



Malaysia

Education for All 2015 National Review

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MALAYSIA NATIONAL EDUCATION FOR ALL REVIEW REPORT

End of Decade Review

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EXECUTIVE SUMMARY

Malaysia has made great progress in education on many fronts including increased access to pre-school education and secondary education, as well as expanded opportunities to pursue post-secondary and tertiary education. Measures taken to address inequities in the system, including special programmes for the indigenous population, support programmes for poor students, and the focus on narrowing the gap between rural and urban populations by upgrading and expanding educational facilities and deployment of more qualified teachers, have produced tangible results. However, the performance on national exams with significant variations across states as well as within states suggests that there are still some issues related to equal access to quality education. Other education sector challenges that Malaysia has been facing and still has to tackle include:

First, is the difficult task of reaching the remaining few percentages of children who, for different reasons, never enrol or drop out before completing basic education. Further analysis will be needed to identify who these children are, whether they are poor, immigrants, or belonging to the indigenous population.

Second, is the establishment of procedures for early detection of children with special educational needs and the provision of early intervention to ensure that these children will have the same opportunity to succeed as other children.

Third, and perhaps the most difficult task is to address emerging challenges to improve the quality of education beyond 2015. Although the complexity of the concept of quality education cannot by any means be captured by a single

measure, based on the unfavourable outcomes on international achievement tests such as TIMSS and PISA, there is a need for the Malaysian education system to realign its curriculum with its assessment system in order to ensure effective implementation and assessment of Higher Order Thinking Skills (HOTS).

Fourth, the centralised education system in Malaysia and the high administrative cost takes up a large part of the operational budget. The higher expenditure has expanded access to education in the country resulting in a marked increase in student enrolment in primary education. However, the quality of education, as reflected in the PISA scores does not compare well with other countries in the ASEAN region. Since the government of Malaysia's (GoM) spending on education is already large with a significant 22 percent of the total federal budget and 4 percent of GDP, indicating a strong commitment to education, it does not leave much leeway to further increase in the education budget.

Fifth, the provision of equitable access to quality education is still a concern since the achievement gaps between rural and urban areas, and socio economic backgrounds have not been eliminated. The same applies to **gender**, where equity in terms of parity in primary education has been reached, but girls are now performing better than boys when it comes to performance on test scores, and transition to secondary, post-secondary and tertiary education. In addition, the tendency for boys to drop out is higher than girls.

In response to these challenges the GoM has initiated a number of new and innovative initiatives operationalised in the 10th Malaysia Plan (MP), and in the Government Transformation Programme (GTP) and Economic Transformation Programme (ETP). Quality and outcome-based initiatives have become more prominent, in line with the objectives of the GTP and the

NKRA for education. Increased importance has been given to investments in pre-school, bilingualism and English literacy screening, along with efforts in making teaching a career of choice. School-based management has been strengthened including recruitment and training of principals, and head teachers. Continuous effort in supporting top performing schools and assisting under-achieving schools to improve has also been part of the quality improvement package during the last few years.

The Education Blueprint (2013-2025), which is mainly forward looking beyond the 2015 EFA, outlines the changes and activities to be implemented in three waves; while the initiatives under the first wave are on-going, the second and third waves are forward looking, but build on the implementation of current activities. Focus will be on improving access to education, raising standards with more emphasis on Higher Order Thinking Skills (HOTS), closing achievement gaps, promoting unity among students, and maximising system efficiency. Raising teacher quality, improved infrastructure for schools in rural areas and improved access to quality education for children will be further enhanced.

ACRONYMS

AEP	Alternative Education Programme
ASD	Autism Spectrum Disorder
ASEAN	Association of South East Asian Nations
BKT	Skills and Technical Division
CCC	Community Childcare Centre
CRC	Convention of the Rights of Child
DoS	Department of Statistics
DVM	Vocational Diploma of Malaysia
ECCE	Early Childhood Care and Education
EPU	Economic Planning Unit
FPK	National Philosophy of Education
GER	Gross Enrolment Rate
GIR	Gross Intake Rate
GNP	Gross National Product
GPI	Gender Parity Index
GoM	Government of Malaysia
HKL	Kuala Lumpur Hospital
HOTS	Higher Order Thinking Skills
HPS	High Performing Schools
I-KEUNITA	Women Entrepreneur Incubator Programme
IKM	MARA Skills Institute
ILKA	Public Skills Training Institute
ILKAS	Private Skills Training Institute
INFRA	Malaysia Institute for Rural Advancement
IPG	Teacher Training Institute
JAKOA	Orang Asli Development Department
JKMM	Department of Social Welfare Malaysia
JNJK	Schools Inspectorate and Quality Insurance
JPNIN	Department of National Unity and Integration
JTM	Manpower Department

JVEP	Junior Vocational Education Programme
KAP	Orang Asli and Penan Curriculum (Kurikulum untuk Orang Asli dan Penan)
KBSR	Primary School Integrated Curriculum
KEDAP	Adult class for the Orang Asli and Peribumi
KEDAP-JAKOA	KEDAP by JAKOA
KEDAP-KPM	KEDAP by Ministry of Education
KEMAS	Community Development Department
KKTM	MARA Higher Skills College
KSSR	Primary School Standard Curriculum
KTW1M	1 Malaysia Wireless Village
KWAPM	Poor Students Trust Fund
KV	Vocational College
LCE	Lower Certificate of Education
LEADS	Literacy Education for Adult Skills
LFS	Labour Force Survey
LINUS	Literacy and Numeracy Screening
MARA	Council of Trust for the People
MID	Village Information Centre
MoD	Ministry of Defence
MoE	Ministry of Education
MoH	Ministry of Health
MoHE	Ministry Of Higher Education
MoHR	Ministry of Human Resources
MoRRD	Ministry of Rural and Regional Development
MoW	Ministry of Works
MoWFCDD	Ministry of Women, Family and Community Development
MoYS	Ministry of Youth and Sports
MP	Malaysia Plan
MPPVK	National Vocational Education Advisory Council
NEM	New Economic Model
NGO	Non-Government Organisation
NKEA	National Key Economic Areas

NKRA	National Key Result Areas
NPCS	National Preschool Curriculum Standard
NPW	National Policy for Women
NVP	National Vision Policy
OECD	Organisation for Economic Co-operation and Development
PADU	Performance and Delivery Unit
PCR	Pupil Class Ratio
PDK	Community Rehabilitation Centre
PEMANDU	Performance and Delivery Unit
PERMATA	Early Childhood Education Programme
PGDE	Post Graduate Diploma in Education
PI1M	1 Malaysia Internet Centre
PLF	Functional Literacy Education
PISA	Programme For International Students Assessment
PMR	Lower Secondary Assessment
PPD	District Education Office
PPP	Public Private Partnership
PTR	Pupil Teacher Ratio
PTV	Technical and Vocational Education
QIS	Quality Improvement System
SBJK	School for Street Children
SBT	Tuition Voucher Scheme
SDH	School in Hospital
SEIP	Special Education Integrated Programme
SEN	Special Educational Needs
SES	Social Economic Status
SIP	School Improvement Programme
SISC	School Improvement Specialist Coaches
SKPM	Standard for Quality Education in Malaysia
SME	Small to Medium Enterprises
SPM	Malaysian Certificate of Education
TIMSS	Trends in International Mathematics and Science Study

UPSI
UPSR

Sultan Idris Education University
Primary Schools Achievement Test

1 INTRODUCTION

1.1 Development Context

Malaysia is an upper middle-income economy averaging an annual real GDP growth rate between 5 percent and 7 percent during the period 2000-2013. It is a country that has emerged from mainly an exporter of raw materials in the 1970s to a country with a large manufacturing sector, which now accounts for 25 percent of GDP and more than 60 percent of total exports¹, (World Bank Development Indicators).

Malaysia has also managed to reduce poverty: the share of households living under the national poverty line (USD 8.50 per day 2012) has decreased from more than 50 percent in the 1960s to under 2 percent today (World Bank Country Facts).

Malaysia is separated by the South China Sea into two regions, the Peninsular Malaysia and East Malaysia (Sabah and Sarawak) and consists of a total of thirteen states and three federal territories (Kuala Lumpur, Putrajaya and Labuan).

The population of Malaysia currently stands at close to 30 million based on estimates by DoS, and is unevenly distributed across and within the thirteen states. In 2011, about 73 percent of the total population resided in urban areas,² concentrated in 6 major metropolises of Kuala Lumpur, Georgetown, Johor Bahru, Kuantan, Kota Kinabalu and Kuching.³

The demographic composition of Malaysia is characterised by its multi-ethnic communities, which is a key feature of the Malaysian society. The

¹ Source: World Bank Country Facts.

² <http://data.worldbank.org/indicator/SP.URB.TOTL.IN.ZS>

³ <http://www.epu.gov.my/documents/10124/7db3619b-380c-4e59-b4c0-3eebd2bab752>

Bumiputeras (the Malays and the indigenous), make up about 68 percent of the total population, while the Chinese 24 percent, the Indians 7 percent, other races 0.9 percent, and non-citizens estimated at 2.6 million or 8.6 percent. Besides that, Malaysia is also accommodating a number of migrant workers and refugees.

In terms of age structure, a vast majority (70.5%) of Malaysians are between 15-64 years old, around 26 percent are under 14 and only 5.5 percent above 65, which puts Malaysia at a very favourable dependency ratio. Due to changing fertility patterns, the annual growth rate, based on projections by DoS, will continue to decrease from 1.8 (in 2010) to 0.6 in 2040, while the total population is expected to increase. The school age population, which has decreased from 3,066,182 in 2000 to an estimated 2,906,781 in 2013,⁴ will also continue decreasing as a result of declining fertility rates.

The National Policy Framework and Planning Process

Malaysia's economic transformation can, to a large extent, be explained by the systematic planning process with a comprehensive policy framework in place since 1957 when Malaysia gained independence from Great Britain. The planning framework is built on long term (10-year) national development plans referred to as the Outline Perspective Plans (OPPs), which outline the national development agenda. The OPPs are operationalized in the five-year national development plans known as the Malaysia Plans (MPs).

The five-year national development plans are further fine-tuned and modified to address the evolving situation through midterm reviews of the plans. Short-term plans with annual budgets are also part of the planning framework. Since the early 1990s the national development plans have also been informed by the Malaysian ideal "Wawasan 2020" or Vision 2020 introduced by the former Prime Minister of Malaysia, Tun Mahathir bin Mohamad, during the development of the Sixth Malaysia Plan in 1991. Vision 2020 calls for Malaysia to modernise and develop into an economically robust, resilient, competitive, and scientifically innovating and progressive nation by 2020. Adapted to its own social, cultural, spiritual and political

⁴ Source: Ministry of Education, EMIS.

fabric, the vision stresses national unity with a sense of shared destiny along with moral and spiritual maturity based on democratic principles entailing tolerance and respect for diversity in the practice of cultures, customs and religious beliefs.

Succeeding the New Economic Policy (NEP), the National Development Policy (NDP), and the National Vision Policy (NVP), the current OPP titled the New Economic Model (NEM) runs from 2011 to 2020 and is operationalized under the 10th and the upcoming 11th Malaysia Plans. The Government of Malaysia (GoM) has further taken steps towards strengthening the prospects of realizing Vision 2020 and the New Economic Policy by setting up the Government Transformation Program (GTP) *Catalysing Transformation For a Brighter Future*, implemented in 2008, (1st phase 2010-2012, 2nd 2012-2015, 3rd 2015-2020), and the Economic Transformation Program (ETP), established in 2010, which is targeting the private sector with a focus on income generating activities and job creation through competitiveness and attracting foreign investment.

Both the ETP and the GTP are to be implemented through targeted strategic initiatives in sectors deemed important for attainment of national development goals; while the objectives of the ETP are to be implemented in 12 National Key Economic areas (NKEA), the objectives of the GTP are contained within six National Key Result Areas (NKRA) with associated Key Performance Indicators (KPI) that measure the outcomes of the NKRA. Education constitutes one of the 12 NKEA and one of the seven NKRA. The Performance Management Delivery Unit in the Prime Minister's Office (PEMANDU) manages both transformation programmes.

The national development plans including OPPs, the MPs, and the two transformation programmes, ETP and GTP are displayed in Table 1.1 below.

Table 1.1 The National Development Plans and Programmes

1960-70	1971-1990	1991-2000	2001-2010	2011-2020
Pre-NEP	New Economic Policy (NEP) OPP1	National Development Policy (NDP) OPP2	National Vision Policy (NVP) OPP3	New Economic Model (NEM) OPP4
First Malaysia Plan (1MP)(1966-70)	Second Malaysia Plan (2MP) (1971-75) Third Malaysia Plan (3MP) (1976-80) Fourth Malaysia Plan (4MP) (1981-85) Fifth Malaysia Plan (5MP) (1986-90)	Sixth Malaysia Plan (6MP) (1991-95) Seventh Malaysia Plan (7MP) (1996-2000)	Eighth Malaysia Plan (8MP) (2001-2005) Ninth Malaysia Plan (9MP) (2006-2010)	Tenth Malaysia Plan (10MP) (2011-2015) Eleventh Malaysia Plan (11MP) (2016-2020)
				Economic Transformation Programme (ETP) 2010-2020 Government Transformation Programme (GTP) (1 st phase 2010-2012, 2 nd phase 2012-2015, 3 rd phase 2015-2020)

Source: Millennium Development Goals (MDG) 2006, GoM

The Education Sector Policy and Legal Framework

The national development framework with associated plans referred to above recognises the centrality of strengthening its human capital base as a prerequisite for Malaysia’s transformation to a value-added economy driven by productivity growth and innovation. In fact, for planning purposes, the five-year Malaysia Plan has become the main instrument for the operationalisation of education policies and securing of sufficient funding to the education sector. In addition, the newly established transformation programmes (GTP and ETP) include, as mentioned above, objectives and result indicators for the education sector. Thus, the educational sector plans are progressively aligned with the National Development Framework, while the strategies and interventions employed to address education sector

policies and plans are further articulated in the education sector policy documents. The key sector policies and legal framework referred to in the EFA review are the following:

i. Education Policies

- a. The Education Development Master Plan 2001-2010
- b. The Education Blueprint 2006-2010
- c. The Education Blueprint 2013-2025

ii. The legal framework to support the realisation of education sector goals, in particular for the purpose of EFA, consists of several acts that regulate the quality and provision of educational services, affirm the obligations of the Government, and for all citizens to claim their rights to education. The most important and overarching acts, which apply to several goals include the following:

- a. The Education Act of 1996, (Act 550);
- b. The Special Education Act of 1997;
- c. Child Act of 2001 (Act 611);
- d. The National Policy on Disabled Child (Article 23 of CRC) recognises that a disabled child has the right to special care, education and training to help him or her enjoy a full and decent life;
- e. The National Policy on Indigenous Child (Article 30 of CRC) stipulates that children belonging to the minority group or the indigenous children have the right to enjoy his or her own culture, to profess and practise his or her own religion and language;
- f. Persons with Disabilities Act 2008 (Act 685);
- g. The Aboriginal Peoples Act of 1954

iii. Other important policies include:

- a. The National Policy for Women, 1985 and 2009
- b. Blueprint on Lifelong Learning for Malaysia, 2011-2020

- c. The National Higher Education Strategic Plan: Beyond 2020
- d. Eradicating Illiteracy 1961
- e. The National Protection Policy for Children 2009
- f. The National Policy for Senior Citizens 2011
- g. The National Policy for Persons With Disabilities 2007

1.2 The National Education System

The education sector in Malaysia provides support for lifelong learning stretching from early childhood care and education to tertiary and post-graduate education. Formal education starts with early childhood education catering for children from the ages of 4+ to 5+ , followed by 6 years of primary education, which is compulsory. The official entry age to primary education is 6+. As automatic promotion is applied in primary education, there are virtually no repeaters and, thus, few over-aged children in primary education as a result.

After completing primary education, students move on to lower secondary education (Forms 1-3), and then complete 2 years of upper secondary education before finishing eleven years of school. Post-secondary education may be pursued through a two-year Form 6 programme leading to a certificate or through a one or two-year matriculation programme, which is considered a preparatory year for entrance to university. In total, the 12-13 years of schooling serves as the basic entry requirement into the first year of a bachelor's degree programme in higher educational institutions. Universities, as well as colleges and polytechnics, offer diploma level programmes. Diploma level graduates can either enter the labour market or proceed to degree programmes at universities.

The students are assessed through public examinations offered at the end of each level of education:

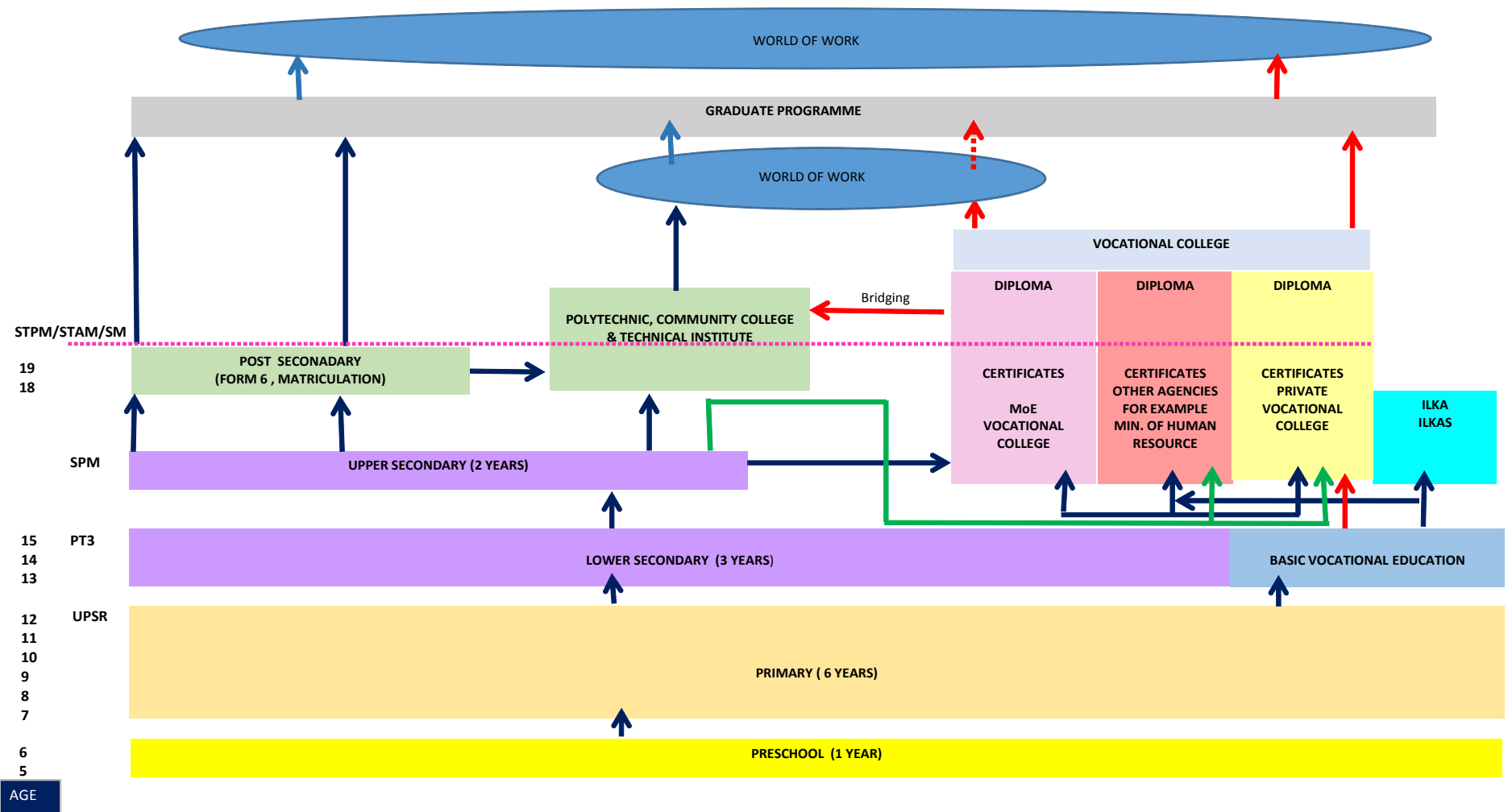
- The Primary School Assessment Test (UPSR) at the end of year 6;

- Lower Secondary Assessment (PMR), the Malaysia Certificate of Examination (SPM), equivalent to General Certificate of Education (GCE O-level) at the end of Form 5;
- The Malaysia Higher School Certificate Examination (STPM), equivalent to GCE A-level, or the Malaysia Higher Certificate for Religious Education (STAM) at the end of Form 6.

The education system is displayed in Figure 1.2.

Until recently, preschool to secondary as well as post secondary education (matriculation and form 6) was under the jurisdiction of the Ministry of Education (MoE) while tertiary or higher education was the responsibility of the Ministry of Higher Education (MoHE). The two ministries merged in 2013 and is now known as Ministry of Education with two sectors handling the different levels of education; Education and Higher Education Sectors. The administration of the entire education system under one ministry enables the application of sector wide planning using a single budget framework, which will lead to more rational decision-making and increased harmonisation across different levels of education.

Figure 1.1 Education System and Assessment Programmes



Source: MoE

1.3 The Context of Education Development and Education Sector Challenges

Due to the GoM's commitment to education, the education sector in Malaysia has evolved significantly since the early years of independence. Therefore, Malaysia has for some time been on track to achieve several of the EFA goals, and even beyond those contained within the EFA framework. This is particularly pertinent when it comes to providing equal access to basic education including close to Universal Primary Education (UPE), with gender parity already achieved in the early 2000s. Likewise, Malaysia continues to expand access to other levels of education where a great majority of students now move on to secondary education with near universal lower secondary education. The enrolment rate in upper secondary education (excluding upper and lower form 6) has increased from 45 percent in the 1980s to close to 82 percent today and an increasing number of students are now pursuing post-secondary and tertiary education. Yet another achievement is the coverage of pre-school education where over 80 percent of the cohort attends pre-school education.⁵

As a consequence of the high educational attainment, youth literacy has risen from 88 percent in 1980 to near universal literacy of 99 percent today, while adult literacy has increased even more dramatically, from less than 70 percent to over 92 percent in the same time frame. Further, the proportion of the adult population (aged 15+) with no schooling has declined, from 60 percent in 1950 to less than 10 percent in 2010, while the proportion (aged 15+) that has completed secondary education has risen from around 7 percent in 1950 to just about 75 percent over the same time period. In 2010, 15

⁵ Note that the population estimates are based on live birth, which makes the enrolment rate different from those published in the Global Monitoring Report, which are based on the projections made by the UNITED NATION Population Division (UNPD).

percent of the population had also completed tertiary education as compared to only a few percent in 1950.⁶

Despite the gains mentioned above there are still remaining challenges that need to be confronted in order to attain all the EFA goals by 2015 and national development goals by 2020. These are articulated in the next section.

Education Sector Challenges

The challenges that Malaysia has been facing and still has to tackle include:

First, is the difficult task of reaching the remaining few percentages of children who, for different reasons, never enrol or drop out before completing basic education. Further analysis will be needed to identify who these children are, whether they are poor, immigrants, or belonging to the indigenous population.

Second, is the establishment of procedures for early detection of children with special educational needs and the provision of early intervention to ensure that these children will have the same opportunity to succeed as other children.

Third, and perhaps the most difficult task to address those concerns belonging to the second generation of challenges to improve the quality of education. Although the complexity of the concept of quality education cannot by any means be captured by a single measure, based on the unfavourable outcomes on international achievement tests such as TIMSS and PISA, there is a concern that the teaching and learning in schools have not in the past paid enough attention to the development of Higher Order Thinking Skills (HOTS). As a result, the MoE is now focusing on how to increase HOTS into the primary and secondary education curriculum and assessment.

⁶ Source: Malaysia Education Blueprint 2013-2025.

Fourth, the centralised education system in Malaysia and the high administrative cost takes up a large part of the operational budget. The higher expenditure has expanded access to education in the country resulting in a marked increase in student enrolment in primary education. However, the quality of education, as reflected in the PISA scores does not compare well with other countries in the ASEAN region. Since the GoM's spending on education is already large with a significant 22 percent of the total federal budget and 4 percent of GDP, indicating a strong commitment to education, it does not leave much leeway to further increase in the education budget.

Fifth, the provision of equitable access to quality education is still a concern since the achievement gaps between rural and urban areas, and socio economic backgrounds have not been eliminated. The same applies to gender, where equity in terms of parity in primary education has been reached; girls are now performing better than boys when it comes to performance on test scores, and transition to secondary, post-secondary and tertiary of education. In addition, the tendency for boys to drop out is much higher compared to girls.

1.4 Major Policies, Strategies and Interventions for Education and Learning

The strategies employed to address the challenges highlighted above and other education sector priorities include means of increasing accessibility, strengthening service delivery and improving the quality of education.

Under the Eighth and Ninth Malaysia Plans, also overlapping with the Third Outline Perspective Plan and the Education Development Master Plan (2001-2010), existing facilities were upgraded and additional facilities were provided to increase intake capacity and to enhance the learning environment. During the same period, a new and modernised school curriculum and co-curriculum were put in place together with efforts in bringing schools up to speed with information and communications technology (ICT) programmes. The skills of the teaching force were upgraded, and programmes were initiated to reduce the gap between rural and urban schools, and to reach the marginalised population.

The Eleven Transformation Shifts:

1. Provide equal access to quality education of an international standard;
2. Ensure every child is proficient in Bahasa Malaysia and English language and is encouraged to learn an additional language;
3. Develop values-driven Malaysians;
4. Transform teaching into the profession of choice;
5. Ensure high-performing school leaders in every school;
6. Empower JPNs, PPDs, and schools to customise solutions based on need;
7. Leverage ICT to scale up quality learning across Malaysia;
8. Transform Ministry delivery capabilities and capacity;
9. Partner with parents, community and private sector at scale;
10. Maximise student outcomes for every ringgit;
11. Increase transparency for direct public accountability.

Source: Blueprint 2013-2025

As for the later period, under the Tenth Malaysia Plan the focus on quality and outcome-based initiatives have become more prominent in line with the objectives of the GTP and the NKRA for education. Increased importance has been given to investments in pre-school, bilingualism and English literacy screening, along with efforts of making teaching a career of choice. School-based management has been strengthened, including recruitment and training of principals and head teachers. Continuous efforts in supporting top performing schools and assisting under achieving schools to improve have also been part of the quality improvement package during the last few years.

The strategies under ETP have concentrated on means of increasing public-private partnership and bringing in more private funding as well as expanding the market for private providers primarily in ECCE and tertiary education.

The Malaysia Education Blueprint 2013-2025 (hereafter called the Education Blueprint), the master plan for education sector development in Malaysia, came about as a result of a comprehensive review of the education system in 2011. The Blueprint affirms the critical role of education in turning Malaysia into a knowledge-based economy, able to compete in the increasingly globalised economy. The focus is on improving access to education, raising standards, closing achievement gaps, promoting unity among the students, and maximising system efficiency. Raising teacher quality, improved infrastructure for schools in rural areas and improved access to structured education for children will be further enhanced. The Blueprint puts at the forefront five system aspirations, namely Access, Quality, Equity, Unity and Efficiency, while the student aspirations should be based on Knowledge, Thinking Skills, Leadership Skills, Bilingual Proficiency, Ethics and Spirituality, and National Identity. The ambitions contained in the Blueprint are to be accomplished through eleven Shifts (changes) and in

three Waves (time periods). In Wave 1 (2013 to 2015) the focus is on strengthening the vocational education and creating alternative pathways and ways of improving opportunities for special needs students. In Wave 2 (2016-2020) the MoE will focus on scaling up programmes piloted under the first Wave; and in the final Wave (2021-2025) refining of individual pathways and greater involvement of the private sector are envisioned.

1.5 The Relevance of EFA in the Context of Malaysia

The EFA framework was developed mainly in response to the problems and challenges facing the least developed nations, mainly in Sub-Saharan Africa. Malaysia is an upper middle-income country with progressive education and development policies, and, as such, had almost achieved many of the EFA goals at the start of the review period. The challenges for Malaysia have been how to tackle the very difficult task of reaching and providing access to the few, but still a significant number of out of school children, and adults with low educational attainment. Merely looking at the percentage of children enrolled, which appears very high in the Malaysian context (close to 100 percent for the whole period), does not portray these challenges. The institutionalisation of a framework for bottleneck analysis with indicators to measure disparities in access to education might be a good way forward to assist a country such as Malaysia in identifying the children left behind and those at risk of dropping out prematurely.

In terms of gender equality it would appear more neutral to make reference to gender instead of promoting girls, since in Malaysia, as in many emerging economies, there is a tendency for girls to outperform boys on many of the achievement indicators. Moreover, conventional measures of gender parity do not take into account gender stereotypes portrayed in schools, nor do they capture how broader societal gender attitudes, and differential opportunities

are reflected in gender-specific career choices made while still in school. Within the EFA framework, strategies for promoting gender neutral classroom teaching could be made more explicit, as well as encouraging the implementation of gender mainstreaming across the education sector.

Finally, the issue of external efficiency, including the relevance of education to the needs of the labour market and the economic, political and social development, should also be addressed in the post 2015 agenda.

2 TRACKING PROGRESS

2.1 GOAL 1: Early Childhood Care and Education

Goal 1: Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children

Definition of ECCE in Malaysia

Early Childhood Care and Education (ECCE) in Malaysia is based on the notion of every child's right to quality care and a holistic development taking into consideration all aspects of development during the early years of life – physical, emotional, social, intellectual, and health. ECCE comprises preschools for children aged 4-6 years, and childcare centres for younger children aged 0-4 years.

National Policies and Legislation Regarding Provision of ECCE

The GoM attaches great importance to ECCE; statements such as “every child is precious” and that “children are the most valuable resource of the nation and should be given the best of opportunities to develop to their fullest potential” are articulated in various national policy documents. As a signatory of the Convention on the Rights of the Child (CRC), the GoM has set up special policies and enacted several laws governing the provision of holistic quality ECCE for all children. To a large extent, the policy and legal framework for ECCE was already in place before 2000, but has later been

amended to fit the changing environment. In addition to national protection policies, which are relevant to several EFA goals, the main policies and legislations for ECCE pertain to the well-being of children and to the provision of quality ECCE. Some of the more important ones include the following:

- **The Child Care Centre Act of 1984, amendment 2007 (Act 308 & Act A1285)**, which established a set of minimum quality standards – referring to cognitive development, nutrition, safe and healthy environment as well as regulations about obtaining proper staff – for the operation of childcare centres catering for children below the age of four years;
- **The National Education Act of 1996 (Act 550) (replaced the Education Act of 1961)** formally recognised preschool education as part of the school system. The National Preschool Curriculum was put in place, and quality standards were formulated;
- **The National Nutrition Policy (2003)** was developed to ensure the availability of safe and nutritious food for optimal growth and development;
- **The Early Childhood Care and Development Policy (2008)** concretises and consolidates existing national policies on early childhood with the aim of providing holistic development of children from birth to four years of age.

The GoM's commitment to the four core principles of the CRC, namely non-discrimination, best interest of the child, the right to life, survival and development and respect for the views of the child, are articulated in the National Child Protection Policies, 'covering inclusive education and special

needs education’, such as the **Special Education Act of 1997**, the **Child Act 2001** (Act 611), and the **National Protection Policy for Children 2009**.

Key Programmes and Initiatives to Achieve Goal 1

While several ministries and government agencies are involved in the provision of ECCE, the main responsibility for implementing the Government’s policies regarding the provision of ECCE falls on three ministries and the Prime Minister’s Department.

- **The Ministry of Health (MoH)** oversees the healthy development of all children including maternal health, with a focus on providing accessible and affordable care through routine visits and examination of children. The service provided also includes immunization, and the monitoring of the growth and development of the child. Health education for the parents is carried out during child health clinic sessions as well. The system dates back to the 1950s, and, as a result, Malaysia is now performing well on indicators of child and maternal mortality rates including the Millennium Development Goals on child mortality and maternal health.

- **The Ministry of Women, Family and Community Development (MoWFCDD)**, through the Department of Social Welfare as the caretaker of Childcare Centre Act and Child Act, is responsible for monitoring, licensing as well as regulating the setting up, administration and expansion of childcare centres. It coordinates national programmes on the growth and development of children in the 0-4 age-group, and keeps a database on all childcare centres in the country. All fee-charging centres are required to register with the Department of Social Welfare.

- **The Ministry of Education (MoE)** is in charge of all preschool education, and it exercises quality assurance through enforcing all operators to use the National Preschool Curriculum for the age-group 4+ and 5+. It is also responsible for monitoring, licensing as well as regulating the setting up, and administration of all registered preschools and keeps a database on all preschools in the country.
- **The PERMATA Implementation Council based in the Prime Minister's Department** oversees the implementation and action plans of PERMATA programmes including *PERMATA Negara*.

Programmes and Initiatives to Increase Access to Early Childhood Care of Good Quality

The provision of early childhood care has traditionally been provided mainly by the private sector. The Ministry of Rural and Regional Development (MoRRD) through the Department of Community Development has been the largest public provider of childcare centres called 'Tadika KEMAS' (tadika means kindergarten). These centres have been catering for low-income working families, mostly in sub-urban, rural, and remote areas to allow them to continue working while contributing to the physical, emotional and social development of the child.

Following the adoption of the Early Childhood Care and Development Policy of 2008, acknowledging the importance of early interventions in child development, the Government has scaled up its efforts in providing affordable quality childcare. In addition to the adoption of the Quality Improvement Standard (QIS) for the assessment of childcare centres, these efforts include, most notably, the promotion and the establishment of Community Childcare Centres, the subsidised Workplace Childcare Centres, the *Taska PERMATA Perpaduan* centres, and the *PERMATA Negara* Early

Childhood Care and Education Programme. While community childcare and workplace centres are managed by the Department of Social Welfare under MoWFCD, the *Taska PERMATA Perpaduan*, and the *PERMATA Negara* centres are under the Prime Minister's Department.

