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**Malaysian Government  
Ministry of Education Malaysia**

# **THE DEVELOPMENT OF EDUCATION**

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**National report of  
MALAYSIA**

**Prepared by  
The Ministry of Education Malaysia**

**for the  
International Conference on Education**

**Geneva  
November 2008**

## **A National Report of Malaysia: The Development of Education**

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## **Inclusive Education**

Inclusive Education (IE) is defined as a process of addressing the diverse needs of all learners by reducing barriers to, and within the learning environment.

### **What is Inclusive Education?**

Inclusive education is “about enabling schools to serve all children” (UNESCO 1994). In other words, Inclusive means creating schools which welcome all learners, regardless of their characteristic, disadvantages or difficulties.

Inclusive education also means setting schools in the wider context of education systems, where there is both formal and non-formal education. It draws on all resources of their communities to ensure that the needs of diverse learners can be met effectively.

In some country children are denied the rights simply because of being perceived as different in terms of sex, race, culture, socio-economic background, ability, class or caste.

Inclusive education should be viewed in terms of including traditionally excluded or marginalized groups making the invisible visible. The most marginalized groups are often invisible in society: disabled children, girls, children in remote villages, and the very poor. These invisible groups are excluded from governmental policy and access to education.

## **Background – the Salamanca World Conference on Special Needs Education**

In June 1994 representatives of 92 governments and 25 international organizations formed the World Conference on Special Needs Education, held in Salamanca, Spain. The Conference reaffirmed the right to education of every individual, as enshrined in the 1948 Universal Declaration of Human Rights, and renewed the pledge made by the world community during the 1990 World Conference on Education for All to ensure that right for all, regardless of individual differences. During the subsequent ten years or so, there has been considerable activity in many countries to move educational policy and practice in a more inclusive direction.

*“... [mainstream] school should accommodate all children regardless of their physical, intellectual, socio-economic, emotional, linguistic or other conditions. This should include children with disabilities and gifted children, privileged and underprivileged, street- and working children, children from remote or nomadic populations, children from linguistic, ethnic or cultural minorities and children from other disadvantaged or marginalized areas or groups.”*

*“mainstream school trying to become inclusive are the most effective means of combating discrimination, creating welcoming teaching-learning environments, building and inclusive society and achieving Education for All.”*

From: Salamanca Statement (1994), Art. 2 and 3

**1. Measures taken to improve the rights to education and Inclusive Education of Malaysian citizen?**

Compulsory education was implemented since 2003. It aimed at ensuring every child has the right to be educated in the formal institution at primary level. However, home schooling is being allowed as we observe democracy rights.

**Free Education (fee free schooling)**

Free education – fully funded by the federal government. In 2008, student in Malaysia does not have to pay any kind of tuition fees. It is our government new policy on free education, which is in line with Dakar Goals and declaration.

**2. Efforts taken to ensure children to stay in school**

MoE allocated nearly RM1.0 billion every year to provide Support Programmes to needy students. Among its programmes are:

**To increase students' health, safety, discipline, and well-being**

- Food Nutrition Programme – This scheme allowed nearly 707 thousand children to enjoy a daily breakfast before school in 2006, a School Milk Programme that provided milk at school to nearly 570 thousand students in 2006.
- School Health Programme
- Guidance & Counseling
- Boarding facilities
- Trust Fund for Poor Students – provided assistance of about 29.4 million USD to 857,319 primary and secondary students in 2005. In the year 2006, 200 million Ringgit Malaysia has been allocated.

- Textbook Loan Scheme - beginning the 2008 school session, the Text Book Loan Scheme will be provided to all students, irrespective of their families' income and with no restrictions on the number of eligible children. With this, 5] million students will benefit from this Scheme compared with 4.5 million students currently. With these measures, schooling in Malaysia is now completely free.
- Scholarship and Loan — supported 230,000 students at secondary level

### **3. Curricular for different target groups**

- MoE provides standardized national curricular which is cultural. Gender and disadvantages bias.
- For children with special educational needs, special curricular have been set up to cater the individual needs of the child.
- Learning modules for indigenous pupils - The Curriculum Development Center (CDC) has developed an alternative curriculum known as the Integrative Curriculum for Pupils of Orang Asli and Penan. In March 2007, this curriculum was piloted in six Orang Asli schools and in the year 2008, it will be piloted in six Penan schools.

Local indigenous elements and special needs of the Orang Asli and Penan such as social stability, emotion, self management and cleanliness are taken into consideration in developing the Integrative Curriculum for Pupils of Orang Asli and Penan. A new element the curriculum, "Culture and Heritage" will be introduced to pupils at Level primary school (Year 4 - 6). Indigenous pedagogy, multi level intelligences, mastery learning and outdoor learning are among the teaching and learning (T &L) approaches applied in the classroom.

