methods to address issues such as classroom management and time constraints to ensure the smooth implementation of character development elements through a thematic-based curriculum

4 Reinforcement and Expansion of Pupils' Self-Development Programme

Targeting a 100% reduction in high disciplinary problem schools by curbing pupil involvement in serious misconduct, including drug abuse and the use of prohibited substances.

CHAPTER 05

IMPROVING EFFICIENCY
IN EDUCATION



5.1 PROVIDING BASIC INFRASTRUCTURE TO ALL SCHOOLS

The physical infrastructure in schools that is safe and comfortable is essential in ensuring a conducive teaching and learning environment. The focus of this initiative is to ensure that all schools are adequately equipped to support the delivery of the curriculum and pedagogy. Therefore, efforts to redevelop or upgrade schools with dilapidated buildings according to infrastructure standards based on local suitability and needs in all MoE schools must be prioritised. This is also in line with the need for school infrastructure development outlined in MEB 2013-2025.

In 2023, this initiative focuses on:

5.1.1 INCREASING IN THE PERCENTAGE OF SCHOOLS THAT HAVE ACHIEVED THE ESTABLISHED BASIC INFRASTRUCTURE BENCHMARKS

5.1.2 REDEVELOPING AND UPGRADING SCHOOLS WITH DILAPIDATED BUILDINGS OF SCALE 6 AND SCALE 7

5.1.3 IMPROVING THE EMIS INFRASTRUCTURE MODULE

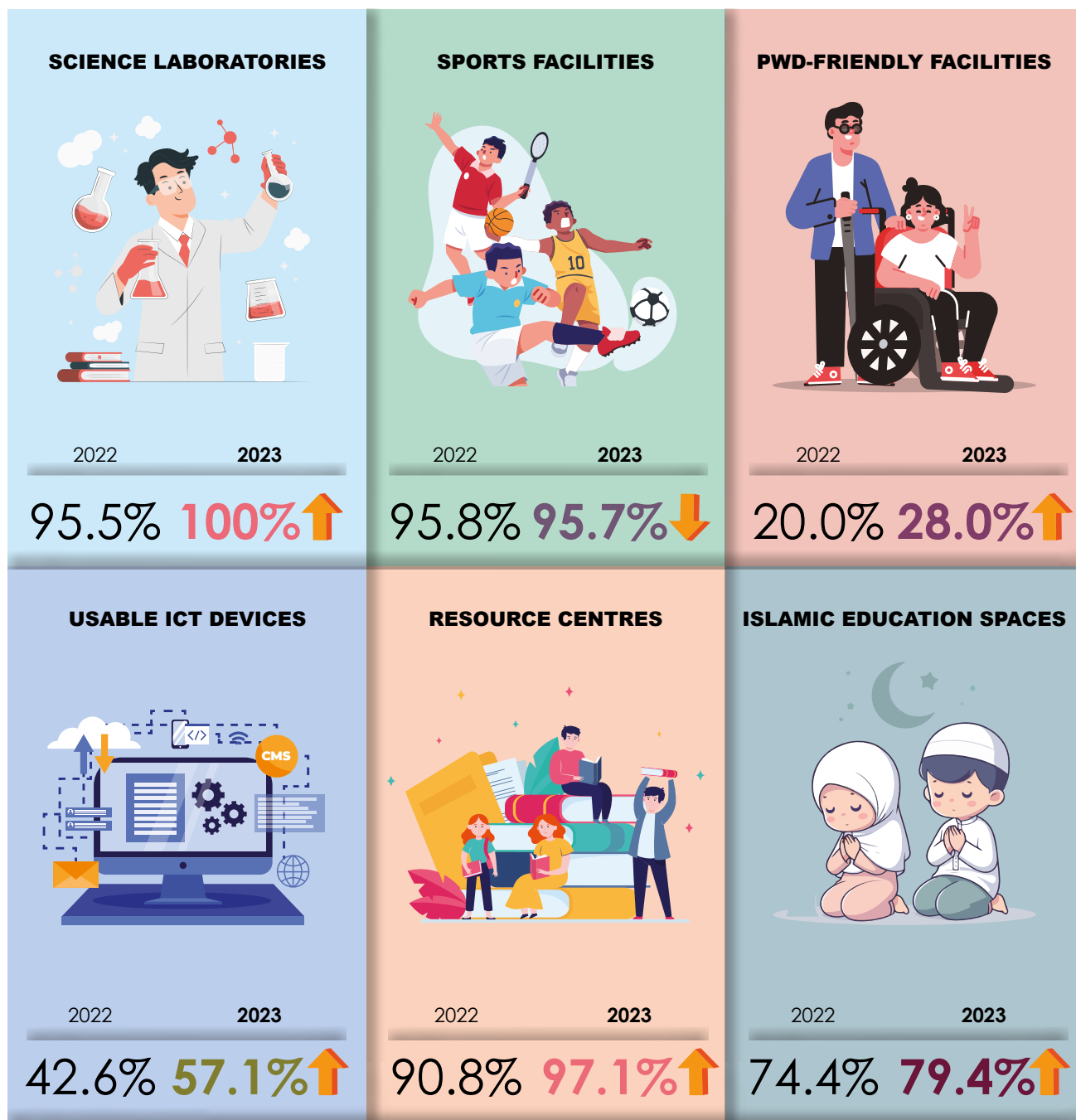
5.1.1 Increasing of the Percentage of Schools that Have Achieved the Established Basic Infrastructure Benchmarks

The Educational Management Information System (EMIS) is an application used as a primary educational information management system aimed at assisting MoE in planning, monitoring and making decisions related to education. The consolidation and coordination of EMIS data is crucial to ensure that all plans for physical development by the MoE can be carried out comprehensively. Therefore, the implementation of ten Data Verification Workshops for the EMIS Infrastructure Module with Master Data Coaches (Jurulatih Utama Guru Data, JUGD/PPD) were conducted in Perlis, Sabah, Sarawak, Kelantan, Perak, Kedah, Selangor, the Federal Territories of Putrajaya, Kuala Lumpur and Labuan. Accurate, precise and up-to-date data entry will enhance the quality and reliability of this information, thereby assisting MoE's management in making more effective decisions regarding educational development planning.