The Community Childcare Centres are based on a multiple partnership model that encourages active participation of the local community, parents, children, governmental agencies as well as private organisations. A common curriculum developed by MoWFCD is used in these centres. Through outreach programmes and raising awareness of parents, community, family members, childcare providers and operators and the society at large, the MoWFCD seeks to promote the expansion of the Community Childcare Centre (CCC) model. The plan is to establish 10 centres every year throughout the country to eventually have one CCC in each district/parliamentary area. A monthly subsidy of RM180 per child is provided to low-income families who wish to send their children to a community childcare centre. MoWFCD also offers a one-off RM119,000, consisting of a start-up grant (RM55,000) and an operational grant (RM64,000) for each new centre.

The Workplace Childcare Centres are sponsored by MoWFCD to encourage women's labour force participation. Grants are provided to both private and state agencies for renovating and furnishing their childcare centres. Federal and state agency employees with household income below RM5,000 per month are offered an incentive of RM180 per month for children below 4 years old. In addition, the Government is also promoting the establishment of workplace childcare centres in the private sector by offering start up grants of RM200,000. The Government has granted income tax exemptions (Order 2013) and industrial building allowance (Rules 2013) for private workplace childcare centres.

The Department of National Unity and Integration (JPNIN), under the Prime Minister's Department, established childcare centres in 2010. The centres are called *Taska PERMATA Perpaduan*. Currently, there are 41 centres in operation with an enrolment of approximately 800 children. Every child is allocated a meal grant of RM8 per day. All child minders in these centres have diploma level qualifications.

The *PERMATA Negara* Early Childhood Care and Education Programme, a model concept inspired by the UK model Sure Start, but firmly rooted in Malaysian values, was launched in 2007 under the Prime Minister's Department after the Cabinet had approved it in 2006. Based on favourable assessment of PERMATA Centres, the Government has approved an additional RM150 million to scale up the operation and mainstreaming of the concept in 457 childcare centres including those operated by KEMAS, the Department of Social Welfare, and JPNIN, as well as by the Terengganu Family Development Foundation, and the Sultan Idris Education University (UPSI). *PERMATA Negara* is also in the midst of developing PERMATA-Q, which will be an instrument to benchmark the quality of ECCE in Malaysia. To date, access to quality childcare has been provided by PERMATA to 24,000 children.

Strategies to Increase Access to Preschool Education

Although preschool education has been included in the education sector since 1996, it has mainly been provided by the private sector. The role of the MoE has, to a large extent, involved the exercising of quality control by means of applying the national standard across all preschool programmes. Since 2003 the use of the National Preschool Curriculum has been compulsory for all preschool programmes run by both public and private agencies. The MoE has also developed quality standards for all preschools. The standards, which

include standards for teacher qualification, parent teacher interaction, health and safety environment, are currently being further refined. In addition, since 1996 all private providers of preschools are required to register with the MoE.

With regards to the public provision of preschool education, the focus of the Government has foremost been to extend access to the poor, and those residing in remote and isolated areas. The reason has been to narrow the gap in school-readiness for learning and performance between more privileged children and those from economically or socially deprived backgrounds. Starting out as a small pilot project in 1996 with preschool classrooms annexed to existing primary schools, the MoE has gradually extended this model throughout the country, while still relying on the private sector as an alternative for parents that can afford to send their children to private preschools. Besides MoE, other main public providers are KEMAS and JPNIN. Both KEMAS and JPNIN preschools use the National Preschool Curriculum. JPNIN Perpaduan preschools also include a special component to promote harmony, neighbourliness, unity, and nationalism among the children from the different ethnic communities.

Preschools operated by KEMAS, JPNIN, and MoE receive a daily meal grant of RM2 per child per day in Peninsular Malaysia and RM2.25 in East Malaysia, and an annual allocation of RM100 per child for learning materials. As each preschool class can receive up to 25 children, it means that the school can receive up to RM 2,500 per year for the purchase of teaching and learning materials.

The MoE has also been providing training of preschool teachers: From 2010 to 2012, approximately 20,150 teachers from JPNIN, KEMAS and private sectors attended a three-week course during the holidays, sponsored by the Malaysian Government. Training was provided by the MoE, in cooperation

with other public or private accredited training institutions. In 2013, the MoE introduced financial support for the in-service private preschool teachers (RM1000 per year and a maximum of RM3000 per course). Harmonising qualification requirements of preschool teachers across different providers is still on-going. KEMAS and JPNIN encourage their teachers to continue their study at diploma level by fully sponsoring their fees while the course is provided by IPG and UPSI.

In line with the National Key Result Areas (NKRA) and National Key Economic Areas (NKEA), the Government has been trying to encourage the private sector to set up preschools through public-private partnership and by offering grants for the operation and fee subsidies for the children. From 2010 to 2012 a launching grant of RM10,000 and a grant of RM100 per child per year were given to every new private preschool set up. The criteria for receiving these grants require that the kindergarten must be registered with the Government and the fee should be below RM150 with more than 10 children registered in each kindergarten. As of 2013, a new criterion was set by the Government to further harness the public-private partnership; Kindergartens with an enrolment of 10-19 children will receive a grant of RM10,000 and kindergartens with more than 20 children will receive a grant of RM20,000, granted that the fee is below RM200.

An important milestone is the establishment of the National ECCE Council in November 2010, a non-profit professional body that has been entrusted to be the driver of ECCE under the NKEA for education, and act as a link between the Government and the private sector ECCE providers. The council will play a key role in the professionalisation of private childcare providers and preschool educators, and in quality assurance.

Initiatives to Increase Access to Children with Special Educational Needs (SEN)

The education for children with severe disabilities is taken care of by the MoWFCD, while the MoE provides preschool education for children with special educational needs in Special Education Primary Schools and Special Education Integrated Programme set up in regular primary schools. Special intervention programmes for the 4 to 6 age group have been in operation since the year 2000. These programmes were initially conducted without any allocation or training for the preschool teachers. In 2004, the MoE approved the conversion of these early intervention programmes in 28 schools for children with special needs. These schools received allocations after the conversion process in 2004. Among the 28 schools, 22 are for the hearing impaired, 5 for visually impaired and 1 for children with learning disability. After the conversion, teachers with special needs education background were posted to these schools and other teachers without special needs education background were trained. Grants were allocated to these schools similar to other Government preschools.

There are also special grants given to NGOs and private centres to help run special programmes for children. Since 2013, the MoE provides a one-off grant of RM20,000.00 for the setting up of private preschool or child care centres for children with special needs. For children from the low-income group, MoE pays their monthly fee. The Special Education One Stop Centres were launched in 2007 with the opening of eight such centres. The main objective of these centres is to provide free services for children with special needs and their parents, in terms of early intervention, rehabilitation and other services. As of 2014, 26 centres are available throughout the country.

A National Board of Advisory and Legislation for People with Disabilities (Majlis Penasihat dan Perundingan Kebangsaan bagi OKU) was set up in

July, 2008 and chaired by the MoFFCD. The committee consists of eight permanent members from various ministries, NGOs and other related agencies. It is a national coordinating body formed to study, develop and coordinate various issues and actions related to people with disabilities. Through this board Multi-Sectorial Collaborative Action Plans were formulated.

PERMATA has plans to further extend its services in the near future by introducing a special programme for children with autism called *PERMATA Kurnia*. It is to enhance awareness on Autism Spectrum Disorder (ASD) and it will provide early intervention programmes to help children with ASD develop to their full potential, and prepare them for mainstream primary school education. This programme, when it embarks in 2015, will be able to help children between the ages of 2 to 6.

2.1.1 Analysis of the Goal

Childcare (0 - 4 years old)

Figures 2.1 and 2.2 present the recent trends in the number of children who are participating in some kind of formal early childhood care. These include centres operated by KEMAS, PERMATA, JPNIN, and centres registered under the Department of Social Welfare of MoWFCD such as community and work place childcare centres as well as private institutions with 10 or more children. Since the database kept by MoWFCD was not established until recently, the graphs only include data from 2010-2013. The scaling up of ECCE for the youngest age-group has also mainly taken place during the last four years. Although providers of home-based childcare centres with less than 10 children do not need to register with the MoWFCD, but since 2012, efforts have been made to collect information even on this type of more informal arrangement. Thus, for the purpose of showing a more complete picture of the

scope of childcare, home-based childcare contained in the MoWFCD database is also included in the graphs.

The participation in formal childcare seems to be on the rise, which indicates an increasing capacity to accommodate more children, with the caveat that this may also be due to improved reporting and registering of centres. The proportion of young children attending formal childcare is still very low, around 2 percent.

Moreover, the effect of the Government’s effort in providing stimulus packages for setting up ECCE centres, have led to an increasing number of private providers entering the ECCE market.

Figure 2.1 Number of Children in Registered Childcare by Type of Care: 2010-2013

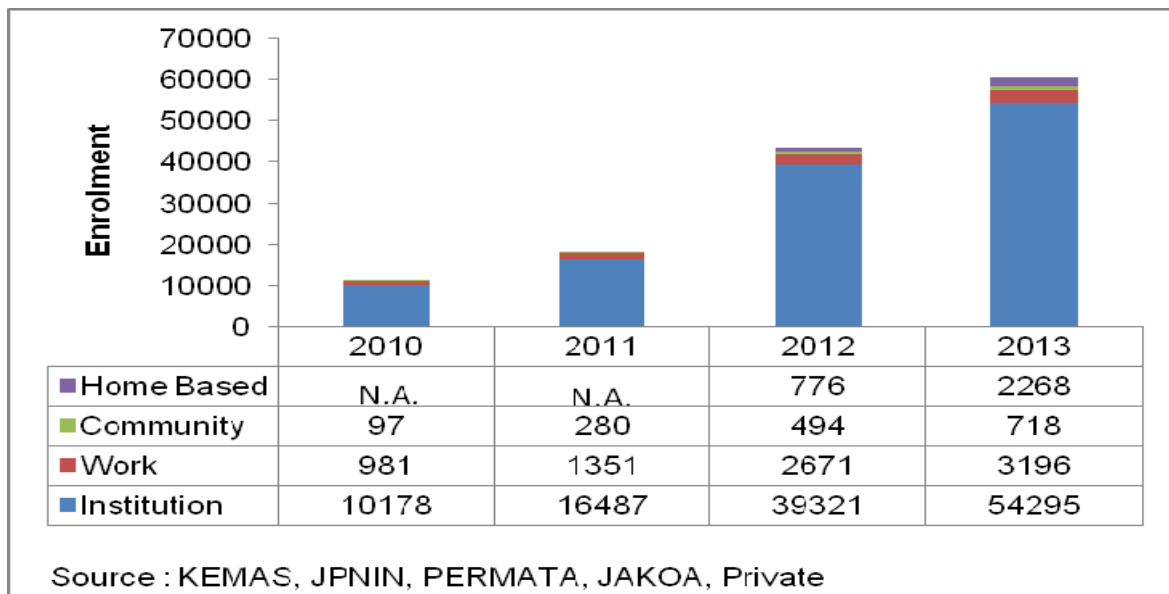
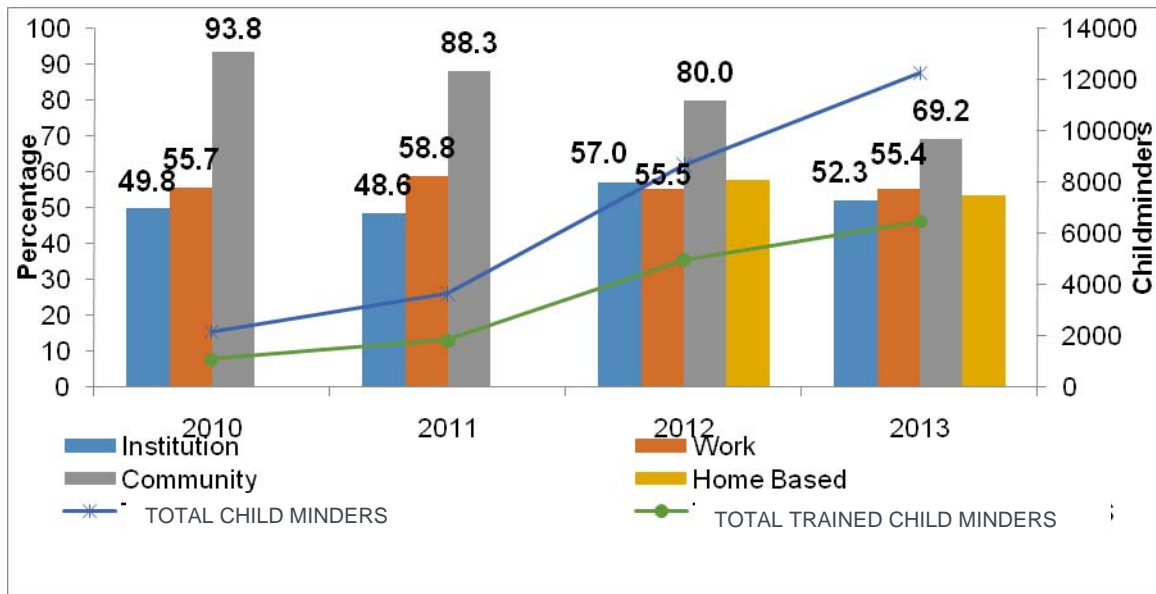


Figure 2.2 below presents the proportion of trained child minders by type of programme for the most recent years for which data is available. The graph also shows the total number of child minders along with the number of trained staff.

It can be noted that the vast majority of child minders in the government community centres are trained using the modules provided by the government, while only about half of the child minders in the other types of centres have been trained. This is of concern as the institution-based centres constitute the majority of ECCE service providers.

- As shown in the graph, it is obvious that the expansion of early childhood care is leading to a greater demand for new childcare minders. This is portrayed in the marked increase in childcare minders by approximately 10,000 between 2010 and 2013. As evident by the widening gap between total number of childcare minders and those trained, the expansion has put a strain on Malaysia's capacity to keep up with the need to train more childcare minders.

Figure 2.2 Total Number and Percent of Trained Child Minders by Type of Childcare: 2010-2013



Source :
KEMAS, JPNIN, PERMATA, JAKOA, Private

GoM is aware of this gap and part of the government's quality package is to offer training to both the owners of childcare centres and to the childcare minders. Both owners of the centres and child minders are required to attend 29 days of basic childcare course (Kursus Asuhan Awal Kanak-Kanak dan Didikan Awal Kanak-Kanak PERMATA) specified by the (MoWFCD). Child minders at home are also required to obtain at least 7 days of training a year. In order to become certified child minders, individuals are required to follow courses that abide to the curriculum and training modules provided by PERMATA and MoWFCD. Besides that, they will have to sit for written and practical tests conducted by MoWFCD as well as go through on-site training after they have attended the course. Should they fail the test, they will then have to repeat the course and sit for the exams again within a year. Currently, MoWFCD has approved 42 agencies to run these courses. All trainers from each of these agencies must be trained by the MoWFCD. MoWFCD has also set up an accreditation committee to assess and ensure the quality of courses provided by these organisations. In the long run, MoWFCD intends to create a hierarchical level of courses for different categories of childcare employees.

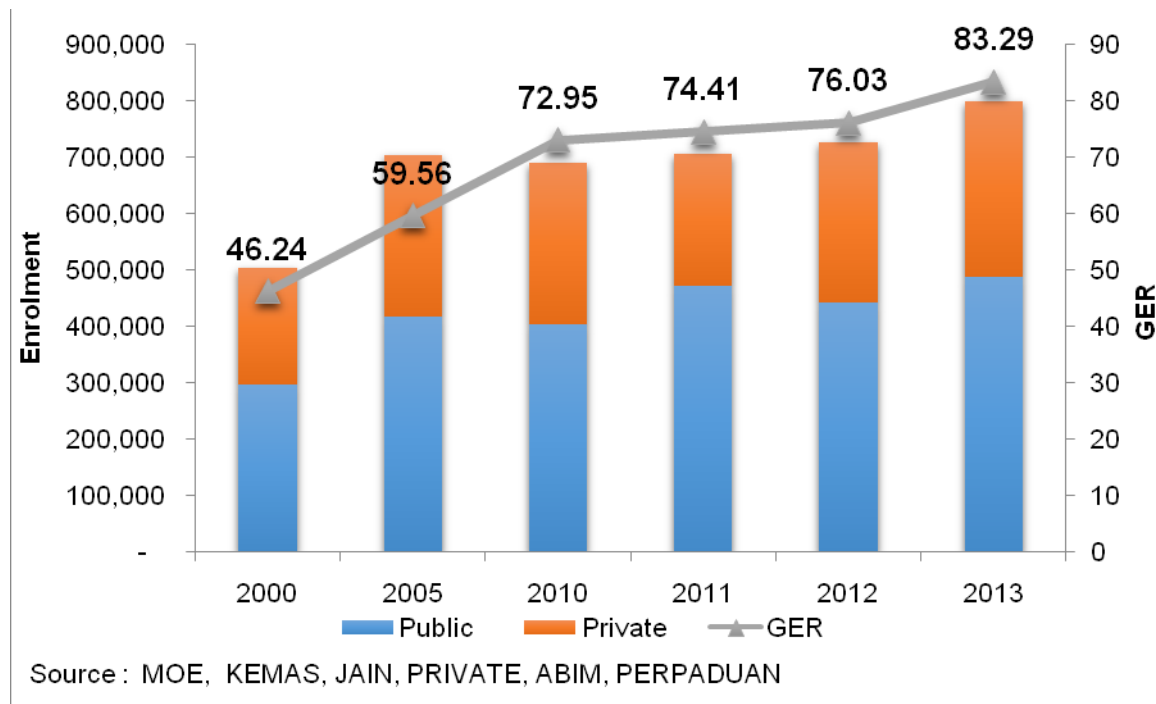
Preschool (4+ to 5+ years old)

Figure 2.3 presents the number and percentage of children (GER) aged 5 to 6 enrolled in public and private preschool education. There has been a dramatic increase in the Gross Enrolment Rate (GER) for preschool education in Malaysia, the number which has nearly doubled from 46 percent in 2000 to 83 percent enrolled in 2013 in both public and private preschools. A major rise in GER took place from 2000 to 2010, which coincided with MoE's initiative of setting up its preschools on a large scale and extending the fee-free policy for MoE preschool education. The government's efforts to promote private providers to enter the market for preschool under the ETP/NKEA

may have also contributed to the growth of GER seen in the last couple of years. The Education Blueprint has set the target of 90 percent by 2014, 92 percent by 2015 and 97 percent by 2020.

While GER uses the population aged 5 to 6 in the denominator, it does not exclude children outside the official age group on the enrolment side, thus the GER, as opposed to the Net Enrolment Ratio (NER), overestimates the proportion of 5 to 6 year old children who attend preschool in a single year.

Figure 2.3 Number and Percentage of Children (GER) Enrolled in Preschool Education by Type of (Provider, Public Private) for Selected Years: 2001, 2005, 2010-2013



While progress has been made to extend access to preschool education from a national perspective (Figure 2.4), it can also be seen across the states, with some notable surge in enrolment in states such as Labuan, Sarawak, Perlis and Melaka. There are still a few states that are lagging behind including Selangor and Kelantan, where more than 20 percent of the children still do

not attend preschools. However, some of these children may be attending preschools that have not registered with MoE.

Figure 2.4 Percentage of Children (GER) Enrolled in Preschool Education by State for Selected Years: 2001, 2005, and 2013

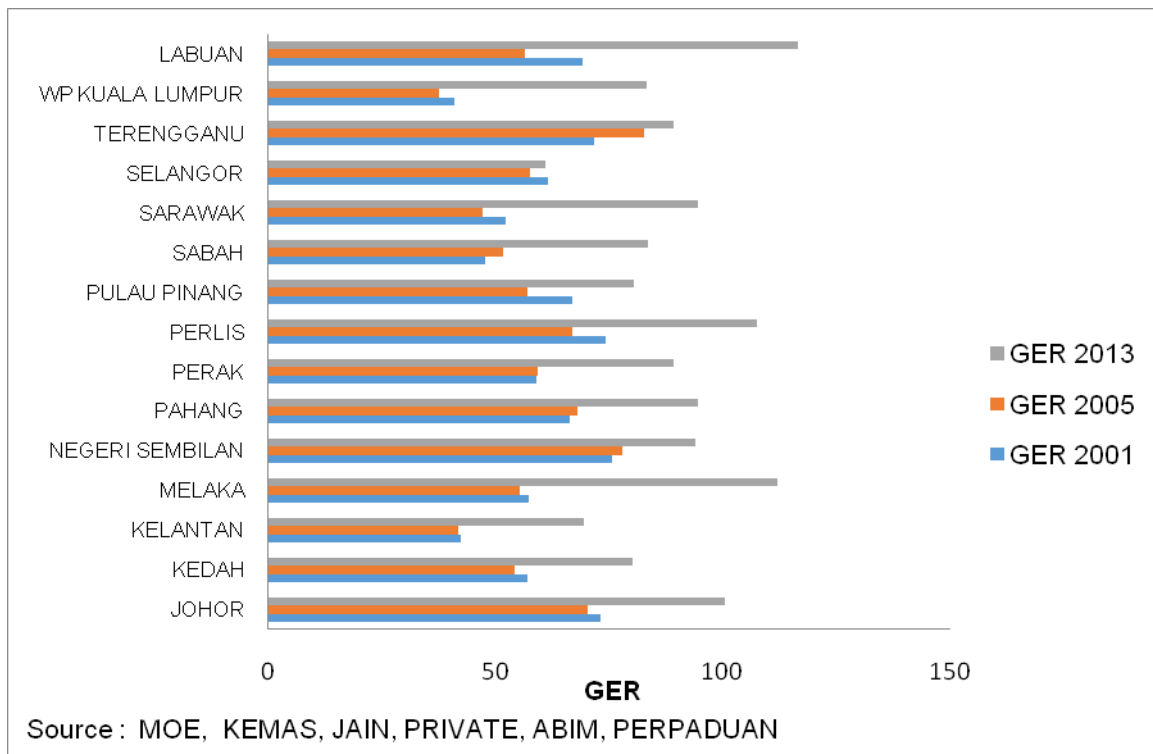


Figure 2.5 presents the number of children with special education needs who are enrolled in preschool in Special Education Primary Schools and Special Education Integrated Programme set up in regular schools. It shows the government’s efforts to increase access to preschool children with various disabilities, namely learning disabilities, visually impaired and hearing impaired. Data provided are of recent years only, as these programmes have been formalised only since 2004.

Figure 2.5 Number of Children with Special Needs by Type of Disability Enrolled in Preschool Education, for Selected Years: 2005, 2010-2013

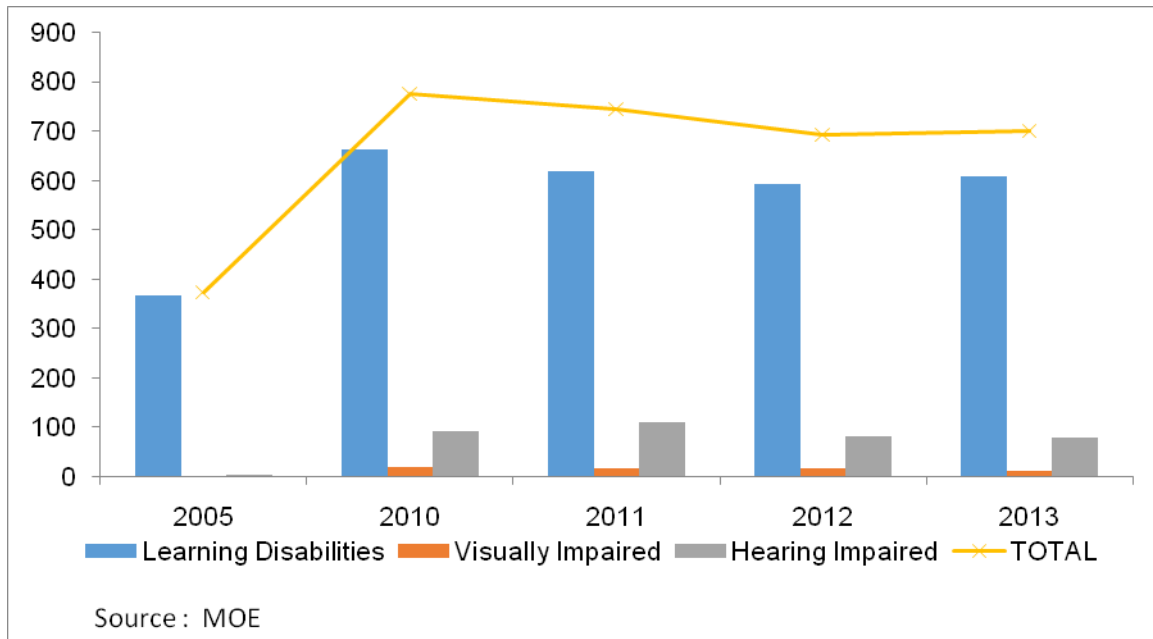


Figure 2.6 presents the number of indigenous children enrolled in preschool education in Malaysia. Data was only available for recent years as there was greater effort from the Government to register and formalise preschool education. There has been a slight increase in enrolment amongst the indigenous population in Malaysia.

Figure 2.6 Number of Indigenous Children Enrolled in Preschool Education in Peninsula Malaysia, for Selected Years: 2010-2013

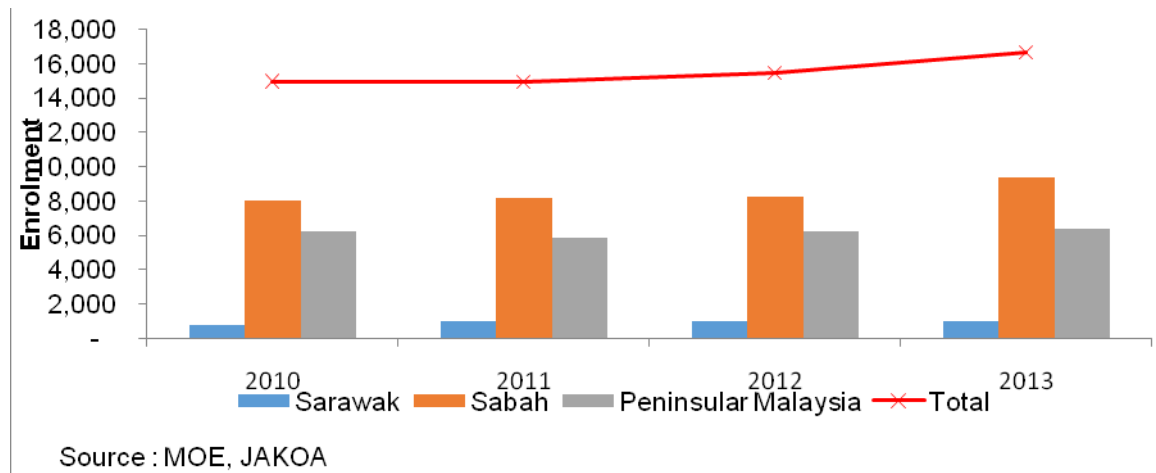
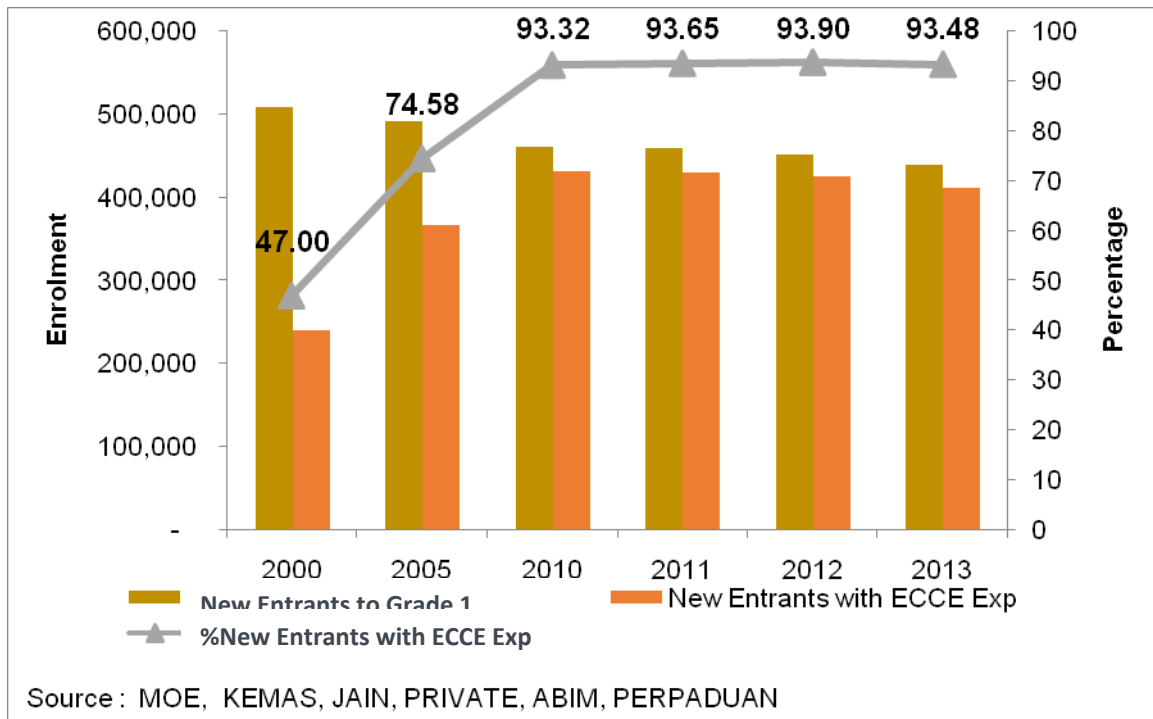


Figure 2.7 shows the percentage of new entrants to Grade 1 who have attended some form of formal ECCE programme. In 2000, 47 percent of Grade 1 students were reported to have ECCE experience as opposed to 2013 when 93 percent of new entrants had attended some form of preschool. These gains offer a clear demonstration that significant and rapid results in education are possible. The difference between GER and the percentage of children with preschool experience most likely reflect enrolment in private unregistered ECCE.

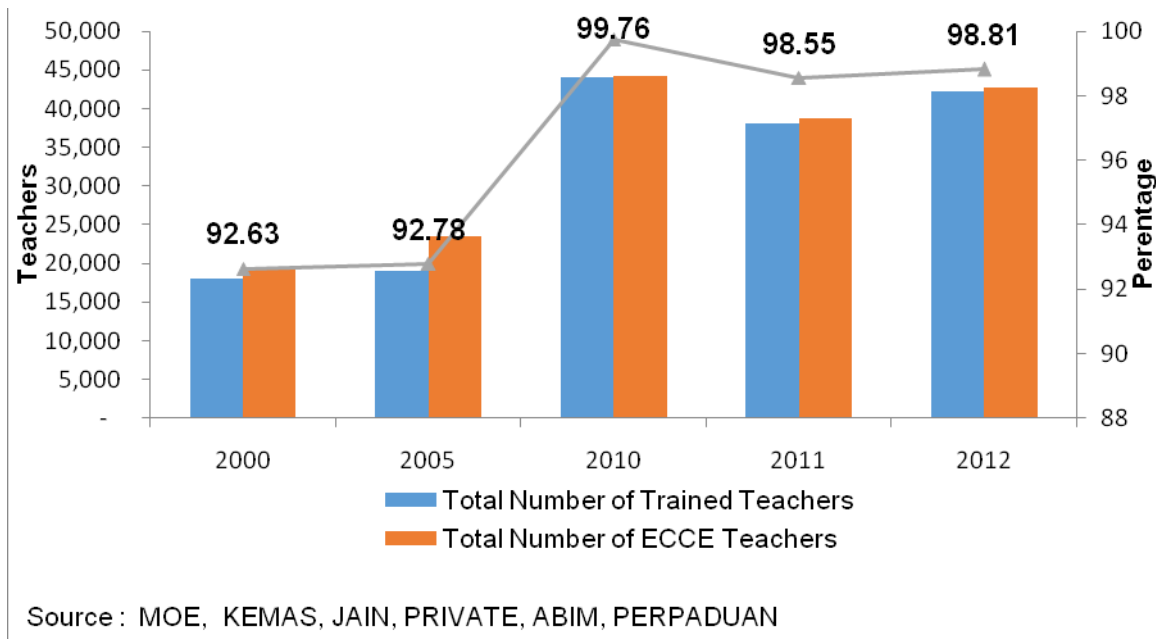
Figure 2.7 Number and Percentage of New Entrants to Grade 1 with ECCE Experience, for Selected Years: 2000, 2005, 2010-2013



Trained Preschool teachers

The 10th Malaysia Plan aims to change the status quo by encouraging ECCE teachers to obtain a minimum diploma level qualification. Figure 2.8 shows the government’s commitment to provide training for preschool teachers, with close to 100 percent of preschool teachers in government schools with at least a diploma level degree. The information depicted in the graph also shows that the Government, since 2005, has made an effort to only recruit preschool teachers who are qualified to teach, as the percentage of qualified teachers has continued to increase with the rapid increase in the number of teachers.

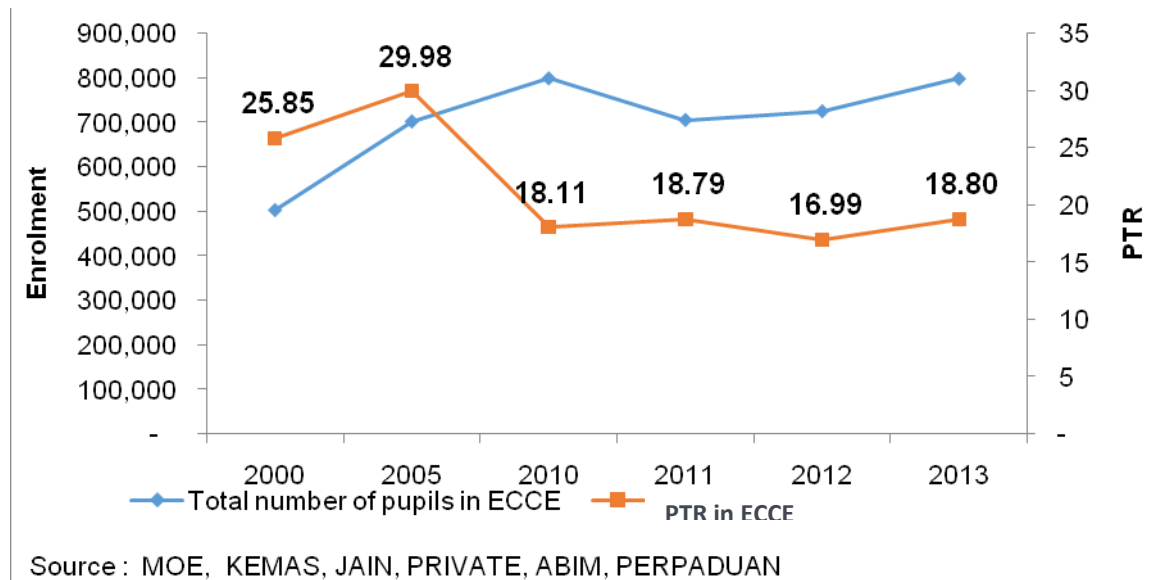
Figure 2.8 Number of ECCE Teachers Trained, and Percentage Trained, for Selected Years: 2000, 2005, 2010-2012⁷



Along with upgrading teachers' qualifications to enhance the learning environment, more teachers have been recruited. This has resulted in a sharp decline and improvement in the pupil/teacher ratio from 2005, and onwards, even to the extent that the ratio has fallen below the national standard set by MoE, which is at 1:25 (Figure 2.9).

