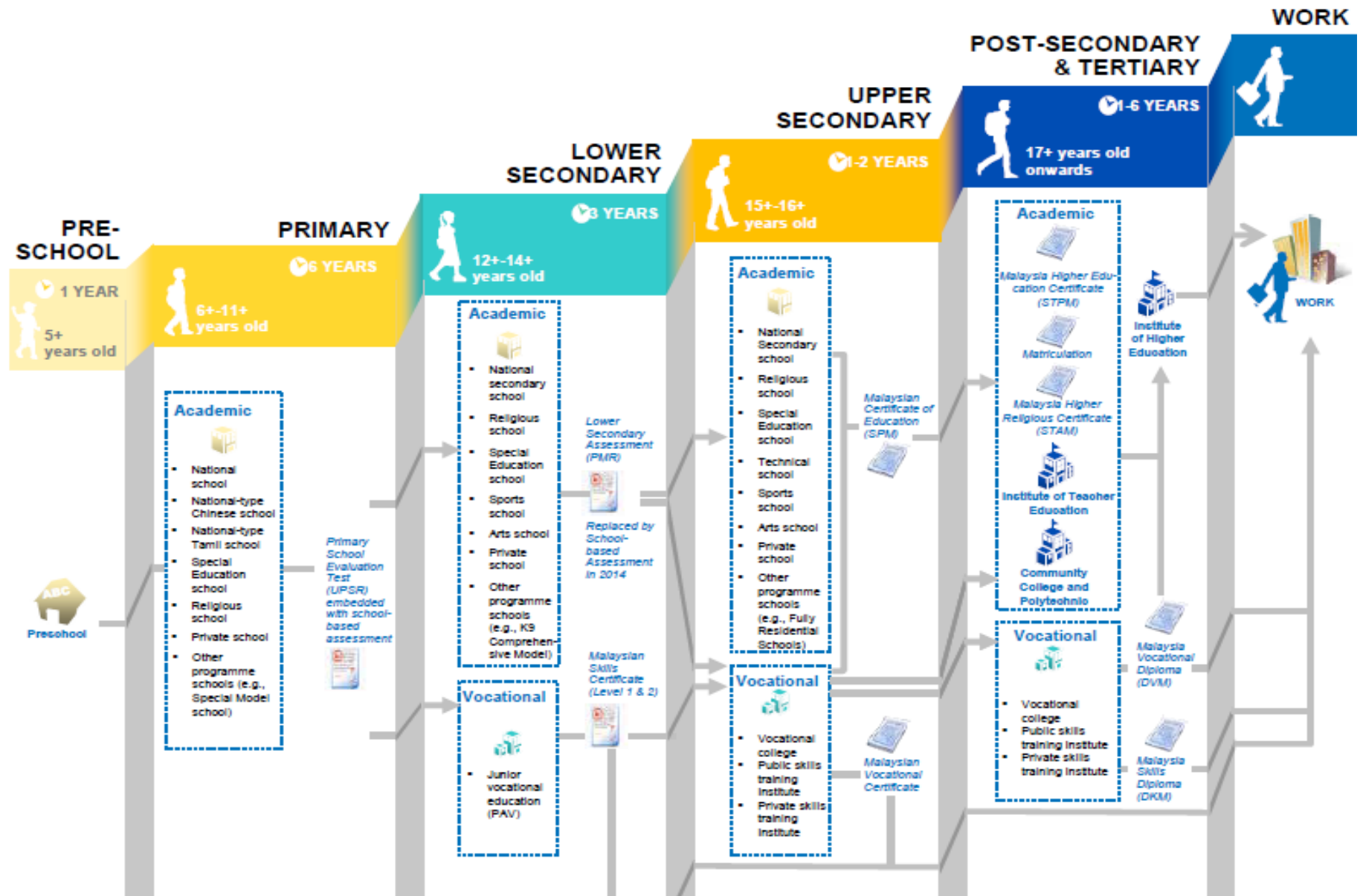


**NOVEMBER 2016**

# INTRODUCTION

## THE MALAYSIAN EDUCATION JOURNEY





**Chapter 4:**  
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**15-19**

## The Roadmap: Moving towards inclusive education for special education needs students

Following the Salamanca Statement and Framework for Action on Special Needs Education (1994), many high-performing education systems have adopted a more inclusive approach to special needs education. The statement says that those with special needs must have access to mainstream schools and that mainstream schools with an inclusive orientation are the most effective means of overcoming discriminatory attitudes, creating welcoming communities and building an inclusive society.

Similarly, Article 28 of Malaysia's Persons with Disabilities Act 2008 affirms that special needs children are to be given the necessary support to facilitate their "full and equal participation in education." Based on international best practices and current national policy, the Ministry is committed to moving more students with special needs towards the inclusive education programme, and raising the overall quality of provision.