The focus of this initiative is to ensure that all schools are adequately equipped to support the delivery of the curriculum and pedagogy

As of December 2023, there has been an increase in five minimum facilities baseline for curriculum delivery compared to the year 2022. However, there has been a slight decline in sports facilities.

Exhibit 5.1: Achievement of Minimum Facilities Baseline for Curriculum Delivery for 2022 and 2023



5.1.2 Redeveloping and Upgrading of Schools with Dilapidated Buildings of Scale 6 and Scale 7

Site visits to assess the availability of locations for school redevelopment projects with dilapidated buildings, along with a series of workshops with technical departments such as the Public Works Department (Jabatan Kerja Raya, JKR) Malaysia, JKR Sabah and JKR Sarawak, were conducted throughout 2023. 47 Schools with dilapidated buildings were successfully redeveloped and upgraded in 2023 to ensure a safe and conducive learning environment for pupils.

Exhibit 5.2: List of Redevelopment Projects for Schools with Dilapidated Buildings Completed in 2023

State	Area	Number of Completed Projects
Kedah	Pendang	2
Perak	Bagan Serai	1
Sabah	Beaufort	1
	Beluran	3
	Keningau	4
	Kimanis	1
	Kinabatangan	1
	Kota Marudu	2
	Kudat	1
	Papar	1
	Penampang	1
	Ranau	2
	Silam	1
	Sarawak	Batang Lupar
Batang Sadong		2
Bintulu		4
Hulu Rajang		2
Julau		1
Kanowit		2
Kapit		1
Kota Samarahan		2
Lubok Antu		1
Santubong		1
Saratok		1
Sarikei		1
Selangau		3
Serian		3
Sri Aman		1
Total		47

Source: Development Division

5.1.3 Improving to the EMIS Infrastructure Module

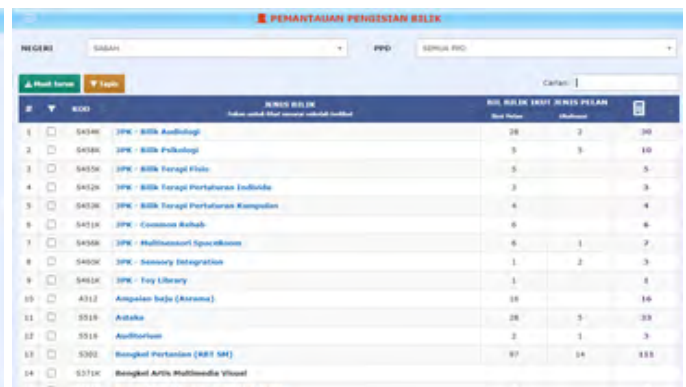
Improvements to items in the EMIS based on the finalised maintenance criteria have been fully implemented, including:

- i. creating a maintenance request tab to facilitate schools/educational institutions in applying for funds for maintenance;
- ii. adding information based on the required reporting template for expenditure performance;
- iii. summarising the list of applications generated in order of priority by JPN/Division rather than by school code; and
- iv. adding non-building structures requiring maintenance allocation, such as pump houses, water towers, open halls, solar houses, elephant ramps and corridors. For new school buildings, school bus stops built on MoE's land will be registered as MoE's assets and maintenance will fall under MoE.

The improvements made have positively impacted the repair and maintenance processes, as the planning was executed more efficiently, creating a more conducive physical environment for pupils to learn. Among the improvements to the criteria in EMIS are as follows:



Data Download Tab



Data Entry Monitoring Tab

MOVING FORWARD

In 2024, this initiative will implement the following activities:

1	<p>Monitoring basic infrastructure at all schools</p> <ol style="list-style-type: none"> i) Monitoring the status of school infrastructure through the Infrastructure Sub-Module, EMIS ii) Empowering the roles of data teachers, technical officers (JKR Cadres), planning officers and special education officers in data entry in EMIS iii) Improving management procedures for schools with dilapidated buildings through the EMIS Infrastructure Sub-Module
2	Implementing the redevelopment and upgrading of schools with dilapidated buildings

5.2 IMPLEMENTATION OF ICT TRANSFORMATION AND IMPROVEMENT OF MOE DATA MANAGEMENT

The implementation of ICT Transformation and Improvement of MoE Data Management is carried out to establish a robust, secure, integrated and high-integrity ICT ecosystem and single gateway for delivering quality services.

The development of the MoE Enterprise Architecture (EA) Capability Stage is undertaken due to overlapping application functions and integration constraints among applications within MoE. The centralisation of MoE's Technical ICT Services involves the approval request for the redeployment of 2,884 Computer Technician positions from schools to JPN.

In 2023, this initiative focused on:

5.2.1 DEVELOPMENT OF MOE ENTERPRISE ARCHITECTURE (EA) CAPABILITY STAGE

5.2.2 CENTRALISATION OF MOE ICT TECHNICAL SERVICES

5.2.1 Development of MoE Enterprise Architecture (EA) Capability Stage

The development of the MoE Enterprise Architecture (EA) Capability Stage is implemented due to overlapping application functions and integration constraints among applications within MoE. Additionally, there are increasing and changing user requirements, along with work processes that require improvements. This study involves 24 divisions, four (4) JPNs, and three (3) PPDs.

MoE needs to strengthen the appropriate digital infrastructure and infostructure to ensure future-proofing and a holistic approach to meet the needs for the development of integrated core applications. The MoE EA encompasses the collection of the current application portfolio, the design of new applications and the definition of the implementation and migration plans for:

- i. pupil management;
- ii. educator management;
- iii. educational institution management;
- iv. examination and assessment management;
- v. scholarship and financial aid management; and
- vi. research and development management.