⁷ Note that the data for 2000 and 2005 do not include MoE teachers.

Figure 2.9 Number of Children in Preschool Education and PTR for Selected Years: 2000, 2005, 2010-2013



2.1.2 Remaining Gaps, Issues and Challenges

It is clear that the government’s efforts in enhancing ECCE have been an uphill task to ensure that every child’s access to quality education is ascertained. The government’s commitment is evident when it made ECCE one of the NKEA under PEMANDU. With the same determination, Malaysia will most likely continue making progress and address the remaining issues and challenges, some of which include:

- The accessibility to quality childcare services, which is still limited especially when it comes to workplace centres that can make it easier for working parents to continue working. The same applies to the working poor in rural areas.
- Achieving the 92 percent preschool enrolment will be a challenge since the 2012 target of 87 percent has fallen short, coming in at 82 percent.

- Despite initiatives to reach the marginalised children, there are insufficient data to capture the status of ECC facilities and programmes for SEN children and for the disadvantaged children including indigenous children living in remote areas and migrant children without papers.
- Despite the setting-up of several coordinating bodies, such as the National Preschool Progress Committee (Jawatankuasa Penyelarasan Kemajuan Prasekolah Kebangsaan), the National ECCE Council and the PERMATA Council, inter-agency coordination and integration with different implementing agencies makes it difficult to plan.
- Although, MoE and MoWFCD have increasingly been successful in registering private childcare centres and preschools, the task is to ensure that all privately operated institutions are registered. Frequent inspections have to be conducted to stop operations of childcare centres and preschools, which do not meet MoE and MoWFCD guidelines.
- According to interviews with stakeholders, a major challenge is to convince both childcare providers and parents about the benefits of early childhood care. The mindset of providers and educators need to change so that they will realise the importance of having the right academic qualifications to fully cater to the needs of children, which is not limited to physical care. Likewise, for parents, ECCE is mostly seen as a playground, and as such parents fail to see investment in early childhood care and education as a way of boosting their children's intellectual and emotional development.

2.1.3 Conclusions and Way Forward

Malaysia's effort in addressing ECCE as part of the EFA framework and the inclusion of preschool education in the education sector has definitely paid off in several ways as reported above. To address some of the current challenges highlighted above it will be crucial to:

1. Increase the coordination between ministries and government agencies as well as the private sector in order to enhance mechanisms for planning, monitoring and follow-up. This is to ensure that all children, regardless of geographical area, socio-economic status and physical or mental disability, will have equal access to quality ECCE according to their needs. The ECCE Policy of 2007 and the establishment of the National ECCE Council offer a good way forward to address both issues of coordination and quality assurance.
2. In the light of limited growth for ECCE in the public sector, Malaysia will most likely need to continue relying on its smart partnership as in the established public-private partnerships. The strategies promoted in the ETP and associated NKEA for education, to encourage more private operators to come forward to provide ECCE, as well as to increase funding through voucher schemes may bring about desired changes and growth. The role of the Government is to regulate the expansion of the public-private sector, and this demands that the monitoring capacity will need to be further strengthened in order to provide quality ECCE for all.
3. Needless to say, continued efforts to encourage parents to enrol their children in registered preschools and childcare centres, and promoting professionalisation of childcare providers and assistance workers will be essential. As part of the professionalisation of ECCE, a common

degree programme for all childcare providers and preschool educators with a minimum qualification of a Diploma in Early Childhood Education would be a worthwhile effort.

2.2 GOAL 2: Universalisation of Primary Education

Goal 2: Ensuring that by 2015 all children, particularly girls, children in difficult circumstances, and those belonging to ethnic minorities, have access to, and complete, free and compulsory primary education of good quality

Definition in the Malaysian Context

Primary education in Malaysia consists of six years and covers the age-group 6+ - 11+ years old. Secondary Education comprises lower secondary (3 years) and upper secondary education (2 years).

There are two types of public primary schools in Malaysia catering for all Malaysian children: the National Schools and the National-Type Schools. The language of instruction in the National Schools is Bahasa Malaysia (Malay language) and Chinese or Tamil languages are used in the National-Type Schools. There are also government supported religious schools as well as private schools. The Ministry of Education (MoE) oversees the provision of primary and secondary education in public and government-aided schools.

The language of instruction in government secondary schools is Bahasa Malaysia. A one year catch-up programme, called **remove class**, is offered to students from the National-Type Schools who did not obtain the grade

required for Bahasa Malaysia in the UPSR. Roughly 25 percent of students attending these National-Type Schools need to spend one extra year to improve their mastery of Bahasa Malaysia in order to help them cope at secondary level.

National Policies and Legislation Regarding Provision of Primary Education

The government's actions to ensure that all children can access to and complete primary education regardless of gender, ethnicity, socio-economic background, location and abilities are guided by the MPs, the Education Development Master Plan 2001-2010 as well as the Education Blueprint, which states that "every child in Malaysia deserves equal access to education." In line with the vision of becoming a developed country by 2020, the GoM has taken several steps and is continuously striving to transform the system to ensure that high quality education is accessible and affordable for all. The Education Act 1996 (Act 550) has been amended under the Education (Compulsory Education) Regulations 2002, which came into effect in 2003, to make primary education compulsory. Since 2012 the Government has adopted the policy of free education.

Key Programmes and Initiatives/Strategies to Achieve Goal 2

The education system in Malaysia has progressed considerably when it comes to providing access to education for the majority of the school age population. Therefore, most of the efforts in recent years have been directed towards dealing with the challenges of how to reach the marginalised or remaining children who are not enrolled or are lagging behind scholastically. The priority of the MoE now is to reach out to children with special education needs, children from minority groups, from poor families and those residing

in remote areas. Affordability and access have been pointed out to be major barriers for these children. Besides that the government has, in partnership with NGOs and development partners, especially UNICEF, initiated several programmes to address the needs of the marginalised children. Main target groups and key strategies implemented are outlined below.

Main target groups:

- Children from poor families in urban and rural areas
- Children living in remote areas
- Children with special education needs
- The indigenous population
- Undocumented children, children living in plantation estates and refugees.

Key strategies implemented:

Financial Support Programmes: In order to alleviate the financial burden and encourage students from poor families to attend school, the MoE has been providing a range of different types of financial support to children from low SES backgrounds or for children who are not in school due to poverty.

- Support includes the Poor Student Trust Fund or *KumpulanWang Amanah Pelajar Miskin* (KWAPM) that in 2013 provided assistance close to 800,000 primary and secondary school students in the amount of RM200 million (equivalent to over USD60 million); the Supplementary Food Programme that provided meals to almost 550,000 children in 2013; allowances for school uniforms for about 12,000 children. The poor students also benefit from a host of support programmes listed under the general aid category including the 1Malaysia Milk programme, which provided milk to over 1,400,000 students in 2013. Assistance also include

provision of text books, which was previously only a textbook loan scheme for poor students, but has since 2008 been extended to all primary and secondary school students.

- The Tuition Aid Scheme (TAS), launched in 2004 to assist students from low income families to boost their academic achievement through provision of extra classes in the subjects of Malay, English, Science and Mathematics. TAS was suspended in 2010 for a review of its implementation.

Programmes Targeting Special Education Needs Students: SEN students are officially defined in Malaysia as 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. There are three types of school options for SEN students: (1) Special Education School which are school for students with the same type of disability; (2) Special Education Integrated Programme (SEIP) with special classes dedicated to SEN students in regular schools; (3) Inclusive Education Programme where one to five SEN students are integrated into mainstream classes.

The “School in Hospital” (SDH) is a joint initiative between the Ministry of Education (MoE), Ministry of Health Malaysia (MoH) and Yayasan Nurul Yaqeen (YNY) an NGO, for students who are in hospitals allowing them to continue their education in a flexible, conducive, and engaging environment.

While YNY provides the necessary apparatus and learning tools such as laptops, interactive software and other additional reading materials, MoH is responsible for providing and allocating space for classes, and MoE provides teachers and learning materials such as textbooks and internet access. SDH programme began on 4 July 2011 at Kuala Lumpur Hospital (HKL), Ampang Hospital and Serdang Hospital as a pilot test for two years. Currently there are eight SDH.

Special Programme for the Orang Asli and the Penan: In response to the high dropout rates and poor scholastic performance among the children from the indigenous population, the MoE has recently developed and implemented an all-inclusive set of strategies to address the barriers for the Orang Asli and the Penan to remain in school. The strategies include:

- **The K9 Comprehensive Model School**, which provides six years of primary schooling and three years of lower secondary education at the same school within the vicinity of the indigenous communities. This way the indigenous children will not have to leave their community to continue their secondary education elsewhere. To resolve the issue of transportation, free accommodation is provided either at the school or at other residential accommodations in nearby schools, in so called hostels. To date, five (5) schools with all students (100 percent) from indigenous

background have been established around their local communities. Two (2) more K9 schools are due to be opened: one under the Education Transformation Initiative for Indigenous Peoples and the other under the Interior Schools Education Transformation Initiative.

- **Training of indigenous teachers**, who have a better understanding of the needs and challenges facing the indigenous children, and are thereby in a better position than non-indigenous teachers to communicate with both the children and the community.
- **The design of a special curriculum for Orang Asli (KAP)**, which is tailored to the needs of the children from indigenous communities and isolated rural areas. The curriculum takes into consideration the context of their surroundings and culture.

Alternative education programmes (AEP) for street children, undocumented children, and children to plantation workers: In order to accelerate access to education for all, the MoE has allowed other organisations or government agencies to implement alternative education programmes for children who cannot be reached with conventional measures of schooling. These programmes use the national curriculum while being funded and operated outside the regular education system. The experience, lessons learnt, and outcomes from these programmes will inform the design of the Alternative Education Policy in Malaysia.

School for Street Children (SBJK): In collaboration with the Social Welfare Department, National Security Council and NGOs such as the Nur Salam Foundation and Chow Kit Foundation, the MoE has established a school programme for abandoned and street children, who have failed to pursue their education due to various reasons. The school, better known as *Sekolah Bimbingan Jalinan Kasih* (SBJK) was first opened in the *Chow Kit* area of Kuala Lumpur in August 2013. Trained teachers run the school using

a teaching module provided by the MoE. Counselling teachers are also placed there to provide counselling and guidance. Children enrolled in this school are from the ages of 5 to 18 years, from pre-school to secondary education. The learning concept used is based on a modified National Curriculum with more emphasis on Basic Vocational Education. SBJK will be extended nationwide in stages to curb dropouts among children in Malaysia.

Education for undocumented children: The first national curriculum-based learning centre for children who could not access formal education in government or private institutions due to the lack of legal status has been set up in Kg Numbak; Menggatal Sabah. This is a collaboration project between UNICEF, the Sabah Special Task Force and the *Yayasan Guru Malaysia Berhad*. The centre began its operations in January 2011 and has to date, provided basic education to more than 700 refugees and undocumented children.

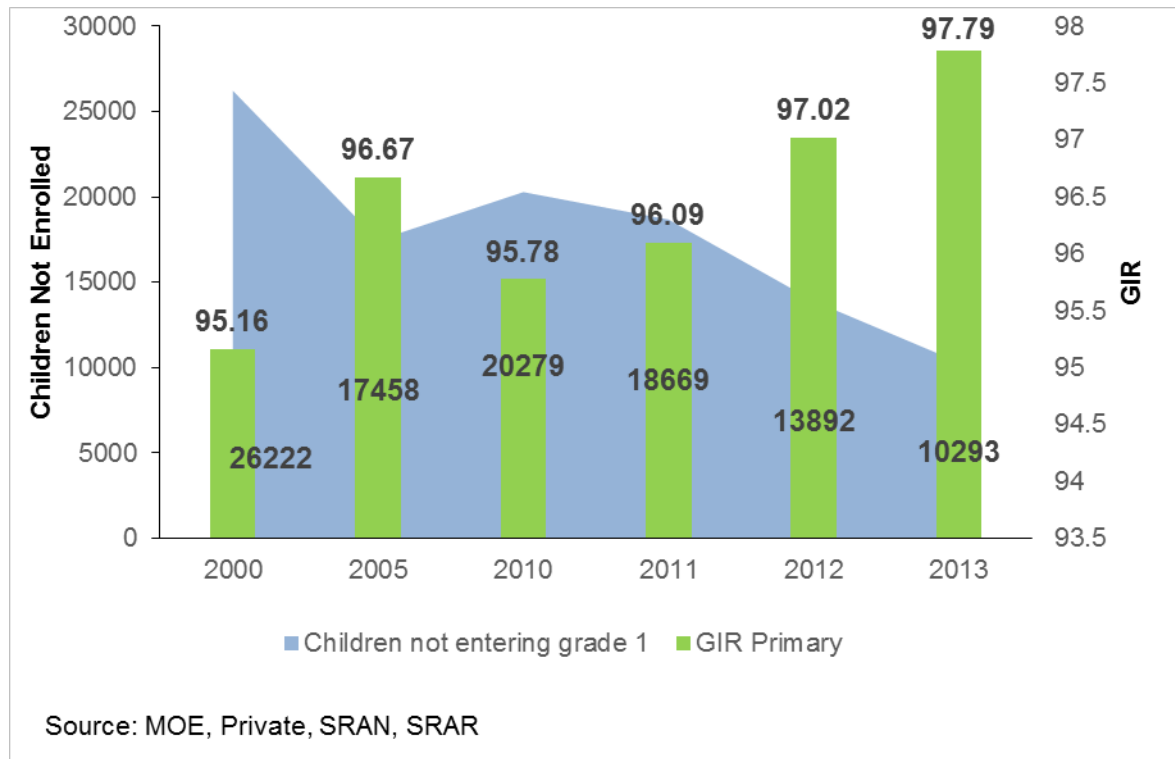
The government has also approved other alternative education centres operated by NGOs or other private sector organisations. In 2013 the MoE has registered a total of 177 such institutions with a total number of 15,039 students.

2.2.1 Analysis of the Goal

The national commitment in Malaysia for achieving the goal of every child completing basic education by 2015, translated into concrete education transformation initiatives, has resulted in a steady growth of both intake and enrolment of students in primary as well as secondary education. As depicted in Figure 2.10, the intake rate has increased from 95 percent in 2000 to close to 98 percent in 2013, but with substantial annual fluctuations. As a result, the number of children not entering grade 1 has more than halved since

2000.⁸ The decreasing number of the school age population has probably also played a role in this context as there have been less children to cater for.

Figure 2.10 Gross Intake Rate (GIR) in Primary Education for Selected Years: 2000, 2005 and 2010-2013

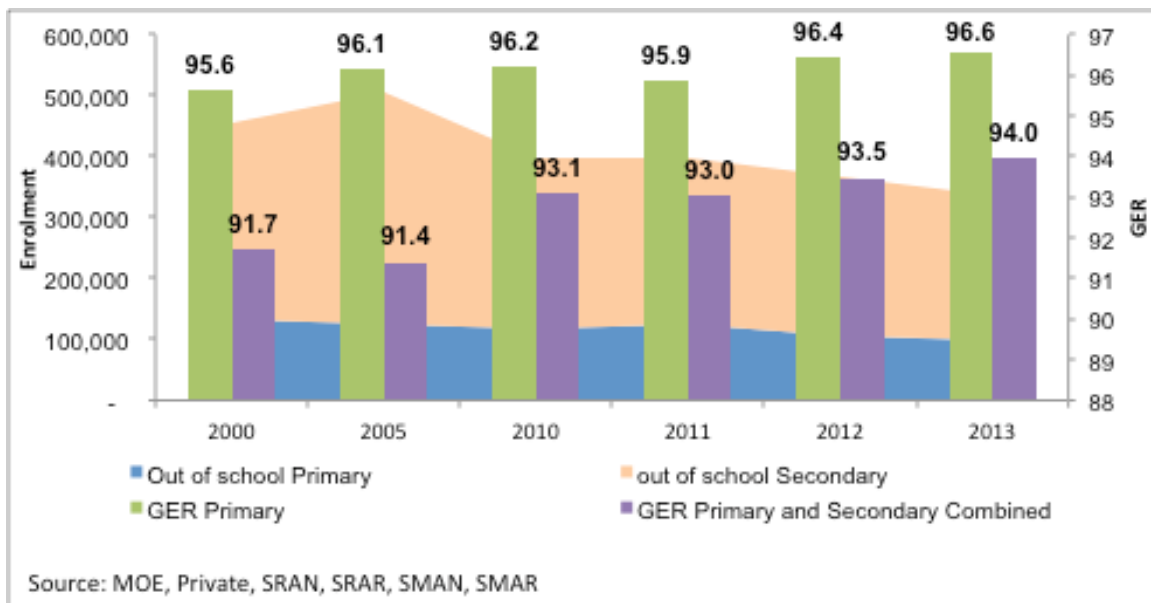


As revealed in Figure 2.11 below, the GER for primary education has increased only slightly from an already high GER of 95.6% in 2000 to 96.6% in 2013, underscoring the challenge of reaching the last few segments of the school age population without access to education. The combined GER for primary and secondary education shows that the increase in the enrolment rate for secondary education accounts for the major gain in GER for the 7 to 15 age cohort. As for the intake rate, the percentage of the school age population who remain outside the education system in 2013 seems relatively small (3 to 6 percent). Even though the actual number is decreasing as

⁸ Note that the number of children not entering school, as well as subsequent analysis of out of school children, is derived from taking the difference between total no. of school age population minus total enrolment.

compared to the number of children out of school in 2000, there is still approximately 100,000 primary school age children unaccounted for and another 250,000 youth that could be pursuing secondary education. It must be clarified that these numbers include school age children who are home-schooled and those attending alternative education centres that are not registered with the MoE such as Tahfiz Religious Schools.

Figure 2.11 Percentage of Children Enrolled in Primary Education and Secondary Education (GER), and Number of Out of School Children for Selected Years: 2000, 2005 and 2010-2013



However, as can be seen in Figure 2.12, there has been a substantive improvement regarding the differences in the number of out of school primary age children across the different states in Malaysia, particularly in the states of Sabah and Selangor. This suggests that the targeted efforts to reach some of the marginalised groups by specially designed programmes might have had some positive effect.

Figure 2.12 Number of Out of Primary School Age Children by State for Selected Years: 2001, 2007, and 2012

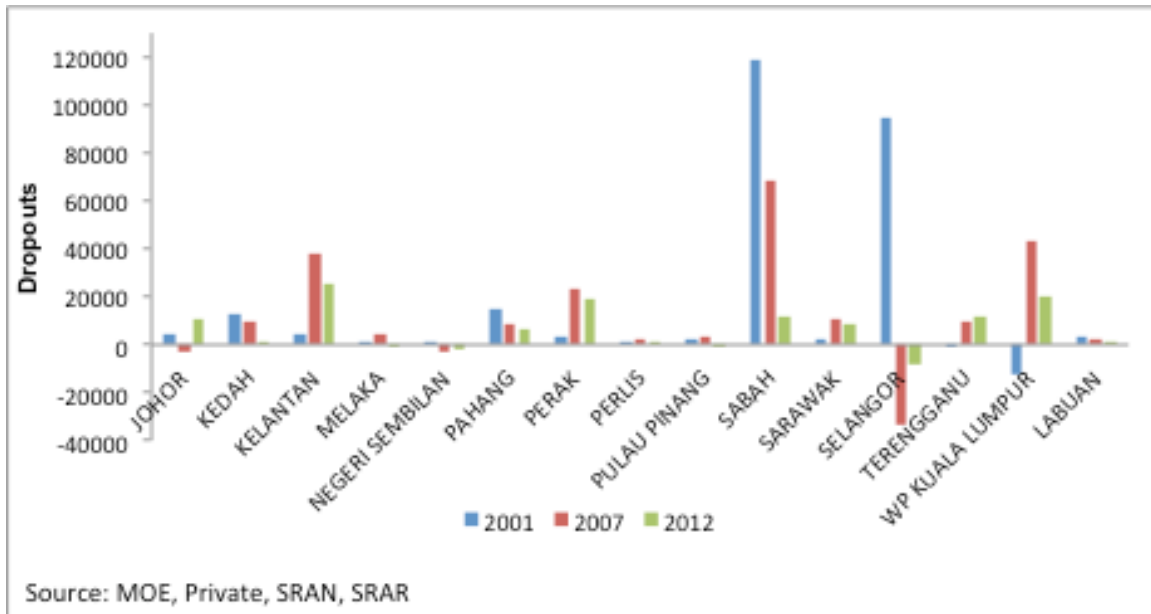


Figure 2.13 shows that the percentage of children who reach Grade 6 has improved from 96.9 percent in 2000 to 99.2 percent for the last cohort who reached grade 6 in 2013. The transition rate from primary education to lower secondary education as seen in Figure 2.14 has also risen from 90 percent to 97 percent between 2000 and 2013, intact with the MoE's effort in increasing access through a fee-free policy and generous education aid packages extended to secondary education. The improvement in retaining children represents a reduction in the number of children who drop out of school before Grade 6, as well as the number of students that choose not to continue to secondary education, which has decreased from 45,000 to just over 14,000 during the same period.

Enforcing compulsory primary education

Malaysia has a legal framework for compulsory education as outlined in the Education Act 550. All parents must register their children at the nearest school in their community before the child reaches the age of 6 and remains in the primary school for a duration of six years. Information regarding registering children at schools is disseminated through the media via television, radio, the web, as well as pamphlets to children with younger siblings to alert the parents. Non-adherence to this act entails a punishment of a fine not exceeding five thousand Ringgit or imprisonment for a term not exceeding six months or both. Owing to this policy, the primary school completion rate has been close to 100 percent over the whole period.

Figure 2.13 Percentage of Students Surviving to Grade 6, and School Dropouts for Selected Cohorts: 1995-2000, 2000-2005, 2005-2010, 2006-2011, 2007-2012 and 2008-2013 Cohorts

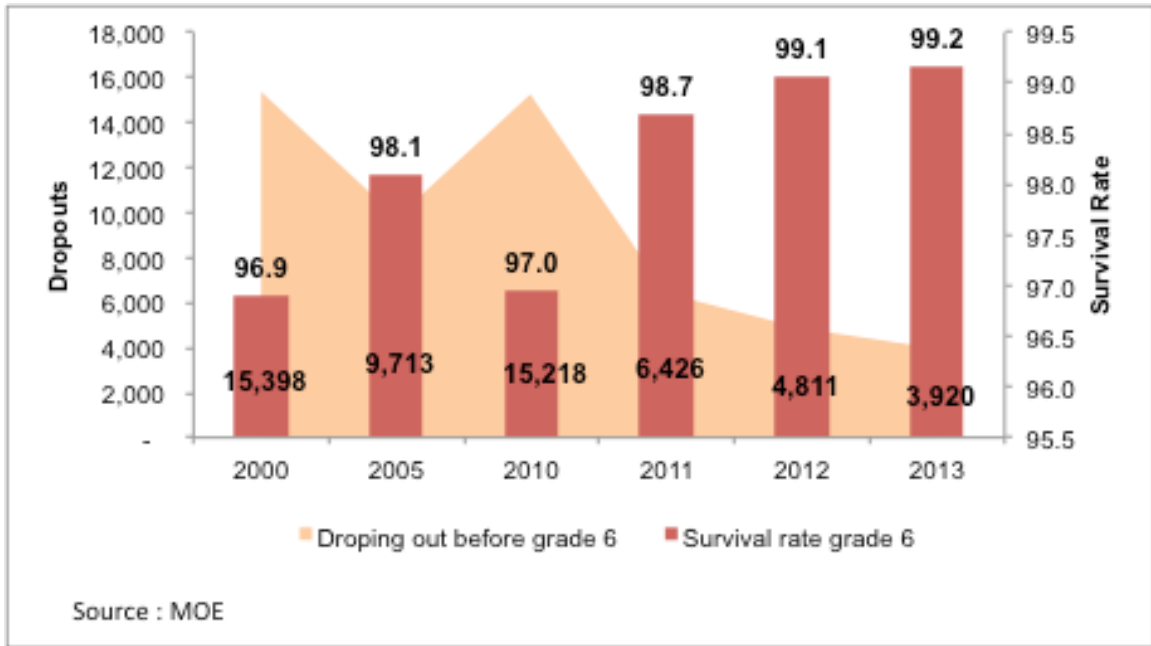
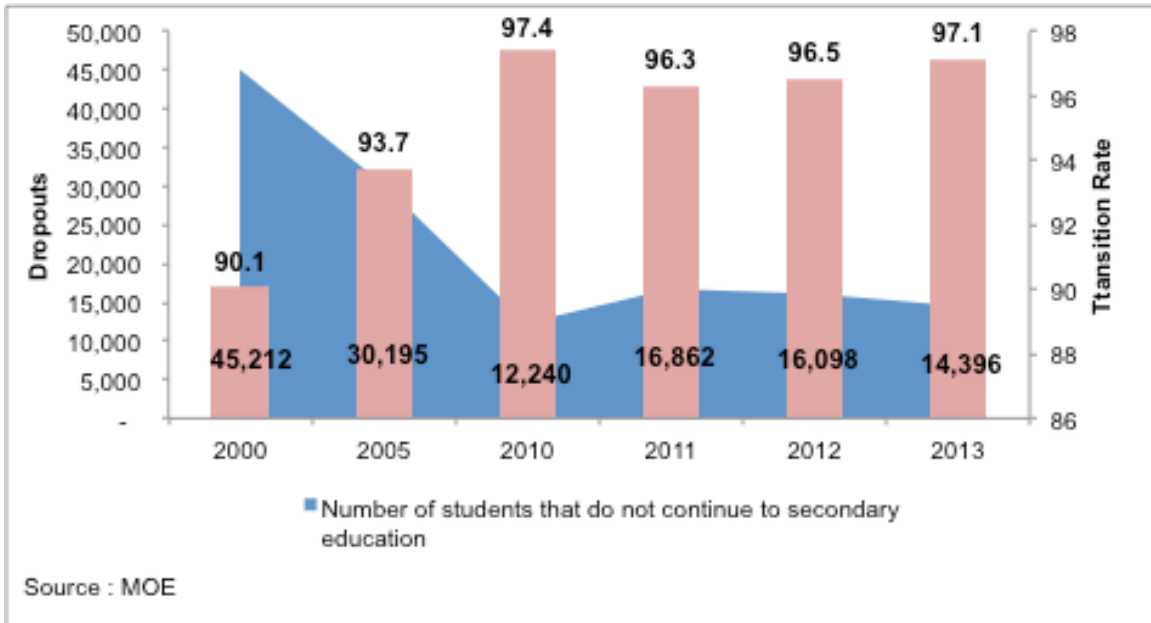
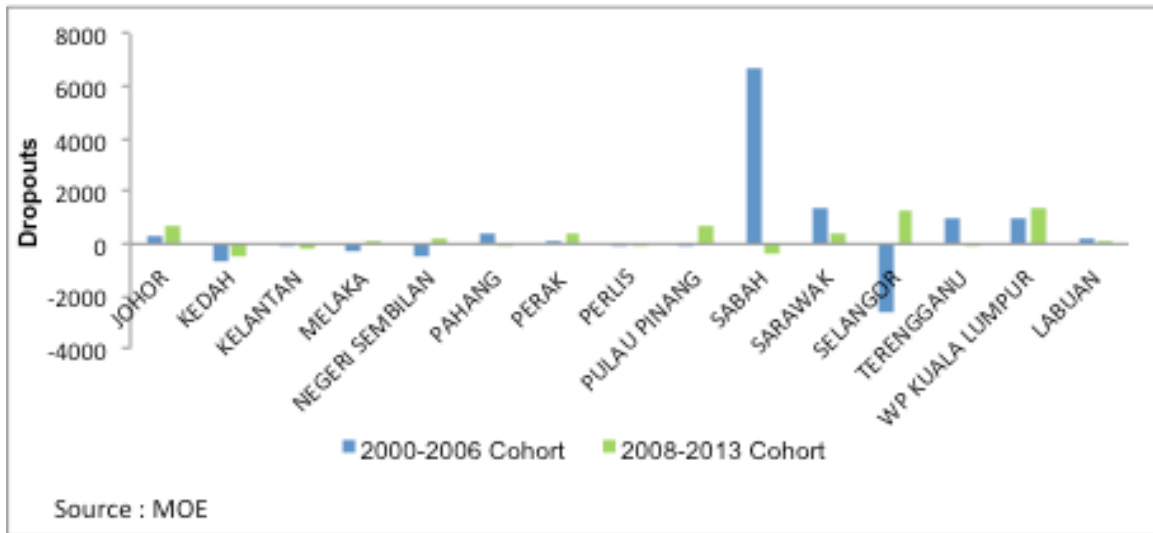


Figure 2.14 Transition Rate to Lower Secondary Education for Selected Years: 2000, 2005 and 2010-2013



Similar to the improvement in the number of children not enrolled in primary education by state, the state of Sabah has seen a dramatic reduction in the number of children abandoning school before Grade 6 (Figure 2.15). This is a positive sign that the efforts of reaching the indigenous communities with programmes more suitable for their needs have been fruitful. However, a paper elaborated by a team of experts from the Institute of Teacher Education Malaysia on the prevention of dropout initiatives for Malaysian indigenous children sheds light on some prevailing challenges facing these children.⁹ The paper notes that many of the *Orang Asli* students drop out at the end of Grade 6 and before taking the SPM exam at Form 5. As documented above, the MoE has initiated several programmes to address the challenges facing these children including transportation problems, and making education more relevant for their needs.

Figure 2.15 Number of Children Who Enter and Abandon School before Grade 6 by State: 2000-2006 and 2008-2013 Cohorts

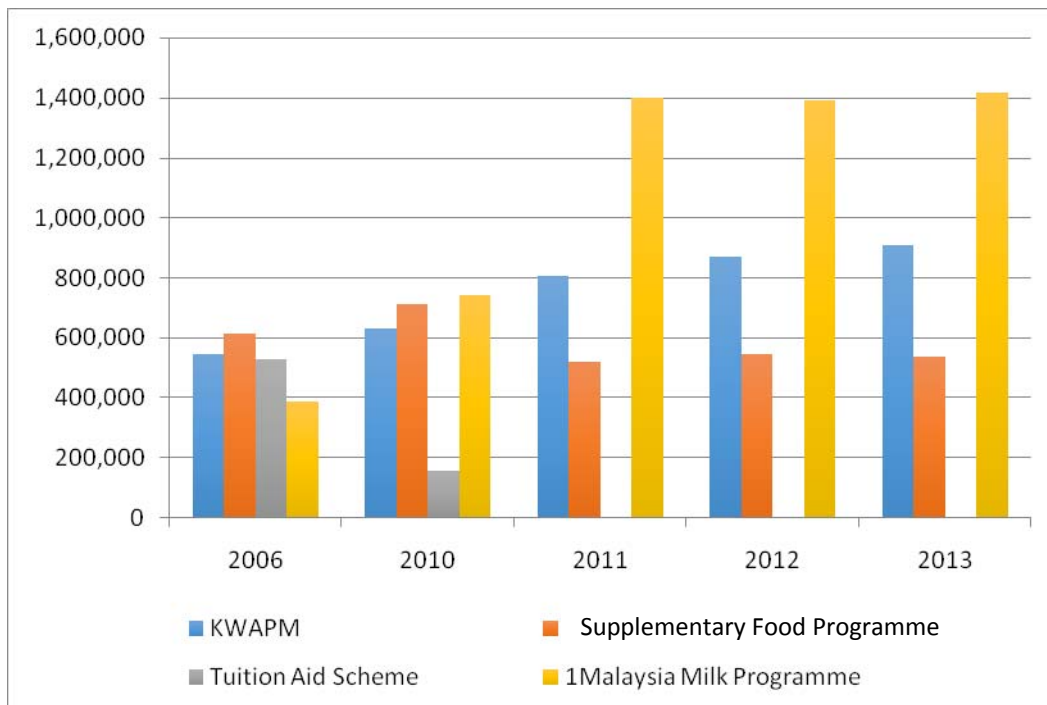


⁹ Dropout Prevention Initiatives for Malaysian Indigenous Orang Asli Children, published in the International Journal on School Disaffection, 2011.

Educational Support Programmes

Figure 2.16 presents the number of recipients in the major support programmes targeting poor students. With the exception of the Supplementary Food Programme and the Tuition Aid Scheme, which was suspended in 2010 for a review, the number of students in targeted support programmes has been increasing. Most notably, this is the case with the number of students in the milk programme, which has more than tripled from just fewer than 400,000 in 2006 to over 1.4 million in 2013. The recipients of other support programmes for poor students have been relatively stable with some fluctuations during the same period.

