

MINISTRY  
OF EDUCATION  
MALAYSIA

# MALAYSIA EDUCATION BLUEPRINT 2013-2025



ANNUAL REPORT 2018



MINISTRY  
OF EDUCATION  
MALAYSIA

# 2018 Annual Report

Malaysia Education Blueprint 2013-2025

## FOREWORD

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# FOREWORD :

## Minister Of Education

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*Assalamu'alaikum warahmatullahi wabarakatuh dan Salam Sejahtera.*

### **We HAVE to do better!**

The Olympic motto in Latin is “Citius, Altius, Fortius” - which translates in English as “Swifter, Higher, Stronger” to me encapsulates the determination to be the best one can be. I see parallels in education where we must keep doing more for our children and ultimately the nation. Personally, in the effort of future proofing our students there is hardly time for a pat on the back on a job well done but an unrelenting momentum on how we can do better. To quote Heraclitus, a pre-Socratic Greek philosopher, “change is the only constant in life”. Entrusted with the future of the nation’s children we in the Ministry of Education cannot afford to slow down or sit back.

The Malaysia Education Blueprint 2013-2025 (Blueprint) is often mentioned and referred to by the education fraternity for education transformation in Malaysia. It is by far the most ambitious and comprehensive transformation plan that the Ministry has ever undertaken. The development stage went through the largest public engagement the country has ever seen then. However, after more than a year in office as the Education Minister, I realised the need to improve the Blueprint to accommodate changing times and needs.

In crafting our strategies to improve the Blueprint, we drew on the collective wisdom of a community of experts, in *Majlis Penasihat Pendidikan Kebangsaan* (MPPK) and the *Jawatankuasa Dasar Pendidikan Negara* (JKDPN) as well as the experiences from the community. I am very encouraged that we received thousands of public submissions with suggestions on how to improve our education system. The report by the JKDPN is important as it shows the gaps in expectations and implementation. Although we are only midway in implementing the Blueprint, the Ministry had achieved some successes that clearly demonstrate we are committed in realising an education system that we can all be proud of. However, we need to do more and yes, we have to do better.

My push for improvements is based on having a value driven education system, that humanises education, helping us shape a nation of upstanding citizens that can readily integrate into society. We are preparing a generation of graduates that are truly ‘future-proof’ and will hopefully thrive in an age of rapid changes. The way we measure student performance shifts to reflect this new priority, where examinations eventually gives way to classroom-based assessments as the mode of gauging holistic student development. Our approach will have to be facilitative, empowering, impactful and value driven so that we promote growth and not stifle it. Our initiatives MUST embed this in the outcomes sought.

# Malaysia

“ changes happen because ordinary people do extraordinary things. Therefore, let us continue to do extraordinary things for the sake of our country.



**FOREWORD:**  
Minister Of Education Malaysia



**FOREWORD:**  
**Minister Of Education Malaysia**

The chapters of this Annual Report are based on the Blueprint system aspirations which are Access, Quality, Equity, Unity and Efficiency. As you read through the chapters, you will notice that we have made some strides in some initiatives, faltered in some and plateaued in others. Some examples: although we managed to significantly increase our students' enrolment at pre-school and upper secondary school levels to 85.4% and 87.2% respectively, enrolment at lower secondary school level fell from 96.6% to 95.3%; and whilst we have increased the percentage of Orang Asli students' transitioning from primary to lower secondary school to 76.7% in 2018 from 73.1% in 2017, the average attendance rate of Orang Asli students remained mostly stagnant at 87.4%, a 0.1% increase from 2017. It is crucial to not only show successes in our assurance of transparency.

My drive for accountability permeates every aspect of our efforts in the Ministry. Yet again this Ministry received the biggest budget allocation from the Government, a clear indication that education is

a key concern and worthy of huge investment. It is up to us, all the stakeholders in education to continue proving that the Government's investment and trust are not misplaced. I am thankful to the Almighty that in undertaking this massive task of reforming the education system I am blessed to be able to work with people who are dedicated, truly committed in ensuring we are on the right track and our aim never wavers.

Yes, there is change fatigue, but we must persevere and be resilient. I echo Barack Obama when he rightfully said, "a change is brought about because ordinary people do extraordinary things". So, let us continue to do extraordinary things for the sake of our nation.

**DR. MASZLEE MALIK**  
MINISTER OF EDUCATION



# FOREWORD :

## Secretary General

DATO' DR. MOHD GAZALI BIN ABAS

*Assalamu'alaikum warahmatullahi wabarakatuh  
dan Salam Sejahtera.*

Year 2018 witnessed a profound transformation in the nation's political landscape which begun with an education reform by the merging of two ministries into one Ministry of Education. Hence the Malaysia Education Blueprint 2013-2025 (Blueprint) has to be implemented together with the Malaysia Education Blueprint (Higher Education) 2015-2025 to create synergy and seamless integration. We have been heartened by the shared focus on achieving greater benefits for our students and our society.

“ Transformation can be a long journey, and so success must be measured iteratively in order to ensure the education transformation journey is on track with the Blueprint aspirations PPPM 2013-2025.



**FOREWORD:**  
**Secretary General**

Transformation can be a long journey, and so success must be measured iteratively in order to ensure the education transformation journey is on track with the Blueprint aspirations PPPM 2013-2025. Although the Ministry has had its fair share of challenges, 2018 has demonstrated some achievements which we can be proud of and a reminder that if we work together, we are able to achieve all that we aspire. As a start allow me to briefly provide an overview for 2018 achievements from the aspect of infrastructure, student, and system.

Going beyond improvements to the basic physical infrastructure and not undermining the importance of technology and its rapid development, the Ministry has been steadfast in laying down the foundation and framework for the digital infrastructure in schools as well. The 4G networks in schools are underway in upgrading to fibre optics networks. A digital transformation plan has also been strategised for better data management and streamlined processes within and across various government agencies. The Ministry has worked alongside other agencies to upgrade our data repository and are now using live-update dashboards to facilitate greater efficiency.

While we prepare and optimise the learning environment for students, we must also prepare the students to optimise their learning in these environments. Under the leadership of YB Dr. Maszlee Malik, the Minister of Education, the

Ministry has established significant focus on achieving 'education for all' by warranting specific interventions and targeted support to children with Special Education Needs through the 'Zero Reject Policy' and 'Zero Dropout Policy'. At the same time, we want to humanise education by promoting the concept of 'love, happiness and mutual respect' through education.

As a public servant who has served the government for many years, I am proud to say that these recent changes in the education scene have reinvigorated, challenged and broadened my views to achieve better results in the future. My sincere acknowledgement to all who have been involved in making 2018 a great year for us all. I would like to end by saying that in our stride towards a better education system, we must not be contented with what we have achieved and should always strive for better results in our transformation journey for the future of Malaysia.

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

# FOREWORD :

## Director General Ministry Of Education

DATUK DR. AMIN BIN SENIN

*Assalamu'alaikum warahmatullahi wabarakatuh,  
Salam Sejahtera dan Salam Sayangi Malaysiaku.*

The last few decades have seen dramatic changes to education and Malaysia is not excluded. The Ministry of Education strives to ensure that Malaysia does not get left out from the rapid global modernisation as education is the vehicle to elevate the nation.

Through the Malaysia Education Blueprint (MEB) 2013-2025, the Ministry continues to transform the education landscape in Malaysia. Midway through Wave 2, in 2018, we have been overwhelmed with how the transformation has affected the system and all the stakeholders, especially the teachers. Through inculcating Higher Order Thinking Skills in 21st Century Learning, we have witnessed how teachers in rural schools can defy all odds and incorporate the 21st Century skills in their classrooms. These inspirational teachers are what

the Ministry needs to materialise the nation's aspiration. We are most delighted with this positive development and we hope that it will create a ripple effect across the nation. Incorporating best practices and lessons from the past in the way we do things has also affected change in our transformation journey. The recent acknowledgement in Bett Asia under the Game Changer category proves that we can embrace change in our own mould.

In keeping abreast with the rapid technology development, the Ministry remains focused in ensuring equity in education. The increase in participation rate in the Special Education Integrated Programme and our constant focus on the Orang Asli and Peribumi schools prove that the Ministry is serious in ensuring that no one is left behind in education.

What we have achieved thus far reassures us that we are on the right track to achieve our target by 2025. However, that does not mean we can rest on our laurels but we need to continue the good fight in the interest of our beloved nation. Nearing the end of Wave 2 (2015-2020) and entering the second half of our education transformation journey, there is much to be done. Hence, whilst we celebrate our successful milestones in 2018, the Ministry will continue to champion the education transformation agenda in Malaysia.

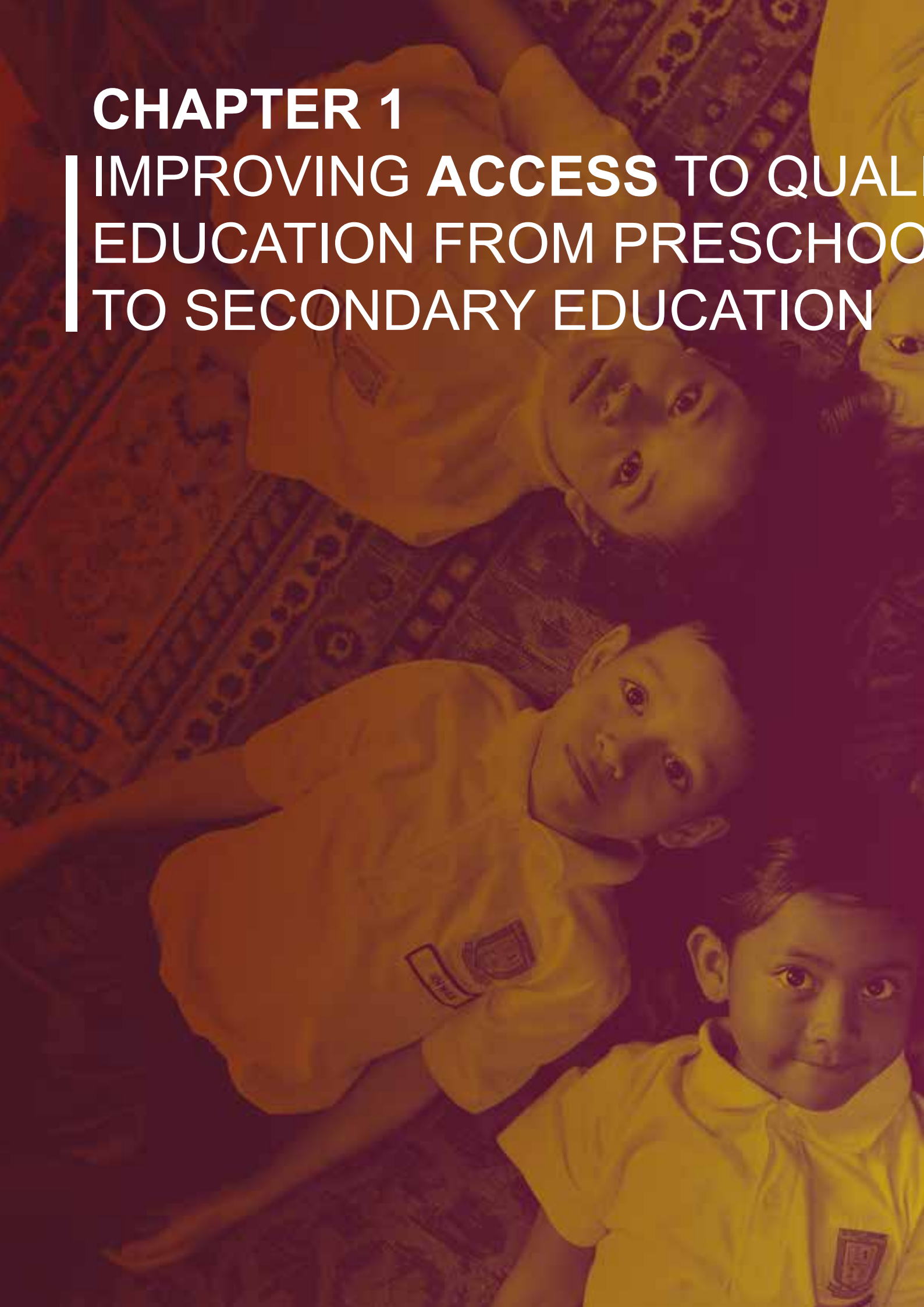
**DATUK DR. AMIN BIN SENIN**  
DIRECTOR GENERAL  
MINISTRY OF EDUCATION

“ **What we have achieved thus far reassures us that we are on the right track to achieve our target by 2025** ”



# CHAPTER 1

## IMPROVING ACCESS TO QUALITY EDUCATION FROM PRESCHOOL TO SECONDARY EDUCATION



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# 2018 HIGHLIGHTS & ACHIEVEMENT



## ENROLMENT FOR ALL EDUCATION LEVELS

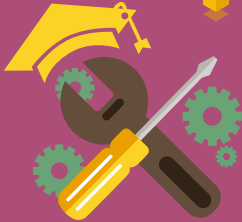


	2016	2017	2018
Upper Secondary	85.8	86.6	<b>87.2</b>
Lower Secondary	95.0	96.6	<b>95.3</b>
Primary	97.2	97.9	<b>97.8</b>
Preschool	85.4	84.3	<b>85.4</b>

## Percentage of Dropouts

	% Dropouts Primary	% Dropouts Secondary
2016	0.36	1.50
2017	0.29	1.36
2018	<b>0.15</b>	<b>1.21</b>

## TRANSFORMATION OF VOCATIONAL EDUCATION

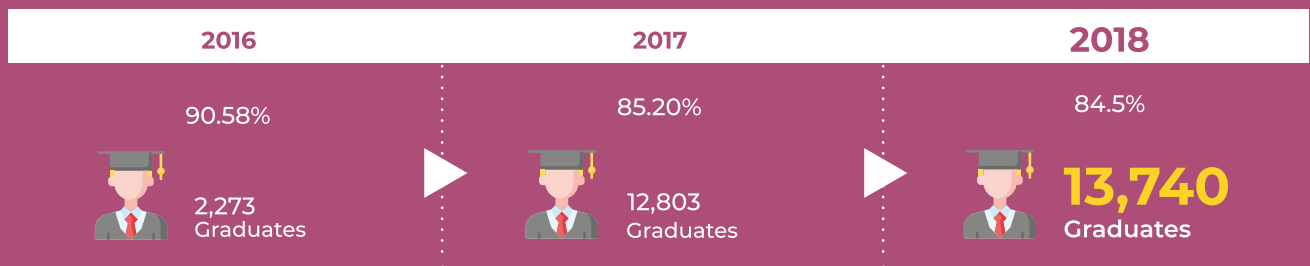


**2017** 12,803 Graduates

**2018** 13,740 Graduates



## Employability of Graduates with Vocational Diploma



## Expansion of Public-Private Vocational Colleges Strategic Partnerships

High impact companies signed the MOU with MOE in 2018



## VARIOUS EDUCATION PATHWAYS

### Sports Schools



Percentage of overall student athletes' achievement at national level



**91.7%**

Compared to 2018 target of 85%

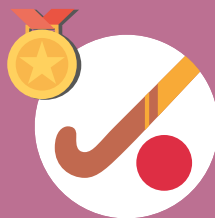
Percentage of overall student athletes' achievement at international level



**43.8%**

Compared to 2018 target of 50%

## 2018 Youth Olympic Games



Gold medal won by the **National hockey team** for the first time.



Silver medal in the rhythmic gymnastics' **Multi Discipline Team Event**

## MATRICULATION COLLEGE



**3** Overseas prestigious universities have acknowledged certification of **MOE's Matriculation Program** to first year degree in 2018

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Every Malaysian child has the inherent right to have access to an education that keeps abreast with their physical and mental growth. Driven by this fact, the Ministry strives to protect that right by implementing various efforts that prioritise access to education for every community in both urban and rural areas. This action is in line with the Wave 2 (2016-2020) aspirations of Malaysia Education Blueprint 2013-2025, which provides access to quality education for all children. However, the challenges faced by the Ministry are the issue of student dropouts that are closely linked to the declining students' enrolment in primary and secondary schools. Hence, multiple accesses to various educational pathways and specialised group education, including vocational education, should be created to attract students and ensure that they remain in the school system until the completion of Form 5.

Access to quality education after Form 5, such as the Malaysia Islamic Religion Higher Certificate (STAM), Ministry of Education Malaysia (KPM) Matriculation Programme, and the Bachelor of Teaching (PISMP) Degree Programme, is also seriously addressed by the Ministry. Besides that, another focus is on the expansion and operation of the Form Six Colleges/Centres throughout the country to accommodate the growing number of SPM 2017 graduates.

Corroborating the efforts to provide access to quality education, the Ministry is also committed to enhancing the awareness of parents and communities about the importance of education as well as their roles and responsibilities in ensuring their children receive access from preschool to secondary school and further.

Throughout 2018, the Ministry implemented the following programmes and activities towards enhancing access to quality education:

- Improving Access to Quality Education at Preschool Level
- Increasing Enrolment at Private Preschool
- National Preschool Quality Standard Self-Rating (PK-SKPK)
- Increasing Enrolment from Preschool Level to Upper Secondary
- Improving Quality of Vocational Education System
- Strengthening Multiple Education Paths
- Strengthening Specialised Group Education Access

- Developing the Talented and Gifted Education Programme (Pembangunan Program Pendidikan Pintar Cerdas, PPPC)
- Access to Post Secondary Education

## INCREASING ACCESS TO QUALITY EDUCATION AT PRESCHOOL LEVEL

Preschool education in Malaysia is provided by the Ministry of Education, Public Welfare Department (Jabatan Kemajuan Masyarakat, KEMAS), National Unity and Integration Department (Jabatan Perpaduan Negara dan Integrasi Nasional, JPNIN) and private sector, including NGOs (Non-Governmental Organisation) and agencies under the state governments. All four-year-olds and five-year-olds are encouraged to attend preschool education because essential social and emotional skills which are developed at these ages in preparation for next level of education.

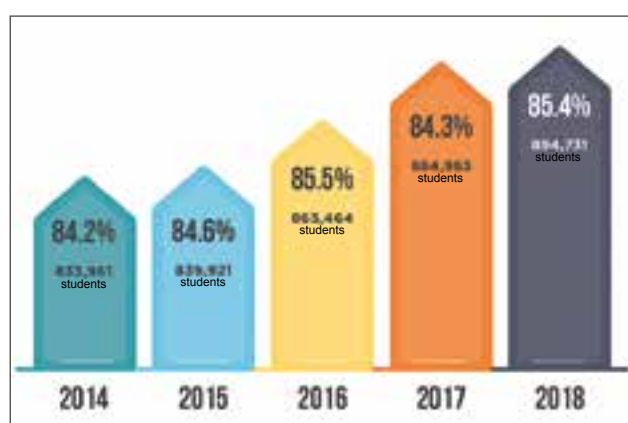
### Increasing the National Preschool Pupils Enrolment

Overall, government and private preschool enrolments for both cohorts 4+ years and 5+ years increased from 84.26% in 2017 to 85.35% in 2018. The breakdown of age cohorts discovered that 4+ children who attended preschool were 79.72% in 2018 compared to 77.8% in 2017 while the 5+ cohort showed a slight decrease to 90.82% from 90.89% in the previous year. However, this achievement percentage has not yet reached the target set for both cohorts, as shown in Exhibit 1-1.

The Ministry has also determined that 60% of preschool education is provided by the private sector and 40% by the Government to ensure the balance of educational opportunities in urban and rural areas. In 2018, private preschool enrolment rates were 53.02% (474,379), an increase of 6.82% from 2017, while the Government preschool enrolment rate was 46.98% (420,352). During the process of collecting private preschool data, the Ministry faced issues of institutions, like tahfiz centres (Islamic religious schools), childcare centres, creativity centres, and tuition centres, offering preschool education without advertising their institutions as kindergartens or preschools. Furthermore, there are still parents who send their children to unregistered preschools or home-schooled their children.

**Exhibit 1-1 - Data 1: National Preschool Enrolment Achievement in 2018 as compared to 2017 according to Fraction Cohort Age 4+ and 5+**

Year	Age Cohort	Total Birth	Preschool Enrolment	% Preschool Participation	Combined Participation Percentage
2018	5+	531,878	483,057	90.82%	85.35%
	4+	516,422	411,674	79.72%	
2017	5+	518,428	471,201	90.89%	84.26%
	4+	531,878	413,782	77.80%	

**Exhibit 1-2: Comparison of Preschool Enrolment from 2014 to 2018**

Source: School Management Division

\* Significant increase from 2015 to 2017 was attained when the Gerak Gempur Private Sector Enrolment Programme was implemented.

### Increasing the Number of Preschool Classes

In 2018, the total number of preschool classes increased to 51,725, made up of 22,262 public preschools and 29,463 private preschools. There were 1,179 new preschool classes opened. The Ministry of Education's preschool classes rose by 71, and KEMAS's kindergartens dropped by 146, as they no longer offer educational programmes in such areas due to factors such as lack of demand from the community, increased operating costs of building leases, and changing the function to a nursery.

Private preschool contributed the total number of classes as a whole by 56.96% compared to public preschool of 43.04% (Exhibit 1-3: Data 2). Comparison of preschool education offerings by agencies for 2018 is as shown in Exhibit 1-4: Data 3. The increase in the number of these classes indicates that more children will have access to early education and ready to join formal education.

**Exhibit 1-3: Comparison of data and percentage of classes in public and private institutions for the recent 5 years (2014 - 2018).**

Year	Public	%	Private	%	Total
2014	21,980	45.32%	26,523	54.68%	48,503
2015	22,066	45.98%	25,928	54.02%	47,994
2016	22,162	44.46%	27,689	55.54%	49,851
2017	22,315	44.15%	28,231	55.85%	50,546
2018	22,262	43.04%	29,463	56.96%	51,725

Source: School Management Division and Private Division

**Exhibit 1-4: Comparison of the number of classes according to agency from 2016 - 2018.**

Year	KPM	KEMAS	JPNIN	Private	Total
2016	9,202	11,179	1,781	27,689	49,851
2017	9,328	11,206	1,781	28,231	50,546
2018	9,399	11,082	1,781	29,463	51,725

Source: School Management Division and Private Division

The Ministry is committed in expanding access to preschool education for the coming years by opening 50 classes that will be operational in 2019. In addition, preschool classes with low enrolment or less demand will be relocated to high-demand locations.

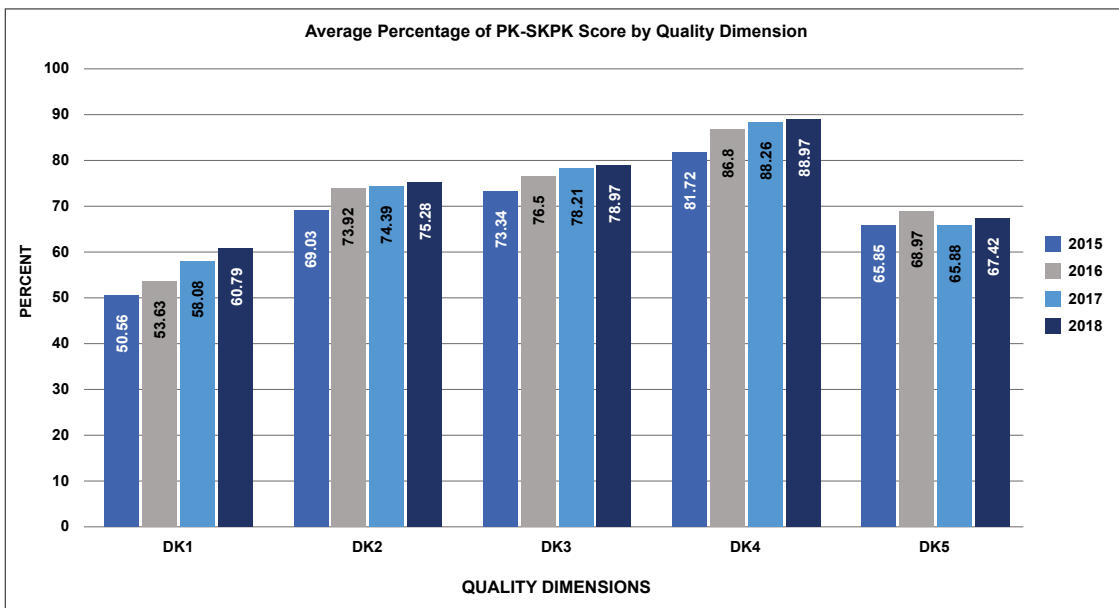
## NATIONAL PRESCHOOL QUALITY STANDARD SELF-RATING (PK-SKPK)

The online self-rating of SKPK (PK-SKPK) was initiated in 2015 to all institutions offering preschool education to determine the quality of preschool education offered based on the following five quality dimensions:

- Quality of Teacher and Assistant Quality Dimension
- Quality of Governance Dimension
- Quality of Curriculum Dimension
- Quality of Preschool Interaction Dimension
- Quality of Health, Nutrition and Safety Dimensions

In 2018, 98.82% (23,188) preschools passed the National Preschool Minimum Standards, compared to 98.86%, (23,020) in 2017. However, the number of institutions that passed the quality standard increased by 1,144. Prescribed National Preschool Minimum Standard Threshold Value was 50.23%. Overall, the preschool quality increased based on the average PK-SKPK from 68.10% (2015) to 74.29% (2018), as shown in Exhibit 1-5. However, it was found that DK 1 (Teacher/PG/PPM) showed the lowest percentage of the scores for three consecutive years, i.e. within the range of 50.56% and 60.79% as compared to other DKs. Among the factors identified is that the dimension measures the highest academic qualification of teachers/PG/PPM, teachers' professional qualifications, opportunities to attend/deliver lectures/courses/workshops for teachers/PG/PPM. Most preschool institutions, especially private institutions, do not have PG/PPM and their academic/professional qualifications were also lower than other preschool institutions. The opportunity to attend/deliver courses/workshops/briefings was also limited.

Exhibit 1-5: Average Percentage of PK-SKPK Score according to Quality Dimension (2015-2018)



Legend:

- DK 1 = Quality of Teacher/PG/PPM Dimension
- DK 2 = Quality of Governance Dimension
- DK 3 = Quality of Curriculum Dimension
- DK 4 = Quality of Preschool - Parent Interaction Dimension
- DK 5 = Quality of Health, Nutrition and Safety Dimension

## Preschool Quality Improvement Programme

In 2018, an intervention programme to improve the quality of preschools continued to be implemented on preschools which have yet to meet the minimum standards set. Programmes implemented were: i) Support Visit Programme, and ii) Preschool Teacher Quality Improvement.

### i) Support Visit Programme

The Support Visit Programme was implemented by JPN (State Education Department) and PPD (District Education Office) throughout the country on 453 preschools which were below the 60% score, with the aim of guiding and enhancing the understanding of school administrators, teachers and student management assistants on preschool quality standards based on the five preset quality targets.

### ii) Preschool Teacher Quality Improvement

In 2016, the Cabinet had approved the proposal that all preschool teachers should have a minimum qualification of Diploma in Early Childhood Education (DPAKK) by 2020. Up to 2018, 25.05% (13,273) of Government and private preschool teachers have academics qualifications with minimum DPAKK. This percentage showed an increase, but the number of teachers indicated a reduction from 2017. The number of preschool teachers, according to qualifications and agencies, is shown in Exhibit 1-6:

**Exhibit 1-6: The Number of Academically Qualified Preschool Teachers with minimum DPAKK 2018**

AGENCY	NUMBER OF ACADEMICALLY QUALIFIED PRESCHOOL TEACHERS WITH MINIMUM DPAKK		
	YES	NO	TOTAL
KPM	8,318 (89.24%)	1,003 (10.76%)	9,321 (100%)
KEMAS	4,015 (35.47%)	7,304 (64.53%)	11,319 (100%)
Perpaduan	874 (49.94%)	876 (50.06%)	1,750 (100%)
PRIVATE	66 (0.22%)	30,524 (99.78%)	30,590 (100%)
<b>TOTAL</b>	<b>13,273</b> (25.05%)	<b>39,707</b> (74.95%)	<b>52,980</b> (100%)

Source: School Management Division, BPSH

To address the issue of shortage number of teachers with DPAKK minimum qualification, from 2019 onwards, the Malaysia Teacher Education Institute (IPGM) will offer the Malaysian Diploma in Teaching Programme (Program Diploma Perguruan Malaysia, PDPM) for KEMAS, JPNIN and private preschool teachers. While for preschool teachers who are already in service, the Ministry will provide opportunities to follow the Add-on Option Intervention Programme (*Pelan Intervensi Tambah Opsyen*, PITO).

The Ministry also introduced the English For Preschool Teachers (EPT) Programme to the Ministry's preschool teachers to increase their confidence in implementing Teaching and Learning (*Pengajaran dan Pembelajaran*, PdP) in English as stated in the National Preschool Standard-Based Curriculum (*Kurikulum Standard Prasekolah Kebangsaan*, KSPK). In 2018, 100 preschool teachers participated in the programme, which was run in Selangor, Kedah and Kelantan. Overall, preschool teachers who attended the programme demonstrated an increase in English proficiency at B1 level after being tested using the English Proficiency Test (UKBI) instrument developed in accordance with the Common European Framework Reference for Language (CEFR).

### Flipped Classroom Feasibility Study at Preschool

The Flipped Classroom concept (FC) is a combination of traditional learning and learning that utilises multi-mode learning technology. FC for preschool classes was pioneered in 2015 and expanded with the implementation of One District One Flipped Classroom (1D1FC) in 2017. In 2018, a study was conducted to find out the usability of the FC method in all preschool classes implementing it. Respondents of the study consisted of 204 teachers, 184 administrators and 518 parents. The study concluded that the FC method was suitable for use in preschool classes as almost 100% respondents responded positively to each process. The Ministry will continue to expand FC in all government preschools.

**Exhibit 1-7: The Findings of the Usability Study of FC Methods in All Preschool Class Executing FC**

Teachers' Role in the Flipped Classroom Teaching Cycle Process		School Administrators Implementing Flipped Classroom		Parents' Opinion on the Implementation of Flipped Classroom	
Agree	Does not Agree	Positive	Negative	Agree	Does not Agree
<p><b>98.6%</b> Teacher provided teaching objectives in PdP, described work processes before PdP activities, and teachers, together with PPM, provided teaching aids (BBM) for PdP.</p> <p><b>96.6%</b> Teachers provided opportunities for students to participate actively and exhibit their work</p> <p><b>99.0%</b> Students interacted well with teachers; changes in behaviours occurred gradually, and students were happy to carry out activities</p>	<p><b>27%</b> Teachers rarely collaborate with parents and guardians</p> <p><b>16.7%</b> Lack of instructional time management</p> <p><b>12.3%</b> Students could not understand the topics taught well with the use of technology</p>	<p><b>98.9%</b> Understand the PdP time allocated for preschool classes</p> <p><b>98.4%</b> Encouraged teachers to attend FC pedagogy courses</p> <p><b>98.4%</b> Provided a conducive classroom environment</p>	<p><b>30.3%</b> Less exchange of ideas on FC with other administrators</p> <p><b>27.5%</b> Lack of observation done on teachers' PdP in FC classes</p> <p><b>22.2%</b> Lack of briefing on FC given to parents/guardians</p>	<p><b>97.2%</b> Parents agreed for FC to continue in preschool education</p> <p><b>99.6%</b> Satisfied to see their children development and achievement in preschool</p> <p><b>92.85%</b> Parents agreed that they have good relationship with administrators and teachers</p>	<p><b>2.7%</b> Parents did not support the implementation of FC because it simplifies the teachers' work</p>

Source: School Management Division, BPSH



EPT participants in an action song activity for the Instructional Language module



EPT participants' group discussion on Differentiated Instructions in the ELT Methodology module



Workshop facilitator demonstrated Roll and Answer board game in the Listen Carefully and Speak Up! Workshop

## Student Readiness to Year One Survey

In 2018, Student Readiness to Year One survey was conducted to identify the readiness of preschool students based on the Physical, Emotional, Spiritual and Intellectual aspects, as well as their readiness to accept the Year One curriculum. The results of the analysis showed that all preschoolers were ready to advance to Year One. Details of their readiness were shown in Exhibit 1-8. This information will be used to draw up the follow-up plan on the improvement of PdP process, management of the administrator and the training of preschool teachers and Pupil Management Assistant (Pembantu Pengurusan Murid, PPM) in preschool professional development, and as a reference for Year One Teachers to use as foundation for effective PdP planning based on the pupil's skills.

**Exhibit 1-8: Levels of Readiness of MOE Preschool to Year One (2018 Survey)**



Source: School Management Division, BPSH

## ENSURING PARTICIPATION IN PRIMARY AND SECONDARY EDUCATION

The Ministry has a goal towards achieving universal enrolment by 2020. In 2018, primary, lower secondary and upper secondary enrolments were 97.8%, 95.3% and 87.18%, respectively. However, there was a drop in the enrolment at the primary school level by 0.1% and the upper secondary level of 1.3%. In 2018, the dropout rate was reduced to 1.21% at the secondary level compared to 1.36% in 2017, while the primary level was 0.15% compared to 0.29% in 2017.

### Implementation of the Guidelines for Managing Risk of Students' Dropout in Schools (*Garis Panduan Mengurus Murid Berisiko Cicir di Sekolah, GPMBC*)

The main challenge faced by the Ministry is to address the issue of dropouts among students. As a precautionary measure, the Ministry enforced the Guidelines for Managing Risk of Students' Dropout in School (GPMBC) on the 1st June 2018 to assist the school in managing and conducting intervention programmes on students identified at risk of dropping out. An analysis on family and student factors were carried out on 4,724,234 primary and secondary pupils to find out their likelihood or risk of dropping out to be categorised as low, moderate and high. At the primary level, 0.02% of students were at high risk, while the secondary level was at 0.75%. Among the factors contributing to the problem were students with high absenteeism, disciplinary problems and Special Needs Students. Family factors also contributed to high-risk students such as status of their parents/ guardians, household income and distance of their house to school. The school will carry out interventions for pupils at risk of dropping out by categories and factors based on the Highlighting Self-Excellence Module (*Serlahkan Keunggulan Diri*, SUDI). School Counselors will conduct intervention activities at primary level and continue until secondary level to help pupils at risk of dropping out to stay in school until the completion of Form 5.

## Zero Student Dropout Programme (*Program Sifar Murid Cicir, PSMC*)

The Zero Student Dropout Programme (PSMC) was initiated in 2018 at the Perlis State Education Department (JPN), and District Education Office (PPD) in Langkawi, Hulu Langat, Kluang and Kulai in Johor as well as Pasir Mas in Kelantan. The programme was implemented to address the issue of student dropouts and children not attending school through the set up of a committee known as Jawatankuasa Peningkatan Enrolmen Menengah (JPEM) which comprised of the PPDs and various agencies, such as the Social Welfare Department, National Registration Department, State Islamic Religious Council, National Anti-Drug Agency, Royal Malaysian Police, State Secretary's office and representatives of non-governmental organisations (NGOs) as well as locals. Among the intervention programmes conducted were visits to students' houses, parental motivation programme and programmes with Parents and Community Associations (PIBK) as well as a crowd-funding to assist student dropouts due to poverty. The overall outcome of this pilot programme showed that 26.1% (267 students) of secondary level student dropouts had re-enrolled into school. As for the primary level, 25.6% (20 pupils) of student dropouts have returned to school. The Perlis JPN had successfully re-registered all students (100%) in primary and secondary schools from August to November 2018. For other pilot areas, the percentage of students returning to school was in the range of 8% to 50%.

PSMC's objectives are as follows:

- identifying students who have dropped out of the education system before the completion of their schooling period, as well as children in primary or secondary school age who have no access to education;
- conducting focused interventions so that they can continue their education until at least completing Form 5; and
- seek cooperation and assistance from other agencies at the state and district levels to address the issues faced by students.

### The Impact of Zero Student Dropout Programme 2018: Inspirational Stories

#### 1. Perlis State Education Department

HRH Tuanku of Raja Perlis was very concerned about the student dropout issue in the Indera Kayangan state. HRH said that the Perlis State

Government should ensure that children who did not attend school and were discovered during HRH weekly cycling session, to be assisted and re-registered in schools. At the same time, the Perlis JPN had successfully attracted the attention of a few Members of Parliament to participate in PSMC 2018. The Perlis JPN also shared its experiences with several other JPNs which will implement PSMC in their respective states in 2019.

Due to poverty and her father's disability, a Form 3 student could not continue her schooling and was forced to drop out of school. Her father's leg was amputated due to diabetes. However, the student was successfully re-enrolled into school after she dropped out for three years.

Interventions carried out:

- The student was given a bicycle by the Social Welfare Department (JKM) to facilitate her journey to school and financial assistance of RM100 per month.
- The student's family was also aided financially with RM250 per month from JKM and a wheelchair for her father.



#### 2. Langkawi District Education Office

In Langkawi, the island's local community has shown a proactive change and willingness to work with the school and the Langkawi PPD in handling the problem of school dropouts. With this view, the Kedah JPN intended to expand PSMC in Langkawi PPD to other PPDs in Kedah.

His parents' divorce caused a Form 5 student's life to be neglected and subsequently led him to drop out of school, although his father was highly educated and graduated from Oxford University.

Interventions carried out:

- Langkawi PPD made a house visit and managed to convince the student to return to school.



Intervention carried out:

- The Kulai PPD made a home visit and successfully persuaded the student to return to school.



### 3. Kelantan State Education Department

After seeing the effectiveness of PSMC, all PPDs in Kelantan state are keen to organise PSMC in their respective districts. The Kelantan Islamic Foundation (Yayasan Islam Kelantan, YIK) had requested the Kelantan JPN to hold a PSMC briefing at all YIK managed schools.

Poverty and transportation problem had led a Form 2 and Year 5 students to drop out of school. Their mother was visually impaired, and their father was in prison due to drug abuse.

Interventions carried out:

- The Kelantan JPN made a home visit and successfully persuaded both students to return to school.
- JKM provided financial assistance of RM200 per month to the family.
- Kelantan JPN managed to get a motorcycle for the family from a private sponsor.



### 4. Kulai District Education Office

Neglected by the family, a Form 5 student dropped out of school. Her mother had passed away, and her father remarried. She now lives with her sister.

The Ministry intended to ensure that all children have access to quality education by the year 2020. In support of this, it is important for the PSMC to continue in 2019 and expand to all states.

## ENHANCING THE QUALITY OF VOCATIONAL EDUCATION

In 2018, the total TVET enrolment (Exhibit 1-9) was 5.98% (22,539) comprising of 15,354 Year One Vocational Colleges, 459 students Upper Secondary Vocational Education Programme (PVMA), 23 students Advanced Vocational Basic Education Programme (PAV), and 2,635 Upper Secondary Industry Apprentice Students Programme (PIMA) at 116 SMK Vocational Schools and eight Vocational Special Education Secondary Schools. Enrolment from agencies outside the Ministry, which includes GIATMARA and WISDEC was 4,068 students. Collaboration with the Ministry of Rural Development (KPLB) was conducted for Diploma level programmes such as Building and Maintenance Services Technology, Plastic Processing Technology, Ceramic Processing Technology, and Composite Polymer Processing Technology. Cooperation with the Ministry of Youth and Sports (KBS) was for the skill certificate level for the CNC Machinery Technology programme, Hardware Manufacturing Technology (DIE), Industrial Mechanics and Welding.

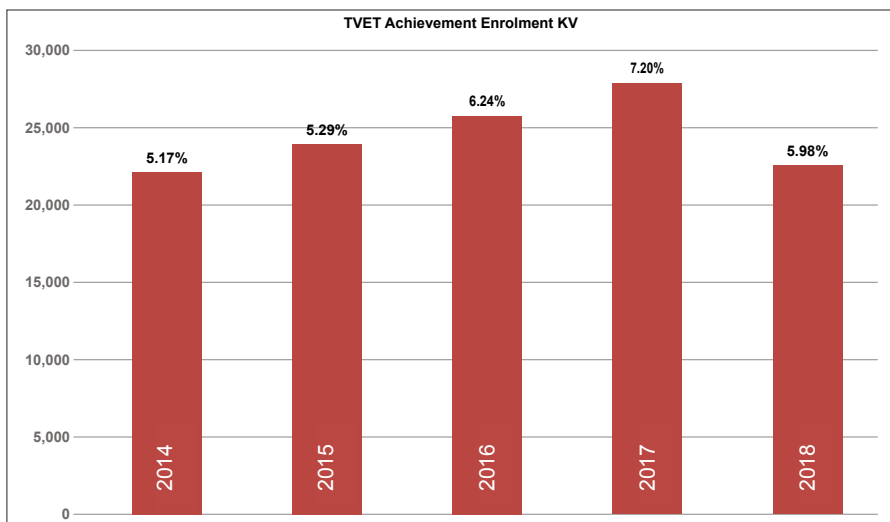


At present, there are 85 Vocational Colleges (KVs) with the operation of KV Tanjung Piai and KV Pasir Gudang in 2018. The operations of both KVs involved public-private partnerships (PPP) aimed to enable technology transfer from the industry to meet the demands of Industry Revolution 4.0 (IR4.0). The involvement of the private sector is expected to enhance the capabilities and image of KV as the preferred institution to provide professional workforce, as well as to ensure that the TVET system of the Ministry remains competitive and meets the market requirements.

## Employability of Vocational Diploma Graduates

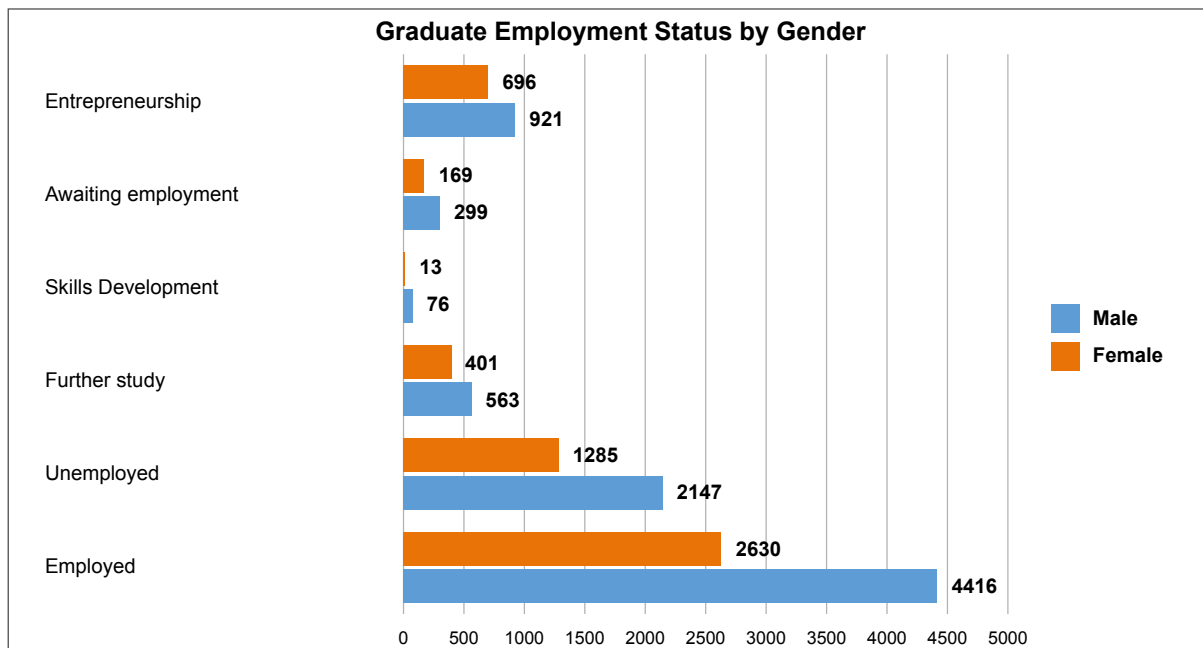
In 2018, 100% graduates of KV Cohort 1 (graduated 2016) and 97.06% of Cohort 2 were employed or pursued higher education, while 74.80% graduates of Cohort 3 had been offered employment until January 2019 (Exhibit 1-10). The increase in percentage reflected the level of employability of KV's range of graduates with high demand from industry and private sector due to the quality of education they had acquired.

Exhibit 1-9: TVET Enrolment Achievement



Source: Technical and Vocational Education Division, BPTV

Exhibit 1-10: Employability of Vocational College Graduates after Three Months of Graduation, 2018



Source: Technical and Vocational Education Division, BPTV

### Accreditation of Branch Accredited Centres (Pusat Bertauliah Cawangan) in Vocational Colleges and Schools

In order to get the approval of the Branch Accreditation Centre (PBC) at Vocational Colleges and Schools, the following criteria must be fulfilled:

- Sufficient equipment
- Qualified personnel based on SKM level
- Security Approved for each PBC, and
- Complete Written Instructional Material (WIM)

For 2018, 730 institutions were approved by PBC. The approvals included 523 Single Tier Programmes, 54 Level Based programmes, 73 PWMA programmes and 80 PAV programmes at daily secondary schools. For PBC's accreditation purposes, Vocational and Technique Education Division (*Bahagian Pendidikan Teknik dan Vokasional*, BPTV) coordinated the WIM for all Vocational Colleges and schools, conducted consultations with the Department of Skills Development (*Jabatan Pembangunan Kemahiran*, JPK) for all students to be certified and, intensified efforts and empowering strategic alliances with interested industries for the strengthening of learning and teaching in Vocational Colleges and SMKs.

### Accreditation of Malaysia Skill Certificate (SKM) Level 1, 2, 3 Vocational Teaching Force

In 2018, 300 lecturers attended courses at CIAST, IKTBN, UTEM and Universiti Teknologi Malaysia (UTM) in an attempt to obtain accreditation as lecturers. Of these, 297 had successfully been certified with SKM Levels 1, 2 and 3.

Library management is one of the main criteria for MQA accreditation. The officers or teachers who manage libraries in KV need to have knowledge

and exposure in the library management involving cataloguing process, book-classification system, book conservation and maintenance. A total of six series of library management courses were conducted throughout the year 2018.

### Expansion of Vocational College Public-Private Strategic Partnership Relations

In 2018, six high-impact companies from 25 companies, including the economic corridor visited, had signed the MoU with the Ministry. The companies are The Automotive College (TOC) for automotive courses, International Islamic University Malaysia (IIUM) for Early Childhood Education, TWI-ABM for Professional Welding Certificate, Koperasi Usahawan Islam Kuala Lumpur Sdn. Bhd. for the entrepreneurship, Geethi Engineering Sdn. Bhd. for apprenticeship programme or SLDN mode, and Kuala Lumpur University (UNIKL) which involved a Skill Training Programme for teachers and students.

From 2019, TVET's achievement will focus more on the quality of TVET graduates by improving the curriculum, upgrading the facilities and equipment and improving the professionalism of KV teachers. The goal is to produce KV graduates who are relevant and accepted by domestic and international industries. Additionally, the public-private partnership (PPP) for KV expansion towards the Industrial Centre of Excellence (iCOE) will also contribute to the increase of KV graduates' employability. The cooperation of all responsible parties who have always provided opportunities and spaces in realising this country's agenda has helped to successfully implement the TVET policy in Malaysia.



*'TVET bukan pilihan terakhir pelajar' oleh Mohamad Fahd Rahmat, fahd@nstp.com.my*

KAJANG: The stigma of those who underestimate the field of Technical and Vocational Education and Training (TVET) ended, in the country, when the rate of TVET graduates' employability exceeded 90%.

The Director-General of Education, Datuk Dr Amin Senin, said that the negative perception was crushed as a result of close partnership with industry players that share their expertise and latest technology for the convenience of its students across the country.

According to him, in today's world, multiple intelligences are indispensable, while in the past, only academic intelligence was considered as a measure of someone's intelligence level. Intelligence based on a person's interest can leave a big impact. For example, the greatness of the famous football player, Lionel Messi lies in his feet, and if it is made as a measure of ingenuity, then he is considered the most intelligent.

"One of these interests is TVET, where in the past, society used to brand those who took TVET as failures they may fail academically but they excelled in skills development. Our children's ability has to be redeveloped and one should not feel inferior if you choose TVET and continue on that path," he said.

He was speaking at the signing ceremony of the Memorandum of Understanding (MoU) between the Industry and the Vocational and Technical Education Division (BPTV) 2018 at the Kajang Vocational College, here today.

Also present were the Director of BPTV, Zainuren Mohd Nor, and the Director of Kajang Vocational College, Supian Mahmood. Zainuren stated that as of October, 775 MoUs were signed by the Ministry of Education with various governments and private agencies since the implementation of the Vocational Education Transformation in 2012. Industry players also provided positive feedback on our TVET graduates for their competency and ability to perform their duties and responsibilities well.

"The employability rate of vocational education graduates reached 100% from 2,273 first-cohort graduates (2016), and 96.47 percent from 12,803 second-cohort graduates (2017), and 60.7% from 14, 373 graduates of this year's cohort who are employed, continued their study or became entrepreneurs," said Zainuren.

"The information for this year is still incomplete as we consider the students' employability rate six months after they have completed their studies in KV," he said.

Commenting on the partnerships at the event, Zainuren said that his division had also signed MoUs with five industry players for the implementation of various programmes - including the professional certification, automotive technology, welding and quality, early childhood care and entrepreneurship.

"At today's ceremony, the Kajang Vocational College and Kudat Vocational College also signed the MoU with 14 private companies to enable a more systematic cooperation," he said.

## INSPIRATIONAL STORIES

### KV Graduates in various Positions in Malaysia or Overseas



**Muhammad Naimmudean bin Mohd Nazarudean**  
Diploma Graduate in Welding Technology, KV Shah Alam, Selangor. Currently working as a UT Operator at Rapid Petronas, Pengerang, Johor.



### Alif Naquiddin bin Zul Azura

Diploma Graduate in Information Technology (Computer Network), KV Pasir Mas, Kelantan. Currently working as a Support Engineer at BIT Group Sdn. Bhd., Cyberjaya, Selangor.



### Nur Dini Fatnin binti Mohd Ramzi

Diploma Graduate in Business Management, KV Pasir Mas, Kelantan. Currently working as Assistant Manager 1 at KFC Kota Damansara, Selangor.

### KV Graduates as Entrepreneurs



One of the graduates in Livestock Agroindustry, **Nurul Amira Binti Abdul Hamid** is a manager at Felcra Simpang Renggam, Kluang, Johor, and earns a monthly income of RM 2,000.



### Muhammad Faez Akmal bin Hisham

is a graduate of Vocational College (Agriculture) Teluk Intan in Plantation Agroindustry. He became a fertigation entrepreneur for chillies in Teluk Panglima Garang, Selangor and earns RM20,000 up to RM30,000 per season.



### Mohamad Amirul Halim bin Mohd Zanom

Is a Datuk Seri Mohd Zin Vocational College graduate in Automotive Technology. He is now an entrepreneur and generates a company revenue of RM 30,000.



## Mohammad Hazwan Bin Hamzah

Is a Temerloh Vocational College graduate in Construction Technology. He is now an entrepreneur in his family-owned company in Jerantut, Pahang which specialises in welding.



## Ahmad Faiz Ikhwan Bin Ahmad Rafee

Is a Diploma Graduate in Welding Technology from KV Sungai Petani 1, Kedah. He underwent the industrial training at OTAi Metal Network Selayang on 5th December 2016. Now, he is a successful entrepreneur under the guidance of Kuala Lumpur Islamic Entrepreneurs Cooperative Sdn. Bhd., which is also one of the industries that signed the MoU with the Ministry.

## KV Graduates Who Continued Their Studies



**Lakxessnah a/p Subramaniam** is a Diploma Graduate in Database Management System and Web Applications from KV Perdagangan and was awarded Excellent Student Scholarship from the Sultan Azlan Shah University, Perak.

## Furthering Studies via employer sponsorship



## Muhammad Faiz

Diploma in Industrial Machining  
KV Port Dickson, Negeri Sembilan

Works at Kayaku Safety System, Sendayan Tech Valley, an airbag system manufacturing plant. Will be undergoing training in the Czech Republic from February 7, 2019.

## Self Financing to further studies



## Muhammad Firdaus Abu Bakar

Diploma in Automotive Technology  
KV Langkawi, Kedah

Both attended the Malaysian Skills Advanced Diploma (DLKM) at the German Industrial Skill Centre, Seremban.

They were selected to attend the Racing Car Mechanics Professional Course at the MotorSport Technical School, Cesena, Italy, from May till August 2018.

OJT at National and International Race Teams from Sept. 2018 to Sept. 2019

## STRENGTHENING VARIOUS EDUCATION PATHWAYS

The Ministry continues to provide various educational pathways to ensure every student's needs and potential can be optimised according to their interests and talents.

## SPORTS SCHOOL

### Malaysia Sports School

The establishment of the Malaysia Sports School (SSM) was aimed at producing world-class athletes who also have a solid education background in line with the National Sports Policy. As of the end of 2018, the number of Sports Schools remained five, namely:

- Bukit Jalil Sports School (SSBJ)
- Tunku Mahkota Ismail Sports School (SSTMI), Johor
- Malaysia Sports School Pahang (SSMP)
- Malaysia Sports School Sabah (SSMS)
- Malaysia Sports School Terengganu (SSMT)

In 2018, the Sports School's enrolment of 1,669 is the highest enrolment of male and female students, with an increase of 33.3% from 2013. Exhibit 1-11 shows enrolment in SSM by gender from 2013 to 2018.

*Exhibit 1-11: Enrolment at Malaysia Sports School by Gender, 2013-2018*

Year	Male	Female	Total
2013	751	352	1,103
2014	819	388	1,207
2015	889	494	1,383
2016	939	484	1,423
2017	1,023	538	1,561
2018	1,097	572	1,669

*Source: Sports Division (BS)*

### SSM Students' Participation at the National and International Level

In 2018, the overall achievement of students' participation at the national level was 91.7% which exceeded the target set at 85.0%. Meanwhile, their participation achievement at the international level was 43.8% of the target set at 50.00%. (Exhibit 1-12):

*Exhibit 1-12: Participation of Student-Athletes in National and International Competitions According to Sports School, 2018*

Item	Key Performance Indicator (KPI)	Target	School	No. of Athletes in the National Competition	National Average	No. of Athletes in International Competition	International Average
1	<b>National:</b> Overall Involvement of Student-Athletes	85% National	SSBJ	385/405	95.1%	140/276	50.7%
2			SSTMI	470/501	93.8%	104/316	33.0%
3			SSMP	354/379	93.4%	60/145	41.4%
4	<b>International:</b> Involvement of Form 4 Student-Athletes Up to Pre Uni	50% International	SSMS	187/236	79.2%	71/107	66.4%
5			SSMT	126/139	90.7%	11/37	29.8%
<b>OVERALL TOTAL</b>				<b>1,522/1,660</b>	<b>91.7%</b>	<b>386/881</b>	<b>43.8%</b>

*Source: Sports and Arts Education Division (BPSS)*

## 2018 YOUTH OLYMPIC GAMES

Nine athletes from the hockey team players comprising of eight SSM student-athletes made history when they won the gold medal for the first time in the history of hockey participation in the 2018 Youth Olympics Games. The achievement of the hockey team was also accompanied by the success of Akhimullah bin Anuar, a Sports School student-athlete, who emerged as the tournament's top scorer with 22 goals. In addition, Rayna Hoh Kai Ling also contributed a silver medal in the Multi-Discipline Team Event in the rhythmic gymnastics' sports event. The tournament was held in Buenos Aires, Argentina, on October 1-12, 2018.

## 2018 JAKARTA-PALEMBANG ASIAN GAMES

A total of 38 student-athletes and two teacher-athletes represented the country in this tournament with an achievement of a gold medal (sailing), a silver medal (hockey) and two bronze medals (squash and sailing). The gold medal was contributed by the young athlete, Muhammad Fauzi bin Kaman Shah. In addition to the athlete groups, the Malaysian team was also accompanied by an officer from the Ministry, Mr Zainal bin Abas, as Head Coach and two teachers from the Tunku Mahkota Ismail Sports School and SMK Chung Hwa Sin as team coaches. Forty-five countries participated in the tournament, and 45 sports events were contested. The tournament was held in the vicinities of Jakarta and Palembang, Indonesia, on 18 August – 2 September 2018.

## 2018 10<sup>th</sup> ASEAN SCHOOLS GAMES

The Malaysian contingent sent 192 student-athletes and 64 officers to represent the country at the 2018 10<sup>th</sup> ASEAN School Games, where 10 countries took part, namely Malaysia, Indonesia, Singapore, Thailand, Brunei, Vietnam, the Philippines, Myanmar, Laos and Cambodia. The event was held on July 19-27, 2018. A total of 11 sports were contested: badminton, basketball, volleyball, netball, ping pong, sepak takraw, swimming, track and field, artistic gymnastics, rhythmic gymnastics and squash. Malaysia successfully repeated its 2010 and 2014 triumphs as the overall champion for the third time, collecting 37 gold medals, 34 silver medals and 32 bronze medals through 11 events participated.

The overall results of the 10th ASEAN School Games are as follows:

Item	Country	Gold	Silver	Bronze	Total
1	Malaysia	37	34	32	103
2	Indonesia	31	36	30	97
3	Thailand	19	21	31	71
4	Singapura	13	16	22	51
5	Vietnam	13	8	6	27
6	Filipina	9	7	20	36
7	Myanmar	1	2	2	5
8	Laos	0	0	3	3
9	Cambodia	0	0	0	0
10	Brunei	0	0	0	0

## 7-A-SIDE 1STUDENT 1SPORT KPM-YBR (7S1M1S) FOOTBALL CHAMPIONSHIP 2018

The 7-a-side 1Student 1Sport KPM-YBR (7S1M1S) Football Championship 2018 was organised by the Sports Division and fully sponsored by Bank Rakyat Foundation (Yayasan Bank Rakyat, YBR). This third edition championship still maintained the first edition concept (school-based) for students under 11 years of age category with the participation of 16 teams. The teams that competed at the national level were the teams that became the champions of their states. The championship was held in Kangar, Perlis on 6-10 October 2018.

## MOE FITNESS PROGRAMME IN CONJUNCTION WITH THE NATIONAL SPORTS DAY 2018

The programme was held on the 13<sup>th</sup> of October 2018 at Dataran Putrajaya, Presint 3, which involved 17,000 participants including the Ministry's staffs and Putrajaya communities. The private sector, such as MILO, Bank Rakyat Foundation and the National Sports Association, also participated in the event which was launched by the Deputy Minister of Education. Its main activity was the Fun Walk 1Student 1Sport (Jalan Ria 1Murid 1Sukan) which involved preschoolers, primary and secondary school students, the public and the Ministries' staffs. In addition, there was also an interschool aerobics competition, sepak takraw, basketball, touch rugby, preschool futsal, hockey, jump-rope, frisbee and floorball.

### **NATIONAL LEVEL UNITY GAMES CHAMPIONSHIP 2018**

In the formation of racial unity, the Ministry made sports as one of the main agendas in reaching the aspiration of the National Education Philosophy in order to produce a balanced and harmonious human being. In line with the Ministry's goal of producing a united society regardless of religion, race or culture, the Ministry, in collaboration with the Pahang State Education Department, organised the National Level 1 Student 1 Sports (1M1S) Unity Games Championship on 14-18 October 2018.