Note: Based on the MoE ICT Transformation Plan 2019-2023 document (extension 2024 – 2025).

The design of the MoE EA Capability Stage, which includes four (4) domains—Business, Data, Applications and Technology (BDAT)—will serve as input and reference in the implementation of new core application development to ensure that the developed applications can meet service requirements and subsequently support data management with integrity.

Two (2) workshops were conducted: the MoE EA Validation Workshop and the MoE EA Alignment Workshop. The purpose of the MoE EA Validation Workshop is to present and validate findings from the as-is (current) EA analysis that supports this scope. This workshop also collects feedback and input from participants regarding the requirements for the to-be (target) analysis.

MoE EA Alignment Workshop was conducted to share insights on the EA targets, which included the integration between BDAT domains to support MoE services, as well as the implementation and migration plan based on the desired EA goals. Throughout the project, several Focus Group Discussion (FGD) sessions, working group meetings and document review sessions were held.

The main documents for the MoE EA Capability Stage Development Phase are as follows:

Phase 1: Initiation (July 2022 to October 2022)

- a) EA Development Project Initiation Document

Phase 2: Evaluation (September 2022 to April 2023)

- a) MoE Business Process Document
- b) Current EA MoE Architecture Document

Phase 3: Definition (December 2022 to November 2023)

- a) MoE EA Target Architecture Document
- b) Functional Requirements Document
- c) Technical Requirements Document
- d) Implementation and Migration Plan

Phase 4: Operation (August 2023 to November 2023):

- a) EA MoE Operational Document

5.2.2 Centralisation of MoE ICT Technical Services

Before this centralisation was approved, the staffing norm for Computer Technicians (Juruteknik Komputer, JTK) was one per school with an Access Centre. Thus, only 2,884 out of 10,034 MoE schools had JTKs. The request for centralisation was successfully approved by the Ministry of Finance Malaysia on 11 September 2023. The centralisation of MoE ICT Technical Services allows all MoE schools to receive equal and direct ICT technical services from JTKs, which are now centralised and managed by JPN.



JTK Staffing Coordination Meeting, Educational Technology Resources Sector Perlis on 5 September 2023

MOVING FORWARD

In 2024, this initiative requires efforts to ensure:

- 1 Reference to the development of new core applications to enhance MoE's capability in service delivery management, supporting future digital learning initiatives
- 2 Implementation of MoE ICT Technical Services

INSPIRATIONAL STORY

Development of EA Capability Stage

The inspiration for the MoE EA Capability Stage development project:

- a) This project proposed a streamlined workflow for new key applications that support MoE's main services within this scope
- b) Developing an Implementation and Migration Plan, which includes the transition from existing applications to new key applications. This plan will illustrate the shift from the Current Architecture to the Target Architecture

Centralisation of MoE ICT Technical Services (Via Detail Transfer)

Since the centralisation was implemented, all ICT programmes and projects in schools have been executed smoothly, such as hybrid classes, network upgrades, digital device supply, TIMSS, PISA and the Special School Admissions Assessment.

The implementation of this centralisation also enabled the establishment of a central and effective ICT complaint call centre. Each complaint and request is recorded, monitored and required to be resolved within the set Service Level Agreement (SLA) period. In 2023, a total of 36,640 ICT technical service complaints and requests were successfully resolved.

In addition, regular reporting on ICT facilities and infrastructure, resulting from verification and maintenance activities carried out through this centralised system, ensures that information is available and shared at the school, PPD, JPN and MoE levels. This information helps MoE's top management make informed decisions to improve and strengthen MoE's service delivery.

5.3 MOE EQUITABLE FUNDING TO SUPPORT SCHOOLS

The MoE Equitable Funding to Support Schools is part of the tenth shift aimed at maximising pupil outcomes from the expenditure incurred. The objective of this initiative is to harness efficiency opportunities by allocating funds according to priorities, optimising the disbursed allocations for pupil outcomes and ensuring equity in the distribution of school assistance based on needs and current circumstances.

This initiative continues to grant autonomy to school managers to transfer allocations among the five types of MoE General School Aid to the next cohort based on established criteria. This autonomy provides schools with an advantage in reallocating funds at their respective management levels.

In 2023, the focus of this initiative included the following:

5.3.1 GRANTING AUTONOMY TO SCHOOL MANAGERS (PGB) COHORT 2

5.3.2 DISSEMINATION, MONITORING AND GUIDANCE ON IMPLEMENTING THE IMPROVEMENT GUIDELINES FOR GENERAL SCHOOL AID FINANCING FOR MOE COHORT 2 2023-2025

5.3.3 GUIDANCE FOR SCHOOL MANAGERS

The MoE Equitable Funding to Support Schools is part of the tenth shift, aimed at maximising pupil outcomes from the expenditure incurred

5.3.1 Granting Autonomy to School Managers (PGB) Cohort 2

The implementation of autonomy in financing methods for General School Aid supports schools in optimising expenditures according to their needs through more strategic and efficient financial management, thus enhancing pupil outcomes. Granting autonomy to transfer allocations among the five types of MoE General Aid provides selected schools the advantage of optimally spending the current year's allocation received based on their needs and priorities.

Based on monitoring and guidance conducted in 2023, one school in the Seremban PPD has successfully transferred allocations among the five types of General School Aid provided and adhered to the established guidelines, while other involved schools indicated that there was no need to make any transfers.

5.3.2 Disseminating, Monitoring and Guidance on Implementing the Improvement Guidelines for General School Aid for MoE General Cohort (2023-2025)

The provision of autonomy to the second cohort schools (2023-2025) is facilitated through the Circular Letter on the Implementation of the Second Cohort for the Improvement of the Financing Method for MoE General School Aid dated 11 July 2023. A total of 998 schools were selected based on school audit reports that achieved excellent audit status in financial management and audit without remarks audit in the preparation of financial statements for the years 2018 to 2020. Through this circular letter, the selected schools were granted autonomy to transfer allocations among the five types of General School Aid starting from 1 July 2023 until 31 December 2025. However, this number was reduced to 997 schools as SK Sembayang, Sarawak, was removed from the list following a deferral approval letter from the Sarawak Education Department due to the school not being fully operational in 2023.

