Session 10

Collective Efforts in Monitoring Education 2030: Country Experiences

Day 2: 26 November, 2015

14:45-15:30 (45 minutes)

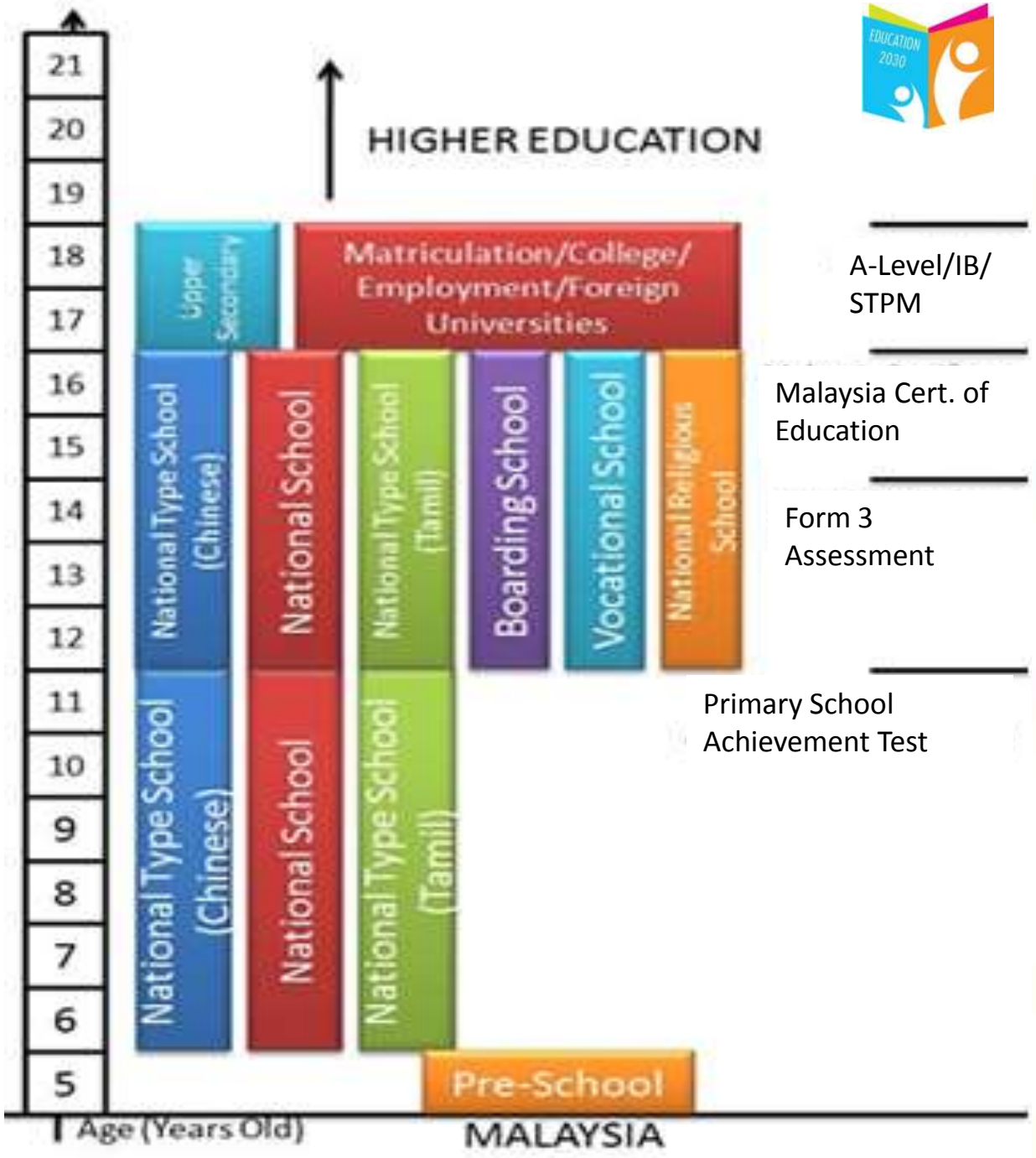
THE 1st ASIA-PACIFIC MEETING ON EDUCATION 2030
25-27 November 2015,
Bangkok, Thailand