A total of 640 Remove Class, Forms One and Two students of various races (Malay, Chinese, Indian, Orang Asli and Indigenous People of Sabah and Sarawak) participated in the tournament. The tournaments held were futsal for the male students while the female students participated in handball. The Closing Ceremony was graced by Dr Mehander Singh a/l Nahar Singh, the Director of Sports Division.

### **SABAH SCHOOL SPORTS CHAMPIONSHIP 2018**

This sports championship was held at Ranau, on 14-16 October 2018. The tournament involved primary school students in the interior areas of P2 and P3. A total of 528 student athletes (240 boys and 288 girls) and 96 teachers from 24 PPDs participated. The sporting events that were held were futsal for the boys and handball for the girls.

### **THE ORANG ASLI SCHOOL SPORTS CHAMPIONSHIP 2018**

This championship started since 2007 for Orang Asli pupils under 12 years old category. Initially, only three states participated, namely Pahang, Perak and Kelantan. Several other JPNs were keen to join in the championship as a platform to provide opportunities and to discover the talents of Orang Asli in the state and to show their ability in sports.

In 2008, Selangor, Johor, Negeri Sembilan and Terengganu joined the championship and formed seven teams participating in the championship. In 2018, a total of 443 Orang Asli students competed in five sporting events - handball, 9-a-side football, track and field, sepak takraw and mini rugby. The tournament was held from 22-26 October 2018 in Johor Bahru, Johor.

### **KPM-MILO ACTIV JAM AEROBIC WORKOUT NATIONAL FINALS 2018**

This competition was a joint programme between the Ministry and Nestle Products Sdn. Bhd., specifically Milo products. The competition was held at the Darul Puteri Complex, Cheras, Kuala Lumpur on 26 October 2018, and involved 10 best teams from all over the country for the school-based category. A total of 10 states participated in the Goodwill JPN Category which required participation involving Malays, Chinese and Indians as well as other races, if any. A total of 2,100 students and 420 teachers participated in the championship. The Closing Ceremony was graced by Mr Zainal bin Abas, the Deputy Director of Sports Division.

### **SSN SPORTS CHALLENGE DEVELOPMENT PROGRAMME 2018**

The SSN Sports Challenge development programme started in 2017 and is one of the programmes designed to cater to athletes of State Sports School (SSN) aged between 13 and 14. The sporting events organised were track and field, sepak takraw, netball and hockey. The programme carried out involved 15 SSNs, 600 student-athletes and 75 sports coaches. The zone level competitions were held from March to September, while the finale was held on 20-22 October 2018 at SMK Gunung Rapat, SSN Perak. An initiative by the Ministry in producing world class student-athletes, the programme also served as a medium for SSN to evaluate their coaching development programmes.



## KPM-KOM-JPWP KL OPEN RELAY CHAMPIONSHIP 2018

The KPM-KOM-JPWP KL Open Relay Championship 2018 was a focused and well-planned effort for track and field student-athletes throughout Malaysia aged between 14 and 16 years old. It was a platform for track and field development programmes. The championship was held on 9-11 November 2018 at the Kuala Lumpur Stadium, where 600 student-athletes and 45 officers took part in the event. Concurrently, the championship came to be one of the arenas for a more effective preparation and exposure, coupled with a wholesome socialisation opportunity among those involved. The programme also acts as one of the platforms to evaluate the effectiveness of the sports development programmes in preparing our future national athletes.

## Asian Games Jakarta-Palembang 2018



*Muhammad Fauzi bin Kaman Shah emerged as the youngest gold medalist for the country's contingent for sailing in the 2018 Asian Games*



*Sukri Abdul Mutalib (SSM teacher) is the backbone of the Malaysian hockey team that won the silver in the 2018 Asian Games.*

## Youth Olympic Games 2018



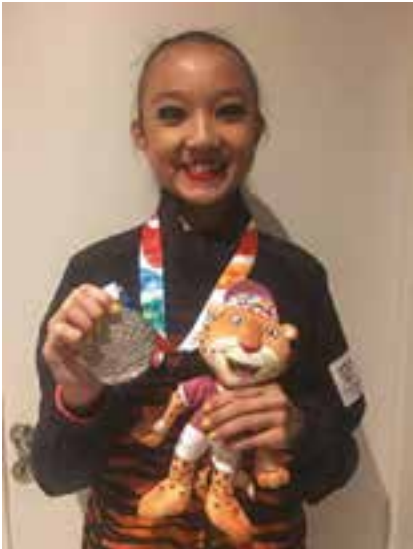
*Akhimullah Anuar (left) scored twice in helping Malaysia beat India 4-2 in the finals and was crowned as the top scorer in the Youth Olympic Games 2018.*



*Youth Olympic Games 2018*



*Youth Olympic Games 2018*



*National gymnast, Rayna Hoh Kai Ling contributed a silver medal in the Youth Olympic Games 2018.*

**MOE Fitness Programme in Conjunction with National Sports Day 2018**



*Aerobics presentation by schoolchildren for the warm-up sessions in the MOE Fitness Programme in Conjunction with National Sports Day 2018.*



*Futsal for the male category*



*MOE Fitness Programme in Conjunction with National Sports Day 2018.*



*Handball for the female category*



*Enthusiastic participants at the MOE Fitness Programme in Conjunction with National Sports Day 2018.*

**Sabah Interior School Sports Championship, 2018**



*Futsal for the male category*



*Handball for the female category*

**The Orang Asli School Sports Championship  
22-26 October 2018, Johor Bahru**



*Mini-rugby match*



*Sepak takraw sportsmen in action*

**KPM-Milo Activ Jam Aerobics Workout National  
Finals 2018**



*The team performance in the Activ Jam Final.*



*The primary school students performance in the Activ Jam Final.*



*Among the teams that participated in the Activ Jam Final.*

## ART SCHOOLS

The establishment of the Art Schools was the Ministry's effort to develop the potential of talented individuals who are keen in arts. As of 2018, there are three art schools in Malaysia as well as two daily national secondary schools offering Arts Education Programmes to meet the demand of students who wish to pursue their education in Music, Dance, Theater and Visual Arts.

The Malaysia Art School (SSeM) is a full-boarding type school and provide facilities for students to undergo teaching and learning (PdP) in academic field, arts and culture training as well as scheduled and planned co-curricular and leisure activities. Since its inception, SSeM had shown an

encouraging increase in enrolment. In 2018, the number of SSeM enrolment increased by 8.61% compared to 2017 (Exhibit 1-13).

## ISLAMIC RELIGIOUS SCHOOL

The Ministry organised the National Religious Secondary Schools (*Sekolah Menengah Kebangsaan Agama*, SMKA) and the Government-Aided Religious Schools (*Sekolah Agama Bantuan Kerajaan*, SABK) which offer both academic subjects and Islamic educational subjects to meet the demands of students who are inclined towards Islamic education. The number of preschools and religious schools under the Ministry remained at 297 with an enrolment of 39,237 compared to 39,229 in 2017, as shown in Exhibit 1-14.

**Exhibit 1-13: Enrolment in Arts Education Programmes by Gender, 2013-2018**

WAVE	YEAR	MALE	FEMALE	TOTAL
G1	2013	250	323	573
	2014	298	363	661
	2015	317	403	720
G2	2016	496	679	1175
	2017	466	648	1114
	2018	536	683	1,219

Source: Arts and Co-curriculum Division

**Exhibit 1-14: Number of Religious Schools under the Ministry, 2018**

SCHOOL	NUMBER OF SCHOOLS	TOTAL NUMBER OF STUDENTS
Preschool	17	729
Government-Assisted Religious Primary School (SABK Rendah)	41	17,098
Government-Assisted Religious Secondary School (SABK Menengah)	180	68,524
National Islamic Secondary School (SMK Agama)	59	39,237

Source: Islamic Education Division, BPI

## Islamic Religious School Excellence at the International Level

national level but also at the international level. Exhibit 1-15 shows their achievements throughout 2018:

The students of Islamic religious school have actively participated in various competitions not only at the

**Exhibit 1-15: Achievement of Islamic Religious School at the National and International Levels in 2018**

Item	Name of Competition & Venue	Participant & Achievement
1.	International Engineering Invention & Innovation Exhibition (Inovasi Envex 2018) <ul style="list-style-type: none"> <li>Universiti Malaysia Perlis (UNIMAP), Kangar, Perlis</li> <li>13-15 April 2018</li> </ul>	SMKA Wataniah, Jerneh, Terengganu <ul style="list-style-type: none"> <li>1 Gold Medal</li> </ul>
2.	Azan (Calling of the Prayer) <ul style="list-style-type: none"> <li>Yayasan Pendidikan Islam As-Syafi'iyah Internasional, Medan, Indonesia</li> <li>4 May 2018</li> </ul>	SAM Hulu Langat, Batu 10, Cheras, Selangor <ul style="list-style-type: none"> <li>Champion</li> </ul>
3.	Khutbah (Sermon) <ul style="list-style-type: none"> <li>Yayasan Pendidikan Islam As-Syafi'iyah Internasional Medan, Indonesia</li> <li>4 May 2018</li> </ul>	SAM Hulu Langat, Batu 10, Cheras, Selangor <ul style="list-style-type: none"> <li>Champion</li> </ul>
4.	Croatia 43 <sup>rd</sup> International Invention Show (INOVA) 2018 <ul style="list-style-type: none"> <li>Zagreb Fair, Zagreb, Croatia</li> <li>14-17 November 2018</li> </ul>	SMA Sultan Zainal Abidin, Kuala Terengganu, Terengganu <ul style="list-style-type: none"> <li>1 Gold Medal</li> </ul>
5.	World Young Inventors Exhibition (WYIE) <ul style="list-style-type: none"> <li>KL Convention Centre</li> <li>10-12 May 2018</li> </ul>	SMA Sultan Zainal Abidin, Kuala Terengganu, Terengganu <ul style="list-style-type: none"> <li>1 Gold Medal</li> </ul>
6.	International Young Scientists Innovation Exhibition, Kajang Selangor <ul style="list-style-type: none"> <li>Universiti Tenaga Nasional (UNITEN), Kajang, Selangor</li> <li>8-13 July 2018</li> </ul>	SMA Sultan Zainal Abidin, Kuala Terengganu, Terengganu <ul style="list-style-type: none"> <li>1 Gold Medal</li> </ul>
7.	International Arabic Language Debate <ul style="list-style-type: none"> <li>International Islamic University Malaysia (IIUM), Gombak, Selangor</li> <li>27-30 July 2018</li> </ul>	SMA Sultan Zainal Abidin, Kuala Terengganu, Terengganu <ul style="list-style-type: none"> <li>Overall Champion</li> <li>Best Debater</li> </ul>
8.	International Robotic Lego Education 'Tug of War 2018' Competition <ul style="list-style-type: none"> <li>Putrajaya Corporation, Putrajaya Corporation Complex</li> <li>26-28 February 2018</li> </ul>	SMA Sultan Zainal Abidin, Kuala Terengganu, Terengganu <ul style="list-style-type: none"> <li>Champion</li> </ul>
9.	6 <sup>th</sup> International LKC Cup Mental Arithmetic Abacus and Mathematic Competition 2018 <ul style="list-style-type: none"> <li>Kota Kinabalu, Sabah</li> <li>4-5 August 2018</li> </ul>	SRA Tengku Amalin A'ishah Putri, Kota Bharu, Kelantan <ul style="list-style-type: none"> <li>Champion</li> </ul>
10.	4 <sup>th</sup> ITF China Taekwondo Championship 2018, Sheung Shui, Hong Kong <ul style="list-style-type: none"> <li>Lung Sum Avenue Sports Centre, Sheung Shui, Hong Kong</li> <li>27-31 Oktober 2018</li> </ul>	SRA Tengku Amalin A'ishah Putri, Kota Bharu, Kelantan <ul style="list-style-type: none"> <li>5 Gold Medals</li> </ul>

Item	Name of Competition & Venue	Participant & Achievement
11.	15 <sup>th</sup> Song Ki Yong Cup Championship <ul style="list-style-type: none"> <li>Prince of Songkhla University, Songkhla, Thailand</li> <li>19-21 October 2018</li> </ul>	SMA Dato' Klana Petra Maamor, Seremban, Negeri Sembilan <ul style="list-style-type: none"> <li>Champion in the 49kg Weight Category</li> </ul> SMKA Falahiah, Pasir Pekan, Wakaf Bharu, Kelantan <ul style="list-style-type: none"> <li>1 Gold Medal</li> </ul>
12.	International Young Inventors Award 2018 <ul style="list-style-type: none"> <li>Bali, Indonesia</li> <li>19-22 September 2018</li> </ul>	SMKA Sultan Muhammad, Batu Berendam, Melaka <ul style="list-style-type: none"> <li>1 Gold Medal</li> </ul>
13.	International Academic Festival (IAF) 2018 <ul style="list-style-type: none"> <li>Chariyathamsuksa Foundation School, Chana District, Songkhla, Thailand</li> <li>6-7 February 2018</li> </ul>	SMKA Sharifah Rodziah, Telok Mas, Melaka <ul style="list-style-type: none"> <li>2 Gold Medals</li> </ul>
14.	Surabaya Educational Trip Programme 2018 <ul style="list-style-type: none"> <li>SMA Muhammadiyah 1 Taman Sepanjang Sidoarjo (SMAMITA), Surabaya, Indonesia</li> <li>7-10 September 2018</li> </ul>	SMKA Sharifah Rodziah, Telok Mas, Melaka <ul style="list-style-type: none"> <li>Champion</li> </ul>
15.	1 <sup>st</sup> Beehive International Social Innovation Conference <ul style="list-style-type: none"> <li>Malaysia Kelantan University, Kota Bharu, Kelantan</li> <li>3-4 October 2018</li> </ul>	SMKA Naim Lilbanat, Kota Bharu, Kelantan <ul style="list-style-type: none"> <li>1 Gold Medal</li> </ul>
16.	9 <sup>th</sup> Sarawak Schools Taekwondo Championship (MGTF) & 7 <sup>th</sup> Borneo Invitation <ul style="list-style-type: none"> <li>Swan Square, Sibu, Sarawak</li> <li>10-11 November 2018</li> </ul>	SMKA NAIM Lilbanat, Kota Bharu, Kelantan <ul style="list-style-type: none"> <li>1 Gold Medal</li> </ul>
17.	International Engineering Invention & Innovation Exhibition i-ENVEX 2018 Competition <ul style="list-style-type: none"> <li>Malaysia Perlis University (UNIMAP), Kangar, Perlis</li> <li>13-15 April 2018</li> </ul>	SMKA AI-Irshad, Kepala Batas, Pulau Pinang <ul style="list-style-type: none"> <li>2 Gold Medals</li> </ul>
18.	St. Agnes - SMKA AI-Irshad International Students Exchange <ul style="list-style-type: none"> <li>St. Agnes School, Kharagpur West Bengal, India</li> <li>31 October-3 November 2018</li> </ul>	SMKA AI – Irshad, Kepala Batas, Pulau Pinang <ul style="list-style-type: none"> <li>Champion</li> </ul>
19.	The 38 <sup>th</sup> Beijing Youth Science Creation Competition (BYSCC) 2018 <ul style="list-style-type: none"> <li>Yanqi Campus University of Chinese Academy of Science (UCAS), Beijing, China</li> <li>23-29 March 2018</li> </ul>	SMA AI Madrasah AI Alawiyah Ad Diniah, Arau, Perlis <ul style="list-style-type: none"> <li>3 Gold Medals</li> </ul>
20.	The 2 <sup>nd</sup> International Indonesia-Malaysia-Thailand Symposium on Innovation and Creativity (IMIT SIC 2018) <ul style="list-style-type: none"> <li>Pusat Kegiatan Mahasiswa, Universitas Riau, Pekanbaru Indonesia</li> <li>6-9 August 2018</li> </ul>	SMA AI Madrasah AI Alawiyah Ad Diniah, Arau, Perlis <ul style="list-style-type: none"> <li>1 Gold Medal</li> </ul>
21.	The 5 <sup>th</sup> International Young Inventors Award (IYIA) 2018 <ul style="list-style-type: none"> <li>Inna Grand, Sanur Bali Indonesia</li> <li>19-22 September 2018</li> </ul>	SMA AI Madrasah AI Alawiyah Ad Diniah, Arau, Perlis <ul style="list-style-type: none"> <li>1 Gold Medal</li> </ul>
22.	International Invention & Innovative Competition (InIIC) Series 2 <ul style="list-style-type: none"> <li>Resorts World Hotel, Langkawi</li> <li>20 October 2018</li> </ul>	SMA AI Madrasah AI Alawiyah Ad Diniah, Arau, Perlis <ul style="list-style-type: none"> <li>1 Gold Medal</li> </ul>

**SCHOOLS IN HOSPITAL (SDH)**

Schools in Hospital (Sekolah Dalam Hospital, SDH) was an initiative between the Ministry of Education and the Ministry of Health (MOH) which provide conducive and structured learning centres for students who are being treated at the hospital wards to continue their teaching and learning (PdP) activities.

Learning in SDH is orientated in a fun and flexible manner, a processes that is thought to aid healing during hospitalisation. Currently, there are 15 SDHs across the country, six in the central zone of Peninsular Malaysia, three each in the southern and eastern zones, two in Sabah and one in Sarawak (Exhibit 1-16).

*Exhibit 1-16: SDH Locations in Malaysia, 2018*



*Source: Special Education Division (BPKhas)*

In 2018, the number of students registered in SDH throughout Malaysia was 14,855 students compared to 13,267 in 2017 (Exhibit 1-17). The students were assisted by 131 teachers and Teacher Assistant (Pembantu Pengurusan Murid, PPM) (Exhibit 1-18), and the students' education levels were also varied, as shown in Exhibit 1-19.

*Exhibit 1-17: Number of students registered in SDH, 2017-2018*

SDH	2017	2018
IPHKL	779	780
AMPANG	876	648
SERDANG	2116	1865
HUSM	765	947
PPUKM	359	588
HSAJB	892	905
HOSHAS	644	756
HPSF	1756	1712
PPUM	239	466
SELAYANG	1090	1093
HTJS	1417	1931
HWKKS	502	881
HUS	909	853
HTAWAU	550	1092
HSNZ	283	338
<b>TOTAL</b>	<b>13267</b>	<b>338</b>

*Source: Special Education Division (BPKhas)*

Exhibit 1-18: Number of Teachers and PPM at SDH until October 2018

NO.	INSTITUTION	Female		TOTAL TEACHER	PPM		TOTAL PPM	THE TOTAL NUMBER OF (TEACHERS & PPM)
		Male	Female		Male	Female		
1	SDH Institut Pediatrik Hospital Kuala Lumpur	2	8	10	0	2	2	12
2	SDH Hospital Serdang, Selangor	2	6	8	0	1	1	9
3	SDH Hospital Ampang, Selangor	3	4	7	0	1	1	8
4	SDH Hospital Sultanah Aminah, Johor	1	5	6	0	1	1	7
5	SDH Hospital Sultan Haji Ahmad Shah, Pahang	0	5	5	0	1	1	6
6	SDH Hospital Universiti Sains Malaysia, Kelantan	5	5	10	0	1	1	11
7	SDH Pusat Perubatan Universiti Kebangsaan Malaysia, Kuala Lumpur	0	7	7	0	1	1	8
8	SDH Hospital Pakar Sultanah Fatimah, Johor	4	5	9	0	1	1	10
9	SDH Pusat Perubatan Universiti Malaya, Kuala Lumpur	4	4	8	0	1	1	9
10	SDH Hospital Selayang, Selangor	2	6	8	0	1	1	9
11	SDH Tunku Ja'afar	3	5	8	0	1	1	9
12	SDH Hospital Umum Sarawak	3	5	8	0	1	1	9
13	SDH Hospital Wanita dan Kanak-kanak Sabah	2	7	9	0	0	0	9
14	SDH Hospital Tawau	1	5	6	0	2	2	8
15	SDH Hospital Sultanah Nur Zahirah	3	3	6	1	0	1	7
<b>TOTAL</b>		<b>35</b>	<b>80</b>	<b>115</b>	<b>1</b>	<b>15</b>	<b>16</b>	<b>131</b>

Source: Special Education Division (BPKhas)

Exhibit 1-19: SDH Enrolment by Various Education Levels, 2018

LEVEL EDUCATION	MALE	FEMALE	TOTAL	PERCENTAGE
PRESCHOOL	1718	1242	2960	20%
LOWER SCHOOL	4484	3200	7684	52%
SECONDARY SCHOOL	2194	1497	3691	25%
SPK/ PPKI/ PPI	309	211	520	4%
<b>TOTAL</b>	<b>8705</b>	<b>6150</b>	<b>14855</b>	<b>100%</b>

Source: Special Education Division (BPKhas)





YB Minister of Education's visit to SDH Medical Centre, Universiti Kebangsaan Malaysia on 15 November 2018.



WAVE 2 ACCELERATE SYSTEM IMPROVEMENT

The efficiency and benefits of SDH to students with health problems are evident. Therefore, this programme should be expanded. The Ministry is in the process of expanding the programme to the other states in the Northern Zone, like Kedah and Perlis.

## SEKOLAH BIMBINGAN JALINAN KASIH

*Sekolah Bimbingan Jalinan Kasih* (SBJK) was an effort materialised by the Ministry to ensure formal education access to the street children in Kuala Lumpur, one of the marginalised groups of children in the country. The school was established according to the United Nations Convention on the Rights of the Child Charter, and the UNESCO concept of Education for All. The objectives of SBJK are as follows:

- To provide formal education access in a conducive environment to marginalised and street children,
- To reduce school dropout rates among Malaysians,

- To provide career path opportunities to marginalised and street children, and
- To develop knowledgeable, skilled and independent individuals.

Dato 'Aznil Haji Nawawi who was appointed as the SBJK Icon in 2017 has contributed significantly to the efforts to motivate the SBJK students to remain in the education system. In 2018, a seven-storey academic block had begun its construction. The number of pupils at the SBJK was 158 students comprising of primary and secondary levels, with 16 teachers and five Support Staff.

Various private and public agencies, NGOs and individuals have periodically contributed to the success of SBJK and its members (Exhibit 1-20).

**Exhibit 1-20: Regular Support Activities for SBJK Students, 2018**

Field	Agency	Activity
Spiritual	Persatuan Kebajikan Pelajar Qari & Qariah Malaysia, PERQAM	Al Quran, Fardu Ain and Fiqh classes
	Institute of Quranic Studies (Institut Pengajian Al-Quran, IPAQ)	Qaseh Ramadhan Camp
	Islamic Syariah and Dakwah Unit, Islamic Education Sector, Federal Territory Kuala Lumpur Department in collaboration with the National Mosque	<i>Jalinas Kasih</i> Camp Yassin Recitation Recitation of the 99 names of Allah (Asma Al Husna) and Dhuha
Skills	Individual (NGI)	Sewing class SBJK Hari Raya Aidiladha Celebration 2018
	Pit Stop Community Café, Jalan Tun H.S.Lee (NGO)	Basic Cooking Skill
Arts	National Arts and Culture Department ( <i>Jabatan Kebudayaan dan Kesenian Negara, JKKN</i> )	Dance class (every Tuesday) <i>Gamelan</i> (every Monday) Band (every Monday) Artistic Workout (every Tuesday)
	Malaysia <i>Seni Silat Cekak</i> Association (PSSCM)	The art of self-defence
Academic	Jamin Funds	Extra classes for all UPSR subjects – Bahasa Melayu, English Language, Mathematics and Science
Volunteering	Onn Jaafar Institute (Institut Onn Jaafar, IOJ)	Prepare nutritious breakfast. Cooperation with various public and private higher learning institutions to organise activities
Carrier	Skills Technical Innovations College (S.T.I. College)	Food Preparation Course for SPM Leavers
	TESCO Stores Malaysia Sdn. Bhd.	SBJK as a foster school. Shopping Raya Programme 2018
	Faculty of Law, Universiti Malaya (UM)	Awareness activity regarding minor and serious wrongdoings Uplifting SBJK students' spirit of striving for higher education achievement

Source: School Management Division, BPSH

## Yearly Programme

Various programmes and activities were carried out throughout the year to enhance students' character, soft skills and self-esteem. Among the programmes implemented were New Student Registration Day

and Orientation Week 2018, Independence Month Celebration 2018, Graduation Ceremony and SBJK 2018 Excellence Award Day, and SBJK 2018 Children's Day as well as the 2018 Self -Discovery Camp at Lake Kenyir, Terengganu.

## Student Outcome

SBJK Buskers Group (Bandana Buskers)	Seven students in this group received various invitations to perform at the school level, District Education Office, Kuala Lumpur Federal Territory Education Department, various Ministries, as well as international bodies (joint performance with the US Navy Army). The group also performed during the Mind Transformation Programme at Hulu Dong, Raub, Pahang, SMK Seri Tapah, Perak and SK Pantai Senak, Kota Bharu, Kelantan. This programme has indirectly enhanced the students' confidence and self-esteem.
SBJK Dance Troupe	Five talented students have their training every Tuesday with JKKN.
Sewing Skills Class	A total of 19 primary and secondary students participated in the 'Sew Skillfully' project. They gave excellent cooperation and produced clothes and apparels such as pants, skirts, Malay woman traditional dress (baju kurung) and long dress (jubah).  They also received orders for 200 units of mobile phone pouches from the Kuala Lumpur Federal Territory Ministry.
Cookery Skills and Entrepreneurship Class	The Roti John sale project at the Ramadan Bazaar (Jalan Raja Uda) to enhance the students' soft skills (communication and entrepreneurship).  They also received orders to supply cookies and delicacies for the Hari Raya celebrations.
Offer to Continue Study to Malaysian Higher School Certificate (STPM)	Alma Nur Fajrina was selected to pursue her education at STPM level at SMK Puteri Jaya, Kuala Lumpur after she obtained a good result in her SPM 2017 examination.
Student's Career	Five 2017 SPM school-leavers of SBJK managed to get good jobs as a barber, sales assistants, traders and bakery worker.

## SEKOLAH INTEGRITI DAN SEKOLAH HENRY GURNEY (SISHG)

### Education at SISHG through Corrective Education Service

Corrective education services are the holistic and continuing education development (Exhibit 1-21) to advance the noble values and personalities of SISHG students. At the same time, education also

provides an opportunity for them to reintegrate with the society after being released. The education had benefited many SISHG students with the hard work of teachers all over Malaysia (Exhibit 1-22). Education for the young prisoners and juveniles is divided into four main aspects - academic, skills, high-performance sports, and art and culture. The individual potential of each young prisoner and juvenile is identified to determine the appropriate education aspect.

Exhibit 1-21: Corrective Education Services



Exhibit 1-22: Total Number of Teachers and Students at Integrity School and Henry Gurney School (SISHG) 2018

Item	Institution	Number of Teachers	Number of Students
1	SI Puncak Alam Selangor	10	67
2	SI Sg. Petani, Kedah	11	177
3	SI Marang, Terengganu	11	311
4	SI Kluang, Johor	9	50
5	SI Muar, Johor	4	35
6	SI Kuching, Sarawak	4	15
7	SI Kota Kinabalu, Sabah	7	48
8	SI (W) Bentong, Pahang	3	9
9	SHG Telok Mas, Melaka	20	290
10	SHG Keningau, Sabah	9	70
11	SHG (W) Kota Kinabalu, Sabah	4	20
12	SHG Puncak Borneo, Sarawak	4	40
	Pegawai di IPPM Kajang	4	-
	<b>TOTAL</b>	<b>100</b>	<b>1,132</b>

Data Source: Prison Headquarters Malaysia (Ibu Pejabat Penjara Malaysia, IPPM) Kajang, as of 31 October 2018

In strengthening corrective education, the management of a more holistic education system at SISHG will be conducted. The infrastructure will be focused on fostering a corrective education model:

- Educational Expansion - Satellite School for short-term education will be implemented specifically for young inmates who undergo a sentence of fewer than six months.
- Collaboration for a broader platform in career paths of young prisoners and juveniles through the provision of skills training for their employability as a competent and skilled person with high integrity.

## GIFTED AND TALENTED EDUCATION PROGRAMME

The policy for Gifted and Talented Education Programme (*Program Pendidikan Pintar Cerdas*, PPPC) was approved in 2018 and followed by several activities to enhance the officers' capacity and expertise for the provision of comprehensive PPPC.

### Gifted and Talented Education Seminar

The Gifted and Talented Education Seminar was held aiming to provide a platform for sharing ideas and conceptualising about smart intelligent

education. The seminar found that holistic PPPC should cover the following aspects:

- Strong curriculum and enrichment
- Support from parents, communities and governments
- Holistic learning methods
- Good management quality
- Teachers' expertise
- Financial resources
- Conducive environment

### Benchmarking Visits

The Ministry made two benchmarking visits to MRSM Tun Ghafar Baba, Melaka, and MRSM Pengkalan Chepa, Kelantan, to gather information and their best practices. Both MRSMs have implemented a Special Programme on Education (*Program Khas Pendidikan*, PKP)/niche area which focused on students in the talent pool and are considered gifted or intelligent, and have high achievements in academic clusters of Science, Technology, Engineering and Mathematics (STEM). Both MRSMs implemented the Schoolwide Enrichment Model (SEM) founded by Dr Joseph Renzulli and provided various STEM enrichment activities to maximise their potential and challenge their abilities. From this visit, the Ministry was able to identify MRSM's best practices in the curriculum aspect, the use of national curriculum followed by curriculum compression and modular approach. In addition, SEM is used as the basis for drafting the PPPC enrichment programme.



Pictures: Gifted and Talented Seminar Invited Speakers

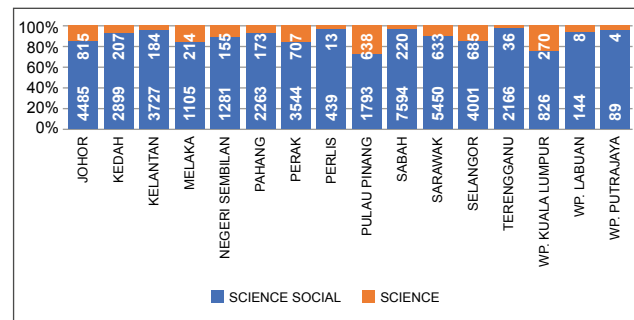


The Ministry will continue to establish further cooperation and collaborative relationship with the public and private educational institutions that have the experience and expertise in smart intelligent education towards the formulation of a comprehensive PPPC. The UKM Smart PERMATA College had successfully opened the educational pathway for smart and talented students, becoming the primary model of PPPC.

### POST-SECONDARY EDUCATION

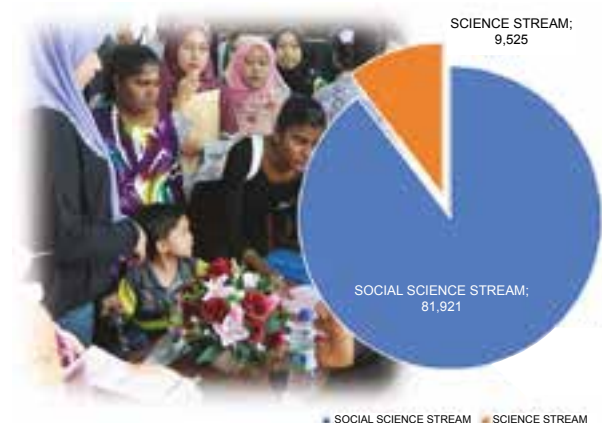
In 2018, a total of 190,401 (46%) SPM 2017 school leavers from each state (Exhibit 1-23) were offered to continue their studies to the Form Six Colleges and Form Six Centres throughout the country. As of November 2018, a total of 91,446 (48%) students reported for entry to Form Six College and 48,768 reported for entry to Form Six Centre; for Semester 1 and 42,686 for Semester 3 (Exhibit 1-24). The number of students, according to stream, is shown in Exhibit 1-25.

**Exhibit 1-24: Number of Students Reported by State and Stream for 2018**



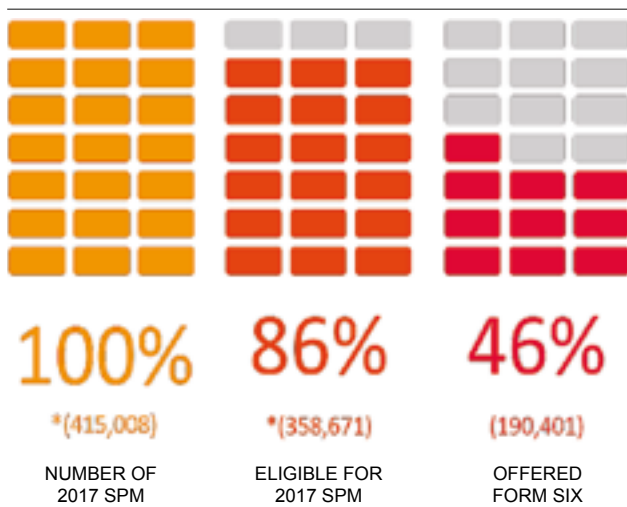
Source: APDM, November 2018

**Exhibit 1-25: Number of Students by Stream**



Source: School Management Division, BPSH

**Exhibit 1-23: Entry Offer to Form Six Semester 1 2018**



Source: Malaysian Examination Board on March 15, 2018

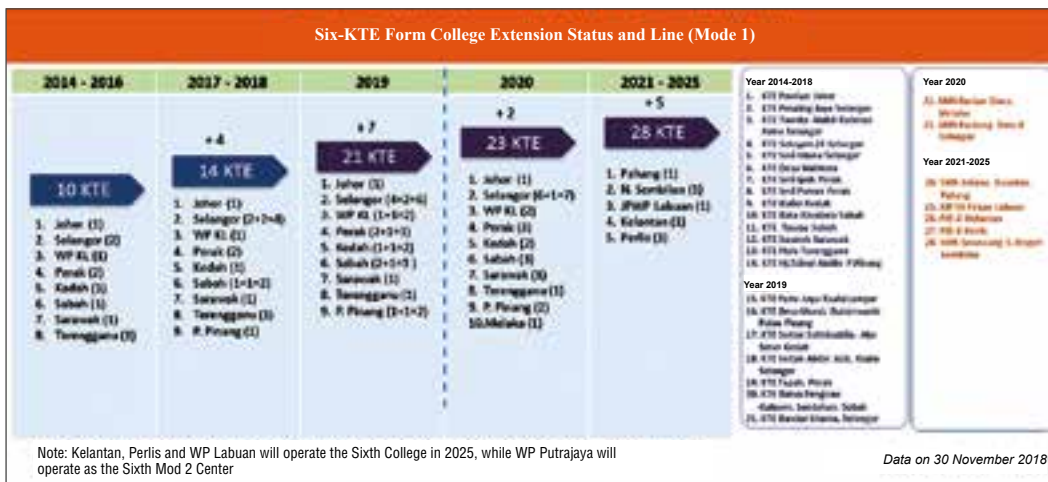
## Expanding and Operationalising of Form Six Colleges/Centres Nationwide

The Form Six Colleges Expansion (Mod 1) and the Form Six Centres (Mod 2) were implemented based on the Professional Education Circular Letter of the Ministry of Education, Malaysia No. 7 2017: Guidelines and the Standard Operating Procedures for Form Six Centralisation. The expansion initiative took place since 2014 and will continue until 2025. Exhibit 1-26 shows the status and timeline of the Expansion of Form Six Colleges (Mod 1) within that period.

Up to November 30, 2018, there are 14 Form Six Colleges (Mod 1), 85 Form Six Centres (Mod 2) and 566 Form Six Centres (Mod 3). The breakdown of their numbers by mode and state, including the list of Form Six Colleges, is shown in Exhibit 1-27.

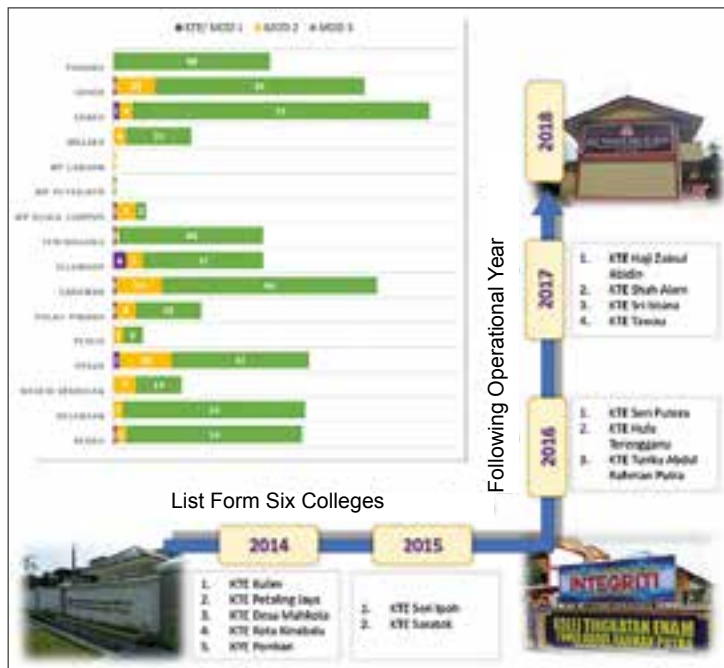
The Ministry, together with the JPN, has always strived to establish Form Six and, by 2025, it is expected that there will be 28 Form Six Colleges (Mod 1) nationwide.

Exhibit 1-26: Status and Timeline of the Expansion of Form Six Colleges (Mod 1), 2014 - 2025



Source: School Management Division, BPSH

Exhibit 1-27: Number of Form Six Colleges (Mod 1), Form Six Centres (Mod 2 and Mod 3) for All KPM School Categories



Source: School Management Division, BPSH

## 2<sup>nd</sup> National Form Six Education Convention 2018

The 2<sup>nd</sup> National Level Form Six Education Convention 2018 was held on 24-26 September 2018 at the Penang IPGK. The YB Minister of Education officiated the event with an attendance of 300 participants. A total of 60 research papers were selected from each state.

The theme, 'Research and Innovation towards Global Education', coincided with current educational developments as STPM is recognised by the University of Cambridge—a world-renowned university, a university in the Commonwealth of Nations and among the world's top universities.

The convention was a platform for teachers to produce creative and innovative ideas in implementing PdP in a more effective and high-impact manner, in turn making presentations and publication of articles in prestigious journals, both domestically and internationally. Its organisation had succeeded in achieving its stated goals and objectives, other than upgrading the researchers' latest skills and knowledge and meeting the actual standards of research.

Research, involving action research, conventional studies and best practices, is used as an approach to enhance or to improve education through changes that encouraged teachers to be more sensitive, critical, and more aware of their practices and are willing to change their practice to a higher level. Furthermore, the desire to improve student's Employability will be achieved to produce a holistic student.



## Form Six Education Journal Volume 2, 2018

The Form Six Education Journal Volume 2, 2018, was published by the School Management Division (BPSH). As a follow up on the convention held, it featured 15 research papers produced by Form Six teachers' research on improving the quality of teaching and learning (Exhibit 1-28). The objectives of this Journal are as follows:

- Provide a platform for educators, especially discussions on approaches, practices and creativity to improve the quality of learning and teaching at Colleges and Form Six Centres.
- Opening some space for teachers to enhance understanding of current education issues.
- Creating and strengthening networking and communication as well as collaborative research and action studies and best practices among teachers of various fields and other agencies.
- Widespread research findings, action research and best practices to sustain the excellence of Colleges and Form Six Centres..

*Exhibit 1-28: Form Six Education Journal Volume 2, 2018*



Form Six Education had undergone changes that are in line with current demands, namely changes from terminal systems to modular systems. The six types of students' course work - scientific writing, science practical, project, practical training/reports, fieldwork and case studies - are one of the STPM assessments conducted by subject teachers continuously in the teaching and learning process (PdP) at Colleges/ Form Six Centres.



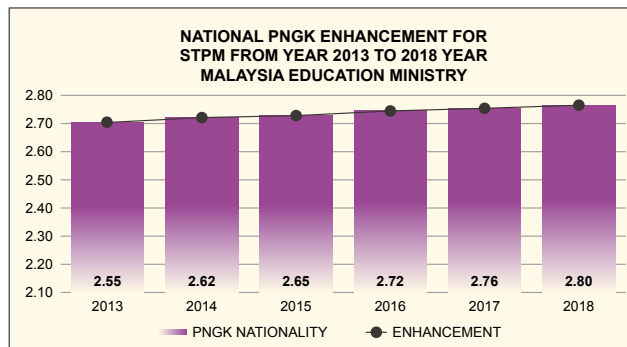
Hence, teachers as student counselors need to possess and enhance the latest skills and knowledge, as well as conform to the actual standard of research. Research involving action research, empirical studies, best practices, and others, are approaches to improve or to enhance education through changes that encourage teachers to become more sensitive, critical, and more aware of their own practices as well as willing to change practices to levels higher.

The School Management Division (BPSH) will continue to publish the Form Six Education Journal every year as a source of reference to teachers in improving the quality of PdP.

### Improved STPM Performance

BPSH, together with JPN, is always working to improve the achievement of STPM and assessed students' achievement; the success of this venture is proven every year. Cumulative Grade Point Average (CGPA) in 2018 had increased to 2.80 compared to 2.55 in 2013 since the modular system was introduced (Exhibit 1-29).

**Exhibit 1-29: STPM achievement, 2012 - 2018**

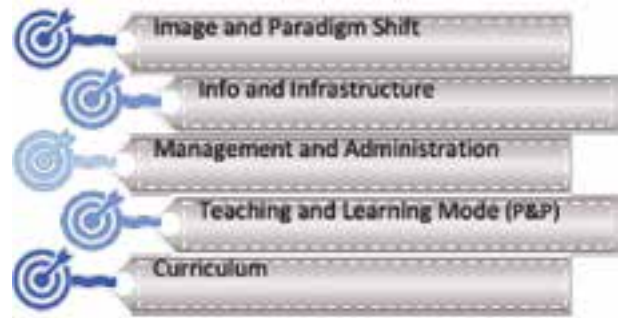


In 2018, the National STPM CGPA increased to 2.80 from 2.76 in 2017. Students who obtained good results, i.e. CGPA 2.75-4.00, had the opportunity to pursue university studies. To date almost every year there is more than 70 per cent of STPM graduates pursuing studies at public or private universities, within or outside the country. STPM is now recognised internationally by all countries of the Commonwealth and other countries around the world.

### State and National Level Form Six Main Programme

The Form Six was rebranded, and its teaching implementation paid particular attention to five main focuses - Image and Paradigm Shift, Info and Infrastructure, Management and Administration, Teaching and Learning Mode, and Curriculum (Exhibit 1-30).

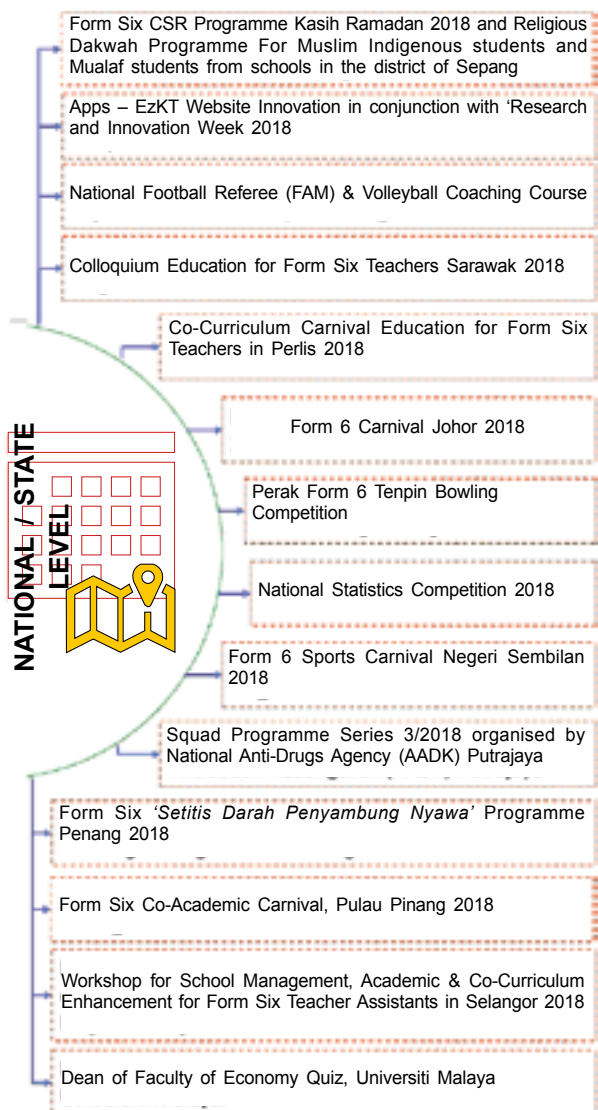
**Exhibit 1-30: Five Main Focuses of Form Six Rebranding**



**Source: School Management Division, BPSH**

In this regard, various programmes were implemented at the Ministry, JPN, PPD, Form Six Colleges and Form Six Centres to enhance students' performance in the academic and co-curricular areas which strongly influenced the students' Employability. Also implemented were the strengthening of management personnel competency at the JPN and PPD levels, administrators and Form Six Colleges (Mod 1) and Form Six Centre (Exhibit 1-31) teachers.

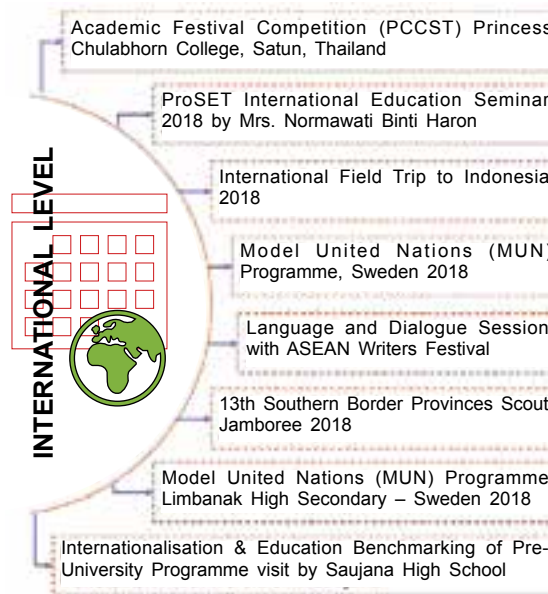
**Exhibit 1-31: State and National Level Activities**



**Presentation and Involvement of Form Six Students at International Level**

The involvement of Form Six Colleges and Centres students as presenters or participants in various programmes at the international level (Exhibit 1-32) has successfully strengthened their confidence and developed their potential to compete. The involvement of students also enhanced their level of Employability to further their studies and expand their career opportunities internationally in line with the Industrial Revolution 4.0.

**Exhibit 1-32: Main Activities at International Level**



Source: Daily School Management Division, BPSH

**MALYSIAN ISLAMIC RELIGION HIGHER CERTIFICATE**

The Malaysian Islamic Religion Higher Certificate (STAM) was introduced by the Department of Islamic Development Malaysia (JAKIM) in collaboration with the Ministry’s Examination Board (LP) since 2000. The STAM Exam is run centrally nationwide by the LP to provide students with the opportunity to pursue their studies in the field of religion after taking the SPM exam or while in Form Six.

The foundation of STAM curriculum was Ma’ahad Bu’uth Al-Azhar which was approved by the Ministry and Al-Azhar Al-Sharif, Cairo, Egypt. The curriculum is currently used at the State Islamic Religious Secondary School (SMAN) and the Public Islamic Religious Secondary School (SMAR) in Malaysia. The STAM subjects offered are based on the following areas (Exhibit 1-33):

**Exhibit 1-33: STAM Subjects Offered by Field**

FIELD	SUBJECT
Arab Language	1. Nahu dan Sarf 2. Insyah dan Mutala’ah 3. Adab dan Nusus 4. ‘Arudh dan Qafiyah 5. Balaghah
Syariah	6. Fiqh 7. Hadith dan Mustolah
Usuluddin	8. Hifz Al-Quran dan Tajwid 9. Tauhid dan Mantiq 10. Tafsir dan Ulumuhu

Source: Islamic Education Division, BPI

STAM is awarded to candidates who passed at least Maqbul level in all subjects and are allowed to improve the results of any subject within three years (Exhibit 1-34). Certificates issued by LP are in Malay and Arabic Language versions.

**Exhibit 1-34: STAM Levels and Definitions**

LEVEL	DEFINITION
Mumtaz	Excellent
Jayyid Jiddan	Very Good
Jayyid	Good
Maqbul	Pass
Rasib	Fail

Source: Islamic Education Division, BPI

In 2018, the number of schools offering STAM exams increased to 63 in 10 states compared with 54 schools in 2017. However, the number of registered candidates was 2,223 compared to 9,534 in 2017.

### STAM Future Direction

STAM is among the centralised exam used as a qualification for admission to the University of Al-Azhar in Egypt, and it is equivalent of a higher education centre, public university and private higher education centre (Exhibit 1-35) which runs its collaborative programme. STAM is also recognised as a qualification certificate comparable to STPM for job applications.

To further education at Al-Azhar University, students must meet the following minimum qualifications:

- Studied Islamic Studies,
- Obtained STAM by acquiring at least Maqbul with a certificate of not more than three years upon application, and
- Passed Imtihan Qabul

**Exhibit 1-35: List of Malaysian Public and Private Universities Which Accept STAM Qualified Students**

## LIST OF PUBLIC UNIVERSITIES THAT CAN BE APPLIED

UNIVERSITI MALAYA (UM)  
 UNIVERSITI KEBANGSAAN MALAYSIA (UKM)  
 UNIVERSITI PENDIDIKAN SULTAN IDRIS (UPSI)  
 UNIVERSITI ISLAM ANTARABANGSA (UIAM)  
 UNIVERSITI TEKNOLOGI MARA (UiTM)  
 UNIVERSITI UTARA MALAYSIA (UUM)  
 UNIVERSITI PUTRA MALAYSIA (UPM)  
 UNIVERSITI SULTAN ZAINAL ABIDIN (UNISZA)  
 UNIVERSITI MALAYSIA SABAH (UMS)  
 UNIVERSITI MALAYSIA KELANTAN (UMK)  
 UNIVERSITI MALAYSIA PAHANG (UMP)  
 UNIVERSITI TEKNOLOGI MALAYSIA (UTM)  
 UNIVERSITI MALAYSIA SARAWAK (UNIMAS)  
 UNIVERSITI SAINS ISLAM MALAYSIA (USIM)

#Lawati laman web universiti-universiti berkenaan untuk syarat universiti

Source: Islamic Education Division, BPI

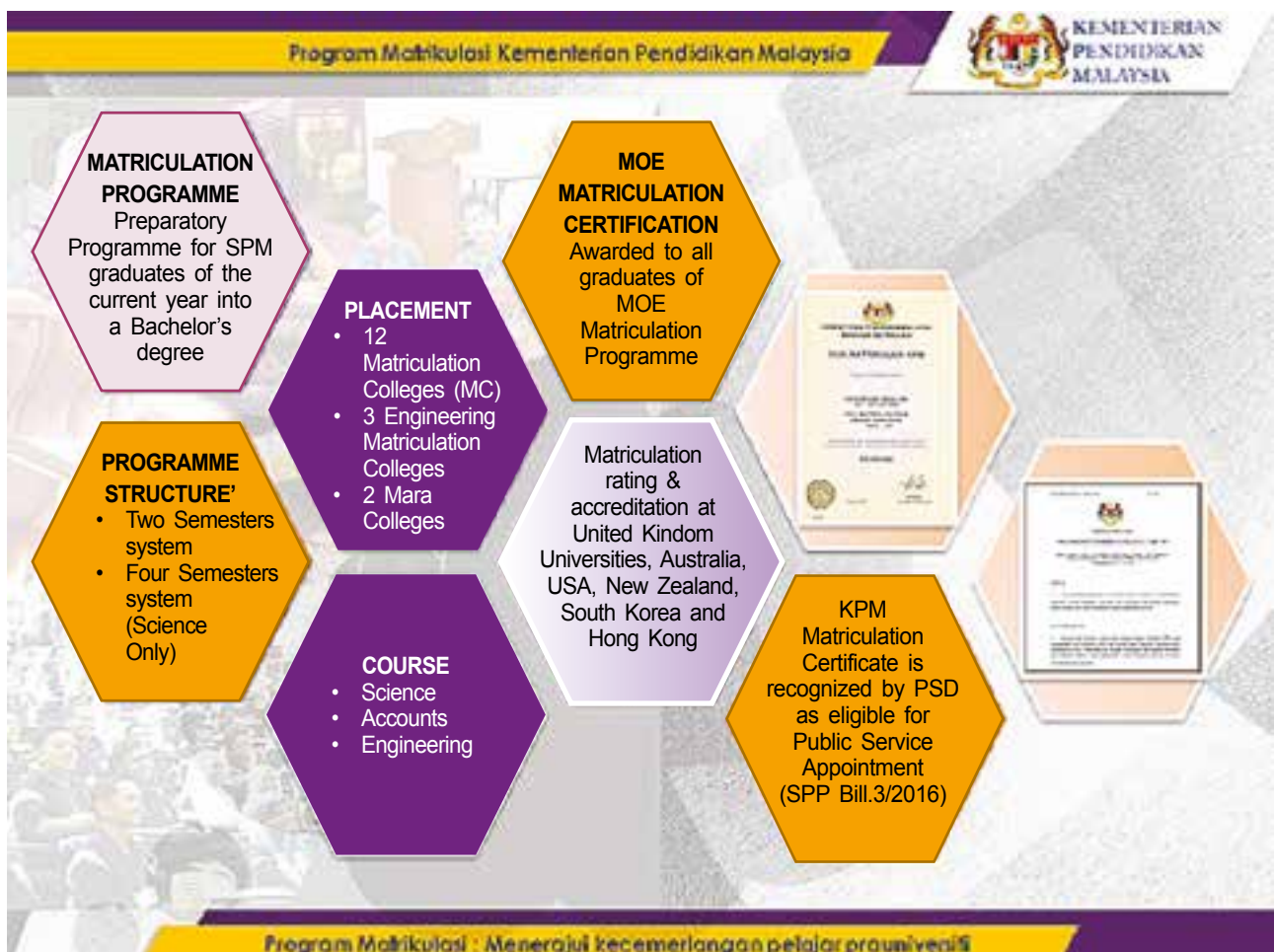
## MINISTRY OF EDUCATION MALAYSIA MATRICULATION PROGRAMME

The Ministry of Education Malaysia Matriculation Programme was created in 1999 as a preparatory programme for SPM holders to qualify for their first degree at local and overseas universities.

It is for the Science, Accounting and Engineering streams, where the programme offered the One Semester System Matriculation Programme for all three courses, and the Four Semester System Matriculation Programme for the Science Stream only (Exhibit 1-36).

The operations and governance of the programme are regulated by the Ministry's Matriculation Division based in the Central Government Administrative Complex in Putrajaya.

**Exhibit 1-36: Ministry of Education Malaysia Matriculation Programme**



Source: Matriculation Division, BM

Currently, the programme is run in 15 matriculation colleges (KM) as well as two MARA colleges nationwide (Exhibit 1-37). The number of Matriculation Colleges and enrolment by gender from 2012 to 2018 is shown in Exhibit 1-38.

**Exhibit 1-37: List of Matriculation Colleges and Enrolment by Gender for Session 2018/2019**

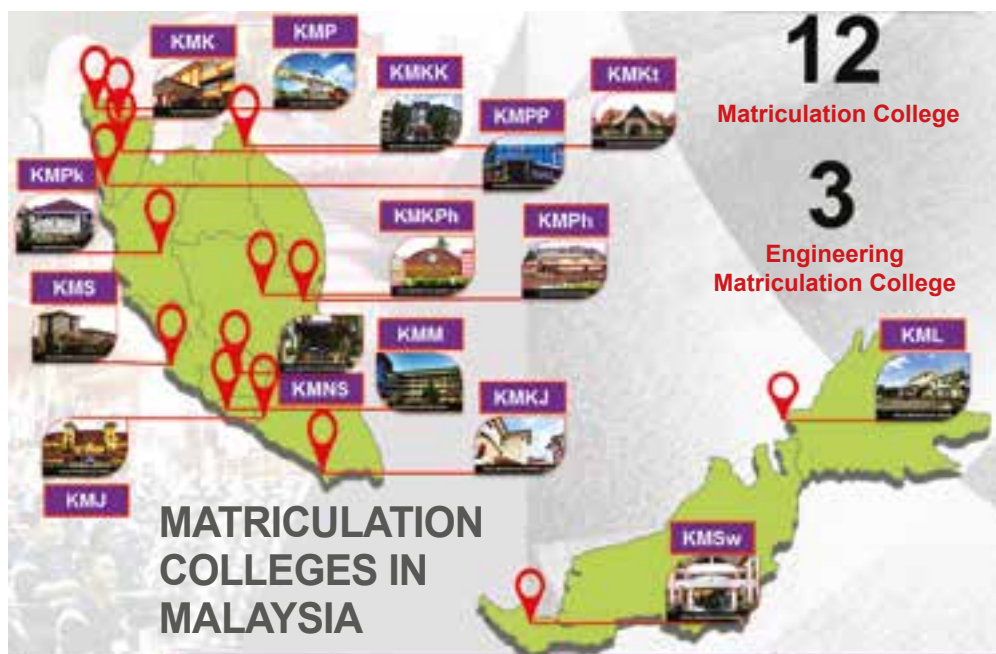
Institution	Science			Accounting			Engineering			Total		
	M	F	T	M	F	T	M	F	T	M	F	T
1 Melaka Matriculation College	561	1,182	1,743	79	223	302	0	0	0	640	1,405	2,045
2 Negeri Sembilan Matriculation College	506	1,042	1,548	80	261	341	0	0	0	586	1,303	1,889
3 Penang Matriculation College	614	1,448	2,062	59	168	227	0	0	0	673	1,616	2,289
4 Perlis Matriculation College	68	183	251	176	481	657	0	0	0	244	664	908
5 Labuan Matriculation College	767	1,559	2,326	68	179	247	0	0	0	835	1,738	2,573
6 Johor Matriculation College	603	1,358	1,961	83	290	373	0	0	0	686	1,648	2,334
7 Perak Matriculation College	621	1,204	1,825	86	232	318	0	0	0	707	1,436	2,143
8 Kedah Matriculation College	603	1,382	1,985	61	165	226	0	0	0	664	1,547	2,211
9 Pahang Matriculation College	582	1,426	2,008	65	187	252	0	0	0	647	1,613	2,260
10 Kedah Engineering Matriculation College	0	0	0	0	0	0	218	124	342	218	124	342
11 Pahang Engineering Matriculation College	0	0	0	0	0	0	165	111	276	165	111	276
12 Johor Engineering Matriculation College	0	0	0	0	0	0	194	125	319	194	125	319
13 Selangor Matriculation College	604	1,351	1,955	91	251	342	0	0	0	695	1,602	2,297
14 Kelantan Matriculation College	436	1,159	1,595	41	218	259	0	0	0	477	1,377	1,854
15 Sarawak Matriculation College	49	77	126	0	0	0	0	0	0	49	77	126
<b>Total</b>	<b>6,014</b>	<b>13,371</b>	<b>19,385</b>	<b>889</b>	<b>2,655</b>	<b>3,544</b>	<b>577</b>	<b>360</b>	<b>937</b>	<b>7,480</b>	<b>16,386</b>	<b>23,866</b>

• Enrolment: Active student session 2018/2019 (PST, PDT) and session 2017/2018 (PDT) Source: Matriculation Division, BM

**Exhibit 1-38: Number of Matriculation Colleges and Enrolment by Gender, 2012-2018**

Year	Number of Colleges	Male	Female	Total
2013	15	8,025	19,463	27,488
2014	15	7,560	18,702	26,262
2015	15	6,202	16,050	22,252
2016	15	6,238	14,779	21,017
2017	15	7,310	16,086	23,396
2018	15	7,480	16,386	23,866

Source: Matriculation Division, BM



*KPM Matriculation Colleges Nationwide*

All graduates of the programme who had completed their studies since the 1999/2000 Session and met the set requirements were awarded the KPM Matriculation Certificate from the 2016/2017 Session. The certificate is recognised by the Public Service Department (JPA) as an eligibility appointment to the Public Service.