The Initiative Committee has conducted training for the selected schools with the assistance of liaison officers from the JPN who were appointed, along with accountants/assistant accountants from JPN/PPD from August to October 2023.

The Guideline Book for the Improvement of the Financing Method for MoE General School Assistance Cohort 2 (2023-2025) has been published and distributed to all JPNs as well as schools to guide the implementation of the financing method for General School Aid. The distributed guidelines cover the following topics:

Topic 1: Introduction / Dissemination on Autonomy in the Financing Method for MoE General School Aid

Topic 2: Guidelines for Improving the Financing Method for MoE General School Aid (Cohort 2) 2023-2025

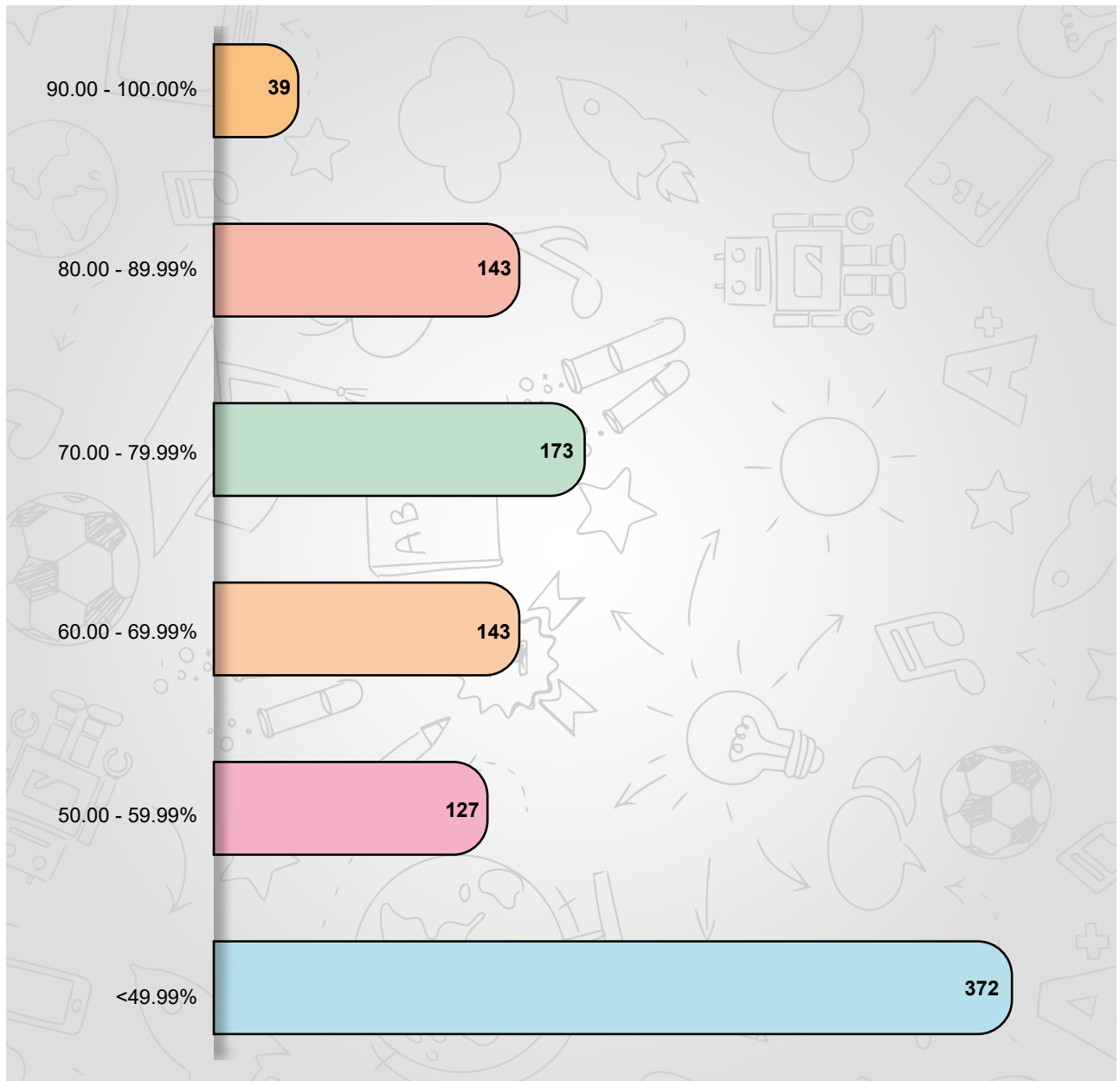
Topic 3: School Fund Accounting/Allocation Transfers Management Procedures for Autonomous Schools (Cohort 2) 2023-2025

Topic 4: Allocation Transfers Audit Procedures for Autonomous Schools (Cohort 2) 2023-2025

Face-to-face monitoring and guidance involved 104 autonomous cohort 2 schools to review and identify the level of compliance of these schools with all applicable accounting regulations/procedures, particularly concerning the permitted allocation transfer process under this autonomy, as well as to review the spending performance of the schools for 2023.

The spending performance achievement of Cohort 2 schools has exceeded the set target, with 62.69 percent, or 625 out of 997 schools, achieving spending performance of 50 percent and above up to mid-2023, according to the current academic calendar. Exhibit 5.3 shows the spending performance of schools as of 30 September 2023 according to the achievement range.