MALAYSIA

MALAYSIA EDUCATION BLUEPRINT 2013-2025 & EDUCATION 2030

Dr. Nur Anuar Abdul Muthalib
Noor Hayati Uteh
Haryati Mohamed Razali

MINISTRY OF EDUCATION MALAYSIA



Malaysian system

Duration		Universities and University Colleges	
		Number of credits required varies with Doctorate type	
3 to 4 years	Doctorate	Doctorate (Research) e.g. PhD, D. Phil, D. Sc.	Doctorate (Research + course) PhD (90 credits) D. BA (60 credits) D. Ed
		Entry in Doctorate requires Master Degree i.e. at least 36 credits	
1 to 2 years	Master	Master Research thesis e.g. M. Phil, M. Sc.	Master Dissertation thesis + courses e.g. M. Sc. / Master of Domain course work e.g. MBA
		Entry in Masters requires Bachelor Degree i.e. 100 or 120 credits	
3 to 4 years	Bachelor	Bachelor with Honours	Honours / Bachelor / Advanced Diploma** / Diploma 3rd year (90 credits)
		Admission to Higher Education	
1 to 2 years		STPM / A-Level / Matriculation* or Foundation*	Diploma (first 2 years)
		SPM: End of secondary school	

II. Overview of the current M&E system and issues and challenges in monitoring education

TRANSFORMATION IS CENTRED ON 11 SHIFTS

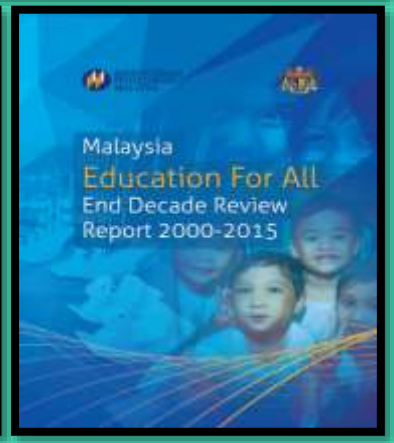
II. Overview of the current M&E system and issues and challenges in monitoring education