Figure 2.16 Number of Students in Education Support Programmes, Targeting Poor Students for Selected Years: 2006, and 2010-2013

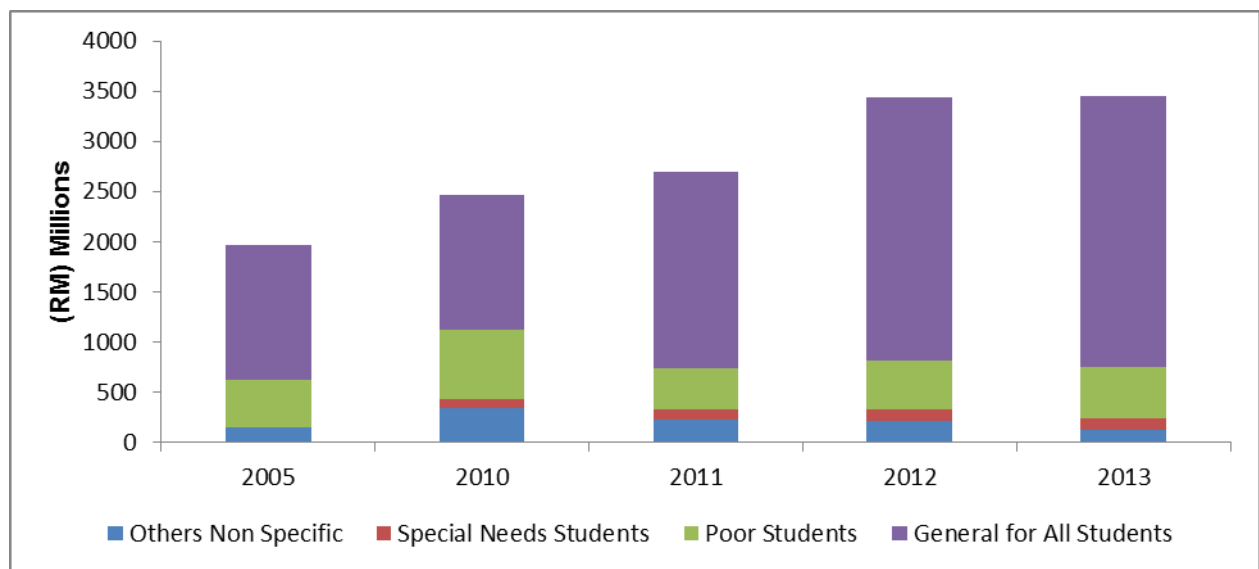


Source: MoE, Finance Division

The investment by the GoM in education support programmes is substantial; the investment in 2013 amounted to RM3.5 million, which constitutes about 10 percent of the total operational budget for the K-12 education sector.

Figure 2.17 presents the distribution of education aid targeting poor and special needs students, general aid targeting all students, and other non-specific aid. The proportion of aid targeting poor students and students with special needs in 2013 was roughly 15 and 3 percent, respectively. The MoE allocated the bulk of the aid to KWAPM and the Supplementary Food Programme amounting to RM200 million each.

Figure 2.17 Distribution of Annual Spending on Education Support Programmes Targeting Poor Students, Special Education Needs Students, and other Support Programmes as a Percentage of Total Education Aid: 2005, 2010-2013



Source: MoE, Finance Division

2.2.2 Remaining Gaps, Issues and Challenges

The various strategies and initiatives implemented to facilitate access to quality education for all have contributed positively towards the progress of

EFA Goal 2. However, there is still a significant number of children not enrolled in basic education. The data available do not allow a breakdown of those children lagging behind. Data with regards to special programmes targeting specific groups, such as the indigenous population and other target groups such as the alternative education programmes for street children, children of plantation workers and other groups that have difficulties in accessing mainstream education, are limited.

The research carried out by the team from the Teacher Education Institute referred to above found that the outcomes of the programmes for the *Orang Asli* children depend on the degree to which the teachers have the flexibility of adjusting the content to suit their needs. The paper points out that the challenges facing the *Orang Asli* are multidimensional which require attention to both the curriculum, pedagogical skills of teachers, the social-cultural environment, and how to reduce the risk factors associated with them dropping out, particularly how to increase the *Orang Asli*'s attitude towards schools and their exposure to the outside world.

2.2.3 Conclusions and Way Forward

- Although Malaysia is well on its way to achieve its target to provide basic education for all, continued efforts to improve access to quality education to reach out to the poor and other disadvantaged groups will be essential.
- Mechanisms for distributing aid to children from poor economic households need to be further refined as recent studies suggest that the aid policies might not fully trickle down to the bottom 40 percent of the households.

2.3 GOAL 3: Learning and Life Skills for Young People and Adults

Goal 3: Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programmes

Definition in Malaysian Context

The realisation of Malaysia's ambitious development plans hinges upon the development of human capital. This is not just limited to education for the primary education cohort, but extends to young people and the adult population through post-basic education and lifelong learning. The scope of Goal 3 presented in this report focuses on programmes directed towards extending access to further educational opportunities for young people, defined as "those between 15-24, and adults not enrolled in higher education academic institutions." Life skills comprise the following skills:

- Basic Skills, which comprise literacy, numeracy, and the ability to use ICT
- Psycho-social skills, which encompass reflective, personal and interpersonal skills, including problem solving, critical thinking and communication skills;
- Practical or contextual skills, which consist of technical or vocational skills, income generation, health, gender, family, environment and civics; and

- Living skills orientation and mobility, manipulative skills, behaviour management, self-management, self-care, home living and leisure.

National Policies and Legislation

The right to education for Malaysians, whether formal or informal, is stated in the Federal Constitution of Malaysia. Legal provisions that give entitlements (or rights) to adults are mentioned in various education acts including the Education Act 1996, which covers all levels of formal education through post-secondary education. The National Education Philosophy, introduced in 1989, is applicable to students of all ages (young children to adults). Specific policies and implementation mechanisms for adult education including lifelong learning are also highlighted in several national policy documents such as the 9th and the 10th MPs, the Blueprint on Lifelong Learning for Malaysia, 2011-2020, and the National Higher Education Strategic Plan: Beyond 2020. The Persons with Disability Act 2002 and the National Policy on Senior Citizens 2011 give provision for the right to basic education and continuing education, regardless of age and disability status.

Key Programmes and Initiatives/Strategies to Achieve Goal 3

The attainment of the EFA goal of meeting the learning needs of all young people and adults is realised through the provision of secondary education, and TVET as well as through non-formal education and training.

Technical and Vocational Education and Training (TVET): Prior to 2012, the formal technical and vocational education system under the MoE starts at the upper secondary level. This consists of secondary technical and secondary vocational schools. These schools offer courses in three streams: a) technical education, b) vocational education, and c) skills training. The technical and vocational streams offer a course structure similar to the core subjects in other upper secondary academic schools. In addition to these core

subjects, the vocational stream students can opt to select a package of vocational subjects in accordance with the vocational course chosen. In the technical stream, the subjects offered are more science- and mathematics-based while technical subjects offered are more theoretical in nature. In the skills training stream, more emphasis is given to practical work to develop competency in various skills as required by related industries.

VOCATIONAL EDUCATION TRANSFORMATION PROGRAMME

The vocational education system is currently undergoing a transformation that focuses on producing students who are professional, exceptionally competent in the vocational skills chosen, and highly sought by the industries. The skilled manpower and entrepreneurs produced would be marketable and competitive, and possessing skills and qualifications that are recognised by the industry, and thus, contribute to the development of the country in achieving Vision 2020.

The reengineering of the vocational education system will be implemented in three phases of the strategic action plan within the period of 2011 to 2020: The Leap Phase (2011-2013), the Growth Phase (2014-2016) and the Strengthening Phase (2017-2020). And through five strategies, manifested in five initiatives:

Five Strategies		Five Initiatives
I	To develop a vocational education curriculum that can produce skilled human capital ready for employment and able to further their education at higher level.	Vocational education transformation
II	To develop vocational institutions that can produce skilled human capitals ready for employment and able to further their education at higher level.	Vocational education institution transformation
III	To intensify collaborative efforts with strategic partners in order to broaden access, to ensure quality vocational education and increase the employability level of the vocational education graduates.	Collaboration with industries
IV	To provide an assessment mechanism leading towards accreditation and recognition of vocational education graduates.	Vocational education assessment transformation
V	To enhance the capability of MoE vocational education organisation.	Vocational education organisation

The Vocational Education Transformation Programme, highlighted in the text box above, will be implemented through a detailed action plan containing eleven actions. In the first phase, the Leap Phase, covering 2011-2013 the following activities have been implemented:

- Formulation of a curriculum for Vocational College or *Kolej Vocational* (KV), and the Basic Vocational Programme or *Program Asas Vokasional* (PAV);
- Initiated the process of upgrading the existing upper secondary vocational education programme by transforming Vocational Secondary Schools, or *Sekolah Menengah Vokasional* (SMV) into KVs. These colleges will offer a revamped curriculum as well as certificate and diploma-level accreditation, the Vocational Diploma of Malaysia, or *Diploma Vokasional Malaysia* (DVM). This will be recognised for credit under national and international standards. The new diploma curriculum comprises 70 percent practical skills training and 30 percent general academic education (similar to PAV);
- Initiated a collaborative effort with industries and higher learning institutions (HLI);
- Initiated recognised qualification and certification;
- Initiated the establishment of the National Vocational Education Advisory Council or *Majlis Penasihat Pendidikan Vokasional Kebangsaan* (MPPVK).

The *Growth Phase*, on the other hand, from 2014 to 2017 will concentrate on expanding the new model. In the third phase, the *Strengthening Phase*, covering 2017 to 2020, efforts will be focused on quality, monitoring and evaluation. The actions under the three phases of the Vocational Education

Transformation initiative also overlap with the Waves articulated in the Education Blueprint. In Wave 1 (2013-2015) strengthening vocational education and developing the vocational pathway will be key priorities. Wave 1 also focuses on the following actions:

1. Building public awareness and enabling informed choices by students and parents;
2. Increasing access to quality vocational programmes;
3. Making vocational training more industry relevant; and
4. Facilitating industry acceptance and validation of vocational education and training.

Technical and Vocational Education and Training (TVET) for Higher Education

Under the Ministry of Education Malaysia, the polytechnic is one of TVET institutions that play the role of educating and training young people and adults. The polytechnic education began in Malaysia with the establishment of the Ungku Omar Polytechnic, Ipoh in 1969 under the United Nations Development Plan. Currently, there are 33 polytechnics in Malaysia, comprising three premier polytechnics, 25 conventional polytechnics and five metro polytechnics. With the increase in the number of polytechnics built across Malaysia, these institutions are able to offer a greater variety of programmes to cater to the demands of more semi-professionals in the engineering, commerce and services sectors.

Strategies by the Ministry of Education for lifelong learning and Life skills include:

- The establishment of community colleges as institutions to champion technical and vocational education and training (TVET), and lifelong learning in 2001 has provided post-secondary and adult Malaysians with an alternative avenue to pursue tertiary education and upgrade their skills and qualifications. The Cabinet also approved the endorsement of Community Colleges as the hub of Lifelong Learning, in 2005.
- The incorporation of life skills content into the curriculum and teaching/learning processes in both formal and non-formal education, including technical and vocational education and training, is done to produce well-rounded individuals who are marketable.

Strategies/Programmes Provided by Other Ministries and Agencies

Besides the MoE, several other ministries and government agencies as well as the private sector are involved in the provision of both formal and non-formal education and training for young people and adults catering to lifelong learning and life skills.

The Manpower Department or *Jabatan Tenaga Manusia* (JTM) under The Ministry of Human Resources (MOHR), established in 1964 provides skills training programmes for youth and industrial workers for heavy industries equipping both the local and multinational industries with skilled manpower. JTM has grown rapidly, and has today 32 institutions and become the significant player for TVET in heavy industrial training. The target is to produce an additional 50 percent skilled workers by 2020.

The Ministry of Youth and Sports implements programmes jointly organised by public and private sector agencies, youth associations and non-governmental organisations aimed at empowering youth. The focus is on knowledge building and skills development including programmes for leadership and personal development to build self-resilience to be able to function effectively in the family and in the community.

MARA (Council of Trust for the People), an agency under (MoRRD) and the Skills and Technical Division or *Bahagian Kemahiran dan Teknik* (BKT), implements and develops programmes accredited by public, private and foreign bodies, provides training facilities complying to the standards of current technological development, and oversees the training of teachers. MARA first started the skills training programme at the MARA Skills Institute or *Institut Kemahiran MARA* (IKM) Jasin, Melaka in 1968. To date, BKT has established 10 Mara Higher Skills College or *Kolej Kemahiran Tinggi MARA* (KKTm) and 13 IKMs throughout Malaysia.

In addition to the training provided by the Ministry of Youth and Sports, and the MARA institutions, the Ministry of Human Resources, the Ministry of Rural and Regional Development, and the Ministry of Defence offer skills-based training leading to the Malaysia Certificate of Education or *Sijil Pelajaran Malaysia* (SPM) with vocational subjects. Figure 2.20 provides an overview of the different TVET providers including the number of participants in various programmes.

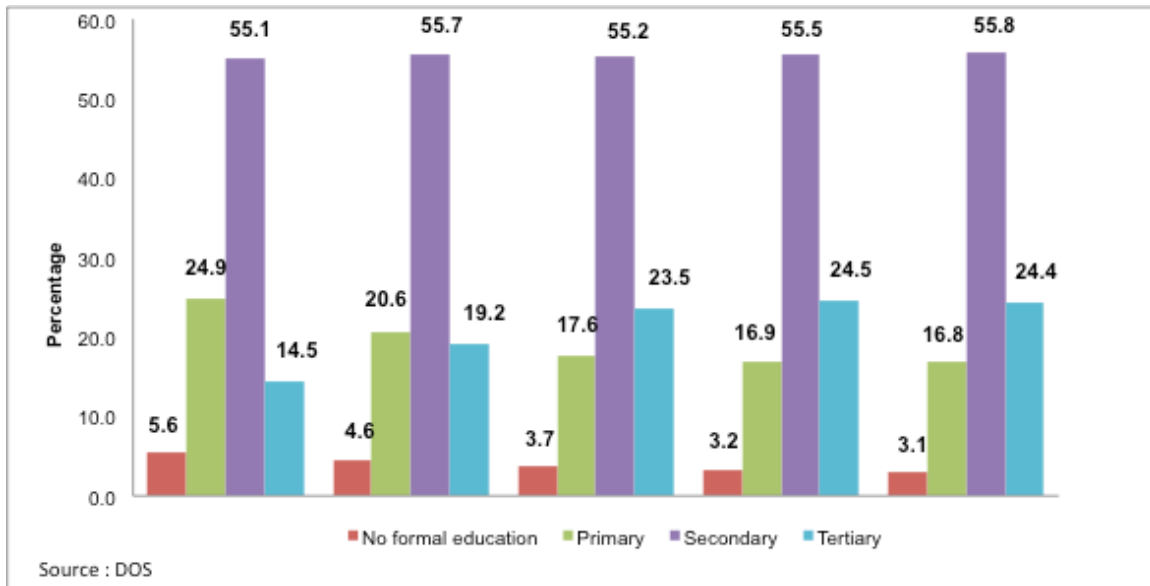
2.3.1 Analysis of the Goal

Malaysia's progress in addressing the learning needs of all young people and adults has partly been met by extending access to secondary education. As reported earlier under Goal 2, a vast majority of the school age population continues to secondary education. The youth literacy rate for the population aged 15 to 24, based on the Malaysia Labour Force Survey (LFS), has been around 98 percent during the whole review period.

The national transformation framework underscores the critical role of a highly skilled, creative, and innovative workforce in achieving the objective of Vision 2020 for Malaysia to become a high income country that is both sustainable and inclusive. Figure 2.18 shows the composition in the labour force by educational attainment. The proportions of the labour force with no formal education and only primary education have decreased from 5.6 percent and 24.9 percent to 3.1 percent and 16.8 percent, respectively, between 2000 and 2012. Similarly, the proportion with tertiary education has increased by 10 percent from 14.5 to 24.4 percent during the same period. Despite these gains, the fact remains that Malaysia's labour force is still fairly low-skilled, with 75 percent or three quarters of the labour force having only secondary level education or below. With less than 25 percent of the workforce having a tertiary degree makes Malaysia far below countries such as Singapore, Chinese Taipei, and Korea where for instance 40 percent of the working age population (25-64) has attained tertiary education and 80 percent at least secondary education.¹⁰

¹⁰ Source: OECD Education Statistics.

Figure 2.18 Percentage Distribution in the Labour Force by Educational Attainment for Selected Years: 2000, 2005, and 2010-2012



As revealed in Figure 2.19, MoE's focus to broaden access to TVET has resulted in a larger proportion of the school age cohort enrolled in upper secondary level TVET: the GER increased from less than 11 percent to almost 20 percent in 2012. The drop in 2013 could be due to the on-going transformation of TVET. In order to improve quality the MoE has reduced intake to facilitate a more effective class size, as students are expected to carry out hands-on projects. Despite progress made in providing access to TVET, the Economic Planning Unit (EPU 2010) ¹¹ notes that the GER for TVET is still much lower than the average enrolment rate of 44 percent for the OECD Countries.

¹¹ *Tenth Malaysia Plan (10MP) 2011-2015*

Figure 2.19 Gross Enrolment Ratio (GER) in TVET (Upper Secondary Education) for Selected Years: 2000, 2005, and 2010-2013

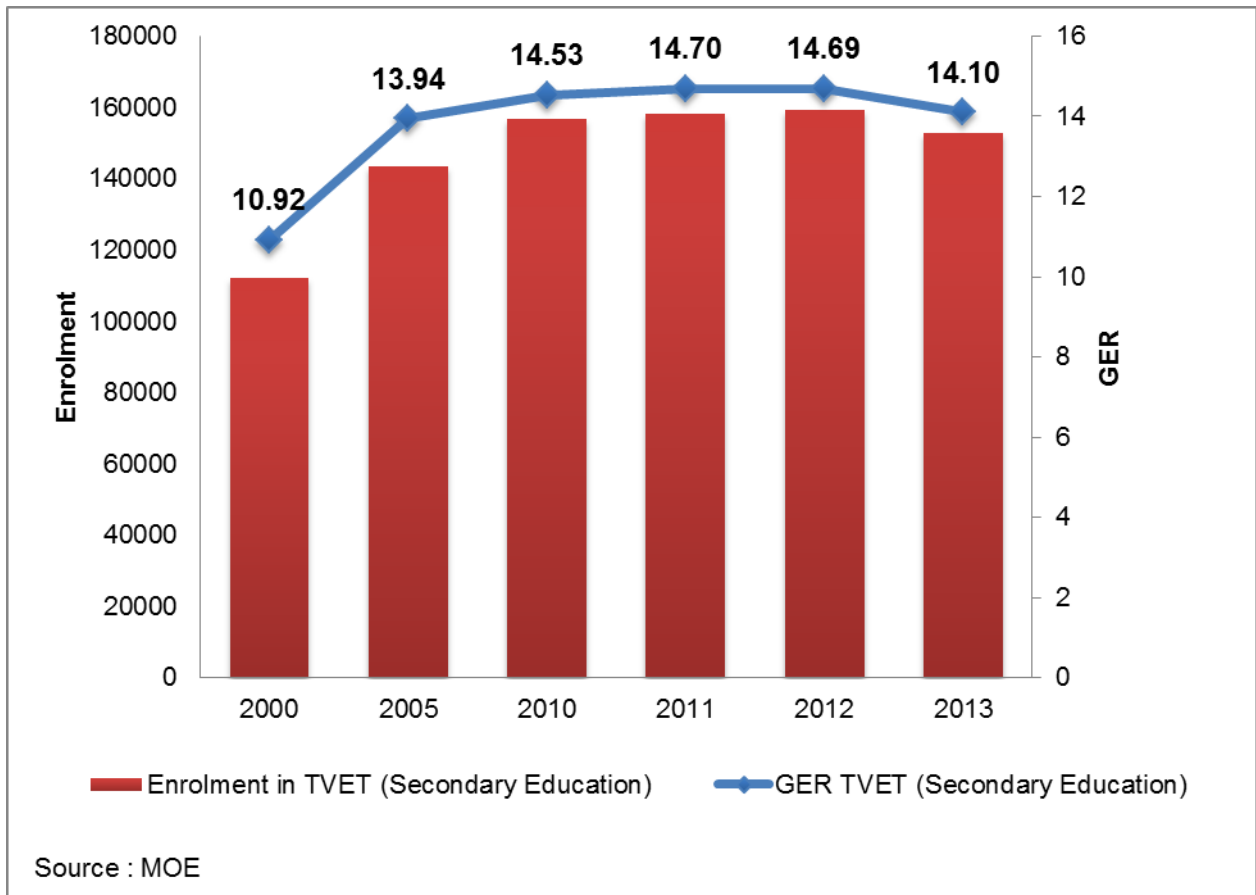
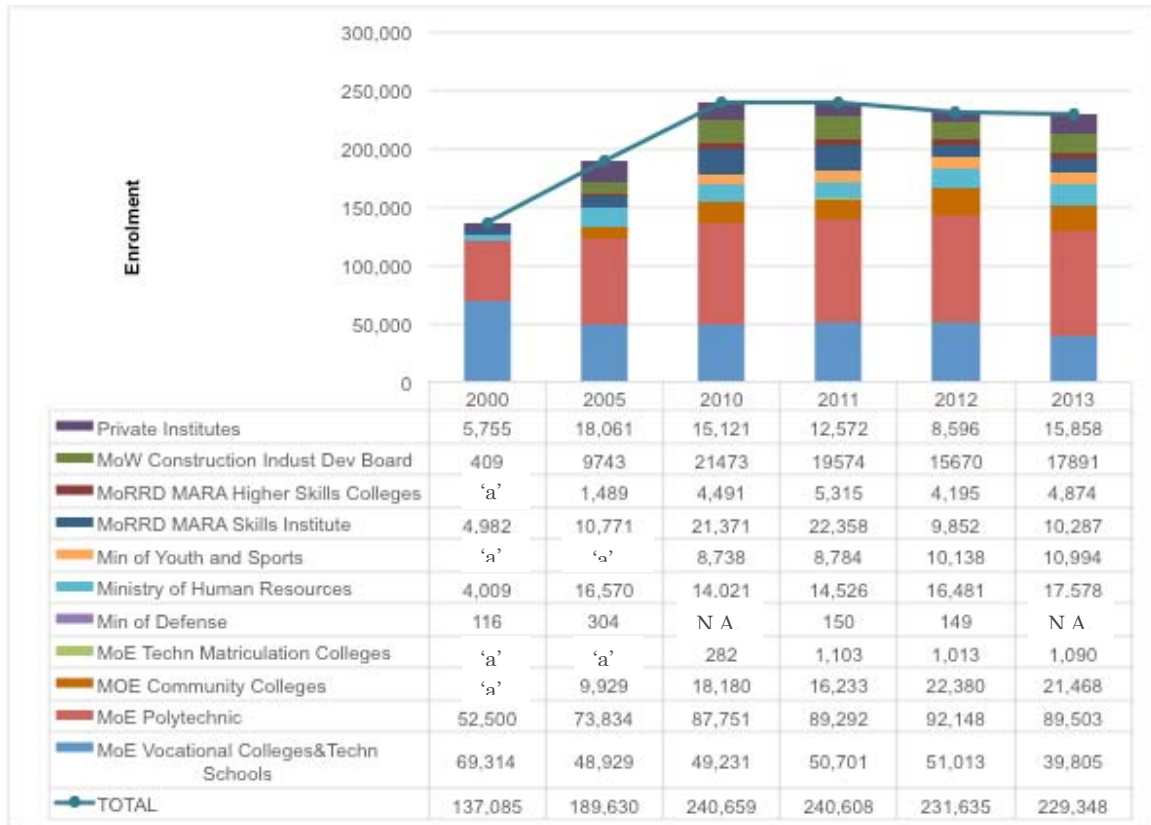


Figure 2.20 presents the enrolment in post-secondary TVET by type of programme and provider. The number of students enrolled in post-secondary TVET has more than doubled since the year 2000, reaching a peak in 2010. The growth in the number of centres providing post-secondary TVET (Figure 2.21) displays a similar trend. Similar to secondary level TVET, the number of centres and enrolments have declined in the last few years, which might also be caused by the transformation of TVET. The enrolment in private centres constitutes a small fraction of total enrolment in TVET. TVET has been a viable option for students from low-income backgrounds to get out of poverty since private TVET is too expensive to be affordable for these students.

Figure 2.20 Enrolment Distribution of Post-Secondary TVET by Programme Year: 2000, 2005, and 2010-2013

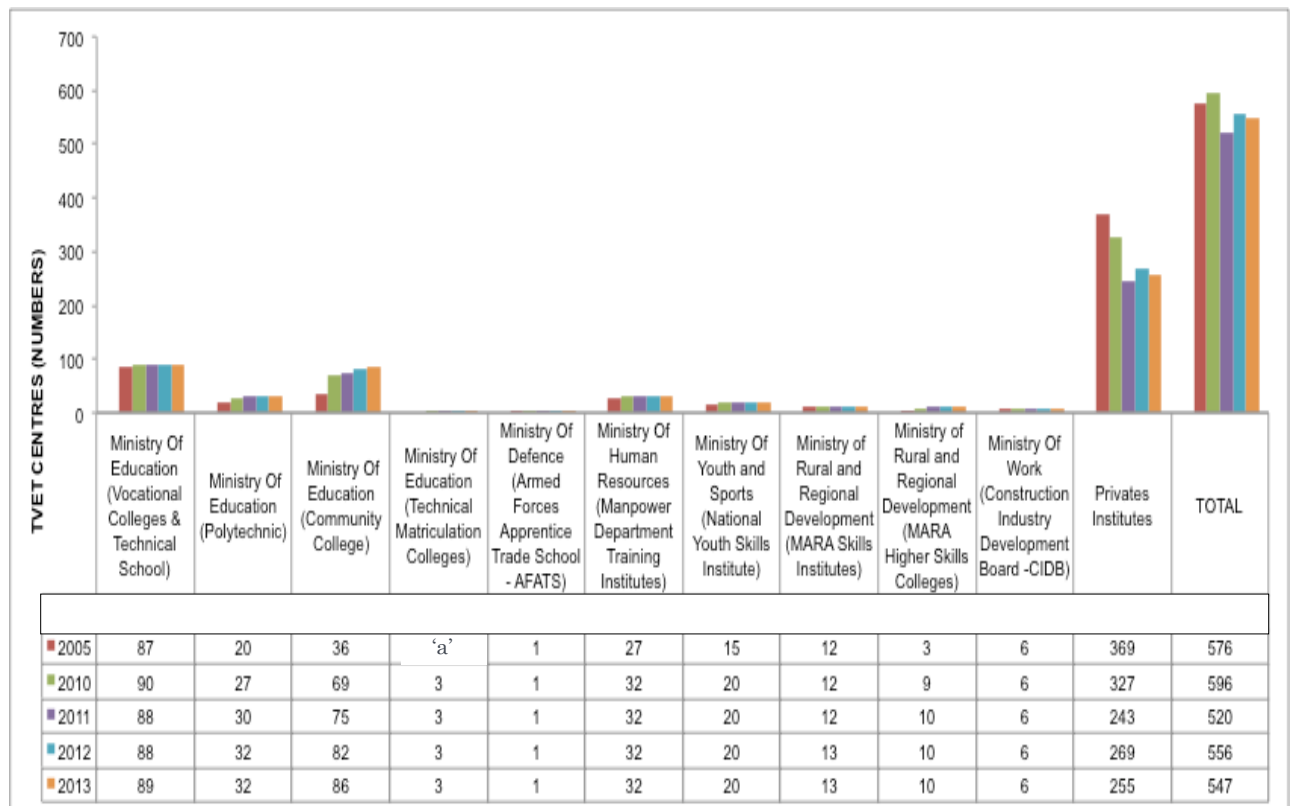


N.A. = Not Available

'a' = Not Operational

Source: Moe, MoD, MoRRD, MoW, MoHR

Figure 2.21 Number and Distribution of Post-Secondary TVET Centres by Programme year: 2000, 2005, 2010, 2011, 2012, and 2013



'a' = Not Operational

Source: Moe, MoD, MoRRD, MoW, MoHR

The Quality of TVET

The 10th Malaysia Plan notes that there is a lack of high quality TVET centres to meet the demand for skilled labour. This is to be coupled with the mismatch between the skills acquired by the job seekers and those demanded by the labour market; a survey by the World Bank¹² from 2009 showed that more than 40 percent of firms reported vacancies for skilled production worker positions, and the average time required to fill a vacancy was about four weeks. The main reason given by the firms for this long process was that

¹² World Bank (2009b), Malaysia Productivity and Investment Climate Assessment Update, World Bank, Poverty Reduction and Economic Management Sector Unit East Asia and Pacific Region, Report No. 49137-MY, Washington DC.

the applicants did not have the required basic skills or the right technical skills needed to carry out the jobs in question. Moreover, a recent assessment of the Malaysian National Dual Training System by Pang (2010)¹³ shows, skill-training programmes remain mismatched with industry requirements in Malaysia, partly because the private sector has not been given a sufficient role in shaping the programmes.

2.3.2 Remaining Gaps, Issues and Challenges

Although, the TVET sector in Malaysia has grown considerably since the year 2000, the facts presented above indicate that the progress made so far may not be sufficient to fulfil the demand of the labour market. This refers both to the growth in enrolment and the quality and relevance, as there are emerging evidence of a mismatch between skills acquired and those that the employers ask for.

The over emphasis on academic achievements in public examinations in Malaysia are further hindrances towards the acceptance and expansion of TVET.

Conclusions and way forward

The success of TVET ultimately depends on the employability of the graduates, which are influenced by global and national economic development trends. A higher level of output from TVET institutions per se does not mean that there will be a better match between the output from education and what the labour market requires; in many countries including

¹³ Pang, Chao Leong (2010), "Skills development in the workplace in Malaysia", background paper for ILO/SKILLS AP/Japan Regional Technical Workshop and Study Programme on Skills Training in the Workplace Overseas Vocational Training Association, Chiba, Japan, 1-5 February.

Korea there has been an oversupply of skilled labour, which either leads to unemployment or the crowding out of lower skilled workers.

The TVET Transformation Programme, which is the government's response to the challenges of the TVET sector, will hopefully bring about desirable outcomes. The objectives and the actions planned for each stage of the transformation are expected to make TVET an attractive choice for prospective students and make TVET more industry relevant by greater private sector involvement in the development of the programmes. However, in order to avoid the scenario of oversupply of skilled labour it will be important to control the over expansion of TVET. Tracer studies should be conducted regularly to guide further expansion and direction of TVET programmes.

There are also many providers and operators of public TVET in Malaysia, which make it difficult to get an overview of what is happening in the sector. The setting up of a TVET board representing all major ministries and government agencies involved in the TVET sector could be a way forward. The board could also function as an accreditation body, and act as a link between TVET institutions and the industry to make TVET more industry relevant.

2.4 GOAL 4: Adult Literacy

Goal 4: Achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults

Definition in the Malaysian Context

More recent measures of literacy subsequent to the last census rely on the sample from the Malaysia Labour Force Survey (LFS) and use the 2000 census definition of literacy as “having attended or currently attending school”. For the adult literacy rate, the age refers to 15 years and above. It is assumed that those who have attended basic education should be literate.

National Policies and Legislation

In line with Malaysia’s national development goals, the GoM is committed to remove any obstacles towards becoming a fully developed nation, which includes eradication of illiteracy and the provision of opportunities for adults to upgrade their skills or acquire new skills. In addition to sector-wide education policies, the Illiteracy Eradicating Policy (1961), the National Policy for Women (2009), and Persons with Disabilities Act (2008) are some of the major policies and acts applicable to provision of literacy training and basic and continuing education for all adults.

Key Programmes and Initiatives/Strategies to Achieve Goal 4

The focus on reducing adult illiteracy and continuous adult education is part of an overall effort to eradicate poverty, and to reduce social and economic

inequalities in the Malaysian society. As such, the GoM has focused its resources on the poor and other disadvantaged groups, including the indigenous population. In this effort, the GoM has taken a multi-pronged approach where programmes and activities are implemented through different government agencies and ministries to reach the target groups. While mainly the MoE together with MoRRD have led the efforts to increase the number of adults attending literacy classes, the main public providers of basic and continuing education programmes for adults are the MoRRD and the MoWFCD.

Literacy Programmes and Basic Education

The MoE programme has been focusing on reducing the number of non-literates among the indigenous adults in Malaysia, mainly the Orang Asli in Peninsular Malaysia, and the indigenous peoples of Sabah and Sarawak. The programme known as the Adult Class for Indigenous Parents or *Kelas Dewasa Ibu Bapa Orang Asli dan Peribumi* (KEDAP) was launched in 2008 after many focus group meetings. The programme is part of the overall effort in eradicating hard-core poverty through education, which also includes the earlier mentioned interventions for improving the scholastic achievement of the indigenous children, and encouraging them to stay in school. Priorities to become a participant of the programme are given to illiterate parents who have children enrolled in the school. The venues for the KEDAP classes are the schools where the indigenous children study. The programme utilises the 2008 KEDAP Curriculum prepared by the MoE.

Since 2012, the KEDAP classes are held in 3 sessions (2 hours per session) per week for a total of 75 days or 150 hours. All classes are completed within a 25-week period. To encourage participation in the programme, the GoM provides monetary incentives; every KEDAP participant is entitled to the following allowances:

- i. Loss of income allowance – RM15.00 a day for a maximum of 75 days;
- ii. Food allowance – RM4.00 a day for a maximum of 75 days;
- iii. Clothing allowance – RM 50.00 per year;
- iv. Books and stationery – RM 50.00 per year;
- v. Health allowance – RM50.00 per year;
- vi. Visiting package – RM 50.00 per year;
- vii. Teacher allowance – RM50.00 per hour (paid to teachers limited to 150 hours).

Since its launch in 2008, the number of participants for KEDAP classes have reached 18,195 with an administrative expenditure of close to RM 35.8 million.

A research team from the Institute of Teacher Education Malaysia evaluating the impact of KEDAP found encouraging results. According to the interviewed teachers, the programme has brought many positive changes to the participants; they are more articulate, more concerned about their personal appearance, and eager to attend classes. Their children are also more motivated after noticing their parents' enthusiasm. As suggested by the authors of the paper, the positive feedback from these programmes deserves more attention. However, while efforts to expand access should be encouraged, the research team also identified some issues that need to be addressed. These include the need to improve the teaching modules and methodology, and the need to resolve some of their transport problems, due to the distance and cost of travelling. The participants also expressed their demand for an extension of the classes beyond the basic 3 Rs. (Source: International Journal on School Disaffection, 2011.)