Exhibit 5.3: School Spending Performance as of 30 September 2023 According to Achievement Range



Source: Education Policy Planning and Research Division

5.3.3 Guidance for School Managers

A total of 330 school managers have been identified and provided with guidance in financial management. Of this number, 253 schools were found to have received unsatisfactory ratings in their audit reports. Consequently, MoE has implemented intervention measures in the form of 11 series of School Financial Management Courses for these managers, aiming to enhance their skills in school financial management to achieve excellent audit reports in the future. This guidance is also part of the effort to expand autonomy for schools.

MOVING FORWARD

In 2024, this initiative will focus on ensuring that the JPNs plays a role in implementing monitoring and guidance activities for selected schools to optimize spending from the allocated budget. The Initiative Committee also plans to expand the implementation of autonomy. Among the planned activities are:

- 1** Monitoring of schools granted autonomy by JPN
- 2** Evaluation of the spending performance of autonomous schools
- 3** Implementation of guidance for school managers identified as needing assistance in financial management
- 4** Implementation of guidance for administrative assistants managing school finances
- 5** Implementation of guidance for schools transitioning to the School Fund Accounting System
- 6** Monitoring of ICT for the usability of the eSPKWS for autonomous schools
- 7** Enforcement of eSPKWS usage for all schools

5.4 OPTIMISATION OF EXPENDITURE BASED ON PROGRAMME OUTCOMES

MoE is the largest recipient of allocations in the government's annual budget. The priority given to the education sector reflects the government's desire to produce knowledgeable and skilled citizens through quality education. To ensure a good return on investment and achieve pupil success along with the transformation of national education, careful planning based on the principles of prudent spending and prioritised expenditure is emphasised.

MOE takes proactive steps to control spending in line with efforts to ensure that the national education agenda can be realised. Divisions and Departments at their respective Responsibility Centres (Pusat Tanggungjawab, PTJ) meticulously plan and manage their budgets to ensure that approved allocations can be spent optimally.

In 2023, MoE received an operating allocation (non-emolument) of RM7.75 billion compared to RM7.24 billion in 2022. This amount reflects an increase of 6.97 percent in allocations as follows:

Exhibit 5.4: Total Operating Allocations (Non-Emolument) Received by MoE for 2022 and 2023

	Emolument Allocation (RM)	Non-Emolument Allocation (RM)	Total Operating Allocation for the Ministry (RM)
2022	40,347,107,400	7,243,826,300	47,590,933,700
2023	41,751,612,100	7,748,387,900	49,500,000,000

Source: Finance Division

To ensure a good return on investment and to achieve pupil success and the transformation of national education, careful planning based on the principles of prudent spending and prioritised expenditure is emphasised

Some of the activities and programmes that benefit pupil outcomes from this alignment are as follows:

1. Provision of STEM Equipment and Robotics Sets:

Allocated Funds (RM)	States	Number of Schools Involved	Number of Pupils Benefitting
RM5,881,000	All States in Peninsular Malaysia including Sabah and Sarawak	316	75,636

2. Supply of Sports, Arts and Co-Curriculum Centre Equipment:

Allocated Funds (RM)	States	Number of Schools Involved	Number of Pupils Benefitting
RM14,119,000	All States in Peninsular Malaysia including Sabah and Sarawak	1,042	1,025,361

3. Provision of TVET Requirements Based on IR4.0 for the Digitalpreneur KV Programme:

Allocated Funds (RM)	States	Number of Schools Involved	Number of Pupils Benefitting
RM400,000	Selangor, Kelantan, Terengganu, Pahang and Kuala Lumpur	31	460

4. Provision of TVET Equipment Based on IR4.0 for the Smart Farming Programme:

Allocated Funds (RM)	States	Number of Schools Involved	Number of Pupils Benefitting
RM750,000	Perak, Kelantan, Negeri Sembilan, Pahang and Sabah	5	3,582

5. Provision of Plastic Furniture for Flood-Affected Schools:

Allocated Funds (RM)	States	Number of Schools Involved
RM1,000,000	Melaka, Johor dan Terengganu	66

Source: Finance Division

In 2023, the percentage of allocations aligned to pupil outcome-based programmes increased to 0.44 percent of the total non-emolument allocation, amounting to RM34,136,503.

MOVING FORWARD

MoE will continue to apply a prudent spending policy in managing finances, prioritising activities and programmes with a high impact on pupil outcomes by realigning non-emolument allocations under the B63 MoE Operating Expenditure Allocation.

CHAPTER 06

**NAVIGATING THE FINAL
WAVE OF MEB 2013-2025**

MEB 2013-2025 RETROSPECTIVE

The year 2023 marks another crucial milestone in the journey of the Malaysia Education Blueprint (MEB) 2013-2025. This report highlights significant achievements, challenges faced and future prospects in the ongoing efforts to achieve its objectives. Special attention was given to changes in delivery management, including the establishment of the Malaysia Education Blueprint Delivery Management Unit (DMU), replacing the Education Performance and Delivery Unit (PADU) Corporation.

MEB 2013-2025 is the result of the collective voice of the people, expressing the need for transformation in the national education system. In line with this aspiration, MoE has outlined an education transformation grounded in Malaysian values, while ensuring that the national education system remains relevant at international level. As part of assessing these achievements, MoE has implemented international assessments such as TIMSS and PISA as benchmarks to evaluate and compare our education system's performance with other countries, ensuring it meets global standards.

Over the 11 years of MEB implementation, from 2013 to 2023, there have been significant achievements in improving access, quality, equity, unity and efficiency in Malaysian education. MEB 2013-2025, developed with a holistic approach through coordination between various MoE departments and related agencies, has consistently moved towards achieving a unified mission and vision. As a result, the national education system continues to experience notable progress, aligning with global demands and remains relevant to this day. This success reflects the MoE's commitment to ensuring that comprehensive and high-impact educational transformation is implemented for the future of Malaysia's younger generation.



