

**WORKSHOP ON “THE IMPACT OF POST-2015 DEVELOPMENT
AGENDA ON EDUCATION STATISTICS”
29 – 30 NOVEMBER 2016
Ankara, Turkey**

Malaysia’s Experience on Education Statistics
from the MDGs Period and Adaptation to SDGs Indicators

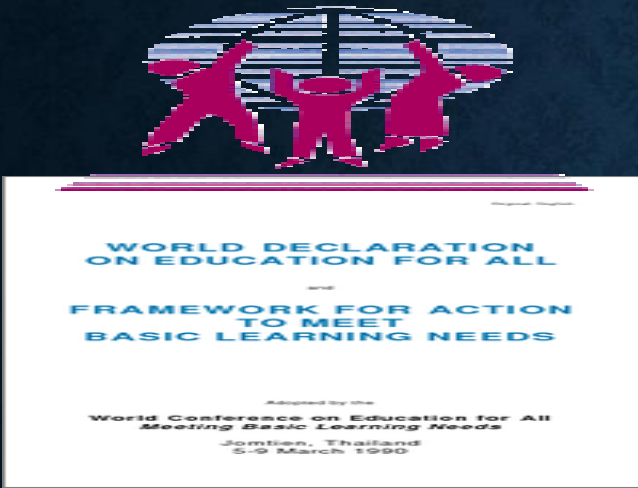
AN OVERVIEW OF THE GLOBAL AGENDA ON EDUCATION

1990

2000

2015

2030



1. World summit for Children, New York
2. Jomtien (Thailand) Framework for Action to Meet Basic Learning Needs

1. UN Millennium Summit, New York
2. Dakar (Senegal) Framework for Action- Education for All

1. UN Summit, New York – Adoption of SDGs
2. SDG4

6th & 7th MP

NATIONAL DEVELOPMENT PLAN

8th, 9th and 10th MP

Education Development Plan 2001-2010
EDMP 2006-2010
Interim Strategic Plan 2011-2012