The Department of Community Development or *Jabatan Kemajuan Masyarakat* (KEMAS) under the MoRRD, is focusing on the rural and the indigenous population through three main literacy programmes:

1. The Functional Literacy Education Programme (Pendidikan Literasi Fungsian, PLF): The main components of PLF are basic literacy classes, courses on income generating activities, and co-curriculum activities. The classes are conducted 2 hours daily and three times a week for three stages (each stage takes one year to complete).
2. The new type of PLF class known as the LEADS (Literacy Education for Adult Skills) was introduced by KEMAS in 2010 targeting the outreached community in the states of Sabah and Sarawak. LEADS curriculum was constructed based on the 3M Class Curriculum, but unlike the 3M Class which has elements of 'life skill' integrated into it, the LEADS focuses only on writing, reading and numeracy. LEADS classes are offered 3 hours a day, 3 times a week for a total duration of 10 weeks. In order to ensure good outcomes, LEADS is community driven and relies on the local culture. Since 2010, 107 LEADS classes have been conducted covering 3,207 adults. The programme has so far cost RM 2.6 million.
3. To cater to the needs of the Orang Asli community that were not covered by the KEDAP-KPM programme, the Department of Orang Asli Development or *Jabatan Kemajuan Orang Asli* (JAKOA) under MoRRD has also started its own literacy programme. This programme, called the KEDAP-JAKOA programme, commenced in 2013 with an allocation of RM 4.82 million. The programme adapted the KEMAS's LEADS programme and recruits facilitators from the indigenous community. The facilitators have a minimum of the SPM to be qualified and have attended the training organised by JAKOA before being eligible to conduct the classes. In 2013, a total of 2,465 Orang Asli adults from all over the country have attended these classes.

Computer literacy programmes for rural adults:

KEMAS has conducted computer literacy courses for the rural adult population throughout the country. The main objective of the course is to give exposure and guidance to the rural community on computer and information technology. Since 2000, KEMAS has conducted computer literacy classes for 26,122 rural adults.

The establishment of the Village Information Centre (MID) or *Medan Infodesa* equipped with ICT infrastructure by MoRRD is a further effort to bridge the digital gap between the rural and urban population. Among the services provided at the MID are basic ICT skills training, computer and internet services, computer printing, website services, computer repair and upgrade workshops. The 213 MIDs were transformed to small Rural Transformation Centres (RTC) in 2012 to diversify its services as a one-stop centre for the rural community.

The 1Malaysia Internet Centre and the 1Malaysia Wireless Village - The Universal Service Provision (USP) programme by the Malaysia Communication and Multimedia Commission has set up 1Malaysia Internet Centre (PI1M) across the country that commenced in 2007 to ensure underserved community receive access to broadband services and are not left behind in the information revolution. Besides providing computer and internet infrastructure, the centres also provide ICT-related training to the village population. By February 2014 there were 426 PI1Ms with an internet capacity of 4Mbps.

For the Disabled, the Department of Social Services or *Jabatan Kebajikan Masyarakat* (JKM) under the MoWFCD coordinates with other agencies to provide basic education for the disabled population. The disabled, who are grouped according to type of disability, can enrol in Community Rehabilitation Centres or *Pemulihan Dalam Komuniti* (PDK). They can also stay in shelters for the disabled called *Taman Sinar Harapan*. The PDK centres are run by NGOs but assisted by the JKJ. It started out as a pilot programme in 1984 involving 55 people with disabilities, and was created as an alternative to rehabilitation in institutions where the disabled can undergo rehabilitation in a familiar environment. In 2012, there were 468 PDKs all over Malaysia catering to 417 disabled persons aged 15 and above.

Taman Sinar Harapan, which is run by the JKJ, provides care, protection and rehabilitation for those with learning disabilities and abandoned orphans in need of remedial training. In addition to basic education skills of reading, writing and numeracy, the centres also offer training to cope with everyday life, social skills and pre-vocational training for independent living.

Continuing Education for Adults

Continuing education for adults consists of a diverse set of programmes ranging from human development and basic skill-based training to basic leadership and management training. Besides KEMAS outreach programmes for the rural population including programmes by JAKOA, KEMAS also provides training and education in human development and family well-being, as well as basic skills in sewing, cooking and personal grooming.

The Institute for Rural Advancement (INFRA), another agency under the MoRRD, serves the rural community leaders. The objectives of INFRA training programmes are to empower community institution leaders which includes the Village Development and Security Committee or *Jawatankuasa Kemajuan dan Keselamatan Kampung* (JKKK), members of the Village

Heads, Agency Extension Officers, Leaders of Non-Government Organisations (NGOs) and the District Technical Officers. The two categories of courses offered to the target population are community leadership and management courses, and skill-based courses.

Continuous Education for Women of Disadvantaged Situation

Since 2008 and until 2012, the Department of Women Development under the MoWFCD has provided basic skills training to 2,687 single parents from 15 states in Malaysia through the single parent skill incubator programme (I-KIT). The RM 6.9 million programmes includes skills training on beauty care, food preparation, sewing, and small-scale business training.

Women entrepreneur incubator (I-KEUNITA) programme is another programme that is dedicated to women in disadvantaged situation. In this RM 2.2 million programme, the women are trained, guided and monitored until they are capable of generating income to improve the quality of their lives. Since its introduction in 2010, 1,241 women have participated in the programme.

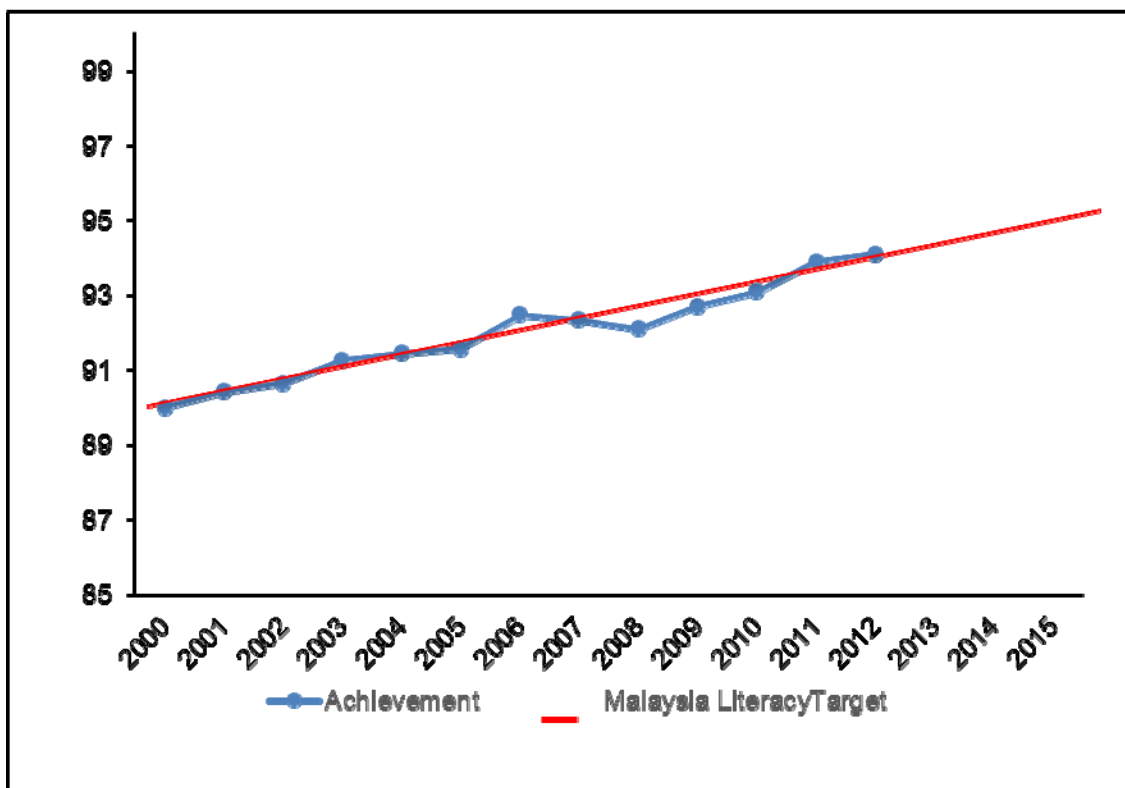
2.4.1 Analysis of the Goal

Data Source

The main sources for monitoring progress in adult literacy in Malaysia are the LFS, which is conducted annually, and the Population and Housing Census of Malaysia conducted once in 10 years. The scales used for these instruments to measure literacy differs, for example, the LFS uses aged 15 and above as a point of reference, while the Malaysia Population and Housing Census uses aged 10 and above. Therefore, they are difficult to compare.

Based on the 90 percent literacy rate assessed in the year 2000 LFS, the EFA target has been set to 95 percent based on the EFA target of 50 percent increase by the year 2015. As depicted in Figure 2.22, Malaysia is on track to reach the adult literacy rate target. In 2012 the literacy rate (based on the definition of attending or had attended school) had reached 94.1 percent, only 0.9 percent short of the 2015 national target.

Figure 2.22 National Literacy Rate



The Malaysia Population and Housing Census for the year 2000 (refer box below) assessment of the national literacy rate was 91 percent for Malaysian citizens aged 10 years and above, with a significant gap between the urban and rural area population; the literacy rate of the urban population was 94.3 percent as compared to 85.4 percent of the rural population. The census also indicated that Kelantan and the two states in East Malaysia, Sarawak and

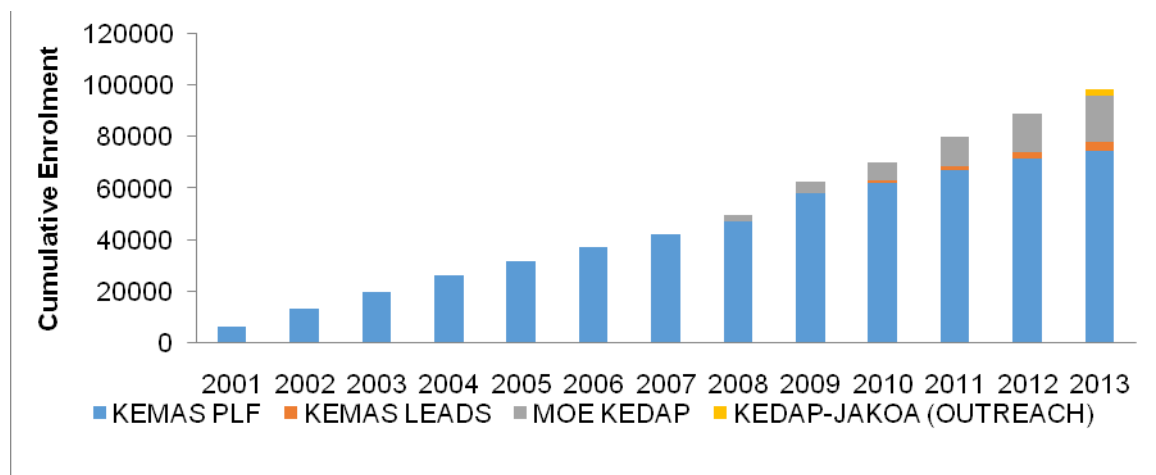
Sabah had a literacy rate of less than 90 percent; 85.8 percent for Kelantan, 81.6 percent for Sarawak and 84.6 percent for Sabah. These three states also marked the lowest rural literacy rates; Sarawak (72.1%), Sabah (79.2%) and Kelantan (83.1%).

The text box below also shows the progress in literacy rates between the 2000 and 2010 census. For the population aged 10 and above the literacy rate increased from 91 percent to 95.2 percent. The literacy rate for the three states of Kelantan, Sarawak and Sabah that had the lowest rates in the 2000 census reached 92.1, 89.3 and 93.4 percent, respectively. The literacy rates have also increased in the rural areas of the three states having the lowest literacy rate in 2000; the state of Sarawak which had the lowest rate in 2000 improved from 72.1 percent to 82.1 percent in 2010. This suggests that the government’s effort to increase access to primary school for young citizens has been fruitful.



The gains in literacy rates are probably higher than recorded by DoS as the data do not capture those who have attended non-formal literacy programmes. In 2013 the total number of adults that had attended some kind of literacy classes since 2001 had reached 98,697 (Figure 2.23). Excluded from Figure 2.23 is the number of people with disabilities that have received basic education provided by the JKM. In 2012, there were 285,128 people with disabilities registered with JKM. As also shown in Figure 2.23, adult literacy education has by and large been conducted by the MoRRD KEMAS Functional Literacy Education (PLF) programme, followed since 2008 by MoE's programme (KEDAP-KPM) for the parents of the indigenous children, which is still relatively small with less than 20,000 participants until 2013.

Figure 2.23 Annual and Cumulative Enrolments in Literacy Classes, 2001-2013



2.4.2 Remaining Gaps, Issues and Challenges

The collected efforts to cater for adults with none or limited formal education have resulted in several programmes, which accumulatively have provided access to literacy training or basic education to a fair number of adults. Based on a simple calculation of subtracting the literate population from the total adult population makes the illiterate population over one million people.

Since the year 2000 roughly 100,000 people have attended literacy classes, which is less than 10 percent of the target population. Moreover, there has not been any known study that has evaluated the impact of the programmes, for example, whether or not participants complete a full course and the impact on their living conditions. Part of the reason is that several of the programmes are new initiatives, which have not yet been evaluated. Since multiple government agencies are involved in the implementation of these programmes, efforts need to be taken to coordinate the implementation of these programmes and to facilitate the collection of data on the performance of the different programmes.

Similarly, there is a need to identify a more effective way of assessing literacy levels amongst the adult population in Malaysia other than by using educational attainment as the proxy.

2.4.3 Conclusions and Way Forward

- In light of the fact that at present there is a limitation in gauging the level of literacy proficiency in Malaysia, an important step forward is to develop assessment tools for literacy. Malaysia could join UNESCO's Literacy Assessment Programme (LAMP) or any other suitable programmes. Most importantly, the definition for literacy needs to be redefined in line with the internationally accepted definition of literacy.
- As has been observed in many other countries, in order to attract adults to attend classes, adult education needs to be adjusted to the schedule and be relevant to the participants' daily lives. In addition, the possibility of joining mainstream education after completing basic literacy training or skills-based education could also be considered, as this will be in line with the policy on life-long learning and also

encourage higher attendance in current programmes in adult education. The possibility of joining courses offered by community colleges or other institutions could be an option, as this would further improve life chances and the ability to secure better jobs.

- The scaling up of the KEDAP literacy classes for the parents of the indigenous children might be worth considering based on the positive feedback from interviews with teachers.

2.5 GOAL 5: Gender Equality

Goal 5: Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality

Definition in Malaysian Context

Equity, including gender equality, is part of the MoE's aspiration in providing equal opportunities to quality education for all regardless of gender, geography, or socio economic background. The concept of gender from a human rights perspective is not limited to equal access to public services including education. It also involves equal opportunities for both men and women to realise their full potential, as well as the right to equally contribute to and benefit from economic, social and political development.

National Policies and Legislation

The focus on gender has figured in Malaysia's development plans since the mid-seventies in the 3rd Malaysia Plan (1976-80), where women's active participation in development and their contribution to the economy have been emphasised. With time, gender issues have increasingly received higher prominence in the Malaysia Development Plans. A major initiative undertaken by the government was the formulation of the National Policy for Women (NPW), approved by the Cabinet in 1989 with the following primary objectives:

- a) To ensure equitable sharing in the acquisition of resources and information, opportunities and benefits of development for men and women;
- b) To integrate women in all sectors of national development in accordance with their capabilities and needs in order to eradicate poverty, ignorance, and illiteracy; and
- c) To ensure a peaceful, harmonious, and prosperous nation.

The National Policy for Women (NPW) 2009 is a continuation of the First National Women's Policy. The policy supports the ambition to achieve gender equality and the development of a balanced and sustainable country.

Key programmes and initiatives/strategies to achieve Goal 5

The initiatives and efforts in meeting the EFA goals emphasise access, equity and quality in education for males and females. There is no discrimination against female students in terms of legislation, policy, mechanism, structures or allocation of resources. Nor is there any particular gender bias in sending children to school; Malaysia has in fact generally achieved gender parity in

education since 2005. As a result, girls and women in Malaysia have benefited from the education system and the government continues to play a crucial and supportive role in improving educational opportunities for girls and women.

As Malaysia has been on track for achieving gender parity in primary and secondary education, the reform initiatives are directed towards changing the typical gender stereotypes replicated within the education system by encouraging women to choose traditionally male dominated fields of studies such as engineering and technical education, as well as raising awareness on gender issues in classroom teaching and in textbooks. Efforts to encourage boys to stay longer in school are also part of promoting gender equality.

Strategies that have been employed to address remaining gender issues include:

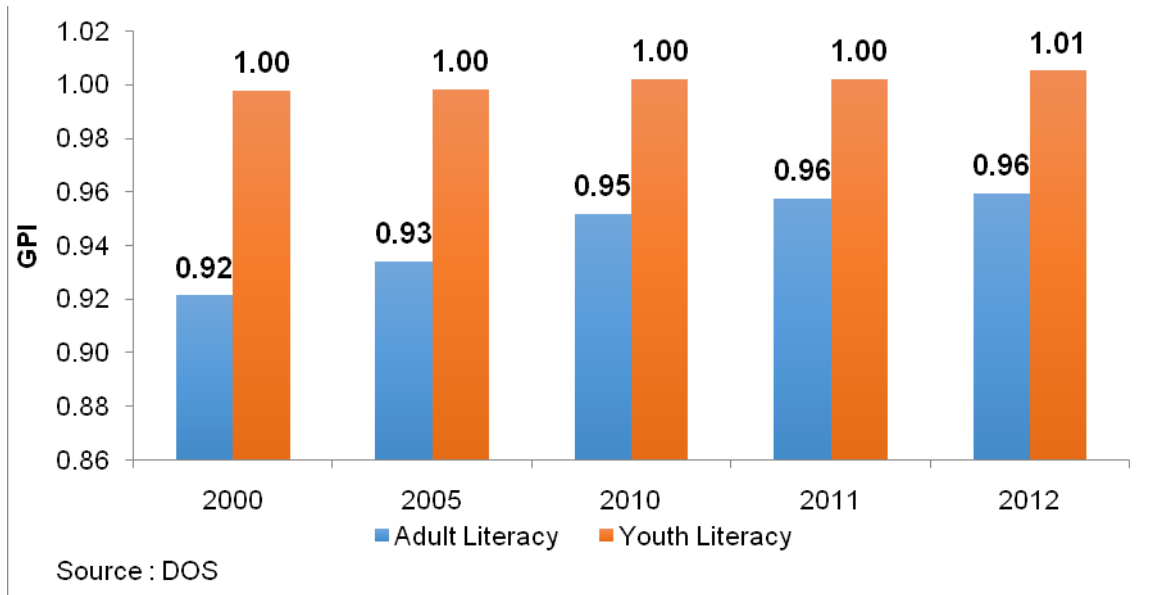
- Offering female students technical and engineering based courses in upper secondary education electives as opposed to more traditionally female oriented courses in home-economics, commerce, and entrepreneurship. At the lower secondary school level, female students are offered carpentry, wiring and electronics, besides the traditional sewing and cooking classes.
- Raising awareness on issues of gender discrimination and stereotypes in career and vocational choices by offering career counselling in schools, and through written information on career opportunities made available in resource centres in schools, and the development of manuals for career counsellors to be used in advising the students on career choices;
- Encouraging female participation in sports and physical education;

- Raising awareness in gender issues in textbooks to ensure that the content, presentation of materials, and graphics in textbooks are not gender biased;
- Introducing vocational subjects in regular secondary schools to encourage boys to stay longer in schools;
- More recently, encouraging male students to opt for a teaching career to avoid feminisation of the teaching profession as this has been brought up as one reason why boys are not performing as well as girls in schools. The reason being that children might relate better to teachers of the same gender. There are also initiatives to make the teaching profession more attractive.

2.5.1 Analysis of the Goal

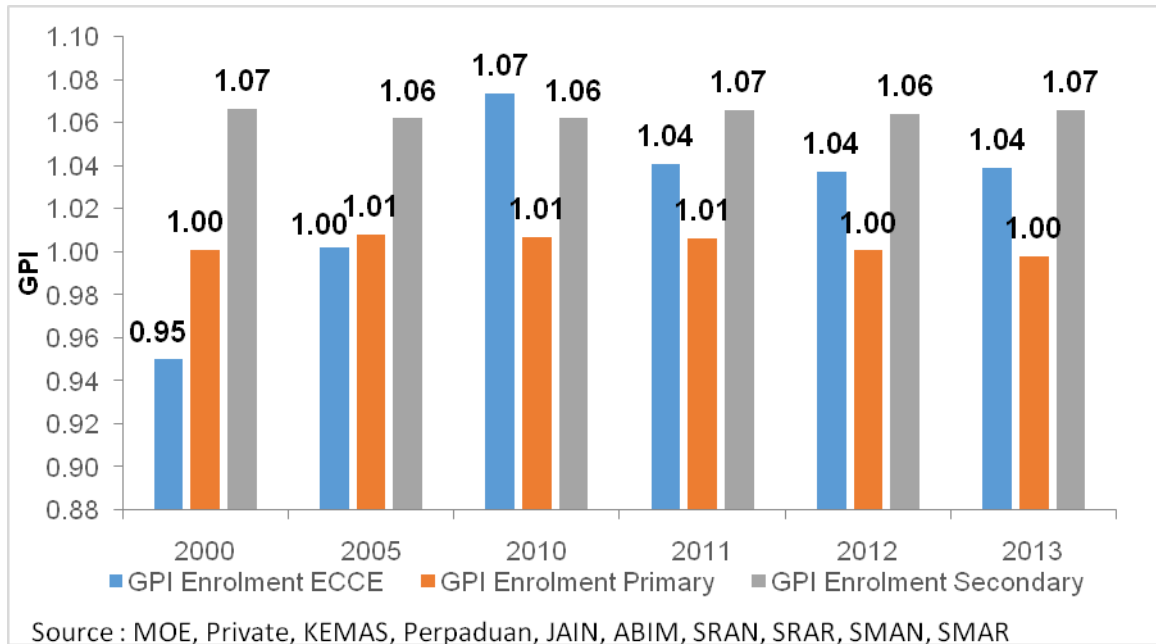
The Gender Parity Index has been derived from the Labour Force Surveys findings. The Gender Parity Index (GPI) for adult literacy has slightly improved from 0.92 in 2000 to 0.96 in 2012 (Figure 2.24). However, there are still fewer women than men with basic literacy skills. The GPI may be affected by differences in the life expectancy between males and females, especially for the older age groups where females on the average live longer than males and this might have contributed to the current trend. Among the younger age-group 15-24 gender parity was achieved before 2000.

Figure 2.24 Gender Parity Index for: Youth Literacy (15-24) and Adult Literacy (15+) for Selected Years: 2000, 2005, and 2010-2012



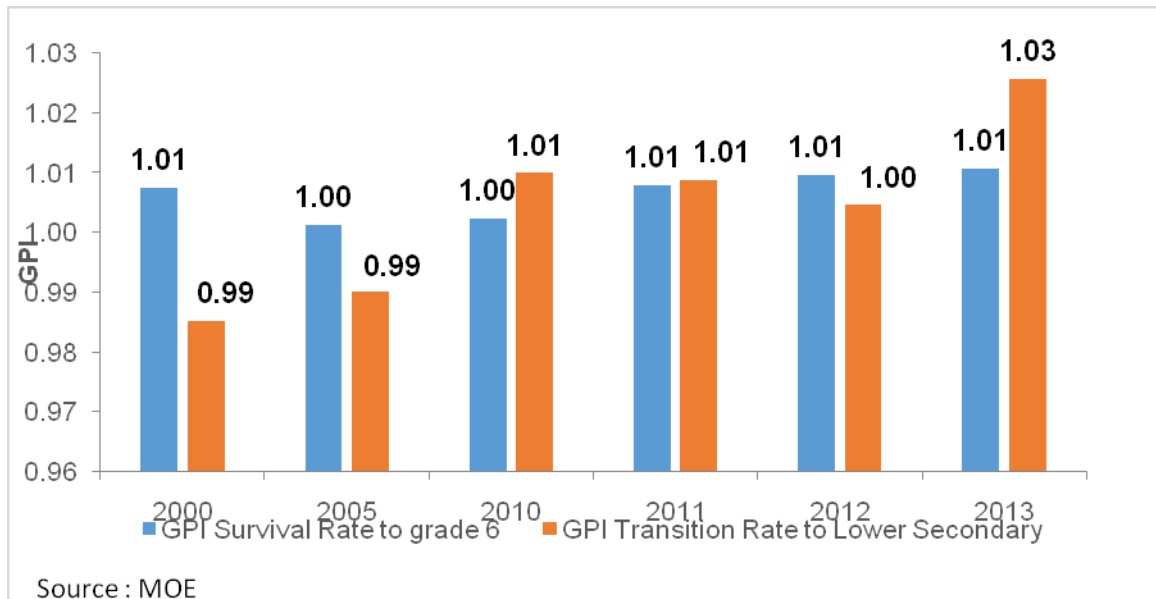
While Malaysia has achieved gender parity in primary education in the year 2000 and in ECCE in 2005, there has been a growing concern that boys are falling behind. As shown in Figure 2.25 for secondary education the challenge for MoE is to retain the boys since gender parity has not been achieved.

Figure 2.25 Gender Parity Index for GER in ECCE, Primary and Secondary: 2000, 2005, 2010-2013



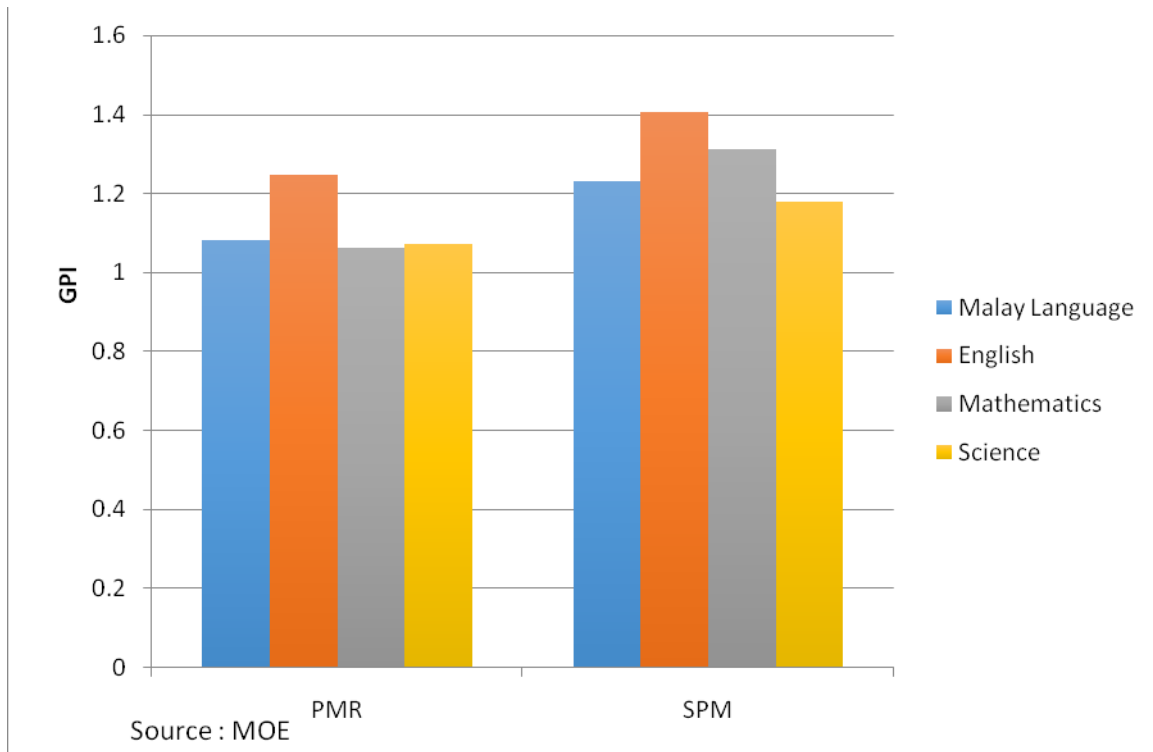
Similar to the enrolment rates, gender disparity has not been an issue for survival rate to Grade 6 since 2000; the GPI for survival to Grade 6 and primary school completion rates have been around 1 (Figure 2.26). While there is no gender disparity between boys and girls regarding the completion of a full cycle of primary education in Malaysia, Figure 2.26 shows that girls were slightly disadvantaged in the transition to secondary education before 2005, but has since then been on par with the boys. Not shown here, the GPI for GER in upper secondary education is more in favour of girls, indicating that boys in Malaysia seem to drop out in lower secondary education during transition to upper secondary.

Figure 2.26 Gender Parity Index for Survival Rate to Grade 6 and Transition Rate from Primary to Secondary Education for Selected Years: 2000, 2005, 2010 - 2013



As revealed by the gender parity index for the passing rate in Lower Secondary Assessment (PMR) and in the Malaysian Certificate Assessment (SPM) (Figure 2.27) girls outperformed boys on all four subjects (Malay, English, Mathematics and Science). This situation has been the same during the whole (2000-2013) period covered by the EFA review.

Figure 2.27 Gender Parity Index: Percentage of Students with Competency Level in Lower Secondary Assessment (PMR) and Malaysian Certificate Assessment (SPM) 2013



The National Education Policy emphasises science and technology as an important thrust in planning to generate trained manpower in such fields. While enrolment has slowly increased in TVET, it is still dominated by male students (Figure 2.28). The percentage of female students in TVET has been around 32 percent throughout the period.

Figure 2.28 Percentage of Female Students in Secondary Education TVET: 2000, 2005, 2010 – 2013

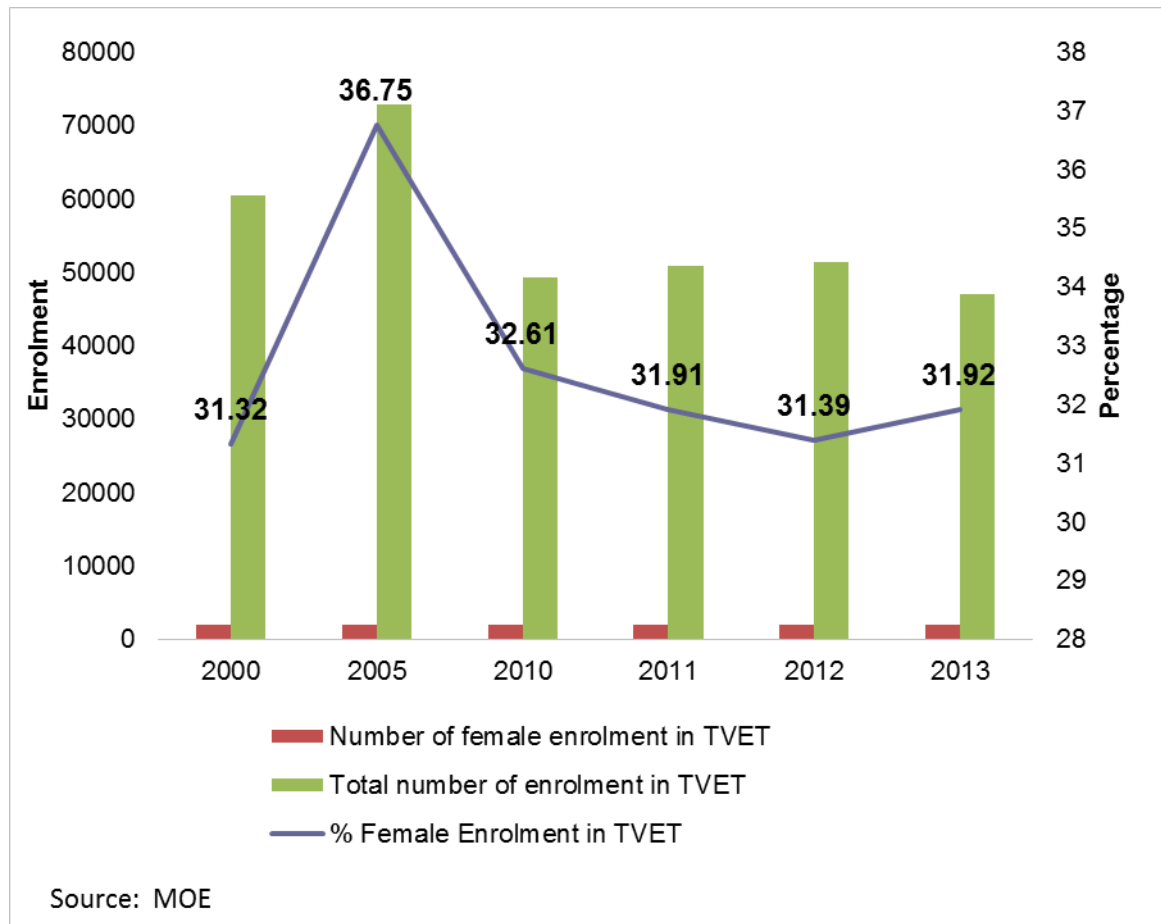
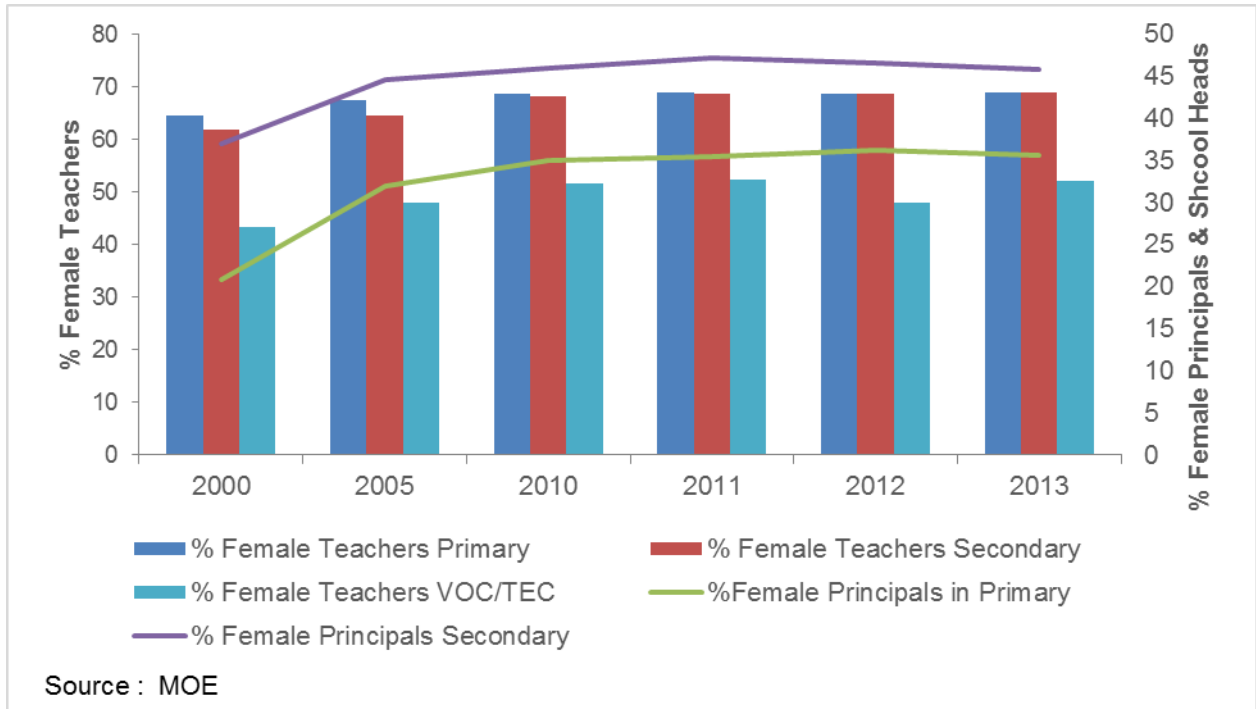


Figure 2.29 presents the composition of the teaching workforce in primary, secondary and upper secondary TVET. Except for TVET, female teachers are more prominent in both primary and secondary education where close to 70 percent of the workforce are women. The gender composition of teachers might explain the observed gender disparity in enrolment where boys tend to drop out or perform worse compared to girls in primary and general secondary, but are more inclined to enrol in TVET than girls.

