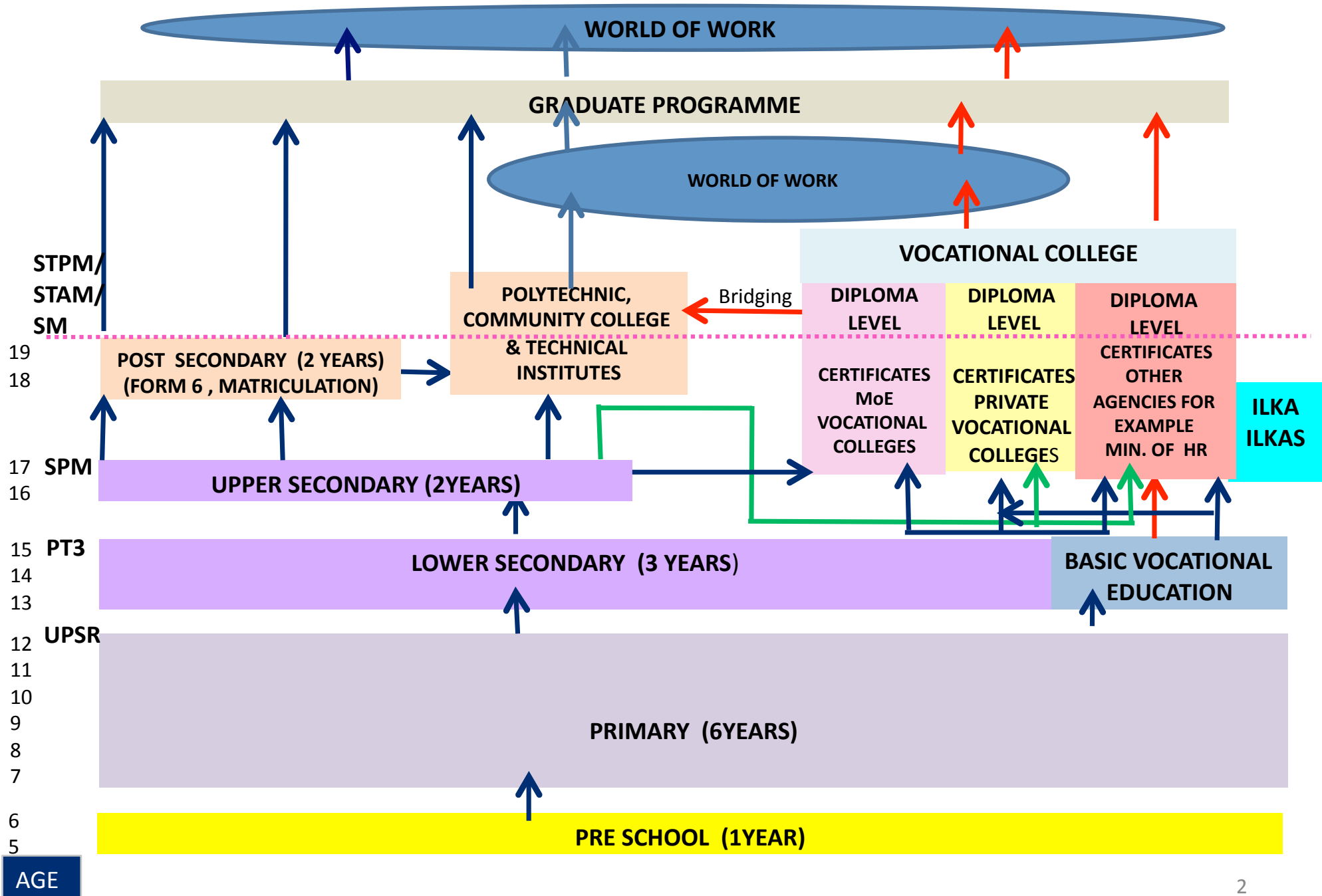




IMPLEMENTING AND EXPANDING FLEXIBLE LEARNING STRATEGIES IN MALAYSIA

THE EDUCATION SYSTEM





FLS IN MALAYSIA



ENSURING ACCESS TO QUALITY EDUCATION



REACHING **MARGINALISED** OR CHILDREN **NOT ENROLLED** IN SCHOOL OR WHO **LAGGED BEHIND** IN ACQUIRING EDUCATION



AFFORDABILITY & ACCESS MAIN BARRIERS





SPECIAL PROGRAMME FOR THE ORANG ASLI AND PENAN

The K9 Comprehensive School Model

provides six years of primary schooling and three years of lower secondary education at the same school within the vicinity of the indigenous community

Special Curriculum for the Orang Asli

tailored to the needs of the children from the indigenous and isolated rural areas

Training of indigenous teachers

better at understanding the needs and challenges facing children from the indigenous group

The Kelas Dewasa Asli Penan (KEDAP)

set up to arm parents of indigenous people in basic literacy skills





PROGRAMMES FOR SPECIAL NEEDS STUDENTS

Students with hearing and visual impairment, speech difficulties, physical disabilities, multiple disabilities and learning disabilities such as Down's syndrome, autism, attention deficit hyperactivity disorder and dyslexia

Three types of school options for special needs students:

- **Special Education School** which are schools for students with the same type of disability
- **Special Education Integrated Programme (SEIP)** with special classes dedicated to students with special needs in regular schools
- **Inclusive Education Programmes** where one to five special needs students are integrated into mainstream classes





“School in Hospital” (SDH)



Ministry of Education (MoE), Ministry of Health Malaysia (MoH) and Yayasan Nurul Yaqeen (YNY)



Children with various health issues to continue their education in a flexible, conducive, and engaging environment.