Wave 1
2013-2015

Wave 2
2016-2020

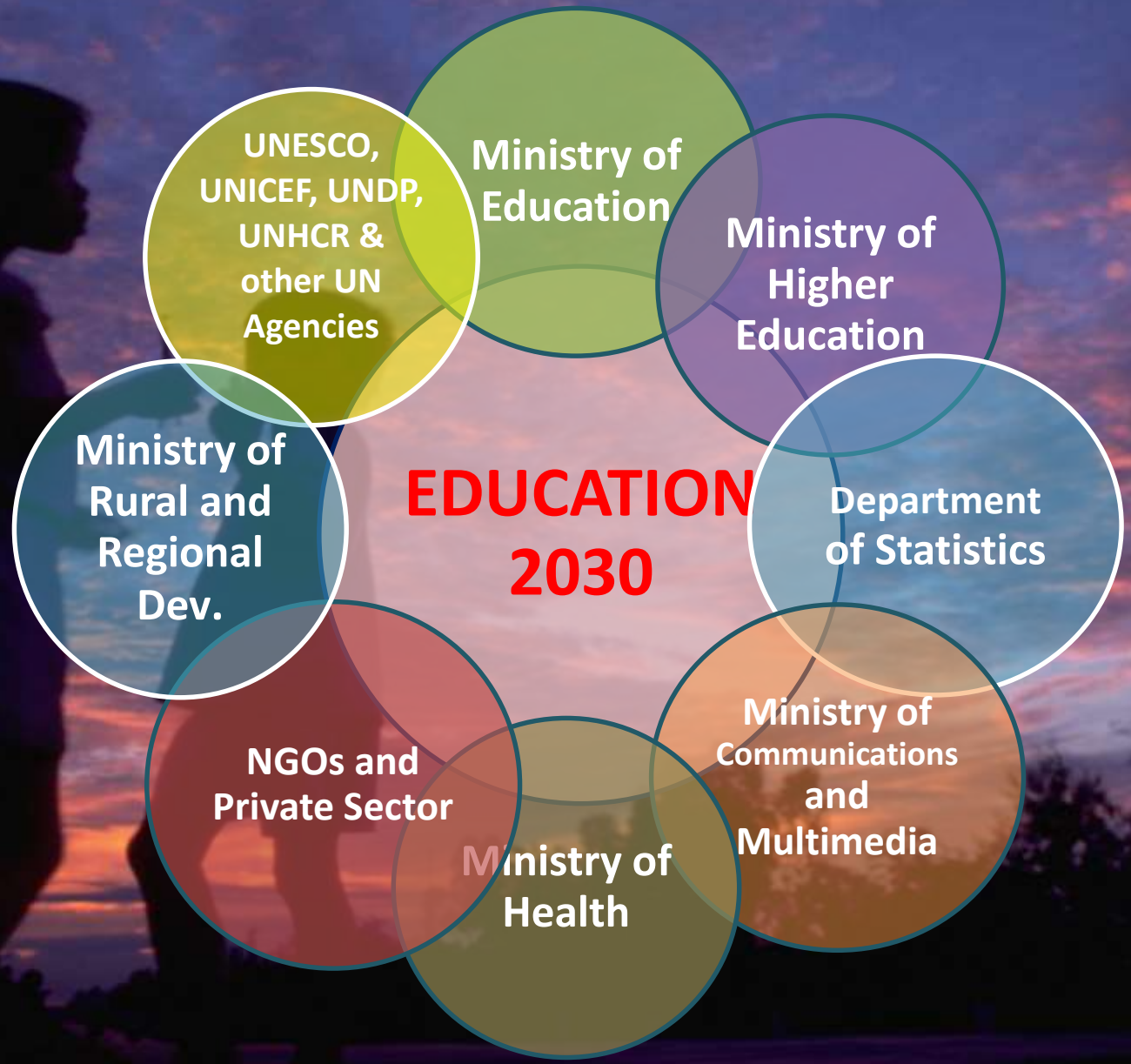
Wave 3
2021-2025

III. Monitoring Education toward Education 2030

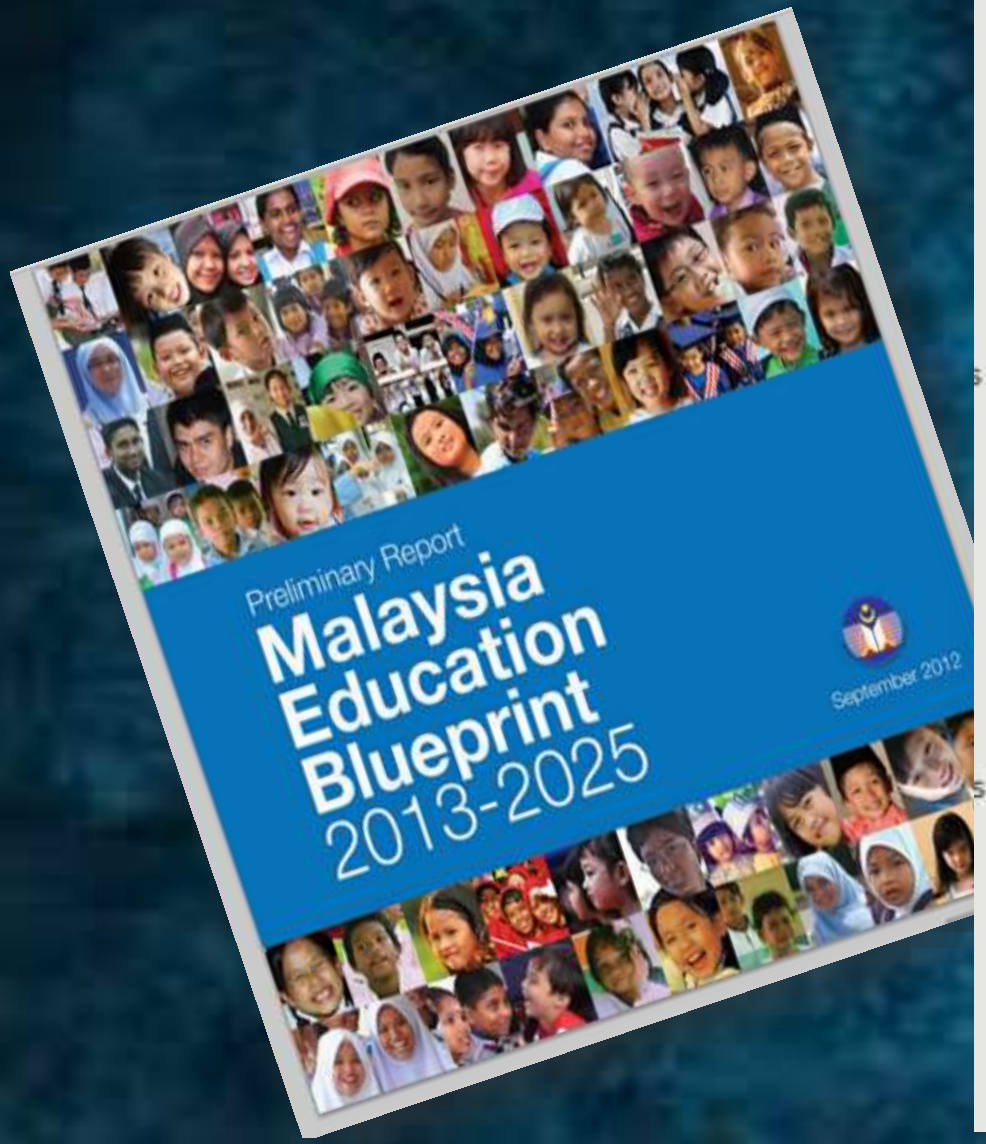


III. Monitoring Education toward Education 2030

PARTNERS



INTEGRATION OF EDUCATION DATA



Integration of education data

Current and accurate education data is essential in making decisions for policy formulation, planning, development and execution of education programmes. At present, the Ministry utilises more than 28 systems and applications which consist of school, student and teacher data systems. This results in a duplication of information and data inconsistency at the Division, JPN and PPD levels. Moreover, the process of data entry into multiple systems results in duplication of work for teachers.

In order to improve and be more effective, the Ministry has developed the School Management System (*Sistem Pengurusan Sekolah* - SPS), an integrated online data management system which is an entry point for all school data. The implementation of this initiative will simplify the storing and acquisition of data, enable information sharing and avoid duplication of work. Over the last year, the Ministry has focused on a detailed analysis of existing systems and the development of SPS.

II. Overview of the current M&E system and issues and challenges in monitoring education

STARTING 1 JAN 2015 ONWARDS

PRIOR TO 2015

- EMIS
- e-OPERATION
- APDM

III. Monitoring Education toward Education 2030

MINISTRY OF EDUCATION MALAYSIA

PADU | Education Performance and Delivery Unit

PADU

The Education Performance and Delivery Unit (PADU) was established to facilitate, support, and deliver the ministry's vision in transforming Malaysia's education system through the Malaysia National Blueprint for 2013-2025. The unit sets to effectively deliver strategies, oversee implementations, manage interdependencies, and introduce new approaches that aims to propel Malaysia's education system to become globally competitive. PADU incorporates the best of talents from both the civil service and private sector.