Meanwhile, the gender profile of the leading positions reveals that male teachers are more likely to be promoted to principals and school heads as suggested by the greater proportion of men in these positions. This is

particularly the case at primary level where only about 35 percent of the management are women, which is ironic considering the high proportion of female teachers in primary education.

Figure 2.29 Percentage of Female Teachers, Principals and School Heads, in Primary, Secondary and TVET: 2000, 2005, 2010-2013



2.5.2 Remaining Gaps, Issues and Challenges

- Contrary to what is happening in many EFA countries, the issue of gender in Malaysia is more a question of how to sustain males in school and how to improve their performance.
- The imbalance in the ratio of male to female teachers in Malaysia is also an issue brought about by a relatively lower number of males interested to take up teaching as a career.

2.5.3 Conclusions and Way Forward

The tendency for boys to be more inclined to drop out at an earlier stage than girls is increasingly being observed in many developed countries around the world. This circumstance has caused some to ask whether children relate better to teachers of the same gender and whether male teachers are more likely to teach in ways best suited for boys. Tackling boys' lower performance will require a comprehensive approach that addresses their disadvantage due to labour market demands as well as their disengagement due to classroom practices and gender attitudes. In view of this, the MoE is increasing its efforts to make the teaching profession more attractive to the male community. Special criterion for male applicants was applied to entice more to apply; however, eligible female applicants still greatly outnumber males.

Achieving gender parity and gender equality in education require not only that girls and boys have an equal chance to enter and stay in school, but also that they have equal opportunities in learning. Indeed, there may be no inherent difference in the capacities of boys and girls in reading, mathematics or science. Girls and boys may perform equally well in these subjects under the right circumstances. To close the gap in reading, parents, teachers and policy makers need to find creative ways to entice boys to read more, such as by harnessing their interest in digital texts.

Policy interventions may also be necessary to actively promote the entrance of women into non-traditional fields of study in order to reduce subsequent occupational segmentation. As more women join the labour market, a more concerted effort is needed in education and labour market policies to prevent females from sorting into lower-paying occupations and lower-productivity sectors, which represents a distortion in the allocation of talent with negative economic implications (World Bank, November 2012). Options such as offering scholarships to girls and women to study fields such as engineering

or accountancy ensure a high participation by female students in the technical and vocational fields. Another option is to use female role models and encourage female pupils into non-traditional careers.

The education system should also ensure that it does not play a role in reinforcing stereotypes of gender roles. The MoE may need to pay closer attention to the content of textbooks submitted for approval to ensure that these books depict men and women in a variety of similar occupations, and do not restrict women to stereotype employment that is an extension of their domestic and maternal activities. At the school level, schools could play their part by ensuring that both girls and boys have equal access and opportunities for student leadership positions.

2.6 GOAL 6: Quality of Education

Goal 6: Improving all aspects of the quality of education and ensuring excellence of all so that recognised and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

Definition in Malaysian Context

As highlighted throughout all policy documents, Malaysia puts the importance of quality education at the forefront in its effort to transform Malaysia into a developed nation by 2020. Quality is a concept that is context dependent, and evolves over time. Quality in the Malaysian context could be interpreted as the ultimate purpose of education articulated in the National Philosophy of Education or *Falsafah Pendidikan Kebangsaan* (FPK), and further reflected in the national curriculum. The goal is to ensure well-rounded Malaysian graduates and possessing skills for the 21st century global arena including Higher Order Thinking Skills (HOTS), communication skills as well as the ability to be good team players.

Key programmes and initiatives/strategies to achieve goal 6

The quality of education in Malaysia is an on-going effort towards the production of holistic individuals in line with the overall spirit of the NPE. The main strategies employed from the year 2000 onwards are articulated and operationalised in the education plans and in the MPs, which can be categorised as:

- i. Improvement in infrastructure and hardware
- ii. Curriculum development
- iii. Quality assurance, monitoring and evaluation
- iv. Upgrading of teacher's qualifications
- v. Developing effective school leaders
- vi. Other initiatives

Improvement in infrastructure and hardware: From the year 2000 until 2005 a total of 7930 classrooms were constructed to improve the student classroom ratio in secondary school. This is to accommodate the growing number of students transitioning from primary to secondary education (1.94 million students in 2000 to 2.29 million students in 2005). Consequently, the pupil-classroom ratio improved from 1:0.83 in 2000 to 1:0.86 in 2005. During the same period the teaching and learning process in the primary schools was enhanced through the introduction of computer literacy programmes and computer-aided learning methods. Computer laboratories were built in 2,100 schools of which 60 percent were in rural areas and 8,000 schools were equipped with computers. Quarters were constructed in various areas to provide accommodation for teachers.

Curriculum Development: As mentioned earlier, the implementation of the National Preschool Curriculum, which was made mandatory in 2003, has been accelerated to ensure standardisation and quality. The National Preschool Standard Curriculum (2010) was developed to nurture students' potential in all aspects of development, such as mastering basic skills and developing a positive attitude. The new curriculum for primary schools KSSR, which replaced KBSR in 2011, is a platform for developing Higher Order Thinking Skills (HOTS). It emphasises innovation in areas such as curriculum content, organisation, pedagogy and classroom approaches to enhance the potentials of the students. It also focuses on the modular approach and is tailored to meet the relevant needs of present and future

challenges. The transformed curriculum is student-centred and supports students' assessment based on achievement and attainment of competencies rather than academic and cognitive accomplishment.

Quality assurance, monitoring and evaluation: The Standard for Quality Education in Malaysian Schools or *Standard Kualiti Pendidikan Malaysia* (SKPM) is an instrument for schools to assess their own performance based on defined standards and guidelines. It has been widely used in schools since

The Early Intervention Class for Reading and Writing (KIA2M), and Literacy and Numeracy Screening (LINUS) 1.0 (Bahasa Malaysia Literacy and Numeracy) and 2.0 (Bahasa Malaysia Literacy, Numeracy and English Literacy). Since 2006, the GoM ensures that all children must acquire the basic 3R skills regardless of their background. The KIA2M is an intensive class to teach writing and reading skills for Grade 1 and remedial classes for pupils who have difficulties in acquiring the basic reading and writing skills. In year 2011, the KIA2M programme was replaced by the LINUS programme.

LINUS Programme is one of the four areas under the NKRA which aims for every child in the mainstream to be able to master the literacy and numeracy skills as they complete their lower primary education. With LINUS 1.0, remedial support was provided for Bahasa Malaysia literacy and numeracy. In 2013, LINUS 2.0 English literacy was added to the programme. To facilitate the running of LINUS a professional assistant called FASILINUS is stationed at every District Education Office or *Pejabat Pendidikan Daerah* (PPD) and monitored by the schools Inspectorate and Quality Assurance or *Jemaah Nazir dan Jaminan Kualiti* (JNJK).

The implementation of LINUS shows encouraging success when BM literacy improved from 87 percent to 98 percent and numeracy increased from 76 percent to 99 percent for the first cohort (2011). For literacy skills, students should be able to read, write and understand words and simple sentences and apply the knowledge in their learning and daily communication by the end of Grade 3.

2003, and was revised and renamed SKPM 2010 in line with the educational transformation and National Key Results Area (NKRA).

An important step towards improving the quality and the service delivery is the establishment of the Performance and Delivery Unit (PADU) in 2012. PADU is in charge of the delivery of all initiatives contained in the Malaysia Education Blueprint 2013-2025, and as such it monitors progress and provides support to all organisational bodies and officers involved in the implementation process.

School Improvement Programme (SIP): SIP provides targeted support for under performing schools through principal and teacher coaches and increased monitoring from the PPDs.

Developing effective school leaders: With a view to transform Malaysia into a high performing school system, the MoE has taken steps to improve school management by developing effective school leaders. Apart from providing training to school leaders, the MoE has developed an assessment instrument for effective leadership, called SKPM Standard 1 - Leadership and Direction to support the evaluation and impact of an effective principal. Based on the performance score in 2013, out of 257 school leaders, 110 were found to be excellent, 108 promising, 32 satisfactory, and 7 unsatisfactory.

Upgrading of teachers' qualifications: In an effort to raise teacher's quality, the MoE has been encouraging teachers to pursue graduate degrees at local universities through Special Graduate Programmes. Teachers are given the opportunity to attend graduate degree programmes part-time allowing them to continue teaching in schools while attending lectures or pursuing online learning.

MoE also encourages Continuous Professional Development (CPD) to equip teachers with good practices. The introduction of the School Improvement Specialist Coaches (SISC) is a breakthrough towards providing on the ground training where a pool of subject experts among teachers are appointed to

Teach for Malaysia: ‘Teach for Malaysia’ Programme (TFM) is one of MoE’s efforts to recruit outstanding graduates and young professionals from local and foreign universities as teachers. ‘Teach For Malaysia’ was implemented by the MoE and Aminuddin Baki Institute (IAB) was given the mandate as the implementing agency at MoE level in cooperation with Teach For Malaysia Foundation or *Yayasan Teach For Malaysia* (YTfM) to plan, implement and coordinate development and management of TFM programme. From 2012 to 2015, 370 TFM participants will be selected for this programme. TFM candidates will be selected through various stages of interviews, personality and skills assessment that will be focused on leadership and academic excellence. From the training aspect, candidates who have been selected will undergo a pre-placement course for eight-weeks in IAB. Then, they will be posted to the selected school for two years and will undergo a periodic training in IAB. The TFM candidates who meet the requirement will be awarded a Post Graduate Diploma in Education (PGDE). TFM participants will lead students towards significant and measurable academic achievement. TFM participants will teach in 15 schools that have truancy problems and low-performing students, where English is not widely spoken. This directly relates to schools with low performance in English where the students are unable to read, write or communicate in the language. TFM participants have started teaching full-time in secondary schools in Kuala Lumpur, Selangor and Negeri Sembilan from January 2012 to December 2013 where most parents are from the low income group.

share their experiences and expertise with colleagues from other schools in their community.

Other Initiatives:

Performance Development Programme - High Performing Schools (HPS): the School Performance Development Programme or *Program Peningkatan Prestasi Sekolah (PPPS)*, launched in 2012, is one of the mechanisms to assist under-performing schools to improve their students' performance. The thrust of this programme is to help school leaders to assess and track their school's performance by providing a band for school performance, a toolkit and a service line support programme. The School Improvement Toolkit is an online instrument that collects specific information to assist principals and headmasters in making strategic plans and setting performance targets. The Service Line Support Programme provides assistance and support to the schools based on the school information generated by MoE to help principals/headmasters, teachers, and students.

New Deals: In 2011 the New Deals was introduced to recognise the importance of schools' instructional leadership in teacher development and student performance. A band for school performance means the school will be listed and ranked based on the school's average grade in public exams and school self-rating scores using the SKPM. Performing schools will be awarded with Bai'ah (performance based contracts).

The Trust School Framework: With ten schools piloted beginning 2011, the Trust School Framework is intended to enable Public Private Partnership (PPP) in the management of ten selected government schools. The government will provide Trust Schools with greater autonomy in decision-making and in return greater accountability in improving student outcomes. The private partners appoint consultants to the school to identify issues that

need to be addressed. MoE allows some form of guided autonomy to accommodate the changes needed to reform the school performance. Trust Schools range from very high performing schools to low performing schools. Thus, the PPP will be able to accelerate quality improvement of the school system. The Trust School Programme, first established in Malaysia in 2010, was an initiative by MoE with Yayasan AMIR (Amir's Foundation) as a partner. Although it was initially funded by Khazanah Malaysia Berhad via a RM 100 million investment, the programme has since roped in "a couple of public listed companies" as sponsors. Khazanah Malaysia Berhad, with the cooperation of public listed companies aims to establish 50 Trust Schools by 2015.

2.6.1 Analysis of the Goal

Figures 2.30 and 2.31 show students' achievements in the primary and lower secondary national examinations, respectively. The percentage of candidates who managed to get at least a minimum level pass increased for both exams from 2000 to 2005. While the test scores have continued to improve for the lower secondary education exam with close to 70 percent reaching minimum competency level, the results on the primary education exam seems to have stagnated after 2005. As indicated in the Education Blueprint not all geographical areas perform equally well. For instance, in 2011, there was almost a difference of 20 percentage points between the better performing larger states such as Johor, and the lowest performing state of Sabah. Sixteen out of twenty of the lowest performing schools in the UPSR examinations, and ten out of twenty for SPM were in Sabah.

Despite the noticeable gains on national exams observed over the years, the Education Blueprint notes that the gap between Malaysia and other countries on international assessment tests such as the TIMSS and PISA are

widening; in TIMSS the score dropped considerably between 1999 and 2007, and in PISA, Malaysia was ranked in the bottom third of all participating countries in both the 2009 and the 2012 PISA. Malaysia recognises the need for effective implementation of HOTS in the classrooms. The recent curriculum reform for primary education and the new school-based assessment is expected to improve the Malaysian students' higher order thinking skills.

Figure 2.30 Primary School Achievement Test (UPSR) for Selected Years: 2000, 2005, and 2010-2013

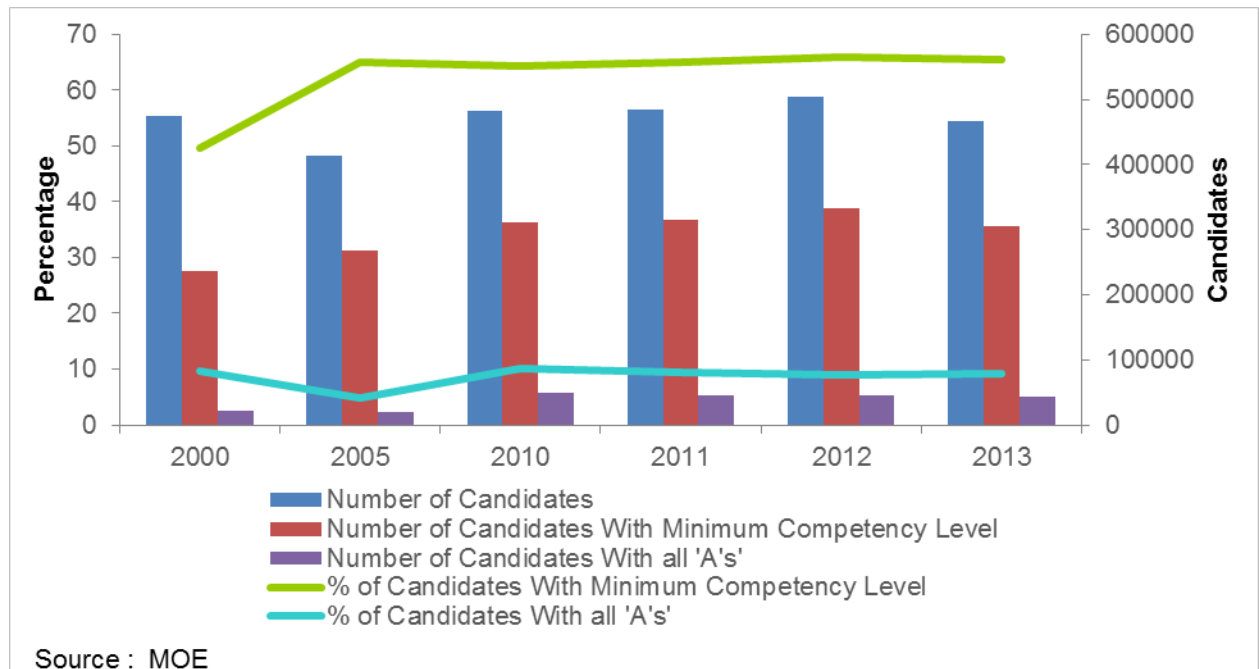
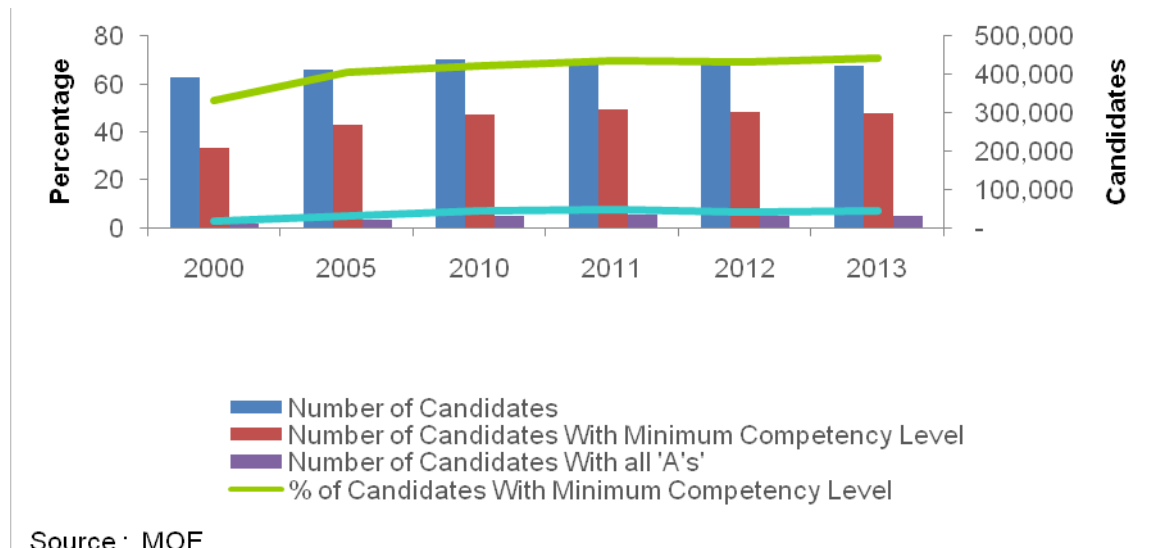
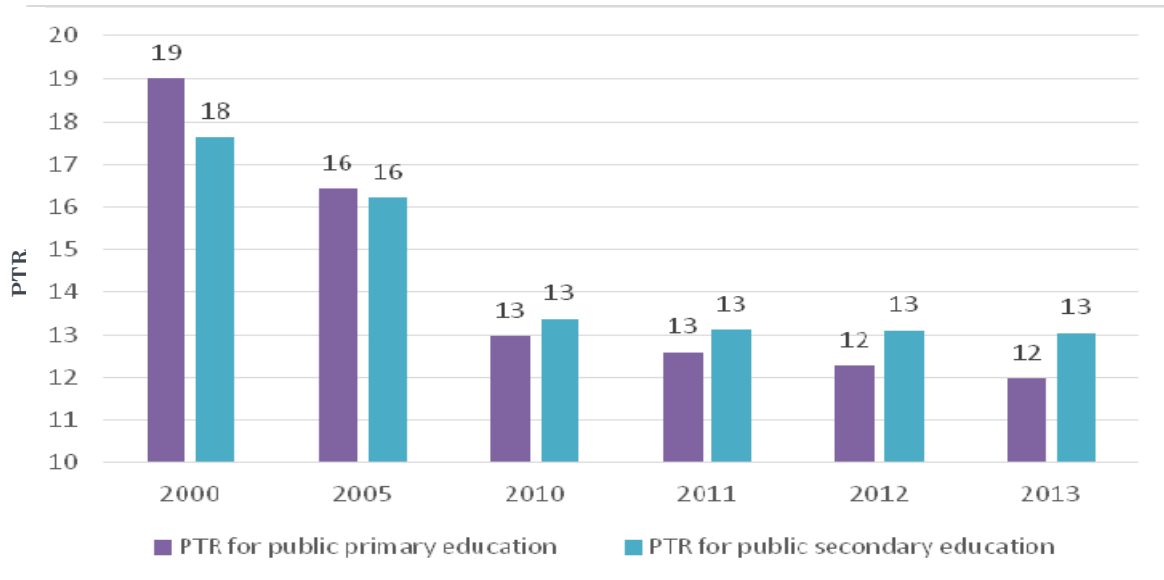


Figure 2.31 Lower Secondary Assessment Test (PMR) for Selected Years: 2000, 2005, and 2010-2013



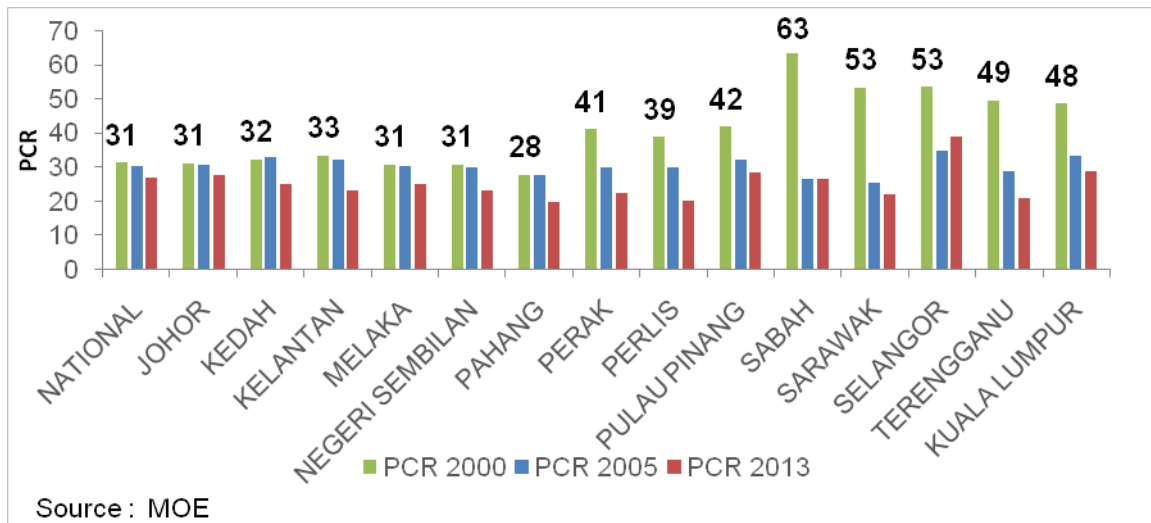
The government’s effort in improving the learning environment through recruiting more teachers has resulted in a considerable improvement in the pupil teacher ratio (PTR) for both primary and secondary schools. Figure 2.32 shows that the PTR in public primary schools dropped from 19 to 12 between 2000 and 2013, which is better than the mean ratio recorded by the Organisation for Economic Cooperation Development (OECD) countries at 16.5 in 2003. Likewise, the PTR for public secondary schools has also seen an improvement from 18 to 13 during the same period, which is also better than the OECD recommended PTR for secondary education of 13.6. However, there are wide variations in the PTRs, where many urban schools with a high student enrolment have a much higher PTR than the national average. The PTR is also affected by the so-called under-enrolled schools, which bring down the PTR. Data on the pupil classroom ratio (PCR) (Figure 2.33) by state shows encouraging results where the differences observed in the beginning of 2000 across states have been reduced considerably, most notably in the states of Sabah and Sarawak. This is an effect of the government’s effort to build new schools and deploy more qualified teachers to underserved areas.

Figure 2.32 PTR in Public Primary and Secondary Schools for Selected Years: 2000, 2005, 2010-2013



Source: MoE

Figure 2.33 PCR in Public Primary Schools by State for Selected Years: 2000, 2005, and 2013

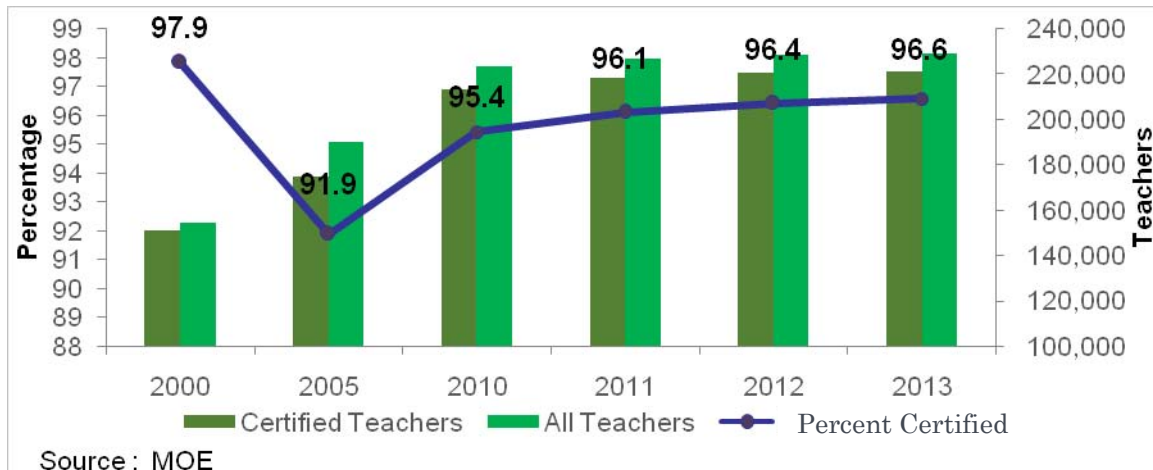


Source: MOE

Nearly all teachers in primary and all teachers in secondary are certified according to national standards (Figure 2.34). The dip seen in 2005 was due

to the large number of teachers going on study leave to complete their first degree.

Figure 2.34 Number and Percentage of Certified Teachers in Public Primary Schools for Selected Years: 2000, 2005, and 2010-2013



Despite the majority of teachers meeting the required national qualifications, a small study conducted by researchers from the Higher Education Leadership Academy or *Akademi Kepimpinan Pengajian Tinggi* (AKEPT) at the Ministry of Higher Education (MoHE) in 2011, found that lessons did not sufficiently engage students, rather they were passive in nature focusing more on content delivery by the teacher. The motivation was more on achieving surface-level content understanding for summative assessment purposes, rather than on cultivating higher-order thinking skills. For example, students were more likely to be tested on their ability to recall facts (70% of all lessons observed) than to analyse and interpret data (18%) or synthesise information (15%).”¹⁴

Amongst the MoE’s efforts in addressing the issue of ineffective teachers involves the provision of attractive incentive packages to reward high

¹⁴ Source: The Education Blueprint, Ch. 5: Teachers and School Leaders

performing teachers, and attracting new talents to become teachers by “making teaching the career of choice.” The PER reports that the teacher salaries are already attractive; based on EMIS salary data, teacher pay in relation to GDP per capita was 3.9 to 1 in 2010 which, PER concludes, is well within the benchmark for developing countries (in the range from 3.5-4.0). Comparative figures for OECD are 1.5-2.0 to 1. As a point of comparison too, Table 2.1 below shows the evolution of a teacher’s salary comparing the entry salary with more experienced teachers. For the more experienced teacher, the rate is more than 3 times that of a new teacher. This is to compare with OECD countries where “statutory” salaries for lower secondary school teachers with 10 years of experience is 24 percent higher, on average than starting salaries. At the top of the salary scale, which is “reached after an average of 24 years of experience, is on average 64 percent higher than starting salaries.”¹⁵ The teaching profession in Malaysia compared to many other countries appear to be an attractive choice with a low level of attrition rates and high demand for teacher training as reported in the PER.

¹⁵ Source: Education at a Glance, OECD 2011

Table 2.1 Evolution of Teacher Salaries for Graduate and Non-Graduate School Teachers 2005 and 2013

2005	NON-GRADUATE TEACHERS	GRADUATE TEACHERS
STARTING PAY	RM 1125	RM 1474
SALARY AFTER 10 YRS SERVICE	RM 1591	RM 2593
% INCREASE IN SALARY AFTER 10 YRS SERVICE	41.4%	75.9%
SALARY AT RETIREMENT	RM 2429	RM 5023
% AT RETIREMENT compared to STARTING SALARY	115.9%	240.8%
2013	NON-GRADUATE TEACHERS	GRADUATE TEACHERS
STARTING PAY	RM 1588	RM 1917
SALARY AFTER 10 YRS SERVICE	RM 3038	RM 5871
% INCREASE IN SALARY AFTER 10 YRS SERVICE	91.3%	206.3%
SALARY AT RETIREMENT	RM 4469	RM 8828
% AT RETIREMENT compared to STARTING SALARY	181.4%	360.5%

Source: MoE

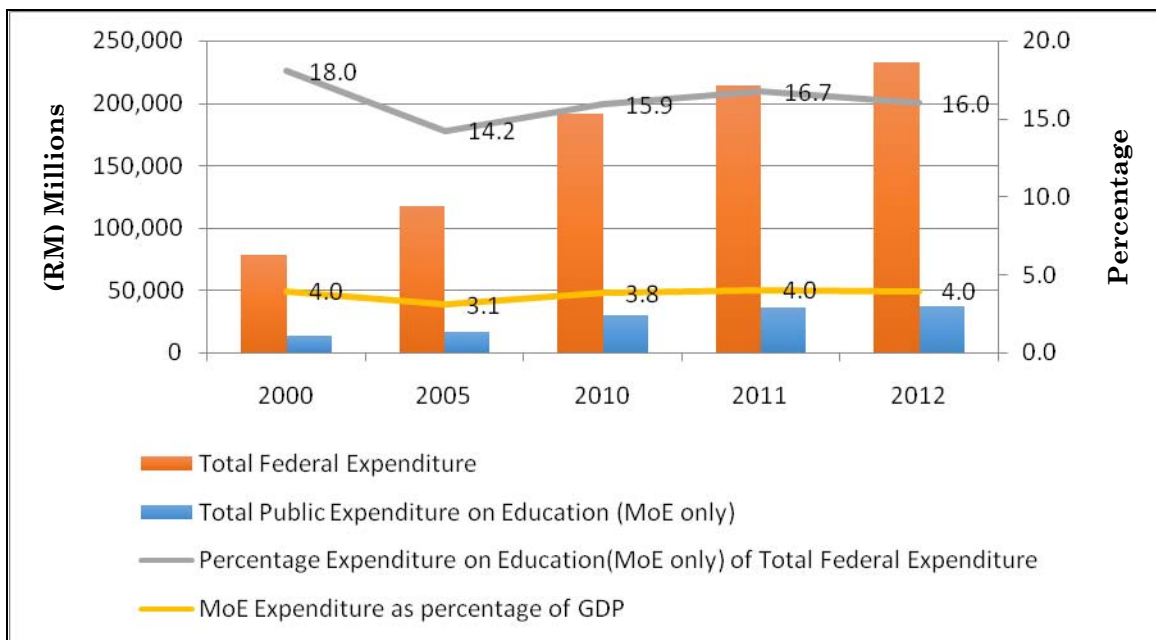
Resources and financial management to achieve the goals

The GoM has been investing substantially in education for a long time. The resources allocated to the education sector, including the amount allocated to the MoE alone, constitute about 16 percent of the total federal budget (Figure 2.35).¹⁶ From an international comparative perspective the education sector

¹⁶ Not shown here, if the allocation to the MoHE is also included, the total public expenditure on education is around 21-23 percent of the total federal spending. The lowest percentage for which data is available was observed in 2005, when 14.2 percent of the federal budget was allocated to the education sector.

is adequately funded. Federal spending on education also constitutes a sizeable proportion of GDP with basic education including the sectors under the MoE, from preschool to secondary education amounts to roughly 4 percent of GDP. As noted in the Public Expenditure Review (PER) 2011 for Malaysia, in comparison with the ASEAN countries and other key comparative groups, Malaysia's spending on basic education (primary and secondary) is more than double the spending in the ASEAN countries and more than 60 percent higher than key comparison groups such as Hong Kong, Singapore, Japan, Korea, Indonesia, Philippines and Thailand. The level of spending on education in relation to GDP is even higher than some high-income countries.

Figure 2.35 Federal Spending on Education as Proportion of Total Federal Spending and as Percentage to GDP



Source: MoE Finance Division, and Ministry of Finance: Treasury Department.

As mentioned under Goal 2, the MoE is providing different types of education aids to facilitate and encourage students to remain in school. The system is complex with close to 25 different types of grants, which require more effective coordination and mechanism to identify students who are most in

need of these education aids. Teachers and school management should be equipped with the skills to recognise students in need of education aids.

2.6.2 Remaining Gaps, Issues and Challenges

The Malaysian Government has taken major steps in improving the quality of education across Malaysia through various initiatives. This has resulted in improved infrastructure and learning environment with more and better qualified teachers in the classrooms. In addition to this, the transformed holistic curricula is more in tune with the needs of the learners and emerging national development objectives. Besides that, measures to correct disparities across geographical areas have also reduced the gap in access to quality inputs. Yet, results on national exams indicate that not all students may have the same opportunity to learn; there are significant variations in test scores both across and within geographical areas.

The greatest challenge Malaysia is facing along with other countries is the issue of teacher effectiveness and performance in the classroom. The formulation of sound national level policies do not mean much, unless policies and strategies are being properly implemented and carefully monitored and evaluated on a regular basis. This fact is even more potent in the light of Malaysia's poor performance in PISA and TIMSS, which assess competencies such as higher order thinking skills, creativity and the ability to be innovative, skills that Malaysia will need to nurture in the transformation to a high-income country. However, too much focus on test scores alone can be a danger if other equally important outcomes of education are neglected; the ability to live together with people with other values and ideas, communication skills, and being a good team player are outcomes that cannot be captured on any single test.