### **New Recognition Matriculation Programme and Courtesy Visit Overseas University**

As a result of the implementation of the Matriculation Qualification Recognition and Assessment Programme (PPPKM), since 2006, the Matriculation Division of the Ministry of Education Malaysia (BMKPM) had established a smart partnership with prestigious universities overseas.

Several universities in the United Kingdom, New Zealand and Australia recognised the qualification of the KPM Matriculation Programme by accepting Matriculation Programme graduates to undergraduate studies through the Matriculation Excellence Student Programme (PPC Matriculation) under the KPM Matriculation Programme Teacher Training Scheme (SLTPPM).

Throughout the year 2018, BMKPM received delegation courtesy visits from overseas universities that recognised the KPM Matriculation Programme and received students with the KPM Matriculation Certificate to continue their Bachelor Degree in their countries (Exhibit 1-39).

*Exhibit 1-39: Courtesy Visit from University Overseas to BMKPM, 2018*

Delegation Courtesy Visit to KPM Matriculation/ Matriculation Colleges	Date of Visit	Date of Recognition of KPM Matriculation Programme
The Hong Kong Polytechnic University, Hong Kong	January 2018	January 2018
Swinburne University, Australia	April 2018	April 2018
University of New South Wales, Australia	August 2018	August 2018
University of Southampton (visit to KMS)	September 2018	September 2011
University of Auckland, New Zealand	November 2018	November 2016
University of Canterbury, New Zealand	December 2018	December 2015
University of Manchester, United Kingdom	March 2018	July 2013
University of Bristol, United Kingdom	April 2018	September 2015

*Source: Matriculation Division, BM*

# CHAPTER 1 IMPROVING ACCESS TO QUALITY EDUCATION FROM PRESCHOOL TO SECONDARY EDUCATION



*The Hong Kong Polytechnic University delegation with Deputy Director and BMKPM officials. Hong Kong Polytechnic University was the first Hong Kong university to officially recognise the KPM Matriculation Programme qualification to the first-degree study in the country.*



*Delegates from the Swinburne University and the University of New South Wales with Deputy Director and BMKPM Officials.*

New Zealand's prestigious universities, namely the University of Canterbury and the University of Auckland, discussed the admission of KPM Matriculation Programme graduates to the first-degree study at their universities. KPM also presented a proposal paper on the admission of students to Graduate Diploma in Teaching at both universities.



*Delegates from the University of Auckland with Principal Assistant Director of the Academic Affairs Sector and BMKPM officer.*





*Delegates from the University of Canterbury with the Deputy Director and BMKPM officials.*



*Delegates from the University of Southampton with staffs, lecturers and KMS students.*

The Selangor Matriculation College (KMS) received a visit from the University of Southampton, United Kingdom delegates as collaboration between the KPM Matriculation College and the university.



*Delegates from the University of Bristol with BMKPM staff of the Academic Affairs and Basic Unit and External Relations.*





*Delegates from the University of Manchester with Senior Assistant Director (Senior) Academic Affairs and BMKPM Officers.*

## KPM Matriculation Division Working Visit to the Ministry of Education Singapore

In October 2018, BMKPM Senior Assistant Director and Assistant Director of Academic Affairs Department (Curriculum) made a working visit to the Victoria Junior College and the Ministry of Education (MOE) Singapore for the following purpose:



*Discussion with Victoria Junior College management and Lab Assistant.*

- Building smart partnerships and strategic relationships with MOE Singapore, in particular through the sharing of expertise and knowledge in the pre-university programme implementation in both countries, the KPM Matriculation Programme and the Victoria Junior College (VJC), MOE Singapore,
- Partnerships on the structure of study and design as well as the presentation of the curriculum through knowledge sharing and visits to Junior College, MOE Singapore, and
- Partnership on valuation structures through knowledge sharing and visits to the Singapore Examinations and Assessment Board (SEAB).



*BMKPM Officials with MOE Singapore and SEAB officials.*



**Enhancing the Quality of Matriculation Colleges Lecturers**

**KPM Matriculation Programme Professional Learning Community (PLC) Convention**

The theme of the convention was 'PLC: Strengthening PAK-21 towards IR 4.0' was held in October 2018 in Alor Setar, Kedah to further improve the Matriculation Colleges lecturers' quality of PdP. It was a platform for sharing PLC best practices among those who are involved with matriculation, especially in strengthening the 21st Century Learning (PAK21) towards the Industrial Revolution 4.0 (IR 4.0). The convention was attended by 205 participants consisting of BMKPM officers, Directors/Deputy Directors and Lecturers (presenter) of KPM Matriculation College.



**Ministry of Education Malaysia KPM Matriculation Programme Innovative & Creative Group (KIK) Convention 2018**

This convention is organised for the first time at the national level and coincides with the work culture at the nationwide matriculation colleges that is always consistent and active in running KIK every year. Held at the Aminuddin Baki Institute, Bandar Enstek, in September 2018, this convention was attended by a total of 219 BMKPM officers, Directors/Deputy Directors and Lecturers (presenters) of KPM matriculation colleges.



## Matriculation Students Soft Skills Development through Co-curriculum

### Matriculation Co-Curriculum Carnival (KAKOM)

KAKOM is an annual activity involving a selected number of students to represent their respective colleges in various games and cultural activities organised by BMKPM. The goal is to produce students who have a strong fighting spirit and competitiveness. Through KAKOM, matriculation students receive a 10% co-curriculum score as a requirement for admission to public universities.

For 2018, KAKOM was held in August at the Selangor Matriculation College and involved 2,200 officers and students of KPM Matriculation Programme from Session 2018/2019 representing 12 matriculation colleges, three Engineering Matriculation Colleges and two MARA Colleges. Eight sporting events were contested namely football, netball, tennis, sepak takraw, basketball, volleyball, badminton and squash.

The closing ceremony was graced by Dr Mehander Singh a/l Nahar Singh, the Director of the Sports, KPM as the official representative of the Director-General of Education Malaysia.

### Uniformed Unit Integrated Camping MOE Matriculation Programme

Uniformed Units Integrated Camping began in the 2015/2016 Session. For the 2018/2019 Session, it was held in September 2018 at the Co-curriculum College Centre of Matriculation Pahang with participating attendance of 595 students and officers from 12 matriculation colleges, three Engineering Matriculation Colleges and two MARA Colleges. Students engaged in groups through competitions such as marching drill, orienteering, and jungle cooking and camping craft in line with the soft skills elements applied in the Co-curriculum Specification KPM Matriculation Programme



### Matriculation Programme National Level Co-Curriculum Competition

The implementation of national co-curriculum activities was organised and implemented at the matriculation colleges nationwide. The programme aimed to contribute to the development of student self-esteem and to provide Matriculation Programme

students opportunities to develop their talent at the national level, as well as opening space for more students to engage in co-curricular activities other than KAKOM.

Throughout 2018, the implementation of the National Matriculation Programme co-curricular activities was as follows:

Item	Competition	Date	Venue
1	Rugby 10-a-side Tournament	21 – 23 Feb	KMK Kedah
2	Woodball Tournament	21 – 24 Feb	KM Perlis
3	Drone Control Competition	2 – 4 March	KM Sarawak
4	Robotrix Robotic Carnival	30 March – 1 Apr	KM Labuan
5	Dikir Barat Competition	20 – 21 July	KM Kelantan
6	VViper Matrix Challenge	6 – 8 Sep	KM Negeri Sembilan
7	Futsal Competition	7– 9 Sep	KM Johor
8	Chess Tournament	7 – 9 Sep	KM Melaka
9	KM Handball Championship	14 – 15 Sep	KM Pulau Pinang
10	Matriculation Softball Challenge	13 – 15 Sep	KM Kedah
11	Ultimate Frisbee Competition	20 – 22 Sep	KM Pahang
12	Rugby 7-a-side Tournament	26 – 28 Oct	KMK Johor

Source: Matriculation Division, BM



## Bachelor's Degree in Teaching Programme

The Bachelor's Degree in Teaching (PISMP) programme, which include specialisations in various fields, is offered at 27 Teachers Education Institute (IPG) campuses throughout the country. Student intake into IPG is based on the projection needs of primary school teachers in Malaysia. Exhibit 1-40 shows the number of enrolments by gender and total annual enrolment in IPG from 2013 to 2018.

**Exhibit 1-40: Annual IPG Enrolment by Gender, 2013 - 2018**

YEAR	MALE	FEMALE	TOTAL
2013	12,293	30,049	42,342
2014	11,382	22,300	33,682
2015	10,677	25,230	21,002
2016	4,168	11,565	15,733
2017	3,869	9,465	13,334
2018	4,547	10,974	15,521

Source: Malaysian Institute of Teacher Education (IPGM)



## SUMMARY

The Ministry continued its efforts to ensure that children in this country have access to quality education from preschool to Form 5 and post-secondary education. The quality of preschool education is enhanced by the implementation of self-assessment of online SKPK, using instruments that measure practices, identifying strengths and weaknesses, and improving the quality of preschool education offered in line with the nation's vision and mission of education. Hence, the percentage of enrolment of preschoolers had increased by 1.09%, 85.35% from the previous year.

A robust and holistic PPPC is carried out encompassing strong curricula and enrichment, parental, community and Government support, holistic learning methods, and good management qualities, which are among the aspects emphasised in producing talented human capital in their respective fields.

The achievement of preschool enrolment level up to upper secondary was better, with a decrease in the percentage of pupils' dropouts by 1.21% for the secondary school level, compared to the original target of 1.30%. Likewise, for the primary school level, the percentage of student dropout was 0.15%, better than the original target of 0.27%. The achievement of TVET enrolment has increased by 5.64% or 22,539 students. Two new KVs have started operating, namely KV Tanjung Piai and KV Pasir Gudang, which involved PPP, to fulfil the IR4.0.

Access to various educational pathways has also increased enrolment. The total number of SSM student enrolment nationwide increased by 108 compared to last year. SSM students made our country proud when they emerged as the overall champion at the 10<sup>th</sup> ASEAN Sports School Championship. The SSeM enrolment percentage has increased by 8.61% over the previous year. Islamic Religious Schools are also the choice of students to pursue their studies with increased enrolment in 2018. They too have achieved outstanding success in religious competitions both at national and international levels.



Access to quality education after Form 5, such as STAM, KPM Matriculation Programme, and PISMP, is seriously addressed by the Ministry. In 2018, the expansion and operation of the Form Six Colleges/Centres throughout the country were made to accommodate the growing number of SPM 2017 school learners.

Pupils with health complications continued their learning through the SDH programme. As the effectiveness and benefits of the SDH are highly proven, the Ministry will expand its implementation into the states in the Northern Zone. SBJK, which provided access to street children around Kuala Lumpur, is considered seriously by the Ministry in terms of its infrastructure. Two of the seven floors of the new SBJK academic building blocks had been developed. Education at SISHG is reinforced through a holistic corrective education service as a continuous effort to build good personality and noble values and to improve the students' life after they are released.

The Ministry continued its expansion and operation of the Form Six Colleges/Centres throughout the country for the SPM school-leavers offered to continue their studies to Form Six College and Form Six Centre. Teachers' knowledge and skills are empowered where a platform is given to produce creative and innovative ideas in implementing PdP more effectively and significantly, as well as presenting their research papers for the publication in prestigious journals. The Form Six Education Journal Volume 2, 2018, was published in support of PdP quality improvement efforts.

The MOE Matriculation Programme received new recognition from Hong Kong, Australia, New Zealand and the United Kingdom universities. The quality of teaching and learning of Matriculation College lecturers is also strengthened through the PLC convention and the KIK convention. In addition, PISMP, with its specialisation in various fields, are offered to primary school teachers throughout Malaysia to enhance their knowledge and qualifications towards quality education in the country.



# CHAPTER 2

# IMPROVING QUALITY

# IN EDUCATION





# 2018 HIGHLIGHTS & ACHIEVEMENT

## LITERACY AND NUMERACY SCREENING PROGRAMME (LINUS2.0)



	Year 1 (2016)	Year 2 (2017)	Year 3 (2018)
Bahasa Melayu Literacy	80.41%	90.87%	<b>97.9%</b>
English Language Literacy	73.98%	86.11%	<b>95.8%</b>
Numeracy	87.32%	93.72%	<b>98.5%</b>

## STRENGTHENING ENGLISH LANGUAGE

Achievement for UPSR English Language Papers (Percentage of Passes)

	2017	2018
Comprehension	85.6%	83.1%
Writing	73.6%	74.6%

Achievement for SPM English Language Papers (Percentage of Passes)

	2017	2018	
<b>79.1%</b>	<b>78.4%</b>		
 Dual Language Programme (DLP)	 Highly Immersive Programme (HIP)		
2017	2018	2017	2018
1,215 Schools	<b>1,367</b> Schools	5,500 Schools	<b>10,000</b> Schools

## UPHOLDING BAHASA MELAYU

**20**

Bahasa Melayu Standard Framework Research

Bahasa Melayu Education Innovation

**11**

**2,208**

Bahasa Melayu teachers received professional upskilling training in pedagogy and literacy item building

## INCULCATION OF 21ST CENTURY LEARNING SKILLS IN CLASSROOM

T&L guide for 21st Century Learning (Standard 4 of SKPMg2)

**1,077 (75.4%)** from 1,428 teachers ➔ Minimum achievement standard **Good**

**399 (27.9%)** from 1,077 teachers ➔ Minimum achievement standard **Excellent**

Number of schools that achieved HOTS enculturation level of excellence

2017	2018
<b>13</b>	<b>189</b>
Schools	Schools

## RAISING STUDENTS' INTERESTS IN STEM

**158,909**  
Students

Involved in **STEM based cocurricular activities** through programmes initiated by MOE, and also partnerships with external organisations



## IPG TRANSFORMATION

**44**  
Research papers

Themed Social Science and Humanities, Leadership and Language was published

IPG virtual library was launched in December 2018

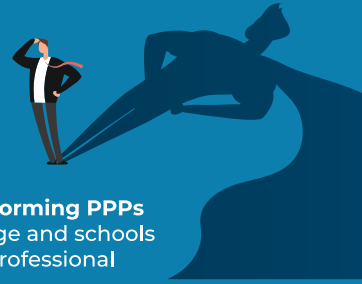


**85%**

IPG lecturers achieved the targeted score in IPG Lecturer Quality Assessment/ Evaluation

## PIAGAM GURU

**100**



Grades DG52 and DG54 high performing PPPs from IPG, IAB, Matrikulation College and schools had undergone *Super Teachers* Professional Teaching Programme

## PRINCIPAL CHARTER

Leadership Course for Middle Leaders (LCML)

**99.7%** from **677** participants achieved the passing level

From Great To Excellent Education Leaders Course, GREEL

Private strategic partners



## ENCOURAGING THE INVOLVEMENT OF PRIVATE SECTORS AS STRATEGIC PARTNERS IN EDUCATION

School Adoption Programme

2017

**701**

Schools

2018

**741**

Schools

New Model Programme



**DTP – Aman Programme** by Yayasan Hasanah supports the Ministry efforts in the District Transformation Programme (DTP) in Kedah



**Program Teacher Empowerment For School Transformation (TEST)** by ecmlibra Foundation, aims to enhance the students' potential holistically in Penang



**In order to achieve the vision of upgrading the 21<sup>st</sup> century education system, the Malaysian Education Blueprint (MEB) 2013-2025 had set 11 Shifts. In terms of Quality, Shift 1 demands that the Ministry of Education (MOE) provide access to quality education, comparable to the quality of international education for all students. Therefore, various efforts were made to meet this demand.**

To achieve Shift 1 goals which was to improve Science and Mathematics learning levels, the mastery of language in line with international standards, and to improve STEM education quality, the Ministry is required to provide teachers with knowledge and skills related to PdP processes and student inclusion towards 21<sup>st</sup> century learning applications (PAK21). PAK21 demands a non-conventional method of learning that is student-centered learning. The Ministry had trained Master Trainers (Jurulatih Utama, JU) at the national, state and school levels to prepare teachers for this method of learning.

The Ministry had strengthened the STEM education and strategies to increase students' interest in this field through programmes and related activities. School leaders, teachers, students, parents and the public awareness on STEM education was also highlighted as an effort to support schools in providing quality education and enhancing student capital excellence.

The mastery of Bahasa Malaysia, English and International languages among teachers and students can be considered the utmost importance

and the Ministry need to make various efforts focusing on student success. In addition, enhancing the mastery of Bahasa Malaysia was an effort towards upholding the national language, and strengthening the English and International languages become the base to enhance the international competitiveness of students.

The Ministry also encouraged greater involvement of the private sector in its efforts to boost the quality of education. As a strategic partner, the private sector is known to have the expertise, new teaching and learning approach, and relevant resources needed to achieve high quality of education.

In order to reform the country's education system to be well suited and compatible with the international education system, the Ministry had undertaken efforts to strengthen the quality of national education. As a result, the following initiatives were implemented in 2018:

- Inculcating 21<sup>st</sup> Century Learning in the Classroom
- Strengthening of Science, Technology, Engineering and Mathematics education
- Improving the Literacy and Numeracy Skills
- Upholding the Bahasa Malaysia Education and
- Strengthening the English Language Education
- Improving Teacher Quality
- Enhancing School Leadership Quality
- Increasing Parent and Community Engagement
- Expanding the Involvement of Private Sector as a Strategic Partner in Education

## INCULCATING 21<sup>ST</sup> CENTURY LEARNING IN THE CLASSROOM

The inculcation of 21<sup>st</sup> Century Learning (*Pembelajaran Abad Ke-21, PAK21*) in the classroom refers to a student-centered learning process based on elements of communication, collaboration, critical thinking, creativity and the application of positive attributes and ethical values. This concept was first introduced to all teachers and education officers in 2017 who had also attended various programmes to understand PAK21.

In 2018, 115 Master Trainers among JPN and PPD officers were specially trained to master the Standard 4 in the Malaysia Education Quality Standard Wave 2 (Standard Kualiti Pendidikan Malaysia Gelombang 2, SKPMg2). This Standard 4 mainly focused on the teaching and learning process (PdP) and towards shaping students to become successful. All Master Trainers moved in small groups to The School Transformation Programme 2025 (Program Transformasi Sekolah 2025, TS25) to verify teacher self-ratings and provide guidance to teachers. They also ensured that the PdP quality of teachers met the self-rating within SKPMg2. The Master Trainers also conducted training for the School Administrators on the observation processes of teachers' PdP. From the support and guidance given, the school administrators had a better understanding of the true mechanism of PdP observation.

Findings from the guidance showed that 75.4% (1,077) of teachers achieved the minimum standard of 'Good', while 27.9% (399) of teachers achieved

'Excellent'. However, according to the findings, 'Teachers as Drivers' Aspect' was not implemented consistently since they were still comfortable with the Teacher-Centred method. In addition, it was found that the concepts and questions that led to Higher Order Thinking Skills (HOTS) had not been applied fully by teachers in their PdP.

In order to improve the education quality, a more proactive and aggressive steps are required. The development of the Master Trainer's competence in PAK21-related skills had to be done, as well as recruiting to train more Master Trainers. In addition, school administrators, including Middle Leaders, had to be guided in order to act as agents of change from teacher-centered teaching to student-centered learning that encompassed a variety of approaches and strategies appropriate to PAK21. The expected impact is as shown in Exhibit 2-1.

In Wave 2 (2016-2020) of the MEB 2013-2025, the Ministry had prioritised continuous development of the education system to be able to compete internationally. The year 2018 saw Malaysia once again sat in the international major research, the Programme for International Students Assessment (PISA 2018) and the Trends in International Mathematics and Science Study (TIMSS 2019). Malaysia's position in these two major international studies served as a benchmark for the quality of the country's educational system together with other participating countries. As a measure of quality assessment, the country intends to be in the top one third by the year 2025. Various efforts were made to ensure that the realisation of Quality Aspiration aspired in MEB 2013-2025 can be achieved.

**Exhibit 2-1: The Impact of Pupil-Centered Learning Subjects Compatible to PAK21**





## ENCULTURATING THE TRAINING OF MATHEMATICS AND SCIENCE HIGHER ORDER THINKING SKILLS (KBATSM) AND SCIENCE, MATHEMATICS AND READING HIGHER ORDER THINKING SKILLS (KBATSMB)

To cultivate HOTS in both Science and Mathematics (KBATSM) and Science, Mathematics and Reading (KBATSMB), focused training sets were developed by the Special Education Division (Bahagian Pendidikan Khas, BPK) with the help of Education Technology Division (Bahagian Teknologi Pendidikan, BTP) officers and panel members comprising of excellent teachers and lecturers from the National Institute of Teacher Education (Institut Pendidikan Guru Kebangsaan, IPGK). This Computer-based Training Set (Latihan Berasaskan Komputer, LBK) was a form of experimental training provided to familiarise students of the study sample with the PISA and TIMSS Main Study assessment format.

The training set was uploaded via the Ministry link from time to time for the purpose of gathering all sample schools which attended the TIMSS and PISA Main Research Study. It was administered at

the state level by the TIMSS and PISA Coordinator, the JPN and distributed in hard and soft copies to selected schools in international assessment.

Several sets of exercises were used as a tool to assist teachers in the classroom to enhance students' skills in answering training using computer as well as strengthening their daily problem-solving skills.



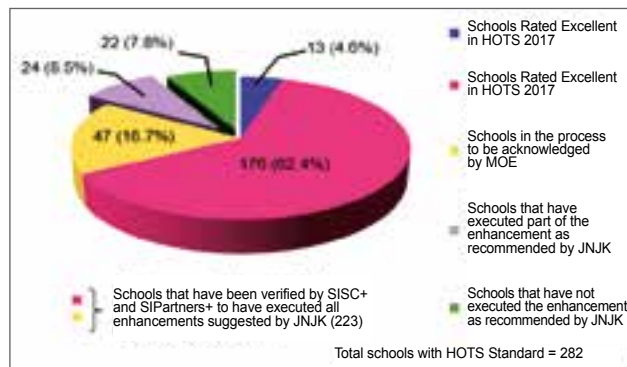
LBK sessions conducted in schools

## IMPLEMENTATION OF 2018 MENTORING AND GUIDANCE PROGRAMME BY THE SCHOOL IMPROVEMENT SPECIALISTS COACHES (SISC+) AND THE SCHOOL IMPROVEMENT PARTNERS (SIP+)

The programme was implemented in co-operation between BPK and BPSH, IPGM, Aminuddin Baki Institute (Institut Aminuddin Baki, IAB), BKK, SISC+ and SIPartners+. Guidance and mentoring were provided to 282 HOTS rating schools by SISC+ and SIPartners+ to assist selected schools in implementing the proposed improvement from the Schools Inspectorate and Quality Assurance (Jemaah Nazir Dan Jaminan Kualiti, JNJK) and to improve the best practices of HOTS in schools in collaboration with the PPD and JPN. Monitored by the MOE HOTS Guiding Team at 141 HOTS rating and HOTS Enculturating Best Practices Collaborative Workshop was an activity that supported guidance and mentoring programmes conducted by SISC+ and SIPartners+.

The schools with HOTS rating involved were very cooperative and provided positive response to the programme. The number of schools achieved excellent HOTS enculturation in 2017 was 13 (4.6%) and increased to 189 (67%) schools out of 282 HOTS rating schools in 2018 (Exhibit 2-6). Thus, the target of 50% KPI 4 for the percentage

**Exhibit 2-2: Number and Percentage of HOTS Rated Schools based on the Level of HOTS Enculturation**



of school activities that had been rated as a school that promotes HOTS enculturation had achieved excellence under the #20 MEB Initiative: Enculturating HOTS in 21<sup>st</sup> Century Learning was achieved. The Ministry's intention for such programmes to be continued ensured the increase in the number of schools that can serve as a benchmark of excellence and sustainability of HOTS enculturation in each district, thus improving the quality of school and converting students to become successful as expected in MEB 2013-2025. The list of Guidance and Mentoring Programmes held at the HOTS rating schools is listed in Exhibit 2-7.

**Exhibit 2-3: List of Guidance and Mentoring Programmes at the HOTS Rated Schools**

Date	Activity & Venue
August - October 2018	Guidance and Mentoring Programme by SISC+ and SIPartners+ at 282 HOTS rated Schools HOTS Guidance in PdPc by SISC+ in SK Selangan, Sarikei, Sarawak.
September - October 2018	<ul style="list-style-type: none"> <li>Phase 1 monitoring of 141 HOTS-rated schools that were rated good and moderate by the MOE HOTS Guidance Team.</li> <li>Monitoring by BPK officials at SJKC Tung Hua, Sibul, Sarawak.</li> </ul>
October 2018	Collaborative Workshop on HOTS Enculturation of Best Practice at ILD UiTM Enstek Town, Nilai, Negeri Sembilan.

## SUSTAINABILITY OF IMPLEMENTING MIDDLE YEARS PROGRAMME INTERNATIONAL BACCALAUREATE (MYPIB) 2017-2020



**Participants in the MYPIB Funding Sustainability Coordination Workshop involving Governance Body (MOE, JPN, PPD) as well as the Pedagogical Leadership Team from MOE IBWS.**



**Workshop participants for the application of consulting skills discussed.**

MYPIB was piloted to 10 secondary schools in 2014 and all achieved IB World School (IBWS) status in 2017. As a result, the Ministry's planning for 2018 activities were more focused on implementing sustainability programme strategies, strengthening the role of Governance Body (MOE, JPN and PPD), establishing quality control programmes and strengthening the Pedagogical Leadership Team in schools.

Strengthening the role of Governance Body was made possible through the MYPIB Implementation Sustainability Coordination Workshop. The workshop provided a wealth of new input to the Governance Body and provided space and opportunity for participants to discuss issues and challenges faced by the Ministry's IBWS. Ongoing support from all stakeholders gained from the workshop was essential for IBWS to ensure that all MYPIB standards and requirements were abided.

The implementation of the workshop also supported strengthening of the role of the Pedagogical Leadership Team and teachers to ensure that programme implementation received support from all parties involved, including stakeholders. Besides that, workshop participants were given exposure to IAB consulting skills.

The Ministry monitored the implementation of MYPIB at 10 IBWS from March to October 2018 as one of the activities to support quality control programmes. The overall monitoring report showed that all schools were still in compliance with MYPIB standards and requirements. The International Baccalaureate Organisation (IBO) had also conducted follow-up visits as continued support for IBWS. Schools are now taking steps to explore areas such as Interdisciplinary Unit (IDU) and skills Approaches to Learning (ATL), after the students had mastered the basics of implementing MYPIB.



*A Follow-up Visit by the IBO*

In addition, the Ministry will also implement a Workshop on the Establishment of Assessment Practices, IDU and ATL Skills Workshop in 2018 in an effort to strengthen the Pedagogical Leadership team and teachers at the 10 MOE's IBWS. This method of knowledge and experience sharing aimed to enhance the professionalism and boost teacher's confidence in implementing MYPIB based on the national curriculum. Workshop participants were also given a reinstatement of the inquiry approach within PdP.



*Images of activities during the workshop*

The implementation of MYPIB in 10 MOE's IBWS had made a positive impact especially on the process to ensure students' success. Schools also had the opportunity to form a collaborative network to share their experience and knowledge on international stage. The success of the programme based on the National Curriculum should be extended to all MOE schools so that the students can benefit as the Ministry intended in the initial plan by using this approach.

## STRENGTHENING SCIENCE, TECHNOLOGY, ENGINEERING AND MATHEMATICS EDUCATION

The fields of Science, Technology, Engineering and Mathematics (STEM) had become the focus of education not only in Malaysia but also all over the world. A country will be deemed competitive when they depend on the mastery of STEM which will help the country soar to a more advanced stage. Future generations need to be equipped with STEM knowledge, skills and abilities in order to be able to face various challenges as a result of future technological developments.

The Educational Planning and Research Division (BPPDP) was the main driver in STEM education strengthening initiative. Various strategies were implemented, especially those that emphasised the development of teachers' competencies as a means to stimulate students' interest in STEM in the course of producing qualified, sufficient, authoritative human capital and ethics and citizenship values to spur the country's economy. The STEM education programme was aimed at producing STEM literacy students who strive to get to know, apply and integrate STEM concepts or components in understanding problems and solve them creatively and innovatively through STEM-integrated learning that applies real world context and uses a hands-on and open approaches. Therefore, the development of STEM talent designed today must be able to meet the needs of the country in the future.

## STRATEGISING STEM EDUCATION AWARENESS AMONG SCHOOL LEADERS, TEACHERS, STUDENTS, PARENTS AND THE PUBLIC

### STEM Education Colloquium

Four STEM Education Colloquium series themed “Education through Exploration” were successfully held in 2018. The collaboration with BPPDP, Sarawak, Sabah and Kelantan with its respective JPN and Perak JPN with public universities (UA), ie Universiti Malaysia Sarawak (UniMAS), Universiti Malaysia Sabah (UMS), Universiti Malaysia Kelantan (UMK) and Sultan Idris Education University (UPSI) were held smoothly and successfully. The main purpose of the colloquium was to enhance teachers’ competencies, knowledge and skills to enhance PdP in STEM subjects. In addition, it was also aimed at creating a network of partnerships between policy makers, academicians, educators, counselors, government and non-government agencies as well as sharing best practices for successful STEM education. More than 5,000 participants consisted of JPN officers, PPDs, school administrators, counseling teachers, STEM teachers, students, parents and Teachers and Parents Association (PIBG) representatives attended and exposed to the new colloquium method.



### International Conference on STEM Education (ICSTEM)

The International Conference on STEM Education 2018 was jointly organised by BPPDP and Universiti Teknologi Malaysia (UTM). The conference themed “Towards Developing a Synergistic STEM Community”. The two-day conference held at the Sunway Putra Hotel in Kuala Lumpur attended by 350 teachers, paper presenters, university students, MOE officials and educators.

The purpose of organising the conference was to provide a platform for teachers to share their creative ideas in implementing innovative PdP processes. International participation in ICSTEM this time involved the United States, Sweden,

India, Taiwan, Hong Kong, Australia and Nigeria. A total of 63 papers were presented as well as eight special sessions, four parallel sessions, two keynote speeches, one plenary forum, four workshops and roundtable discussions.



*Presentation by Prof. Dr. Johannes Strobel, School of Information Science & Learning Technologies, University of Missouri, USA.*



### NATIONAL STEM CENTRE

The National STEM Centre was established based on the recommendations presented in the National STEM Strategic Action Plan 2018 - 2025. The plan was jointly developed by the Ministry of Education Malaysia (MOE), Ministry of Science, Technology and Innovation (MOSTI) and Ministry of Higher Education (KPT) and was consented by the National Science Council on February 7, 2017.

The National STEM Centre undertakes as a STEM educational hub that connects various parties to coordinate and implement the functions as outlined in the National STEM Strategic Action Plan 2018 - 2025, namely:

- The development of professionalism and enhance the skills, abilities and confidence of teachers/leaders and laboratory assistants/technicians in the field of STEM;
- To provide STEM teaching and learning resources with collaborative expertise across ministries, government agencies, public universities, private higher education institutions and industry;



- To promote and introduce STEM education research and development;
- To implement STEM education engagement and enrichment programmes; and
- To establish a STEM network of expertise and resources on a regional and international level.

## 2018 Activities

Development of teacher's professionalism will be executed as follows:

- Inquiry-based Science Education (IBSE) Workshop. The aim of the workshop was to produce State IBSE Master Trainers who are skilled in teaching and learning with the IBSE approach. The IBSE module used in the workshop was provided by the Academy of Sciences Malaysia (ASM) based on the IBSE module developed by the La Main A La Pate Foundation, Paris. The implementation of the state IBSE workshop involved two phases, namely training for the National Master Trainer (TPU) at the national level and training for the Master Trainers at the state level. Each master trainer involved in the state JU IBSE workshop was required to undergo 60 hours of training to qualify as a state JU IBSE.
- Workshop on Nourishing Creativity through Transdisciplinary Mathematical Education in collaboration with SEAMEO RECSAM, Penang, from 27 to 28 August 2018;
- Climate Change Education Training Workshop for IBSE Master Trainers in collaboration with ASM and International Science, Technology and Innovation Center (ISTIC), from 27 to 30 August 2018; and
- Petrosains STEM Teachers International Conference - International Islamic University Malaysia (IIUM) 2018 in collaboration with Petrosains, from September 12 to 14, 2018.

Involvement and enrichment in STEM education aimed at providing exposure and awareness to teachers, students and the community on the importance of STEM education for future national development. The activities implemented were as follows:

- Seminar on Science Education, at Tunku Abdul Rahman University (UTAR) Sg. Long on August 18, 2018 aimed to give best practices exposure in science education;
- Teachers' Conference on Mathematics Education at the Hotel Ancasa, Kuala Lumpur from October 13 to 14, 2018 aimed to provide best practices exposure in mathematics education. A total of 30 math teachers were funded by the National STEM Center;

- STEM Exploration: Space at SMK Jerlun, Kedah on October 21, 2018 aimed to inspire students through fun and meaningful learning activities as a result of their discovery of facts and exploration in the field of space. The program involved 200 students and 100 teachers from the Kedah districts. Various hands-on activities were held along with exhibitions by schools and agencies. The programme managed by three teachers who had attended Honeywell Educators Space Academy (HESA) in the United States;
- The Institute of Electrical and Electronics Engineers (IEEE) Teacher Education Programme at SMK Tiara Permai, Kuala Lumpur on October 30, 2018 aimed to provide exposure to teachers on the basics of engineering and robotics. A total of 100 primary school and 100 secondary school science teachers in Kuala Lumpur participated in the programme;
- Workshop on Teaching to Transform: 21<sup>st</sup> Century Skills & Design Thinking in STEM Contexts at SEAMEO RECSAM Penang from November 12 to 16, 2018 aimed at providing exposure on various ways to cater to design thinking in 21<sup>st</sup> Century learning; and
- The Youth Mind Transformation Carnival organised by the Bumiputera Economic Empowerment Unit in Bachok, Kelantan on November 13 - 14, 2018, aimed to provide STEM activities exposure to rural students while providing awareness and inspiration for STEM education to the local community. The National STEM Centre conducted STEM hands-on activities for 250 primary and secondary students at the carnival.

National STEM Centre also received invitations as forum panel members or keynote speakers in various programmes aimed at establishing networks of expertise between the various agencies as follows:

- TM Education Hackathon 2018 organised by Malaysian Global Innovation & Creativity Center (MaGIC) Cyberjaya on July 25, 2018;
- STEM Day organised by JPN Johor on August 7, 2018;
- Symposium on Science Education (SoSE) 2018 organised by Tunku Abdul Rahman University (UTAR) on August 18, 2018;
- Petrosains-UIAM STEM Teachers International Conference - organised by Petrosains and UIAM on September 13, 2018;
- KIK Convention Matriculation Programme on September 25, 2018;

- Forum on STEM Engagement with Teachers, Parents and Community organised by the Malaysian Association of Creativity and Innovation (MACRI) on October 8, 2018;
- Teachers' Conference 2018 on Mathematics organised by Kangaroo Math Malaysia on October 13, 2018;
- Edutech Asia 2018 on October 9, 2018;
- Early Childhood Education Seminar organised by KEMAS on November 4, 2018; and
- SIRIM-WAITRO International Conference (SWIC) 2018 hosted by SIRIM and WAITRO (World Association of Industrial and Technological Research Organisation) on November 21-22, 2018.



## STRATEGIES TO IMPROVE TEACHING AND LEARNING OF STEM

### STEM Comic



STEM comics were produced in collaboration with BPPDP, UPSI and USM. It was dedicated to Year 1 students with the aim of attracting their interest towards STEM. The STEM Comic was based on a simple storytelling approach with the application of HOTS aligned with the elementary

school syllabus. The production was based on the Knowledge of Technology, Pedagogy and Content models. The content was developed by 13 Science and Mathematics Excellent Teachers from Hulu Langat district, while the illustration was creatively designed by UPSI lecturers and students while the main character was creatively developed by USM lecturers.

In order to test the effectiveness of STEM Comics on the achievement of Science, Mathematics and HOTS subjects, a study was conducted involving 307 Year 1 students from 11 primary schools from the Hulu Langat district. The study evaluated the Measurement Inventory of Interests in Science and Mathematics, Science Achievement Evaluation and Mathematic Achievement Evaluation.

Findings from the Science and Mathematic Interests Measurement Inventory showed that most students were interested in studying Science and Mathematic subjects after reading STEM Comics. The Usability Measurement Inventory showed that the comic can be used in the teaching and learning process comparing to face-to-face method.



## The Application of STEM Resource Material Elements in Bahasa Malaysia (BM), English Language and Islamic Education (PI)

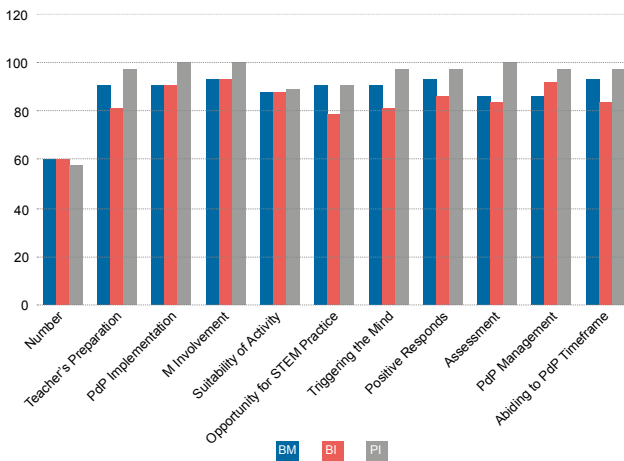
*Exhibit 2-4: Examples of Titles for the Application of STEM Elements Resource Materials*

Item	PdP Sample Title	Subject
1	Rubbish Trap	BM
2	Amin de Resort	
3	Love Your Elderly	BI
4	Health Is Wealth	
5	Name of Allah "al-Qadir"	PI
6	Name of Allah "al-Qawiy"	

The PdP resource materials known as the Science, Technology, Engineering and Mathematical Resource Material (BSTEM) Series was developed by the Curriculum Development Division and piloted in 26 schools for BM subject, 26 schools for English Language subject and 23 schools for PI subject. The purpose was to test the feasibility of the materials in schools and to improve it. A total of 75 teachers and 239 pupils were made as respondents in the pilot test. Exhibit 2-4 list of BSTEM sample headings.

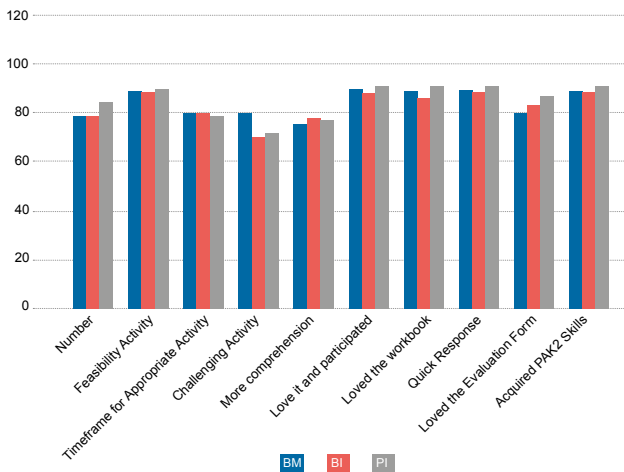
Exhibit 2-5 showed that more than 69.2% of teachers were able to prepare for the implementation of the PdP, and that the majority of teachers (over 84.6%) were able to implement the STEM PdP well in the example of the source material.

**Exhibit 2-5: STEM Resource Material (Teacher) Findings**



Feedback from students (Exhibit 2-6) indicated that the majority of students (over 77.2%) were able to complete the PdP activity of the resource materials within a given time frame by the teacher.

**Exhibit 2-6: STEM Resource Materials Pilot Study (Student) Findings**



The pilot findings also showed the following:

- More than 63.6% of students considered the activities provided were challenging.
- 82.9% of students agreed that they took longer time to complete the activity.
- Most (over 88.5%) agreed that they understand better when they learn through the activities provided in the material.
- The majority of respondents (over 88.5%) agreed that they enjoyed and had fun engaging in PdP activities. More than 86.6% of students preferred to do the activity or assignment with the workbook provided because they felt that the workbook made it easier for them to perform the task with structured guidance with minimal help from the teacher. Students were more independent and teachers were more likely to act only as facilitators. As a result, teachers were able to provide more careful, focused and fast observation and evaluation feedback (over 94.2% of students agreed) to accept any advice, guidance and encouragement from teachers to enhance students' knowledge, skills and values/ethics.
- More than 80.8% of students also agreed that peer/self-assessment forms can help them reflect on learning.
- More than 93.5% of students felt they can master the 21<sup>st</sup> Century Skills by engaging in cooperative and collaborative learning in completing assigned tasks.

### STEM Leadership Course

The STEM Leadership Course conducted by the Aminuddin Baki Institute (IAB) was designed to assist school leaders, principals and teachers (PGB) increase awareness, knowledge, skills and leadership in STEM education through curriculum and co-curricular activities with the support of various stakeholders.

The specific objectives were to increase awareness the importance of STEM education, improve the understanding of STEM education policies and concepts, improve skills in integrating STEM elements in PdP and the Co-curriculum, plan actions to gain support to strengthen STEM education, and develop School Transformation Intervention Plan (PInTaS) to achieve the target of strengthening STEM education.

In 2018, a total of eight STEM Leadership courses were offered by IAB with the involvement of 240 PGBs. The implementation of the course showed a positive impact on strengthening STEM education in the schools involved.



Training Need  
Analysis (TNA)  
Field Study Project for  
STEM Strengthening  
Course

from 1st till 6th February  
2018



STEM LEADERSHIP COURSE (BIL.1)  
29-30 October 2018  
IAB Sabah Branch

### Online STEM Course Development

The Education Technology and Resources Division in collaboration with the Faculty of Education, Universiti Putra Malaysia (UPM) had developed a virtual STEM course called Massive Open Online Course (MOOCs).

The course was aimed to enhance teachers' skills and knowledge in the field of STEM, integrating STEM with their respective subjects while providing the platform of easy access for teachers and enable them to learn independently through accessible learning modules regardless of time and place.

Three workshops were conducted to develop the course which involved four officers from the Division, six lecturers from the UPM Education Faculty, six expert teachers and two representatives from Open Learning Malaysia. As a result, a course covering three modules, the STEM literacy module, the STEM module in Life and the STEM Adventure module were developed and ready to be distributed to teachers.



### STEM Education Service Officer (PPP) for Continuous Professional Development

A total of 7,479 Education Service Officers (Pegawai Perkhidmatan Pendidikan, PPP) (surpassed the initial target of 6,000) with background and were working in the field of STEM, had attended the Continuous Professional Development (CPD) training. Training Providers identified by the Teacher Professionalism Division had provided with the latest, interesting and significant skills.

The purpose of CPD was to provide them with added value to increase their level of competency especially in their respective fields of work. In addition, CPD was intended to improve PPPs' level of skills and competitiveness in dealing with PdP issues which were considered boring and less creative. Selection of CPD participants were made by the State Education Departments.

The following CPD programmes were carried out in 2018 (Exhibit 2-7):

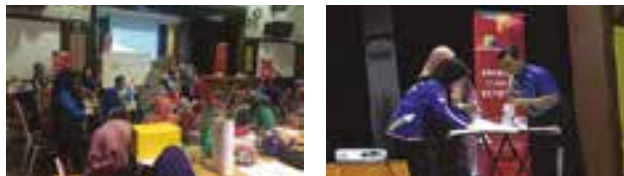
**Exhibit 2-7: List of Continuous Professional Development Programmes in 2018**

Item	Name of Programme
1	STEM Workshop
2	In Country Course: 21st Century Learning
3	MOE STEM Video Usage Seminar 2018
4	AQUARIA KLCC STEM Teachers' Workshop
5	Creative Teaching Aids Using Local Materials
6	Enhancing Creativity through Transdisciplinary Mathematics Education Workshop
7	1st National Seminar on STEM Mentor Mentee
8	Educator Innovation Programme in collaboration with National Science Center
9	STEM Education Colloquium
10	Secondary Science/Mathematics Learning in the STEM Environment Workshop

## STEM Teacher Diagnostic Testing Item Development Workshop



**AQUARIA KLCC STEM Teachers' Workshop**



**Educators Innovation Programme With National Science Centre**

## STEM 2018 PdP Multimedia Module

The STEM PdP Multimedia Module, led by the Fully Residential School Management Division (BPSBP), was developed with the assist from selected STEM expert teachers. The purpose of the module was to provide training for STEM teachers in diversifying of PdP STEM methods with the help of computer and information technology applications.

Topics covered in the module were Mirroring Techniques, Digital Ink, Visualisation Basics, Video Editor (YouTube Editor and Viva Video), Green Screen, Google Classroom, and PdP (Quizziz, Formative, Plickers, EDPuzzle, HSP, Vizia).

The upgraded module was extended to 3,066 teachers as listed in Exhibit 2-8.

**Exhibit 2-8: STEM PdP Multimedia Module Dissemination Location, 2018**

Zone	Location
North	Kepala Batas Science Secondary School, Penang
	Tapah Science Secondary School, Perak
Central	Rawang Fully Residential Integration School, Selangor
	Banting Science Secondary School, Selangor
South	Sembrong Science Secondary School, Johor
	Muar Science Secondary School, Johor
East	Hulu Terengganu Science Secondary School, Terengganu
	Dungun Science Secondary School, Terengganu
	Teacher Education Institute, Dato' Razali Ismail Campus, Kuala Terengganu, Terengganu
	Tengku Afzan National Secondary School, Kuantan
Sabah	Lahad Datu 2 National School, Lahad Datu, Sabah
	Sabah
Sarawak	Miri Science Secondary School, Sarawak
	Kuching Science Secondary School, Sarawak

## Scientific Skills Assessment Enculturation Programme

The PKS Pilot Programme, led by the Examination Board, was conducted in 33 secondary schools throughout 2017. In 2018, the PKS was expanded through the PKS Enculturation Programme by targeting 100% of PKS in all secondary schools offering Pure Science elective subjects (Physics, Chemistry, Biology and Additional Science).

To assist teachers in order to implement PKS, a guidebook was prepared according to the PKS Pilot Programme. The PKS guidebook was a document intended to guide teachers in the application of manipulative assessment and scientific process skills during facilitating and learning process (PdPc).

## PKS Visit Aid Findings

- Teacher's acceptance and understanding of PKS was good and can be improved if they understand the rationale of why it is important to implement it;
- Students enjoyed performing experiments during PdPc. They had the opportunity to enhance their manipulative and scientific process skills through PKS;

- Positive cooperation and support from school administrators;
- Regular training should be provided to laboratory assistants to enhance their competencies;
- Teachers stated that the readiness of the infrastructure and materials / laboratory apparatus were reasons for not implementing the lab practical exercises; and
- Laboratory safety aspects should be improved.



PKS Visit Aid

## STRATEGIES TO ENCOURAGE STUDENTS' INTEREST FOR STEM

### STEM Carnival

In order to provide exposure and increase the students' interest in STEM, the contents in the STEM education have been implemented through many co-curricular activities. In the year 2018, a total of 158,909 students were involved in STEM oriented co-curricular activities through programmes organised by the ministry and also co-operation from outside organisations.

The STEM Carnival, led by the Sports, Co-curriculum and Arts Division, organised a variety of competitions and exhibitions based on the fields of STEM. The state-level carnival for 2018 was held from July to November in 16 states. Among the competitions contested were the Water Rocket Competition for primary and secondary students, STEM Design and Innovation Competition for primary and secondary students, STEM Digital Video Competition for secondary

school students, STEM Storytelling Competition and STEM Action Song for primary school students as well as the Remote-Control Airplane Competition for primary and secondary school students. The state-level STEM Carnival had a participation of 40,000 students for the games contested.

The national STEM carnival was held in November 2018 at the Terengganu Science and Creativity Center. The carnival became the stage for state champions to compete against each other. The list of winners for each category of events contested as shown in Exhibit 2-9.

**Exhibit 2-9: List of Winners of STEM Carnival Events 2018**

#### WATER ROCKET COMPETITION (Primary School)

ITEM	PLACING	STATE	SCHOOL
1	WINNER	KUALA LUMPUR	SK TUN HUSSEIN ONN
2	1 <sup>ST</sup> RUNNER UP	PULAU PINANG	SK PERMATANG JANGGUS
3	2 <sup>ST</sup> RUNNER UP	TERENGGANU	SK SURA

#### WATER ROCKET COMPETITION (Secondary School)

ITEM	PLACING	STATE	SCHOOL
1	WINNER	KUALA LUMPUR	SMK SG BESI
2	1 <sup>ST</sup> RUNNER UP	TERENGGANU	SMK SULTAN AHMAD
3	2 <sup>ST</sup> RUNNER UP	KEDAH	SMK TUNKU SERI INDERA PUTERA

#### DIGITAL VIDEO COMPETITION (Secondary School)

ITEM	PLACING	STATE	SCHOOL
1	WINNER	KELANTAN	SMK TOK JANGGUT
2	1 <sup>ST</sup> RUNNER UP	PERAK	SMK METHODIST (ACS) SITIAWAN
3	2 <sup>ST</sup> RUNNER UP	SELANGOR	SMK SEKSYEN 19

#### DESIGN AND INNOVATION COMPETITION (Primary School)

ITEM	PLACING	STATE	SCHOOL
1	WINNER	KEDAH	SK DATO' WAN KEMARA
2	1 <sup>ST</sup> RUNNER UP	JOHOR	SK SERI MERLONG
	1 <sup>ST</sup> RUNNER UP	NEGERI SEMBILAN	SK SENAWANG
3	2 <sup>ST</sup> RUNNER UP	SABAH	SK TANJUNG ARU II, KOTA KINABALU
		SARAWAK	SJKC KWANG CHIEN, SARIKEI
		PAHANG	SJKT RINGLET
		TERENGGANU	SK BATU 48
		KELANTAN	SK KG BERANGAN

## DESIGN AND INNOVATION COMPETITION (Secondary School)

ITEM	PLACING	STATE	SCHOOL
1	WINNER	JOHOR	SMK SERI KOTA PUTERI 2
2	1 <sup>ST</sup> RUNNER UP	PAHANG	SM SAINS TENGGU ABDULLAH RAUB
	1 <sup>ST</sup> RUNNER UP	KEDAH	SMK SUNGAI KOB
3	2 <sup>ST</sup> RUNNER UP	KELANTAN	SMK KUBANG BEMBAN
		PULAU PINANG	SMJK HENG EE
		MELAKA	SMK GHAFAR BABA
		WP PUTRAJAYA	SMK PUTRAJAYA PRESINT 16 (1)
		WP KUALA LUMPUR	SMK TAMAN TUN DR ISMAIL

## STORYTELLING COMPETITION (Primary School)

ITEM	PLACING	STATE	SCHOOL
1	WINNER	NEGERI SEMBILAN	SK GADONG JAYA
2	1 <sup>ST</sup> RUNNER UP	KEDAH	SK CONVENT ALOR SETAR
3	2 <sup>ST</sup> RUNNER UP	PAHANG	SK PAHANG TUA

ITEM	PLACING	STATE	SCHOOL
1	WINNER	SELANGOR	SK TAMAN PUTERI
2	1 <sup>ST</sup> RUNNER UP	WP PUTRAJAYA	SK PUTRAJAYA PRESINT 9 (2)
	1 <sup>ST</sup> RUNNER UP	PULAU PINANG	SJKT PERMATANG TINGGI
3	2 <sup>ST</sup> RUNNER UP	PERAK	SK (P) METHODIST IPOH
		WP LABUAN	SK ST ANNE
		MELAKA	SK BATANG MELAKA
		PERLIS	SK CHANGKAT JAWI
		WP KUALA LUMPUR	SK SENTUL UTAMA

## ACTION SONG COMPETITION (Primary School)

ITEM	PLACING	STATE	SCHOOL
1	WINNER	TERENGGANU	SK SULTAN SULAIMAN 1
2	1 <sup>ST</sup> RUNNER UP	JOHOR	SK SUNGAI BUNYI, PONTIAN
3	2 <sup>ST</sup> RUNNER UP	KEDAH	SJKC KEAT HWA H

## SPECIAL AWARDS

### REMOTE-CONTROL AEROPLANE INNOVATION WORKSHOP (Secondary School)

ITEM	AWARD	STATE	SCHOOL
1	BUILDING THE BEST DESIGN	JOHOR	SMK BANDAR PUTRA, SEGAMAT
2	BEST PRESENTATION	TERENGGANU	SMK LEMBAH BIDONG
3	BEST FLIGHT	TERENGGANU	SMK LEMBAH BIDONG

### WATER ROCKET COMPETITION (Primary School)

ITEM	AWARD	STATE	SCHOOL
1	BEST TARGET CATEGORY	SELANGOR	SK KUALA SELANGOR
2	BEST PARACHUTE	TERENGGANU	SK SURA, DUNGUN

### WATER ROCKET COMPETITION (Secondary School)

ITEM	AWARD	STATE	SCHOOL
1	BEST TARGET CATEGORY	KUALA LUMPUR	SMK SUNGAI BESI
2	BEST PARACHUTE	SABAH	SMKA TUN AHMADSHAH, KOTA KINABALU

### STEM DIGITAL PROJECT COMPETITION (Secondary School)

ITEM	AWARD	STATE	SCHOOL
1	BEST PRESENTATION AWARD	KUALA LUMPUR	SEKOLAH AMINUDDIN BAKI
2	BEST CONTENT AWARD	KUALA LUMPUR	SEKOLAH AMINUDDIN BAKI
3	BEST CINEMATOGRAPHY AWARD	PERAK	SMK METHODIST (ACS) SITIawan

### STEM Application Competition – MySTEMapps Challenge 2018

The competition, led by the Education Technology and Resource Division, aimed to promote STEM among students, to increase STEM resources and to encourage Computer Science related activities at schools, districts and state levels. Participation was opened to all Form 4 students with each group consisting of one guidance teacher and four students. The competition was very encouraging as there are 130 groups participated nationwide.

The top 10 groups were selected to participate in the National STEM (Android) MySTEMapps Challenge Development Workshop held in collaboration with the Multimedia University (MMU) Melaka Campus.

List of schools that were selected to the final:

- Kuala Lumpur Technical Secondary School
- MARA Science Junior College, Sungai Besar, Selangor
- National Secondary School Section 19, Shah Alam, Selangor
- Bandar Baru Ampang National Secondary School, Selangor
- Jenjarom National Secondary School, Selangor
- Kubong National Secondary School, Sarawak
- Kuching Science Secondary School, Sarawak
- Muzaffar Syah Science Secondary School, Melaka
- Gemilang National Secondary School, Pulau Pinang
- Khairiah Islamic Religion Secondary School, Terengganu

The winners of the MySTEMapps Challenge STEM Application competition were Kuala Lumpur Technical Secondary School (Winner), Bandar Baru Ampang National Secondary School, Selangor (1st Runner-up), and Gemilang National Secondary School, Penang (2nd Runner-up).

The STEM Application Competition had helped bring about the Shift 7 Education Transformation in MEB, i.e. 'Utilising ICT to Improve Learning Quality in Malaysia'. In addition, the competition also maximised the practise of ICT in digital and self-taught learning to expand access to high quality teaching regardless of the location or students' level of skills.

The MySTEMapps Challenge Application Competition had provided additional elements in the concept of virtual learning for STEM-related subjects not only to educators and students, but also to the general public.



### IMPROVING THE NUMERACY AND LITERACY SKILLS

Students Aspirations in the MEB 2013-2025 emphasised on the literacy and numeracy skills for every student. Therefore, enhancing the proficiency skills of the Bahasa Melayu (BM) and English Languages were the main immediate priorities of the Ministry. The Ministry aimed to ensure that every student attains 100% basic literacy and numeracy skills in BM and English after three years of primary schooling, except for special needs students. To achieve this goal, LINUS2.0 Programme was implemented in 2013 involving Level 1 primary schools' students.

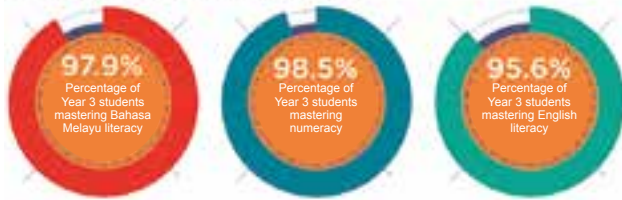
For 2018, preliminary LINUS2.0 was applied to all Year 1, Year 2 and Year 3 students. A total of 1,343,175 Year 1 primary schools' students had sat for Preliminary 1 and 2 from March to October 2018.



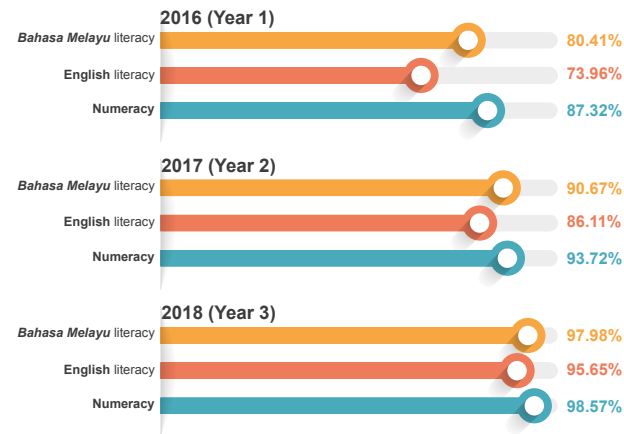
The Ministry had implemented collaborative monitoring between the divisions of Preliminary 1 and 2 nationwide. Findings of students' performance are shown in Exhibits 2-10 and 2-11.

**Exhibit 2-10: Students' Performance for the Preliminary 2 LINUS2.0 Programme, 2018**

2018 Final Year Achievement (2<sup>nd</sup> Preliminary)

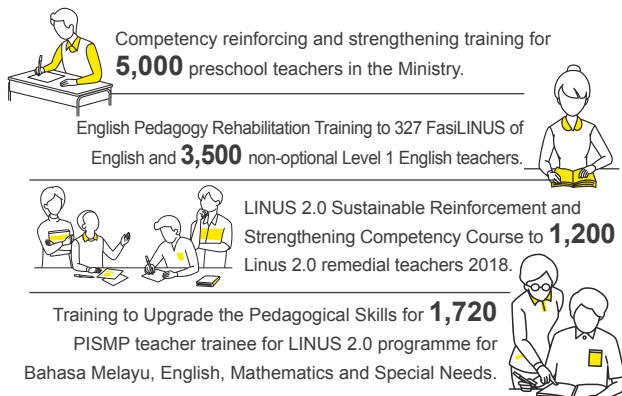


**Exhibit 2-11: Students' Performance in the LINUS2.0 Programme, 2016-2018**



The Ministry had made various efforts in enhancing teachers' competencies to ensure that the aspiration of students attain 100% mastery of the basic 3M literacy and numeracy skills are achieved.

