



*1st Asia-Pacific Conference on Dyslexia and Other
Learning Disabilities 2013
(APCoLD 2013)*

The current scenario of special education in Malaysia and services for children with learning disabilities

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The Roles of Special Education Division

Students with Special Educational Needs

- Learning Difficulties
- Visual Impairment
- Hearing Impairment

**Juvenile &
Students of
Correctional
Facilities**

**Children
in
Hospital**

**Special
Remedial
Students**

Trends in Special Education



2013 – 2025

Malaysia Education Blueprint



2000s

Vocational Programme (SMPKV) – for all categories of students with special educational needs



1980s

Integration & Inclusion Programme (Visual / Hearing Impairment / LDs)
Vocational Programme (Visual / Hearing Impairment)



1960s

Integration (Visual / Hearing Impairment) & Braille Code



1940s

Special Education (Primary) (Visual / Hearing Impairment)



1920s

Special Education (Primary) - St. Nicholas P. Pinang

Special Education Provisions

Pupils with special needs

Pupils with visual impairment or hearing impairment or learning difficulties

Inclusive Programme

- ☐ Learning Difficulties
- ☐ hearing impairment
- ☐ Visual impairment

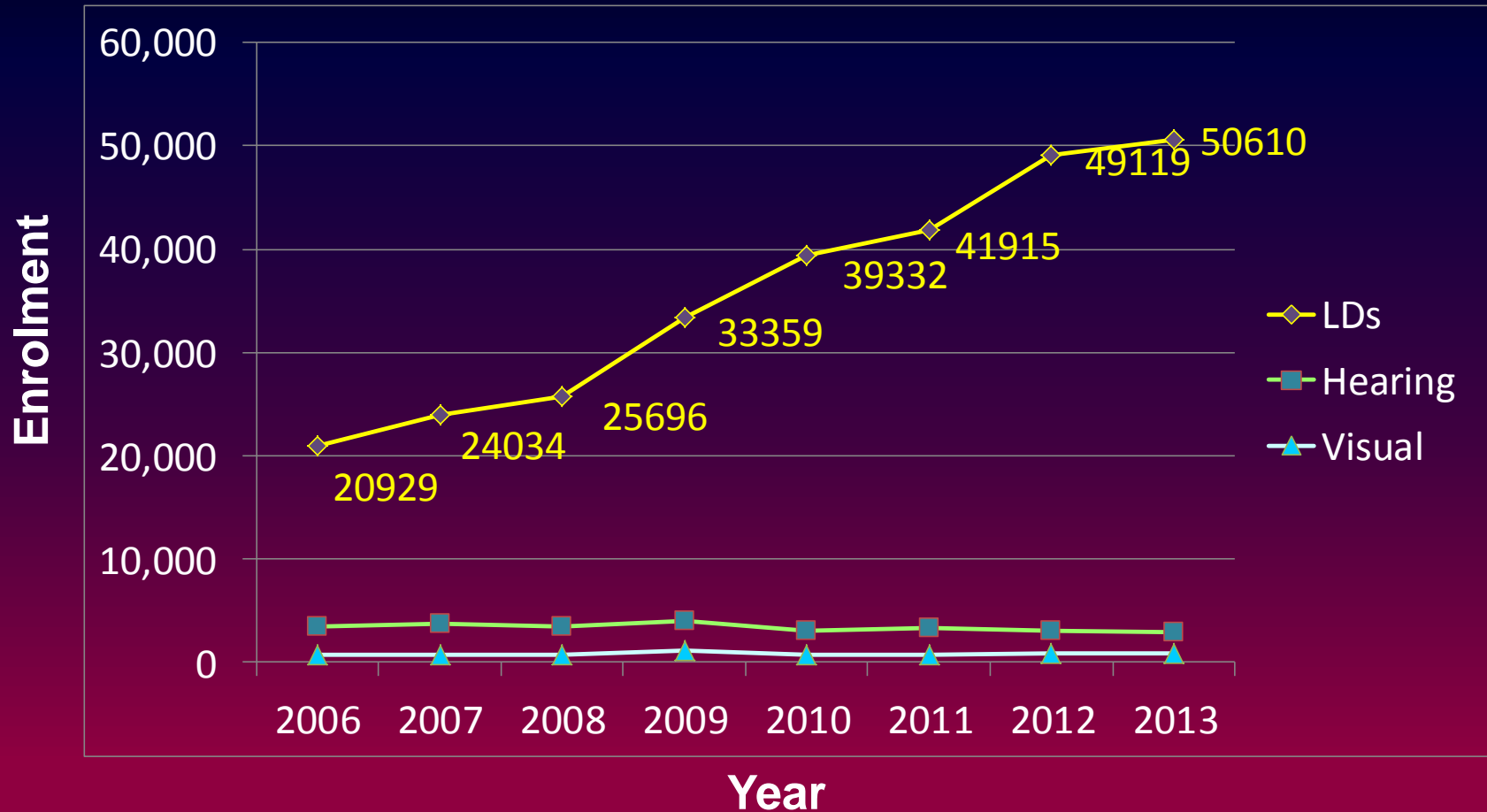
Integrated Special Education Programme

- ☐ Learning Difficulties
- ☐ hearing impairment
- ☐ Visual impairment

Special Education Schools

- ☐ hearing impairment
- ☐ Visual impairment
- ☐ Learning Difficulties

ENROLMENT (2006 – 2012) *BY CATEGORY*



YEAR	2006	2007	2008	2009	2010	2011	2012	2013
TOTAL	25,106	28,591	29,935	38,453	43,162	46,005	53,024	54,377

Legislation

ACT 550 – EDUCATION ACT (1996)

Chapter 8 – Special Education

Minister to provide special education

40. The Minister shall provide special education in special schools established under paragraph 34(1)(b) or in such primary or secondary schools as the Minister deems expedient.

Legislation

ACT 550 – EDUCATION ACT (1996)

Chapter 3 – Primary Education

Power to prescribe the duration of and curriculum on special education

41. (1) Subject to subsections (2) and (3), the Minister may by regulations prescribe—

- (a) the duration of primary and secondary education suitable to the needs of a pupil in receipt of special education;**
- (b) the curriculum to be used in respect of special education;**
- (c) the categories of pupils requiring special education and the methods appropriate for the education of pupils in each category of special schools; and**
- (d) any other matter which the Minister deems expedient or necessary for the purposes of this Chapter.**

Circular

Surat Pekeliling Ikhtisas

Pekeliling Ikhtisas Bil. 16/2002

KPM telah memutuskan tempoh belajar murid berkeperluan khas boleh dilanjutkan kepada tambahan tempoh selama 2 tahun.