2.6.3 Conclusions and way forward

- The challenges and issues highlighted above will not be easy to tackle as it involves a culture of change with different attitudes and incentive structures. This transformative process will take time; the newly introduced means of strengthening the school management and the monitoring and evaluation functions, along with renewed focus on developing and recruiting effective teachers are approaches that have been introduced and worked out well elsewhere.
- The teaching profession, compared to many other countries, is an attractive choice in Malaysia with low levels of attrition rates and high demand for teacher training. The salary increment for teachers increases substantially with seniority, thus encouraging teachers to stay on in the system. However, an exit policy for ineffective teachers has recently been introduced.
- As the education support system is rather complex with many overlapping grants benefitting all students, consolidating the grants into fewer grants could result in efficiency gains. For example, the provision of block grants directly to schools has been tried successfully in several other countries. This will reduce the administrative overheads while allowing for greater flexibility and autonomy for schools to decide what will be the best use of resources. A cost-benefit/incidence analysis is being carry out to ensure the grants are properly targeted.

3 REVIEW OF EFA STRATEGIES AND SECTOR MANAGEMENT

This chapter reviews and critically examines the strategies and initiatives that Malaysia has used towards the attainment of the EFA goals, including enabling and constraining factors. The chapter also highlights key lessons and some best practices.

3.1 Assessment of EFA Strategies

Malaysia's progress in reaching the six EFA goals reported in the previous chapter can be attributed to its policy and legal framework as well as deliberate actions. By the same token, the challenges Malaysia's education system is facing could be seen in the light of constraints and unresolved policy and legal issues. The areas relevant for the assessment of the EFA strategies in the context of Malaysia are discussed within the following sub-domains:

- i. The Policy and Legal Framework
- ii. Sector Management & Coordination
- iii. The Quality of Teaching and Learning

The Policy and Legal Framework

The achievements in the education sector in reaching the EFA goals are, to a large extent, due to the GoM's political commitment to education and the elaborate policy and planning framework, as well as legal actions initiated to protect the rights of minorities, and those with special educational needs. As mentioned earlier, some of these actions include the Special Education Act of 1997, the Child Act of 2001 (Act 611), Persons with Disabilities Act 2002 and

2008 and the Aboriginal Peoples Act of 1954. The legal framework has also been used as an instrument for quality assurance by regulating the provision of educational services and making the national curriculum mandatory in all preschools.

The education sector plans including policies to promote EFA such as the Education Development Master Plan 2001-2010, Education Blueprint (2006-2010) and the Education Blueprint 2013-2025 are directly linked to national development objectives and strategies through the operationalisation in the five year national development plans, the Malaysia Plans, and in the Government's transformation programmes GTP and ETP. For instance, in order to address the shortages of skilled labour, which have been identified as a major obstacle for Malaysia's progress towards a high-income economy, the MoE has developed the Vocational Education Transformation Plan to strengthen the training of skilled graduates.

Sector Management and Coordination

The GoM's commitment to education is evident by the high amount of resources allocated to the education sector, which has been around 21 percent of total federal spending, which is at a level well in line with international standards or guidelines. However, to ensure spending on education becomes more cost-effective through more efficient allocation of resources within the sector has emerged as an issue, since educational outcomes, in comparison to other countries that spend relatively less, are not matched with the amount of federal spending. One possible explanation for the high spending is the highly centralised administration with similar staff levels across the different hierarchical levels (Federal, State and District), which, according to UNESCO Policy Review 2012, is also one of the largest central administrations in the world, "relative to the number of schools". Currently the MoE is in the midst of restructuring its administrative system to improve

the delivery system. The Blueprint has recommended that the Ministry be downsized and plays the role of strategist while the State Education Department, also to be downsized and function as the driver of the implementation of education policies. Emphasis is given to the District Education Offices to carry the most important role, which is to support and mentor schools in achieving excellence and overcoming education disparities in schools.

Although the Government has put many sound policies in place and has a clear vision of how to reach education sector goals, there is always the possibility of gaps between planning and delivery. As reported in the Education Blueprint, the large number of programmes, both academic and non-academic, has led to some schools losing focus. Moreover, limited use of data to inform decision-making, where monitoring is focused on process rather than outcomes, is seen as a hinderance for effective management. In addition, the occasional lack of coordination across key divisions creates overlaps or gaps in activities. Currently, financial and operational data are not linked and remain scattered across multiple platforms.

The Quality of Teaching and Learning

The Government has invested in infrastructure and in the training and recruitment of teachers to enhance the learning environment. Of special concerns is the lack of student engagement and that teaching is still more oriented towards summative assessments rather than cultivating higher-order thinking skills. Malaysia is also dealing with a young teaching force, where 50 percent of all teachers are under 40 years old, and another 30 percent between 40 and 49, which means that over 80 percent of the teaching force is younger than 50 years of age.¹⁷ The teacher salary system, which is set up to reward seniority with a low entry salary compared to teachers with 10 or more years of experience encourages even poor performing teachers to

¹⁷ Source: MoE Human Resource Statistics

remain as teachers. The task of changing the mind-set and developing the pedagogical skills of many of these teachers is daunting, and will require a massive effort from all partners involved in education in Malaysia.

3.2. Enabling/Constraining Factors impacting EFA progress and overall educational development

Enabling Factors

- Committed Government and Government counterparts both in terms of allocation of resources and development of sound and effective policies in reaching the goals;
- Political and social stability; and
- Education highly regarded in Malaysia and its importance to national development is recognised in all major national policies and programmes.

Constraining Factors

- Lack of coordination with multiple providers, especially with regards to Goals 1, 3, and 4;
- Implementation constraints between policy and practice (transfer of information from top level down to the local level and the classroom not effective, teachers are still practising rote learning and teacher-centred pedagogy); teachers are not able to carry out their teaching duties due to other administrative obligations;
- Lack of monitoring especially in remote areas, not enough MoE budget to reach all the schools in these areas;
- Standard for Quality Education in Malaysia Schools (SKPM) is used for quality assurance and empowering schools, but not all schools have

- been able to implement SKPM. There are issues of transfer of knowledge;
- Resistance to change at grassroots level. Some schools perform but do not have enough awareness; the culture at the grassroots level does not fully embrace new initiatives;

3.3 Lessons Learned and Best Practices

Lessons Learned:

- Involving teachers to a greater extent in policy making and using more participatory processes by teachers, school heads from different areas, ages, and not only focus on high performing schools.
- The lack of data management that goes beyond the EFA indicator framework and data processing has been a major constraint for evaluating the impact of the EFA strategies and monitoring progress. This is partly due to the difficulty in capturing data from unregistered schools and agencies such as PASTI (Pusat Asuhan Tadika Islam), *sekolah pondok*, *madrasah*, *tahfiz*, and other religious schools including Christian schools.
- Limited coordination amongst the different public agencies involved in the provision of education in the different areas covered by the EFA framework has made it difficult to prioritise and streamline programmes to ensure that only programmes that are effective will be implemented.

Best Practices:

- Special programmes for addressing the marginalised population, i.e., the indigenous population, the street children, and children living on

the plantations, with multiple partnerships with government, international organisations and the private sector. The adult literacy programme for parents of the indigenous children, KEDAP, has produced tangible results that are promising;

- The LINUS Programme which has shown significant impact in reducing the learning deficit of students in the early years of primary school should be further strengthened;
- The TVET model: *Vocational Education Transformation Programme*, with a comprehensive approach to TVET including industry relevant curriculum, collaboration with strategic partners to ensure employability of TVET graduates, and assessment tools enabling accreditation and recognition of TVET programmes.

4 EMERGING CHALLENGES AND GOVERNMENT PRIORITIES

4.1 Major Emerging Development Challenges

The emerging challenges for Malaysia are, to a large extent, those related to the barriers to achieve VISION 2020 and the structural transformation required for Malaysia to emerge as a high-income country that is both inclusive and sustainable; inclusive entailing that the progress in socio-economic development will benefit broader segments of the population, and sustainable from the perspective that growth will not come at the expense of our next generation's welfare and well-being. Some of these national challenges, which could also be opportunities, while bearing on the future educational development, but not necessarily limited to, migration patterns, technological change, and the issue of national unity and cultural diversity.

Migration patterns: as hinted at earlier, Malaysia is a popular destination for refugees, migration workers, mixed with children without papers including children to illegal immigrants. As brought up by the ILO in the Global Employment Trends (2014) the shortage of skilled labour has led to the growth of foreign labour. This trend will most likely continue with the increasing regional integration with freer flow of labour and Malaysia's favourable economic position within the South East Asian Economic Community. Based on projections by ILO, the labour force will continue to grow relatively fast, far above 1.5% annually in countries such as Cambodia, Laos PDR, Malaysia and the Philippines, while Myanmar, Singapore,

Thailand, and Vietnam will experience a considerable slowdown with less than 1 percent per year. “Such disparity in labour force growth and diverse employment opportunities within the region, in addition to considerable income differences, among others, leads to both push and pull factors for workers to move across borders.”

Technological Change: The speed by which technology is being introduced globally is also affecting Malaysia in several ways. First, the availability of scientifically and technically skilled labour being able to apply and take advantage of technological advancement to bring Malaysia at par with high-income countries will continue to be a challenge for the education system. Second, the intensified use of information and communication technology (ICT) may exacerbate the digital divide between rural and urban areas, and between those who can or cannot afford computers and ICT gadgets at home. Children from disadvantaged backgrounds may fall further behind their more privileged contemporaries. Similarly, the increasing pressure of using ICT in classroom teaching will most likely continue to be a challenge as it involves teachers’ understanding, beliefs and skills about teaching and learning using ICT.

National Unity: Malaysia’s rich cultural heritage stemming from its cultural and ethnic diversity has created a vibrant society that embraces diversity in cultures, and belief systems. Although there is no indication of any overt conflict amongst the various ethnic communities, public debate and Government efforts are increasingly centred on how to further strengthen social cohesion while maintaining individual communities’ identities.

4.2 New National Policy Directions in Socio-economic Developments

In light of the emerging challenges and national development priorities, the Government's current focus and top priority in the New Economic Model are on measures to improve skills and knowledge-based industry, leaner public sector, as well as inclusive and sustainable economic growth.

As a consequence of these ambitious national goals, the Malaysian education system will need to be transformed into a high performing educational system that is inclusive, and yet cost-efficient. A high performing system will ultimately lead to the development of a knowledge society with a broad mix of skills ranging from higher order thinking skills to well-developed social and life skills that will allow Malaysia to mature into a high-income country that is both inclusive and sustainable. This will imply that the content of education does not only need to be in tune with the demands of the labour market and the economy, but also to contribute to reducing inequities and broader social and cultural outcomes including sustained national unity without compromising on cultural and social diversity.

4.3 A New Vision of Education Towards and Beyond 2015

Many of the issues brought up in this report including the remaining gaps and emerging challenges have been addressed in the recently and above mentioned national policy framework including the new directions put forth in the Education Blueprint. This section outlines some of the key programme areas and policy responses to issues relevant for the post-2015 agenda.

The Education Blueprint provides a roadmap of what actions the Government plans to take in the next ten years in turning Malaysia's schools into a high performing system. Eleven different shifts are targeted, which are deemed

important for Malaysia's educational transformation. As mentioned in Chapter 1, the implementation will be carried out in three waves, the first one is on-going while the second and third waves refer to post 2015. Table 4.1 shows the ten shifts and main actions relevant for the EFA review that are planned under them. (Note Shift 3: Develop Values-Driven Malaysians is not included, as this area has not been subject to evaluation in this review).

The new vision or forward looking education agenda centres around improving the quality and effectiveness of education with a focus on teachers and school leaders, as well as measures of transferring responsibility and decision-making from the central Government to the schools and the district education offices, thereby allowing for increased local autonomy and flexibility. Mechanisms for strengthening accountability, increasing transparency, and parental involvement will also be part of this deal.

In response to the ambition to develop a first class talent in line with Vision 2020, there will be more emphasis on HOTS in the national curriculum. Consequently, the national examinations will see an increasing number of test items measuring competences of HOTS as those measured on PISA and TIMMS.

With a view to increase retention in schools for boys and to close the demand gap for skilled workers, TVET will be transformed into a comprehensive and high performing system. Through increased collaboration with industry and other strategic partners, for accreditation and recognition of educational graduates, the new TVET is expected to produce students who are professionally competent and highly sought by the industry.

To make service delivery more cost-efficient and effective, a leaner central administration is envisaged with a significant number of personnel to be deployed from the central and state level to the districts. Efforts to

rationalise and streamline high impact programmes on student outcomes will also help to improve cost-effectiveness.

Major initiatives will be carried out to transform the teaching profession into a highly effective and competent teaching force by attracting top performing students into the teaching career. Increased opportunities for professional development and performance-based career progression are measures intended to encourage greater teacher involvement in students' learning as well as emotional and cognitive development, and thus make classroom teaching more effective.

Similarly, the focus on developing effective school leaders and the move towards increased school-based management will open up for more flexible and local solutions with greater operational flexibility for school improvement.

The current system with two types of Government schools and government-aided schools will most likely continue to cater to the different cultural and socio-linguistic needs of the student population. In addition to the benefits of early education in the mother tongue, the availability of National-Type schools will help to preserve Malaysia's rich cultural and linguistic heritage. Unity is one of the MoE's main system aspirations whereby the Ministry aspires to create a system where students are given the opportunities to share experiences and aspirations that form the foundation for unity. In this effort the MoE is working on strengthening the Malay language as the unifying language through the policy of Upholding the Malay Language and Strengthening the English Language (MBMMBI). At the same time, this policy aims to strengthen the English language proficiency for international commerce, communication and knowledge-acquisition.

On a broader scale, measures include changes in the modality of funding which mirrors the more cost-effective performance-based funding practised

by most private institutions. As part of the demand side funding, various options will be explored for example, the NKRA voucher schemes for pre-schools and the introduction of a comparable scheme for child care and basic education to low income families. Instead of allocating funding to institutions, families can choose providers, thereby generating competition and higher quality of service.

Table 4.1 Summary of the Education Transformation Programme with Selected Initiatives

Provide Equal Access to Quality Education of an International Standard	Ensure Every Child is Proficient in Bahasa Malaysia and English Language and is Encouraged to Learn an Additional Language	Transform Teaching into a Profession of Choice	Ensure High Performing School Leaders in Every School	Empower JPNs, PPDs, and Schools to Customise Solutions Based on Need
<p>Benchmark learning of languages, Science and Mathematics to international standards</p> <p>Launch revised Primary (KSSR) and Secondary (KSSM) Curriculum 2017</p> <p>Revamp examinations and assessments to increase focus on HOTS by 2016</p> <p>Strengthen STEM education</p> <p>Enhance access and quality of existing educational pathways starting with vocational track</p> <p>Raise quality of all preschools and encourage universal enrolment by</p>	<p>Roll out the KSSR Bahasa Malaysia curriculum for National-Type schools with intensive remedial support for students who require it</p> <p>Expand the LINUS programme to include English literacy</p> <p>Upskill English Language teachers</p> <p>Make English Language SPM paper a compulsory pass and expand opportunities for greater exposure to the language</p> <p>Encourage every child to learn an additional language by 2025</p>	<p>Raise the entry bar for teachers from 2013 to be amongst top 30% of graduates</p> <p>Revamp the IPG to world class standards by 2020</p> <p>Upgrade the quality of continuous professional development (CPD) from 2013</p> <p>Focus teachers on their core function of teaching from 2013</p> <p>Implement competency and performance-based career progression by 2016</p> <p>Enhance pathways for teachers into leadership, master teaching and subject specialist roles by</p>	<p>Enhance selection criteria and succession planning process for principals from 2013</p> <p>Roll out a New Principal Career Package in waves with greater support and sharper accountability for improving student outcomes</p>	<p>Accelerate school improvement through systematic, district-led programmes rolled out across all states by 2014</p> <p>Allow greater school-based management and autonomy for schools that meet a minimum performance criteria</p> <p>Ensure 100% of schools meet basic infrastructure requirements by 2015, starting with Sabah and Sarawak</p> <p>Ensure all Government and government-aided schools receive equitable financial support</p>

<p>2020</p> <p>Increase investment in physical and teaching resources for students with specific needs</p> <p>Move from 6 to 11 years of compulsory schooling</p>		<p>2016</p> <p>Develop a peer-led culture of excellence and certification process by 2025</p>		
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Leverage ICT to Scale Up Quality Learning Across Malaysia	Transform Ministry Delivery Capabilities and Capacity	Partner with Parents, Community, and Private Sector at Scale	Maximise Student Outcomes for Every Ringgit	Increase Transparency for Direct Public Accountability
<p>Provide internet access and virtual learning environment via 1BestariNet for all 10,000 schools</p> <p>Augment online content to share best practices starting with a video library of the best teachers delivering lessons in Science, Mathematics, Bahasa Malaysia and English language</p> <p>Maximise use of ICT for distance and self-paced learning to expand access to high-quality teaching regardless of location or student skill level</p>	<p>Empower JPNs and PPDs through greater decision-making power over budget and personnel from 2013, and greater accountability for improving student outcomes</p> <p>Deploy almost 2,500 more personnel from the Ministry and JPNs to PPDs in order to better support schools by 2014</p> <p>Strengthen leadership capabilities in 150-200 pivotal leadership positions from 2013</p> <p>Design new functions and structure for the Ministry, with implementation from 2016</p>	<p>Equip every parent to support their child's learning through a parent engagement toolkit and online access to their child's in-school progress</p> <p>Invite every PIBG to provide input on contextualization of curriculum and teacher quality from 2016</p> <p>Expand Trust School model to 500 schools by 2025 by including alumni groups and NGOs as potential sponsors</p>	<p>Link every programme to clear student outcomes and annually rationalise programmes that have low impact</p> <p>Capture efficiency opportunities, with funding reallocated to the most critical areas such as teacher training and upskilling</p>	<p>Publish an annual public report on progress against Blueprint targets and initiatives starting from the year 2013</p> <p>Conduct comprehensive stock-takes in 2015, 2020 and 2025</p>

Source: The Education Blueprint 2013-2015

5 CONCLUSIONS AND RECOMMENDATIONS

5.1 Recapitulation of Major Findings and Conclusions

Malaysia has made great progress in education on many fronts, including increased access to preschool education, primary and secondary education, as well as expanded opportunities to pursue post-secondary and tertiary education. Measures taken to address inequities in the system, including special programmes for the indigenous population, support programmes for poor students, and the focus on narrowing the gap between rural and urban populations by upgrading and expanding educational facilities and deployment of more qualified teachers, have produced tangible results. However, the performance on national examinations with significant variations across states as well as within states suggest that there are still some issues related to equal access to quality education. Renewed efforts to address the needs of the “hard to reach population” will also be necessary as there are still many bottlenecks related to achievement gaps, and dropout rates that need to be resolved and monitored. However, the MoE and the GoM alone cannot be expected to provide education for these marginalised groups, but could provide support by facilitating the use of national curriculum, and exercising quality assurance. Providing teacher training, co-funded by private sector and NGOS, and other development partners would also be fruitful. In any event, there is a need to devise a clear policy on these learning centres and its relation to the mainstream education system in the country. Most importantly, the monitoring and systematic follow-up of the progress in achievement and dropout rates among children from less

privileged backgrounds will be imperative to ensure effective programme delivery.

The gender gap is both significant and increasing, where girls consistently outperform boys. The difference in performance is already evident at UPSR level and increases over the course of a student's academic career. Furthermore, boys are more likely to drop out at an early stage leading to a situation wherein the male to female ratio for any given cohort decreases with higher levels of education. If this trend is unchecked it runs the risk of creating a community of educationally marginalised young Malaysian men.

5.2 Key Directions for Future Education Development

Following the points mentioned in the previous section some of the key recommendations that the MoE and the Malaysian Government will consider are highlighted below.

- Continued focus on the marginalised and poor students, by offering alternative education programmes, while consolidating financial aid to those programmes that are more cost effective and are targeted for those most in need. By the same token, the mechanisms for distributing aid can be made more efficient by, for instance, providing block grants directly to schools, as this will make the implementation of aid more streamlined and manageable.
- Continued and accelerated move towards a decentralised system with more local autonomy and flexibility by strengthening school-based management, and parental involvement in school activities. However, initiatives to support and encourage parental involvement tend to attract more educated and well to do families, in comparison to poor parents, who may not have an interest or time to be involved in school

matters. Hence, measures need to be taken to encourage poor working families to be more involved.

- Increased coordination among different ministries and government agencies in areas such as ECCE, TVET and adult education would be desirable. Similar to the National ECCE council, the establishment of a TVET Board would enhance the effectiveness of TVET. The mandate of this Board would be to oversee and coordinate programmes implemented by different government agencies, as well as acting as an accreditation body.
- It will be essential to strengthen the data management and the monitoring and evaluation functions further. Cost-benefit analysis could be carried out to ensure that spending on education is cost-effective, and for TVET tracer studies to evaluate the employability of graduates of TVET programmes.
- While recent initiatives have focused on promoting high-performing teachers, the current tenure and salary system does not address the issue of ineffective teachers. Implementation of the exit policy may pose an issue unless an efficient system of monitoring the teachers' work is put in place.

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Annex : Data Tables

GOAL 1:

Enrolment in Registered Childcare by Type of Childcare

Year	Institution		Work		Community	Home Based
	Public	Private	Public	Private	Public	Private
2010	6,560	3,618	675	306	97	0
2011	7,811	8,676	799	552	280	0
2012	9,656	29,665	1,827	844	494	776
2013	11,144	43,151	2,283	913	718	2,268

Source : KEMAS, JPNIN, PERMATA, JAKOA, Private

Number of Trained Childminders by Type of Childcare

Year	Institution	Work	Community	Home Based	Total Childminders	Total Trained Childminders
2010	49.8	55.7	93.8	0.0	2,163	1,099
2011	48.6	58.8	88.3	0.0	3,641	1,829
2012	57.0	55.5	80.0	58.0	8,691	4,971
2013	52.3	55.4	69.2	53.7	12,272	6,469

Source : KEMAS, JPNIN, PERMATA, JAKOA, Private

Children With Special Needs Enrolled in Preschool Education by Type of Disability

Year	Number of special needs students in ECCE			
	Learning Disabilities	Visually Impaired	Hearing Impaired	Total
2005	368	0	5	373
2010	661	21	94	776
2011	617	17	112	746
2012	591	19	83	693
2013	607	13	81	701

Source : MOE

Indigenous People Enrolled in ECCE

Year	Sarawak	Sabah	Peninsular Malaysia	Total
2010	762	7,962	6,223	14,947
2011	962	8,163	5,802	14,927
2012	971	8,212	6,236	15,419
2013	973	9,313	6,358	16,644

Source : MOE, JAKOA

Gross Enrolment in ECCE

Year	Public	Private	GER
2000	296,755	205,992	46.24
2005	417,175	285,722	59.56
2010	404,505	284,081	72.95
2011	471,748	234,298	74.41
2012	443,204	282,679	76.03
2013	487,937	311,108	83.29

Source : MOE, KEMAS, JAIN, PRIVATE, ABIM, PERPADUAN

Gross Enrolment Rate ECCE by States

State	GER 2001	GER 2005	GER 2013
JOHOR	73	70	100
KEDAH	57	54	80
KELANTAN	42	42	69
MELAKA	57	55	112
NEGERI SEMBILAN	76	78	94
PAHANG	66	68	94
PERAK	59	59	89
PERLIS	74	67	107
PULAU PINANG	67	57	80
SABAH	48	52	83
SARAWAK	52	47	94
SELANGOR	62	58	61
TERENGGANU	72	83	89
WP KUALA LUMPUR	41	37	83
LABUAN	69	56	116

Source : MOE, KEMAS, JAIN, PRIVATE, ABIM, PERPADUAN

Percentage of New Entrants to Primary Grade 1 who have Attended Some Form of Organised ECCE Programme

Year	New Entrants with ECCE Exp			New Entrants to Primary Grade 1			Percentage of New Entrant with ECCE Exp		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
2000	122,744	116,626	239,370	261,715	247,614	509,329	46.90	47.10	47.00
2001	129,649	123,745	253,394	260,341	246,803	507,144	49.80	50.14	49.96
2002	139,105	140,638	279,743	265,295	250,960	516,255	52.43	56.04	54.19
2003	154,851	154,338	309,189	264,506	250,739	515,245	58.54	61.55	60.01
2004	173,442	171,055	344,497	264,353	250,045	514,398	65.61	68.41	66.97
2005	183,312	183,639	366,951	253,240	238,753	491,993	72.39	76.92	74.58
2006	188,644	180,862	369,506	254,211	239,157	493,368	74.21	75.62	74.89
2007	196,981	204,040	401,021	269,633	255,385	525,018	73.06	79.90	76.38
2008	217,389	217,196	434,585	247,645	233,626	481,271	87.78	92.97	90.30
2009	215,441	211,414	426,855	244,025	229,817	473,842	88.29	91.99	90.08
2010	216,962	213,791	430,753	237,858	223,712	461,569	91.22	95.57	93.32
2011	216,885	213,058	429,943	236,185	222,914	459,099	91.83	95.58	93.65
2012	216,523	207,986	424,509	232,074	220,002	452,076	93.30	94.54	93.90
2013	209,895	200,897	410,792	225,987	213,434	439,421	92.88	94.13	93.48

Source : MOE, KEMAS, JAIN, PRIVATE, ABIM, PERPADUAN

Percentage of Trained Teachers in ECCE Programme

Year	Total number of ECCE teachers who are trained to teach according to national standards			Total number of ECCE teachers			Percentage ECCE Teachers trained to Teach According to National Standards			GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
2000	825	17,192	18,017	825	18,625	19,450	100.00	92.31	92.63	0.923
2001	798	11,596	12,394	798	12,592	13,390	100.00	92.09	92.56	0.921
2002	783	15,876	16,659	783	16,971	17,754	100.00	93.55	93.83	0.935
2003	785	18,743	19,528	785	20,245	21,030	100.00	92.58	92.86	0.926
2004	790	18,272	19,062	790	19,579	20,369	100.00	93.32	93.58	0.933
2005	855	20,897	21,752	855	22,589	23,444	100.00	92.51	92.78	0.925
2006	1,379	38,630	40,009	1,438	41,192	42,630	98.50	93.78	93.85	0.952
2007	1,352	40,456	41,808	1,362	43,142	44,504	99.27	93.77	93.94	0.945
2008	1,370	38,469	40,574	1,384	41,798	43,182	98.99	92.04	93.96	0.930
2009	1,408	41,145	42,553	1,408	41,626	43,034	100.00	98.84	98.88	0.988
2010	1,481	42,589	44,070	1,482	42,692	44,174	99.93	99.76	99.76	0.998
2011	1,138	36,973	38,111	1,142	37,528	38,670	99.65	98.52	98.55	0.989
2012	1,209	41,002	42,211	1,211	41,508	42,719	99.83	98.78	98.81	0.989

Source: MOE, KEMAS, JAIN, PRIVATE, ABIM, PERPADUAN

Note : Data for 2000-2005 excluded MOE teachers

Pupil Teacher Ratio for ECCE

Year	Total number of pupils in ECCE	Total number of teachers in ECCE	PTR for ECCE
2000	502,747	19,450	25.85
2001	548,171	13,390	40.94
2002	554,417	17,754	31.23
2003	603,029	21,030	28.67
2004	657,064	20,369	32.26
2005	702,897	23,444	29.98
2006	698,223	22,638	30.84
2007	751,642	27,007	27.83
2008	832,344	40,574	20.51
2009	781,058	43,034	18.15
2010	799,909	44,174	18.11
2011	706,046	37,583	18.79
2012	725,883	42,719	16.99
2013	799,045	42,509	18.80

Source : MOE, KEMAS, JAIN, PRIVATE, ABIM, PERPADUAN

GOAL 2 :

Gross Intake Rate In Primary Education

Year	New Entrants to Grade1 (all ages)			Population of the official primary school-entrance age			GIR in Primary Education			Number of Children age 7 not enrolled in grade 1	GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total		
2000	265,075	250,590	515,665	280,518	261,369	541,887	94.49	95.88	95.2	26,222	1.015
2001	264,266	250,011	514,277	277,680	259,774	537,454	95.17	96.24	95.7	23,177	1.012
2002	269,811	254,517	524,328	278,615	260,480	539,095	96.84	97.71	97.3	14,767	1.010
2003	269,736	254,704	524,440	281,376	262,926	544,302	95.86	96.87	96.4	19,862	1.011
2004	269,662	254,122	523,784	279,684	260,831	540,515	96.42	97.43	96.9	16,731	1.010
2005	261,591	245,929	507,520	272,005	252,973	524,978	96.17	97.22	96.7	17,458	1.011
2006	256,796	241,294	498,090	272,309	249,688	521,997	94.30	96.64	95.4	23,907	1.025
2007	269,199	254,990	524,189	283,375	266,168	549,543	95.00	95.80	95.4	25,354	1.008
2008	247,164	233,192	480,356	266,521	249,464	515,985	92.74	93.48	93.1	35,629	1.008
2009	243,228	229,144	472,372	250,344	233,693	484,037	97.16	98.05	97.6	11,665	1.009
2010	236,825	222,979	459,804	242,869	237,214	480,083	97.51	94.00	95.8	20,279	0.964
2011	236,185	222,914	459,099	246,726	231,042	477,768	95.73	96.48	96.1	18,669	1.008
2012	232,218	220,098	452,316	240,594	225,614	466,208	96.52	97.56	97.0	13,892	1.011
2013	235,010	221,275	454,819	240,929	224,183	465,112	97.54	98.70	97.8	10,293	1.012

Source: MOE, Private, SRAN, SRAR

Completion Rate of Primary Education to Year 6

Year	Enrolment in Year 1			Enrolment in Year 6			Survival Rate to Grade 6			GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
2000	254,658	240,846	495,504	245,840	234,266	480,106	96.54	97.27	96.9	1.008
2001	233,670	221,287	454,957	225,457	215,939	441,396	96.49	97.58	97.0	1.011
2002	250,545	237,115	487,660	239,850	227,250	467,100	95.73	95.84	95.8	1.001
2003	253,911	238,923	492,834	241,683	230,135	471,818	95.18	96.32	95.7	1.012
2004	258,044	243,619	501,663	253,319	239,944	493,263	98.17	98.49	98.3	1.003
2005	261,715	247,614	509,329	256,564	243,052	499,616	98.03	98.16	98.1	1.001
2006	260,341	246,803	507,144	256,466	243,712	500,178	98.51	98.75	98.6	1.002
2007	265,295	250,960	516,255	257,914	245,052	502,966	97.22	97.65	97.4	1.004
2008	264,506	250,739	515,245	261,607	249,014	510,621	98.90	99.31	99.1	1.004
2009	264,353	250,045	514,398	260,825	248,454	509,279	98.67	99.36	99.0	1.007
2010	256,564	243,052	499,616	248,465	235,933	484,398	96.84	97.07	97.0	1.002
2011	254,211	239,157	493,368	249,937	237,005	486,942	98.32	99.10	98.7	1.008
2012	262,425	249,015	511,440	258,747	247,882	506,629	98.60	98.60	99.1	1.010
2013	243,127	229,872	472,999	239,852	229,227	469,079	98.65	99.72	99.2	1.011

Source : MOE

Gross Enrolment Rate in Primary Education

Year	Enrolment in primary education			Population of the official primary school age			GER in Primary Education			GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
2000	1,506,851	1,425,058	2,931,909	1,585,215	1,480,967	3,066,182	95.06	96.22	95.62	1.012
2001	1,511,580	1,431,363	2,942,943	1,601,021	1,495,167	3,096,188	94.41	95.73	95.05	1.015
2002	1,536,051	1,453,126	2,989,177	1,636,310	1,527,692	3,164,002	93.87	95.12	94.47	1.013
2003	1,563,564	1,478,400	3,041,964	1,650,514	1,541,376	3,191,890	94.73	95.91	95.30	1.012
2004	1,583,290	1,496,038	3,079,328	1,671,500	1,560,628	3,232,128	94.72	95.86	95.27	1.012
2005	1,586,888	1,497,637	3,084,525	1,670,278	1,558,353	3,228,631	93.72	94.95	94.31	1.014
2006	1,558,203	1,472,148	3,030,351	1,662,069	1,546,672	3,208,741	94.62	95.93	94.44	1.014
2007	1,560,815	1,474,362	3,035,177	1,667,564	1,553,066	3,220,630	95.61	96.86	94.24	1.013
2008	1,556,564	1,469,542	3,053,511	1,655,270	1,542,050	3,197,320	94.04	95.30	95.50	1.013
2009	1,545,459	1,454,992	3,000,451	1,624,238	1,512,817	3,137,055	95.15	96.18	95.65	1.011
2010	1,521,694	1,437,766	2,959,460	1,587,423	1,489,200	3,076,623	95.86	96.55	96.19	1.007
2011	1,493,176	1,411,302	2,904,478	1,562,144	1,467,269	3,029,413	95.59	96.19	95.88	1.006
2012	1,475,118	1,392,094	2,867,212	1,530,429	1,443,195	2,973,624	96.39	96.46	96.42	1.001
2013	1,446,313	1,361,225	2,807,538	1,496,154	1,410,627	2,906,781	96.67	96.50	96.59	0.998

Source: MOE, Private, SRAN, SRAR, SMAN, SMAR

GER for Combined Primary Education and Secondary Education

Year	Population of the official primary and secondary school age	Enrolment primary and secondary school age	GER Combined Between Primary and Secondary Education
2000	5,489,565	5,033,786	91.70
2001	5,576,872	5,072,707	90.96
2002	5,639,423	5,116,688	90.73
2003	5,670,368	5,183,742	91.42
2004	5,726,793	5,233,030	91.38
2005	5,848,309	5,344,897	91.39
2006	5,769,134	5,316,995	92.16
2007	5,845,337	5,338,213	91.32
2008	5,856,158	5,422,728	92.60
2009	5,828,668	5,423,103	93.04
2010	5,780,276	5,382,250	93.11
2011	5,716,157	5,317,522	93.03
2012	5,644,711	5,275,900	93.47
2013	5,588,116	5,250,732	93.96

Source: MOE, Private, SRAN, SRAR, SMAN, SMAR

Education Support Programs

Year	General for All Students		Poor Students		Indigeneous		Special Needs Students		Others Non Specific		Total	
	No of Prog	Allocation	No of Prog	Allocation	No of Prog	Allocation	No of Prog	Allocation	No of Prog	Allocation	No of Prog	Allocation
2005	10	1,340,427,476	6	470,938,492	-	-	1	6,644,250	3	143,357,740	20	1,961,367,958
2006	10	1,488,829,194	6	591,096,583	-	-	1	7,582,475	4	148,573,230	21	2,236,081,482
2007	10	1,563,013,665	6	701,790,000	-	-	1	18,964,800	4	261,970,145	21	2,545,738,610
2008	10	1,767,777,779	6	1,004,199,195	1	5,750,000	1	22,235,700	4	294,602,170	22	3,094,564,844
2009	10	2,073,337,371	6	997,671,210	1	6,437,500	1	72,000,000	5	264,804,590	23	3,414,250,671
2010	10	1,340,427,476	6	697,198,820	1	2,730,000	1	90,839,750	5	336,162,837	23	2,467,358,883
2011	10	1,954,437,690	5	408,423,787	1	9,847,500	1	106,086,450	5	225,212,630	22	2,704,008,057
2012	13	2,626,360,900	5	485,004,974	1	6,000,000	1	112,408,500	5	213,009,700	25	3,442,784,074
2013	13	2,698,277,620	5	507,746,500	1	6,000,000	1	119,750,300	5	122,197,930	25	3,453,972,350

Note : All programs include those program targetting the entire school age population. Some of which refer only to pre-school(12,13,21) and some to only secondary (25)

The programs targetting poor are exclusively for poor students the same applies to indigeneous and special needs students.