Current Status of MEB 2013-2025 Achievements

The list of achievements for MEB 2013-2025 in the year 2023 is as follows:





Equity

- The reduction percentage in the SPM LMS achievement gap by gender has decreased by 40.48 percent
- The percentage of MBPK in PPI has increased to 89.89 percent
- The percentage of employability among MBPK has risen to 71.14 percent
- The attendance rate of indigenous pupils (Dusun Bonggi and Penan) has increased to 83.02 percent
- The transition rate of Orang Asli pupils from Year Six to Form 1 has risen to 89.68 percent.

Unity

- The Unity Index in schools has increased to 7.5 points
- The percentage of decrease in SBDT has dropped by 73.18 percent
- The percentage of GBK registered with the Malaysian Counselling Board (Lembaga Kaunseling Malaysia, LKM) has increased to 55.07 percent

Efficiency

- The percentage of schools that have achieved the basic infrastructure benchmark has reached 12 percent
- The number of school rebuilds and upgrades of schools for dilapidated buildings rated at scales 6 and 7, completed stands at 47 schools
- The percentage of schools granted autonomy in optimising their spending from allocated funds was at 62.69 percent

DELIVERY MANAGEMENT OFFICE: THEN AND NOW

Education Performance and Delivery Unit (PADU)

Since its establishment on 20 March 2013, PADU has played a vital role in driving the transformation of the national education system through the implementation of MEB 2013-2025. Over its 11 years of operation, PADU successfully spearheaded various educational transformation initiatives, including improving teacher quality, strengthening the learning system and enhancing the delivery of education across different levels. These achievements include Malaysia's improved scores in international assessments such as TIMSS and PISA, a reduction in pupil dropout rates and significant advancements in STEM education and digital literacy in schools.

However, numerous challenges were also encountered during this period. At the implementation level, limitations in human and financial resources were often the main issues in ensuring that all MEB initiatives could be executed effectively. Additionally, there were challenges in ensuring alignment and coordination between agencies and stakeholders at various levels, especially in maintaining a consistent understanding and implementation of policies.

The year 2023 marked a significant event with the closure of PADU on 31 December 2023. Although PADU no longer drives the implementation of MEB 2013-2025, its 11 years of success provide a solid foundation for continuing the ongoing transformation.

Rationale and Purpose of the Establishment of DMU

To ensure the continuity of transformation efforts, MoE has now established the MEB Delivery Management Unit (DMU), which will play a critical role during the final two years of MEB 2013-2025. The transition process from PADU to DMU was initiated with the implementation of the PADU Function Transfer Plan to MoE, which was approved in the MEB Steering Committee Meeting No. 3 of 2022 on 8 July 2022.

The establishment of DMU aims to enhance the coordination and implementation of initiatives by utilising the expertise of MoE officers. This unit will serve as the main organisation, replacing the former function of PADU, ensuring the strategic and efficient delivery management of the ministry and stakeholders. It will act as a consultant for MoE and provide project or programme management training to divisions and JPNs as required.

The Process of Handing Over PADU Functions to MoE

In preparation for the transition process, the selection of officers and staff was conducted through a structured interview process and comprehensive simulations. The selected officers came from diverse backgrounds, including divisions within MoE, JPN and PPD.

This group of officers underwent intensive training for seven (7) months, from the second quarter to the third quarter of 2023. The training was managed by PADU and involved various courses and sharing of best practices covering aspects of knowledge, skills and professionalism. Among the areas emphasised were the management of initiative delivery, change management and stakeholder management.

Additionally, DMU officers were given the opportunity to lead the facilitation of MEB 2013-2025 delivery function for three (3) months, during which they were closely monitored by PADU in the fourth quarter of 2023. This process aimed to ensure a smooth transition of duties before the DMU officers fully assumed responsibility at the start of 2024.

Challenges ahead include the need to adapt the education system to technological developments and digitalisation, as well as ensuring that all remaining initiatives are completed within the specified time frame while maintaining the expected quality and outcomes.

MOVING FORWARD

The stocktake in 2023, demonstrates that the targeted outcomes were achieved. However, some outcomes and enablers are still in the implementation phase. The identified areas for improvement include strengthening educational system leadership, expanding access to the TVET pathway and the infusion of technology and digitalisation in education.

All these elements have been considered and incorporated into the early planning of initiatives, with the aim of ensuring that strategic partnerships and networks can be effectively planned and executed. In line with the rapid global changes, MoE remains attentive to emerging mega trends in the education world. The commitment to MEB 2013-2025 journey will continue to be prioritised until the end of 2025, in the effort to meet the public's expectations and realise a comprehensive transformation of the national education system.

GLOSSARY

GLOSSARY

3M	Reading, Writing & Counting <i>Membaca, Menulis & Mengira</i>
3PK	Special Education Service Centre <i>Pusat Perkhidmatan Pendidikan Khas</i>
AI	Artificial Intelligence
AIU	Albukhary International University
AKP	Executing Group Members <i>Anggota Kumpulan Pelaksana</i>
ASP	Pendang Science Academy <i>Akademi Sains Pendang @ Sekolah Menengah Sains Pendang</i>
ATC	Authorized Training Center
BDAT	Business, Data, Applications and Technology
BSN	Bank Simpanan Nasional
CEFR	Common European Framework of Reference for Languages
CIDEF	Centre International d'Etudes Française
COQA	Certified Officer in Quality Assurance
CPD	Continuous Professional Development
CTCP	Certified Technician Certification Program
DELF	Diplôme d'étude Langue Française
DELIMa	Digital Educational Learning Initiative Malaysia
DLO	Digital Learning Object
DLP	Dual Language Programme
DMU	Delivery Management Unit
DPAKK	Diploma in Early Childhood Education <i>Diploma Pendidikan Awal Kanak-kanak</i>
DPN	National Performance Dialogue <i>Dialog Prestasi Nasional</i>
DSKP	Standards-based Curriculum and Assessment Standard Document <i>Dokumen Standard Kurikulum dan Pentaksiran</i>
DTP	District Transformation Program
EA	Enterprise Architecture
ELTC	English Language Teaching Centre
EMA	upper secondary enrolment <i>enrolmen menengah atas</i>
EMIS	Education Management Information System
E-OP	Environmental Orientation
eSPKWS	School Fund Accounting System <i>Sistem Perakaunan Kumpulan Wang Sekolah</i>
EV	Electric Vehicle
FUFT	Follow-up, Follow Through
FGD	Focus Group Discussion <i>Perbincangan Kumpulan Fokus</i>
GB	School Head <i>Guru Besar</i>
GBK	Counselling Teachers <i>Guru Bimbingan dan Kaunseling</i>