Boleh diambil sama ada diperingkat rendah atau menengah ataupun kedua-duanya iaitu satu (1) tahun di peringkat rendah, satu (1) tahun di peringkat menengah

CATEGORIES OF CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

- **Hearing impairment**
- **Visual impairment**
- **Learning Difficulties**
- **Speech Impairments**
- **Physical disabilities**
- **Multiple disabilities**

CHILDREN WITH LEARNING DIFFICULTIES

- 1. *Children with Pervasive Development Disorders (PDD), Autism, Asperger Syndrome, Rett Syndrome, Childhood Disintegrative Disorder or PDD-NOS.***
- 2. *Children with Specific Developmental Disorders – Speech & Language, Cognitive Skills, Motor Function and mixed specific developmental disorders.***
- 3. *Children with chromosomal disorder :
(Down Syndrome , Klinefelter Syndrome, Fragile X Syndrome, Turner Syndrome ...)***
- 4. *Children with other Developmental Disorders
(Angelman Syndrome, Apert Syndrome, Goldenhar Syndrome...)***

CHILDREN WITH LEARNING DIFFICULTIES

- 5. *Children with Specific Learning Difficulties – Dyslexia, Dyspraxia, Dyscalculia, Dysgraphia, etc.***
- 6. *Children with Emotional Behavioural Difficulties – ADD, ADHD, CD, ODD, etc.***
- 7. *Children with multiple disabilities.***

International Conventions

Convention on the Rights of the Child, UNESCO (12th December 1989)

Jomtein World Conference on Education for All, UNESCO (1990) Article 1: Meeting Basic Learning Needs Every person – child, youth and adult – shall be able to benefit from educational opportunities designed to meet their basic learning needs

Incheon Strategy to “Make the Right Real” for Persons with Disabilities in Asia and the Pacific (2012)

Convention on the Rights of Persons with Disabilities (2006)

Salamanca Statement 1994: School should accommodate all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions

Biwako Millennium Framework for Action 2002: Towards an Inclusive, Barrier Free & Right-based Society for Persons with Disabilities

Dakar Framework for Action (2000) Article 7(i): Expanding and improving comprehensive early childhood care and education for the most vulnerable and disadvantaged children

TRANSFORMATIONAL THRUSTS

- 1 **Restructuring of Special Education**
- 2 **Promote Inclusive Education**
- 3 **Enhancing Support Services**
- 4 **Establishing Transition Programme**
- 5 **Teaching Professionalism and Instructional Leadership**
- 6 **Smart Partnership**

Education Blueprint

System Aspirations

Five system aspirations for the Malaysian education system

Access

100% enrolment across all levels
from pre-school to upper secondary by 2020

Quality

Top third of countries in international
assessments such as PISA and TIMSS in 15 years