11th MP

Malaysia Education Blueprint
2013-2025

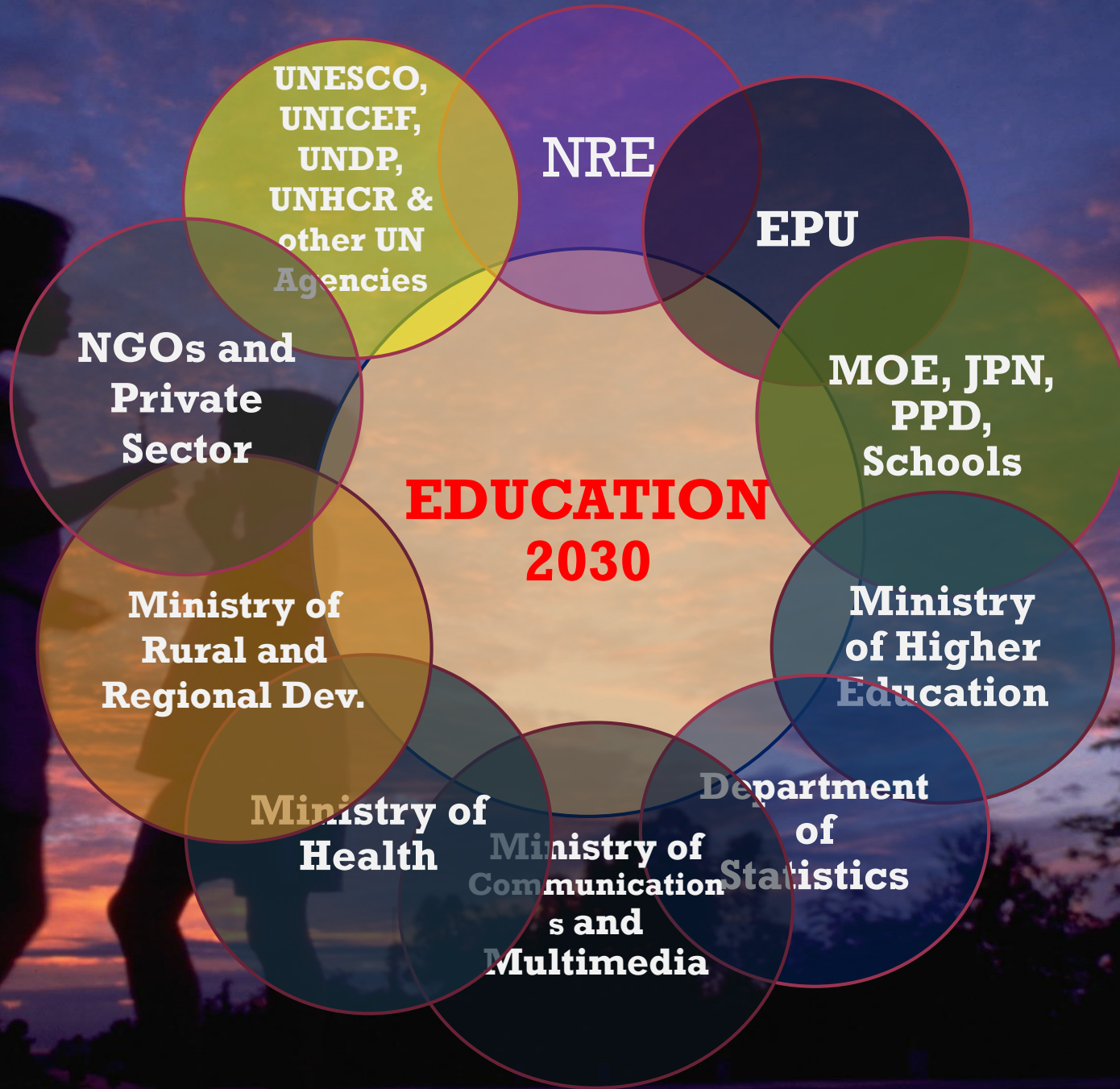
1. Data not captured for certain indicators
2. Data coordination between ministries and agencies



Vision and Rationale

- **A single agenda:** Education 2030 = SDG 4
- Comprehensive, holistic, ambitious, aspirational and **universal**
- **Transformative**, leaving no one behind
- **Addressing unfinished business** of EFA and MDGs and current and future challenges

PARTNERS





**LINKING SDG4-EDUCATION 2030 WITH
NATIONAL DEVELOPMENT PLANS**

TARGET 4.1

EDUCATION 2030

Ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes

MEB 2013-2025

Provide equal access to quality education of an international standard and move from 6 to 11 years of compulsory education. By 2020, every student will leave formal schooling with a minimum SPM or equivalent vocational qualification





STUDENT ENROLMENT

94.6% Preschool

97.2% Primary

92.5% Lower Secondary

82.2% Upper Secondary

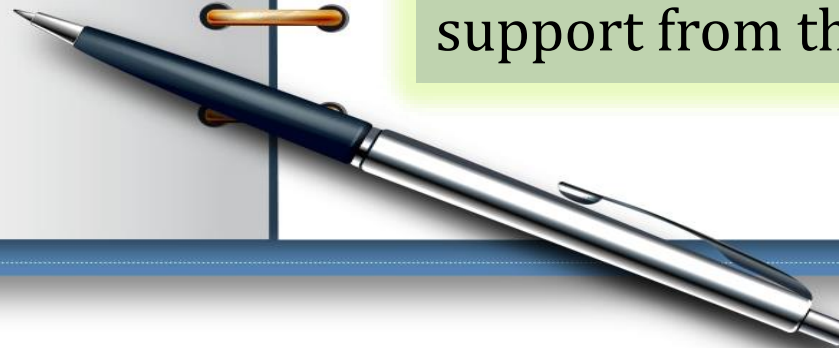
TARGET 4.2

EDUCATION 2030

4.2 Ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education

MEB 2013-2025

Raise quality of all preschools and encourage universal enrolment by 2020. Every child aged 5+ will be enrolled in a registered preschool, be it public or private. Low-income families that would otherwise not be able to afford preschool will receive need-based financial support from the Ministry.