School for Street Children (SBJK)



Social Welfare Department, National Security Council and NGOs such as Nur Salam Foundation and Chow Kit Foundation



Street children and abandoned children from 5-18 years old, who have failed to pursue education due to various reasons.



Modified National Curriculum with a blend of Basic Vocational Education



Education for Young Prisoners And Juvenile Offenders

- ❖ Established in collaboration between the Ministry of Education (MoE) and Department of Prisons Malaysia (PDM).
- ❖ Inmates aged between 14 to 21 years under the order of the Court mentioned in Section 74 Child Act, 2001

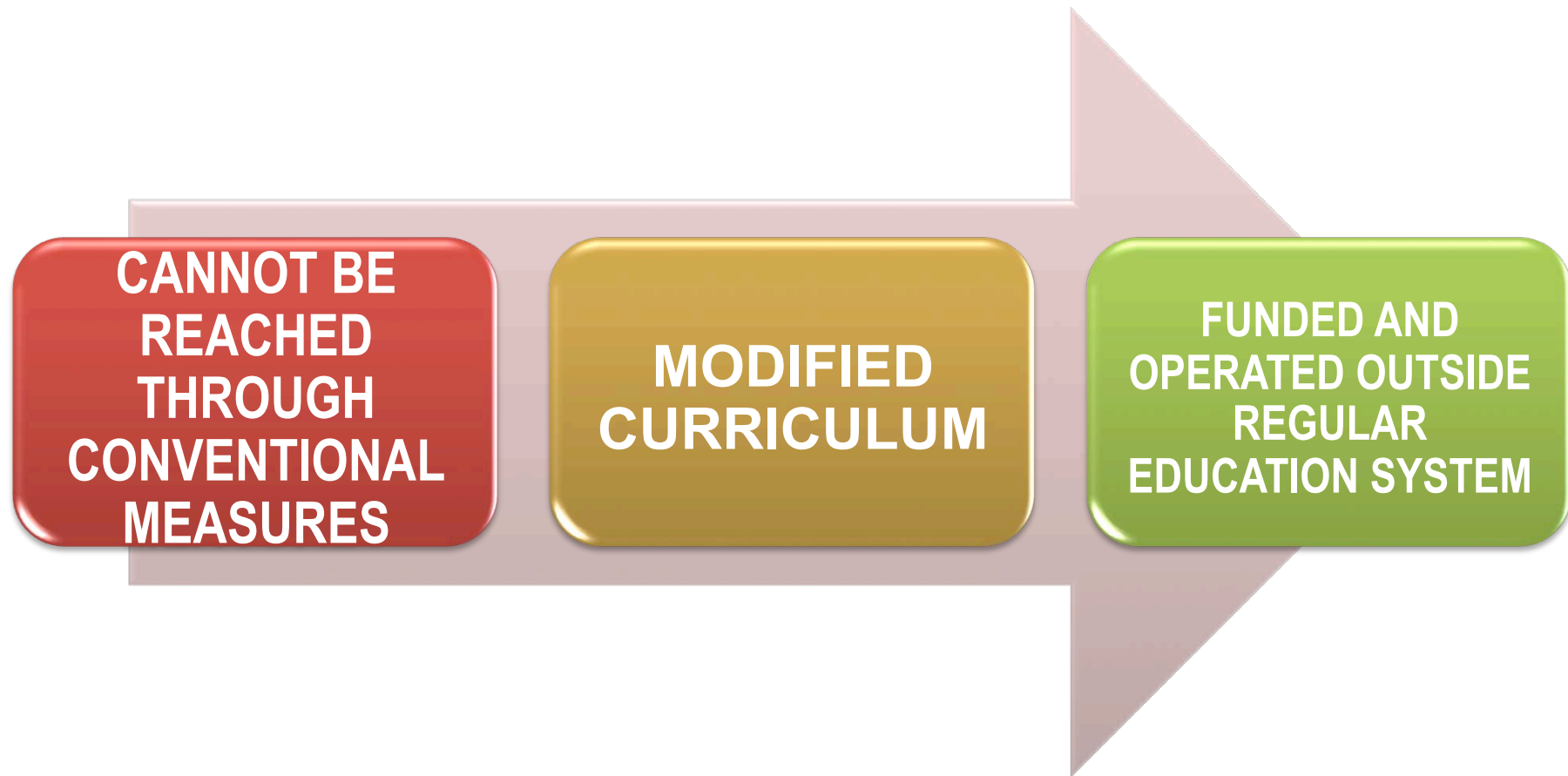
- **IMPLEMENTS** the “Putra Module” which adopts the “school programme approach” **developed** by the Rehabilitation and Treatment Unit of the Department of Prisons Malaysia based on the “Human Development Plan” (“HDP”)

- **ALLOWS** young offenders to continue formal education

- **ADDITIONAL** programmes included - vocational, sports and other co-curricular activities



Alternative education programmes (AEP) for street children, undocumented children, and children to plantation workers



EDUCATION FOR UNDOCUMENTED CHILDREN



Collaboration between MoE, UNICEF, the Sabah Special Task Force and the Malaysia Teachers Foundation



Could not access formal education in government or private institutions due to lack of legal status



National curriculum-based learning centre



EXPANSION OF TECHNICAL AND VOCATIONAL PROGRAMME

- Students who are not academically inclined are at risk of dropping out
- Prepares learners for specific jobs or types of work, often with practical activities
-
- Opportunity to progress to tertiary education level and acquire a Certificate, Diploma or a Bachelor's degree qualification.
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Other ministries like the Ministry of Entrepreneur and Cooperative Development , Ministry of Human Resource operate various skills trainings in a more flexible and adaptable environment.





WAY FORWARD

- **Concept of FLS** –needs to be further enhanced
- **Coordination** – between ministries
- **Mainstreaming FLS** – into formal education





Thank You