Competency reinforcing and strengthening course for JPN officers, FasilINUS, Lecturers and teacher that has been implemented.



The Ministry's School Management Division had implemented the Intervention Implementation Dialogue (Dialog Pelaksanaan Intervensi, DPI) at prioritised PPDs with LINUS Facilitators throughout 2018.

The DPI was a platform to help PPDs and schools to improve both the Malay and English Language Literacy (LBM & LBI) and Numeracy. The school selection preferences for each PPD were schools with a mastery percentage below 90% for two out of three LBM, LBI and Numeracy preliminaries. The dialogue gave opportunities for the Principals and Headmasters (PGB) a platform of opportunity to identify high-impact and effective interventions as they were responsible for the success of the LINUS2.0 Programme in their respective schools.

In realising the intervention, the involvement of officers other than the officers from the Academic Units, were able to provide additional support to parents and guardians as well as help to solve the problem of student absenteeism. Programmes such as the LINUS2.0 Workshop with parents and students were held in most schools and were monitored by the LINUS Facilitators from the concerned PPD.

### DEVELOPMENT OF LINUS2.0 MODULE

The development of the LINUS2.0 LBM, LBI and Numeracy Modules to be used for primary schools throughout the country was conducted in 2018. A Study on the Effectiveness of Using the LINUS2.0 LBM, LBI and Numeracy Modules was also conducted in the same year. The study aimed to look at the application capability of LINUS2.0 Modules in schools as well as the content suitability and the need to review the requirements of the LINUS2.0 modules. In addition, the Workshop on Developing Learning Aid Materials (Bahan Bantu Belajar, BBB) in accordance with the Common European Framework of Reference (CEFR) was also held for LBI.

The LINUS2.0 Outreach Programme was implemented by the Ministry's Special Education Division (BPKhas), to 6,271 Year 3 students. The programme enabled early intervention to detect and validate the status of students who have not yet mastered the 3M skills.

Aminuddin Baki Institute (IAB) had also conducted the LINUS2.0 Management Course and the LINUS2.0 Intervention Roadmap (JIL2.0) Programme for 120 new PGB members throughout 2018.

Beginning 2019, the LINUS2.0 Programme will not continue centrally to pave the way for the new literacy and numeracy programme. Implementation of the new programme will give schools more autonomy to determine interventions for students who have not yet mastered literacy and numeracy.

The effort to uphold the Bahasa Melayu in education is very important as a tool of unity, the language of communication and the language of knowledge towards the building of the nation. This belief has proven that the Bahasa Melayu is highly regarded as a modern language because it has fulfilled all the requirements, namely, as the national language, official language, language of knowledge, language in commerce, religious language, cultural and literary language, military language, lingua franca, the language of parliament and the language of the courts.

(Bahasa Melayu Education Roadmap 2016-2025)

## UPHOLDING THE BAHASA MELAYU AND STRENGTHENING THE ENGLISH LANGUAGE

Language is a communication tool used in many fields and serves as a vehicle for the formation of minds and intellect, the economic and political development of a country, and the development of religion and literature. According to Pegg (2012), there are 6,000 languages spoken worldwide. The MEB 2013-2025 aims to enhance language skills and mastery through the Shift 2 i.e. ensuring that every student master the skills in Malay and English Languages, as well as to encourage the learning of additional languages. As such, the Ministry is constantly striving to realise this goal by planning new programmes and initiatives as well as more comprehensive actions.

## UPHOLDING BAHASA MELAYU EDUCATION

Education policies and plans placed the Bahasa Melayu in the National Education System. This was in line with the educational goal and the importance of producing credible students with good language skills.

With the implementation of the Roadmap for Bahasa Melayu Education 2016-2025, integrated efforts in upholding the Bahasa Melayu Education continued to be intensified. In 2018, several efforts that were carried out through the Upholding the Bahasa Melayu Education Initiative, including:

- Bahasa Melayu Standard Framework (KSBM)
- Bahasa Melayu Teacher Mastery Test (UPBMG)
- Malay Literature Alternative Pedagogy Module (MPAKM)
- Primary School Bahasa Melayu Support Kit
- Upper Secondary Bahasa Melayu Support Kit (KSBMMA)
- Special Education Bahasa Melayu Teacher Professionalism Enhancement Course and Integrated Special Education Programme (PPKI)
- Bahasa Melayu Pedagogical Excellence Programme (Differentiated Pedagogy)

## THE BAHASA MELAYU STANDARD FRAMEWORK

The Bahasa Melayu Standard Framework (Kerangka Standard Bahasa Melayu, KSBM) was developed to establish the Bahasa Melayu standards in determining the level of acquisition and mastery of the Bahasa Melayu among users whether native speakers or as a second language. KSBM was placed under Government policy and served as a reference material in six series of roadshows to explain the concept of KSBM and to give the public best impression and the confidence in its usage.

According to the KSBM, the development of a speaker's characteristic competency curriculum was developed before developing the Consumer Feature Competency Instrument. The Consumer Feature Competency Instrument that was built, was verified by Bahasa Melayu experts from public universities and private universities in April 2018. In 2018, the KSBM panel had successfully implemented activities for the purpose of achieving understanding and sharing of ideas to improve KSBM content and strengthen KSBM for the use of all agencies. Among the initiatives

discussed were the filming of KSBM documentary, pilot testing based on BM user category, instrument development and production of KSBM Book and the Guidelines for the Use of KSBM.

The KSBM Book and the Guidelines for the Use of KSBM were launched by the Minister of Education in October 2018 in conjunction with the National Language Month Closing Ceremony at the Bahasa Melayu Campus, Teacher Education Institute (IPGKBM).

A discussion on the setting up of the Malay Council was held and the proposal for its establishment was approved by members of the Ministry's Supreme Council in December 2018. The Malay Council will be the governing body of the KSBM. The panelists hope that KSBM will come to fruition and will serve as a platform for measuring the level of Bahasa Melayu proficiency by category.



## BAHASA MELAYU TEACHER PROFICIENCY TEST (UPBMG)

A new instrument for assessing the Bahasa Melayu competency among teachers who teach Bahasa Melayu was developed in 2018 by the Teacher Education Division (BPG) in collaboration with IPGKBM as the leader and known as the Bahasa Melayu Teacher Proficiency Test (Ujian Penguasaan Bahasa Melayu Guru, UPBMG).

The development of UPBMG instrument was based on the stage and level of skill set in KSBM. The conceptual framework of the instrument which included tests on the knowledge and language proficiency of BM teachers, particularly in the areas of listening, reading, writing and speaking skills.

The entire item for the set of tested instruments met the level description contained in the KSBM Handbook (Exhibit 2-12). The UPBMG achievement scores were categorised according to six Competency Levels (TK), namely TK 1 (Limited), TK 2 (Moderate), TK 3 (Satisfactory), TK 4 (Efficient), TK 5 (Excellent) and TK 6 (Outstanding).

The findings of the pilot test results (Exhibit 2-13) showed that 432 teachers (32.57%) had exceeded the minimum level of TK 5 (Excellent), while 442 teachers (33.33%) attained TK 4, 391 teachers (29.48%) achieved TK 3, 59 teachers (4.44%) were at level TK 2 and 2 teachers (0.15%) at TK 1. A total of 894 teachers (67.43%) did not pass the minimum TK 5 level.



Exhibit 2-12: Levels of Description of the Bahasa Melayu Skill Competency

COMPETENCY LEVEL	DESCRIPTION
<b>Competency 6 (Excellent)</b>	Candidate shows the ability to make inferences, analyse, judge and criticise various materials, whether through verbal or in writing, to create analogies using effective language techniques and style with logic and relevance by using high level of Bahasa Melayu and culture with <b>excellence</b>
<b>Competency 5 (Very good)</b>	Candidate shows the ability to recognise, explore, define, compile ideas according to assessment sequel, conclude and rearranging critical materials in various themes, situation and language structure, whether through verbal or in writing, to compose and reconstruct new ideas in a creative and complex manner, using high level Bahasa Melayu at a <b>very good</b> level.
<b>Competency 4 (Good)</b>	Candidate shows the ability to come up with ideas, make comparison, make inferences, arrange, translate, describe, assess, conclude, support, manipulate and create material and critical information in various themes, situation and language structure, whether through verbal or in writing, in a suitable, well mannered and fluent, in a <b>good</b> level.
<b>Competency 3 (Satisfactory)</b>	Candidate shows the ability to recognise, observe, describe, translate and manipulate information and critical ideas that are connected, in cohesion, coherent and structured manner, in various situation and language structures, whether through verbal or written form, by using various language that is suitable, well mannered and fluent, in a satisfactory <b>manner</b> .
<b>Competency 2 (Limited)</b>	Candidate shows the ability to recognise, make comparison, organise, compute, describe and conclude ideas/issues and make assessments and criticise in a fluent and spontaneous manner on complex materials and giving relevant examples, in a verbal or written manner, using articulate thinking in a <b>limitation</b>
<b>Competency 1 (Very Limited)</b>	Candidate shows the ability to recognise, make comparison, organise, describe and conclude ideas/issues and make assessments and criticise in a fluent and spontaneous manner, on complex materials in various situations and language structures, and giving relevant examples, in a verbal or written manner, using articulate thinking in a <b>limitation</b>

**Exhibit 2-13: Bahasa Melayu Proficiency Test Score (UPBMG)**

Levels of Competency	No. of Teacher	%
TK 6 Achieved all skills	1	0.07
TK 5 Achieved minimum for all skills	431	32.50
TK 4 Achieved minimum for all skills	442	33.33
TK 3 Achieved minimum for any skills	391	29.48
TK 2 Achieved minimum for any skills	59	4.44
TK 1 Achieved minimum for any skills	2	0.15
<b>OVER ALL TOTAL</b>	<b>1,326</b>	

The implementation of UPBMG will continue to ensure the quality and competency of teachers who teach Bahasa Melayu subject in schools under the Ministry.

### **MALAY LITERATURE ALTERNATIVE PEDAGOGICAL MODULE (MPAKM)**

The 2018 Malay Literature Alternative Pedagogical Module (Modul Pedagogi Alternatif Kesusasteraan Melayu, MPAKM) programme was a continuation of the MPAKM implemented in 2017. A total of 220 piloted schools were measured its effectiveness based on four dimensions, namely teacher readiness, application of MPAKM in teaching and learning, student engagement and module-based assessment aspects. In addition, the programme provided exposure to each school offering Malay Literature (Kesusasteraan Melayu, KM) subjects to apply alternative pedagogy so that students were more excited about learning the KM subject. To assess the effectiveness of the module, the Effectiveness Study Instrument was provided.

Significant successes can be observed at these three schools, namely Geting National Secondary School, Tumpat, Kelantan, Setapak Special Education Secondary School (Visually Impaired), Setapak, Kuala Lumpur and Tebedu National Secondary School, Serian, Sarawak. All the three schools were picked as exemplaries and were featured in the Astro Awani channel 501. In addition, the Setapak Special Education Secondary School, demonstrated excellent SPM 2017 achievement in the KM subjects where some of the students achieved grade A for the subject. Six students attained grade A for the subject where one of them obtained grade A+. One of the students was announced as the national student of the year. Although Tebedu National Secondary School and Geting National Secondary School are located in the rural areas, the students were excited when it comes to learn the KM because KM teachers made changes in their teaching approach, which was based on MPAKM.

The duration of the teacher guidance exposure was enhanced so that they can master the various applications of ICTs that were crucial key to the development of MPAKM. The exposure also involved school leaders who then will encourage school administrators to open more KM classes and provide opportunities for students to take these subjects in SPM exams.

In addition, teachers who were willing and ready to teach Malay Literature will be given opportunities and spaces, including giving exposure to non-optional teachers with the aid of Malay Literature.



The Ministry will also identify the need to offer KM subjects in all schools in order to provide students with the opportunity to take up the subject. This alternative approach will be introduced to enable students to see for themselves the enjoyment of this subject as well as the economic benefits it can bring.

### BAHASA MELAYU SUPPORT KIT FOR PRIMARY SCHOOL

The learning support kit was a supplement to the primary school textbooks in either the National School (SK) or the National Type School (SJK). The kit was developed in accordance with the contents of the Primary Language Curriculum and Assessment Standard Document (DSKP) and was suitable for all ages. The goal of the learning support kit was to boost student's performance in teaching and learning (PdP). In 2018, the SR Bahasa Melayu Support Kit Module was successfully piloted to 320 schools.

Using the introduction brought in by the kit, teachers were found to be able to diversify techniques in PdP that helped them achieved their objectives. In addition, the kit will help to enhance the skills of the PdP of Bahasa Melayu teachers and non-option teachers who teach Bahasa Melayu in both SK and SJK. In fact, teachers were more creative in implementing various PdP techniques and better prepared with support materials before they enter the classroom.

Findings of the effectiveness of the Primary School Bahasa Melayu Support Kit report showed that using the kit can stimulate students' interest in learning, mastering the language skills and thus helped teachers achieve their learning objectives. The use of the kits in the classroom had created good collaboration among students, the students were more daring to present ideas when PdP in the classroom. In addition, the use of the kit gave an opportunity to all students to do the activities provided. It indirectly had helped the students and the school authorities in order to improve their performance.

The use of the learning support kits will continue with the expansion of other innovations and considering the differentiated learning needs, whereby a combination of kits and the application of information and communication technology will be developed, in line with the Ministry's requirements.

Guidance by the JPN and PPD will continue as a strong pillar of support so that the implementation of the support kit was in accordance with the established guidelines to assist teachers to improve the quality of delivery and implementation of PdP in support of this kit.

The implementation Guidelines for the teacher selection criteria who will be attending the course will also be refined. The selection needs to take into consideration the ability of the teacher to ensure the use of the support kit is effectively spread at school level. The use of the kit will be targeted to other subjects as well. To date, dissemination of its use through the PLC (Professional Learning Community) had helped teachers understand the kit implementation procedure.



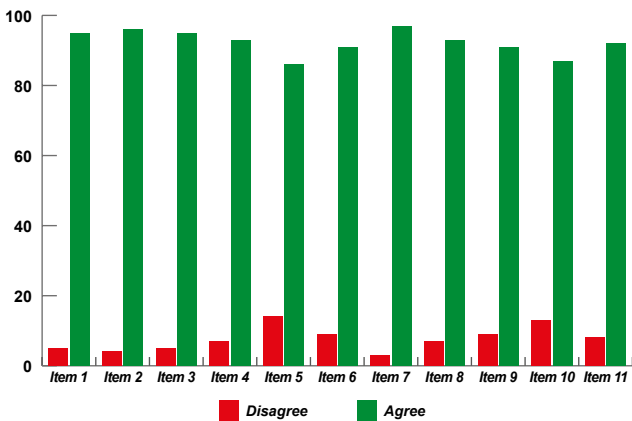
### BAHASA MELAYU SUPPORT KIT FOR UPPER SECONDARY (KSBMMA)

The Bahasa Melayu Support Kit for Upper Secondary (Kit Sokongan Bahasa Melayu Menengah Atas, KSBMMA) was a support material for the Bahasa Melayu subject for Form 4 and Form 5. Aimed at assisting teachers to give guidance to the students better in mastering the Bahasa Melayu. The kits were expected to further improve the achievement of the Bahasa Melayu subject in the Malaysia Certificate of Education examination (Sijil Pelajaran Malaysia, SPM). KSBMMA consisted of five main kits namely the Essay Kit, Summarisation Kit, Understanding Kit, Language System Kit and the Literature Component Kit.

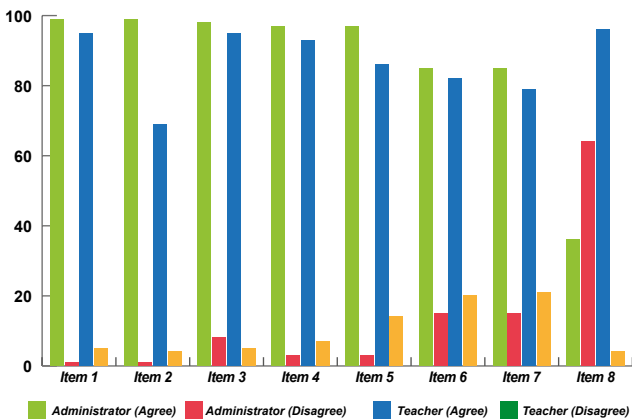
A total of 140 secondary schools used the KSBMMA in 2018. According to the KSBMMA Implementation Pilot Report, respondents showed a more positive attitude towards the use of the support kits that helped conditioned classroom learning, provided interesting materials, aided in creating an active learning environment, made learning more focused, stimulates student thinking faculty and facilitated much to the teacher's responsibility in guiding the students during the PdP process. The kit was also in line with the needs of the 21<sup>st</sup> century learning (PAK21) and contained interactive activities.

The pilot study also examined pupils' views on the use of KSBMMA by teachers, administrators' and teachers' view of KSBMMA implementation based on student abilities, as well as administrators' views on the strengths and weaknesses of KSBMMA implementation as shown in Exhibit 2-14, Exhibit 2-15 and Exhibit 2-16.

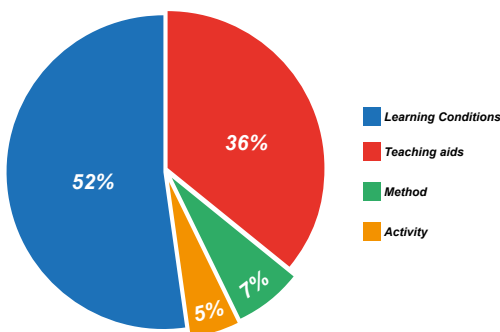
**Exhibit 2-14: Pupils' View on the Use of KSBMMA by Teachers**



**Exhibit 2-15: Administrators' and Teachers' Perspectives on the Implementation of KSBMMA Based on Students' Capability**



**Exhibit 2-16: Administrators' View on the Strengths and Weaknesses of KSBMMA Implementation**



## BAHASA MELAYU TEACHER IN SPECIAL EDUCATION SCHOOL PROFESSIONALISM ENHANCEMENT COURSE AND THE INTEGRATION OF SPECIAL EDUCATION PROGRAMME (PPKI)

The Bahasa Melayu Teacher in Special Education School (SPK) Professionalism Enhancement Course and the Integrated Special Education Programme (PPKI) were aimed at explaining the 21<sup>st</sup> century PdP concept and identifying, building, managing a PdP with the application of PAK21 pedagogy within the Bahasa Melayu Teachers. The course was conducted under the guidance and supervision of IPG, Special Education Division (BPKhas) and PADU.

Various main activities were organised where 326 PPKI teachers and 47 SPK teachers participated in the course throughout 2018 as follows:

- The Bahasa Melayu Teacher in Special Education School (SPK) Professionalism Enhancement Course and the Integrated Special Education Programme (PPKI) according to six zones
- Basic Attitude Special Education Teachers
- Higher Order Thinking Skills
- Entertainment Education Strategy
- Blended Teaching Methods
- Grammar and Creative Teaching



## BAHASA MELAYU PEDAGOGY EXCELLENCE PROGRAMME (DIFFERENTIATED PEDAGOGY) LANGUAGES FOR LANGUAGES (SPECIAL TRADERS)

The Ministry had implemented seven changes in 2018, among which there was no division of classes based on student's level of achievement. This served as a challenge in the world of education that had long embraced the culture of class division.

As such, the Differentiated Pedagogy was timely introduced as a response to the Ministry's good intention for the PdP to give due attention to the diversity of achievements, student profiles and different student backgrounds.

Differentiated Pedagogy was an effort to diversify methodologies based on flexible pedagogical frameworks enabling students to learn based on their potential and surrounding environment. The Bahasa Melayu Campus IPG was commissioned to develop the Differentiated Pedagogical Module under the Upholding Bahasa Melayu Education Initiative.

From March to October 2018, a module developer panel from the lecturers of campus IPG mentioned above and SISC+ had produced the following four Differentiated Pedagogical Modules:

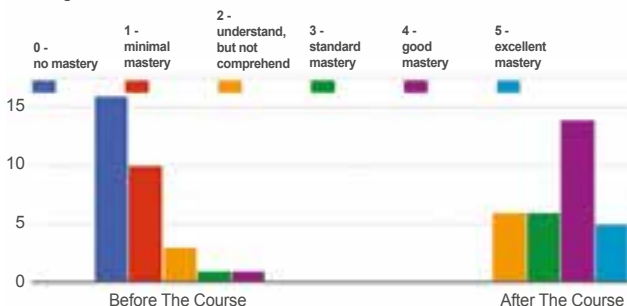
- Differentiated Pedagogy for Orang Asli School (SOA)
- Differentiated Pedagogy for school that has less students (SKM)
- Differentiated Pedagogy for the Islamic Religious Government Aided School (SABK)
- Differentiated Pedagogy for Transitional Classes



The pilot of the implementation on the Improvement of the Bahasa Melayu Teacher Professionalism (Differentiated Pedagogy) Workshop was held at Desa Minium National School, Seri Petaling where 40 Bahasa Melayu teachers in Petaling district were involved. The study found that teachers received the concept and the Differentiated Teaching Methods acceptably well and positive as they focused on efforts to stimulate group activities based on student's ability (Exhibits 2-17 and 2-18).

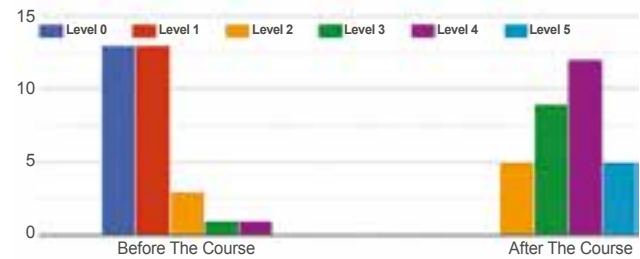
**Exhibit 2-17: A Comparison of Teachers' Knowledge regarding Differentiated Pedagogies**

15. I know about the approach, strategy, method and techniques of differentiated teaching.



**Exhibit 2-18: Comparison regarding Differentiated Pedagogies Ability to be Implemented**

19 - I can teach in a Differentiated Teaching approach in school



After it was implemented and feedback were received from the course participants, the module was refined to meet the needs of the Bahasa Melayu learning in the school.

2019 is the year of the implementation of the Differentiated Pedagogical Workshops for four types of schools, namely SOA, SKM, SABK and Transition Class at National Secondary School. The exposure to this pedagogy will be followed by guidance from the National Trainers comprising the module developer panel and SISC+ from their respective districts.

Monitoring will be conducted by the Programme Coordinator and Course Coordinator for the Bahasa Melayu Pedagogy Excellence Programme in collaboration with the Language Officer from JPN. A report will be prepared to gauge the effectiveness of the programme in 2019. The main aim of the IPGKBM was to implement the Differentiated Pedagogy nationwide, in line with the Ministry's desire for PdP to give attention to the diversity of students in one class through the method of application of the Differentiated Teaching and Information Technology.





### STRENGTHENING ENGLISH LANGUAGE EDUCATION

English as the second language in the country should be given attention in strengthening its education due to its status as an international language widely used throughout the world. Therefore, in line with the Pupil Aspirations as mentioned in the MEB 2013-2025, the Ministry is committed to fortify the English Language education so as to improve the level of language proficiency among students.

Through the implementation of the English Language Education Roadmap 2016-2025, the Ministry will continue its integrated efforts in strengthening the English Language education in 2018 by organising various programmes and activities, including implementing the Dual Language Programme and establishing partnerships with Cambridge English.

#### IMPROVING ENGLISH LANGUAGE SKILLS IN SCHOOL PROGRAMME (PPKBIS)

The Improving English Language Skill in School Programme (*Program Peningkatan Kemahiran Bahasa Inggeris di Sekolah*, PPKBIS) was an initiative under the MEB 2013-2025 with student success as its main focus. The impact of the initiative was measured by the improvement of student achievement in the English Language subject at SPM level. The programme targeted hotspot schools which had a lower than 77% national average for SPM ENGLISH LANGUAGE papers.

Implemented since 2014, PPKBIS had expanded its implementation in 2018 and involved Form 2, Form 4 English Language teachers and Head of the English Panel. Through the School Support Plan (SSP) and Differentiated Teaching and Learning (DTL) course under the PPKBIS programme, direct support was provided to the English Language teachers and Head of the English Panel to assist students continuously in order to improve their English language skills.

#### PPKBIS ACTIVITIES 2018

##### Objectives of School Support Plan (SSP) Course

The SSP course enhanced the knowledge and practical skills of English Language teachers in the analysis of students' essay writing. The SSP used data-driven approach to identify gaps between students' knowledge and skills, thereby developing effective intervention

plans to ensure the improvement of English writing skills among secondary school students. The Phase 1 and Phase 2 SSP courses for 2018 were organised for 232 Form 2 and Form 4 English Language teachers.

##### Objectives of Differentiated Teaching and Learning (DTL) Course

Differentiated Teaching and Learning (DTL) course enhanced the knowledge and skills of the Head of the English Panel in differentiated learning so they can assist English Language teachers plan effective SSP intervention plans taking into account different students' needs. The course was implemented for 124 Heads of the English Panel.

##### PPKBIS Visit Aid

The School Support Visit to 52 hotspot schools were conducted from May to June 2018 with the purpose of providing guidance and support to English Language teachers and SISC+ who run the intervention through the SSP programme.

##### Development of English Language Writing Support Materials

PPKBIS focused on self-learning and student self-learning. As a result in 2018, 20 sets of online English Language writing support materials were developed for secondary school students as a medium to help improving their writing skills. Support materials that were built in accordance with the English Language curriculum and SPM English Language (1119) paper format were then uploaded to VLE FROG for easy access for all students.

#### PROGRAMME ACHIEVEMENT

The intensive implementation of PPKBIS from 2014 to date had resulted in an increase in the percentage of SPM English Language passes in hotspot schools, from 65.0% in 2015 to 69.2% in 2016. The improvement in performance had directly contributed to the country's average passing percentage increase from 76.3% in 2015 to 79.4% in 2016. Analysis of English Language SPM 2017 results showed a slight decrease from 69.2% to 69.0%. However, the Subject Average Grade (GPMP) for English Language SPM 2017 showed an increase from 5.99 in 2016 to 5.96. In 2018, English Language SPM results analysis recorded an increase in the percentage of graduate passes for hotspot schools to 70.9 compared to 69.0 in 2017.



**Sharing SSP Best Ideas and Practices of Differentiated Learning Practices**



**Planning an Intervention Plan**



**Implementing Intervention Activity – Fun Learning**



**Implementing Intervention Activity – Role-Play**



**Implementing Intervention Activity – Brainstorming**



**PPKIS School Visit: Mentoring Discussions and Teacher Guidance with SISC+ English Language Principal and ELTC Trainer**



The next step for the Ministry was to align the PPKBIS module to the Common European Framework of Reference (CEFR). The module should be in line with the curriculum and assessment of secondary school English Language subjects which was aligned to the CEFR. The skills of English Language teachers and the Head of the English Panel needed to be heightened in terms of knowledge, differentiated PdP and formative assessments, while school administrators and Head of the English Panel had to be involved in monitoring the presentation and implementation of PPKBIS in the classroom.

To enhance the level of self-learning among upper secondary students, online English Language subject-based learning support materials, especially in writing was provided. Continuous tracking of students' performance through SAPS starting from the lower secondary level and continuing to the upper secondary level was also required to ensure its full implementation.

## DUAL LANGUAGE PROGRAMME (DLP) 2018 PROGRAMME IMPLEMENTATION

In 2018, 152 additional schools were approved to implement the DLP. Therefore, the total number of DLP schools from 2016 to 2018 was 1,345 (Exhibit 2-19).

**Exhibit 2-19: Number of Schools Implementing DLP, 2016 - 2018**

Year	Primary School	Secondary School	Total
2016	133	245	378
2017	440	375	815
2018	81	71	152
<b>TOTAL</b>	<b>654</b>	<b>691</b>	<b>1,345</b>

**Exhibit 2-20: Number of Pupils in DLP Classes, 2016-2018**

PRIMARY SCHOOL						
YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6	TOTAL PS STUDENTS
25,684	23,467	10,323	10,644	10,644	6,890	87,652

SECONDARY SCHOOL				TOTAL PS & SS STUDENTS
FORM 1	FORM 2	FORM 3	TOTAL SS STUDENTS	
55,973	53,212	25,323	134,508	222,160

**Exhibit 2-21: Number of Teachers Teaching DLP Classes, 2016-2018**

PRIMARY SCHOOL		
TEACHERS TEACHING SCIENCE	TEACHERS TEACHING MATHEMATICS	NO. OF PS TEACHERS
1,215	1,282	2,497

SECONDARY SCHOOL			TOTAL PS & SS TEACHERS
TEACHERS TEACHING SCIENCE	TEACHERS TEACHING MATHEMATICS	NO. OF SS TEACHERS	
1,306	1,3332	2,639	5,316

## Implementation of Dual Language Programme (DLP) Activity 2018

The implementation of DLP activities for 2018 saw the coordination of various cooperation programmes with Divisions/Agencies within the Ministry as follows:

- Impact Study on DLP Cohort 1 (2016) conducted by EPRD.
- Training of Trainers (ToT) for English for Specific Purposes (ESP) by IPGM involving 679 teachers.
- Science and Mathematics Teacher Teaching and Learning Support Course was organised at DLP Implementing Schools. 78 lecturers from 11 IPGs participated as DLP Consultants. A total of 1,540 Science and Mathematics teachers were trained.
- DLP Colloquium themed Strengthening Teaching and Learning through Best Practices was organised with 300 participants involved in this colloquium.
- Pedagogy and Skills Improvement in Bahasa Melayu Course by IPGKBM for teachers from 27 schools implementing DLPs and declining GPMP Bahasa Melayu achievement in SPM 2017.
- Tracking students' achievement using SAPS will be conducted with PADU and ELTC for the following subjects:
  - Mathematics
  - Science
  - English Language
  - Bahasa Melayu
- Three Online Support Courses were conducted by ELTC involving 1,614 teachers, namely:
  - English Language Proficiency
  - English for Instructions
  - Online Advanced DLP English Language Support Course

The DLP will continue to be strengthened in 2019 with the Improvement of Pupils in Science and Mathematics as an additional Key Performance Indicator (KPI), as well as measuring students' achievement in English subjects. Monitoring KPI performance was based on UPSR, PT3 and SPM.

### JOINT COOPERATION BETWEEN THE MINISTRY AND CAMBRIDGE ENGLISH IN ENHANCING THE ENGLISH LANGUAGE EDUCATION IN MALAYSIA

In 2018, the Ministry held a joint cooperation meeting between the MOE's top management and Cambridge English (CE) to discuss the key achievements of 2017 including the challenges faced. The outcome

of the meeting has helped the Ministry overcome problems related to English language enhancement and successfully completed all 2018 deliverables as stipulated in the contract.



## Curriculum

The draft scheme of work and syllabus for Year 3 and Form 3. Curriculum induction training of Year 3 and Form 3 Master Trainers were conducted for 100 teachers, lecturers and Ministry officials. 75 Master Trainers for Year 3, and 25 Master Trainers for Form 3. Their responsibility was to extend training to teachers at the state, district and school levels beginning in August 2018. As of November 2018, a total of 11,227 teachers were involved in the second and third level training. Curriculum in line with CEFR Year 3 and Form 3 will begin in January 2019.



Curriculum documents including the scheme of work and syllabus for Year 3 (National School and National Type School) and Form 3 were uploaded to the Curriculum Development Division website as a reference source for teachers.

## Teaching and Learning Materials

Year 3 students used a book entitled Get Smart as their textbook while Form 3 students, Close Up. All books were distributed to schools nationwide at the end of November 2018.



### Assessment (Summative)

75 Item Writers and 33 Master Trainers were trained by CE for UPSR, PT3 and SPM assessments. The PT3 formatting update was completed in November 2018.



### Assessment (Formative)

100 primary school teachers, 49 secondary school teachers and 12,435 Head of the English Panel were trained as Master Trainers.



### Teacher Training

#### • Teacher Development Programme Assessment (IPGM - Pre-service)

CE has reviewed IPGM and UPSI training documents for preschool, primary and secondary levels and the following were being studied:

- Teaching of the English Language
- CEFR
- ICT and digital
- Critical reflection and cooperation student-centric training
- Formative assessment
- Monitoring, evaluation and review.

Based on this assessment, CE suggested several suggestions to assist IPGM formulate a guideline for English Language teacher pre-service training. In 2019, the Higher Education Sector will be involved, as pre-service teacher training will also be implemented in public universities.



#### • Teacher Development Programme Assessment (ELTC-In-Service)

CE suggested that there was a need to revamp the Pedagogy Standards for English Language Teaching (PSELT) content and Professional Development training. These suggestions were important for the improvement of the teacher training module as well as the development of the Teacher Development Programme Assessment which involved certification and teacher's professional development.

## • ProELT Programme

The ProELT Programme was the Ministry's initiative in 2012 to improve the proficiency of English language for English language teachers based on CEFR Level C1.

A total of 828 participants were trained in this course which was conducted from February to September 2018. The participants were selected from 32 districts across the country. The teachers sat for the Malaysian University English Test (MUET) in the July and September 2018 sessions.

Teachers who attended ProELT but have not yet reached the minimum C1 CEFR level were given support through the Professional Learning Community (PLC) for the ProELT programme. A total of 109 Master Trainers were selected among the teachers who achieved CEFR C2 to assist these teachers to sit for MUET. The Master Trainers were trained by ELTC lecturers to assist other teachers at the school and district levels. ELTC also provided support for teachers who wish to take Aptis test at the British Council.

ELTC trainers had conducted the needs analysis before the course begins. Exhibit 2-22 shows the areas of language that need help.

**Exhibit 2-22: Language Fields that require assistance**

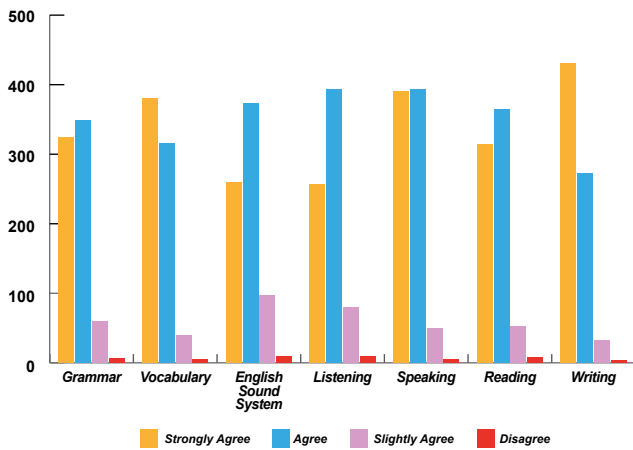


Exhibit 2-23 shows that the ProELT programme conducted met the needs of the teachers, and the language areas that needed help had shown improvement after the training. The findings showed that teachers strongly agreed that their performance in writing, reading, speaking, vocabulary, listening, grammar and English Language sound systems have improved.

**Exhibit 2-23: Improved Teachers Performance in the Language Field**

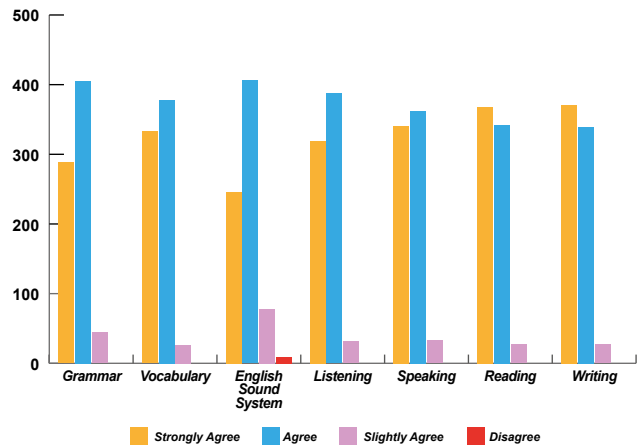
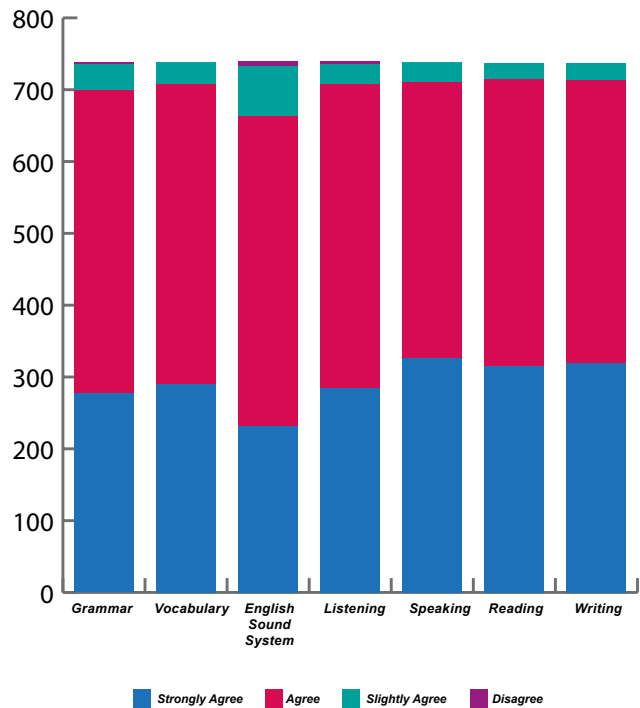


Exhibit 2-24 shows teacher teaching skills improved after attending the ProELT programme. Teachers were in the opinion that the best skills that they had improved on were reading, followed by writing, speaking, vocabulary, listening, grammar and lastly the sound system. In addition, teachers also learned techniques for group activities and promote active learning. The Q7G6 teacher said, "I've learned to use the word trend and different word connector and now I can teach like my Trainer."

**Exhibit 2-24: Improved Teaching Skills after ProELT Training**



ELTC will train 1,400 teachers nationwide in 2019 through the ProELT programme in collaboration with IPG lecturers.

- **Highly Immersive Programme (HIP)**

The programme was launched in 2016 with the aim of creating an immersive English Language learning environment in schools. HIP has now expanded to all 10,000 primary and secondary schools nationwide.

In 2018, the upgrading was conducted at 4,695 schools across Malaysia. A briefing session was delivered by the District English Language Officer with the focus on sharing information on HIP implementation procedures in schools and the roles that stakeholders should play. School leaders, teachers, parents as well as the community and SIP+ and SISC+ officials were involved in the development of HIP. Parents were involved because they were one of the key stakeholders who were encouraged to support HIP programmes in schools. Participants were also exposed to the concept of the 'Whole School Approach'.

- **HIP Discourse**

The national level HIP discourse was attended by 13 JPN English Language Officers and 133 District English Language Officers from 16 states in Malaysia. The HIP 2018 discourse aimed to provide all JPN English Language Officers and District English Language Officers the opportunity to discuss and plan English language activities that can be implemented in their respective states, as well as discuss strategies for increasing the involvement of stakeholders in maximising student achievement. In addition, the discourse also aimed to establish a professional network among schools involved in HIP to share HIP best practices. The HIP discourse was expanded with its implementation at the zone level throughout 2018.

The Zone-level HIP discourse was implemented as shown in Exhibit 2-25.

**Exhibit 2-25: Zone-Level HIP Discourse, 2018**

No.	Zone	Date	Venue	No. of Participant
	North Zone: Perlis, Kedah, Penang, Perak	17 - 18 April	SMK Taman Jelutong, Kulim, Kedah	170
	East Coast: Terengganu, Kelantan & Pahang	3 - 4 July	TELLTrec, IPGK Dato' Razali, Terengganu	242
	Sabah (West Coast)	11 - 12 July	IPGK Tawau, Sabah	102
	Sabah (East Coast)	25 - 26 Julai	Kota Kinabalu	91
	South Zone: Johor	9 - 10 August	SM Sains Muar, Johor	200
	Sarawak	25 September	Hotel Revierview, Kuching	
	Central Zone: WP Kuala Lumpur, WP Putrajaya & Selangor	TBC		



- **HIP Carnival 2018**

The HIP Carnival 2018 was held to share best practices in creating a conducive English language teaching and learning environment among the participants. They participated in a variety of English language hands-on activities that exposed them to new ideas of teaching

and learning in the 21<sup>st</sup> century, as well as establishing professional relationships among themselves during activities.

Participants involved in the carnival were State English Language Officers, District English Language Officers, School Leaders, SISC+, teachers, trainee teachers and students. More than 1,488 participants attended the carnival.

The following 16 categories of activities were conducted during the carnival:

- Poster Competition
- HIP Discourse
- Treasure Hunt
- Kidzania & MDEC
- Spoken Word
- Readers Theatre
- Toastmasters
- Games
- Storytelling
- Movie
- Time Capsule
- Living Classroom
- Story Bird
- Musical Theatre
- Fun Factory
- Book Hunt



### Story Bird Activity

Story Bird activity introduced teachers to the use of two digital tools for teaching and learning to read and write in a shared learning environment. Digital tools were 'Storybird' and Twitter. Students gained experience using both digital tools in writing beautiful stories based on their chosen artwork, as well as sharing their opinions and feedback on their own written stories. Teachers planned their teaching and contextual learning activities for digital storybooks created through the online Activity Plan.

### Living Classroom Activity



### Living Classroom

Junior artisan exposed children to the world of beautiful artists by introducing them to famous artists and their works. Students can create works of art and tell others about their works in English language. Participants were able to develop their confidence and harness their fluency in English language. Jr Explorer provided students with classroom activities to enhance their knowledge of the world around them. They enjoyed the atmosphere outside while collecting data and eventually processing it into speech. Different tasks gave students the opportunity to actively communicate in English language with others through greetings, exchanging views, interviews and short speeches.

### • Officiating the Closing Ceremony of Hip Carnival 2018



### Additional Language In The Ministry Of Education Malaysia Schools

Wave 2 (2016-2020) of MEB 2013-2025 aimed to strengthen the acquisition of a third language to enhance the proficiency of the various languages among students. The acquisition of a third language after mastering Bahasa Melayu and English is highly encouraged amongst students to nurture a generation of competitive children not only on the national stage but internationally as well. The implementation of the international language programme in schools under the Ministry is led by two divisions, which are *Bahagian Pengurusan Sekolah Harian* (BPSH) that is responsible in ensuring this programme is implemented in national schools whereas *Bahagian Pengurusan Sekolah Berasrama Penuh dan Sekolah Kecemerlangan* (BPSBPSK) is responsible on the implementation of the programme in residential schools.

## International Language Programme in Daily School

In 2018, 186 daily schools were involved in a third language international language programmes - Japanese in 75 schools, French in 56 schools, German in 53 schools and Korean in 2 schools (Exhibit 2- 26).

**Exhibit 2-26: International Language Programme, 2018**

JAPANESE LANGUAGE
No. of School: 75 No. of Teacher: 70 No. of Student: 8,272
FRENCH LANGUAGE
No. of School: 56 No. of Teacher: 56 No. of Student: 5,737
GERMAN LANGUAGE
No. of School: 53 No. of Teacher: 53 No. of Student: 4,557
KOREAN LANGUAGE
No. of School: 2 No. of Teacher: 2 No. of Student: 181

Source: BPK June 2018

To enhance teachers' competency and improve students' language proficiency, support programmes were developed in collaboration with Goethe Institute, Kuala Lumpur, the Alliance Francaise, Kuala Lumpur and the Japan Foundation, Kuala Lumpur. The agencies provided a variety of programmes including competitions for teachers and students. Exhibit 2-27 shows the programmes organised in 2018.

**Exhibit 2-27: International Language Cooperation Programmes, 2018**

<b>THE 15TH JAPANESE SPEECH CONTEST FOR SECONDARY SCHOOLS NATIONAL LEVEL</b> Focus: Student Mastery of the Language
<b>IMMERSION FRANCE 2018</b> Focus: Student and Teacher Exposure to French higher education opportunities and the introduction of French culture
<b>GERMAN LANGUAGE COURSE SCHOLARSHIP OF GIESECKE &amp; DEVRIENT FOUNDATION IN GERMANY</b> Focus: Student Language skills
<b>JAPANESE LANGUAGE FESTIVAL</b> Focus: Student Language mastery and culture appreciation
<b>A TRAINING FOR FRENCH TEACHER ASSOCIATION'S MANAGERS</b> Focus: Teacher Organisational structure training and Planning action plan
<b>INTERNATIONALES PREISTRAGERN PROGRAMME</b> Focus: Student Language mastery
<b>2018 MY-FORUM WORKSHOP (JAPANESE SPEAKERS' FORUM MALAYSIA)</b> Focus: Student & Teacher Mastery of the Japanese Language
<b>MINGGU BAHASA PERANCIS (FRANCHOPONE)</b> Focus: Student Language mastery
<b>GERMAN LANGUAGE COURSE SCHOLARSHIPS IN GERMANY</b> Focus: Student Language mastery
<b>THE 10TH HAKUHO SCHEME FOR GLOBAL CHILDREN'S JAPANESE LANGUAGE NETWORK PROGRAM</b> Focus: Teacher Pedagogy skill
<b>SEMINAR BAHASA PERANCIS</b> Focus: Teacher Pedagogy skill
<b>TEACHERS TRAINING WORKSHOP: A2 EXAMINATION TRAINING</b> Focus: Teacher Teacher's professional development

Note: Programmes involved teachers and students under the supervision of BPSH, BPSBPSK and BPI.



The Nihongo Partners programme was introduced in 2015 and had continued in support of the Japanese language teaching in schools that offered learning of the language. Friends of Nihongo were stationed for 10 months at the school involved as an assistant to the local Japanese teachers to improve teacher teaching skills. The two main activities undertaken were the strengthening of language learning through activities such as origami, Ikebana and calligraphy as well as through the Japanese cultural learning activities such as Tanabata Festival, tea ceremony and cooking Japanese food.

For the year 2018, 27 volunteers from among the Japanese language speakers were placed in full-boarding and daily schools. Exhibit 2-28 shows the number of schools involved.

**Exhibit 2-28: The Nihongo Partner Programme, 2015-2018**

YEAR	FULL-BOARDING SCHOOL	DAILY SCHOOL	TOTAL
2015	4	4	8
2016	10	10	20
2017	15	15	30
2018	12	15	27

*Note: All teachers and students involved were under the guidance of BPSH and BPSBPSK.*

## KOREAN LANGUAGE



**Korean Language Workshop for disseminating information on the development of the Korean Language curriculum 2018. Organised by the Embassy of the Republic of Korea in collaboration with the Curriculum Development Division (BPK) at Jelatik Room, Level 7, Block E9.**

WAVE 2 ACCELERATE SYSTEM IMPROVEMENT

## FRENCH LANGUAGE



**French Language Teacher developing the PdP guidance for the Form 3 pilot programme.**



**French Language PdP at St. Mary National Secondary School, Kuala Lumpur.**



**French Language PdP at STAR Ipoh.**



**French Language PdP at SMK Taman Melawati National.**



**French Language PdP at Selangor Science Secondary School, Kuala Lumpur.**



**French Language PdP at Sultan Mahmud Science Secondary School, Kuala Terengganu.**

## GERMAN LANGUAGE



**German Language students attending programmes in Germany organised by Goethe Institute Malaysia.**

Third language teaching of international languages will continue in both daily schools and boarding schools in 2019. The languages offered and the number of schools and teachers involved in the programme are detailed in Exhibit 2-29:

**Exhibit 2-29: Implementation of International Language Teaching, 2019**

Language Offered	No. of School	No. of Teacher
Japanese Language	74	74
German Language	53	53
French Language	43	43
Mandarin Language	5	5
Korean Language	2	2
<b>Total</b>	<b>177</b>	<b>177</b>

**Exhibit 2-30: International Language Programmes Offered in Daily Schools, 2019**

NUMBER OF SCHOOLS				
STATE	JAPANESE LANGUAGE	GERMAN LANGUAGE	MANDARIN LANGUAGE	FRENCH LANGUAGE
JOHOR	7	4	NONE	1
KEDAH	7	4	4	1
KELANTAN	4	2	1	6
MELAKA	4	2	NONE	2
NEGERI SEMBILAN	6	5	1	4
PAHANG	2	2	NONE	2
PERAK	7	6	NONE	4
PERLIS	2	3	1	2
PULAU PINANG	5	5	1	4
SABAH	6	2	NONE	3
SARAWAK	2	2	1	3
SELANGOR	11	4	NONE	8
TERENGGANU	2	3	NONE	2
WP KUALA LUMPUR	6	5	NONE	5
WP LABUAN	NONE	NONE	NONE	1
WP PUTRAJAYA	3	4	1	2
<b>TOTAL OVERALL</b>	<b>74</b>	<b>53</b>	<b>10</b>	<b>50</b>

Source: e-operasi, April 2019

**Exhibit 2-31: Number of International Language Classes and Pupils Programme at Daily School, 2019**

STATE	JAPANESE LANGUAGE		GERMAN LANGUAGE		MANDARIN LANGUAGE		FRENCH LANGUAGE	
	CLASS	STUDENT	CLASS	STUDENT	CLASS	STUDENT	CLASS	STUDENT
JOHOR	58	1056	20	531			12	361
KEDAH	43	911	9	172	12	358	13	341
KELANTAN	23	509	7	183	9	256	19	512
MELAKA	25	456	9	228			11	291
NEGERI SEMBILAN	31	771	26	696	5	145	15	1689
PAHANG	6	75	11	207			15	281
PERAK	41	748	40	794			33	801
PERLIS	7	192	12	241	3	79	11	545
PULAU PINANG	29	603	22	477	11	304	27	1473
SABAH	263	5321	156	3529			156	6294
SARAWAK	12	266	8	235	15	452	14	1002
SELANGOR	62	971	23	559			44	994
TERENGGANU	13	266	21	353			9	184
WP KUALA LUMPUR	36	545	25	532	9	241	58	1113
WP LABUAN							8	48
WP PUTRAJAYA	14	314	9	223	5	140	4	104
<b>TOTAL OVERALL</b>	<b>663</b>	<b>13004</b>	<b>398</b>	<b>8960</b>	<b>69</b>	<b>1975</b>	<b>449</b>	<b>16033</b>

Source: e-operasi, April 2019

**Exhibit 2-32: International Languages in Islamic Religious Secondary Schools Offering Tahfiz Ulul Albab Models, 2017-2018**

Item	Name of School	Language	No. of Student (2018)	No. of Student (2017)	Year Offered
1	SMKA Kuala Lumpur, Bandar Manjalara, Kuala Lumpur	French & Chinese	684	689	2014
2	SMKA Kedah, Alor Star, Kedah	French & Chinese	725	728	2014
3	SMKA Maahad Muar, Johor	French & Chinese	834	320	2015
4	SMKA Kerian, Taiping, Perak	French & German	640	523	2015
5	SMKA Tok Bachok, Kota Bharu, Kelantan	French & Chinese	779	475	2015
6	SMKA Kota Kinabalu, Kota Kinabalu, Sabah	Chinese	417	344	2016
7	SMKA Sheikh Abdullah Fahim, Nibong Tebal, Pulau Pinang	Chinese & German	582	431	2016
8	SMKA Hj. Abu Hasan Sail, Pedas, Negeri Sembilan	Chinese & German	570	424	2016
9	SMKA Putrajaya	Chinese & German	343	315	2017
10	SMKA Arau, Perlis	Chinese & German	267	225	2017
11	SMKA Sheikh Hj Othman Abdul Wahab, Kuching, Sarawak	Chinese	454	166	2017
	Jumlah		6,295	4,640	

Source: Islamic Education Division (BPI)

### International Language Programme in Islamic Religious Schools

Apart from the Arabic Language, international languages such as Chinese, French and German were also offered at the National Islamic Religious Secondary School (SMKA). In 2018, 11 SMKAs offered French, Chinese and German languages. There was an increase in the number of students taking international languages especially French and Chinese languages compared to 2017 as shown in Exhibit 2-32.

### International Language Programme in Fully Residential School (SBP)

In 2018, Fully Residential Schools (SBP) offered six international languages namely, Arabic, Chinese, Japanese, German, French and Korean, the same as the year before with the most significant increase in the number of students taking Korean language with 613 students in 2018 compared to 250 in 2017 (Exhibit 2-33).

**Exhibit 2-33 International Language Programme Offered in Fully Residential Schools, 2018.**

Item	International Language	No. of Fully Residential School that offer International Language	No. of Teacher	No. of Student
1.	Arab (Communication)	53	53	6800
2.	Chinese (Communication)	64	64	5554
3.	Japanese	53	57	8895
4.	German	23	24	3542
5.	French	45	50	6997
6.	Korean	8	8	613

The strengthening of International Language learned by SBP students were done through students' involvement in programmes organised by the schools even though the NGOs sponsored the support programmes. In 2018, the Japanese language had the largest number of students when compared to other international languages. Various Japanese support programmes were organised as shown in Exhibit 2-34.

### Exhibit 2-34: Fully Residential Schools Participation in the International Language Programme, 2018

SBP Student Participation in the 2018 International Language Programme	
Student's Program	Japanese Speakers Forum (My Forum Workshop) January - February 2018 Japanese Language
	Penang Yosakoi Parade March 2018 Japanese Language
	Sakura Exchange Programme in Science April 2018 Japanese Language
	International Carnival MCKK 3 August 2018 Japanese Language Arabic Language French Language Mandarin Language
	Asia Kakehashi Project 2018/2019 August 2018 - February 2019 Japanese Language

## IMPROVING THE QUALITY OF TEACHERS

The quality of teachers is one of the key factors in ensuring that the country's education system is on par as the international standard. Efforts implemented started from the recruitment of trainee teachers at IPG to the increase of competency of school leaders and lecturers at IPG. The efforts placed by the Ministry were as follows:

- The intake of prospective trainee teachers from the top 30% of SPM graduates
- Enhance the implementation of practical training placement at the Institute of Teacher Education (IPG)
- IPG Lecturer Talent Development Programme
- Strengthening of the Research Management and Innovation Centre (IPGM) Operations
- Development of IPG Virtual Library for Teaching and Learning (PdP) and Research Facilities

### Recruiting Quality Teacher Trainees

The Ministry aims to make teaching as a profession of choice among SPM leavers. Therefore, the minimum criteria for SPM leavers to apply for IPG is 5A since 2014 (Exhibit 2-35). This was to ensure that trainee teachers who undergo pre-service teacher training will be among the best in the country. The mechanism for the selection of teacher candidates for the Undergraduate Teaching Programme (PISMP) offered by the IPG was improved with the enhancement of the Statement of Intent for the recruitment of new teacher candidates starting in 2018.



### MALAYSIAN TEACHERS RECEIVE OUTSTANDING GERMAN TEACHERS AWARD OF INTERNATIONAL LEVEL

*This competition was organised by Goethe Institut Malaysia and open to all teachers that teaches German. The teachers had to prepare a PdPc video with a duration of 10 minutes and a video of co-curriculum activity with a duration of 5 minutes.*

*I took part and won the competition in Malaysia. On October 2018, I represented Malaysia in Bali, Indonesia. When I was there I competed with contestants from Southeast Asia, New Zealand and Australia*

*The aforementioned video can be viewed through this link:*

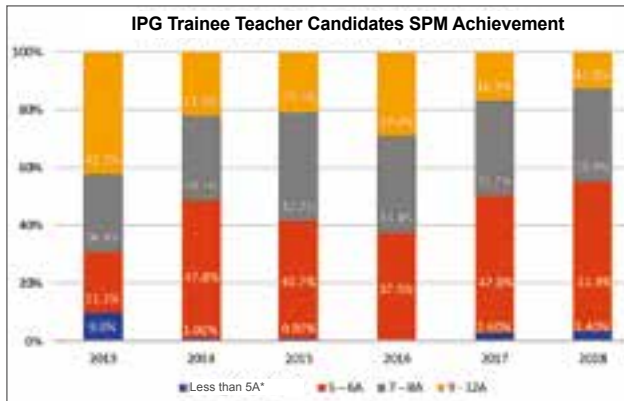
[Deutsch in unserer Schule mit Frau Narma\\_xvid.avi](#)

[Mein 10 Minuten Deutschunterricht mit Frau Narma\\_xvid.avi](#)

*I had won the competition at international stage together with another teacher from Indonesia. As a gift, I had been given a full scholarship and a full sponsorship from the German government to attend a course for a month in April 2019.*

**NARMAWARNI BINTI ABDUL KADIR**  
SMK AHMAD BOESTAMAM, 32000 SITIAWAN, PERAK

**Exhibit 2-35: Achievement of IPG Teacher Trainer Candidates in SPM, 2013-2018**



Source: Malaysia Teachers Education Institute, IPGM

Note: \* Special lane candidate – Orang Asli and Penan, Malaysian School of Art and Special Needs Students

### INCULCATING RESEARCH CULTURE AMONG ACADEMIC LEADERSHIP AND IPG LECTURERS

The main focus for 2018 was to enculturate research among academic leadership and IPG lecturers. The steps taken were in line with the aspiration of IPG transformation to enhance lecturers' competencies and boost IPG's profile as a center of excellence in pre-service and in-service teacher training. A total of 44 research papers themed 'Education, Social Science & Humanities, Leadership and Language' were presented by the IPG leadership at the Teacher Education Leadership Colloquium (KKPG) from November 7-9, 2018.

The IPG's Research Management and Innovation Center (RMIC) operations were strengthened through the following activities undertaken in 2018:

- Research funding of RM100,000 from the Tun Hussein Onn Guru Foundation (YGTHO).
- The implementation of the 4th International Conference on Teacher Learning and Development (ICTLD) in collaboration with YGTHO.
- Implementation of the National Education Innovation Research Conference (PPIPK) in collaboration with YGTHO and the Johor State Government.
- Distribution of research funds to all IPGs.
- Production of IPG Research Induction Module.

To foster research culture among IPG residents, the following activities were identified and implemented through RMIC IPGM, namely:

- Acquisition and distribution of research funds to IPG clusters by zone to produce high impact research.

- All IPG journals were indexed to the My Journal database.
- At least one IPG journal was indexed to the My Cite database.
- Quality articles were produced and published in impact journals (Scopus and above).
- Impact evaluation team of journal articles was created among lecturers.
- A directory of lecturers specialising in research, publishing and innovation was developed.

### STRENGTHENING THE IMPLEMENTATION OF PRACTICUM

Practicum was an essential component of a teacher education programme. It aimed to provide students with the opportunity to practice the teaching and learning theory learned at the IPG. Through this initiative, the implementation of practicum at IPG was enhanced through structured student mentoring with emphasis on themed guidance and development of e-Practicum system. The Practicum Transformation Concepts book and the Practicum Transformation Training Module were produced for reference.