Equity

50% reduction in achievement gaps
(urban-rural, socioeconomic and gender) by 2020

Unity

**An education system that gives children shared values
and experiences** by embracing diversity

Efficiency

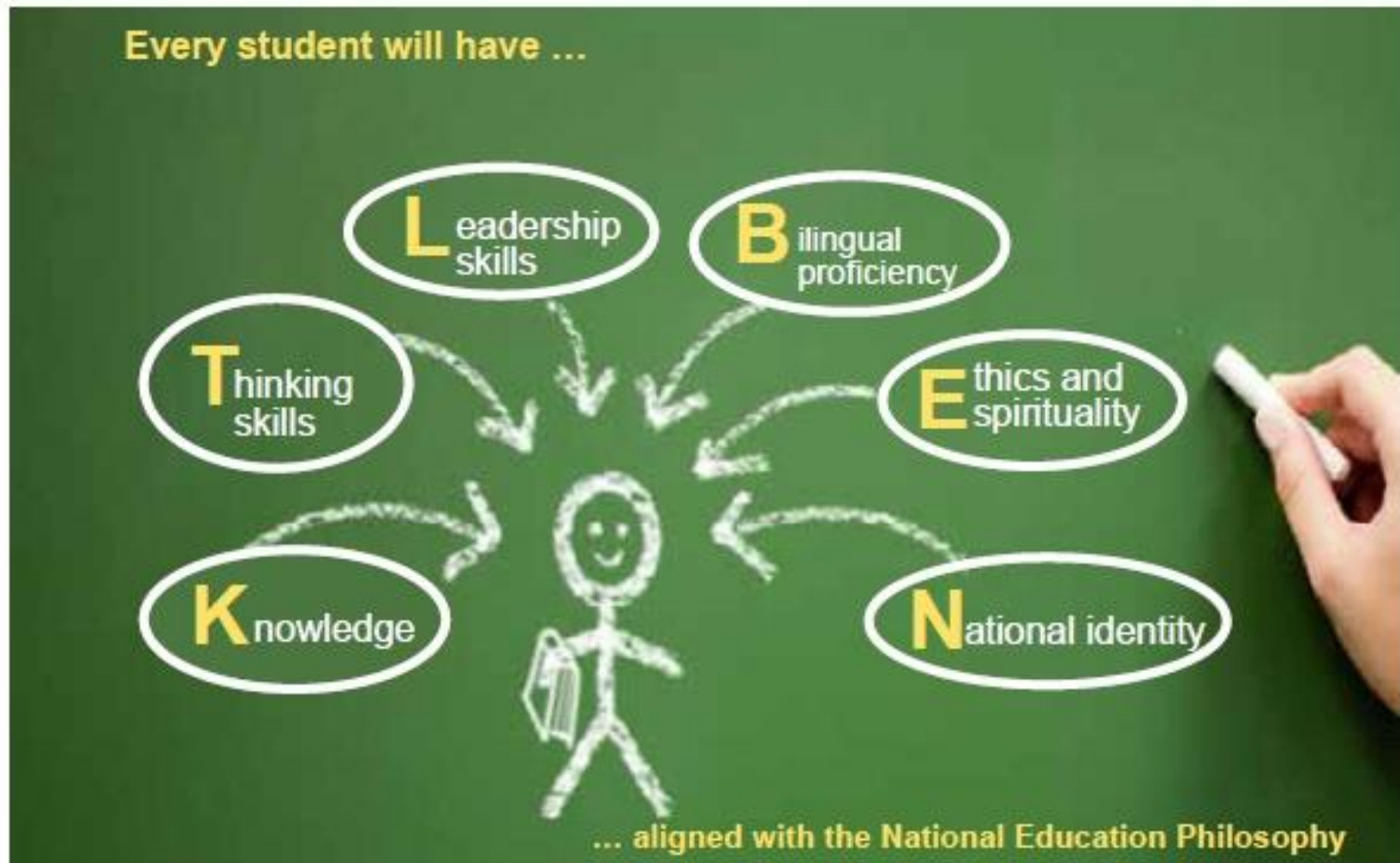
**A system which maximises student outcomes within
current budget**



Education Blueprint

Student Aspirations

Six key attributes needed by every student to be globally competitive



Education Blueprint

Wave 1 (2013 – 2015)

Strengthening existing foundations

- ❖ Providing schooling options based on competency levels
- ❖ Raising the quality of education
- ❖ upgrading infrastructure and equipment
- ❖ Upscaling Special Education Service Centre facilities
- ❖ Providing basic special education training modules at Institute of Teacher Education and public universities
- ❖ Providing in-service training modules with differentiated expertise levels (from basic to expert)
- ❖ Tailoring curriculum and assessment by student ability.