IV. Challenges

- Definition of terms e.g. functional literacy
- Data not captured for certain indicators
- Data Coordination between Ministries and Agencies due to the scope of Goal 4
- Difficulty in measuring certain achievements e.g. Target 4.7
- Capacity in harmonizing data

IV. Challenges

- Percentage of children under 5 years of age who are developmentally on track in health, learning and psychosocial well- being
- Percentage of children under 5 years of age experiencing positive and stimulating home learning environments
- The percentage of people in a given age-range participating in education and training in the last 12 months, by type of programme
- Percentage of students in primary education whose first or home language is the language of instruction

IV. Challenges

- Percentage of the population of a given age group achieving at least a fixed level of proficiency in functional (a) literacy and (b) numeracy skills
- Extent to which (i) global citizenship education and (ii) education for sustainable development are mainstreamed in (a) national education policies (b) curricula (c) teacher education and (d) student assessment
- Percentage of 15-year-old students showing proficiency in knowledge of environmental science and geoscience
- Extent to which the framework on the World Programme on Human Rights Education is implemented nationally (as per UNGA resolution 59/113)

V. Way Forward

- **Establish Education 2030 Committee**, similar to EFA Steering Committee, to monitor 43 indicators.
- **Translate and disseminate Education 2030** widely
- Integration of Data into **ONE School Management System**
- Proposal for **new survey items/indicators** in EMIS, HIS, LFS, Census 2020 and/or other surveys
- **Inter-agency collaboration**, including with NGOs, the private sector and UN agencies

THANK
YOU