PRESCHOOL ENROLMENT RATE

2014 2015

5+ YEARS OLD 91.9% 91.9%

4+ YEARS OLD 76.6% 77.2%

NUMBER OF PRESCHOOL CLASSES

47,994

PRESCHOOL



PUBLIC PRESCHOOL : 46%

PRIVATE PRESCHOOL : 54%



TARGET 4.3

EDUCATION 2030

4.3 Ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university

MEB 2013-2025

Enhance access to and quality of existing education pathways, starting with the vocational track.



The Vocational Education Transformation Programme includes the introduction of the Basic Vocational Education, and upgrading of Vocational Secondary Schools to Vocational Colleges.

INCREASE IN POST LOWER
SECONDARY TVET
ENROLMENT

2013
4.6%

2015
5.3%

By 2025, the Ministry of Higher Education aspires **to increase access to and enrolment in higher education**. If Malaysia were to successfully improve tertiary enrolment rates from 36% currently to 53% (and higher education enrolment from 48% to 70%), this will bring Malaysia on par with the highest enrolment levels in ASEAN today.

This growth scenario will require an additional 1.1 million places by 2025, mainly through growth in **technical and vocational education and training (TVET), private HLIs and online learning**.



TARGET 4.4

EDUCATION 2030

4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship

MEB 2013-2025

Demand for vocational education outstrips supply. MOE collaborates with the private sector to develop industry recognised qualifications, offer more hands-on practicum opportunities and up skill teachers.





COLLABORATION WITH INDUSTRY PARTNERS

The Ministry has established a Memorandum of Understanding with industry partners to ensure the relevance of the vocational programmes and to secure attachment in various industries

Cooperation in capacity building initiatives such as with SEAMEO VOCTECH, Brunei; Temasek Foundation, Singapore; and SEAMEO-JPDE TVET Teacher Training Programme, China.

There are currently 85 schools, including K9 schools for Orang Asli and indigenous students, offering PAV to 5,312 students, an increase of 44.9% compared to 2014