### DEVELOPMENT OF IPG VIRTUAL LIBRARY FOR TEACHING AND LEARNING (PdP) AND RESEARCH PURPOSES

The IPG Virtual Library supported the efforts to produce IPG lecturers and students who will have a wealth of knowledge, have the latest expertise and consultants in education, in line with MQA's accreditation requirements. Starting December 2018, IPG citizens will have access to a digital database of various articles, journals and e-books in the fields of Education (General), Social Science and Islamic Education through the IPG Virtual Library.

### Scholarly Teachers Programme

The Scholarly Teachers Programme was a graduate programme that aimed at producing undergraduate teachers with a master's degree. The program also aimed at empowering trainee teachers, teachers in service and school leaders in line with MEB (2013-2025) towards improving the quality of teachers across the country. Through the programme, an estimated 18,000 teachers will be studying at the postgraduate programme by 2025.

### Development of Continuous Professionalism of IPG Lecturers

The comprehensive training empowered IPG lecturers by enhancing the quality of leadership among IPG leaders, recognising the expertise of IPG lecturers and fostering a culture of professionalism through postgraduate programmes. The IAB's collaboration empowered the leadership and faculty teams to produce IPG postgraduate teachers who meet the national education aspirations.

### Second Phase Development of IPG Virtual Library

In line with efforts to foster a reading and research culture among IPG residents, the Second Phase development of IPG Virtual Library was continued with the development of G-Repository and anti-plagiarism software. Phase 2 aimed at meeting MQA's accreditation requirements, prioritise pragmatic writing ethics, foster a thinking culture and improve the quality of IPG graduates. The library is accessible through the elib.ipg.edu.my portal.

## THE IMPLEMENTATION OF TEACHER'S CHARTER

The Teacher Charter was an initiative of the Ministry under the Shift 4 MEB 2013-2025 which is "Transforming Teacher's Profession into a Choice Profession". The initiative was aimed at maintaining the quality of the Education Service Officers (PPPs) to maintain quality throughout the service period as 60% of current PPPs will continue to serve in the next 15 years. In 2018, the Teacher Charter initiative was focused on the sub-initiatives of Being a Malaysian Teacher (MGM) and Continuous Professional Development (CPD).

### Menjadi Guru Malaysia

*Menjadi Guru Malaysia* (MGM) was a rebranding effort of teacher certification to ensure that the level of professionalism of teachers can be enhanced in the pursuit of upholding a professional teaching equivalent to other professions. MGM was also implemented to ensure that teachers who were registered with the Ministry were among those who had fulfilled the requirements and qualification in line with the Ministry's desire to achieve 'Quality Teachers, Maintain the Quality throughout the Service'. Implementation of MGM included qualification, teacher registration and certification as well as remaining a quality teacher. To ensure that the registration and certification process is

systematically implemented, the Ministry developed the *Sistem Guru Malaysia* (SGMy) to integrate PPP data and information as well as private sector teachers who were registered with the Ministry.

As of December 2018, a total of 365,051 out of 436,748 PPPs (83.58%) serving in various institutions under the Ministry, had confirmed data in SGMy. Meanwhile, 4,214 data from Chinese Private Secondary School (SMPC) teachers and 40,269 Private Preschool teachers were enrolled in SGMy. The number of PPPs in institutions under the Ministry and private sector teachers enrolled in SGMy is shown in Exhibit 2-36.

Beginning of 2019, SGMy will be expanded with the addition of the Open System module. Through this module, the Ministry will work with JobsMalaysia to obtain data and information of individuals with teaching profession to be enrolled in SGMy.

**Exhibit 2-36: Total Number of PPP Registered under the Ministry's Record and Private Sector Teacher Registered Record Check in SGMy, 2018**

### Continuous Professional Development

Item	Institution	Overall Total	Total Registered	Percentage
1.	Division/JPN/PPD	10,212	9,598	93.98%
2.	Teacher Education Institute (IPG)	3,450	3,286	95.24%
3.	Matriculation College	2,651	2,620	98.88%
4.	State Education Technology Division	876	875	99.88%
5.	Aminuddin Baki Institute	353	352	99.72%
6.	Schools under the Ministry	419,206	348,320	83.10%
<b>TOTAL MOE'S PPP</b>		<b>436,748</b>	<b>365,051</b>	<b>83.58%</b>

Source: BPG - Data Analysis from SGMy as of 31 December 2018

The Continuous Professional Development (CPD) was a process of gaining learning experience through PPP formal and informal involvement throughout the career. This was to ensure that our knowledge, skills, expertise and practices of professional value were continually enhanced so that they remain relevant and effective in the dynamic education ecosystem and challenging global quality. In 2018, the Ministry had successfully implemented two CPD programmes namely the PPP Competency Development Programme and the Super Teacher Professional Supplementary Programme.

## PPP Competency Development Program

The PPP Competency Development Programme was a high-impact programme for new DG44 and DG48 Academic Teacher and Counseling Guidance Teachers. The programme's aim was to enhance the professional practice, professional values, knowledge and teachers' skills with the latest techniques and methods in pedagogy or counseling services. Programme participants selected to participate in the programme were among the top performing PPPs in the Unified Instrument of Education Service Officers (Penilaian Bersepadu Pegawai Perkhidmatan Pendidikan, PBPPP) based on the PBPPP score of 85% to 89.99%. A total of 1,231 teachers were selected and successfully completed the course. They were trained and mentored by Academic Teachers and Guidance and Excellent Counseling Teachers. The number of participants in the programme by category and grade is as shown in Exhibit 2-37 below.

**Exhibit 2-37: Total Number of Participants in PPP Competency Development Programme**

PARTICIPANT	NO. OF PARTICIPANTS		TOTAL
	DG 44	DG 48	
Teacher Academic	438	430	868
Guidance and Counseling	308	55	363
Overall Total	746	485	1231

Course contents for academic teachers as well as guidance and counseling teachers under the PPP Competency Development Programme were as follows (Exhibit 2-38):

**Exhibit 2-38: PPP Competency Development Programme Course Content**

Academic Teacher	Guidance and Counseling Teacher	
21 <sup>st</sup> Century Learning Application (PAK21)	Management of Counseling Sessions	Self-care and Motivation
Classroom Assessment (PBD)	Theory, Techniques and Counseling Skills	Values, Ethics and Soft Skills Guidance and Counseling
Problem Based Learning (PBL)	Measurement and Evaluation of Services	Counseling, Reporting, Writing
Digital Pedagogy	Psychometric Interpretation and Intervention	Best Practices, Action Studies, Innovation and Publications
Professional Value	4 Focused Counseling Service Intervention Programme	Relationship and Collaboration Networks
	Current career information and Prospects	Legal Issues Involving Counseling and Guidance Services

## Super Teachers Professional Complementary Programme

The Super Teachers' Professional Complementary Programme was a professional development programme aimed at enhancing the ability of teachers and lecturers to come up with new ideas in education, ability to drive change and become strategic thinkers in line with the industrial revolution 4.0. The programme was aimed to ensure that the PPP participating in the programme achieved a high level of professionalism and quality throughout the service. Programme participants selected to participate in the programme were among the top performing PPPs in the Unified Instrument of Education Service Officers (PBPPP). The selected PPPs were based on 90% to 100% PBPPP score and the selection of participants was made through the screening and interview process conducted by the Head of Department. The programme utilised modules, consultations and expert services from the Sultan Idris University of Education (UPSI). One hundred participants successfully participated in the programme consisting of top performing PPP grades DG52 and DG54 from the Institute of Teacher Education (IPG), Aminuddin Balance Institute (IAB), College of Matriculation and schools. The number of PPPs participated in the programme based on institution and grade is as in Exhibit 2-39.

**Exhibit 2-39: Number of Participants of Super Teacher Professional Complementary Programme 2018**

Participant	No. of Participants				Total
	DG52		DG54		
	L	P	L	P	
Institute of Teacher Education Lecturer	7	9	4	13	33
Institute of Aminuddin Baki Lecturer	3	6	2	1	12
Matriculation College Lecturer	1	0	1	4	6
School Teacher	11	17	6	15	49
<b>TOTAL</b>	<b>54</b>		<b>46</b>		<b>100</b>

UPSI had evaluated all participants in the programme. As a result, three people were selected as the best participants:

- Dr. A'azmi bin Shahrilfitri - Institute of Aminuddin Baki
- Puan Rohazad binti Abas - Naim Libanat National Islamic Religious Secondary School
- Puan Norasiah binti Ambia - Sultan Alam Shah Islamic College

### Super Teachers Professional Complementary Programme Content

The content of the programme was based on Training Need Analysis (TNA) and the latest environmental requirements in education. The MOE seeks consultation and expertise from UPSI. The four main modules that were developed and implemented in the programme were:

- Technology Pedagogical Content Knowledge
- Technology Based Learning (TBL)
- Intergrated and Multi-Dimensional Assessment
- Coaching and Mentoring



### ENHANCING SCHOOL LEADERSHIP QUALITY

Quality school leaders are the backbone to the success of the education system, especially as the country aspires towards quality education system of international standard. With this in view, the Ministry continued to take steps to strengthen the quality of school leaders by giving serious attention to the smooth running of school administration and management, organising programmes that provided and strengthened the various leadership and management competencies for school leaders, programmes that provided education leaders with the ability to lead schools towards excellence, and mentoring programmes for outstanding schools in the mission of boosting low-performing schools. In addition to these efforts, the Ministry also gave serious attention to the development of mid-level leadership competencies in schools and had organised programmes for high-performance leaders who were exposed to management and leadership methods outside the context of education.

#### Back-To-Back Replacement of Principals and Headmasters (PGB)

Back-to-back replacement of high performance PGB refers to back-to-back PGB filling in the vacated position

within three months from the date of vacancy. The vacancies taken into account for KPI purposes were from January to September 2018.

The initiative was to ensure that the PGB school leadership positions were filled as soon as possible so that the schools' administration and management are smooth and orderly. In 2018, nearly 99% of PGB vacancies were successfully filled within three months (Exhibit 2-40).

**Exhibit 2-40: Back-to-Back Replacement KPI Achievement Percentage**

	Principal	Headmaster	Total
Vacancy Information	237	543	780
Filling Information Reaches KPI	232	539	771
KPI Achievement %	97.89	99.26	98.85

JPN will hold an engagement session with the School Management Board (LPS) at least three months before the PGB vacancy occurs. The JPN will also ensure that there are enough candidates in the talent pool so that the replacement plan will be more effective each time there is a vacancy.



## Immersion 2.0 Programme

The Immersion 2.0 Programme was a PGB transition programme in providing and enhancing the various leadership and management competencies needed in line with their role as school leaders.

The purpose of the programme was to provide guidance to new Principals and Headmasters in their process of becoming a school principal for the first time. The appointed PGB requires hands-on guidance in the management and educational leadership of the school and must have basic knowledge of the school's internal affairs, such as climate and culture, in carrying out their duties. Appointed PGB underwent a four-day course IAB management.

In 2018, a total of 17 courses were carried out nationwide; the total number of PGBs involved were 828 (Exhibits 2-41 and 2-42).

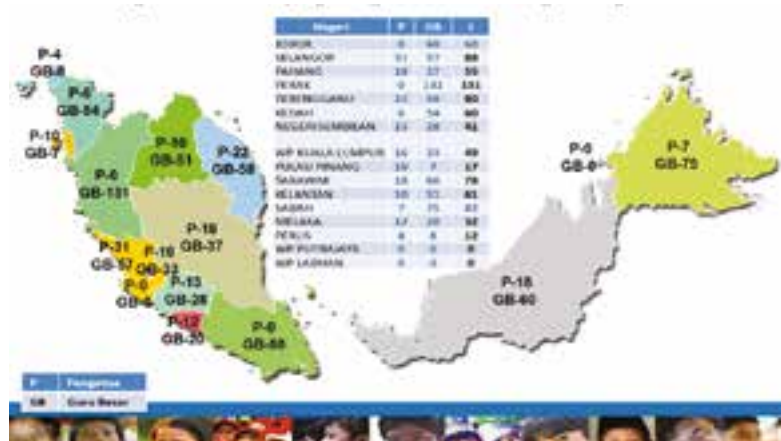
**Exhibit 2-41: Implementation of Immersion 2.0, 2014 - 2018**

Year	Principal	Headmaster	Total
2014	81	109	190
2015	317	376	693
2016	218	944	1162
2017	266	1074	1440
2018	149	679	828
<b>Total</b>	<b>1031</b>	<b>3182</b>	<b>4313</b>

The PGB who participated in the programme demonstrated outstanding management and leadership achievements through the sharing of best practices in the PGB Best Practices Colloquium.

The National Level Immersion 2018 was held at the Tun Hussein Onn Campus Teacher Education Institute, Batu Pahat, Johor from October 30 - November 1, 2018.

**Exhibit 2-42: Number of New PGB Attending Course by State, 2018**



## National Educational Leadership Professional Qualification Programme (NPQEL) 2.0

### Implementation

The NPQEL 2.0 programme was carried out to provide future education leaders with the ability to lead schools towards excellence. The development of the NPQEL 2.0 was referred to the current standards of education such as the Malaysian School Principal and Headmaster Leadership Competency Standards (SKKSM), the Malaysian Education Quality Standards (SKPM) and the Malaysian Teacher Standards (SGM) as core competencies. In addition, the NPQEL 2.0 framework took into account a number of new policy items in the national education system, i.e. MEB Wave 2, SKPMg2, School Transformation 25 (TS25), Inspection and Quality Assurance (JNJK) inspection reports and the Ministry's periodical meeting minutes.

The programme was conducted in three phases for each intake, namely the pre-training, during and after-training phases. The pre-training phase was a three-week self-study activity in the form of e-NPQEL that tested participants' understanding of the four modules through formative and summative assessment. Participants must complete all activities and pass 100% to earn four badges. The during-training phase consisted of face-to-face mode (Phases 1, 2 & 3) for a five-week period and practical training (Apprentices 1 & 2) for a seven-week period.

### 2018 NPQEL Participants' Profiling Report

All 1,402 NPQEL 2018 participants achieved a minimum of Level 4 for 10 competencies assessed (Exhibit 2-43).



Exhibit 2-43: Profile and Achievements of NPQEL Participants 2018

ITEM	PARTICIPANT NPQEL 2018 DATA	INTAKE 1	INTAKE 2
1.	Primary School	585	426
2.	Secondary School	183	208
	TOTAL	768	634
3.	Achieved a minimum of Level 4 for 10 competencies assessed	768 (100 %)	634 (100%)
4.	Achieved Level 5 for 10 competencies assessed	119 (15.5%)	105 (16.7%)

IAB will continue to ensure the quality of the NPQEL program is enhanced. In 2019, the revised NPQEL 2.0 Competency Assessment Framework will be implemented while the improved programme module will be in bilingual. In addition, to enhance the Leadership through Books programme, the number of titles for leadership and management books will be increased. Instilling the reading culture among participants will also be emphasised next year. The IAB aimed to extend the selection of schools and corporate companies for the JPK and LPIS programmes from 25km to 50km. As a step towards ensuring the high level of fitness of the participants, self-fitness activities will be included in the Prime Schedule programme.



### PROGRAM PEONJAKAN KEPIMPINAN SEKOLAH (ProPeKS)

The programme was implemented to guide schools that excel in their mission to boost the achievement of low performing schools. Programme participants were divided into three categories such as Exhibit 2-44.

#### Education Leadership Targets

- High performance principals were placed at *Sekolah Harapan* (bands 6 and 7)
- Principals and Headmasters were retained at *Sekolah Harapan* (bands 6 and 7)
- Principals and Headmasters who were transferred from *Sekolah Harapan* (bands 6 and 7)

Exhibit 2-44: Programme Participants were Divided into Three Categories



In 2018, the Ministry conducted a pilot audit tour of ProPeKS 2017 from 30th May, 2018 till 24th September, 2018. Representatives from IAB, BPPDP, BPSH, PADU and BPSM conducted auditing visits aimed at evaluating and supporting the implementation of ProPEKS. The results of the audit were additional input for BPSM before finalising and issuing the ProPEKS Implementation Guidelines.



Surveying the school compound during monitoring at SBR

In addition, the JPN had listed 42 ProPeKS Principal 2018 candidates and School Improvement Partners+ (SIP+) candidates for the implementation of ProPeKS 2018. They include:

- 16 high performance principals (PBCs) to *Sekolah Harapan*,
- 25 current principals retained at *Sekolah Harapan*, and
- 1 principal *Harapan School* was transferred from another *Sekolah Harapan*.

The Ministry's strong commitment to the success of ProPeKS was reflected in the Cohort 2018 School Leadership Leap Programme (ProPeKS) Presentation of Appointment Certificate Ceremony on October 17, 2018 at the World Awana Resort, Genting Highlands. The ceremony was officiated by the Malaysian Minister of Education who delivered the mandate and presented the appointment certificate to 41 Principals and 37 Guidance Officers (IAB Lecturers) involved in the ProPeKS Cohort 2018. The Minister of Education also recommended the use of the term *Sekolah Harapan* in place of the Low Performance Schools.



Exhibit 2-45 shows the number of ProPeKS participants intake 2017/2018 and 2018/2019. A total of 68 principals and 28 IAB guidance lecturers were involved.

**Exhibit 2-45: Number and Performance of ProPeKS Participants, 2017/2018 - 2018/2019**

Intake	Enter	Retain	Transferred	Total
2017/2018	9	14	4	27
2018/2019	16	24	1	41
TOTAL	25	38	5	68



### Follow-Up Follow-Through Programme

26 participants of the InPeKS Cohort 2017/2018 successfully presented the results of their project at the Educational Institutions Outstanding Leadership Colloquium (PCIP) held on October 29 - November 1, 2018 at IAB Bandar Enstek. The colloquium themed 'Excellent Leaders in Leadership Aspiration of National Education' and was attended by 196 officials from the MOE, JPN, PPD and schools.



**Excellent Leaders in Educational Institutions Colloquium (PCIP)**

**LEADERSHIP COURSE FOR MIDDLE LEADER**

The Leadership Course for Middle Leaders (LCML) developed mid-level leadership competencies in schools. The goal was to enhance the knowledge and skills of middle school leaders in order to perform their tasks more effectively. The target participants were the Senior Secondary Subject Teacher, the Head of the Primary School Subject Committee, the school management secretary, and the middle leaders in the Ministry’s divisions, JPN and PPD.

LCML 2018 was attended by 693 participants, consisting of 150 Head of Primary School Subject Committee, 148 Senior Subject Teachers, 146 Primary School Secretaries, 150 Secondary School Secretaries and 83 Middle Leaders School from the Ministry’s division, JPN and PPD.

The second Middle Leadership Colloquium was held at the IAB Sarawak branch on October 23-25, 2018 and attended by 120 participants. The Sarawak JPN Director delivered keynote speech 2, IAB presented LCML 2017 effectiveness research report, and 12 former LCML participants presented sharing best practices. The course had successfully exceeded the set KPI target, where over 99.7% of LCML participants achieved the level of pass.



**FROM GREAT TO EXCELLENT EDUCATION LEADERS COURSE**

From Great to Excellent Education Leaders Course (GrEEL) was a high-level course that used a non-conventional approach. Participants were exposed to management and leadership methods outside of the educational context in phases, by adopting best practices of companies and organisations that have proven to be world-class.

Launched between 2014 and 2015, the course was aimed at high-performing educational leaders. It was in line with the IAB’s responsibility to develop education initiatives through the Government Transformation Program (GTP) 2.0 as embodied in MEB 2013-2025.



In 2018, 90 high-performing PGBs from around the country participated in this five-phase course.

*Phase 1: Introduction and Induction programme courses*



**IAB Bandar Enstek – Headmaster**



**IAB Sarawak Branch – Sabah Dan Sarawak Principals**



**IAB Northern Branch – Principals from the Peninsula**

## Phase 2: Industrial Backup Programme

In this 30-hour phase, participants synthesised Educational Leadership and Management (ELM) practices through job shadowing in corporate organisations while planning planned changes in their own organisations based on their current industry-based experience.

## Phase 2: Industrial Backup



## Phase 3: Project Management based evaluation

In this phase participants were evaluated by IAB trainee lecturers based on the project management they need to work on over the next four to six months.

## Phase 4 - Professional Learning Community (PLC)



The FUFT GrEEL 2018 photo report that was conducted nationwide.

## Phase 5 - Colloquium and best practice sharing of outstanding leaders by adapting the practices learned in the industry.



Leadership Excellence in Educational Institutions Colloquium 2018

## Achievement and Impact

In summary, 73% of participants scored between 76 and 100, and 17% scored between 51 and 75 (Exhibit 2-46).

Exhibit 2-46: GrEEL Participant Achievement Level, 2018

SCALE	PERFORMANCE	LEVEL OF ACHIEVEMENT	NO. OF PARTICIPANT
76 - 100	Excellent	Pass	73
51 - 75	Good	Pass	16
26 - 50	Average	Fail	1
00 - 25	Weak	Fail	0

However, among the passing requirements for GrEEL participants was to complete all phases from Phase 1 to 5. One participant (1.1%) was unable to complete the course which would have prevented him/her from completing the 2018 course (Exhibit 2-47).

Exhibit 2-47: Percentage of Participants Passing the Course Cycle

Phase 1 – Phase 5	
Complete the cycle	98.89%
Did not complete the cycle	1.1%

## Certified Coach Programme

The Certified Coach programme provided participants with coaching skills and knowledge before they are assessed. Participants included IAB lecturers, School Improvement Partners+ (SIP+) officers, School Improvement Specialist Coach+ (SISC+) and FasiLINUS officers. Following the course, participants will be guided and assessed to determine if they are eligible to be certified as a Certified Coach.

**Exhibit 2-48: Number and Performance of Course Participants**

No. of Participant	Lecturer	PPD	SIP+	SISC+	LINUS	Total
Attending Course	148	2	218	206	108	682
Assessed	88	1	202	189	86	566
% KPI Achieved	59.46	50.00	92.66	91.74	79.63	<b>82.99</b>

In 2018, a total of 682 participants comprised of IAB, SIP+, SISC+, FasiLINUS and several PPD officers participated in the programme and were assessed (Exhibit 2-48).

### UNIFIED INSTRUMENT OF EDUCATION SERVICE OFFICER (PBPPP)

The Unified Instrument of Education Service Officer (Penilaian Bersepadu Pegawai Pehidmatan Pendidikan, PBPPP) was a new assessment that focused on the elements of competency, potential and success based on grades and positions, and took into account the diversity of education service officer roles.



Images of the implementation of the PBPPP course throughout 2018



#### Enhancement of the PBPPP 2018 Course

- Produced Participant and Trainer Tool Kit
- Establish an e-PBPPP Portal or an online PBPPP course

The e-PBPPP course will continue to be implemented in 2019. A briefing on this implementation was approved at the MOE Professional Meeting in October 2018. The implementation of the ePBPPP course will provide more PPP opportunities to attend courses without leaving the office.

## INCREASING PARENTS AND COMMUNITY SUPPORT TO THE LEARNING ECOSYSTEM

The MEB 2013-2025 has three objectives - to understand the achievements and current challenges of Malaysian education, to create a clear vision and aspirations for every student and educational system, and to outline a comprehensive education system transformation including significant changes within the Ministry. The 9th Shift, 'working with parents and the community at large' was a turning point in the quest for enhancing student capital excellence.

### Classroom Volunteer Guidelines (SdK)

A strong robust education system includes qualified, professional and motivated teachers as well as strong cooperation from the school administration, parents and community. Therefore, collaboration with PIBG, parents, communities and the private sector is very important.

In 2018, the Parents/Guardian and Community Involvement Guidelines as volunteer in Class (SdK) were announced and aimed at providing guidance on the implementation of parents/guardian and community co-operation programmes with the school, in line with MEB 2013-2025.

The SdK Guidelines outlined the implementation of parents / guardian and community involvement as volunteers who assist teachers during the PdP process in accordance with school needs and requirements, from preschool to secondary school including special education and inclusive programmes.

The Ministry intended to make parents / guardians and the community a strategic partner for the school which provides ongoing support for their children's learning activities. SdK involved the integration of parent/guardian or community expertise but was subjected to the ethical professionalism of teaching during the PdP process.

## Voluntary Parental Involvement in PIBG And School Activities

To inculcate the SdK programme among parents and the community, the Ministry set a target of 50% of parents attending and contributing to any school activity from 25% in 2017. In 2018, parental involvement was encouraging when 77.54% of

schools in Malaysia reached the target of 50% parental involvement in volunteering in school activities. In addition, 90.73% of schools recorded an average of at least 65% of parent attendance in five school activities, namely Registration Day, Parent-Teacher Association (PIBG) General Meeting, Reporting Day, Sports Day and Excellence Award Day (Exhibit 2-49).

**Exhibit 2-49: Percentage of Schools That Achieved Target of Parent Attendance in Schools by State, 2018**

Item	State Education Department	No. Of School	Percentage of School that Achieved Target of 50% Parents as Volunteer at School	Percentage of School that Achieved Average of 65% Parents' attendance in 5 activities at school
1	Johor	1173	74.99%	95.44%
2	Kedah	741	76.60%	93.77%
3	Kelantan	578	96.58%	98.58%
4	Melaka	312	59.76%	80.47%
5	Negeri Sembilan	469	82.63%	94.76%
6	Pulau Pinang	392	100.00%	89.08%
7	Pahang	728	65.15%	96.01%
8	Perak	1089	82.24%	100.00%
9	Perlis	102	96.08%	100.00%
10	Sabah	1284	63.57%	91.49%
11	Sarawak	1454	78.77%	95.56%
12	Selangor	923	53.89%	73.73%
13	Terengganu	494	95.39%	98.72%
14	WP Labuan	27	80.77%	96.01%
15	WP Kuala Lumpur	296	98.15%	100.00%
16	WP Putrajaya	25	36.00%	48.00%
<b>TOTAL</b>		<b>10,089</b>	<b>Average Percentage 77.54%</b>	<b>Average Percentage 90.73%</b>

# ONE FOR ALL AND ALL FOR ONE

Taman Kota Kulai 2 National School located at Jalan Sri Putri 4/9, Taman Kota Kulai 2, 81000 Kulai, Johor is a rural category school. The school was built in July 2000 and fully completed in February 2002. It began operating on 6th of January 2003 with 23 teachers and 538 pupils. To date, the number of pupils has increased to 1,080 including two preschool and three special needs education classes, with a total of 70 teachers.

## PIBK Achievement:

- The UMMI Team established in 2017 was part of the Parents Support Group (Kumpulan Sokongan Ibu Bapa, KSIB) consisting of active volunteers who assisted teachers in the PdP process and make the school environment more conducive.
- In July 2018, the Ministry of Education Malaysia selected Taman Kota Kulai 2 National School through the MOE Incentive Video Recording Project to serve as a reference for the implementation of SdK related activities in the PdP process. This video can be viewed on the website <https://www.youtube.com/watch?v=Z3f5kbG8prw>.
- Taman Kota Kulai 2 National School also received the 5 Star Award for the Parental Involvement in School category at the National Level Parents and Community Involvement Convention 2018 at the IAB, Valuation Education Complex, Bandar Enstek, Negeri Sembilan in October 2018.
- Taman Kota Kulai 2 National School is the benchmark for the implementation of SdK and PIBK activities for schools from within and outside Johor.
- Other achievements included were the 2018 Best VLE Sarana at the Johor State School Pembestarian Award, the District Level Best Musolla Management for Primary Schools, and the KSIB Excellent Primary School Award.
- Active teachers and volunteers were invited to the PIBK Speech Panel to share information on PIBK, as well as to assist with other school activities such as Parliamentary Speech, Independent Day Voice, 3K Awards and Handball.

## School SdK Success Recipes

- The openness of the school and the administrators in accepting the presence of parents and volunteers gave them an opportunity to keep up with the child's development and the school system. With this knowledge, parents will always support the school.
- High and diverse involvement and commitment of parents and local communities were not only limited to financial resources but also energy and skills. These contributions helped ease the burden of teachers and schools.
- The involvement of KSIB and SdK in the development of school in various fields such as curriculum, student affairs, co-curriculum and school infrastructure has contributed towards students' success and made the school more conducive to the learning process.





# ONE FOR ALL AND ALL FOR ONE

The Federal Territory of Labuan has shown cooperation, unity and solidarity between the JPN, schools in Labuan, PIBG and the community in promoting educational excellence. This concerted effort has resulted in good relationships between parents and the community. Even parents recognised PIBG as an element of communication in building excellent schools.

Rancha-Rancha National Secondary School in WP Labuan was established on 2 January 2014 and was headed by Mr. Omar Baki bin Matusin, the school's first Principal. Despite being a new school, Rancha-Rancha National Secondary School has proven its superiority and can compete with the premier schools in WP Labuan as well as other schools.

## PIBK Achievement:

- The involvement of parents in various school activities was a regular feature since the school was established. Parents often help brighten their children's classrooms and share experiences by "badudun" (visiting) to other parents' homes. As a result of this partnership, the school was awarded the Overall Parents and Community Engagement Award for the 2018 FT Labuan.
- JPN Labuan FT launched the 'Kitani Badudun Programme' in 2017, visiting the village to meet parents in each of the village zone to encourage parental involvement in schools. The programme also had the support of Member of Parliament who met with parents and students, regardless of their race, position and background. As a result of the success of the programme, Rancha-Rancha National Secondary School once again received the Labuan FT State Secondary School PIBK Management Award 2018.
- For 2018, the JPN Labuan FT had chosen this school as one of the Secondary Schools for parental involvement. The school had uploaded a few short films on YouTube titled 'Broken Pieces' and 'Mun' which gave parents a clear understanding of the importance of good practice in children's education.
- The good relationship between parents and the school made the school the recipient of the National Best 5 Star PIBK (National Academic Development 2018) Award, and the National Best 5 Star PIBK (Secondary) Award in 2018. Parents involvement contributed and helped the schools in terms of student development in academic, co-curricular and personality where all the equipment for the Resource Center, Radio Conti and TV Studio furnishings can be used by the school, student and parent.

\* Note: 'Badudun Kitani' is a local dialect of the Kedayan Brunei tribe which means 'let us visit together'.

## PIBK School Success Recipes

- All development and student success of Rancha-Rancha National Secondary School was a result of the professional attitude of the school administration which always welcomed parents and community involvement in the development of the school, as well as the support and guidance of the JPNP Labuan FT.
- Involvement of parents as Committee Member (AJK) in all activities undertaken was also key to the success of the Parent Involvement initiative in the school. School initiatives and Parent Involvement AJK frequently visit student's homes and share experiences, thus impacting student success at school.
- The 360 Degree Smile concept is a culture introduced at Rancha-Rancha National Secondary School based on the needs and wants of the school. Among the practices and cultures implemented were:
  - Sweet smiling faces to parents,
  - Politeness and friendliness with parents, and
  - Entertain all parents who deal with the school.

## IMPACT:

- Student attendance exceeded 90% per year (ref: JKM 2016, 2017 dan 2018).
- 0.08% students were involved in smoking cases from overall students.
- 100% student attendance of those who were sponsored by the community.
- 100% parental involvement in sporting events.



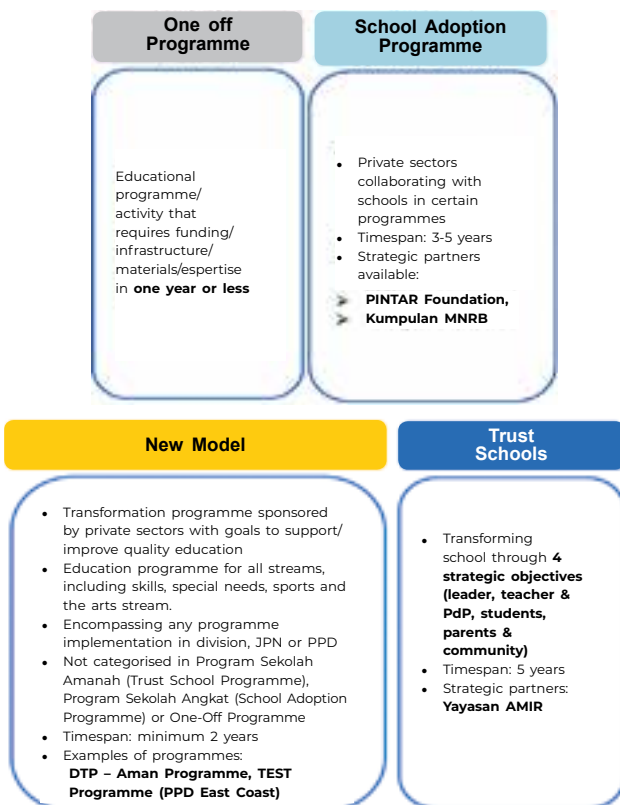
## EXPANDING PRIVATE SECTOR INVOLVEMENT AS STRATEGIC PARTNERS IN EDUCATION

The initiative expanding private sector involvement gives room to private sectors and outside agencies to be involved as a partner in education. The purpose is to benefit from the strengths of different parties and support the ministry's effort in improving the quality of education through many approaches.

Private sector involvement is hoped to improve the efficacy of education through the injection of expertise, the new PdP approach, and also as a source in the Malaysian public education system to a direction of readily available quality education for Malaysian children. Therefore, the ministry encourages widespread involvement of private parties as strategic partners in education as part of an effort to propel the quality of the country's education.

Until 2018, private parties frequently gave support in improving the quality of education. Their involvement crosses many programme categories offered under Private Sector Involvement initiative. (Exhibit 2-50).

**Exhibit 2-50: Programmes under the Public-Private Education Partnership, 2018**

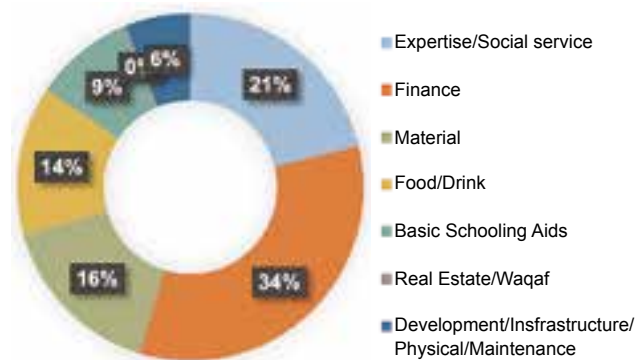


Source: School Management Division (BPSH)

### One-off Programme

The programme was sponsored by individuals or companies for the implementation of educational programmes or activities that require financing, infrastructure development, supply of materials and/or expertise within a year or less. In 2018, the Ministry received many contributions in various forms categorised as material, non-material and infrastructure/development/real estate/waqaf. Exhibit 2-51 shows the percent contribution by category.

**Exhibit 2-51: Contribution in One-off Programme by Category, 2018**

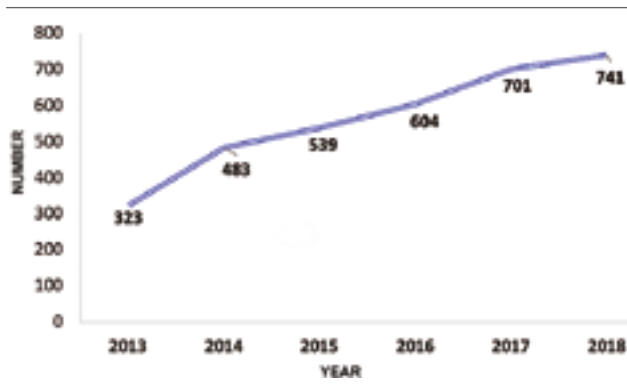


Source: School Management Division (BPSH)

### School Adoption Programme

The programme was a collaboration between the Ministry and the private sector. Contributing companies were strategic partners to schools, especially those located in marginalised community groups. Programmes implemented on an academic and non-academic basis were relevant to the corporate social responsibility (CSR) objectives of the private company. The contribution period was short, from one to three years. Most companies sought after-school and channel their donations through the PINTAR Foundation. In 2018, the number of school adoption increased to 741 from 323 in 2013 (Exhibit 2-52).

**Exhibit 2-52: Number of Schools under the School Adoption Program, 2013-2018**



Source: School Management Division (BPSH)

### New Model Programme

This transformation programmes were sponsored by the private sector and were not categorised under the Trust School Programme, School Adoption Programme or One-Off Programme. The term of the agreement was for a minimum of two years and was not confined to the daily schools but also for the skills, special needs, sports and arts streams education programmes. The implementation of this model was focused on the implementation of programmes directly in schools, in the MOE's Division, JPN or PPD aimed at supporting and improving the quality of education.

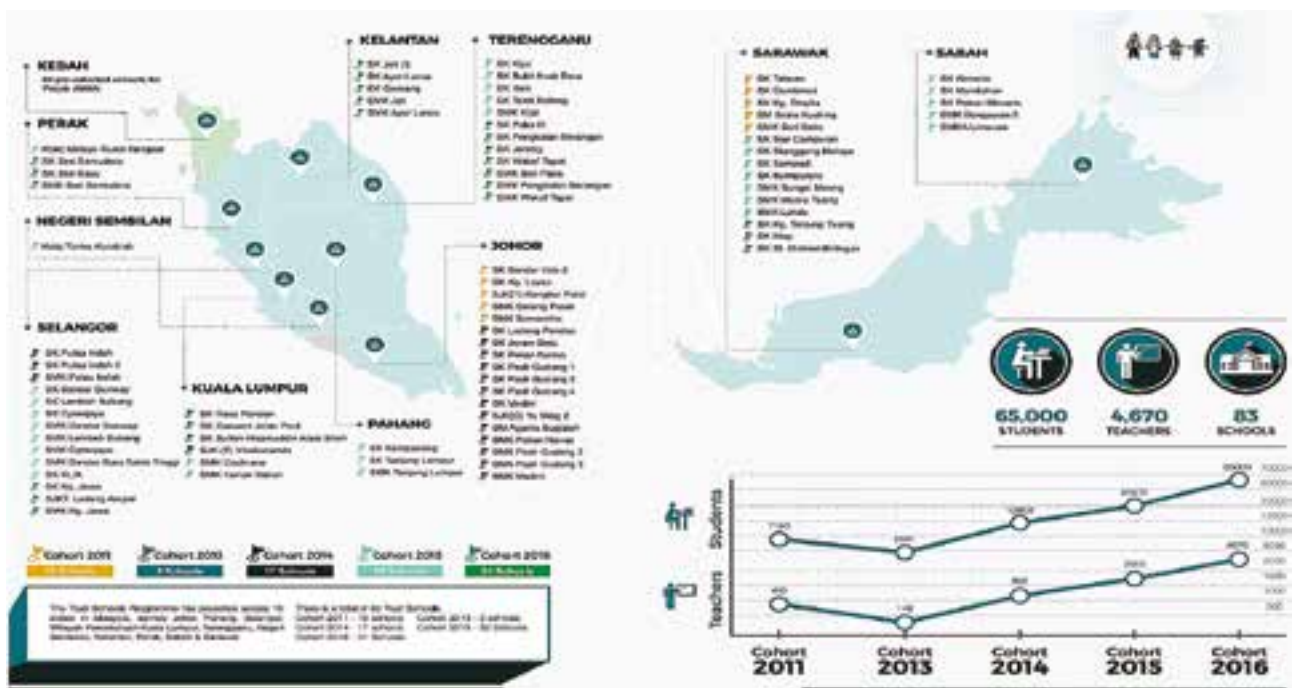
In 2018, two programmes were engaged in cooperation with the private sector, the Hasanah Foundation's DTP-Peace Programme, which supported the Ministry's efforts in the District Transformation Program in the state of Kedah and the Teacher Empowerment for School Transformation (TEST) Programme at 14 schools in the Northeast district of Penang. TEST aimed to enhance students' holistic potential by focusing on interventions across three key areas - administrators and leaders, teachers and teaching, as well as students and learning. The three-year programme was sponsored by ECM Libra Foundation and implemented by Edvolution Enterprise Company.

### Trust School Programme

This long-term programme transformed public schools to improve overall school performance through improving the quality of school management and PdP. The private sector contributed expertise and incentives to the schools involved in promoting comprehensive academic achievement and school performance.

As of 2018, the programme had been implemented in 10 states namely Johor, Kelantan, Negeri Sembilan, Pahang, Perak, Selangor, Terengganu, Federal Territory of Kuala Lumpur, Sabah and Sarawak (Exhibit 2-53).

**Exhibit 2-53: Schools under the State Trust Schools Programme, 2011-2018**



Source: School Management Division (BPSH)

**Strengthening Private Sector Engagement**

The Ministry was committed to strengthen smart partnerships with cooperation of various domestic and foreign parties. One of its initiatives was to appoint and empower Private Sector Engagement Desk Officers (PSS) in each state and under the Operations Education Sector (SOP). As agents closest to the community and the private sector, they were able to jointly encourage private sector

involvement by focusing more on the divisions, states and districts' circumstances and needs.

In 2018, the PSS Desk Officers' Empowerment Workshop was held in accordance with zones nationwide. The workshop was attended by all PSS desk officers and PPD officers. They were exposed to several guidelines on strategic engagement techniques to enable them to implement this initiative at the division, state and district levels (Exhibit 2-54).

2-53

*Exhibit 2-54: PSS Desk Officers' Empowerment Workshop, 2018*

## Empowerment of PSS Desk Officers

- Exposure to **Strategic Engagement**

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- Guidelines for **Authority Representation for Approval of Application** by outsiders

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- Guidelines for **Parents Involvement as volunteers in class**

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- Guidelines for **Implementation of Community Owned Schools**

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- Guidelines for **Private Sector Involvement in Government & Government Assisted Schools**

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- Guidelines for **Crowdfunding**










*Picture During Implementation of Private Sector Engagement Desk Officer Workshop 2018*

## TRUST SCHOOL CONFERENCE 2018: TRANSFORMATION BEYOND BORDER

The Trust School Conference was a platform for sharing ideas and experience between communities with stakeholders in the Trust School network. It started in 2012, and the Trust School Conference 2018 was the sixth conference with the goal of extending the learning and sharing of knowledge among the School Trust programme community.

For 2018, the main goals of the conference were to improve the education delivery system and capacity building among 83 Trust Schools, JPN and PPD; creating learning opportunities and platforms for the Trust School community based on best practices from Finland in innovative fields; and build better networks among Trust Schools, communities and other stakeholders.

The conference themed 'Transformation Beyond the Borders' invited 12 education experts from EduCluster Finland, a Finnish-based education service provider. They shared their expertise and skills in delivering education in the following six workshop sessions:

- Experiential Learning Methods in Classroom (primary)
- Innovative Practices in Formative Assessment (primary)
- Individualisation of Learning (primary)
- Student-Centred Approach to Teaching and Learning (secondary)
- Collaborative Learning (secondary)
- Phenomenon-Based Approach to Teaching and Learning (secondary)

The Social Business Challenge was opened to 32 secondary schools in the Trust School. The competition, which was a collaboration between

the AMIR Foundation and myHope, encouraged student involvement in social projects that had a positive impact on the local community. Three schools / projects were selected to the finals:

- Pulau Indah National Secondary School – emerged winner and received prize money of RM3,000 in cash through the X-Collamunity - Integrated Special Education Programme.
- Pengkalan Berangan National Secondary School - 1st runner-up and received RM2,000 prize money through the 21<sup>st</sup> Century Learning Distribution (PA21) project and the Trust School Programme winner for Student and Community through the Student Young Leader (SYLead).
- New Salak Tinggi National Secondary School - the 2<sup>nd</sup> runner-up and received RM1,000 prize money through the Believe Foundation project.

The conference strengthened the network of Trust Schools across clusters and states, including opportunities for Trust School students to interact with one another.

A total of 10 exhibition sites run by students from 10 Trust Schools from 10 states provided them with the opportunity to demonstrate their ability to give explanation to conference participants about their school and the state culture they represented.

Each student also had the opportunity to participate in leadership and drama activities that build self-esteem and discipline. The programme was co-hosted by popular actresses, Fauziah Nawī, Vanidah Imran and Farah Ahmad.

JPN and PPD officials visited two Trust Schools, namely Tabuan National School and Seri Setia National Secondary School, to share their experience and plan of action for the school's sustainability.





### NESTLÉ FOR HEALTHIER KIDS (N4HK) 2018

Nestlé Initiative Educates 20,000 School Students

As part of Nestlé Malaysia's commitment in encouraging a healthy lifestyle, nearly 20,000 schoolchildren across Malaysia have benefited from this year's Nestlé for Healthier Kids (N4HK) initiative. The N4HK programme was introduced in schools throughout Peninsular Malaysia, including in the Klang Valley, Negeri Sembilan, Melaka, Johor, Perak, Kedah, Perlis and Terengganu in 2018.

Launched in 2010, the N4HK is a special education programme formulated in collaboration with the Ministry and Nutrition Society of Malaysia (NSM) aimed at improving nutrition and promoting healthy lifestyles among school children aged 7 to 12 years old. During the N4HK session, students were taught important life skills through modules such as Healthy Practices, Food Pyramids, Eating Time, Choosing Nutritious Food, Personal Hygiene and Active Life. Each N4HK session also included energetic and fun aerobics activities.

Since it was launched, the N4HK had benefited nearly 36,700 students nationwide through a holistic approach to raise awareness of healthier nutrition.

In addition to reaching more schools across Malaysia in 2019, the programme also intends to engage parents so that they can encourage and guide children to live and eat healthier. School children benefitting from the N4HK will be part of Nestlé's global goal of reaching 50 million children by 2030.

"We are very proud of N4HK's achievements so far. In line with our Company's goals for improving the quality of life and contributing to a healthier future, the programme educates our young people about the importance of good nutrition. The N4HK fosters healthy practices and promotes a healthy and active lifestyle. Looking ahead to 2019, we plan to further our efforts by involving parents in the programme. We hope to continue to support the Government's efforts to empower more young Malaysians to adopt a healthier lifestyle."

**MADAM NIRMALAH THURAI**

*Executive Director, Group Corporate Affairs, Nestlé (Malaysia) Berhad Nestlé for Healthier Kids Programme*



*Image Throughout the implementation of the Nestlé For Healthier Kids Program*

## SUMMARY

The year 2018 had witnessed the Ministry's continued efforts in enhancing quality education for students in the country. STEM education was strengthened and strategies for increasing students' interest in the field continued with the launch of the STEM Carnival, the Stem Application Competition - MySTEMapps Challenge 2018, and the STEM Comics. The source material for the application of STEM elements was also developed in the subjects of Bahasa Malaysia, English and Islamic Education. Awareness among school leaders, teachers, students, parents, and the public on STEM education was implemented through a variety of programmes, including Enculturation of Scientific Skills Assessment, STEM Education Colloquium, STEM Education International Conference, PdP STEM Multimedia Module Development and online STEM courses, Continued Development of Professionalism (CPD) STEM Service Officer, and IAB STEM Leadership Course for PGB.

STEM education is strengthened and the strategy to increase the interest of students towards this field is continued with the hosting of the STEM Carnival, STEM Application Competition - MYSTEMapps Challenge 2018 and Comic STEM. The source material of applying elements of STEM are also developed in Bahasa Malaysia, English and Pendidikan Islam subjects. Awareness among school leaders, teachers, parents and the public about STEM education are then implemented through many programmes which are Scientific Cultural Assessment, Colloquium STEM education, International STEM education conference, Multimedia Model Development PdP STEM and STEM courses through phone, Continuous Professional Development (CPD) Service Officer in STEM and Leadership Courses from IAB for PGB.

The LINUS2.0 Outreach programme was implemented with a focus on developing interventions to detect and validate the status of students who are yet to master 3M skills. LBM, LBI and Numeracy LINUS2.0 modules were developed for primary school students. PGB had attended the LINUS2.0 Management Course and the LINUS Intervention Roadmap (JIL2.0).

Students' mastery of the Bahasa Melayu was enhanced to improve as well as to assess the proficiency of the Bahasa Melayu among teachers by using UPBMG instruments. The MPAKM programme was created to provide exposure to each school offering Malay Literature subjects. To increase English Language proficiency, various activities were conducted under the PPKBIS. The result was an increase in the passing percentage



for hotspot schools to 70.9% for 2018 compared to 69.0% in 2017. The Ministry and Cambridge English were working together to improve English Language education, focusing on curriculum design and teacher training. The International Language Programme involved 186 daily schools offering Japanese, French, German and Korean.

The country's educational system of international standard requires quality teachers. Related endeavors included in recruiting prospective teachers from the top 30% of SPM leaver students, researching culture among IPG faculty and lecturers, enhancing practicum at IPG through structured student mentoring, organising IPG Lecturer Talent Development Programme, Implementing Research Management and Innovation Operations IPGM Center (RMIC), and IPG Virtual Library Development for PdP and Research facilities.

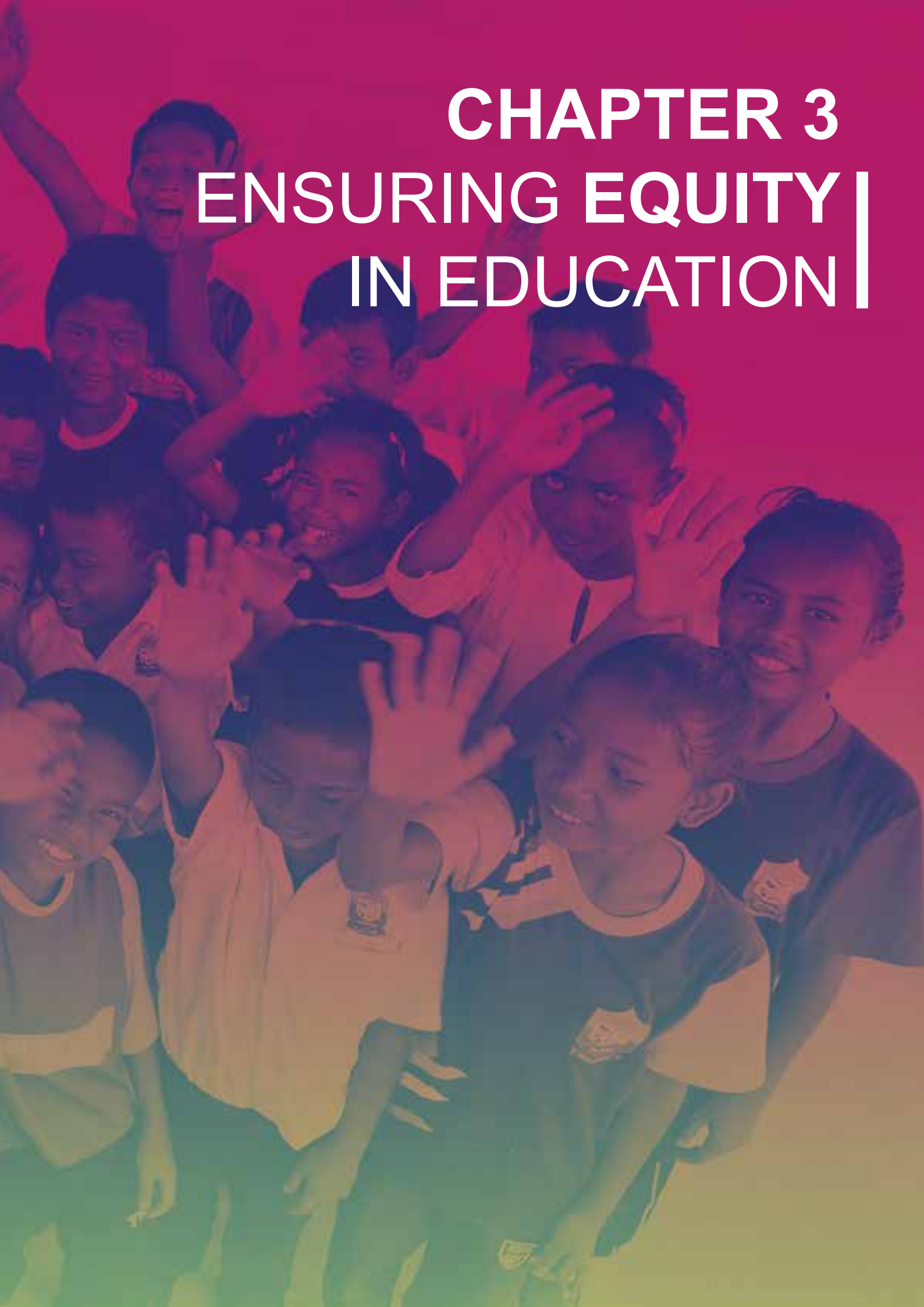


The smooth running of the school administration and management was also noted. Almost 99% of PGB vacancies had been successfully filled within three months. The Immersion 2.0 Programme provided and enhanced the various leadership and management competencies required by school leaders, the NPQEL 2.0 Programme provided an array of educational leaders capable of leading schools to excellence, the School Leadership Leap Programme (ProPeKS) was to guide schools in their mission to boost school with low achievement, while the Leadership Course for Middle Leaders (LCML) developed middle leaders' competencies in schools. The Education Leadership Awareness Programme was also organised for high-performance education leaders who were exposed to management and leadership methods outside of the educational context.

Private sector involvement had strengthened the support for improving the quality of education. Various programmes were organised including the One-off Programme, the School Adoption Programme, the New Model Programme, and the Trust School Programme. PSS Desk Empowerment Workshops were held nationwide for PSS desk officers and PPD officers to understand strategic engagement techniques for implementing the initiative at the district and state level.





A group of diverse children in school uniforms are shown from the chest up, cheering enthusiastically with their hands raised. They are wearing white and blue or green uniforms. The background is a gradient from red at the top to green at the bottom. The text 'CHAPTER 3 ENSURING EQUITY IN EDUCATION' is overlaid in white, bold, sans-serif font in the upper right quadrant.

# CHAPTER 3

## ENSURING EQUITY IN EDUCATION

# 2018 HIGHLIGHTS & ACHIEVEMENT

Under the PPPM, the Ministry has planned various initiatives to ensure that the best education is provided to every child, regardless of:



Abilities



Gender



Socioeconomic Background



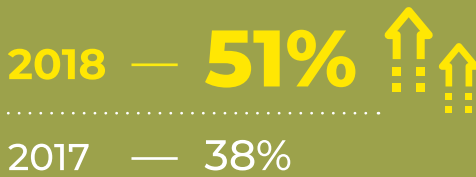
Location



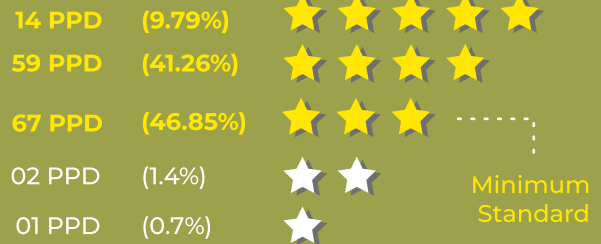
Ethnicity

## DISTRICT TRANSFORMATION PROGRAMME (DTP)

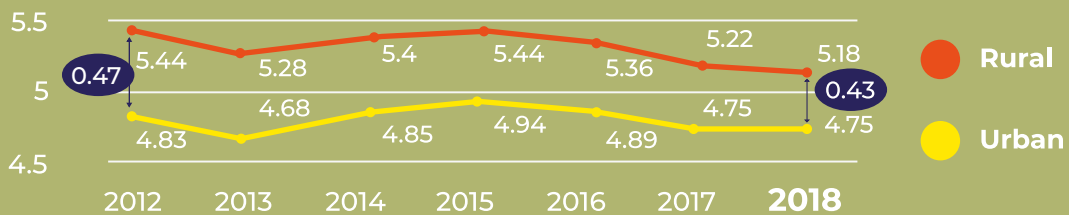
Percentage of PPD that exceeds the minimum standard of PKPPD rating



PPD Star Rating 2018



SPM Grade Point Average Gaps between Urban and Rural



SPM Certification Gap between Gender

11.5%

2017

12%

2018

SPM Certification Achievement Between Socio-Economic Status

4.5%

2017

3.5%

2018



## TRANSFORMING ORANG ASLI AND INDIGENOUS EDUCATION

Percentage of Orang Asli Attendance to Schools

87.3%

2017

87.4%

2018

Orang Asli Student Transition Rate from Primary to Secondary (from Year 6 to Form 1)

73.1%

2017

76.7%

2018

Percentage of Indigenous Attendance to Schools

82.0%

2017

83.5%

2018

Indigenous Students Achieving Minimum Level (MTM) in Ujian Pencapaian Sekolah Rendah (UPSR)

20.2%

2017

26.1%

2018



## INCLUSIVE EDUCATION PROGRAMME FOR STUDENTS WITH SPECIAL EDUCATION NEEDS

Special Education Needs (SEN) Student Participation

50.49%

42,210 students

2018

40.88%

32,148 students

2017

341 schools monitored & supported through:

PPKI Outreach Programme

3PK Support Programme

1,853

SEN students received benefit

12,715 Stakeholders involved in SEN



2,774

Teachers



2,804

Parents & Guardians



5,807

Students



1,330

Public

Creating a quality education system regardless of where a student comes from is extremely important. Always realising this, the Ministry continued to champion fair and equitable opportunities for education to every student from every level of society in order to improve their quality of life and provide a bright future to all Malaysian children.

The Ministry continued to enhance and strengthen these efforts in implementing Wave 2 (2016-2020) of the MEB 2013-2025 through the following three initiatives:

- District Transformation Programme
- Transformation of Orang Asli and Indigenous Community's Education
- Improving Access and Quality of Education for Special Education Needs Students

## DISTRICT TRANSFORMATION PROGRAMME

The District Transformation Programme (DTP), introduced since MEB 2013-2025, was initially implemented to ensure education is fairly provided throughout the country especially in terms of quality, equity and access. Shift 6 of MEB 2013-2025 stipulates that the Ministry intends to empower the State Education Departments (JPN), the District Education Offices (PPD) and all schools to customise solutions based on need, to accelerate school improvement through systematic, PPD led programmes in all states, and allowed greater school-based management and autonomy to schools that have met minimum performance standards.

Throughout 2018, the Ministry had pursued all efforts to achieve the objectives of DTP to empower education leaders in every state, district and school to improve school performance to increase student achievement and outcomes.

To achieve the objectives of DTP, the focus of the activity was on three main quadrants:

- **Performance Management:** National Performance Dialogues & of District Education Office Excellence Ratings (PKPPD)
- **PPD Officer Capability Development:** PPD Retreat and National SISC+ and SI Partner+ Convention 2018
- **Differentiated Interventions in Schools:** PPD Priority and PPD Aspiration Programme

## PERFORMANCE MANAGEMENT

### National Performance Dialogue

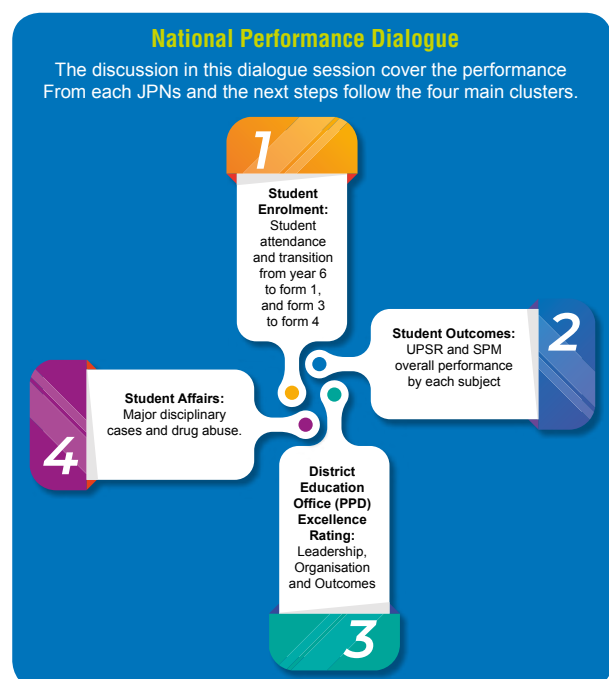
National Performance Dialogues were a platform for Directors and Deputy Directors from all JPN to discuss their state's performances and next steps based on the following four major clusters (Exhibit 3-1):

- Student Enrolment: Student attendance and transition,
- Student Outcomes: UPSR dan SPM,
- District Education Office Excellence Rating: Penarafan Kecemerlangan PPD, PKPPD), and
- Student Affairs: Major disciplinary cases and drug abuse.