#### 4. Remedial and enrichment Programme

##### **To address the issues of bridging the gaps between:**

- Rich and poor (provision of quality teaching and learning facilities, equal chances of completing the education cycle);
- Rural and urban (digital gap, academic performances, equity and access to quality education) Provide adequate educational infrastructure, facilities & trained teachers to rural areas ; and
- Interstate diversity - some state have poor resources while others are rich, some are very remote and hard to reach, but quality education as a social obligation has to be provided to all citizen of Malaysia

##### **To increase right to education for at risk children:**

Student with special educational need are provided with special education through 32 Special Schools and 1282 Integrated Programmes (special classes in a mainstream school) for visual and hearing impairment, and Learning disabilities. Total enrolments for these programs are 29169. Most of these schools provide residential facilities.

- Vocational Special Education Secondary Schools, 2 vocational schools have been set up to provide skill base education for disable children. Students are introduced to Industrial Skills curricula. 2 more Vocational Special Education Secondary School will be built in 9<sup>th</sup> Malaysian Plan.
- Flexi educational programs
- Disabled Student Allowance — 29169 disabled students gain benefit from this scheme. 7.8 million Ringgit Malaysia has been allocated in 2006.

- MPV (vocational subject) is a programme for non academic inclined student. Student will be introduced to these vocational skills will be assessed through their achievement in mastering the skills.

## **5. Status of IE Practice in Malaysia for Children with Special Educational Needs.**

### **Students with hearing impairments**

The majority of students with hearing impairment are segregated from mainstream learning at the primary level of education. These students receive their primary education either in special education schools or in SEC in mainstream schools (Integrated Special Education Programmes).

For lower secondary education; students with- hearing impairments from special education primary schools are integrated into SEC in mainstream schools with the exception of the Federated Special Education Secondary School for the deaf, in Penang. This particular school accepts students with hearing impairment at the lower secondary level.

Students with hearing impairments could proceed with upper secondary education in either special education secondary school (as mentioned above) or integrated programmes in mainstream schools for academic option. Students opting for academic subjects in SEC of mainstream schools are usually taught separately from their mainstream counterparts.

These students who are vocationally inclined could continue their upper secondary education in this particular field either at a special education secondary vocational school or integrated programmes (SEC) in secondary technical/vocational schools. Students in secondary technical/vocational schools are taught separately from mainstream



students for three subjects only (Malay Language, Religious/Moral Studies and Mathematics). They are fully included in mainstream classes for vocational and technical subjects. On average about 90% of the students education in these schools takes place in mainstream classes with their mainstream peers.

At the tertiary level of education, three polytechnics provide higher education for students with hearing impairments. The initiation of special education programmes in polytechnics was guided by the 'least restrictive principle', thus the establishment of integration programmes in polytechnics.

### **Students with visual impairments**

Students with visual impairments in integrated programmes in mainstream primary schools are usually segregated from mainstream learning during their first three years of primary education (phase 1 of primary education). Various degrees of inclusion are being practiced for these students for the next 3 to 5 years of primary education (children with SEN are given the option of 2 extra years in primary education). Some students are included for all subjects with the exception of physical education and arts subject, while others are included for certain subjects only. The degree of inclusion for each of these individual depends on the student's ability to cope with mainstream learning.

The majority of visual impaired students in integrated programmes are included in mainstream learning for all subjects except those mentioned at the primary schooling. Intellectually these students are perceived able to cope with mainstream learning and their ability to follow verbal instruction makes inclusion practicable. Segregation is the essence of teaching and learning for these students in special education schools be it primary or secondary.

### **Students with learning disabilities**

Unlike children with hearing and visual impairment, no special education schools were established for children with learning disabilities (mental retardation) at either primary or secondary level of schooling. All students with learning disabilities are educated within integrated programmes

For primary and secondary education, the majority of students with learning disabilities are segregated from mainstream classroom learning. But there are quite substantial numbers of these students who are included into mainstream classes. There are no set rules governing the inclusion of these students imposed by the Ministry of Education. The decision to include these students rest entirely on the school's administration prerogative based on advice by the school's special education teachers. Nonetheless, there are two generally accepted criteria for the inclusion of children with learning disabilities, in which, they:

- i. are able to managed themselves without help, and
- ii. do not have behavioral-conditions that could caused disruption to mainstream learning

Children who are perceived able to access mainstream learning are included either fully or for certain subjects only. Thus, inclusion of these students is strongly encouraged but not mandatory in Malaysia.

### **5. How does Malaysia address attrition among the unreachable at children?**

Malaysia sees the indigenous people and the minority ethic children living in the very interior as the unreachable pupils. One of the challenges in ensuring participation among this pupils is having a customized curricular as an alternative to the national curricula.

Other challenges are to prevent drop-outs during the transition from primary education to secondary. As such, we have launched the special comprehensive school model, whereby, these pupils will be provided with secondary education at their respective primary school (without having to move out of their location). The comprehensive school is actually a primary school with extended lower primary education and usually equipped with residential facilities.