TARGET 4.5

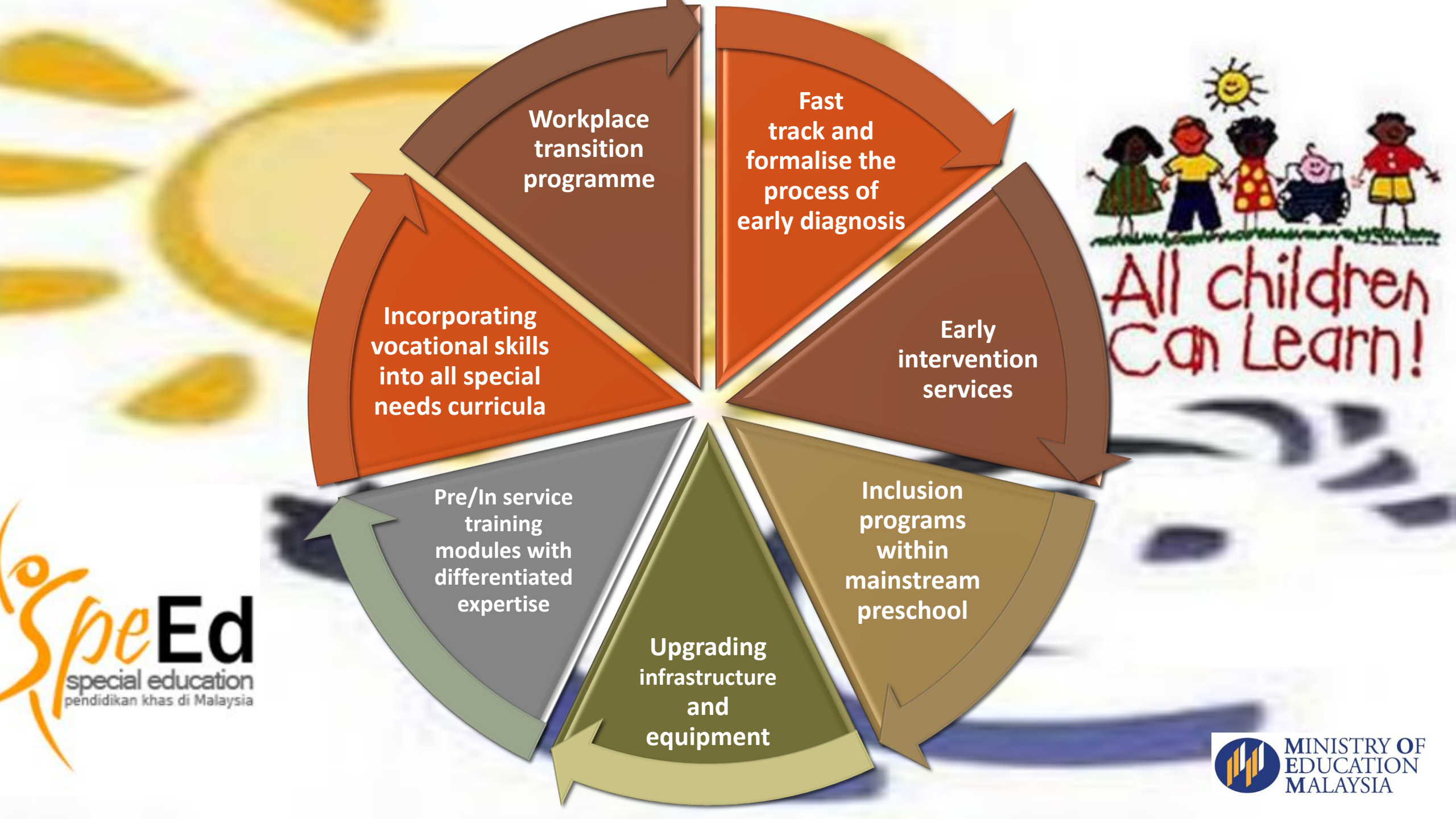
EDUCATION 2030

4.5 By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations

MEB 2013-2025

The Ministry will ensure that students with specific needs, such as students with special needs, indigenous and other minority students like Orang Asli and Penan, gifted students and students in under-enrolled schools have the opportunity to get a high quality education that is relevant to their needs





All children
Can Learn!

Workplace
transition
programme

Fast
track and
formalise the
process of
early diagnosis

Early
intervention
services

Inclusion
programs
within
mainstream
preschool

Upgrading
infrastructure
and
equipment

Pre/In service
training
modules with
differentiated
expertise

Incorporating
vocational skills
into all special
needs curricula

The Ministry has undertaken multiple initiatives to support indigenous communities. Key among them are:

1

Improving enrolment and attendance rates of Orang Asli students from primary through to secondary school.

2

Model School (K9) to reduce the drop-out rate between Year 6 and Form 1

3

Development of a contextualised curriculum tailored to Orang Asli and Penan students

4

The inclusion of indigenous and other minority languages in the curriculum

5

The provision of Adult Classes for Indigenous Communities to provide them with sufficient literacy and numeracy to support their children's learning