Held twice in 2018, both the dialogues were chaired by the Director General of Education Malaysia (KPPM), Datuk Dr. Amin bin Senin, where achievements and interventions by cluster, focusing on JPN with many priority schools, were discussed. The first National Performance Dialogue was held on April 9, 2018, while the second session was held on September 18, 2018.



Exhibit 3-1: Four Main Clusters Steering the Discussion Issues during the National Performance Dialogue 2018

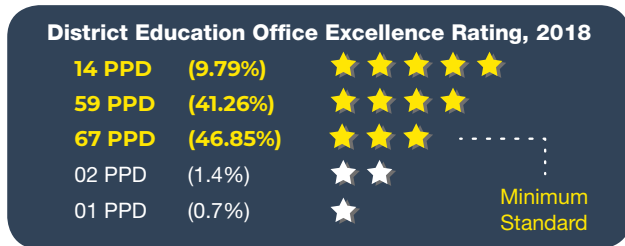


Source: School Management Division, BPSH

### District Education Office Excellence Rating (Pendarafan Kecemerlangan Pejabat Pendidikan Daerah, PKPPD)

In 2018, the PKPPD was conducted to identify the standards of each PPD throughout Malaysia. A total of 140 out of 143 PPD (98%) achieved the minimum standard of PKPPD, where 73 PPD (51.05%) achieved more than the minimum standard. The verification of the ratings was conducted by a Head Auditor with a MS ISO 9001: 2015 qualification. The results of the ratings were used as references for each PPD to improve their performance based on weaknesses in the areas observed (Exhibit 3-2):

Exhibit 3-2: District Education Office Excellence Rating, 2018



Source: Daily School Management Division, BPSH

### PPD OFFICER CAPABILITY DEVELOPMENT

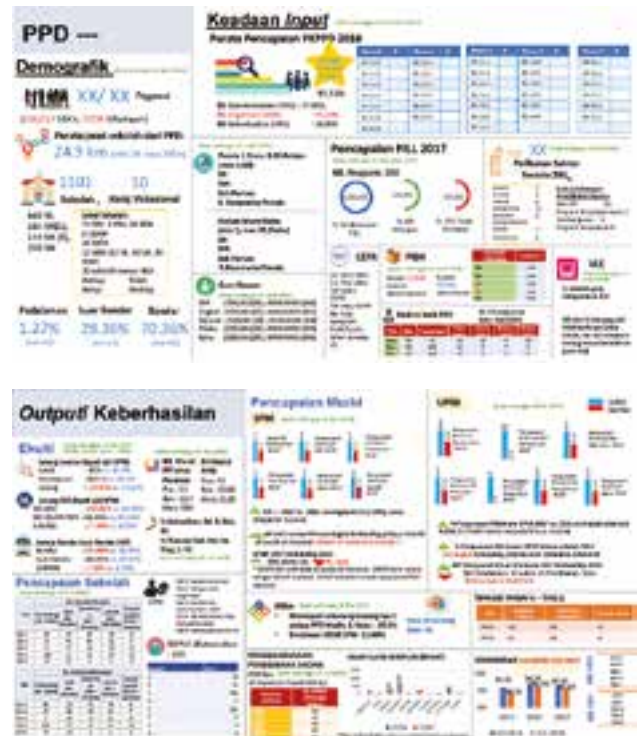
#### PPD Retreat

The workshop was held to emphasise the role of JPN and PPD leadership in transforming districts and strengthening the understanding of JPN/PPD towards DTP, MEB and the Director General’s Next Steps Plan (Melangkah ke Hadapan), as well as enhancing JPN/PPD capabilities in data-based strategic planning and creative problem solving.

The PPD Retreat 2018 was held in October and was attended by nearly 200 participants comprising of Deputy State Directors (JPN) and District Education Officers. Participants were given extensive exposure to the importance of using and analysing data for the purpose of generating strategic and tactical plans

for their respective organisations. An explanation regarding the JPN / PPD Profile dictionary in Strategic Planning was also introduced for the purpose of situational analysis to obtain a comprehensive overview of the current critical issues, their root causes, and the correlation between both before developing plans (Exhibit 3-3).

Exhibit 3-3: PPD Profile



Source: Daily School Management Division, BPSH

### National SIPartners+ dan SISC+ Convention 2018

The convention was held in October 2018 at Hotel Lexis, Port Dickson Negeri Sembilan, and was attended by 91 School Improvement Partner Plus (SIPartners+) and 153 School Improvement Specialist Coaches (SISC+). The event was meant to give recognition to the SIPartners+ and SISC+ throughout the country, to strengthen collaborative networks, and to share results of action studies and best practices.

The theme for the 2018 convention was “Strengthening the Quality of Education Coaches “. Sharing sessions were held to enhance the participants’ knowledge and ensuring that SIPartner+ and SISC+ were always leveraging on Best Practices when coaching others. Example best practices shared include:

- SIPartner+
  - Education Development through Headcount Approach
  - JUS Module Empowers Principal Leadership to Cultivate Malaysia Education Quality Standard Wave 2 (SKPMg2) in Schools

## DEO Kota Marudu District Aspiration

**Encik Khairuddin bin Jamal @ Jasley bin Jamar**  
Deputy Education Officer for Kota Marudu District  
Kota Marudu District Education Office Sabah



*"Praise and thanks to Allah that DTP, through the Aspiring PPD programme, had assisted in improving my district's achievement with the sharing of knowledge and skills. The impact was clearly visible when PPD Kota Marudu managed to achieve five stars for the PKPPD rating 2018 (for 2017) compared to four stars the previous year, as well as earning the recognition of being among the best Financial Management award winner in Sabah as well as several other achievements and recognitions. For PILL 2018, we have managed to achieve 37.09% (exceeded target of 32.14%) of 364 Year 5 pupils with Grade E in the English Language PAT 2017 dan 42.51% of 287 Year 5 pupils with Grade E in Mathematics PAT 2017 achieved the minimum mastery of at least Grade D in UPSR 2018. For the secondary school level, 38.2% (exceeded target of 25%) of 683 students with Grade G in English Language PAT Form 4 2017 and 34.11% (exceeded target of 25%) of 859 students with Grade G in Mathematics PAT Form 4 2017 reached a minimum mastery of at least Grade D in 2018 SPM trial exam.*

*As Project Manager (PM), I felt very fortunate to be chosen to be a member of the Aspiring PPD family when I held the DTP PM / Deputy PPD role in Kota Marudu. I underwent a self-transformation from Zero to Hero in many aspects of management and skills - among others, strategic planning, management of PILL DTP (monitoring PILL implementation), management of DTP programme and leading district level DTP team, which was to ensure that the District Transformation Programme management was implemented smoothly, manageable, efficient and effective. It couldn't be any sweeter and luckier when I was involved as a Facilitator in PPD Retreat together with experienced and amazing mentors. "*

*As Project Manager (PM), I felt very fortunate to be chosen to be a member of the Aspiring PPD family when I held the DTP PM / Deputy PPD role in Kota Marudu. I underwent a self-transformation from Zero to Hero in many aspects of management and skills - among others, strategic planning, management of PILL DTP (monitoring PILL implementation), management of DTP programme and leading district level DTP team, which was to ensure that the District Transformation Programme management was implemented smoothly, manageable, efficient and effective. It couldn't be any sweeter and luckier when I was involved as a Facilitator in PPD Retreat together with experienced and amazing mentors. "*

- Strengthening and Empowering Leadership towards School Transformation (MASIN) SISC+
- Pedagogy Clinic: A Support Mechanism for Quality Improvement of Teacher Pedagogy in PdP for Kulai District Band 5 School
- Increase the level of Teacher's Professionalism Guided Through Action Study using the '12 Steps' form.
- Inspiring Students to Write: A Draw The Story Approach - A Coach's Experience

The outcomes achieved by SISC+ and SIPartner+ guidance in 2018 was very encouraging. 98.04% of school leaders guided by SIPartner+ achieved a good level Standard 1 & 2 of SKPMg2, while 98.74% of teachers' quality guided by SISC+ achieved a good level of minimum in Standard 4 of SKPMg2.

### DIFFERENTIATED INTERVENTIONS IN SCHOOLS

#### Aspiring PPD

Started in 2017, this programme was aimed at empowering local leadership towards improving school performance. A total of 16 PPD officers were selected in 2017 to attend the Aspiring PPD activities based on needs in terms of intervention management, finance management and competency empowerment. In 2018, the number of Aspiring PPD attended doubled to 32 PPD officers with the previous PPD officers becoming mentors to the 16 new Aspiring PPD.

The programme was implemented to apply change management to enhancing the PPD's capabilities, strengthening the implementation and effectiveness of interventions to underperforming schools as well as strengthening the competencies of SIPartners+ and SISC+ in supporting schools. Activities carried out under this programme in 2018 are as follows : (Exhibit 3-4).

Exhibit 3-4: PPD Aspiration Activities, 2018



Source: School Management Division, BPSH

As a result of the interventions conducted through the Aspiring PPD Programme, 100% Aspiring PPD 2018 showed an increase of 2.7% for average achievement of SPM eligibility and 63% Aspiring PPD exceeded 60% of their target KPIs in PILL for 2018, with 6 PPD achieving 100% of all KPIs. The achievement of PPD Excellence Rating (PKPPD) is also expected to increase after verification in July 2019.

### Priority PPD

The Priority PPD programme was created to provide additional support, guidance and intervention to PPD. The School Management Division (BPSH) and PADU focused this programme towards accelerating the improvement of schools in various aspects, particularly via four Performance Dialogue clusters and based on their JPN and PPD profiles.

Priority PPD started in 2017, in collaboration with the Teacher Education Division (BPG) and the Aminuddin Baki Institute (IAB). In 2018, a total of five new PPDs were involved in the programme and Follow-up-Follow-Through (FUFT) activities were conducted with two Priority PPDs in 2017. As a result, 80% of 2018 Priority PPDs showed an average of 3.1% increase in SPM eligibilities for their districts and 60% 2018 Priority PPD reached 100% target for PILL 2018. Increases in the PKPPD's achievements were also expected to increase after verification in July 2019.

Every PPD was provided with resources to implement their Five-Step Intervention Plan (PILL) to address critical issues in high-need schools. The issues addressed were in line with the four key clusters discussed in the Performance Dialogue. In 2018, 54% of all PILL targets were achieved by 143 PPDs.

Interventions to reduce the academic gap between students in different socio-economic statuses (SES) and genders were also carried out by all states together with PPD and priority schools. The private sector and the community were also involved in achieving these objectives.

### BRIDGING THE ACHIEVEMENT GAP BETWEEN URBAN AND RURAL SCHOOLS, SOCIO ECONOMIC STATUS AND GENDER

One of the main aspirations of MEB 2013-2025 is to ensure that at least half the achievement gap between urban and rural areas, socio-economics and gender can be narrowed by 2025. This is to ensure that the Malaysian education system is fairer and more equitable for all citizens.

## DEO Padawan District Aspiration

**Mrs. Chong Choi Ling**

Deputy Education Officer for Padawan District  
Padawan District Education Office Sarawak



*"I have been attending Aspiring PPD programme since June 16, 2017 and have learned many things in terms of knowledge, skills and work ethic that were never exposed and experienced by previous Deputy PPD before this. The knowledge and the skill to analyse big data, identify and verify root causes of problems, set targets and problem solve in developing and managing PILL,*

*PILL Financial Management, SIPartner+ and SISC+ Management and Performance Dialogue Management in accordance with the Plan, Do, Check and Action Framework (PDCA) was clearly and thoroughly delivered by the BPSH DTP team. This has given me confidence and strengthened my understanding to deliver and apply these knowledge and skills to other officers at the PPD level.*

*The guidance sessions were conducted at various locations in Peninsular Malaysia in a friendly, humorous, secure and non-judgmental, mutually respectful and empathetic environment, especially for PPD from Borneo. I am happy and very comfortable with the encouragement, support, sharing and learning from the secretariat and other Aspiring PPD colleagues.*

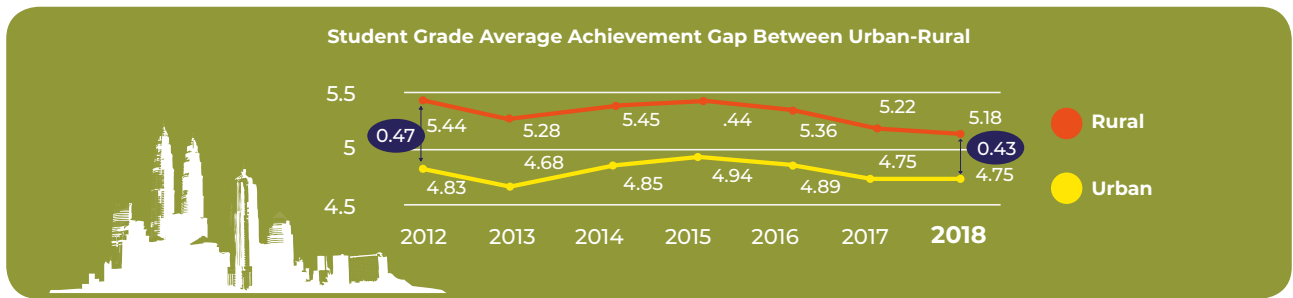
#### IMPACT

*Padawan's PKPPD performance level had gradually increased from one star in 2015: 39.2% to two stars in 2016: 61.5% and subsequently to three stars in 2017: 79.85%. The achievement was indeed quite a proud one, but what was more precious and meaningful was the process and the journey to improve its PKPPD, especially for the Padawan PPD which faced issues of having a serious lack of officers and supporting staffs (32 employees in PPD) while having to manage 101 schools (86 Primary schools and 15 Secondary schools) scattered at an average of 34 km from the PPD (the most remote school is 68 km away from the PPD). In 2018, as the first cohort Aspiring PPD, we were appointed as a mentor to share our knowledge and experience with the Deputy / Assistant PPD Mentees. I had the opportunity to be a mentor to PPD Lundu, to share the knowledge and skills that I had gained from Aspiring PPD.*

*Looking back, I think that PPD Padawan's selection as Aspiring PPD was a blessing in disguise that it had brought me many benefits and strength to me and my team. I would like to convey my sincere thanks to BPSH for all the guidance and support provided throughout the entire length of Aspiring PPD 2017-2018."*



**Exhibit 3-5: SPM Student Grade Average Achievement Gap Between Urban-Rural**

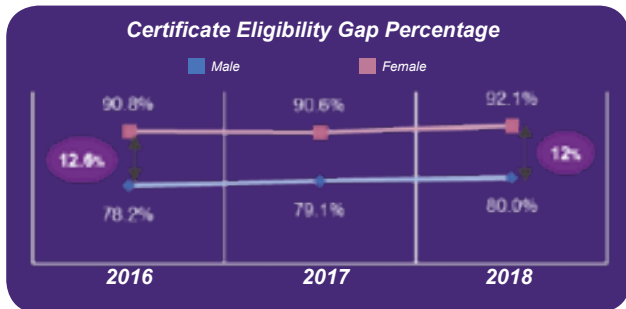


Source: Examination Board, LP

### SPM Achievement Gap 2018

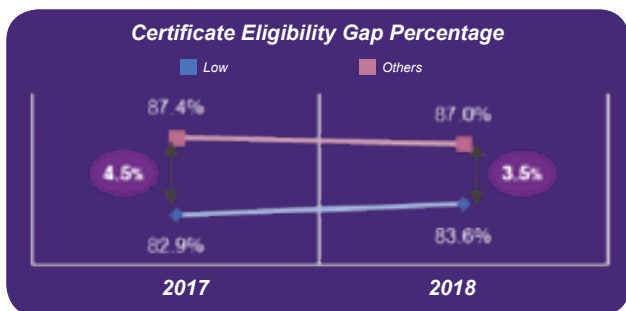
Every year, JPN and PPD will identify priority schools that require interventions focused on reducing rural-urban, gender and socio-economic gaps. The SPM academic achievement gap between urban and rural areas shrunk by 29.5% from 0.61 Average Grade (GP) in 2012 to 0.43 in 2018 (Exhibit 3-5). The same gap between genders declined from 12.8% in 2016 to 12% in 2018 (Exhibit 3-6) while the gap between socio-economic status (SES) decreased from 4.5% in 2017 to 3.5% in 2018. (Note: 2016 data was not included due to the lack of SES data from pupils who sat for SPM that year. \*A total of 11,225 students were excluded from the 2018 analysis due to lack of SES data (Exhibit 3-7)).

**Exhibit 3-6: SPM Student Certificate Eligibility Achievement Gap between Genders**



Source: Examination Board, LP

**Exhibit 3-7: SPM Student Certificate Eligibility Achievement Gap between SES**



Source: Examination Board, LP

### Primary School Assessment Reporting

The Ministry implemented a new system in our country's education field, which is the Primary School Assessment Reporting (PPSR), as a result of the implementation of School Based Assessment (PBS). Various changes, innovations and paradigm shifts were made to ensure that education in Malaysia is on par with developed countries.

Student outcomes would be assessed holistically at the primary level in order to replace the Year 6 assessment, which was the Primary School Achievement Test (Ujian Pencapaian Sekolah Rendah, UPSR). This was in line with the Ministry's efforts to bring the nation's education to a higher level through 21st Century Learning (PAK21).

From 2018, the analysis on Year 6 student outcomes was focused on achieving the minimum level of UPSR mastery of at least grade D in all subjects. The Ministry's focus was to look at students' outcomes holistically based on overall growth-oriented learning and assessment, and not just on examinations.

### UPSR 2018 Achievement

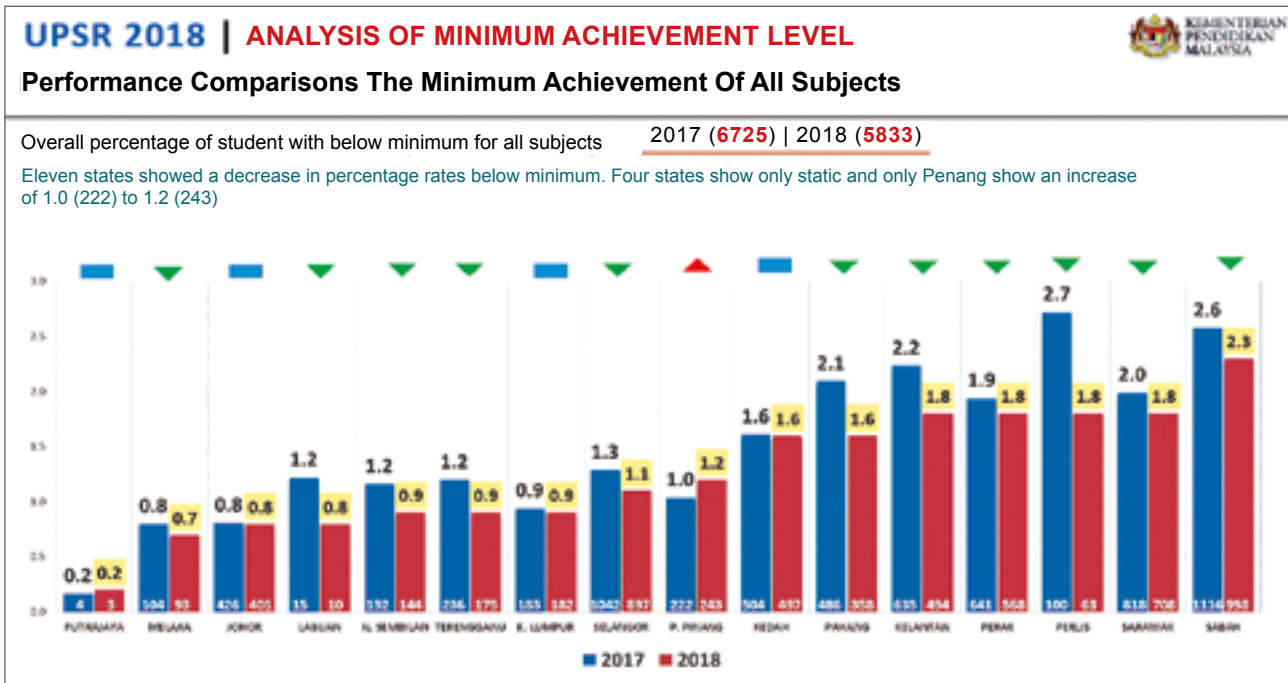
The National Average Minimum Level (MTM) UPSR 2018 was at 65.9%; that is 70.3% for urban schools and 64.3% for rural schools. Among the subjects with an average MTM of over 90% were Malay Language Understanding, Malay Language Writing and Science (Exhibit 3-8).

Exhibit 3-8: Average Mastering Minimum Level (MTM) UPSR by Subject for 2018

Subject	Average MTM UPSR 2018	Number of Candidates
011 - Malay Language-(Comprehension)	95.9%	328,939
012 - Malay Language-Writing	94.6%	328,990
013 - English Language-(Comprehension)	83.1%	329,021
014 - English Language-Writing	74.6%	329,024
015+025+035 - Mathematic	80.5%	427,126
018+028+038 - Science	96.1%	427,151

Source: School Management Division, BPSH

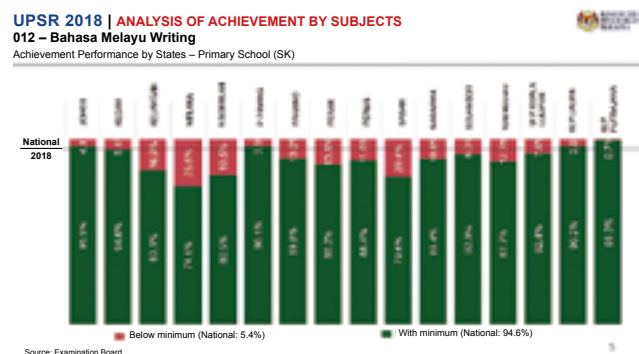
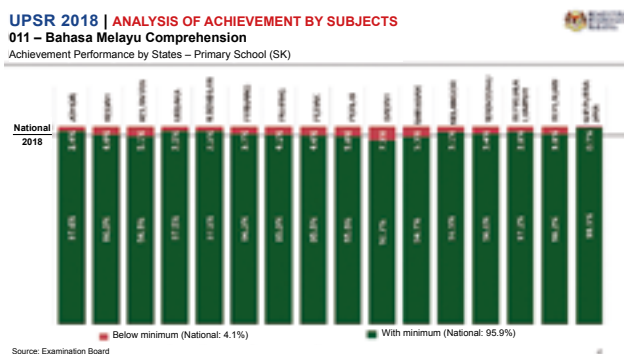
Exhibit 3-9: Analysis of Minimum Achievement Levels by State for 2017 & 2018



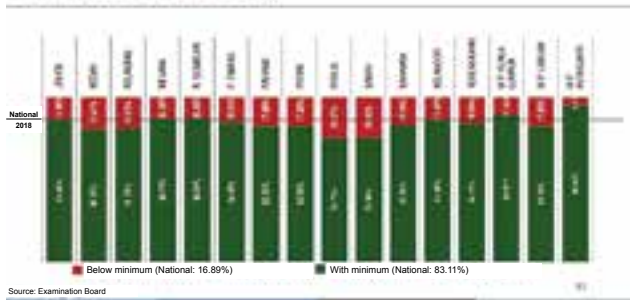
Source: Examination Board, LP

The following graphs represents the analysis of UPSR MTM achievement throughout 2018 compared to 2017 (Exhibit 3-9) and analysis of MTM UPSR achievement in 2018 by state (Exhibit 3-10).

Exhibit 3-10: Analysis of Minimum Achievement Level by States and Subjects for 2017 & 2018



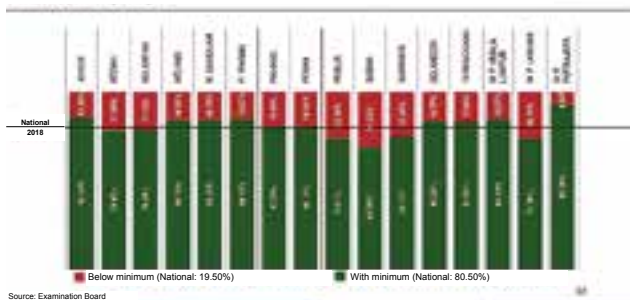
**UPSR 2018 | ANALYSIS OF ACHIEVEMENT BY SUBJECTS**  
**013 – English Comprehension**  
 Achievement Performance by States – Primary School (SK)



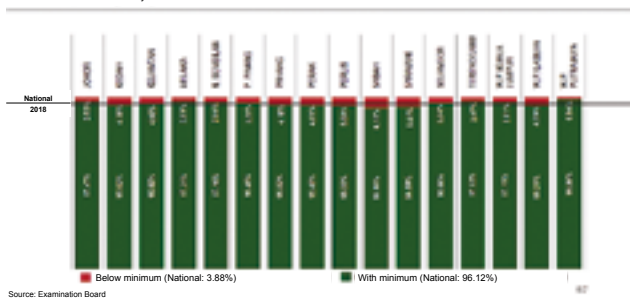
**UPSR 2018 | ANALYSIS OF ACHIEVEMENT BY SUBJECTS**  
**014 – English Writing**  
 Achievement Performance by States – Primary School (SK)



**UPSR 2018 | ANALYSIS OF ACHIEVEMENT BY SUBJECTS**  
**015, 025 & 035 – Mathematics**  
 Achievement Performance by States



**UPSR 2018 | ANALYSIS OF ACHIEVEMENT BY SUBJECTS**  
**018, 028 & 038 – Science**  
 Achievement Performance by States



Source: Malaysian Examination Syndicate, LP

## EDUCATION TRANSFORMATION FOR ORANG ASLI AND INDIGENOUS COMMUNITIES

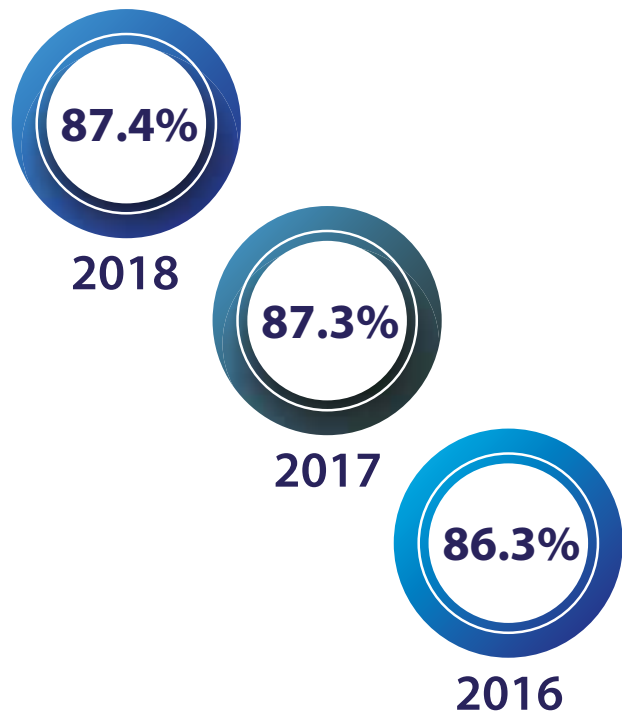
In order to produce generations of excellent and educated Orang Asli and indigenous students, the Orang Asli and the Indigenous People Education Transformation Initiative was implemented to ensure that all students including the Orang Asli and Indigenous people receive quality education that were relevant to their needs. To make this initiative a successful one, several programmes to stimulate academic performance of this group were launched in six states - Selangor, Terengganu, Perak, Kelantan, Sabah dan Sarawak.

### ENROLMENT, ATTENDANCE RATE AND TRANSITION RATES OF ORANG ASLI AND INDIGENOUS STUDENTS

#### Attendance of Orang Asli Students

The first key performance indicator for the initiative was the increase in the percentage of attendance of Orang Asli students in school. The achievement in 2018 was 87.4%. Despite not achieving a target of 90%, there was an increase when compared to 2017 (87.3%) as shown in Exhibit 3-11.

Exhibit 3-11: Increased in Percentage of Orang Asli Students' Attendance to School, 2016-2018

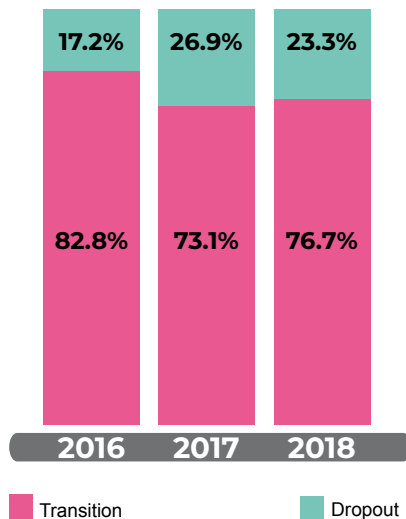


Source: Daily School Management Division, BPSH

### Primary to Secondary Level Transition Rate

The second key performance indicator for the initiative was the increase in the percentage of Orang Asli students from Year 6 to Form 1. There was an increase in 2018 (76.7%) compared to 2017 (73.1%) in 2018 as seen in Exhibit 3-12.

**Exhibit 3-12: Increased in Percentage of Orang Asli Student Transition from Year 6 to Form 1, 2017-2018**

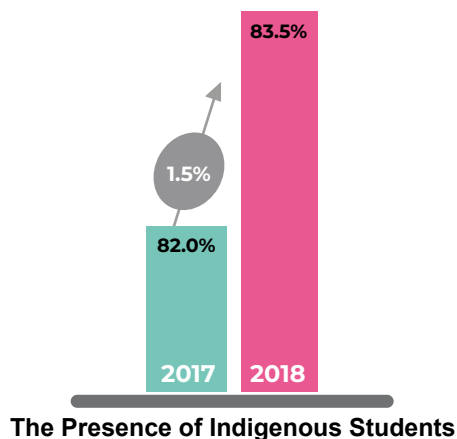


Source: School Management Division, BPSH

### Percentage of Attendance and Transition of Sabah and Sarawak Indigenous Students

The third key performance indicator was the increase in the percentage of the attendance of Indigenous students of the Dusun Bonggi (Sabah) and Penan (Sarawak) Dusun in school. There was an increase in attendance in 2018 (83.47%) compared to 2017 (82%) as stated in Exhibit 3-13.

**Exhibit 3-13: Increased in Attendance Percentage of Indigenous Pupils to School, 2017-2018**

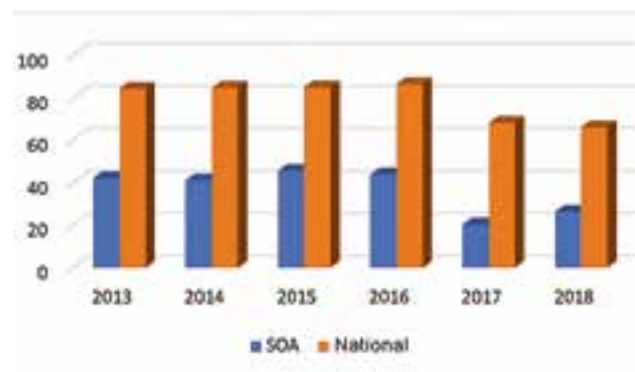


Source: Daily School Management Division, BPSH

### Academic Achievement of Orang Asli Schools and The Comprehensive 9 (K9) Special Model Schools

The fourth key performance indicator was the improvement of the quality of education achievement of Orang Asli students in the Primary School Achievement Test (UPSR). The passing rate of students at the Orang Asli schools and the K9 Special Model schools showed that the rate of increase in pupils reached a good minimum level compared to 2017. There was an increase from 20.2% for 2017 to 26.1% of pupils who achieved at least D for all subjects in UPSR 2018 (Exhibit 3-14). This proved that the interventions that were carried out help students in improving the level of understanding in their classes were successful in increasing the level of academic achievement, especially for primary school pupils.

**Exhibit 3-14: The achievement of SOA MTM compared to the national average, 2013-2018**

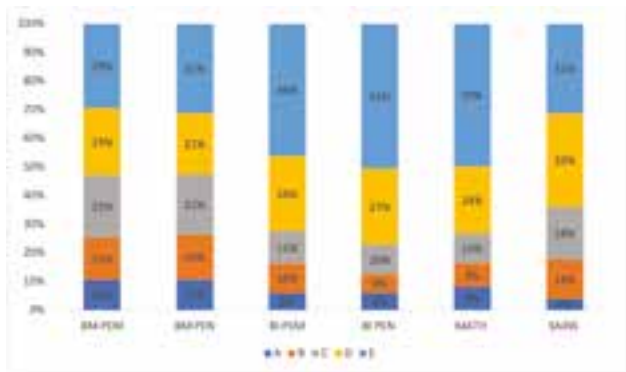


Source: Examination Board

The UPSR 2018 achievement grade distribution showed that students in Orang Asli K9 Special Model schools were still unable to master the English Language and Mathematics subjects and the percentage of students who had not reached the minimum level (at least D) in those two subjects were above 50%. However, the percentage of students who had achieved grade A in Written English showed an increase to 6% from 4% in 2017 and in Mathematics which increased from 2% in 2017 to 8% in 2018 (Exhibit 3-15).

More focus will be placed on enhancing the competencies of teachers teaching English Language and Mathematics in Orang Asli and Special Model K9 schools to ensure the objectives of the Orang Asli and the Indigenous People Education Transformation initiative to improve the students' level of academic achievement were attained.

**Exhibit 3-15: Grade Distribution at Orang Asli and K-9 Schools Based on UPSR Subject 2018**



Source: Malaysian Examination Syndicate, LP

### Attendance Enhancement Programme

The programme was an effort to attain the first key indicator for the Orang Asli and Indigenous People Education Transformation initiative. It was implemented to increase the attendance of Orang Asli students by creating fun schooling environment through various games, sports, music and traditional activities as means of attracting the students to school. Throughout 2018, the programme involved 5,281 students from 26 schools in six states.

### Orang Asli Student Outcome Programme

The program was implemented with the purpose of improving the performance of Orang Asli students in terms of attendance, discipline, parental involvement and character development so they can succeed in the classroom. Problematic students were identified and given appropriate interventions. In 2018, 3,516 students and 348 teachers were involved in the program.

The Implementation of the Orang Asli Student Outcome Programme at Orang Asli Schools would see improvements where focus will be placed on making learning more efficient. Cooperation with The Village Development and Security Committees (JKKK) and Tok Batin (Headman of the Orang Asli Community) would be further strengthened to increase the number of schools involved, as well as to optimise their role with the schools in order to reduce the issue of dropouts among Orang Asli students.

The initiative was further expanded with the implementation of the Career Awareness Programme for Orang Asli students so that they continue to seek opportunities to pursue higher education. To ensure equity and access to education, the Indigenous Community Education Awareness Carnival Programme would be implemented in collaboration with other government agencies in Sabah and Sarawak. The aim of this initiative was

to ensure the right of access to education of Orang Asli and Indigenous students was on par with the mainstream education system in order to achieve students' success and outcome.

### Parental Consensual Programme

It is undeniable that parental involvement in education is crucial to produce a generation of outstanding students. The programme was launched in the Penan community to enhance the awareness of parents on the importance of education for their children's future. Themed "Jom Tuai Rami # 57", the programme was held at SK Long Kevok, Baram from 7 to 10 October 2018, and involved five schools.

### Orang Asli Education Community Carnival Programme

In an effort to increase the academic achievement of Orang Asli students, this programme was launched to help raise the awareness of parents and communities on the importance of education for their children, as well as to increase the percentage of attendance of Orang Asli students to school. In 2018, 436 Orang Asli students and 54 teachers participated in the programme.

The Orang Asli and Indigenous People Education Transformation Initiative was committed to continuously plan and implement the programme as an effort towards increasing the student outcomes the Orang Asli and Indigenous People Students.

## IMPROVING ACCESS AND QUALITY EDUCATION FOR SPECIAL EDUCATION NEEDS (SEN) STUDENTS

The Special Education Needs Students (SEN) Education Quality and Access Improvement Initiative is aligned with the Ministry's commitment to producing outstanding students through education without discriminating students for their shortcomings. Various efforts were implemented and continued by the Ministry throughout 2018 to enhance the potential of SEN to the optimum level. Enhancing the understanding and awareness of other parties towards SEN was also important to ensure that the efforts implemented gained support from all parties to ensure that opportunities were also available for SEN students. To realise this intention, the Ministry implemented two main approaches namely: i) Improving SEN Access by enhancing the Inclusive Education Programme, and ii) introducing transition programmes to enhance SEN's employability.

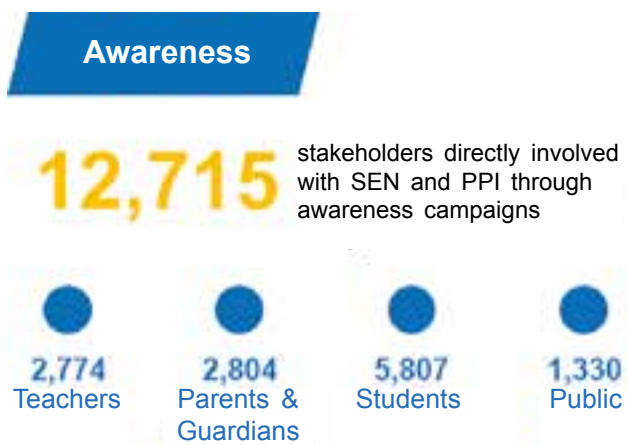
### IMPROVING SEN ACCESS BY ENHANCING THE INCLUSIVE EDUCATION PROGRAMME

The Inclusive Education Programme (PPI) began in the 80s where capable SEN were placed in partial or full-time regular classes for their primary and secondary education. Beginning in 2016, the Inclusive Education Programme was enhanced and the Holistic Model Inclusive Education Programme was pioneered in 44 primary schools throughout the country, and has now successfully increased SEN enrolment by 185% in the pioneering school in 2018 compared to 2016. The Holistic model emphasised the collaboration and readiness of all stakeholders, including the Principals and Headmasters, teachers, mainstream students, special needs students and parents in assisting and supporting SEN needs at school and beyond. The Holistic Model was expanded throughout the country in phases and in line with the expansion of various programmes carried out involving schoolchildren, parents, communities and all stakeholders.

#### Enhancing SEN Awareness Integrated Programme

Both the Enhancing SEN Awareness Integrated Programme and the Special Education Awareness Programme involved mainstream teachers, special education teachers, parents and guardians, mainstream students, special needs students and the general public (Exhibit 3-16). Through a post programme survey, it was observed that the programme was able to raise awareness of all parties about the importance and need for all children with special needs to obtain quality education in line with other mainstream children, to guarantee their future.

**Exhibit 316: Stakeholders that were involved in the 2018 Awareness Campaign**



### SEN Educator Capability Development Programme

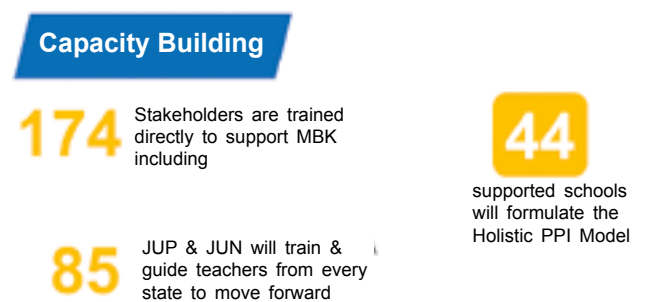
The readiness and competence of mainstream teachers and special education teachers were constantly enhanced so that all teachers can teach and support SEN in mainstream classes and all special education programme. In 2018, one course and two support visits (kunjung bantu) activities were conducted to enhance the existing teachers' competency.

#### Leadership and Management of Coaching and Mentoring Courses

Stakeholders involved in Inclusive Education, especially educators, should be supported to develop their competencies so that they can continuously help SEN.

Teacher training was further reinforced through the Leadership and Coaching and Mentoring Management Course for Central Coaches (JUP) and the Inclusive Education Programme for the State Coaches (JUN) (Exhibit 3-17).

**Exhibit 3-17: Number of Stakeholders, JUP, JUN, & School involved in Capability Development Training**



### Special Education Service Center (3PK) Support Programme

Apart from regular activities, targeted support was also important to be given to certain schools in assisting their efforts to implement Inclusive Education.

From March to October 2018, the Support Program to SEN at Preschool, PPKI and Inclusive Education Programme was held at 243 schools across Malaysia. A total of 489 SENs from 44 pilot extension schools received support services from the Special Education Service Center (3PK). Exhibits 3-18 and 3-19 below shows the comparison of SEN participation since the program was introduced in 2013, and the participation according to states.

**Exhibit 3-18: Percentage Comparison of SEN Participation from 2013 to 2018**



Source: Special Education Division, SEN

**Exhibit 3-19: Percentage Comparison of SEN Participants by State for 2018**

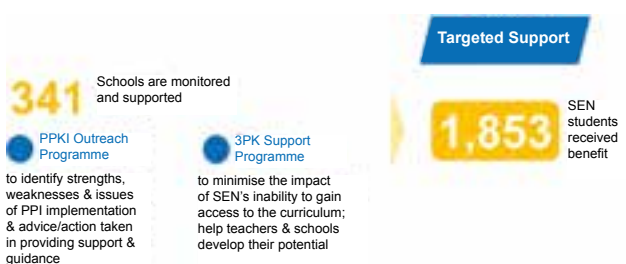
STATE	SEN PERCENTAGE IN PPI (%)	STATE	SEN PERCENTAGE IN PPI (%)
TERENGGANU	75	SABAH	50
NEGERI SEMBILAN	66	PERLIS	49
PULAU PINANG	57	PERAK	48
W.P PUTRAJAYA	54	PAHANG	46
JOHOR	53	KEDAH	46
SELANGOR	51	WP LABUAN	45
W.P KUALA LUMPUR	51	SARAWAK	39
MELAKA	50	KELANTAN	37

Source: Special Education Division, SEN

### PPKI Support Visit (Kunjung Bantu) 2018 Programme

The monitoring of PPKI Support Visits 2018 Programme was implemented from 1<sup>st</sup> October until 15<sup>th</sup> November 2018 by Ministry officials, JPN and PPD with the involvement of 201 primary PPKI and 96 secondary PPKI throughout the country. The Exhibit 3-20 shows the number of schools monitored and supported as well as the number of SENs that benefited from the programme.

**Exhibit 3-20: Number of Schools and SEN under the PPKI-Aid Programme and the 3PK Support Programme, 2018**



### INTRODUCTION TO THE TRANSITION PROGRAMME TO IMPROVE MBK EMPLOYABILITY

The main goal of providing SEN knowledge and skills was to ensure they were eligible to be offered jobs or to be self-employed, and at least self-support to continue their survival. Therefore, the Ministry plays a key role in providing quality educational opportunities for all SEN to learn and master the knowledge and skills they need.

#### MBK Transition to Career Carnival

This new effort was spearheaded by the Ministry to ensure MBK can enjoy a higher quality standard of life after school. Part of this effort was to organise the SEN Career Transition Carnival under the Special Education Division (BPKhas). It was held the first time in 2018, where four Vocational Special Education Schools (SMPKV) were involved. The purpose of this carnival is described in Exhibit 3-21:

**Exhibit 3-21: Purpose and Involvement of IPT in the 2018 SEN Transition to Career Carnival**



## SUMMARY

The Ministry had always prioritised the provision of equitable quality education to students regardless of their schools' location. The District Transformation Programme was further strengthened to ensure that PPDs in each state succeed in managing their employees' performance and capabilities through their involvement in performance dialogues, mentoring, training and sharing of knowledge and best practices, and implementing differentiated interventions according to schools' needs.

To address the issue of dropouts among Orang Asli and Indigenous people students, parental engagement programmes, educational community carnivals, attendance, and Orang Asli student outcomes programmes were implemented. These efforts were geared towards producing outstanding

and educated Orang Asli and Indigenous pupils, and ensuring they receive quality education relevant to their needs.

For Special Education Needs Students (MBK), efforts towards improving the access and quality of education of the students continued to be implemented through the Inclusive Education Programme. The programme emphasised spreading awareness of the purpose and importance of inclusive education among stakeholders so that solid and comprehensive support can be given to them. Employability efforts were also being championed so that the students can enjoy a dignified quality of life.

Equity in education can be achieved when all stakeholders work closely with the Ministry to support and assist Malaysian children in need throughout the country.





# CHAPTER 4

# DEVELOPING STUDENTS' ETHICS IN STRENGTHEN



# S' VALUES AND ING UNITY



# 2018 HIGHLIGHTS & ACHIEVEMENT

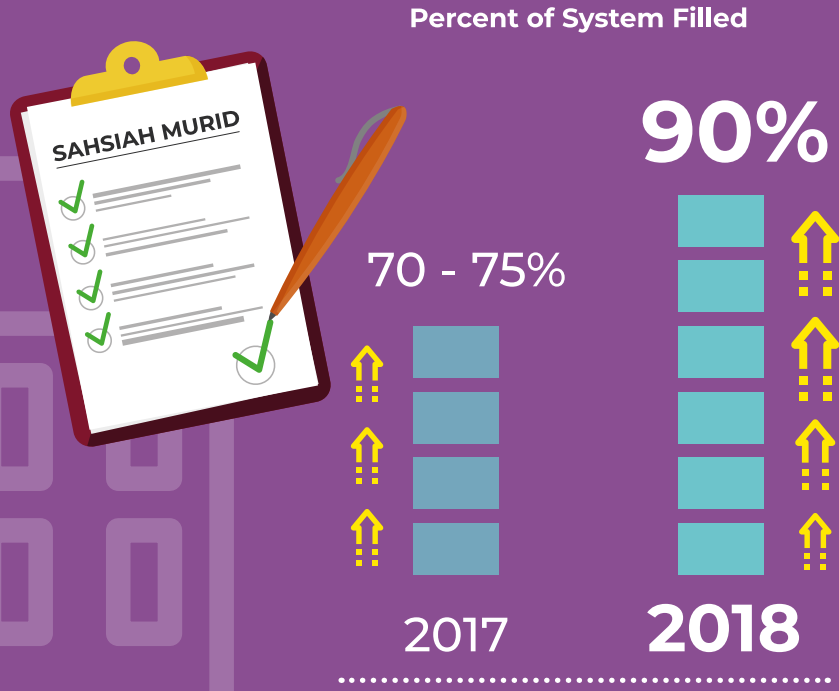
📦 PGB EXECUTES, ADMINISTER AND MANAGES UNITY IN SCHOOLS .....

97%

PGB implemented unity practices with **excellence**



# FILLING OF THE SISTEM SAHSIAH DIRI MURID (SSDM) .....



The Sistem Sahsiah Diri Murid (SSDM) enable teachers to record and report students' good conduct and misconduct in schools.

Baseline of School with High Discipline

Only **6%**



Schools have been categorised as Schools with High Disciplinary cases



The uniqueness of Malaysia which symbolises harmony as well as racial and cultural integration is the basis of the positive view the international communities have toward the nation. In Shift 3, the Malaysia Education Blueprint (MEB) 2013-2025 expresses the desire to produce citizens who observe values, strengthen Islamic and Moral Education focusing on unity and fostering close understanding among students whilst developing them holistically by strengthening the need for student participation in the 1Sport, 1Club, and 1Uniform Body as one of the main agendas in the education transformation.

4-4

It began in 2016 when the Blueprint entered its Wave 2, where the Ministry has accelerated the the upgrading of system through unity in Education. The Blueprint aims to ensure the success of the national education system by focusing on five thrusts of the education system which include access, quality, equity, unity and efficiency. All efforts undertaken to strengthen unity are now more focused and intensive by ensuring that the education system provides students with greater opportunities to enhance interaction amongst them, with the ultimate goal of unity among the citizens who share the same aspirations of the country.

The National Education Philosophy affirms the need for students to have good character and personality. Applying and strengthening values among pupils continue to be given priority in the national education system. The year 2018 witnessed the following initiatives being implemented to fulfill the aspiration of unity through education:

- Strengthening Unity
- Developing Values and Ethics

## STRENGTHENING UNITY

### UNITY ROADMAP

The goal of unity outlined in the Blueprint is that everyone in schools can accept, respect and manage diversity. Malaysia which consists of various races, religions, cultures and languages requires the



cooperation and strong support from all parties in order to succeed and progress in the development of the country. To achieve this, the Ministry expects that by the end of 2025, all schools in Malaysia will attain a positive atmosphere through various unity programmes and cooperation between schools and communities.

In order to realise this endeavor, the Ministry developed a Unity Roadmap which was approved by the Ministry as stated in the 2017 Annual Report. This plan is a comprehensive action plan to ensure that national unity is attainable at the school level and in turn can produce proud Malaysians with the national identity of Malaysia. Although, this plan has yet to be launched for the full use of education fraternity, however, some action plans have already been implemented. Among the actions that have taken place in 2018:

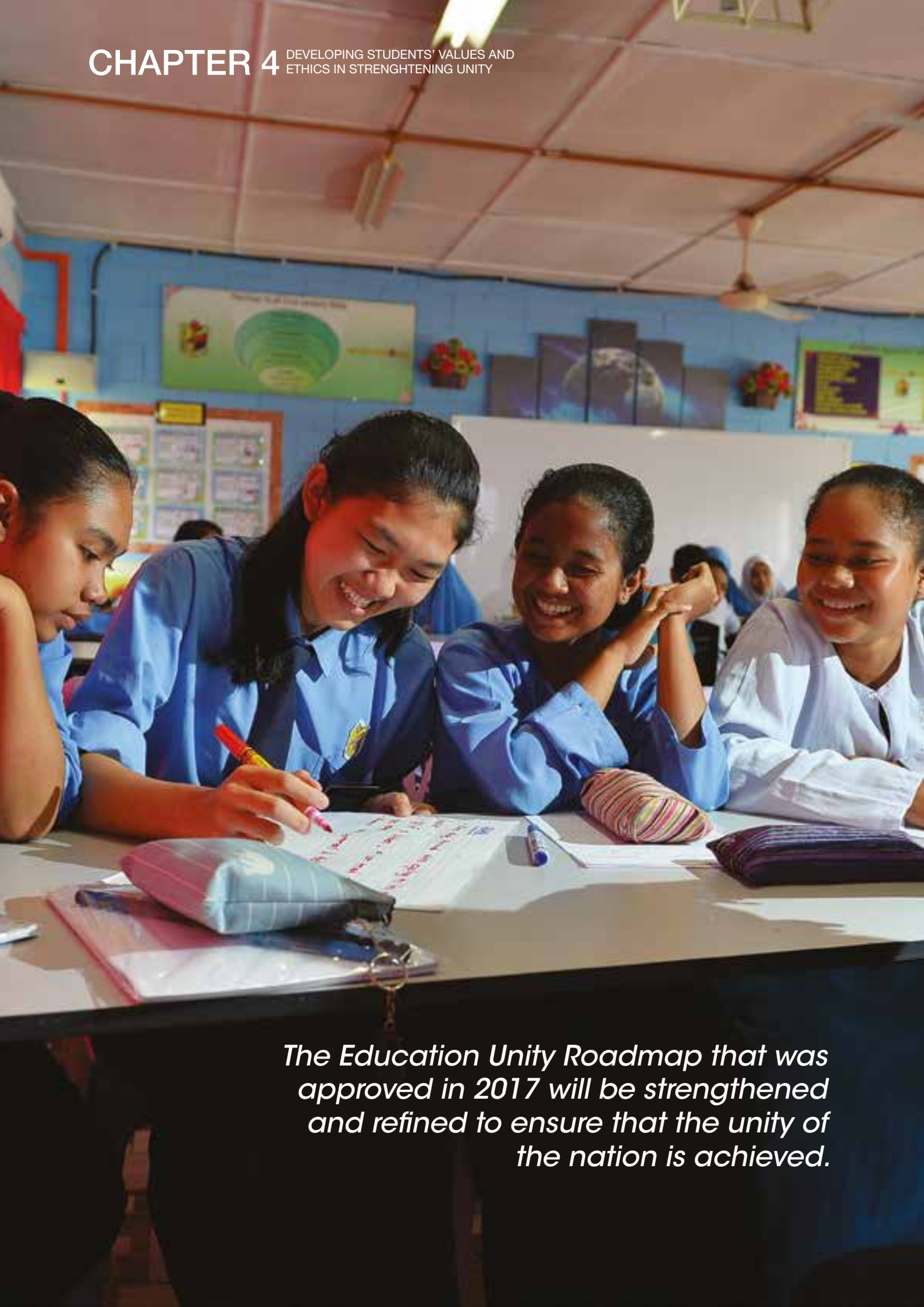


- Expanding the implementation of Fostering Unity Course for Principals and Headmasters (Pengetua dan Guru Besar, PGB)
- Inspection of Schools Inspectorate and Quality Assurance (Jemaah Nazir Dan Jaminan Kualiti, JNJK) on PGB in implementing and managing unity in schools
- Preparing the Unity Practice Guidelines
- Implementation Study of Unity in Education Policy

In 2018, the Ministry ran a study on the Unity Level among students and teachers for the third time. As agreed in 2014, the implementation of this study should be conducted within a period of two years to determine the unity index in education. Existing unity programme such as the Student Integration Plan for Unity or RIMUP (Rancangan Integrasi Murid Untuk Perpaduan) Camp is also ongoing, while programmes collaborating the Ministry and other external agencies are further strengthened, such as Kelab Rukun Negara, Kelab Malaysia as well as other international programmes.

#### **THE EXPANSION OF THE IMPLEMENTATION OF FOSTERING UNITY COURSE FOR PGB**

The success of the pilot programme for Fostering Unity Course for PGB by Aminuddin Baki Institute (Institut Aminuddin Baki, IAB) which was carried out in 2017 to 127 PGB, led the Ministry to extend this course to all PGBs nationwide. The purpose of this course is to enhance awareness and understanding of PGBs on the importance of unity in schools. This is because many PGBs have the perception that unity is only limited to racial unity, and their lack of understanding of the principle of accepting, respecting and managing diversity as defined in the Blueprint. Pilot results in 2017 showed that this training module has been strengthened and focused on upgrading skills and knowledge to implement unity programmes in schools. However, this module still maintained the following existing topic:



*The Education Unity Roadmap that was approved in 2017 will be strengthened and refined to ensure that the unity of the nation is achieved.*

- Mind Planning,
- Concept of Unity,
- Role of School Leaders to Improve Unity in Schools,
- Unity related Issues and Challenges,
- Implementation of RIMUP,
- Self-Assessment,
- Action Planning and Workshop Handling,
- Organising Unity Forum, and
- Understanding Policy and Constitution.

In 2018, 440 PGBs from all states except Johor had successfully completed the course compared to 2017 where only 127 PGBs participated in the pilot programme. The four days face-to-face course was followed by the Follow-Up-Follow-Through (FUFT) programme. The monitoring and observation conducted by IAB lecturers, as a whole, found that almost all PGBs who attended the course have successfully practiced what they have learned in their respective schools. They claimed that the courses they attended will assist them in implementing programmes which foster unity. This course will continue to be extended to all PGBs who are in service to ensure that unity can be strengthened at all levels of education.

#### **INSPECTION OF SCHOOLS INSPECTORATE AND QUALITY ASSURANCE (JNJK) ON PGB IN IMPLEMENTING, ADMINSTRATING AND MANAGING UNITY IN SCHOOLS**

Examining the effectiveness of the course attended by PGB is essential in ensuring that the knowledge and skills acquired are implemented in their respective schools. Inspection conducted by JNJK on 97 out of 127 PGBs who participated in the Fostering Unity Course pilot programme in 2018. This is due to some PGBs who have moved or retired.

The results showed that almost 97% of PGBs or their representatives were able to practice unity excellently in school and only 28% showed good achievement in managing and administering unity programmes. Inspections done in 2018 have been conducted using a special instrument developed by JNJK. However, from 2019 onwards, all schools will conduct a self-assessment on unity in schools using the Malaysia Education Quality Standard Wave 2 (Standard Kualiti Pendidikan Malaysia gelombang 2, SKPMg2). The findings also showed that PGBs' understanding of unity was widespread

and not limited to racial integration. In addition, PGBs also stated the need for a clear guideline in the implementation of unity in schools. IAB will also improve the course module based on the findings obtained from the inspection, to be used in 2019.

#### **PREPARATION OF GUIDELINE ON IMPLEMENTATION OF UNITY DAILY PRACTICES IN SCHOOLS**

The School Management Division (Bahagian Pengurusan Sekolah Harian, BPSH) has developed the Guidelines on Implementation of Unity Daily Practices schools under the Ministry of Education. The Guidelines are intended to guide the integration of unity among the school community in line with the principles of the Rukun Negara and the definition of unity used in education. The fusion of unity is unlimited to the school community of various races but also the various ethnic, socio-economic, linguistic, gender and religious backgrounds, giving them the opportunity to understand, accept, respect and appreciate difference and diversity. This guideline can be used as a reference to principals and teachers in implementing unity practices through programmes and activities that incorporate elements of unity. This Guideline has been distributed through the Ministry of Education Circular No. 9/2018 dated 9 November 2018 to all primary and secondary schools to be used in schools beginning January 2019.

#### **IMPLEMENTATION STUDY ON UNITY IN EDUCATION POLICY**

The implementation study of Unity in Education Policy was conducted from March until September 2018. The report was presented in October 2018 and the Ministry's top management agreed to include the main proposal of this report in the Unity Roadmap. The main purpose of this study was to find out the effectiveness of related policy on unity and the gaps between the implementation of a unity programme with the unity policy at school level. The study involved 239 primary and secondary schools, 3,277 teachers and 3,557 students nationwide.

This study found that the four key factors to improve the effectiveness of unity related policies are i) effective communication and a more structured change management from the Ministry to school





## Japan-Malaysia Young Students Unity, Cultural and Exchange Programme 2019

The programme has successfully expanded the concept of unity which is not only important among Malaysian community, but also between Malaysians and the international community. The establishment of a national identity was evident in this programme when various levels of Malaysian society exhibited their multi-racial identity to Japanese student delegate.

In addition, the programme also provided close collaboration between school, parents and the community in implementing a unity programme. It was the best platform to prove that such a

programme is not only important for inter-ethnic communities, but also for homogenous school community (intra-ethnic integration).

The involvement and support of government and private agencies such as the Ministry of Tourism, Arts and Culture Malaysia, the Melaka Chief Minister Office, the International Islamic University College, homestay operators, local residents and communities who contributed their ideas and skills, had facilitated the implementation of this programme and contributed to its success.