GBLS	Internally Appointed Guidance Teachers <i>Guru Bimbingan Lantikan Sekolah</i>
GC	Excellent Teachers <i>Guru Cemerlang</i>
GKMP	Senior Subject Teacher <i>Guru Kanan Mata Pelajaran</i>
GTP	Government Transformation Programme
HEM	Student Affairs <i>Hal Ehwal Murid</i>
HIP	Highly Immersive Programme
IAB	<i>Institut Aminuddin Baki</i>
iBe@m	Dashboard for International Benchmarking Research
IBL	Inquiry-based learning
ICT	Information & Communications Technology
IDP	Individual Development Plan
IKPSI	Inventori Kesejahteraan Psikologi or Psychological Well-being Inventory
IKP	Multiple Intelligences Inventory <i>Inventori Kecerdasan Pelbagai</i>
IoT	Internet of Things
IPG	Institute of Teacher Education <i>Institut Pendidikan Guru</i>
IPGM	Institute of Teacher Education, Malaysia <i>Institut Pendidikan Guru Malaysia</i>
IPS	Private Education Institution <i>Institusi Pendidikan Swasta</i>
IQ	Intelligence Quotient
ISM	Pupil STEM Index <i>Indeks STEM Murid</i>
ISPPK	Standard Assessment Instrument for HOTS Inculturation <i>Instrumen Standard Penilaian Pembudayaan KBAT</i>
i-Tc	Interactive Training Cart
JAKOA	Department of Orang Asli Development <i>Jabatan Kemajuan Orang Asli</i>
JAS	Department of Environment <i>Jabatan Alam Sekitar</i>
JERI	physical, emotional, spiritual and intellectual <i>Jasmani, Emosi, Rohani dan Intelek</i>
JKR	Public Works Department <i>Jabatan Kerja Raya</i>
JTK	Public Works Department <i>Juruteknik Komputer</i>
JPA	Public Service Department <i>Jabatan Perkhidmatan Awam</i>
JPN	State Education Department <i>Jabatan Pendidikan Negeri</i>
JPNIN	National Unity and Integration Department <i>Jabatan Perpaduan Negara dan Integrasi Nasional</i>
JPS	School Management Board <i>Jemaah Pengurusan Sekolah</i>
JU	Lead Trainer <i>Jurulatih Utama</i>
JUGD	Master Data Coaches <i>Jurulatih Utama Guru Data</i>
KBT	Integrated Tahfiz Curriculum <i>Kurikulum Bersepadu Tahfiz</i>

KBAT	Higher Order Thinking Skills <i>Kemahiran Berfikir Aras Tinggi</i>
KEMAS	Community Development Department <i>Jabatan Kemajuan Masyarakat</i>
KhidMas	Community Service Programme <i>Program Khidmat Masyarakat</i>
KP	Head of Panel <i>Ketua Panitia</i>
KPO	Organisational Development Services <i>Khidmat Pembangunan Organisasi</i>
KSKV	Standards-based Curriculum for Vocational College <i>Kurikulum Standard Kolej Vokasional</i>
KSSM	Standards-based Curriculum for Secondary Schools <i>Kurikulum Standard Sekolah Menengah</i>
KV	Vocational College <i>Kolej Vokasional</i>
KVT	Korean Volunteers Teacher
LIPs	Literasi Pemikiran Pasak Sembilan
LKM	Malaysian Counselling Board <i>Lembaga Kaunseling Malaysia</i>
LMS	eligible to receive certificates <i>layak mendapat sijil</i>
LPPP	Lecturer Professional Development Pathway <i>Laluan Pembangunan Profesionalisme Pensyarah</i>
MARA	Majlis Amanah Rakyat
MBM	Elevating the Malay Language <i>Memartabatkan Bahasa Melayu</i>
MBOT	Malaysia Board of Technologist
MBPK	Pupils with Special Educational Needs <i>Murid Berkeperluan Pendidikan Khas</i>
MDEC	Malaysia Digital Economy Corporation
MEB	Malaysia Education Blueprint
MEITD	Ministry of Education, Innovation and Talent, Sarawak
MIT	Massachusetts Institute of Technology
MMU	Multimedia University
MoLIB	Focused and Differentiated Intervention Training Module <i>Modul Latihan Intervensi Berfokus dan Terbeza</i>
MoE	Ministry of Education
MoHE	Ministry of Higher Education
MNC	Multinational Corporation
MoU	Memorandum of Understanding
MPV	Vocational Subjects <i>Mata Pelajaran Vokasional</i>
MQA	Malaysian Qualifications Agency
NGO	Non-Governmental Organisation
NOSS	National Occupational Skills Standard
OECD	Organisation for Economic Co-operation and Development
OJT	On The-Job-Training
PADU	Education Performance and Delivery Unit
PAJSK	Physical Activity, Sports and Co-Curriculum Assessment <i>Pentaksiran Aktiviti Jasmani Sukan dan Kokurikulum</i>
PASCH	Partner for the Future
PBD	Classroom Assessment <i>Pentaksiran Bilik Darjah</i>