TARGET 4.6

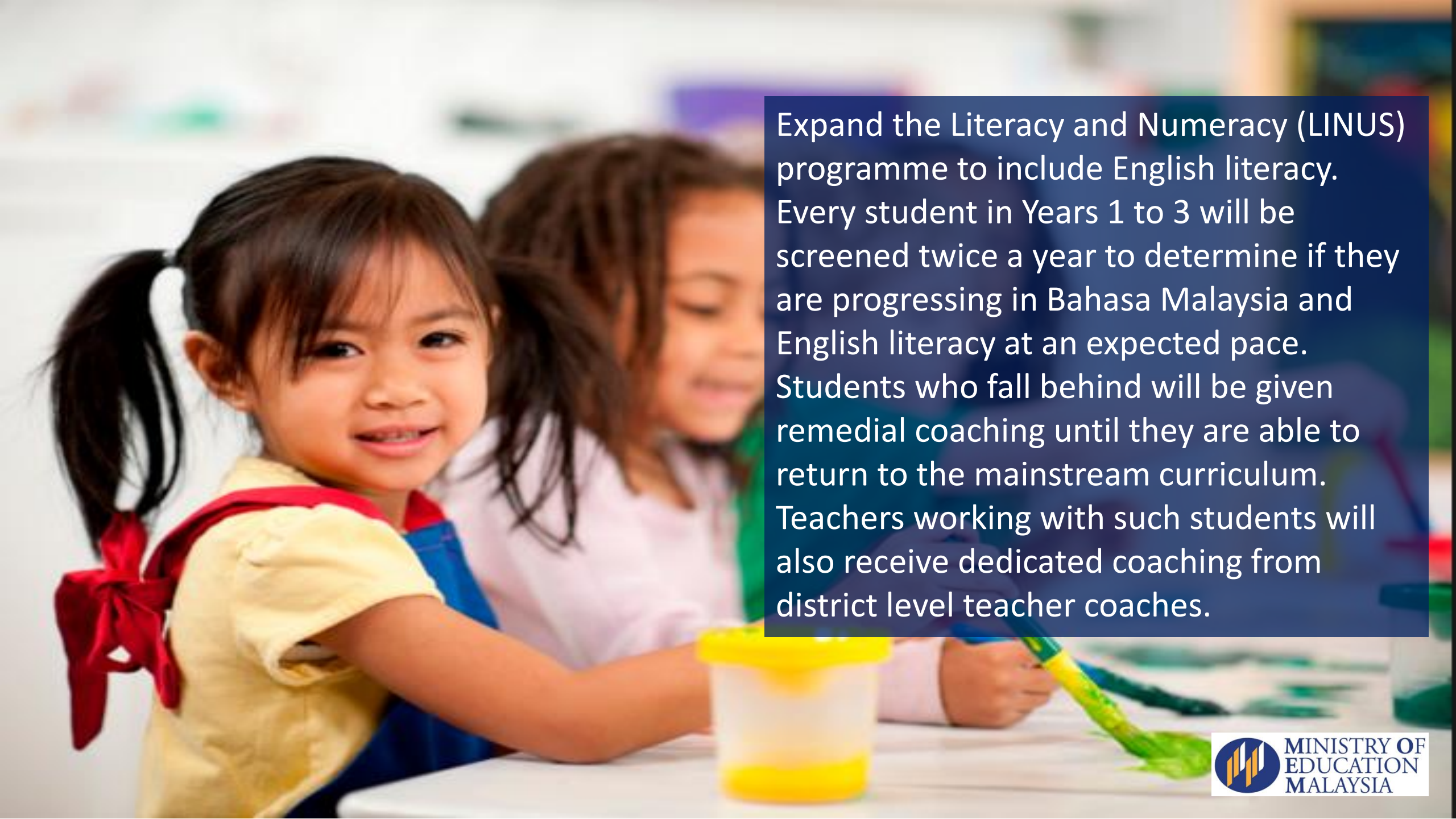
EDUCATION 2030

4.6 By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy

MEB 2013-2025

Youth literacy has risen from 88% in 1980 to near-universal literacy of 99% today, while adult literacy has increased even more dramatically, from less than 70% to over 92%



A photograph of two young girls in a classroom. The girl in the foreground is wearing a yellow shirt and blue overalls with a red sash, looking towards the camera with a slight smile. The girl in the background is wearing a light pink shirt and is looking down, possibly at a desk. There are yellow and green containers on the desk in front of them.