*Puan Normah  
Headmaster  
SK Ramuan Cina Besar, Malacca*

## RIMUP National Camp 2018

The National RIMUP Camp 2018 was a showcase and the highlight of the National Student Integration Plan For Unity or RIMUP's (Rancangan Integrasi Murid Untuk Perpaduan) activities for 2018 held in Terengganu. Students from primary schools (National schools, Chinese National Type Schools and Tamil National Type Schools) and homogenous secondary school participated in the camp. With 95% of the Malay population, schools in the state successfully carried out activities that showcased cultural and multi-racial integration. A close collaboration was also established between the Chinese National Type School and the Orang Asli School when they performed cultural activities of the ethnic group.

RIMUP's innovative activity was successfully demonstrated throughout the programme. Camp participants had the opportunity to interact directly or meet with the local community when they visited the Malay, Chinese and Orang Asli villages. Apart from that, in an effort to carry out the cultural and art activities, the participants' parents along with the local community from nearby villages were involved and worked together.

*En. Fazli  
JPN Terengganu Officer  
Kuala Terengganu*



## Sunburst Youth Camp 2018, Singapore

A group of multi-racial Malaysian students represented the country in an international programme participated by countries from the ASEAN region: India, Japan, Korea, China, Australia and New Zealand. They did not label themselves by ethnicity, instead they were proud of being identified as Malaysian.

In preparation for the programme, participants took the initiative to study and collaborate with relevant parties. Although the students came from the Peninsular, they also wanted to showcase the customs and cultures of Sabah and Sarawak ethnic groups. Their parents were also involved in contributing ideas, preparing exhibits, preparing food and drinks during their training, irrespective of race, or religion.

Their exhibition and dance performances that highlighted the vibrant cultures, traditions and customs of multiracial Malaysians made the programme a main attraction programme.

*Puan Adibah Omar  
Senior Teacher  
SMK TTDI Jaya, Selangor*



level, ii) the knowledge and competence of school leaders, particularly PGB in administrating and managing policy implementation instructions and translating them to school-level programmes and activities, iii) an increased participation among parents and communities, including private sector and NGOs (Non-Governmental Organisations) in school activities, and iv) periodic inspections and monitoring, as well as recognitions to schools that emphasise unity.

The findings also indicate that up to now, schools' recognition are very much based on academic achievement, and this has resulted to some PGBs who focused more on academic programmes and activities. Unity Roadmap which was approved in 2017 will be further improved and refined by incorporating the action plan recommendation from this study and, in turn, will be used as a strategic planning in ensuring the national unity aspirations is achieved.

### LEVEL OF UNITY STUDY AMONG STUDENTS AND TEACHERS IN MALAYSIA

The study started in 2014 with the aim of knowing the unity index at primary and secondary schools level. The Unity Index in 2014 was 6.9 and 2016 was 6.6. Despite the decline, this index indicated that unity level was in the medium to moderate category.

The study conducted from February to October 2018 involved 400 primary schools and 400 secondary schools, 11,147 teachers and 11,187 students. The same four instruments used in the previous year was still used and contained three main constructs and 10 sub-constructs on unity. The findings showed that the level of teacher and student unity was moderately high with an index of between 5.2 and 5.6. While the index for the main construct ranges from 4.8 to 6.0, and the index for the 10 values required for unity such as open mindedness, tolerance, cooperative, trustworthy, prudent, appreciative, attentive, fair, and rational were between 4.7 and 6.4. The study also found that some practices were difficult to implement, especially the ability to accept differences. This study concludes that the level of unity among teachers and pupils has yet to achieve the desired targets and affects the ability to accept differences.

## DEVELOPING STUDENTS' VALUES AND ETHICS

Efforts in fostering and inculcating values begins from home, but this effort is strengthened when a child goes to school starting from preschool to higher education level. Quality education systems has to be able to produce knowledgeable and skilled individuals as well as have high personality as stated in the National Education Philosophy (Falsafah Pendidikan Kebangsaan - FPK). At present, instilling values is done across curriculum and co-curriculum for all subjects with priorities given especially to Islamic Education, Moral Education, Civic and Citizenship Education in Forms 4 and 5.

In 2017, the students' character development focused on co-curricular activities. However, in 2018 the Ministry decided that the development of students' values and character should be broadened with emphasis on strengthening the existing internal and external character building programmes, as well as preparing a long-term strategic plan for the development of values and character.

### VALUES AND ETHICS DEVELOPMENT STRATEGIC PLAN PREPARATION LAB

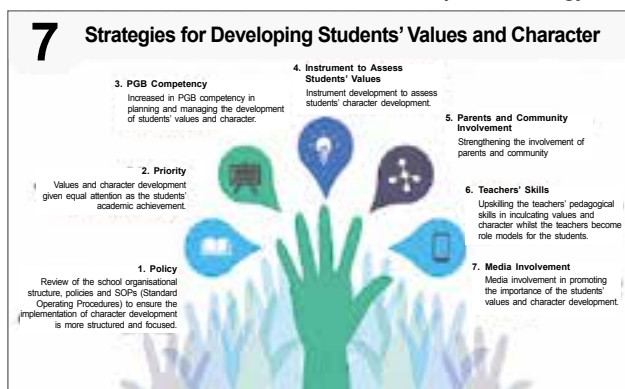
The Ministry conducted a lab in August 2018 to develop short-term and long-term strategic plans to instil values and develop students' character holistically, by involving all relevant parties. The lab involved officials from the Ministry, teachers, university lecturers and members of the NGOs (Non-Governmental Organisations) such as the Malaysian Theological Seminary, Taiwan Buddhist Tzu Chi Foundation Malaysia, Malaysia Hindu Sangam, Global Peace Foundation Malaysia, IKRAM Malaysia Organization, Malaysian Buddhist Youth Association and The Baha'i Community of Malaysia.

Four universal values namely, i) Love, ii) Mutual Respect, iii) Happiness and iv) Responsibility as recommended by the Minister of Education has been a core factor in the inculcation of students' values and character. The concept of students' values and character development was based on physical, emotional, spiritual and intellectual aspects as set forth in the FPK as well as the concept of Prosperity which was developed by the University of Science Malaysia. Lab findings

indicated that the approach taken to ensure effective development of values and ethics needs to be structured, continuous and comprehensive.

The action plan details for the seven strategies produced from the lab will be carried out in 2019 (Exhibit 4-1).

**Exhibit 4-1: Students' Values and Ethics Development Strategy**



Source: Sports, Curriculum and Arts Division, KLSE

### STRENGTHENING STUDENTS' ETHICS DEVELOPMENT PROGRAMME TO LESSEN STUDENTS' INVOLVEMENT IN SERIOUS DISCIPLINARY CASES

In 2012, the Ministry has developed the Student Disciplinary System to identify minor and major disciplinary cases that occurred in schools but discovered that the data collection rate was rather low. Hence, in 2016, the Ministry improved the system and rebranded it as the Sistem Sahsiah Diri Murid (SSDM) which aims to create a system that will enable teachers to record and report on students' good practices as well as disciplinary cases in their schools. In an effort of providing explanation of the SSDM requirements, the Ministry managed to get nearly 90% of schools to complete filling in the SSDM in 2018, compared to only 70-75% of the schools that filled the previous year. The Ministry has also revised the definition of schools with disciplinary problems in order to ensure that focused interventions are given to the schools.

Resulting from the systematically filled data and the definition of disciplinary-problem schools, it was found that only six percent of schools were categorised as Schools with High Disciplinary Problem and this

percentage would be the baseline for the years to come. At the same time, however, the disciplinary cases of pupils involved in major and minor disciplinary cases showed an increase of 2.25% from the previous year, involving truancy (Exhibit 4-2).

**Exhibit 4-2: Percentage of Students Involved in Major Disciplinary Cases**

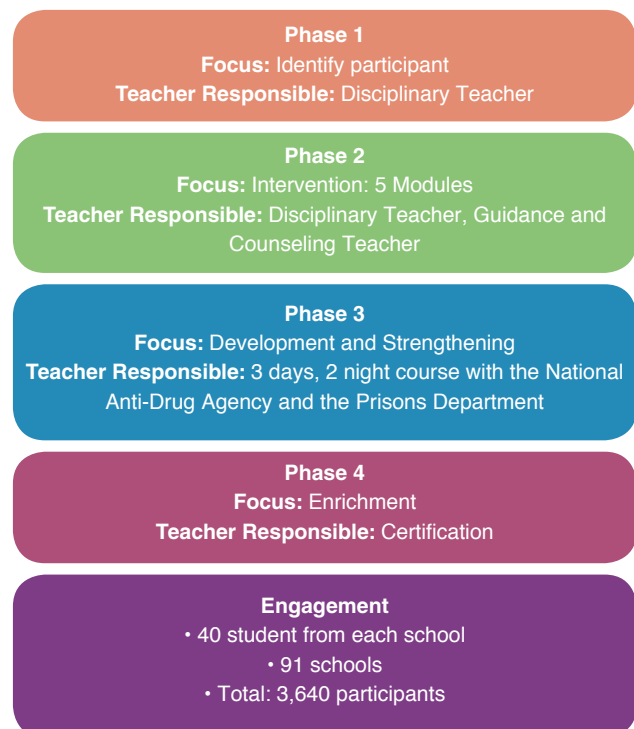


Source: School Management Division, BPSH

The improved PPSDM has been piloted to 91 schools involving 3,640 students from Forms 1 to 5, especially to students who were previously involved in disciplinary cases. Among the objectives of this programme was to help target students be self-aware, appreciate themselves, set goals and, develop potentials in decision-making, modify behaviours and be self-disciplined to have a future target.

PPSDM Module (Exhibit 4-3) implementation focused on four phases where soft skills are important elements that are used to manage students.

**Exhibit 4-3: PPSDM Module 2018**



## DISCIPLINARY CASES CATEGORISED AS SERIOUS MISCONDUCT ARE AS FOLLOWS:

- Crime-Based Disciplinary Cases
    - » Threatening / hitting / hurting teachers
    - » Fighting
    - » Threatening / hitting / hurting student
    - » Extortion
    - » Gambling
    - » Stealing
    - » Gangsterism
    - » Threatening / hitting / hurting staff
    - » Involvement in politics
  - Obscenity-Based Disciplinary Cases
    - » Using obscene words / actions
    - » Distributing pornographic material
    - » Hugging other students of opposite gender
    - » A couple being in close proximity which can raise suspicion
    - » Drawing and writing pornographic words and images
    - » Watch pornographic movies/ VCD
    - » Bringing pornographic material
    - » Peeping
    - » Kissing
    - » Close proximity
  - Vandalism
    - » Vandalising equipment in special rooms
    - » Vandalising hostel walls
    - » Vandalising school property
  - » Vandalising school's sports equipment
  - » Vandalising the headmaster / principal / teacher / staff vehicle
  - » Vandalising hostel's property
  - » Vandalising student's property / vehicle
  - » Vandalising canteen's property
  - » Vandalising SPBT book
  - » Vandalising school's wall / building
  - » Vandalising school's plants / ornamental plants
- Truancy
    - » school assembly truancy
    - » co-curricular activities truancy
    - » prep truancy
    - » test / examination truancy
    - » hostel truancy
    - » class truancy
    - » school official event truancy
    - » school truancy
  - Bully
    - » Physical bully
    - » Verbal bully
    - » Sign bully
    - » Relationship bully

## Definition

- Disciplinary Problem School (Sekolah Bermasalah Disiplin - SBD) is defined as any primary or secondary school having student committing a serious category of misconduct.
- High Disciplinary Problem School (Sekolah Bermasalah Disiplin Tinggi - SBDT) is defined as:
  - » primary or secondary school that has 50% or more students committing in serious misconduct category than the enrolment of the assessed year, or
  - » primary or secondary school that has 50% or more of the students from the year's enrolment committing a serious misconduct category and student confirmed of drug positive by the National Antidrug Agency (Agensi Antidadah Kebangsaan – AADK), or
  - » any primary or secondary school that has student confirmed of drug positive by the AADK.

**IMPACT STUDY OF STUDENT DISCIPLINARY CASES INTERVENTION PROGRAMME IN SCHOOL**

The Ministry has organised various character development programmes. Apart from PPSDM, many other programmes for the development of students' values and ethics programmes such as the Program Siasah Unggul Murid (SUMUR), Caring School Approach and Caring Teacher Practice, Crime Prevention Club, Ops Ponteng Programme, School Liaison Officer with the Royal Malaysia Police (Polis DiRaja Malaysia, PDRM), Prevention and Handling of Social Problems and Drug-use Prevention Programmes . The programme was organised by the Ministry / State Education Department (Jabatan Pendidikan Negeri, JPN) / District Education Office (Pejabat Pendidikan Daerah, PPD) and the school itself with the cooperation of parents, communities such as the Ministry of Health Malaysia (MOH), National Antidrug Agency (Agensi Anti Dadah Kebangsaan - AADK), PDRM, universities and NGOs. Initiatives undertaken in 2018 were to strengthen PPSDM to focus more on dealing with students involved in a particular case of major disciplinary cases.

To measure the effectiveness of these programmes, a study was conducted by the Ministry on 80 primary and secondary schools involving Assistant Principal for Student Affairs (Guru Penolong Kanan Hal Ehwal Murid, GPK HEM), teachers, students and parents, including District Education Officers. Based on teachers', parents' and the GPK HEM's responses, programmes that had the highest impact were the School Liaison Officer Programme, the Caring School Approach Programme and Teacher Caring Practice Programme. Based on the students' response, it was found that only the School Liaison Officer Programme had a high impact, while the other programmes such as the Caring and Loving the School Programme, the Ops Ponteng Programme (School Truancy Operation Programme), and others have had only a moderate impact. The conclusion of this study suggested that students will be more interested to participate in programmes which were beneficial to them and will affect them. The Ministry and schools were proposed to plan intervention programmes that were more attractive to students as well as beneficial to them to address disciplinary cases often committed by them such as neglecting time, playing truancy and bullying.

**Research on Indeks Kemendian Murid**

This study was carried out with the aim of producing the Student Outcome Index (Indeks Kemendian Murid, IKM) which can illustrate the effectiveness of the national education system. The

conceptual framework of the IKM was approved in 2015 and contained intellectual, spiritual, emotional and physical domains that was set up to provide a more accurate indicator on the effectiveness of the national education system in producing students with holistic achievement. IKM comprised of the achievement of Year 6 and Form 5 students who are proxies for the achievement of primary and secondary education.

In 2018, this study was conducted on all primary and secondary schools across the country to obtain a baseline for Year 6 and Form 5 pupils. However, since the Malaysian Examination Certificate (Sijil Pelajaran Malaysia, SPM) results will only be known in March 2019, the overall results of this IKM could not be finalised in this Annual Report.

4-13



The Ministry always strives to produce balanced human capital with character and morals as well as highly knowledgeable in academic and skills. However, the pursuit of inculcating values and unity today is becoming increasingly challenging with negative influences from the local environment and the influence of borderless social media.

The role of teachers and schools in shaping students to become excellent individuals will not be an easy task without the strong support from parents and community at large. Teachers need to be steadfast and persevering when facing various characters every day so as to educate the students to become useful citizen as the English saying goes, it takes a whole village to educate a child, so PGB, teachers, parents, community leaders and all relevant parties must embark on this effort to ensure that the development of students' ethics can be enhanced to create a highly educated and knowledgeable Malaysians. This effort will continue and be reinforced as planned for 2019.

## TESTIMONY

### Dare to Change

Praise be to Allah that the Ministry had completed the implementation of PPSDM in PPD Pasir Putih. I would like to thank BPSH for producing a comprehensive module in helping students with disciplinary problems. The result of this programme could be seen from the significant changes in the students' behavior. They improved their attitude –more respectful than before. Perhaps they felt more loved because the school cared about them and their problems.

Through this programme the school could approach them from time to time. Previously, some felt less excited about going to school, perhaps feeling left behind and being ignored. I really hope that this programme will continue to

produce a student with a decent moral character which is not an easy task, but human beings can change. But the strategy should be effective. I see PPSDM as an effective programme."

Mr. Afifi bin Abdullah  
Assistant District Education Officer  
Counseling and Student Career Guidance  
PPD Pasir Puteh, Kelantan

"SMK Pandan Mewah is one of the schools in the first cohort of PPSDM of the Ministry of Education Malaysia which was implemented in 2018. A total of 40 students were selected from various categories of disciplinary problems through SSDM to attend the PPSDM. Participants gave their positive cooperation throughout the programme.

An indication of the success of this programme that I have noticed was the decrease in percentage of disciplinary cases and the increase in percentage of attendance to schools among participants. This is a proud achievement. The students also tested negative for the urine tests. They are also happier in school, have a more positive attitude now especially with friends and teachers. This is truly an interesting development. They have more trust in the counseling and disciplinary teachers. These teachers love them and want to see them succeed in life."

Mr. Zaifulnizam bin Md Ismail  
Counseling and Guidance Teacher  
Pandan Mewah Secondary School  
SMK Pandan Mewah  
Ampang Jaya, Selangor

"Overall, participants from SMK Pandan Indah have shown a positive impact after their completion of PPSDM. The relationship between students and teachers has grown closer steadily. The obvious difference that I noticed was, when I need help, they were among the first to offer their hands. Unlike before. They no longer skip classes and also have more respect for teachers. I can say that they have transformed. They have also become close to disciplinary and counseling teachers and seek help whenever they have any. No longer as before."

Mrs. Norsahizawana bt. Zamri  
Counseling and Guidance Teacher  
Pandan Indah Secondary School  
SMK Pandan Indah  
Ampang, Selangor

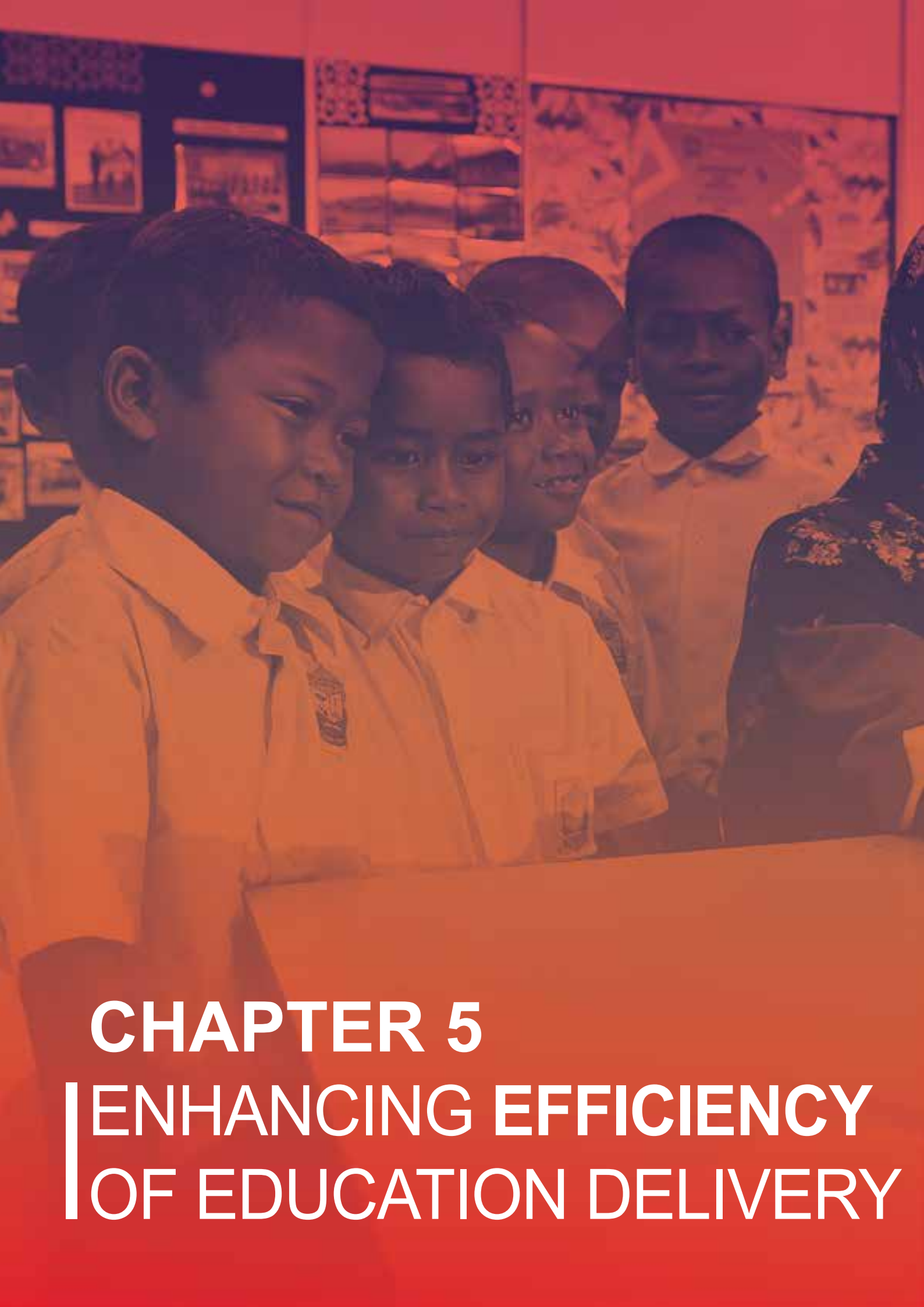


## SUMMARY

In our efforts to create a balanced and holistic person, various programmes in inculcating values and developing student's character must continue to be implemented by the Ministry. The Continuous Professional Development Programme for the PGB, in particular in the inculcating values and unity, will be extended to all PGBs across the country as this course is found to provide more awareness to PGB on student unity and development. In addition, the SKPMg2 also emphasised on the management of programme implementation related to unity. To enhance unity in schools, the Unity Roadmap has also been improved by incorporating the findings of the Study on Implementation of Unity Policy at schools.

Concurrently, the Ministry also ensured that disciplinary cases at school level are addressed in a more focused and structured manner with the existence of the Students' Values and Character Development Strategic Plan. An impact Study Of Student Disciplinary Misconduct Cases Intervention Programme In School was also conducted to find out the extent to which existing programmes have helped students deal with disciplinary problems in order for improvement to be carried out. The Ministry hopes that all education stakeholders give their support to the Ministry's efforts through collaboration on the enhancement of the values of inter-racial solidarity through Malaysians everyday life practice





# **CHAPTER 5**

# **ENHANCING EFFICIENCY**

# **OF EDUCATION DELIVERY**



# 2018 HIGHLIGHTS & ACHIEVEMENT

## OPTIMISING EXPENSES TO MAXIMISE STUDENT OUTCOME



RM  
**11.85**  
Million  
(0.15%)

Management Budget  
Alignment of  
(non-emoluments)  
in 2018

## 8 SCHOOLS COMBINED IN FEDERAL TERRITORY OF KUALA LUMPUR

### Combination

SK Pudu 1  
+  
SK Pudu 2



### Combination

SK La Salle Sentul 1  
+  
SK La Salle Sentul 2





# 394

Dilapidated  
Schools upgraded



# 1,216

Science Lab upgraded  
in 560 schools



# 324

People

DG54 PPP profiled in 2018

# 56%



Increase usage of VLE by  
students compared to 2016

## Combination

SK La Salle Brickfields 1  
+  
SK La Salle Brickfields 2



## Combination

SK St Teresa Brickfields 1  
+  
SK St Teresa Brickfields 2



Since the Malaysia Education Blueprint 2013-2025 (MEB) was launched more than five years ago, improving efficiency in education delivery has been a key element in the Ministry of Education's (MOE) efforts to improve the quality of Malaysia's National education system. The efficacy and ability to manage matters related to finance, leadership, infrastructure, and infostructure within MOE have formed the main focal areas.

Throughout 2018, the Ministry has worked to improve the efficiency of the Malaysian education system through the adoption of the following MEB initiatives:

- Optimising expenditure to maximise student outcomes
- Improving leadership and capability within MOE
- Upgrading school infrastructure and maintenance
- Improving the operational efficiency of under-enrolled schools
- Expanding data sharing and dashboard usage in MOE
- Improving technology usage in teaching and learning
- Implementing ICT transformation in MOE

## OPTIMISING EXPENDITURE TO MAXIMISE STUDENT OUTCOMES

One of the many important factors that contribute to successful transformation in education is intensive and prudent financial planning anchored on student achievements. Every year, the Ministry receives the largest Government budget allocation, in line with the Government's policy of providing better and more conducive teaching and learning (*Pengajaran dan Pembelajaran*, PdP) opportunities at all levels.

As a result, MOE continues to take proactive measures to control expenditure in line with its efforts to ensure that the national education agenda is not jeopardised. With limited finances, all divisions and departments are required to plan carefully and manage their finances prudently at their respective Center of Responsibility (*Pusat Tanggung Jawab*, PTJ).

The Ministry's Education Sector (*Sektor Pelajaran*, SP) received an allocation of RM7.9 billion for its operating expenditure (non-emolument) in 2018, compared to RM6.9 billion in 2017. This figure clearly shows a budgeted increase of 13.05% (Exhibit 5-1) for MOE's operating expenditure.

Exhibit 5-1: Operating Expenditure Budget Allocation for the Ministry of Education Malaysia, 2017-2018 (Education Sector)

YEAR	Allocation for Emolument (RM)	Allocation for Non-Emolument (RM)	MOE Total Expenditure Allocation (RM)
2017	35,906,553,000	6,985,387,000	42,891,940,000
2018	36,616,817,700	7,897,054,200	44,513,871,900

Source: Finance Division (Bahagian Kewangan, BKew)

However, a realignment of finances is still needed due to the shortage of funds faced by activities involving major programs in the Ministry. In 2018, the allocation of non-emolument expenditures was set at 0.15% (RM11.85 million) from the total allocation value. This value exceeded the proposed target budget for re-allocating non-emolument expenditures in implementing Programs for Student Outcomes by Divisions and Departments in MOE.

The following are student outcome programs that benefited from the alignment and re-allocation of funds:

- Activities under the Policy to Uphold Bahasa Malaysia and Strengthen the English Language (*Memartabatkan Bahasa Malaysia dan Memperkukuhkan Bahasa Inggeris*, MBMMBI), and
- School maintenance efforts throughout Malaysia.

### Cost Savings

The limited financial situation prompted MOE to re-evaluate all expenditure for saving purposes. In 2018, the cost of services was one of the revised cost categories in the Contract Scope Improvement Workshop (including specifications, terms, and conditions) as well as the determination of the number of employees for Building and Area Cleaning Services (*Kebersihan Bangunan dan Kawasan*, KBK).

The workshop which was organised by the Procurement and Asset Management Division (BPPA) also discussed the determination of the Building and Area Cleaning Services contract cost based on area. The new outputs will take effect starting January 2019.

In August 2018, a Photostat Machine Guidelines Workshop was held and multiple divisions within state education departments (*Jabatan Pendidikan Negeri*, JPN), district education offices (*Pejabat Pendidikan Daerah*, PPD), and selected educational institutions were involved. Pilot tests were carried out for the acquisition of photostat machines, for example at the Examination Board (*Lembaga Peperiksaan*, LP), JPN Johor, and JPN Perak. The complete guidelines along with the Specification Tables, Price Schedules and User Manual will be issued for application in 2019.

## DEVELOPING EQUITABLE FUNDING PRINCIPLES TO SUPPORT MOE SCHOOLS

Student outcomes are influenced by various factors such as family background, which covers aspects of socio-economic status, ability, interest, and educational opportunities. These factors must be considered in PdP to secure and ensure student achievement. A comprehensive education should bridge the gaps between every student, and in order to achieve this, any allocation towards PdP in schools should be more than sufficient to accommodate for different contextual needs.

MOE provides financial assistance for all pupils at Government Schools and Government Aided Schools, budgeted per capita or based on student enrolment. This distribution method is largely considered fair as the budget distribution per student is equitable. However, the same distribution is not necessarily fair on a school level, as each school has different contextual needs. To achieve the government's aspiration of equitable and impactful distribution of finances, these existing methods need to be revised and improved.

The existing funding principles by MOE have multiple categories of aid, and each category caters to specific programs and subjects. Each expenditure must adhere to the prescribed categorical purposes, which restricts expenditures from being re-allocated for other purposes that are more in need of funding. A scarcity in one type of aid cannot be accommodated by savings from another type of aid without approvals at the JPN and Ministry levels. The approval process take time and can be delayed by follow-up queries and absenteeism by officers, leading to delays in planned programs or activities.

### **Program Rintis Intervensi Satu Blok**

The *Program Rintis Intervensi Satu Blok* gives autonomy to Principals and Headmasters (*Pengetua dan Guru Besar*, PGB) in planning and distributing their own school's financial allocation to improve students' self-development and success in academia, sports, and extracurriculars. This intervention involves eight types of school aid: Per Capita Grant (PCG) Aid, Preschool PCG, Special School Fees, School Co-curriculum, Preschool Co-Curriculum, Preschool Food, School Sports Aid and School Enrolment Payment Aid. The program was

piloted in 2016 and 2017 in 232 schools in Negeri Sembilan. This intervention was executed according to the stated guidelines and monitored by the Task Force of the Equitable Financing Initiative, with the help of representatives from PPD and JPN.

This program aimed to assess the efficiency of school administrators in planing and managing their expenditures based on school needs in enhancing the involvement and achievement of students across academic and non-academic fields. The long-term aspirations of this intervention include increasing enrolment, decreasing dropouts and encouraging ongoing improvements to the quality of schools. This intervention is one of MOE efforts in providing piecemeal financial autonomy to schools according to their needs and priorities. It is hoped that this intervention will refine the identification of optimal expenditure levels to fund school activities. Program Rintis Intervensi Satu Blok was piloted with an impact assessment to measure the extent to which these efforts of financial autonomy can improve school quality across the dimensions of the PGB and teachers' satisfaction, as well as the improvement of students' self-development and success in academia, sports, and extracurriculars.

The findings of the *Program Rintis Intervensi Satu Blok* have shown that:

- The PGB were able to plan and implement programs and efficiently manage school finances. In addition to the given autonomy, the PGB's creativity and confidence in managing school finances also played an important role. Despite demonstrating effective financial management, autonomy was still not fully utilised due to insufficient finances. Overall, schools require greater financial allocation;
- The current type of schooling aid is no longer relevant. However, insufficiencies in funding were not reported as most planned activities were still feasible with external funding. This disadvantaged schools with weaker external financial support, such as schools with poor students of low Social Economic Status (SES). The current types of aid did not take into account or factor in student SES and school location in calculating the eligibility of aid to be received.

- The PGB demonstrated a lack of confidence in carrying out and implementing transfer procedures due to a fear of auditing, despite efforts to clarify that the School Audit Division (*Bahagian Audit Sekolah*, BAS) was aware of this pilot program. The PGB and new administrative assistants in pilot schools demonstrated a lack of understanding towards the objectives of the program. Some PGB were too dependent on their financial assistants, and
- The pilot schools showed an increase in school composite score and school band. The satisfaction of the both PGB and teachers from these pilot schools highlighted how the *Program Rintis Intervensi Satu Blok* improved the quality of school management and PdP through the piloted methods of financial allocation.

### Financial Management Assessment of Rural Schools and Benchmarking Studies

Apart from the pilot program, MOE also conducted surveys at 30 rural schools in Perak, Kelantan, Johor, Sabah and Sarawak to obtain information on schooling aid and capture issues with financial management. Overall, all PGB in these schools stated that the schooling aid received was insufficient to cover the costs of PdP in their schools due to school location and low enrolment.

Comparisons were also made on the method of funding by *Majlis Amanah Rakyat* (MARA) to Mara Junior Science College (MRSM). The financing method at MRSM gave autonomy to the Central Controlling Officer (Principal) in managing the expenses of the allocation received for their college. The payment authorisation given to the Principal is in accordance with the empowerment prescribed in the Financial Circular of MARA which is enforced.

Comparisons with other countries such as the United States, United Kingdom, China, Australia and the European countries demonstrated that the two different systems for distributing funds were differentiated by centralised or decentralised distribution. In Malaysia, the school's financial resources are channeled from the central, federal, provincial, and regional levels. As a result, there is a difference in the amount of allocation received by schools in one district compared to other districts. Overall, schools receive substantial allocations from provincial or state governments and a small sum from the federal government. The federal government only provides additional funds to

### A Headmaster's Experience with *Program Rintis Intervensi Satu Blok*

Mr. Haji Roslin Bin Balia is an Excellent Principal who is currently serving at SMK King George V (KGV), Seremban, Negeri Sembilan. He had previously served in SMK Za'ba, Kuala Pilah, Negeri Sembilan, which is a State Sports School. These two schools are part of the Program Rintis Intervensi Satu Blok. Mr. Roslin has been following this pilot programme since its early stages at SMK Za'ba, thus continuing his efforts at SMK KGV.

"The *Program Rintis Intervensi Satu Blok* facilitates the transfer of funds especially for transferring PCGs from underutilised subjects to subjects that require more funding. Transferring funds are made easier, requiring only the approval of school managers in *Mesyuarat Jawatankuasa Intervensi Satu Blok* (JISB). Through the flexibility and autonomy in transferring funds, programs that lack sufficient funding can be carried out smoothly. Furthermore, we can produce students who are able to excel in every subject as PdP can be implemented without financial obstacles. The intervention encourages teachers to continue their focus on PdP and planned activities without financial constraints. Teachers need to plan budgets earlier so that programs can be executed smoothly with efficient financial management."

schools if the local government is less financially able. Most countries also take into account various factors in calculating the amount of funding given to schools such as the number of students from low SES, the number of students with special needs and the physical size of schools that require maintenance. In addition, most countries also factor in teachers' salaries in distributing funding to schools whereby schools have autonomy in hiring and firing teachers according to their performance.

## IMPROVING LEADERSHIP AND CAPABILITY WITHIN THE MINISTRY OF EDUCATION

Capable organisations are always able to cope with challenges and future changes. In order to build MOE's organisational resilience, changes must be made to improve and upgrade existing systems and structures. MOE's aspiration in kickstarting this initiative includes improving efficiency in management, decision-making and reducing job redundancy. This initiative takes into account the Government's decision to consolidate the MOE and the Ministry of Higher Education (MOHE).

In Phase 1, the Ministry had proposed a new structure which redirected several units' reporting line to be directly under the Secretary General of the Ministry as well as divisions under the Strategic Sector, Development Sector and Management Sector. Phase 2 involved the proposal of a new structure for the sectors and divisions under the Director General of Education Malaysia, the Director General of Higher Education Malaysia and the Director General of the Department of Management of Polytechnics and Community Colleges. The proposal was made based on the decision of the Central Agency at the MOE and MOHE Mergers Meeting in May 2018. In September 2018, the new structure of MOE-MOHE's merger was approved through the *Waran Perjawatan Struktur Baharu* KPM via WP Bil. S183 2018, which is effective by 1 September 2018.

Several briefing sessions were held with JPN, PPD, the National Union of the Teaching Profession Malaysia (NUTP), and the Union of the Administrative Assistants (Education) of Peninsular Malaysia (KEPTAN). Analysis on the feedback of the briefings

were adjusted appropriately into a new proposal to be forwarded for approval by the Central Agency in January 2019, pending approval by MOE's Top Management.

### Activities to Reinforce Organisational Core Functions

Activities that have been implemented to strengthen organisational core functions are shown in Exhibit 5-2:

**Exhibit 5-2: Activities to Reinforce Organisational Core Functions**



**MAIN PLAN REPLACEMENT PLAN (PUPP)**

A guideline that encompasses information such as strategic post, the qualification of an officer, credibility and etc, has been provided in the Main Plan Replacement Plan Memo (PUPP) KPM with the following main objectives:

- Identifying and analysing the talents of future leaders in Malaysia Ministry of Education Professional Sector.
- Closing the competency gap of future leaders in the Ministry; and
- Ensuring the continuity of excellent leaders in the Ministry.



**PROFILING PROGRAMME**

To identify and prepare the talents to fill in the strategic leadership posts at the JPN PPD and Division/Institution level within the Ministry, the Ministry have used a new leadership assessment instrument. This instrument involves three (3) components, Assessment of Education Officers (PBPPP), e2pK & Self Potential Form (BPD), and Situational Judgement Test (USJ) & Structure Interview (TDB).

As many as 324 PPP officers Grade DG54 has been profiled in 2018.



**LEADERSHIP DEVELOPMENT PROGRAMME (LDP)**

In 2018, the Leadership Development Programme was conducted for 123 JPN and PPD officers of various grades. The Programme included face to face coaching sessions which was conducted by 20 trainers from the Ministry, accredited by Malaysian Institute of Management (MIN) and eight (8) series of Executive Forums with the cooperation of Razak School of Government (RSOG). Seven (7) speakers were involved, coming from various backgrounds including Ambassadors, directors, CEO, ADUN and deans.

In 2019, the Profiling Programme will be carried forward directly to the Education Services Officer (*Pegawai Perkhidmatan Pendidikan*, PPP) Grade DG52 in Divisions, Institutions and Departments. An Assessment Panel for Governance and Workshop will be held to formulate profiling work. Just as in 2018, the implementation method will integrate improvements from the feedback acquired to further strengthen the activity.



The Profiling Programme will be implemented in three zones, namely Central/Southern Zone (Melaka), Eastern/Northern Zone (Terengganu) and Borneo Zone (Sabah) beginning July 2019. Information and data will be channeled to the relevant parties, especially MOE's Top Management and the Professional Development Sector, for the purpose of human capital development and bridging any capability gaps.

5-8

## UPGRADING SCHOOL INFRASTRUCTURE AND MAINTENANCE





The purpose of equipping schools with infrastructure and facilities is to create a conducive school environment for learning. This is in line with the focus of Wave 2 (2015-2020), as stated in MEB 2013-2025.

### Upgrading of Dilapidated Schools

In order to standardise the school's assessment method, a definition for dilapidated schools (Exhibit 5-3) was created by the Ministry based on the overall scorecard analysis generated from the Education Management Information System (EMIS). This score is aligned with the Standard Infrastructure Guidelines and refers to impact grades that reflect the physical condition of a building's infrastructure (Exhibit 5-4):

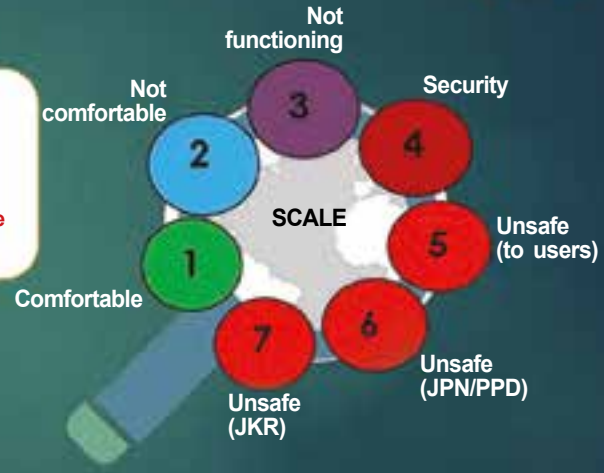
Exhibit 5-3: Definition of a Dilapidated School

### DEFINITION OF A DILAPIDATED SCHOOL

**"DILAPIDATED SCHOOL"**  
 are schools which has **inadequate physical components/facilities/building, does not function and is not safe to be used, can be a danger and may cause injuries/accidents or the loss of life.**

The definition of a dilapidated school has been tabled and approved by KPM Professional Meeting Bil.29/2018 on 5 October 2018 (Thursday) and Post Cabinet Meeting Bil.17/2018 on 26 October 2018 (Friday)



Source: Education Development Division, BPP

Exhibit 5-4: Infrastructure Physical Condition Scale

#### Red (Safety) SCALE 7

The physical component/facility/building that is inadequate, does not function or is **not safe** to be used and can cause threat/danger resulting in injuries/accidents or the loss of life which has been announced as **unsafe and life threatening by JKR**.

#### Red (Safety) SCALE 6

The physical component/facility/building that is inadequate, does not function or is not safe to be used and can cause threat/danger resulting in injuries/accidents or the loss of life which **has been announced by the technical team in JPN/PPD**.

#### Red (Safety) SCALE 5

The physical component/facility/building that is inadequate, does not function or is not safe to be used and can cause threat/danger resulting in injuries/accidents or the loss of life **based on the perception of the current user**.

#### Orange (Security) SCALE 4

The physical component/facility/building that is inadequate, is still safe, does not function and can cause a disturbance/threat/danger to a person's security, other beings, belonging and nature, based on the perspective of the current user.

#### Yellow (Functional) SCALE 3

The physical component/facility/building that is less adequate, still safe but does not function as it is supposed to, based on the perspective of the current user.

#### Blue (Uncomfortable) SCALE 2

The physical component/facility/building that does not function adequately, still safe but is not comfortable, based on the perspective of the current user.

#### Green (Comfortable) SCALE 1

The physical component/facility/building functions perfectly, safe and comfortable to be used, based on the perspective of the current user.

## Upgrading Dilapidated Schools

A total of 514 dilapidated schools were slated for upgrades between 2017 and 2018. The Ministry allocated RM1.48 billion for this purpose, and out of this amount, RM273.84 million was allocated for 120 dilapidated schools in 2017 while RM1.07 billion was allocated for 394 dilapidated schools in 2018.

As of December 2018, 405 upgrades have been fully completed and 109 schools are still undergoing upgrades. The allocation expended for this purpose was done by state and its implementation was as in Exhibit 5-5



SK Pinang, Kota Samarahan



SK Tanjung Bako, Padawan



SK Haji Bujang Rangawan Putin, Samarahan

Exhibit 5-5: Amount of Allocation for Upgrading Dilapidated School by State and Year of Implementation

YEAR	2017	2018	TOTAL
SARAWAK	30	116	146
SABAH	30	120	150
KEDAH	9	34	43
KELANTAN	6	34	40
SELANGOR	8	16	24
JOHOR	5	17	22
TERENGGANU	6	15	21
NEGERI SEMBILAN	5	12	17
PERAK	9	8	17
MELAKA	4	10	14
PAHANG	6	7	13
PULAU PINANG	1	3	4
PERLIS	1	1	2
LABUAN	0	1	1
KUALA LUMPUR	0	0	0
<b>TOTAL</b>	<b>120</b>	<b>394</b>	<b>514</b>
<b>PROVISIONS (RM)/STATE</b>	<b>273.84 million</b>	<b>1.07 billion</b>	<b>1.34 billion</b>

Source: Education Development Division, BPP

## Upgrading Science Laboratories

This project addresses the science, physics, chemistry and biology laboratories identified as being seriously damaged by the school after being validated by the respective JPNs. A total of 1,216 laboratories in 560 schools across the country were upgraded, costing RM240 million. These laboratory projects are expected to be 100% physically completed by April 2019. Upon completion, the Ministry and JPNs will conduct the handover process and subsequently issue certificates of completion to the contractors.

The following Exhibit 5-6 list the number of laboratories by type and state for the implementation of renovations and upgrading (ubah suai dan naik taraf, USNT) of high school laboratories throughout Malaysia.

## IMPROVING THE OPERATIONAL EFFICIENCY OF UNDER-ENROLLED SCHOOLS

Under-enrolled schools (*Sekolah Kurang Murid*, SKM) are defined as primary schools accommodating

students from Year 1 to Year 6 with a total of 150 students or less. The SKM Roadmap intends to focus on two strategies, namely the implementation of multi-grade teaching and school merging activities. The purpose of these strategies is to improve the efficiency and efficacy of delivering education in SKM.

### SKM Roadmap: Short-term Strategy

#### Multi-grade Teaching

Multi-grade Teaching is a short-term strategy that was implemented on the first day of the 2018 schooling session. The implementation involved the merging of the following school years:

- Level 1: Year 2 with Year 3
- Level 2: Year 4 with Year 5.

However, this strategy excluded Year 1 pupils under the early childhood education process, Year 6 pupils who will be sitting for Primary School Evaluation Test (*Ujian Pentaksiran Sekolah Rendah*, UPSR), and students from SK Orang Asli, SK Special Education, and Integrated Special Education Class.

**Exhibit 5-6: Number of Laboratories by type and State for the Implementation of renovations and upgrading in Secondary Schools in Malaysia**

Item	Zone	State	No. of School	No. of Lab	Types of Laboratory							
					Science		Chemistry		Biology		Physic	
					RT	RS	RT	RS	RT	RS	RT	RS
1		Selangor	39	57	15	11	5	8	3	4	2	9
2	Tengah A	W.P Putrajaya	4	8	0	0	1	1	0	2	1	3
3		Melaka	17	33	1	0	5	10	3	4	3	7
4	Tengah B	W.P Kuala Lumpur	29	51	12	8	4	9	3	1	4	10
5		N. Sembilan	27	40	0	0	7	10	6	12	5	0
6	Selatan A	Johor A	36	92	23	4	13	17	10	4	8	13
7	Selatan B	Johor B	36	85	20	2	18	12	15	4	10	4
8	Utara A	Perak	54	119	33	10	28	18	9	5	10	6
9		Pulau Pinang	26	72	0	0	3	20	6	20	3	20
10	Utara B	Kedah	18	37	6	0	8	4	10	2	5	2
11		Perlis	7	17	6	3	1	5	0	1	0	1
12		Kelantan	76	124	9	5	19	33	8	10	17	23
13	Timur A	Terengganu	27	70	10	8	10	8	7	5	14	8
14	Timur B	Pahang	50	116	29	7	12	20	12	11	9	16
15	Sabah A	Sabah A	42	89	18	5	24	7	16	4	12	3
16	Sabah B	Sabah B	31	86	14	11	8	17	6	16	7	7
17	Sarawak A	Sarawak A	21	67	10	2	14	8	14	6	10	3
18	Sarawak B	Sarawak B	20	53	7	2	15	0	16	0	13	0
<b>Total</b>			<b>560</b>	<b>1216</b>	<b>213</b>	<b>78</b>	<b>195</b>	<b>207</b>	<b>144</b>	<b>111</b>	<b>133</b>	<b>135</b>

Source: Education Development Division, BPP

In 2018, the Ministry organised 12 training series involving 887 school leaders and teachers, preparing the suitable curriculum mapping for Year 2 and Year 3, as well as Year 4 and Year 5 which are required for multi-grade pedagogies, providing support materials such as guidelines and Multi-grade Teaching Modules including the Daily Teaching Plan (*Rancangan Pengajaran Harian*, RPH) to ensure the smooth implementation of multi-grade teaching. The JPNs and PPDs also continuously monitored the classes to identify issues and to ensure that the implementation of multi-grade teaching was successfully implemented at the schools involved.

### SKM Roadmap: Long-term Strategy

#### School Merging

Schools that are prioritised for mergers are schools that share their building compounds and facilities. The primary criteria for mergers include the school type and distance from each other, within a radius of five kilometers. Nonetheless, this effort is carried out case-by-case, dependent on the outcome of discussions and agreements from parents of the schools involved.

By January 2018, the following mergers across eight schools in the Federal Territory of Kuala Lumpur were successfully implemented (Exhibit 5-7):

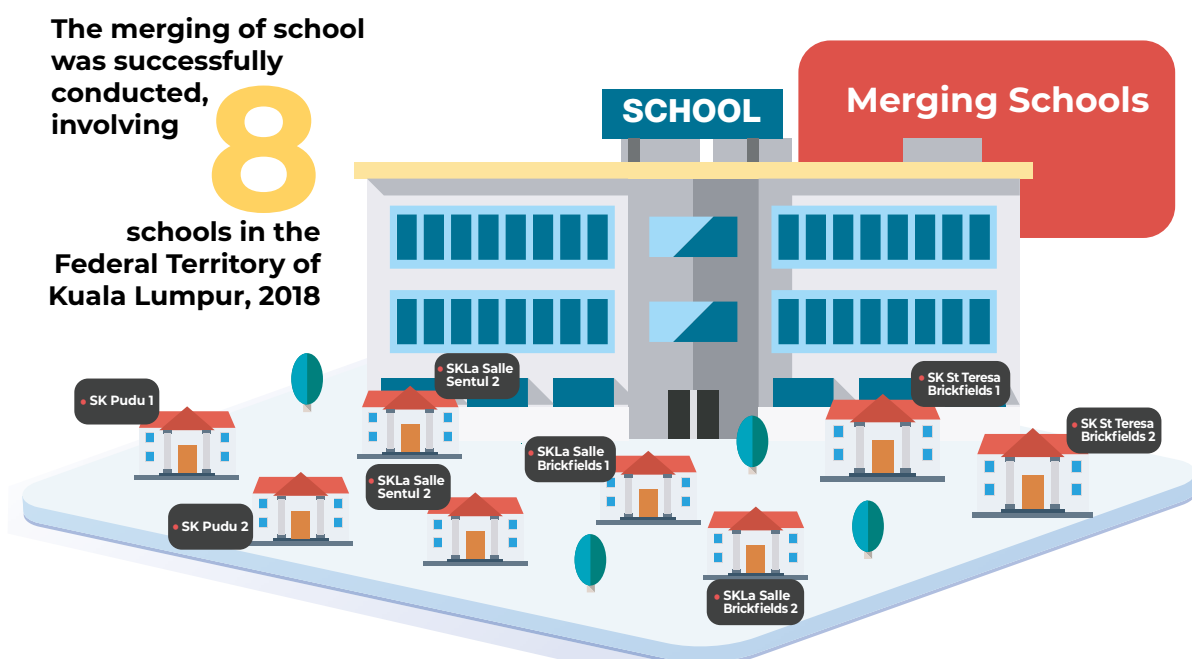
### Challenges in Implementing SKM Roadmap

Although the plan is in its third year of implementation, the Ministry is still facing several outstanding challenges (Exhibit 5-8). For multi-grade teaching, these efforts emphasise the role of school administrators in ensuring its success and contribution towards student outcomes.

Some of the challenges faced by the Ministry on the implementation of school mergers included convincing parents and local communities about the advantages of this activity and getting their consent. The Ministry also heavily considered the community's concern over the possibility of losing their local identity alongside some transportation issues to the new schools after the merger. Nonetheless, this issue can be resolved by providing boarding facilities for particular areas, especially for students living far from the school.

Other than that, the need for a substantial amount of financial allocation to upgrade and maintain school infrastructure facilities posed another challenge. Most SKMs, especially in the interior of Sabah and Sarawak, are dilapidated schools with high repair and maintenance costs. Supplying a conducive infrastructure and relevant facilities in schools are among the key factors that enable schools to engage in learning activities more conveniently so students can go through the PdP process smoothly, contributing to the student's ability to perform. In

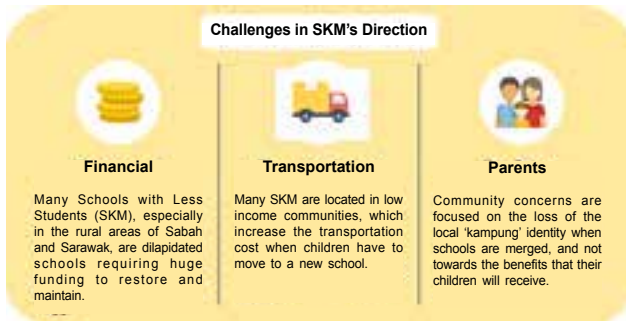
Exhibit 5-7: Merging of Schools 2018



# CHAPTER 5 ENHANCING EFFICIENCY OF EDUCATION DELIVERY

order to overcome this problem, besides ensuring that annual federal budgets are allocated for the repair and maintenance of the schools, the Ministry has also been working hard to foster the involvement of the community and the private sector in achieving this goal.

**Exhibit 5-8: Three Implementation Challenges for the School with Less Student (Sekolah Kurang Murid, SKM) Directional Plan**



## EXPANDING DATA SHARING AND DASHBOARD USE IN THE MINISTRY OF EDUCATION

In fulfilling the Ministry's aspiration for the Education Data Repository (*Repositori Data Pendidikan*, RDP) to serve as the main source of data for Government planning, policy formulation and reporting within and outside the country, the Ministry executed education data sharing exercises through MAMPU's Malaysian Government Data Exchange (MyGDX) platform to maximise the outcomes of RDP in 2018 (Exhibit 5-9).

Additionally, RDP also hosts data from other government agencies such as data from Ministry personnel who are not serving in schools from the Human Resource Management Information System (HRMIS), birth and death data from the National Registration Department and the geolocation of urban and rural schools from the Federal Department in Town and Country Planning of Peninsular Malaysia (PLANMalaysia).

**Exhibit 5-9: Ministry of Education Data Repository**



### Expansion of MOE Dashboard Usage

In 2018 the Ministry had successfully integrated analytical elements to the Ministry's Dashboard. Data from RDP was used to predict students at risk of dropping out from the school system. Every student from Year 1 to Form 5 was categorised as low, medium and high-risk of dropping out. Download access to the list of students, including their risk categories, were given to PPDs to be distributed monthly to each school, aiding their intervention activities for at-risk students.

The Ministry also organised the first Education Information Management Convention 2018 with the purpose of building the capability of Ministry's officials who were involved in data management, especially in the field of analytics and technical data. The convention served as a relevant platform for sharing information and experience involving data management communities among government and private sectors in Malaysia.

The Ministry will continue to enrich RDP by pooling more data from the internal applications of Ministries and external agencies Ministry's that are directly or indirectly education-related. This allows for more meaningful analytics and, in turn, helps the Ministry's management to ensure that every plan benefits the target group.



## IMPROVING THE USE OF TECHNOLOGY IN TEACHING AND LEARNING

The Ministry has always strived to increase the efficiency of delivering PdPs in schools, and one of the initiatives implemented aimed to increase the Information and Communication Technology (ICT) infrastructure to benefit all schools. To ensure that each student has access to ICT facilities, each school was equipped with 1BestariNet connection which is established via fiber connection, 4G high-speed broadband connection, Asymmetric Digital Subscriber Line (ADSL) connection or Very Small Aperture Terminal (VSAT), and equipped with a Virtual Learning Environment (VLE). Given the supply of fiber internet lines in schools beginning in 2018, the number of schools with high-speed broadband 4G/ADSL/VSAT had declined compared to 2017 (Exhibit 5-10).

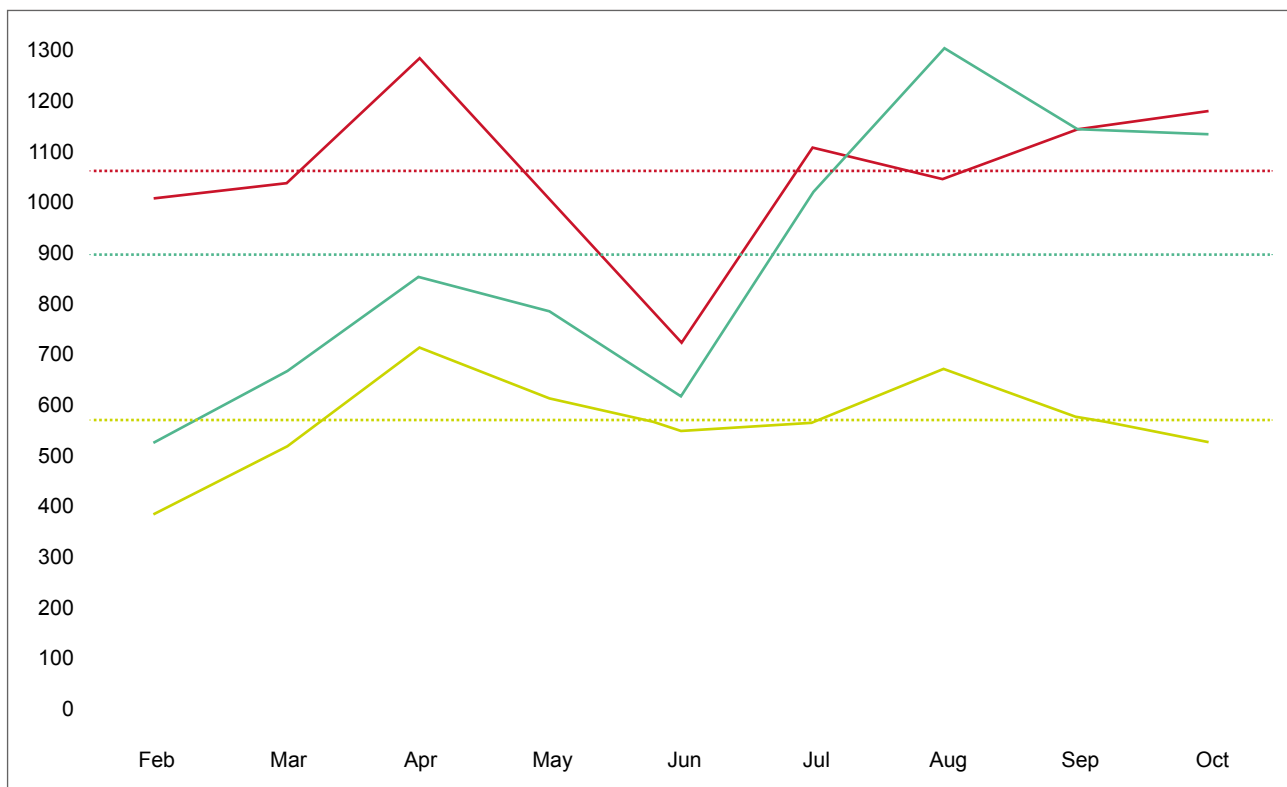
**Exhibit 5-10: Supply of 1BestariNet Internet Access 2017 and 2018**

Element	2017	2018
Schools that are connected to 1BestariNet	9,459	9,822
School with fiber optic internet	N/A	964
School with high-speed 4G broadband	7,696	7,300
Schools with Asymmetric Digital Subscriber Line (ADSL) or Very Small Aperture Terminal (VSAT)	1,763	1,558

**Source: Educational Technology Division, BTP**

The KPI set in 2018 had surpassed its set target with more teachers and students using VLE. On average, 1,055,622 students used VLE every month. This achievement demonstrates an increase of 56% compared to 2016. This high achievement has encouraged all parties involved to step up their efforts towards achieving the goal of nurturing better use of VLE in 2019 (Exhibit 5-11).

**Exhibit 5-11: Trend Analysis of VLE Use in 2016-2018**



**Source: Educational Technology Division, BTP**

# CHAPTER 5 ENHANCING EFFICIENCY OF EDUCATION DELIVERY

In 2018, the following programmes were implemented to cultivate the use of VLE in regular schools, particularly in Orang Asli schools:

- **Gegar VLE Programme 2018** optimised the use of VLE among teachers and pupils, and equipped teachers with expertise through developing quality VLE learning sites. The three-day workshop at the Teacher's Activity Center (*Pusat Kegiatan Guru, PKG*) was attended by 60 teachers.
- **TransformAsli VLE Programme 2018** led the transformation of education platforms at Orang Asli schools as well as bridged the urban-rural gap, the digital access gap, and ICT mastery among teachers and students. The programme was implemented in the following 10 schools:
  1. SK Sungai Berua, Terengganu
  2. SK Menson, Pahang
  3. SK Chenderong Kelubi, Perak
  4. SK Bukit Rok, Pahang
  5. SK Seri Sedohok, Johor
  6. SK Putra, Negeri Sembilan
  7. SK Tun Abdul Razak, Selangor
  8. SK Sungai Rual, Kelantan
  9. SK Chenien, Perak
  10. SK Segamat Kecil, Johor

- **TransformAsli VLE Schools Best Practices Workshop 2018** was a platform to share best practices for VLE usage and to give appreciation for Orang Asli schools that have shown improvements in the use of VLE.