Education Blueprint

Wave 2 (2016 – 2020)

Scaling up initiatives

- ❖ Enhancing inclusive education.
- ❖ Strengthening Teacher training programmes
- ❖ Forming partnerships with other organisations, such as NGOs, international organizations, private sector organisations, and government agencies
- ❖ Developing joint workshops and programmes for students with other agencies
- ❖ Securing professional support such as audiologists and occupational therapists.

Education Blueprint

Wave 3 (2021 - 2025)

Evaluating and consolidating initiatives

- ❖ Evaluate the success of all initiatives
- ❖ Develop a roadmap for the future development
- ❖ Ensure access to a high-quality education that is tailored to their needs
- ❖ Equip teachers basic knowledge of special education,
- ❖ Increase the enrolment of students with special needs enrolled in inclusive programmes

Education Blueprint

Getting Started

The 1st Year

The First **100** days

Malaysian education system is Entering an intensive period of change. Some of the most significant results of these changes will only be visible a few years down the road. However, we expect over the coming months:

- ✓ **The run-up to the Final Blueprint**
 - ✓ **Extensive public consultation**
 - ✓ **Release of the Final Blueprint**
- ✓ **Early Changes & Results**

Education Blueprint

Getting Started

Early results within the coming 12 months

All **70,000** English teachers assessed against internationally recognised CPT
5,000 of these teachers upskilled

LINUS 2.0 (including English literacy) rolled out to all primary schools

Teacher recruitment bar raised and enforced at IPGs and IPTAs

SISC+ and SiPartners+ programmes expansion to rest of the country completed

Dec 2012

Dec 2013

461 full-time **SISC+ and SiPartners+** introduced in Kedah and Sabah to provide teachers and principals in Band 5, 6 and 7 schools with tailored, on-the-ground training

Parent engagement toolkit rolled out to all **10,000** schools to equip parents to better support children's learning

All **10,000** national primary and secondary schools to receive 4G coverage through **1BestariNet** rollout

All **1,608** schools requiring **critical repairs** fixed

Education Blueprint
Wave 1

**FOUR INITIATIVE DELIVERY
CHARTERS**

To raise the standards of special education by introducing and institutionalising best practices in their inclusive management and operations

Shift 1:

Provide equal access to quality education of an international standard

Expected impact (KPI and target)

- Increase in the percentage of SEN enrolled under the Inclusive Programme
- Piloting Model Schools for best practices in Inclusive Education

To raise the standards of special education by introducing and institutionalising best practices in their inclusive management and operations

Key milestones

- ❖ Improving data gathering of children with special educational needs
- ❖ Enhancing accessibilities in schools
- ❖ Evaluating needs under the development of inclusive education
- ❖ Piloting Holistic models of 5 Inclusive schools
- ❖ Developing screening instruments

Every special needs students provided with access to quality and inclusive education, tailored to specific needs

Shift 1:

Provide equal access to quality education of an international standard

Shift 10:

Maximise student outcomes for every ringgit

Expected impact (KPI and target)

Increase in the number of schools equipped with accessibility facilities

2012

146
schools

Every special needs students provided with access to quality and inclusive education, tailored to specific needs

Key milestones

- ❖ Establishment of Planning and Development Committee
- ❖ Identification of schools to be upgraded.
- ❖ Identification of PPKI classes to be expanded
- ❖ Preparation of specification of key elements of basic infrastructure for disabled friendly schools.
- ❖ Developing implementation and monitoring plan
- ❖ Monitoring of project.

Every special needs students provided with access to quality and inclusive education, tailored to specific need

Shift 1:

Provide equal access to quality education of an international standard

Expected impact (KPI and target)

Increase in enrolment of special need students in inclusive programs

Every special needs students provided with access to quality and inclusive education, tailored to specific need

Key milestones

- ❖ Establishment of a working committee
- ❖ Promoting guidelines on inclusive special education programme
- ❖ Enhance understanding and awareness for Special Needs Students
- ❖ Promoting Support Services provided by Special Education Service Centre (3PK)
- ❖ Revising teacher training module and curriculum to also focus on awareness for special needs student and inclusive education
- ❖ Increase awareness in the provision and support for special needs students .

Every special needs students provided with access to quality and inclusive education, tailored to specific need

Shift 1:

Provide equal access to quality education of an international standard

Expected impact (KPI and target)

Developing screening instruments

Every special needs students provided with access to quality and inclusive education, tailored to specific need

Key milestones

- ❖ Establishment of a working committee
- ❖ Development of guidelines and SOP
- ❖ Development of instrument
- ❖ Training and piloting instrument
- ❖ Implementation of instrument

Thank

you