Expand the Literacy and Numeracy (LINUS) programme to include English literacy. Every student in Years 1 to 3 will be screened twice a year to determine if they are progressing in Bahasa Malaysia and English literacy at an expected pace. Students who fall behind will be given remedial coaching until they are able to return to the mainstream curriculum. Teachers working with such students will also receive dedicated coaching from district level teacher coaches.



TARGET 4.7

EDUCATION 2030

Ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development

MEB 2013-2025

Ensure every child is proficient in Bahasa Malaysia and English language and is encouraged to learn an additional language

Scale up integration programmes to facilitate interaction across school types

Global Sustainability Implementation Guidelines than incorporate global citizenship, sustainable consumption and production, and unity for primary and secondary schools



**MEANS OF IMPLEMENTATION
TARGET 4a, 4b & 4c****By 2030 ...**

Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all

Substantially increase support for scholarships available to developing countries

All learners are taught by qualified teachers, including through international cooperation for teacher training



2015 HIGHLIGHTS & ACHIEVEMENTS

6,366

UPGRADING
AND

5,008

REPAIR PROJECTS
COMPLETED IN SCHOOLS



INFRASTRUCTURE

Performance review of school leaders and teachers
using the Unified Instrument

TEACHER QUALITY

EXCELLENT	HIGH
55.1%	39.9%
MEDIUM	LOW
4.8%	0.2%

SCHOOL LEADER QUALITY

EXCELLENT	80%
HIGH	17.7%
MEDIUM	2.2%
LOW	0.1%



How is SDG4 Meaningful?

- ✓ At aggregate level Malaysia is on track
- ❖ Pockets of unreached children not in school
- ❖ Quality
- ❖ Equality and Equity



Monitoring Education towards SDG4 : We do not have to start from scratch

1

Administrative registers already exist – School Management System, SMIPS

2

Monitoring system established prior to year 2016

3

Expand the role of administrative data in statistical production to harness the data revolution