PBL	Project-Based Learning
PBT	Local Authorities <i>Pihak Berkuasa Tempatan</i>
PENERAJU	Yayasan Peneraju Pendidikan Bumiputera
PIBKS	Parents, Community and Private Sector Involvement <i>Pelibatan Ibu Bapa, Komuniti dan Pihak Swasta</i>
PIMA	Upper Secondary Industrial Apprenticeships <i>Perantisan Industri Menengah Atas</i>
PIInTaS	Pelan Intervensi Transformasi Sekolah
PISA	Programme for International Student Assessment
PKD	District Health Offices <i>Pejabat Kesihatan Daerah</i>
PKK	Consultancy Service Provider <i>Pemberi Khidmat Konsultasi</i>
PKL	Competency and Literacy Assessment <i>Pentaksiran Kompetensi dan Literasi</i>
PLaN	Primary Literacy and Numeracy Programme
PLC	Profesional Learning Community
PPD	District Education Office <i>Pejabat Pendidikan Daerah</i>
PPI	Inclusive Education Programme <i>Program Pendidikan Inklusif</i>
PPKBIS	English Language Skills Enhancement Programme in Schools <i>Program Peningkatan Kemahiran Bahasa Inggeris di Sekolah</i>
PPKI	Special Education Integration Programme <i>Program Pendidikan Khas Integrasi</i>
PPP	Education Officer <i>Pegawai Perkhidmatan Pendidikan</i>
PPPC	Gifted Education Programme <i>Program Pintar Cerdas</i>
PPSDM	Pupil Personal Development Programme <i>Program Pembangunan Sahsiah Diri Murid</i>
PRISMA	Healthy Mind Intervention Programme <i>Program Intervensi Minda Sihat</i>
Pro-ELT	Professional Upskilling of English Language Teachers
PROSPER	Special Education Needs Identification Screening Programme <i>Saringan Penentuan Murid Berkeperluan Pendidikan Khas</i>
PTK	Transition to Career Programme <i>Program Transisi ke Kerjaya</i>
PTPK	Skills Development Fund Corporation <i>Perbadanan Tabung Pembangunan Kemahiran</i>
PTJ	Responsibility Centres <i>Pusat Tanggungjawab</i>
PVMA	Upper Secondary Vocational Programmes <i>Program Vokasional Menengah Atas</i>
RI	Remedial Instruction
RMKe-12	12 th Malaysia Plan <i>Rancangan Malaysia Kedua Belas</i>
RP	Rolling Plan
SABK	Government-Assisted Religious School <i>Sekolah Agama Bantuan Kerajaan</i>
SAN	State Religious Schools <i>Sekolah Agama Negeri</i>
SAR	People's Religious Schools <i>Sekolah Agama Rakyat</i>

SBDT	High Disciplinary Problem Schools <i>Sekolah Bermasalah Disiplin Tinggi</i>
SBP	Fully Residential School <i>Sekolah Berasrama Penuh</i>
SBPI	Fully Integrated Residential School <i>Sekolah Berasrama Penuh Integrasi</i>
SDG	Sustainable Development Goals
SEB	Sarawak Energy Berhad
SES	Socioeconomic Status
SGM2.0	Malaysia Teacher Standard 2.0 <i>Dokumen Standard Guru Malaysia 2.0</i>
SIP+	School Improvement Partner Plus
SISC+	School Improvement Specialist Coaches Plus
SISTEMIC	Singapore International STEM Innovation Challenge
SJKC	Chinese National Type School <i>Sekolah Jenis Kebangsaan Cina</i>
SJKT	Tamil National Type School <i>Sekolah Jenis Kebangsaan Tamil</i>
SK	National School <i>Sekolah Kebangsaan</i>
SKM	Malaysian Skills Certificate <i>Sijil Kemahiran Malaysia</i>
SKPK	National Preschool Quality Standards <i>Standard Kualiti Prasekolah Kebangsaan</i>
SLDN	National Dual Training System <i>Sistem Latihan Dual Nasional</i>
SLU	Engagement session <i>Sesi Libat Urus</i>
SLA	Service Level Agreement
SM	Secondary School <i>Sekolah Menengah</i>
SME	Subject Matter Expert
SMK	national secondary schools <i>Sekolah menengah kebangsaan</i>
SMKA	national religious secondary schools <i>sekolah menengah kebangsaan agama</i>
SMKPK	National Special Education Secondary School <i>Sekolah Menengah Kebangsaan Pendidikan Khas</i>
SMPK	National Preschool Information System <i>Sistem Maklumat Prasekolah Kebangsaan</i>
SMPKV	Special Education Vocational Secondary Schools <i>Sekolah Menengah Pendidikan Khas Vokasional</i>
SOW	Scheme of Work
SPK	Special Education Schools <i>Sekolah Pendidikan Khas</i>
SPLKPM	Sistem Pengurusan Latihan Kementerian Pendidikan Malaysia or Ministry of Education Malaysia Training Management System
SPM	Malaysian Certificate of Education <i>Sijil Pelajaran Malaysia</i>
SR	Sekolah Rendah or Primary School
SSDM	Pupil Character Development System <i>Sistem Sahsiah Diri Murid</i>
STEM	Science, Technology, Engineering and Mathematics
STEMEC	STEM Executive Consultation

SVM	Malaysian Vocational Certificate <i>Sijil Vokasional Malaysia</i>
TIMSS	Trend In Mathematic and Science Study
ToT	Training of Trainers
TP	Proficiency Level <i>Tahap Penguasaan</i>
TVET	Technical and Vocational Education and Training
UKPC	Gifted Qualification Test <i>Ujian Kelayakan Pintar Cerdas</i>
UNICEF	United Nation Children's Funds
UPBA	International Language Proficiency Test <i>Ujian Pencapaian Bahasa Antarabangsa</i>
UPBMG	Malay Language Proficiency Test for Teachers <i>Ujian Penguasaan Bahasa Melayu Guru</i>
WSL	Work Stream Leader
YSE	Young STEMist Expo



MINISTRY OF EDUCATION

BLOCK E8, PARCEL E, PRECINT 1
FEDERAL GOVERNMENT ADMINISTRATIVE CENTRE
62604 PUTRAJAYA, MALAYSIA

www.moe.gov.my