## IMPLEMENTING ICT TRANSFORMATION IN THE MINISTRY OF EDUCATION

In 2018, the Ministry had successfully produced the MOE ICT Transformation Plan (ITP) which outlines the new ICT landscape of the Ministry for five years (2019 to 2023). The ITP document was also prepared for the purpose of the Digital Government Agenda in the 11th Malaysia Plan, the Public Sector ICT Strategic Plan, the Ministry's Vision and MEB.

### Implementation Phase of Research Project

The MOE ICT Transformation Research Project progressed with the development and design phases after the evaluation phase was successfully implemented in 2017.

In 2018, a proposal for the future state of the Ministry's ICT environment was designed alongside the identification of proposed ICT initiatives that would contribute to a modern and sustainable ICT landscape. The 3 main approaches and strategies that were used are as follows (Exhibit 5-12):

- understand the business alignment, present ICT state of the Ministry, Ministry's aspirations and strategic governmental directions,
- assess and evaluate a suitable ICT architectural landscape, and
- determine optimal ICT initiatives and roadmaps to support the Ministry for the next few years.

*Exhibit 5-12: Primary components forming a foundation for a Comprehensive and Practical ICT Environment to Support Operations*



In February 2018, the MOE ICT Transformation Workshop was held with stakeholders involving all divisions of the Ministry, JPN and MAMPU. This workshop served to validate the proposed framework and design, as well as the proposed ICT initiatives for a period of five years. The results of this workshop were used to complete the new Ministry ICT landscape direction, in line with the business requirements in support of MEB 2013-2025.



*MOE ICT Transformation Workshop, February 2018*

Following the merger of Ministry of Education and Ministry of Higher Education in May 2018, the additional scope of the ICT Transformation study had expanded to meet the additional requirements of the Higher Education Sector (*Sektor Pendidikan Tinggi, SPT*). The scope was implemented within four months from July 2018 until November 2018. The previously-produced ITP documents constituting one primary document and three supporting documents for the purpose of ICT transformation needed to be updated according to the current business needs of the Ministry as follows:

#### Primary document

- MOE ICT Transformation Plan for a period of five years

#### Supporting documents

- Change Management Plan
- Guidelines for Operating a Centralised Support Service
- Guidelines on Portfolio Management



*Kick-off and Engagement Meeting by YBhg. Dato 'Dr. Mohd Gazali bin Abas (KSU) in August 2018*



Subsequently, the evaluation, development and design phases were held over a four-month period together with the SPT stakeholders. In September 2018, the MOE ICT Transformation Workshop at SPT was organised to validate the results of the study.



**MOE ICT Transformation Workshop at SPT level in September 2018**

Based on these objectives, the MOE ICT Transformation Plan 2019-2023 was produced (Exhibit 5-14), accepted, and acknowledged at the MOE ICT Transformation Implementation Study Steering Committee Project Meeting in November 2018.

**Exhibit 5-14: MOE ICT Transformation Plan (2019-2023)**

**DEVELOPMENT  
MOE ICT  
TRANSFORMATION  
PLAN  
2019-2023**

**OBJECTIVE:**  
KPM ICT Transformation Plan was introduced to set the roadmap towards a new KPM ICT landscape, in line with business needs and in support of the Malaysian Education Development Plan. PPM Main Initiative #109



In this plan, 27 initiatives were identified for implementation over a five-year period. This initiative is divided into two categories:

- Category A - Fixing Basic Issues, i.e. initiatives to address current issues and improve operations
- Category B - Creating Innovation, i.e. new innovative digital capabilities that are required to ensure growth and continuous operational efficiency.

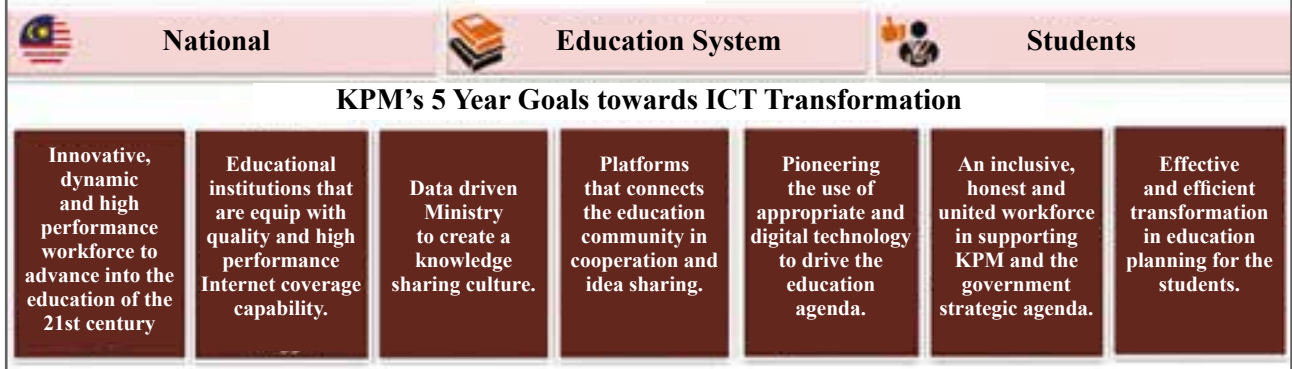
Based on the combined inputs and findings of the workshop held at the Education Sector (Sektor Pendidikan, SP) and the SPT levels, seven end-state objectives were identified in determining the success of the Ministry ICT Transformation (Exhibit 5-13):

**Exhibit 5-13: Seven end-state objectives to determine the success of the Ministry ICT Transformation**

**MOE 5 Year ICT Transformation Goals**

- Seven (7) goals of MOE (End State) in achieving ICT Transformation
- The goals supports the aspiration by MOE that is mentioned in PPPM, and will be supported by the implementation of the ICT initiative towards driving the ICT agenda in the next 5 years

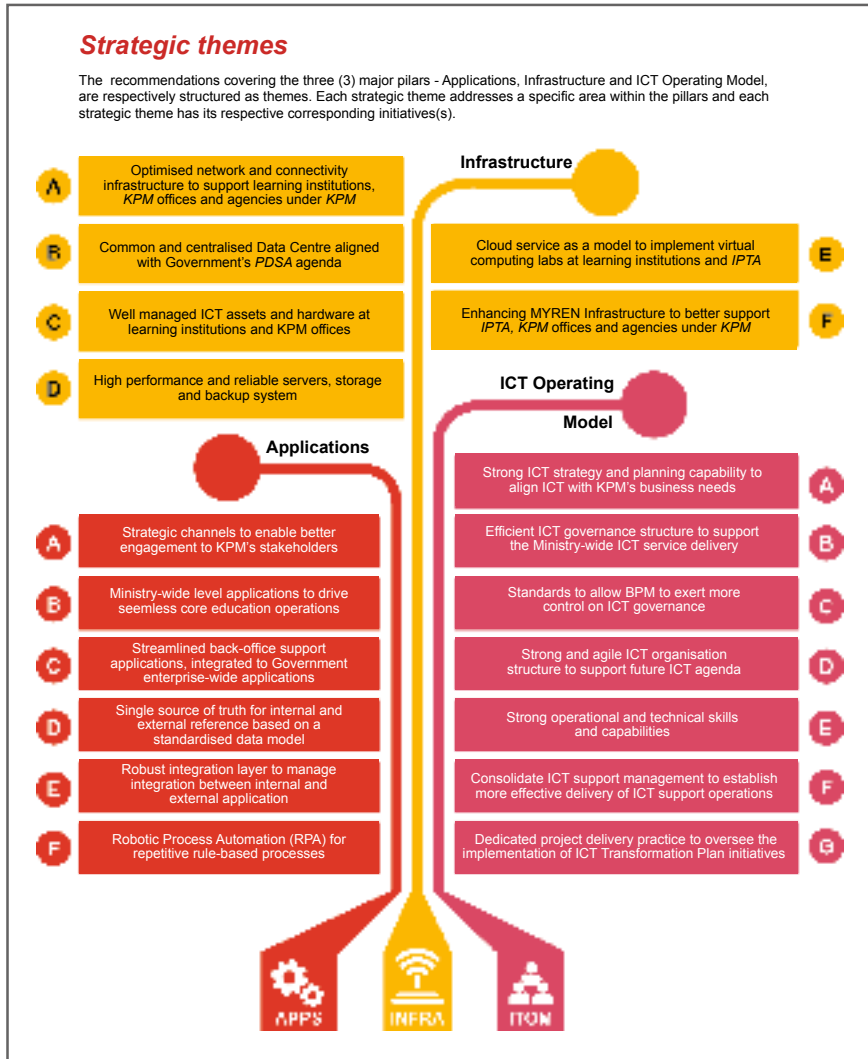
**Aspiration**



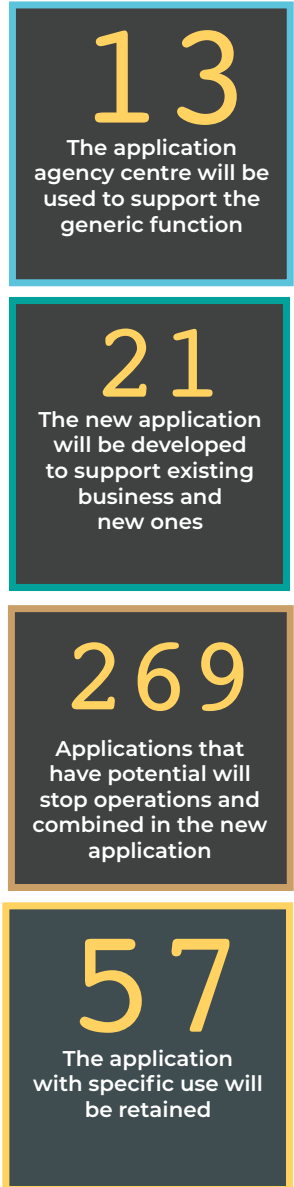
Each one of the 27 initiatives encompasses three ICT environments: Application Environment, Infrastructure Environment and ICT Operation Model. Each of these environments have their own strategic themes (Exhibit 5-15):

The Ministry's projection for application landscapes are expected to develop as follows (Exhibit 5-16):

**Exhibit 5-15: Strategic themes of Application Environment, Infrastructure Environment and ICT Operational Model**



**Exhibit 5-16: Future Application Environment**



5-17

## SUMMARY

The Ministry continues its commitment in improving the efficiency of the Malaysian Education system in all schools throughout the country towards achieving the transformation of national education. Prudent expenditure based on students' needs were optimised to maximise every student's achievement under the Upholding the Bahasa Malaysia and Strengthening the English Language (MBMMBI) Policy alongside the maintenance of schools.

The Ministry has developed and practiced equitable financing in the distribution of schooling grants through the Program Rintis Intervensi Satu Blok, empowering the PGB in planning and distributing their finances to improve students' self-development and success in academia, sports, and cocurricular involvement. In order to enhance the leadership within the Ministry, various programmes and activities were conducted to polish their skills and capabilities.


Inefficiencies of government asset management were addressed through efforts to improve infrastructure and school maintenance to support teaching and learning activities.

The efficiency and efficacy of education in low-enrolment schools were enhanced with the implementation of multi-grade teaching and school merger activities.

To further enhance student learning, data sharing and use of the Ministry's dashboard were expanded with the use of technology in teaching and learning (PdP). Each school was equipped with 1BestariNet fiber line, 4G broadband connection and Asymmetric Digital Subscriber Line (ADSL) or Very Small Aperture Terminal (VSAT) connection, and Virtual Learning Environment (VLE). Efforts on ICT Transformation were adapted to new needs and to the Ministry's ICT landscape and roadmap, in line with the business needs and in support of the MEB 2013-2025.







# CHAPTER 6 EDUCATION PERFORMANCE AND DELIVERY UNIT (PADU)



An independent unit at the Ministry, the Education Performance and Delivery Unit (PADU) plays a key role in driving the implementation of the Malaysia Education Blueprint (MEB) 2013-2025 initiatives, facilitating, monitoring, supporting and reporting on the status of the implementation progress initiative under MEB. Now, the role of PADU has become increasingly significant with the increased value of responsibility to ensure that the objectives of the MEB 2013-2025 initiative are achieved.

PADU practices the Initiative Program Management Cycle in order to maintain quality results. The Talent within the Ministry was developed through two methodologies to ensure sustainable growth, while relationships with stakeholders and private partners were streamlined to foster greater co-operation. In supporting student success efforts, PADU implemented projects beyond the scope of MEB initiatives by conducting literacy and numeracy studies. In an effort towards the development of the country's education system, PADU strongly believes and encourages sharing of best practices and exchange views with each other, amongst Southeast Asian education practitioners and other international nations.

## SUSTAINING QUALITY OUTCOMES THROUGH INITIATIVE MANAGEMENT CYCLE

PADU incorporated best and leading transformation practices to ensure the realisation of the Malaysia Education Blueprint (MEB) 2013-2025 and developed its own Management Cycle Programme Initiative. This was based upon the internationally recognised Managing Successful Programme (MSP) methodology. Through this approach, the task of the Division officer from the Ministry entrusted to lead an initiative known as the Project Managers (PM) and other officer who supports the lead Division and is responsible towards milestones that supports the outcome of the initiative or better known as the Work Stream Leaders (WSL) were appointed by the Directors/ Undersecretaries of respective Divisions under the purview of the Ministry were streamlined to ensure the goals of each initiative were achieved in a structured manner.

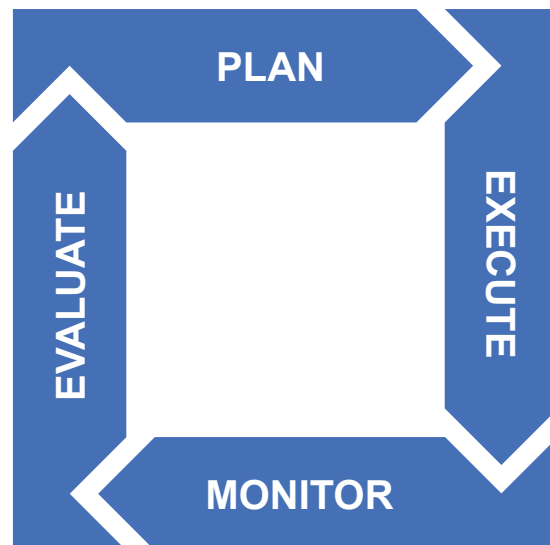
### Initiative Programme Management Cycle

The Initiative Programme Management Cycle is a four-phase cycle which include:

- **Phase 1 - Plan:** Determining and developing the scope of projects in the action plan enabling programme implementation and ensuring outcomes,
- **Phase 2 – Execute:** Executing the action plan using allocated resources,
- **Phase 3 – Monitor:** Monitoring the progress of the programme to ensure targets are achieved and identify possible setbacks which may impact progress, and
- **Phase 4 – Evaluate:** Evaluating the progress of the programme and its outcomes and make necessary amendments to targets.

The process as shown in Exhibit 6.1 below.

Exhibit 6.1: The Initiative Programme Management Cycle



**Phase 1 - Planning:** In order to sustain the quality outcomes of programmes and activities through the Initiative Programme Management Cycle, the planning phase must involve in identifying highly impactful initiatives, setting the Key Performance Indicator (KPI) for each initiative and planning detailed 3-feet plan for programmes to achieve the predetermined KPIs.

**Phase 2 – Implementation and Phase 3 – Monitoring** The implementation and monitoring phases involve the implementation of planned activities and periodic progress reports (weekly or monthly) of every initiative. During these phases, any pertinent issues that surfaced will be discussed and reported in the Problem-Solving Meeting (PSM) which was co-chaired by the Secretary-General and the Director-General of Education Malaysia.

Throughout the initiative implementation process, all initiatives were being monitored and reviewed closely by the Ministry's top management, from planning right up to the implementation stage. **Phase 4 – Valuation.** PADU also emphasises on the necessity of periodic alignment of initiative outcomes, and this can be seen through the review phase of the Blueprint initiatives performance evaluation that is held twice a year, in the Mid-Year Review (MYR) and the Year-End Review (YER), chaired by the Minister of Education.

#### Formulation of the MEB 2013-2025 Programmes and Activities

The Blueprint Initiative Planning Workshop is conducted annually to plan activities and intervention plans for the following year. The workshop held at the end of 2017, comprised of PMs and WSLs from relevant Divisions of the Ministry, planned the main activities and facilitated the formulation of KPI and key activities of primary initiatives for 2018.

The detailed planning workshop was designed to shift mindsets in seeking new ways to implement initiatives to accelerate the education transformation process. It was also to provide clear indicators which effectively demonstrate ways for each initiative to achieve education aspirations and the Blueprint objectives. Team building activities were also integrated into the workshop in preparation of the 3-feet plan to motivate and foster closer co-operation between the PMs and the Officers-in-Charge (OICs) of the initiatives.

During the workshop, the PMs will have to present their initiative detail planning in a Challenge Session to a panel of PADU Executive Directors (EDs). The purpose of the session is to review and challenge the ideas, solutions put forward, risks and concerns related to the initiatives. This is to ensure that the planning is thorough and of high quality.

Outside of the Challenge Sessions, initiatives were collaborated across to ensure activities across initiatives were synchronised accordingly. A collaborator's space allowed for an inter-initiative discussion to which PADU officers will sit-in to facilitate and provide appropriate solutions to the challenges.

## SUSTAINABILITY THROUGH TALENT DEVELOPMENT

To ensure that the education system transformation is sustainable, PADU employed two methodologies to develop talent within the Ministry. Firstly, is through co-creation during projects, labs, or initiative work where Ministry officers learn first-hand from PADU officers. And secondly, via customised capability building modules aimed at upskilling specific functional and core competencies.

#### Building Capability Through Co-Creation

PADU was involved in facilitating the formulation of frameworks: Values Development Lab framework, Special Education Needs Strategic Plan Lab framework, and the Values Element in the Profil Murid (Student Profile) instrument framework are some examples of frameworks that were co-created together with Ministry officers. The co-creation creates an ideal environment for Ministry officers to learn first-hand to facilitate, ideate and develop solutions during lab sessions.

Additional to upskilling, PADU also assisted the Ministry with YB Deputy Minister syndication on the Values Development lab findings. Special Education Division (*Bahagian Pendidikan Khas*, BPKhas), the owner of the Special Education Need Strategic Plan, was able to meet its timeline for approval in December 2018 where the Values Element was fully incorporated in the Profil Murid that is to be piloted in 2019.

**“PADU is continuously working alongside IPG campuses by upskilling them on how to build a burning platform for research-related change.”**

There were also formal capability building sessions that were run by PADU. PADU collaborated with Aminuddin Baki Institute (*Institut Aminuddin Baki*, IAB) to build the Capability Development Module for new District Directors/Deputy Directors. The module was built to ensure basic leadership and functional competencies were met upon assuming their roles in district office. The 22 new officers were trained in the pilot training in 2018 and will be coached by Aminuddin Baki Institute lecturers in 2019.



PADU engaged the National Institute of Teacher Education (*Institut Pendidikan Guru Kebangsaan, IPGK*) directly via capability building on how to create a burning platform for change based research. This capability building session yielded 8 research topics submitted by IPGK to the Institute of Teacher Education Malaysia (*Institut Pendidikan Guru Malaysia, IPGM*).

PADU also trained State Education Department (*Jabatan Pendidikan Negeri, JPN*) officers to be Public-Private Partnership (PPP) Ambassadors. The training upskilled the officers with technical and functional skills to increase the number of PPP in their respective states.

As such, focus and efforts have been placed in ensuring policies created at the Ministry level is effectively implemented at the school level.

### Aligning Policies to Demographic Needs:

#### Synchronising Efforts and Prioritising High Need Locations

Throughout 2018, PADU did a fact finding to profile 16 JPNs and 142 PPDs (District Education Office). The profile served as a Business Intelligence tool that provide a high level view of the JPN/ PPD demographics, input (activities), and outcomes (such as results and attendance). Through this profile, JPN and PPD have been taught on how to develop and create preliminary hypothesis for problem solving.

At the Ministry level, initiative teams received all the profiles as a data point to develop interventions and set appropriate performance measurement via KPI for each respective state. Moving forward, all states' KPIs were set equitably and not equally across all states according to the interventions required. Initiatives also prioritise strategic zones on which resources should be focused on.

Additionally, JPN and PPD were given the Improvement Matrix tool which breakdowns the JPN/ PPD schools by performance and socio-economic status. This tool allows them to create targeted interventions for the specific group that was prioritised.

The effort to Align, Synchronise, and Prioritise were formalised via the District Transformation Programme (DTP) initiative. The JPN and PPD directors were upskilled on how to use the problem solving tools, strategic planning, and were tasked to create a strategy based on live data provided to each respective district. The outcome observed was that given the right tool and upskilling, JPN and PPD were able to craft strategic plans that were data-driven, focused and innovative.

## ALIGNING STAKEHOLDERS TO ACCELERATE SYSTEM IMPROVEMENT

Impact of evidence-based classroom innovation may be hampered if technical and political factors prevent focus on learning at the system level. In 2018, PADU launched an Align, Synchronise, and Prioritise effort. The effort aligns policies from the Ministry to schools, ensuring interventions at the district levels do not overlap and are synchronised while prioritising resources on high priority groups.

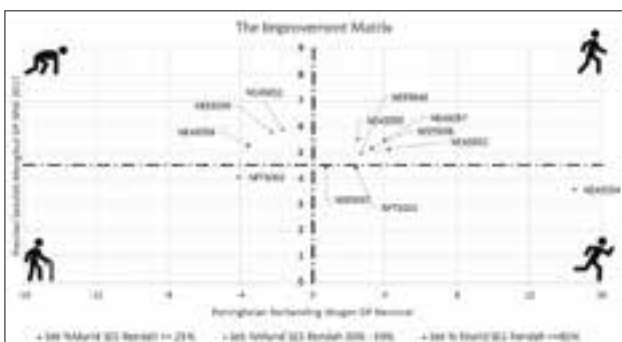
*The World Bank Education Report 2018 states that,*

**“Misalignments in education systems, when the vested interests of stakeholders divert systems away from learning. This can happen at various stages, from setting policy goals to designing, implementing, evaluating, and sustaining reforms. Even when many individual actors are committed to learning, a system can remain stuck in a low-learning trap.”**

Exhibit 6.2: Example of PPD Profile which gives an overview of Demographic, Situation input, and Outcomes in two pages.



Exhibit 6.3: Example of Matrix Enhancement Tools that Categorise Schools in PPD based on Performance and Socio-Economic Status



Source: School Management Division, BPSH

Entering Wave 2 (2016-2020), PADU was determined to further strengthen the partnership with all stakeholders within the Ministry, to ensure progress is on track, efficient delivery and success of the Blueprint initiatives. Apart from the Ministry, PADU will continue to also reach out to external stakeholders for a more committed and dedicated collaborations. With this in view, PADU had lined up improvement plans for various activities and programmes. PADU will also continue to extend support to all stakeholders via various platforms and using multiple methodologies to ensure targets set are met and better planning for the coming years. Analysis of actual vs targeted KPIs and lessons learnt from these activities would provide input for further enhancement of plans in Wave 2 to accelerate system improvement. As much as the Blueprint will remain as the basic stronghold and foundation in transforming the education system, PADU will embrace and adapt new and emerging needs as the education transformation journey is dynamic, which requires adjustments to be made where necessary.

## IMPROVING OUTCOMES THROUGH STRATEGIC ALIGNMENTS

To ensure sustainability of programmes, PADU leveraged on PPP which benefited the Ministry with an increased in Vocational Programmes while promising private firms with skilled and productive workforce that is readily able to join the firm upon graduation. In addition to private sponsorships, PADU also collaborated with various stakeholders such as Key Opinion Leaders (KOL) to effectively communicate the Blueprint achievements.

### Improve Collaboration and Outcomes

The establishment of *Ops Sifar Cicir* (Zero Dropouts Operation) and the committee set up to increase the enrolment of the secondary schools, better known as *Jawatankuasa Peningkatan Enrolmen Menengah*, (JPEM), allowed better coordination alignment with external agencies such as the State Education Exco, Police, Welfare Department, Religious Groups, Head of Community, and NGOs (Non-Governmental Organisation) within the locality. Keeping a common goal and having a platform for agencies to collaborate and grow common vested interests in education has greatly reduced the number of dropouts in the state since this programme was introduced in 2018.

### Breakthrough Decision: Malaysian Public Works Department (*Jabatan Kerja Raya, JKR*) as Sole Infrastructure Implementor

PADU lead the proposed solution on escalating the issues pertaining to delayed upgrading school projects which were done via an intense Mid-Term Review Lab.

A breakthrough inter-ministry solution was developed between the Ministry and the Public Works Department (JKR) of which all schools upgrading projects will be led by JKR which has more technical expertise and resources. The Ministry, within its capacity and capability, will focus on school maintenance and repair works.

### Aligning the Main Players within The System

A taskforce was established comprising of the School Management Division (*Bahagian Pengurusan Sekolah Harian*, BPSH), Teacher Training Division (*Bahagian Pendidikan Guru*, BPG), IAB, English Language Training Center (ELTC) and IPGM, to align operational framework to enculturate Professional Learning Community (PLC) in schools. Training on Leadership Roles on PLC was conducted to all leaders at JPN and PPD levels to mobilise and lead the enculturation of PLC across all schools. The outcome, an operational framework was agreed upon by all parties and standardisation of reporting through the Training Management System Ministry of Education Malaysia (*Sistem Pengurusan Latihan Kementerian Pendidikan Malaysia*, SPLKPM), was underway to enhance the rate of PLC enculturation in 2019.

### Raising Awareness and Aligning Public Sentiments towards Education Transformation

In their efforts to raise awareness among the public and aligning a positively predisposed public sentiment of the MEB, PADU ventured into more mainstream type media.

Cinema advertisements were launched in 2018 to capture specific target audiences. It was reported that the cinema advertising managed to capture 15 million eyeballs. The MEB advertisement sent a message of the ongoing story of a transformation journey told through an origami-like concept, while having a child narrate the process. The idea was to draw attention to the starkness and beauty of origami-like art, associating it to the six Student Aspirations within the MEB – highlighting that every child is a blank piece of paper, with the potential to be molded into amazing shapes, with the help of education. In another awareness video, PADU created a parody portraying school students from various fields masquerading as prominent superheroes in Marvel's Avengers, uniting to fulfil the aspiration of education transformation.

The advertisement was a salient break from the usual advertisements and deemed to have more traction. At the end of both the advertisements, there was a call-to-action to visit the PADU website to find out more about the MEB. Additionally, these advertisement launches were graced by Key Opinion Leaders (KOL). PADU engaged various KOLs such as Kavita Sidhu, Vanida Imran, Bront Palarae, Marina Chin, Welson Sim, and Khairul Hafiz Jantan.



Videos: *MEB Cinema advertising*

### Digital Advertising

In 2018, PADU ventured into digital space to support initiatives. Among the initiatives that were supported were the Science, Technology, Engineering and Maths initiative (STEM) and the Parental and Community Involvement in Education initiative (*Penglibatan Ibu Bapa dan Komuniti*, PIBK).

The digital advertising managed to increase awareness and increase participation among key stakeholders. For example PADU's STEM public service announcements had a click through rate (CTR) of 11.75 percent which was 8% higher than the global benchmark of 3.78%. The digital space also saw active participants even among parents. Additionally, the PADU PIBK Facebook page also had an active community of more than 4,000 parents.

#### PADU STEM Website:

<https://stem.padu.edu.my/>

#### PADU PIBK Facebook Group:

<https://www.facebook.com/PIBKM/>

<https://twitter.com/PaduEducation/status/970656059508408325>



Malaysian swimming athletes showing their support to the sharing session during one of the cinema launches

## Hope in Action – Increasing Awareness of MEB Among Youth

### EVENT FLOW



## COLLABORATION WITH PRIVATE PARTNERS TO INCREASE THE BLUEPRINT IMPACT



### STEMforAll

PADU collaborated with external entities such as Microsoft, Petrosains, and Malaysian Association of Creativity & Innovation (MACRI) alongside 52 organisations which have pledged to be part of #STEMforAll communication agents to campaign for the programme.

### Public-Private Partnership (PPP) Ambassadors

PADU designed and delivered the training programmes for PPP Ambassadors. The Ministry now has PADU trained PPP Ambassadors in 5 zones nationwide to strengthen partnership between MOE and private sectors.



### PPP Collaboration for Orang Asli Students

PADU also extended initiative collaboration with NGOs to implement intervention programmes for the Orang Asli initiative. Among the notable ones are Yayasan Pintar and MyKasih. MyKasih funded basic school items on a monthly basis for 60 students from the Gunung Tahan area for the next 3-5 years.

### Private Public Partnership with the Industry to Support the Administration of New Vocational Colleges (Kolej Vokasional, KV)

PADU promoted PPP and facilitated discussion with the industry players. Playing a crucial role in the initiative, PADU was also appointed to be part of the Task Force and was tasked to secure industry players to operate courses in new Vocational College. Among the successful partnership fostered is one with Johor Petroleum Development Centre, that agreed to work with Vocational College on delivering integrated welding programme expected to be launched in 2019.



## TRANSFORMING LEARNING TO IMPROVE STUDENT OUTCOMES

Among the efforts which PADU embarked to support the education transformation journey is executing projects beyond the Blueprint initiative scope. Ultimately all efforts concerning Education Policies should be focusing towards improving students' outcomes. In 2018, one of PADU projects to support students' outcome was conducting the literacy and numeracy research.

### The New Literacy & Numeracy Programme

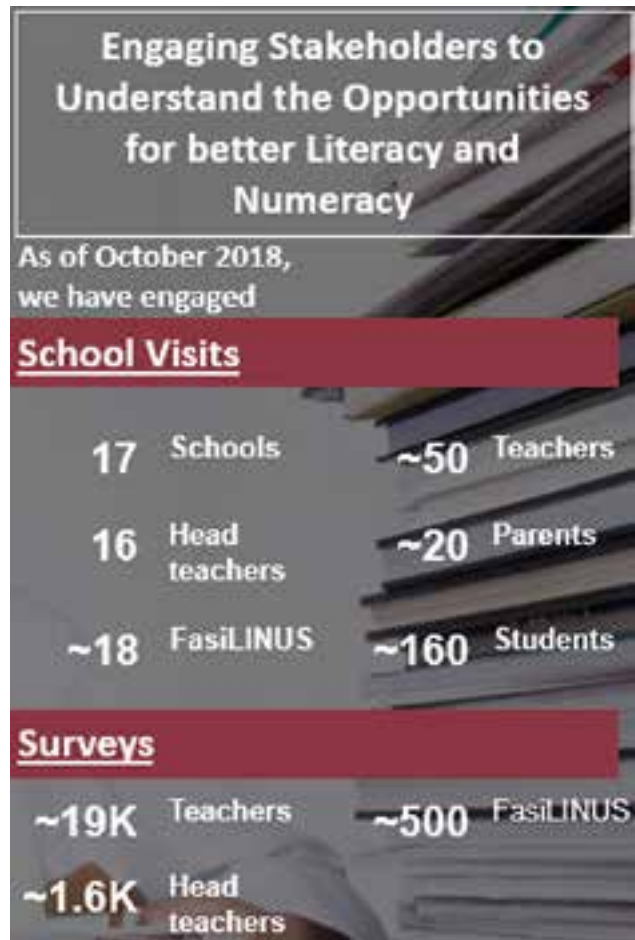
The objective of the new Literacy & Numeracy Programme (LINUS) is to raise the overall literacy and numeracy standards based on the Primary School Standard-based Curriculum (*Kurikulum Standard Sekolah Rendah*, KSSR) regardless of students' starting point across Year 1 to 6. Previously the LINUS initiative focused on basic literacy only from Year 1 to 3. The new programme will also be integrated with other initiatives such as the 21st Century Learning, Enhancement of Education Officers' Professionalism and school-based assessment.

PADU also discovered that the process of setting KPIs for LINUS was set in a top-down manner. It was recommended that the new programme will have differentiated KPIs that account for school's starting positions, negotiated jointly between schools and PPDs. (see Align, Synchronise, Prioritise).

The new programme will also include various supports such as Teacher-Run Formative Assessments, as and when needed, drawing on a central test bank. Differentiating intervention type, resource intensity, and degree of autonomy by performance and segment, for example high performers opt in, low performers will require to follow prescribed tools.

An enhanced feature of this programme is that PPDs, educators and parents co-create interventions based on needs and capabilities. This is in contrast to the top-down centric approach to design interventions (Exhibit 6-4).

Exhibit 6-4; Feasibility Study of National Literacy & Numeracy Agenda, 2018



### Design Thinking Workshops to Create Better Experience for Student Journey

Focusing on students' and educators' needs, design thinking workshops were introduced to rapidly create diverse ideas, test and iterate them. Design Thinking is a creative approach that put people back at the heart of problem solving. The goal was to create "human-centric" solutions to better address the needs on the ground. As such, to gain empathy for their experience, ethnographic research activities were conducted such as interviewing and interacting with students, educators and parents from different schools.

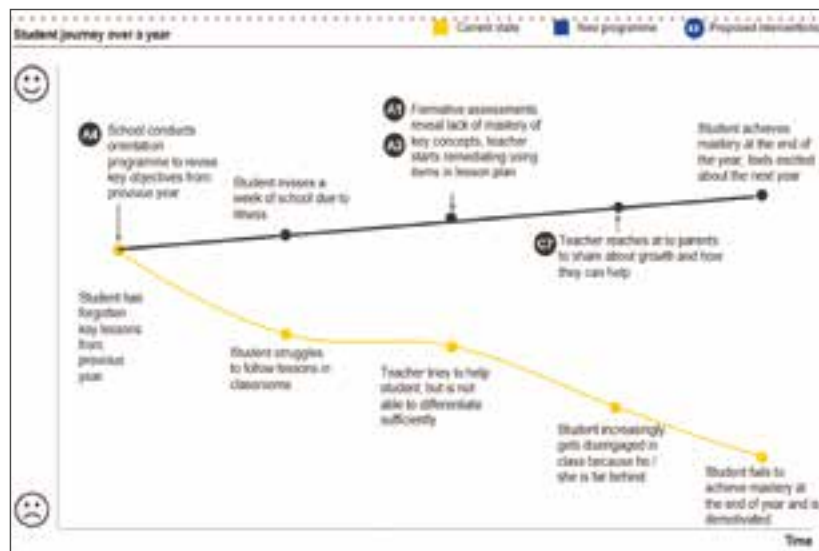
In September 2018, a research was conducted in four different states that were selected based on demographic and educational achievement factors. The objective of the investigation is to understand factors that increase or decrease the basic literacy and numeracy levels of students. One of the actions taken from this research is the implementation of design thinking workshops. The workshop aims to build a solution through empathy to enhance the students' experience and education system (persona). The process of empathy is facilitated by the visualisation of the various persons (Exhibit 6-5). Thus, the workshop participants can create a more focused and appropriate solution to their respective persona. The solution from this workshop will be implemented in 2019.

The effort has resulted in the development of the revised version of Students' Profile (*Profil Murid*) with a more user-friendly Classroom Assessment approach (*Pentaksiran Bilik Darjah, PBD*).

## FOSTERING EDUCATION BEST PRACTICES FROM SOUTH EAST ASIA AND BEYOND

PADU strongly believes in sharing best practices and insights with other Education Systems in the spirit of education development. In recent years,

**Exhibit 6-5: Visualisation of a Student's Education Journey in a Year**



Source: Feasibility Study of National Literacy & Numeracy Agenda 2018

### Building a Case for Change from Traditional Classroom Teaching to 21<sup>st</sup> Century Learning

PADU and BPSH developed 21<sup>st</sup> Century Learning (*Pendidikan Abad Ke-21, PAK21*) toolkit and PAK21 Case for Change video to ensure that its framework was communicated well to all stakeholders. In addition, the change management was targeted to create a sense of urgency to transform our classroom to produce future-proof student.

The initiative scored highest points for PAK21 awareness amongst teachers in the 2018 Brand Audit survey, and labs were conducted to identify the root-cause of why teachers felt unsupported and were reluctant to carry out 21<sup>st</sup> century pedagogy.

PADU carried out knowledge exchange on the MEB 2013-2025, Delivery Unit Best Practices, initiative achievements and challenges.

Annually, PADU hosts various delegates from around the world. The Blueprint has gained extensive attention in the past years. In 2018, delegates from several countries and international trusts visited Malaysia to gain more insights on the Blueprint and its delivery. PADU had the privilege to host many international delegates including Dr Vanessa Ogden from the Mulberry Trust School, Vietnamese Government officials, and the Governor of Yobe State, and delegates from the Naga City Education and Tourism department officials, Nigeria. Fruitful discussions and exchange of ideas were transpired between both parties during the knowledge-sharing sessions.

Additional to hosting visits, PADU officers were also invited by the World Bank to share its LINUS programme best practices with the Ministry of Education, Ukraine.



*In discussion with the Ukraine's Ministry of Education*

### Lessons from Delivery Unit Approach

The World Bank Knowledge and Research report published in 2018 under the title *Improving Education Sector Performance in Malaysia* featured an initiative that was supported by PADU.



*World Bank Report Launch*

### Knowledge & Research Published by The World Bank

This report was part of the World Bank's Malaysia development experience series that strives to document the country's approach in improving public sector performance. The report builds on the previous installment in the same series that focused on Malaysia's experience in driving performance from the center of government through the Performance Management and Delivery Unit (PEMANDU). The more drastic overhaul of the sector was envisioned to come from the application of the Delivery Unit approach to transforming the sector's performance.

This report described how a Delivery Unit method worked in both the design and implementation stages of literacy and numeracy screening (LINUS). This include the interface between the Ministry and PEMANDU, as well as PEMANDU and PADU. The core of the document focused on implementation details: the institutions, leadership, and incentives that contributed to the program's success. It also described how the implementation agencies worked together to implement LINUS.



*LINUS Report by World Bank*

### Consultation to the Ministry to increase Efficiency

Generally, when educators spend less time on administrative tasks, the educators can focus their effort on improving students' learning outcomes.

PADU developed Project Monitoring Dashboard – *Sekolah Daif* (dilapidated schools) for the Development and Supply Division (*Bahagian Pembangunan dan Perolehan, BPP*) that automates tracking and visualisation of project progress. PADU was requested to develop the dashboard for direct viewing and monitoring by the Ministry's top management. As a result, the monitoring system called Project Monitoring System2 (*Sistem Pemantauan Projek, SPP2*) can now automatically summarise data of dilapidated schools project progress.

Another system which PADU helped develop was a system that allows BPSH to view the analysis of students' involvement in drug abuse. The data is now structured and synchronised across all JPNs and PPDs.

In addition to the systems, PADU also helped the various division in the automation of portals for improved efficiency. The automation of HIP (Highly Immersive Programme) Data Collection Portal was able to reduce turnaround time for data collection that resulted an improved 90% submission rate in a month, and allowed JPN and PPD to self-manage the data without additional cost to the Ministry. The automation of DTP Portal also helped BPSH to perform real-time monitoring and intervention plan for their daily and weekly projects monitoring without additional resources.

### Facilitating the Malaysian Board of Technologists (MBOT) Strategic Retreat

In 2017, PADU conducted a lab that was attended by a member of MBOT management team who was impressed by the experience in the lab and has proposed to MBOT Board of Directors (BOD) to entrust PADU with the responsibility of planning and conducting their retreat.



*CTEF Workshop*

### Facilitating Strategic Plan for the Commonwealth Tertiary Education Facility (CTEF)

Facilitated the way forward for CTEF:

- Benefits of CTEF since existence
- Strategic plan moving forward

In 2018, PADU was given the task to facilitate a workshop for developing way forward for CTEF. PADU presented to and obtained guidance from the Board of Trustees (BOT) on how to ensure an effective workshop outcomes. The workshop managed to successfully develop a draft proposal which was syndicated with the Ministry's top management.

From the retreat that was held in 2018, MBOT BOD managed to identify key issues, opportunities and key strategic action plans to be further developed as MBOT Strategic Plan.



*A presentation during the MBOT retreat*



## SUMMARY

PADU had organised a workshop on detailed planning aimed at finding new approaches to implement initiatives in accelerating the process of education transformation, other than providing clear guidance to achieve each initiative. Team building activity was also integrated in the workshop as a three-feet plan preparation. In terms of talent development, capabilities were built through a joint creation methodology during projects, labs, or initiatives that create an ideal environment for Ministry officials to learn directly from PADU officers according to customised modules. In aligning the Ministry's policies to schools, PADU had coordinated efforts and prioritised high-end locations to ensure engagement at district level did not overlap. JPNs and PPDs were empowered with knowledge and skills to make early hypotheses to solve problems according to the profile collected by PADU. At the Ministry level, the initiative team used this profile to develop intervention plans and set appropriate performance measurements through their respective state Key Performance Indicators (KPIs). PADU also increased collaboration with external agencies to reduce the number of dropouts in schools through the establishment of *Ops Sifar Cicir* and the Secondary Enrolment Enhancement Committee (JPEM). In addition, the cooperation with the Public Works Department (JKR) as the Sole Infrastructure Implementor was involved in the upgrading of schools. The main players in the system were streamlined through an operating framework to build and familiarise the Professional Learning Community in all schools. PADU appeared in the mainstream media to enhance awareness and coordinate positive public sentiments towards education transformation. PADU also received international recognition when its support for an initiative was published in the World Bank's Knowledge and Research Report. The development of the Dashboard Monitoring Project has developed a Project Monitoring System II (SPP2) which can automatically summarise the progress data of dilapidated school projects. The PADU expertise was also seen in its engagement to facilitate the workshop on the development of the strategic plan for the Commonwealth Tertiary Education Facility (CTEF). PADU also facilitated the MBOT Strategic Retreat for which enabled the MBOT Board of Directors to successfully identify key issues, opportunities and strategic plans to be developed as the MBOT Strategic Plan.





# GLOSSARY

1BestariNet  
ASEAN

A project to equip all public schools in Malaysia with high-speed 4G internet and a VLE  
Association of Southeast Asian Nations

## B

BAS  
BMKPM  
BP SWASTA  
BPG  
BPKhas  
BPM  
BPPA  
BPPDP

*Bahagian Audit Sekolah* or School Audit Division  
*Bahagian Matrikulasi Kementerian Pendidikan Malaysia* or Matriculation Division  
*Bahagian Pendidikan Swasta* or Private Education Division  
*Bahagian Pendidikan Guru* or Teacher Training Division  
*Bahagian Pendidikan Khas* or Special Education Division  
*Bahagian Pengurusan Maklumat* or Information Management Division  
*Bahagian Perolehan dan Pengurusan Aset* or Procurement And Asset Management Division  
*Bahagian Perancangan dan Penyelidikan Dasar Pendidikan* or Educational Planning and Research Division

BPSBPSK

*Bahagian Pengurusan Sekolah Berasrama Penuh dan Sekolah Kecemerlangan* or Boarding School Management Division And The School Of Excellence

BPSH

*Bahagian Pengurusan Sekolah Harian* or School Management Division

BPTV

*Bahagian Pendidikan Teknik dan Vokasional* or Technical and Vocational Education Division

## C

CEFR  
CIAST  
CPD

Common European Framework of Reference  
Centre for Instructor and Advanced Skill Training  
Continuous Professional Development

## D

DK  
DLP  
DPAKK  
DTP

*Dimensi Kualiti* or Quality Dimension  
Dual Language Programme  
*Diploma Pendidikan Awal Kanak-Kanak* or Early Childhood Education Diploma  
District Transformation Programme

## E

ELTC  
EMIS

English Language Teaching Centre  
Education Management Information System

## F

FC  
FPK  
FUFT

Flipped Classroom  
*Falsafah Pendidikan Kebangsaan* or National Education Philosophy  
Follow Up Follow Through

## G

GBK  
GP  
GPK HEM  
GPMBC

*Guru Bimbingan Kaunseling* or Guidance And Counselling Teacher  
*Gred Purata* or Grade Point  
*Guru Penolong Kanan Hal Ehwal Murid* or Senior Assistant in Students Affairs  
*Garis Panduan Mengurus Murid Berisiko Cicir* or Guidelines to Manage Students At Risk of Dropping Out

GPMP

*Gred Purata Mata Pelajaran* or Subject Grade Point Average

**H**

HIP	Highly Immersive Programme
HLP	<i>Hadiah Latihan Persekutuan</i> or Federal Full Scholarship and Leave for In-service officers
HOTS	Higher Order Thinking Skills

**I**

IAB	<i>Institut Aminuddin Baki</i> or Institute of Aminuddin Baki
IBSE	Inquiry Based Science Education
ICOE	Industrial Centre of Excellence
ICSTEM	International Conference on Science, Technology, Engineering and Mathematics
ICT	Information and Communications Technology
IIUM	International Islamic University Malaysia
IKM	<i>Indeks Kemencapaian Murid</i> or Student Outcome Index
IKMITS	<i>Instrumen Kesiapan Murid ke Tahun Satu</i> or Readiness to Year One Instrument
IKTBN	<i>Institut Kemahiran Tinggi Belia Negara</i>
IPGK	<i>Institut Pendidikan Guru Kampus</i> or Institute of Teacher Education (Campus)
IPGM	<i>Institut Pendidikan Guru Malaysia</i> or Malaysia Institute of Teacher Education
IPPM	<i>Ibu Pejabat Penjara Malaysia</i> or Malaysia Prisons Department
IPTA	<i>Institut Pengajian Tinggi Awam</i> or Public institutions of higher learning
IR4.0	Industrial Revolution 4.0
ITP	<i>Pelan Transformasi ICT</i> or ICT Transformation Plan

**J**

JKKN	<i>Jabatan Kebudayaan dan Kesenian Negara</i> or National Department For Culture And Arts
JKM	<i>Jabatan Kebajikan Masyarakat</i> or Social Welfare Department
JKR	<i>Jabatan Kerja Raya</i> or Public Works Department
JNJK	<i>Jemaah Nazir dan Jaminan Kualiti</i> or School Inspectorate and Quality Assurance
JPA	<i>Jabatan Perkhidmatan Awam</i> or Public Service Department
JPEM	<i>Jawatankuasa Enrolmen Menengah</i> or Secondary School Enrolment Committee
JPK	<i>Jabatan Pembangunan Kemahiran</i> or Skill Development Department
JPK	<i>Jabatan Peningkatan Kemahiran</i>
JPMC	<i>Jawatankuasa Penyiasatan Murid Cicir</i> or Drop outs Investigating Committee
JPN	<i>Jabatan Pendidikan Negeri</i> or State Education Office
JPNIN	<i>Jabatan Perpaduan Negara &amp; Integrasi Nasional</i> or Department of National Unity and Integration
JUN	<i>Jurulatih Utama Negeri</i> or State Master Trainers
JUP	<i>Jurulatih Utama Pusat</i> or National Master Trainers

**K**

KAKOM	<i>Karnival Kokurikulum Matrikulasi</i> or Matriculation Cocurriculum Carnival
KBATSM	<i>Kemahiran Berfikir Aras Tinggi Sains dan Matematik</i> or Higher Order Thinking Skills for Science and Mathematics
KBATSMB	<i>Kemahiran Berfikir Aras Tinggi Sains, Matematik Dan Bacaan</i> or Higher Order Thinking Skills for Science, Mathematics and Reading
KBK	<i>Kebersihan Bangunan dan Kawasan</i> or
KEMAS	<i>Jabatan Kemajuan Masyarakat</i> or Community Development Department
KIK	<i>Kumpulan Inovatif &amp; Kreatif</i> or Innovative and Creative Group
KM	<i>Kolej Matrikulasi</i> or Matriculation College
KMS	<i>Kolej Matrikulasi Selangor</i> or Selangor Matriculation College
KPI	Key Performance Index
KPPM	<i>Ketua Pengarah Pelajaran Malaysia</i> or Director-General Of Education Malaysia
KPPT	<i>Ketua Pengarah Pendidikan Tinggi</i> or Director-General Of Higher Education Malaysia
KSBM	<i>Kerangka Standard Bahasa Melayu</i> or Framework for the Standard of <i>Bahasa Melayu</i>
KSBMMA	<i>Kit Sokongan Bahasa Melayu Menengah Atas</i>
KSPK	<i>Kurikulum Standard Prasekolah Kebangsaan</i> or Standard Curriculum for National Pre School
KSSM	<i>Kurikulum Standard Sekolah Menengah</i> or Standard Curriculum for Secondary School
KSSMOA	<i>Kejohanan Sukan Sekolah Murid Orang Asli</i> or <i>Orang Asli</i> School Sports Championship
KSU	<i>Ketua Setiausaha</i> or Secretary-General Ministry Of Education
KV	<i>Kolej Vokasional</i> or Vocational College

## L

LBK	<i>Latihan Berasaskan Komputer</i> or Computer Based Exercise
LINUS	Literasi dan Numerasi or Literacy and Numeracy Screening Programme (Literacy in BM)
LP	<i>Lembaga Peperiksaan</i> or Malaysian Examination Syndicate
LPS	<i>Lembaga Pengelola Sekolah</i> or Board of School Administration

## M

MBMMBI	<i>Dasar Memartabatkan Bahasa Melayu dan Memperkukuh Bahasa Inggeris</i> or Upholding Bahasa Melayu and Strengthening English Policy
MGM	<i>Menjadi Guru Malaysia</i>
MK	<i>Maklumat Kursus</i> or Course Information
MOE	Ministry of Education
MOH	Ministry of Health
MOHA	Ministry of Home Affairs
MOHE	Ministry of Higher Education
MoU	Memorandum of Understanding
MPV	<i>Mata Pelajaran Vokasional</i> or Vocational Subjects
MQA	Malaysian Qualifications Agency
MTM	<i>Menguasai Tahap Minima</i> or Mastering the Minimum Level
MYPIB	Middle Years Programme International Baccalaureate
MYREN	Malaysian Research and Education Network

## N

NGI	Non-Governmental Individual
NGO	Non-Government Organisations
NKRA	National Key Result Area
NOSS	National Occupational Skills Standard
NPQEL	National Professional Qualification for Educational Leaders

## P

PADU	Education Performance and Delivery Unit
PAK21	<i>Pembelajaran Abad ke 21</i> or 21 <sup>st</sup> Century Learning
PAT	<i>Peperiksaan Akhir Tahun</i> or Year End Examination
PAV	<i>Pendidikan Asas Vokasional</i> or Basic Vocational Education
PBC	<i>Pusat Bertauliah Cawangan</i>
PBS	<i>Pentaksiran Berasaskan Sekolah</i> or School Based Assessment
PBT	<i>Pihak Berkuasa Tempatan</i> or Local Authority
PCG	Per Capita Grant
PdP	<i>Pengajaran dan Pembelajaran</i> or Teaching and Learning
PdPc	<i>Pembelajaran dan Pemudahcaraan</i> or Learning and Facilitating
PDSA	<i>Pusat Data Sektor Awam</i> or Public Sector Data Centre
PERQAM	<i>Persatuan Kebajikan Pelajar Qari &amp; Qariah Malaysia</i>
PG	<i>Pembantu Guru</i> or Teacher Assistant
PGB	<i>Pengetua Dan Guru Besar</i> or Principal and Headmaster
PIBK	<i>Persatuan Ibu Bapa dan Komuniti</i> or Parents And Community Association
PILL	<i>Pelan Intervensi Lima Langkah</i> or Five Step Intervention Plan
PIMA	<i>Perantisan Industri Menengah Atas</i> or Industrial Apprenticeship For Upper Secondary
PISA	Programme for International Students Assessment
PISMP	<i>Program Ijazah Sarjana Muda Perguruan</i> or Bachelor's Degree in Education Programme
PKLSMB	<i>Pentaksiran Kompetensi dan Literasi Sains, Matematik dan Bacaan</i> or Science, Mathematics and Reading Competency and Literacy Assessment
PKP	<i>Program Khas Pendidikan</i> or Special Programme of Education
PKPPD	<i>Prestasi Kebangsaan &amp; Penarafan Kecemerlangan Pejabat Pendidikan Daerah</i>
PKS	<i>Pentaksiran Kemahiran Sainifik</i> or Scientific Skill Assessment
PK-SKPK	<i>Penarafan Kendiri Standard Kualiti Prasekolah Kebangsaan</i> or National Preschool Quality Standard Self-Assessment
PLC	Professional Learning Community
PNGK	<i>Purata Nilai Gred Keseluruhan Nasional</i> or National Cumulative Grade Point Average
PP	<i>Pegawai Penilai</i> or Assessing Officer

PPC sMatrikulasi	<i>Penghantaran Pelajar Cemerlang Matrikulasi</i> or Excellent Matriculation Students
PPD	<i>Pejabat Pendidikan Daerah</i> or District Education Office
PPD	<i>Pegawai Pengesah Dalam</i> or Internal Verification Officer
PPKBIS	<i>Program Peningkatan Kemahiran Bahasa Inggeris di Sekolah</i> or English Upskilling Programmes in School
PPKI	<i>Program Pendidikan Khas Integrasi</i> or Special Education Integration Programme
PPM	<i>Pembantu Pengurusan Murid</i> or Student Management Assistant
PPP	<i>Pegawai Perkhidmatan Pendidikan</i> or Education Service Officers
PPP	Public Private Partnership
PPPC	<i>Program Pendidikan Pintar Cerdas</i> or Gifted And Talented Education Programme
PPPKM	<i>Program Penarafan dan Pengiktirafan Kelayakan Matrikulasi</i> or Matriculation Qualification Rating and Recognition Programme
PPSDM	<i>Program Pembangunan Sahsiah Diri dan Disiplin Murid</i> or Student Character And Discipline Development Programme
PPSR	<i>Pelaporan Pentaksiran Sekolah Rendah</i> or Primary School Assessment Reporting
ProELT	Professional Up-skilling of English Language Teachers
ProPeKS	<i>Program Pelonjakan Kepimpinan Sekolah</i> or Uplifting School Leadership Intervention Programme
PSMC	<i>Program Sifar Murid Cicir</i> or Zero Drop out Programme
PTJ	<i>Pusat Tanggung Jawab</i>
PVMA	<i>Pendidikan Vokasional Menengah Atas</i> or Upper Secondary Vocational Education

## R

RDP	<i>Repositori Data Pendidikan</i> or Education Data Repository
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## S

SABK	<i>Sekolah Agama Bantuan Kerajaan</i> or Government-aided religious school
SAPS	<i>Sistem Analisis Peperiksaan Sekolah</i> or School Examination Analysis System
SBD	<i>Sekolah Bermasalah Disiplin</i> or School with Disciplinary Issues
SBDT	<i>Sekolah Bermasalah Disiplin Tinggi</i> or School with High Disciplinary Issues
SBJK	<i>Sekolah Bimbingan Jalanan Kasih</i> or Schools for Street Children
SDH	<i>Sekolah Dalam Hospital</i> or Schools in Hospitals
SdK	<i>Sukarelawan di dalam Kelas</i> or Volunteers in Classroom
SEAB	Singapore Examinations and Assessment Board
SEAMEO RECSAM	Southeast Asian Ministers of Education Organisation, Regional Centre for Education in Science and Mathematics
SEM	Schoolwide Enrichment Model
SES	Social Economic Status
SGMy	<i>Sistem Guru Malaysia</i> or Online system integrating data and information on PPP and private school teachers registered with MOE
SIPartner+	School Improvement Partners+
SISC+	School Improvement Specialist Coach+
SISHG	<i>Sekolah Integriti &amp; Sekolah Henry Gurney</i> or Integrity Schools & Henry Gurney School
SJKC	<i>Sekolah Jenis Kebangsaan Cina</i> or Chinese National-type school for primary education
SJKT	<i>Sekolah Jenis Kebangsaan Tamil</i> or Tamil National-type school for primary education
SK	<i>Sekolah Kebangsaan</i> or National school
SKM	<i>Sekolah Kurang Murid</i> or Under-Enrolled Schools
SKM	<i>Sijil Kemahiran Malaysia</i> or Malaysian Skills Certificate
SKPK	<i>Standard Kualiti Prasekolah Kebangsaan</i> or National Preschool Quality Standard
SKPMg2	<i>Standard Kualiti Pendidikan Gelombang 2</i> or Quality Standard of Education Wave 2
SLTPPM	<i>Skim Latihan Tenaga Pengajar Program Matrikulasi</i> or Teacher Training Scheme for Matriculation Programme
SMA	<i>Sekolah Menengah Agama</i> or Religious Secondary School
SMAN	<i>Sekolah Menengah Agama Negeri</i> or State Religious Secondary School
SMK	<i>Sekolah Menengah Kebangsaan</i> or National secondary school
SMKA	<i>Sekolah Menengah Kebangsaan Agama</i> or National religious secondary school
SMPKM	<i>Standard Minimum Prasekolah Kebangsaan Malaysia</i> or Malaysia National Preschool Minimum Standard
SMPKV	<i>Sekolah Menengah Pendidikan Khas Vokasional</i> or Special Vocational Education Secondary School
SOA	<i>Sekolah Orang Asli</i> or Orang Asli School

SP	Sektor Pendidikan or Education Sector
SPKM	Sistem Persijilan Kemahiran Malaysia or Malaysian Skills Certification System
SPM	Sijil Pelajaran Malaysia or Malaysian Certificate of Education
SPT	Sektor Pendidikan Tinggi or Higher Education Sector
SRA	Sekolah Rendah Agama or Primary Religious School
SSBJ	Sekolah Sukan Bukit Jalil or Bukit Jalil Sports School
SSDM	Sistem Sahsiah Diri Murid
SSeM	Sekolah Seni Malaysia or Malaysian Arts Schools
SSM	Sekolah Sukan Malaysia or Malaysia Sports School
SSN	Sekolah Sukan Negeri or State Sports School
SSP	School Support Plan
SSS	Sesi Serlahan Seni or Art School Audition Session
STAM	Sijil Tinggi Agama Malaysia or Malaysian Certificate of Islamic Higher Education
STEM	Science, Technology, Engineering and Mathematics
SUDI	Modul Serlahkan Keunggulan Diri or Module to handle student at risk of dropping out
SUMUR	Program Sahsiah Unggul Murid or Student Outstanding Personality Program
SVM	Sijil Vokasional Malaysia or Malaysian Vocational Certificate

## T

TIMSS	Trends in International Mathematics and Science Study
TK	Tahap Kompetensi or Competency Level
TS25	Transformasi Sekolah 2025 or School Transformation 2025
TVET	Technical and Vocational Education and Training

## U


UKBI	Ujian Kecekapan Bahasa Inggeris or English Language Competency Test
UKBIGP	Ujian Kecekapan Bahasa Inggeris Guru Pelatih or English Language Competency Test for Teacher Trainer
UM	Universiti Malaya or University of Malaya
UPBMG	Ujian Penguasaan Bahasa Melayu Guru or Proficiency Test for Bahasa Melayu Teachers
UPSI	Universiti Pendidikan Sultan Idris
UPSR	Ujian Penilaian Sekolah Rendah or Primary School Assessment Test
USNT	Ubah Suai dan Naik Taraf or Renovation and Upgrade
UTEM	Universiti Teknikal Malaysia Melaka or Malaysia Technical University, Malacca
UTM	Universiti Teknologi Malaysia or University of Technology Malaysia

## V

VLE	Virtual Learning Environment
VSAT	Very Small Aperture Terminal
VTO	Vocational Training Officer or Operation

## W

WISDEC	Wood Industry Skills Development Centre
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