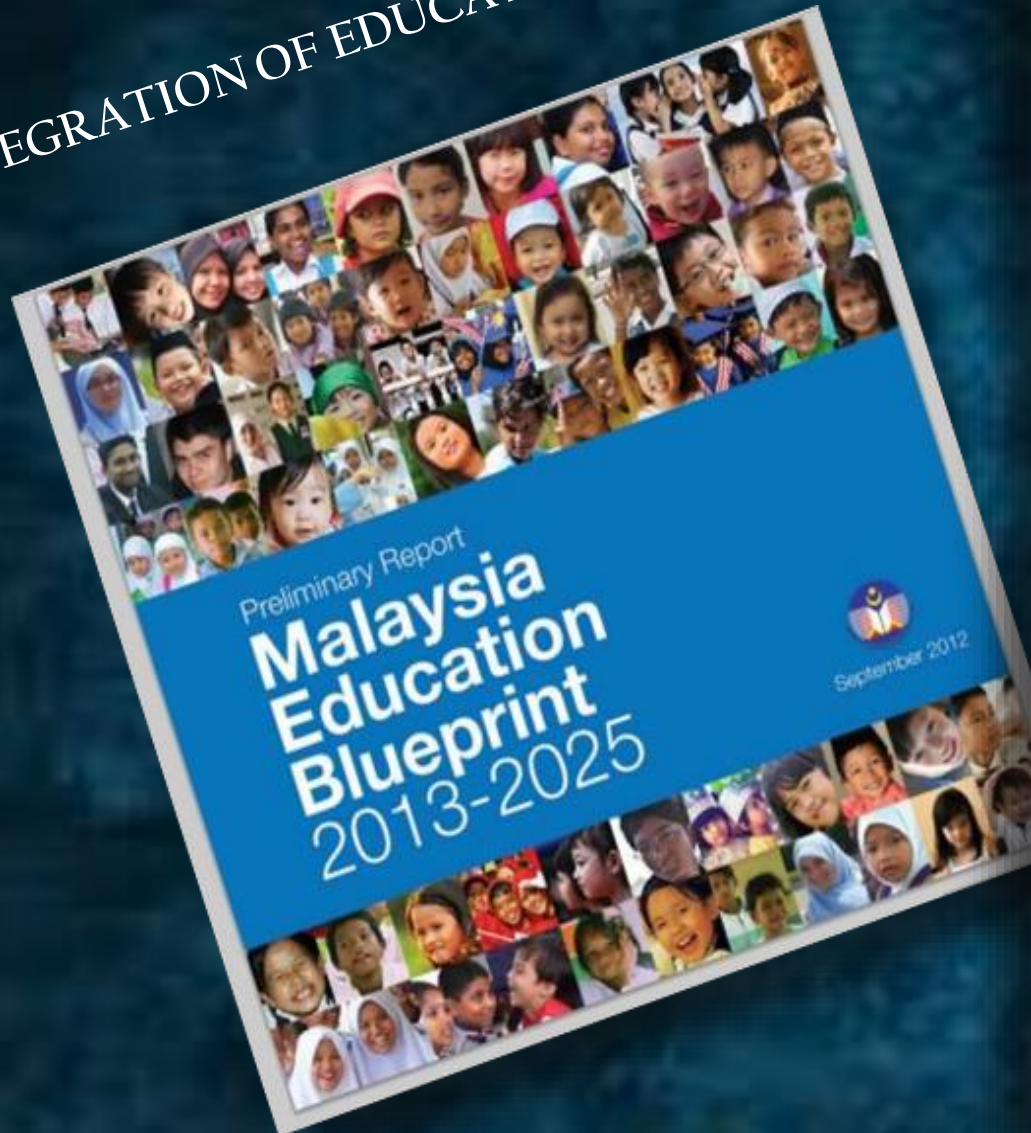
4

An opportunity for improving statistical coverage and disaggregation in relation to the SDG and national statistics in general