Other categories includes special programs for poor and gifted students (4,5,6,7)

Source : Finance Division, MOE

Number Of Students In Selected Education Support Programs Targetting Poor Students

Year	Poor Students											
	Total Education Support Programs		KWAPM		Supplementary Food Program		Co-Curriculum Uniform		Tuition Aid Scheme		Fully Residential School Special Project	
	Number of Students	Allocation (RM)	Number of Students	Allocation (RM)	Number of Students	Allocation (RM)	Number of Students	Allocation (RM)	Number of Students	Allocation (RM)	Number of Students	Allocation (RM)
2005	5,355,029	1,961,367,958	357,310	100,000,000	591,091	143,635,062	-	-	539,474	205,000,000	5,249	2,681,200
2006	5,364,587	2,236,081,482	545,386	200,000,000	614,270	167,657,670	-	-	526,316	200,000,000	5,347	2,811,050
2007	5,421,158	2,545,738,610	621,108	200,000,000	532,435	237,451,000	-	-	453,455	236,861,000	5,986	2,800,000
2008	5,395,473	3,094,564,844	743,019	300,000,000	680,912	243,521,594	1,880,000	188,000,000	470,087	242,399,541	5,975	2,800,000
2009	5,416,924	3,414,250,671	821,395	400,000,000	771,506	254,920,200	200,680	20,068,000	483,649	248,827,030	5,651	2,800,000
2010	5,422,742	2,467,358,883	631,080	400,000,000	710,661	237,641,520	18,227	1,822,700	157,183	50,999,500	5,651	2,800,000
2011	5,366,115	2,704,008,057	806,724	200,000,000	519,150	187,480,000	25,073	2,507,300	-	-	6,916	3,286,000
2012	5,366,115	3,442,784,074	870,689	200,000,000	544,056	193,722,724	24,414	2,441,400	-	-	7,330	4,450,000
2013	5,042,906	3,453,972,350	909,023	200,000,000	537,977	197,017,190	30,769	3,076,900	-	-	6,500	3,500,000

Source : Finance Division, MOE

Distribution of Annual Spending on Educational Support Programs Targeting Poor Students, Special Needs Student, and Other Support Programs as Percentage of Total Education Aid

Year	Total Allocation Targetting Poor Students		Special Needs Students Allowance			Others Support Programs	
	Total (RM)	% Poor Student	Number of Students	Allocation (RM)	% Special Needs Students	Allocation (RM)	% Others Support Programs
2005	470,938,492	24.0%	22,150	6,644,250	0.3%	1,483,785,216	0.76
2006	591,096,583	26.4%	25,275	7,582,475	0.3%	1,637,402,424	0.73
2007	701,790,000	27.6%	31,608	18,964,800	0.7%	1,824,983,810	0.72
2008	1,003,399,195	32.4%	36,600	22,235,700	0.7%	2,068,929,949	0.67
2009	958,089,110	28.1%	40,000	72,000,000	2.1%	2,384,161,561	0.70
2010	697,198,820	28.3%	50,466	90,839,750	3.7%	1,679,320,313	0.68
2011	457,575,347	16.9%	58,937	106,086,450	3.9%	2,140,346,260	0.79
2012	485,026,274	14.1%	54,877	112,408,500	3.3%	2,845,349,300	0.83
2013	503,594,090	14.6%	67,474	119,750,300	3.5%	2,830,627,960	0.82

Source : Finance Division, MOE

GOAL 3

Year	Total	No formal education	Primary	Secondary	Tertiary
2000	100.0	5.6	24.9	55.1	14.5
2005	100.0	4.6	20.6	55.7	19.2
2010	100.0	3.7	17.6	55.2	23.5
2011	100.0	3.2	16.9	55.5	24.5
2012	100.0	3.1	16.8	55.8	24.4

Source : Department of Statistis

Gross Enrolment Rate in Technical and Vocational Education and Training (TVET) at Upper Secondary Level

Year	Number of enrolments in TVET at Upper Secondary Level			Total Population at Secondary Level Age			GER in TVET		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
2000	64,084	48,056	112,140	522,000	505,179	1,027,179	12.28	9.51	10.92
2001	68,123	53,672	121,795	504,157	475,465	979,622	13.51	11.29	12.43
2002	71,093	57,349	128,442	514,783	485,285	1,000,068	13.81	11.82	12.84
2003	70,797	54,937	125,734	511,575	478,146	989,721	13.84	11.49	12.70
2004	74,714	58,938	133,652	517,650	484,363	1,002,013	14.43	12.17	13.34
2005	81,303	62,637	143,577	526,700	502,900	1,029,600	15.44	12.46	13.94
2006	82,459	63,323	145,782	505,758	472,746	978,504	16.30	13.39	14.90
2007	88,402	68,823	157,225	525,870	490,821	1,016,691	16.81	14.02	15.46
2008	92,178	71,381	163,559	537,826	502,176	1,040,002	17.14	14.21	15.73
2009	90,073	68,518	158,591	553,745	516,617	1,070,362	16.27	13.26	14.82
2010	88,360	68,475	156,835	558,398	521,143	1,079,541	15.82	13.14	14.53
2011	89,895	68,432	158,327	556,695	520,254	1,076,949	16.15	13.15	14.70
2012	90,604	68,553	159,157	560,191	523,406	1,083,597	16.17	13.10	14.69
2013	85,556	67,414	152,970	561,060	523,757	1,084,817	15.25	12.87	14.10

Source : MOE

Enrolment and Percentage Distribution of Post-Secondary TVET Programme

Institution	Gender	2000		2005		2010		2011		2012		2013	
		No	%	No	%	No	%	No	%	No	%	No	%
MoE (Vocational Colleges & Technical School)	M	43,285	62.45	32,940	67.32	33,176	67.39	34,461	67.97	34,943	68.50	27,313	68.62
	F	26,029	37.55	15,989	32.68	16,055	32.61	16,240	32.03	16,070	31.50	12,492	31.38
	Total	69,314	100.00	48,929	100.00	49,231	100.00	50,701	100.00	51,013	100.00	39,805	100.00
MoE (Polytechnic)	M	0	0	0	0	49,833	57.00	48,644	54.00	50,067	54.00	48,114	54.00
	F	0	0	0	0	37,918	43.00	40,648	46.00	42,081	46.00	41,389	46.00
	Total	52,500	0	73,834	0	87,751	100.00	89,292	100.00	92,148	100.00	89,503	100.00
MoE (Community College)	M	0	0.00	6,058	61.00	10,692	60.00	10,415	64.00	14,251	63.00	13,738	39.00
	F	0	0.00	3,871	39.00	7,122	40.00	5,818	36.00	8,129	37.00	7,730	61.00
	Total	0	0.00	9,929	100.00	18,180	100.00	16,233	100.00	22,380	100.00	21,468	100.00
MoE (Technical Matriculation Colleges)	M	0	0	0	0	167	59.22	719	65.19	632	62.39	651	59.72
	F	0	0	0	0	115	40.78	384	34.81	381	37.61	439	40.28
	Total	0	0	0	0	282	100.00	1,103	100.00	1,013	100.00	1,090	100.00
MoD (Armed Forces Apprentice Trade School - AFATS)	M	116	100.00	304	100.00	0	0.00	150	100.00	149	100.00	0	0.00
	F	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
	Total	116	100	304	100	0	0	150	100	149	100	0	0
MoHR (Manpower Department Training Institutes)	M	3,381	84.34	12,701	76.65	10,951	78.10	11,719	80.68	13,298	80.69	14,388	81.85
	F	628	15.66	3,869	23.35	3,070	21.90	2,807	19.32	3,183	19.31	3,190	18.15
	Total	4,009	100.00	16,570	100.00	14,021	100.00	14,526	100.00	16,481	100.00	17,578	100.00

MoYS (National Youth Skills Institute)	M	0	0	0	0	6,409	73.35	6,404	72.91	7,636	75.32	8,235	74.90
	F	0	0	0	0	2,329	26.65	2,380	27.09	2,502	24.68	2,759	25.10
	Total	0	0	0	0	8,738	100.00	8,784	100.00	10,138	100.00	10,994	100.00
MoRRD (MARA Skills Institutes)	M	0	0	0	0	19,044	89.11	20,153	90.14	9,005	91.40	9,400	91.38
	F	0	0	0	0	2,327	10.89	2,205	9.86	847	8.60	887	8.62
	Total	4,982	0	10,771	0	21,371	100.00	22,358	100.00	9,852	100.00	10,287	100.00
MoRRD (MARA Higher Skills Colleges)	M	0	0	0	0	3,327	74.08	3,762	70.78	2,996	71.42	3,496	71.73
	F	0	0	0	0	1,164	25.92	1,553	29.22	1,199	28.58	1,378	28.27
	Total	0	0	1,489	0	4,491	100.00	5,315	100.00	4,195	100.00	4,874	100.00
MoW (Constructio n Industry Development Board -CIDB)	M	408	99.76	9219	94.62	19407	90.38	17745	90.66	14438	92.14	16490	92.17
	F	1	0.24	524	5.38	2066	9.62	1829	9.34	1232	7.86	1401	7.83
	Total	409	100	9743	100	21473	100	19574	100	15670	100	17891	100
Privates Institutes	M	0	0	0	0	4,723	31.23	5,326	42.36	4,102	47.72	8,669	54.67
	F	0	0	0	0	10,398	68.77	7,246	57.64	4,494	52.28	7,189	45.33
	Total	5,755	0	18,061	0	15,121	100.00	12,572	100.00	8,596	100.00	15,858	100.00
TOTAL	M	47,190		61,222		157,729		159,498		151,517		150,494	
	F	26,658		24,253		82,564		81,110		80,118		78,854	
	Total	137,085		189,630		240,659		240,608		231,635		229,348	

Source : MOE, AFATS, MoHR, MoYS, MoRRD, MoW, Privates Institutes

Number Distribution Of Technical/Vocational Education And Skills Training(TVET) Centres And For Young People And Adults

Institution	2000	2005	2010	2011	2012	2013
Ministry Of Education (Vocational Colleges & Technical School)	86	87	90	88	88	89
Ministry Of Education (Polytechnic)	13	20	27	30	32	32
Ministry Of Education (Community College)	0	36	69	75	82	86
Ministry Of Education (Technical Matriculation Colleges)	0	0	3	3	3	3
Ministry Of Defence (Armed Forces Apprentice Trade School - AFATS)	1	1	1	1	1	1
Ministry Of Human Resources (Manpower Department Training Institutes)	20	27	32	32	32	32
Ministry Of Youth and Sports (National Youth Skills Institute)	7	15	20	20	20	20
Ministry of Rural and Regional Development (MARA Skills Institutes)	10	12	12	12	13	13
Ministry of Rural and Regional Development (MARA Higher Skills Colleges)	2	3	9	10	10	10
Ministry Of Work (Construction Industry Development Board -CIDB)	0	6	6	6	6	6
Privates Institutes	168	369	327	243	269	255
TOTAL	307	576	596	520	556	547

Source : MOE, AFATS, Ministry of Human Resources, Ministry of Rural and Regional Development, Ministry Of Youth and Sports, Ministry Of Work, Privates Institutes

GOAL 4

Literacy Rates Of Population Aged 15–24 And 15 Years And Over, Malaysia, 2000-2012

	Gender	LITERACY RATE (%)	
		15 +	15 - 24
NATIONAL (The whole country) 2000	TOTAL (M+F)	90.0	98.2
	Male (M)	93.7	98.3
	Female (F)	86.3	98.1
NATIONAL (The whole country) 2001	TOTAL (M+F)	90.4	98.4
	Male (M)	94.2	98.5
	Female (F)	86.5	98.3
NATIONAL (The whole country) 2002	TOTAL (M+F)	90.6	98.2
	Male (M)	94.2	98.3
	Female (F)	87.0	98.2
NATIONAL (The whole country) 2003	TOTAL (M+F)	91.3	98.3
	Male (M)	94.6	98.4
	Female (F)	87.8	98.3
NATIONAL (The whole country) 2004	TOTAL (M+F)	91.5	98.3
	Male (M)	94.7	98.4
	Female (F)	88.1	98.2
NATIONAL (The whole country) 2005	TOTAL (M+F)	91.6	98.4
	Male (M)	94.7	98.4
	Female (F)	88.4	98.3
NATIONAL (The whole country) 2006	TOTAL (M+F)	92.5	98.4
	Male (M)	95.3	98.4
	Female (F)	89.6	98.4
NATIONAL (The whole country) 2007	TOTAL (M+F)	92.3	98.5
	Male (M)	95.1	98.5

	Female (F)	89.5	98.5
	TOTAL (M+F)	92.1	98.4
NATIONAL (The whole country) 2008	Male (M)	94.7	98.4
	Female (F)	89.5	98.4
	TOTAL (M+F)	92.7	98.5
NATIONAL (The whole country) 2009	Male (M)	95.2	98.5
	Female (F)	90.2	98.4
	TOTAL (M+F)	93.1	97.9
NATIONAL (The whole country) 2010 *	Male (M)	95.3	97.8
	Female (F)	90.7	98.0
	TOTAL (M+F)	93.9	98.1
NATIONAL (The whole country) 2011 *	Male (M)	95.9	98.0
	Female (F)	91.8	98.2
	TOTAL (M+F)	94.1	98.1
NATIONAL (The whole country) 2012	Male (M)	96.0	97.9
	Female (F)	92.1	98.4

Source : Labour Force Survey, Department of Statistics, Malaysia

Notes :

1 - Literacy is proxy from question/ variables ever been to school (formal education).

2 - Population figures are derived from the Labour Force Survey.

3 - Population includes non-Malaysian citizens.

4- Data provided is never been published and meant for planning and internal reference only and not to be disseminated or

quoted in any form of publication or other media.

5. * Data in 2010 and 2011 has been revised based on the latest population estimates from the Census of Population and Housing

2010, which was adjusted for under-enumeration.

Number of KEDAP-MOE Programmes

	2008	2009	2010	2011	2012	2013
Perak	25	18	15	35	24	28
Pahang	23	28	20	46	28	26
Kelantan	10	12	6	12	9	12
Selangor	9	5	3	15	9	11
Johor	10	12	5	17	9	10
N.Sembilan	4	11	2	10	4	4
Terengganu	2	2	2	2	2	2
Sarawak	4	7	9	14	9	7
Sabah	5	8	5	14	12	6
Total	92	103	67	165	106	106

Source : MOE

Number of KEDAP - JAKOA Programmes

	2013
Johor	3
Negeri Sembilan/ Melaka	1
Pahang	44
Kelantan / Terengganu	18
Perak/Kedah	18
Selangor/ W. Persekutuan	3
Total	87

Source : JAKOA

GOAL 5

Percentage Of Female Enrolment In Public Voc/Tec Education

Year	Number of female enrolment in Voc/Tec education	Total number of enrolment in Voc/Tec education	% Female Enrolment in Voc/Tec Education
2000	18,927	60,425	31.32
2001	23,215	67,607	34.34
2002	24,661	69,110	35.68
2003	22,973	64,933	35.38
2004	24,972	68,742	36.33
2005	26,770	72,838	36.75
2006	25,789	69,302	37.21
2007	26,044	69,427	37.51
2008	25,021	68,920	36.30
2009	19,956	58,820	33.93
2010	16,055	49,236	32.61
2011	16,246	50,909	31.91
2012	16117	51341	31.39
2013	15010	47023	31.92

Source : Vocational and Technical Schools Only

Number of Principals and School Heads by Gender

Year	Primary				Secondary				Total
	Male	Female	Total	% Female	Male	Female	Total	% Female	
2013	4,892	2,710	7,602	35.65	1,220	1,029	2,249	45.75	9,851
2012	4,625	2,622	7,247	36.18	1,094	953	2,047	46.56	9,294
2011	4,790	2,635	7,425	35.49	1,105	987	2,092	47.18	9,517
2010	4,879	2,629	7,508	35.02	1,137	967	2,104	45.96	9,612
2009	4,866	2,660	7,526	35.34	1,117	958	2,075	46.17	9,601
2008	4,698	2,512	7,210	34.84	1,129	922	2,051	44.95	9,261
2007	4,810	2,444	7,254	33.69	1,088	905	1,993	45.41	9,247
2006	4,913	2,414	7,327	32.95	1,098	874	1,972	44.32	9,299
2005	4,966	2,329	7,295	31.93	1,080	869	1,949	44.59	9,244
2004	5,021	2,168	7,189	30.16	1,084	815	1,899	42.92	9,088
2003	5,133	1,840	6,973	26.39	1,002	675	1,677	40.25	8,650
2002	5,360	1,733	7,093	24.43	1,070	674	1,744	38.65	8,837
2001	5,495	1,665	7,160	23.25	1,031	633	1,664	38.04	8,824
2000	5,606	1,470	7,076	20.77	1,007	591	1,598	36.98	8,674

Source : MOE

Gross Enrolment Rate in Primary Education

Year	Enrolment in primary education			Population of the official primary school age			GER in Primary Education			GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
2000	1,506,851	1,425,058	2,931,909	1,585,215	1,480,967	3,066,182	95.06	96.22	95.62	1.012
2001	1,511,580	1,431,363	2,942,943	1,601,021	1,495,167	3,096,188	94.41	95.73	95.05	1.015
2002	1,536,051	1,453,126	2,989,177	1,636,310	1,527,692	3,164,002	93.87	95.12	94.47	1.013
2003	1,563,564	1,478,400	3,041,964	1,650,514	1,541,376	3,191,890	94.73	95.91	95.30	1.012
2004	1,583,290	1,496,038	3,079,328	1,671,500	1,560,628	3,232,128	94.72	95.86	95.27	1.012
2005	1,586,888	1,497,637	3,084,525	1,662,069	1,546,672	3,208,741	95.48	96.83	96.13	1.014
2006	1,558,203	1,472,148	3,030,351	1,662,069	1,546,672	3,208,741	94.62	95.93	95.25	1.014
2007	1,560,815	1,474,362	3,035,177	1,667,564	1,553,066	3,220,630	95.61	96.86	96.21	1.013
2008	1,556,564	1,469,542	3,053,511	1,655,270	1,542,050	3,197,320	94.04	95.30	95.50	1.013
2009	1,545,459	1,454,992	3,000,451	1,624,238	1,512,817	3,137,055	95.15	96.18	95.65	1.011
2010	1,521,694	1,437,766	2,959,460	1,587,423	1,489,200	3,076,623	95.86	96.55	96.19	1.007
2011	1,493,176	1,411,302	2,904,478	1,562,144	1,467,269	3,029,413	95.59	96.19	95.88	1.006
2012	1,475,118	1,392,094	2,867,212	1,530,429	1,443,195	2,973,624	96.39	96.46	96.42	1.001
2013	1,446,313	1,361,225	2,807,538	1,496,154	1,410,627	2,906,781	96.67	96.50	96.59	0.998

Source: MOE, Private, SRAN, SRAR

Transition Rates Between Primary and Lower Secondary Levels

Year	New entrants in 1st Grade of Lower Secondary Level			Enrolment in last Grade of Primary Level			Transition rate Primary Level to Lower Secondary Level			GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
2000	208,437	200,936	409,373	235,910	218,675	454,585	88.35	91.89	90.05	1.040
2001	213,099	208,490	421,589	240,877	225,194	466,071	88.47	92.58	90.46	1.047
2002	204,142	196,885	401,027	228,202	209,310	437,512	89.46	94.06	91.66	1.051
2003	215,486	209,000	424,486	238,653	220,977	459,630	90.29	94.58	92.35	1.047
2004	219,539	211,909	431,448	239,581	222,010	461,590	91.63	95.45	93.47	1.042
2005	228,081	220,703	448,784	249,171	229,808	478,979	91.54	96.04	93.70	1.049
2006	229,250	221,598	450,848	252,957	232,885	485,841	90.63	95.15	92.80	1.050
2007	228,353	220,838	449,191	253,280	231,988	485,268	90.16	95.19	92.57	1.056
2008	234,196	227,995	462,191	254,720	233,543	488,263	91.94	97.62	94.66	1.062
2009	234,738	228,742	463,480	243,279	235,439	478,718	96.49	97.16	96.82	1.007
2010	234,761	228,378	463,139	242,148	233,231	475,379	96.95	97.92	97.43	1.01
2011	223,574	217,159	440,733	233,131	224,464	457,595	95.90	96.75	96.32	1.01
2012	224,653	217,150	441,833	233,383	224,548	457,931	96.26	96.71	96.48	1.00
2013	246,415	243,213	489,628	256,856	247,168	504,024	95.94	98.40	97.14	1.03

Source: MOE

Gross Enrolment Rate In Secondary Education

Year	Enrolment of official in secondary school age group			Population of the official secondary school age			GER in Secondary Education			GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
2000	1,037,740	1,064,137	2,101,877	1,250,104	1,173,279	2,423,383	83.01	90.70	86.73	1.093
2001	1,056,961	1,072,803	2,129,764	1,279,733	1,200,951	2,480,684	82.59	89.33	85.85	1.076
2002	1,055,105	1,072,406	2,127,511	1,276,920	1,198,501	2,475,421	82.63	89.48	85.95	1.083
2003	1,065,717	1,076,061	2,141,778	1,280,611	1,197,867	2,478,478	83.22	89.83	86.42	1.079
2004	1,085,778	1,067,924	2,153,702	1,289,006	1,205,659	2,494,665	84.23	88.58	86.33	1.071
2005	1,129,411	1,130,961	2,260,372	1,363,954	1,275,614	2,639,568	82.80	88.66	85.63	1.071
2006	1,143,728	1,142,916	2,286,644	1,324,102	1,236,291	2,560,393	86.38	92.45	89.31	1.070
2007	1,157,514	1,145,522	2,303,036	1,357,495	1,267,212	2,624,707	85.27	90.40	87.74	1.060
2008	1,190,830	1,178,387	2,369,217	1,375,039	1,283,799	2,658,838	86.60	91.79	89.11	1.060
2009	1,214,856	1,207,796	2,422,652	1,391,816	1,299,797	2,691,613	87.29	92.92	90.01	1.065
2010	1,216,513	1,206,277	2,422,790	1,398,273	1,305,380	2,703,653	87.00	92.41	89.61	1.062
2011	1,209,640	1,203,404	2,413,044	1,389,760	1,296,984	2,686,744	87.04	92.78	89.81	1.066
2012	1,210,788	1,197,900	2,408,688	1,384,189	1,286,898	2,671,087	87.47	93.08	90.18	1.064
2013	1,226,406	1,216,788	2,443,194	1,388,749	1,292,586	2,681,335	88.31	94.14	91.12	1.066

Source: MOE, Private, SMAN, SMAR, MARA, RMC, DOS

Gross Intake Rate In Primary Education

Year	New Entrants to Grade1 (all ages)			Population of the official primary school-entrance age			GIR in Primary Education			GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
2000	265,075	250,590	515,665	280,518	261,369	541,887	94.49	95.88	95.16	1.015
2001	264,266	250,011	514,277	277,680	259,774	537,454	95.17	96.24	95.69	1.012
2002	269,811	254,517	524,328	278,615	260,480	539,095	96.84	97.71	97.26	1.010
2003	269,736	254,704	524,440	281,376	262,926	544,302	95.86	96.87	96.35	1.011
2004	269,662	254,122	523,784	279,684	260,831	540,515	96.42	97.43	96.90	1.010
2005	261,591	245,929	507,520	272,005	252,973	524,978	96.17	97.22	96.67	1.011
2006	256,796	241,294	498,090	272,309	249,688	521,997	94.30	96.64	95.42	1.025
2007	269,199	254,990	524,189	283,375	266,168	549,543	95.00	95.80	95.39	1.008
2008	247,164	233,192	480,356	266,521	249,464	515,985	92.74	93.48	93.09	1.008
2009	243,228	229,144	472,372	250,344	233,693	484,037	97.16	98.05	97.59	1.009
2010	236,825	222,979	459,804	242,869	237,214	480,083	97.51	94.00	95.78	0.964
2011	236,185	222,914	459,099	246,726	231,042	477,768	95.73	96.48	96.09	1.008
2012	232,218	220,098	452,316	240,594	225,614	466,208	96.52	97.56	97.02	1.011
2013	235,010	221,275	454,819	240,929	224,183	465,112	97.54	98.70	97.79	1.012

Source: MOE, Private, SRAN, SRAR

SURVIVAL RATE TO YEAR 5

Year	Enrolment in Year 1			Enrolment in Year 5			Survival Rate to Grade 5			GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
2000	233,670	221,287	454,957	229,741	219,005	448,746	98.32	98.97	98.63	1.007
2001	248,914	235,894	484,806	243,422	230,784	474,206	97.79	97.83	97.81	1.000
2002	253,911	238,923	492,834	243,278	231,278	474,556	95.81	96.80	96.29	1.010
2003	258,044	243,619	497,663	254,830	241,041	495,871	98.75	98.94	99.64	0.986
2004	262,459	248,312	510,771	257,978	244,828	502,606	96.29	98.60	98.40	1.024
2005	260,341	246,803	507,144	257,978	244,828	502,806	99.09	99.20	99.14	1.001
2006	265,295	250,960	516,255	259,156	245,994	505,150	97.69	98.02	97.85	1.003
2007	264,506	250,739	515,245	262,420	249,267	511,687	99.21	99.41	99.31	1.002
2008	264,353	250,045	514,398	261,913	248,996	510,909	99.08	99.58	99.32	1.005
2009	253,240	238,753	491,993	250,248	236,706	486,954	98.82	99.14	98.98	1.003
2010	254,211	239,157	493,368	251,705	238,087	489,792	99.01	99.55	99.28	1.005
2011	261,917	248,490	510,407	258,993	247,556	506,549	98.88	99.62	99.24	1.007
2012	243,127	229,872	472,999	240,388	229,461	469,849	98.87	99.82	99.33	1.010
2013	240,122	226,646	466,768	238,131	226,462	464,593	99.17	99.92	99.53	1.008

Source: MOE

Completion Rate of Primary Education/Survival Rate to Year 6

Year	Enrolment in Year 1			Enrolment in Year 6			Survival Rate to Grade 6			GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
2000	254,658	240,846	495,504	245,840	234,266	480,106	96.54	97.27	96.89	1.008
2001	233,670	221,287	454,957	225,457	215,939	441,396	96.49	97.58	97.02	1.011
2002	250,545	237,115	487,660	239,850	227,250	467,100	95.73	95.84	95.78	1.001
2003	253,911	238,923	492,834	241,683	230,135	471,818	95.18	96.32	95.74	1.012
2004	258,044	243,619	501,663	253,319	239,944	493,263	98.17	98.49	98.33	1.003
2005	261,715	247,614	509,329	256,564	243,052	499,616	98.03	98.16	98.09	1.001
2006	260,341	246,803	507,144	256,466	243,712	500,178	98.51	98.75	98.63	1.002
2007	265,295	250,960	516,255	257,914	245,052	502,966	97.22	97.65	97.43	1.004
2008	264,506	250,739	515,245	261,607	249,014	510,621	98.90	99.31	99.10	1.004
2009	264,353	250,045	514,398	260,825	248,454	509,279	98.67	99.36	99.00	1.007
2010	256,564	243,052	499,616	248,465	235,933	484,398	96.84	97.07	96.95	1.002
2011	254,211	239,157	493,368	249,937	237,005	486,942	98.32	99.10	98.70	1.008
2012	262,425	249,015	511,440	258,747	247,882	506,629	98.60	98.60	98.60	1.010
2013	243,127	229,872	472,999	239,852	229,227	469,079	98.65	99.72	99.17	1.011

Source: MOE

Primary School Achievement Test (UPSR)

Year	Number of Candidates	Number of Candidates With Minimum Competency Level	% of Candidates With Minimum Competency Level	Number of Candidates With all 'A's'	% of Candidates With all 'A's'
2000	475,155	235,419	49.5	22,565	9.6
2001	436,628	221,572	50.9	22,464	5.2
2002	464,228	270,335	58.2	29,673	6.4
2003	468,129	281,955	60.2	31,562	6.7
2004	383,935	237,656	61.9	16,312	4.2
2005	413,358	268,270	64.9	20,101	4.9
2006	418,643	258,234	61.7	20,152	4.8
2007	438,206	278,189	63.5	24,582	5.6
2008	507,320	317,404	62.6	46,641	9.2
2009	506,620	319,336	63.0	48,171	9.5
2010	482,333	310,605	64.4	48,327	10.0
2011	485,160	315,033	64.9	46,012	9.5
2012	503,928	331,984	65.9	45,054	8.9
2013	466,167	305,028	65.4	42,646	9.2

Note : Candidates obtaining grades A,B or C in all subjects taken

Source : Examination Syndicate, MOE

Lower Secondary Assessment (PMR)

Year	Number of Candidates	Number of Candidates With Minimum Competency Level	% of Candidates With Minimum Competency Level	Number of Candidates With all 'A's'	% of Candidates With all 'A's'
2000	392,962	209,228	53.2	11,575	2.9
2001	395,578	220,565	55.8	13,875	3.5
2002	388,622	243,654	62.7	17,994	4.6
2003	406,306	249,969	61.5	19,806	4.8
2004	383,935	237,656	61.9	16,312	4.2
2005	413,358	268,270	64.9	20,101	4.9
2006	418,643	258,234	61.7	20,152	4.8
2007	438,206	278,189	63.5	24,582	5.6
2008	442,948	278,767	62.9	26,378	6.0
2009	442,721	281,781	63.6	28,188	6.4
2010	439,456	296,251	67.4	30,863	7.0
2011	441,137	307,237	69.7	34,271	7.8
2012	440,643	303,573	68.9	30,474	6.9
2013	422,506	298,706	70.7	30,988	7.3

Source : Examination Syndicate, MOE

GOAL 6

Pupil Class Ratio In Public Primary Education

Year	Total number of pupils	Total number of classes	PCR for primary education
2000	2,933,877	93,448	31.40
2001	2,943,152	94,123	31.27
2002	2,989,284	95,278	31.37
2003	3,071,121	98,600	31.15
2004	3,139,633	100,750	31.16
2005	3,044,977	101,046	30.13
2006	3,136,641	103,711	30.24
2007	3,167,775	104,757	30.24
2008	3,154,090	106,970	29.49
2009	2,959,092	99,125	29.85
2010	2,899,228	103,396	28.04
2011	2,860,340	103,447	27.65
2012	2,811,264	103,142	27.26
2013	2,742,989	102,897	26.66

Source : MOE

Pupil Teacher Ratio For Public Primary and Secondary Education

Year	Total number of pupils in public primary education	Total number of teachers in public primary education	PTR for public primary education	PTR for public secondary education
2000	2,933,877	154,509	19	18
2001	2,943,152	160,296	18	17
2002	2,989,284	165,358	18	17
2003	3,071,121	174,701	18	16
2004	3,139,633	183,851	17	16
2005	3,158,015	192,057	16	16
2006	3,136,641	194,879	16	16
2007	3,167,775	201,499	16	16
2008	3,154,090	210,912	15	15
2009	2,959,092	222,265	13	13
2010	2,899,228	223,537	13	13
2011	2,860,340	227,098	13	13
2012	2,811,264	228,818	12	13
2013	2,742,989	229,050	12	13

Source : MOE

Public Expenditure

Year	Total public expenditure on ECCE programs (or Pre-school only)	Total public expenditure on Primary education	Total public expenditure on secondary education	Total public expenditure on education (MOE only)	Total public expenditure on education (MOH only)	Total public expenditure on education	Gross Domestic Product (GDP) at Market Price (Billion MYR)	Gross National Income (GNI) at Current Price (Billion MYR)	Public Expenditure on Basic Education (PRE-SECON) as Percentage of GDP	Public Expenditure on Basic Education (PRE-SECON) as Percentage of total federal expenditure	Total Public Expenditure on education as Percentage of Total Federal Budget	Total Population
2000	25,080,900	3,422,857,600	2,987,587,800	na	na	na	356.4		4.0	18.0		2,458,800
2005	178,061,100	5,674,836,800	5,057,590,900	16,719,469,500	5,247,116,000	21,966,585,500	543.577	519.6	3.1	14.2	18.7	2,599,000
2010	196,097,000	10,127,272,900	8,797,017,200	30,519,112,700	13,023,022,500	43,542,135,200	797.327	771.0	3.8	15.9	22.7	28,631,118
2011	294,816,595	10,734,889,500	9,154,512,800	35,762,962,700	12,607,153,000	48,370,115,700	884.457	863.5	4.0	16.7	22.6	27,565,821
2012	396,243,375	11,881,488,900	10,130,054,800	37,280,783,100	12,897,556,800	50,178,339,900	941.238	905.9	4.0	16.0	21.6	28,300,000
2013	488,066,800	13,076,510,700	11,859,253,100	na	na	na	984.451	952.6	4.3			29,300,000

Note : na – data is not available

Source : MOE, MOF