Monitoring Education toward SDG4

EFFICIENCY

INTEGRATION OF EDUCATION DATA



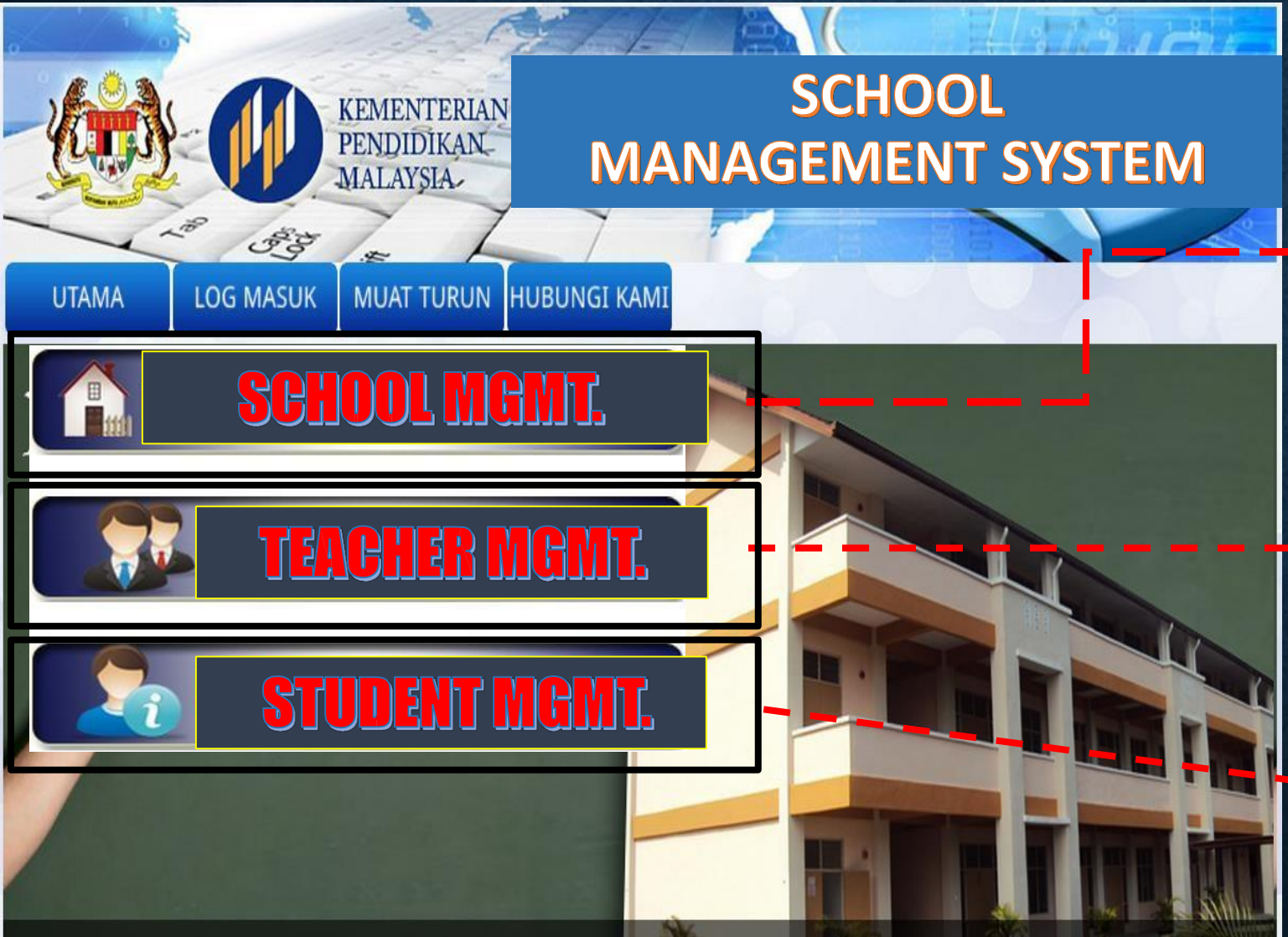
Integration of education data

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

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

Monitoring Education toward SDG4

STARTING 1 JAN 2015 ONWARDS



PRIOR TO 2015

EMIS

e-
OPERATION

APDM



Initial review results : Malaysia

- ❑ The feasibility in Malaysia (43 thematic indicators)

28 indicators are feasible and have available data; and
15 indicators are not feasible and have no available data.

- ❑ The agency in charge of collection - over 10 relevant ministries take charge of collecting

Challenges

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

Challenges (Indicators)

- Percentage of children under 5 years of age who are developmentally on track in health, learning and psychosocial well- being
- Percentage of children under 5 years of age experiencing positive and stimulating home learning environments
- The percentage of people in a given age-range participating in education and training in the last 12 months, by type of programme
- Extent to which (i) global citizenship education and (ii) education for sustainable development are mainstreamed in (a) national education policies (b) curricula (c) teacher education and (d) student assessment

Way Forward

- Integration of Data into **ONE School Management System**
- Proposal for **new survey items/indicators** in EMIS, HIS, LFS, Census 2020 and/or other surveys
- **Inter-agency collaboration**, including with NGOs and the private sector
- **Minimize duplication of tasks** between agencies in monitoring targets/indicators
- **Training and capacity building** for officers
- Seeking **technical assistance** from international organizations
- **Increase new data sources**
- **Actively engage partners** to ensure that the data collected can be separated according to the gender, age group, ethnicity, etc. and met the requirements of related indicators.



THANK
YOU