The Ministry will implement a series of initiatives to achieve these objectives with the first wave focused on strengthening existing programmes. The second wave will focus on scaling up initiatives, and increasing the pool of experts available to support students with special needs—both to deal with an increasing number of such students and the broader range of special needs that are emerging. The third wave will evaluate these initiatives and consolidate successful ones. In implementing initiatives in all three waves, the Ministry will collaborate with specialist organisations such as the Southeast Asian Ministers of Education Organisation Regional Centre for Special Education Needs (SEAMEO-SEN).

# Malaysia Education Blueprint stated that the target should be achieved in the aspect of quality, equity and access in 13 years

The Malaysian special needs education system can be analyzed along five dimension through three wave:

WAVE 1  
(2013-2015)

- STRENGTHENING EXISTING FOUNDATION

WAVE 2  
(2016-2020)

- SCALING UP INITIATIVES

WAVE 3  
(2021-2025)

- EVALUATING AND CONSOLIDATING INITIATIVES



# MAIN ACHIEVEMENT IN WAVE 1 (2013-2015)



## IMPLEMENTATION OF THE GUIDELINE FOR THE INCLUSIVE EDUCATION PROGRAM

A guideline to improve the implementation of Inclusive Education Programme. The guideline was to be used by State Education Department (JPN), District Education Office (PPD) and schools' administrators in implementing a more standardized inclusive education programme in schools.



## IMPLEMENTATION OF PLACEMENT INSTRUMENT FOR STUDENTS WITH SEN (*INSTRUMEN MENENTU PENEMPATAN MURID BERKEPERLUAN KHAS, IMPAK*) 4-6 YEARS OLD

Placement Instrument for Students with SEN and accompanying tool kit were developed at the end of 2013 to identify students' level of competencies and enable them to be placed in either special schools, or special integrated programme, or inclusive education programme.

# MAIN ACHIEVEMENT IN WAVE 1 (2013-2015)

## AWARENESS CAMPAIGN

Integrated programme to increase awareness on students with SEN has been implemented since 2013 at school level and organized by JPN. The programme aims to increase awareness among school community and local community that students with SEN have the rights and potential to excel in their learning and lives after school.



**2013**

- **5 STATES**
- Melaka
- Terengganu
- Pahang
- Selangor
- P.Pinang

**2014**

- **5 STATES**
- K.Lumpur
- Kedah
- Johor
- Kelantan
- Sarawak

**2015**

- **6 STATES**
- WP Putrajaya
- WP Labuan
- Sabah
- N.Sembilan
- Perlis
- Perak

# MAIN ACHIEVEMENT IN WAVE 1 (2013-2015)

## CONTINUOUS TRAINING (WHOLE-SCHOOL APPROACH)

In 2015, basic training on Inclusive Education was conducted to 1,005 mainstream teachers and 1,005 special education teachers. The focus of the training is mainly on methodology used in teaching and learning for SEN children.

From 2013 to 2015, a total of 8,190 teachers have successfully being trained in basic training on Inclusive Education. The ministry future plan is to train mainstream teachers using comprehensive pedagogy on Inclusive Education.



**2013**

**5,180**

**2014**

**1,000**

**2015**

**2,010**

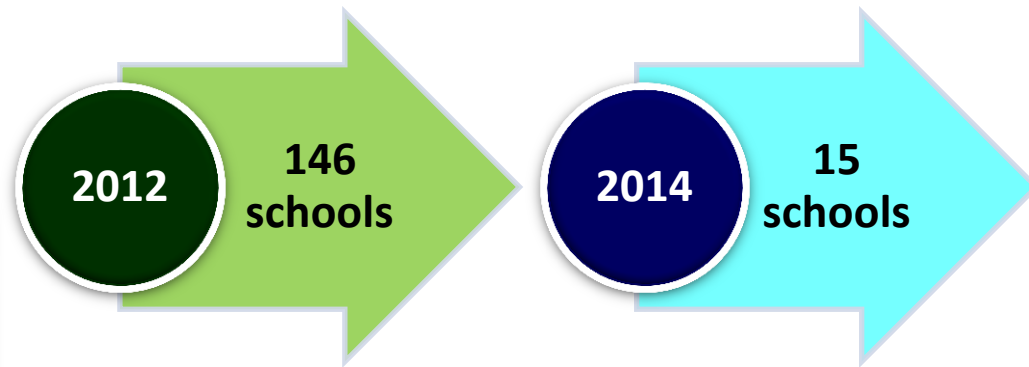
**8,190**

# MAIN ACHIEVEMENT IN WAVE 1 (2013-2015)



## DISABLED-FRIENDLY FACILITIES

The Ministry review the state of these facilities (ramps, railings, handicap toilets and lifts) and provide upgrades where needed to ensure conducive learning environments for special education needs students. 161 schools had been equipped with disabled-friendly facilities.





# MAIN ACHIEVEMENT IN WAVE 1 (2013-2015)



## **HOLISTIC INCLUSIVE EDUCATION PROGRAMME (MOE, USM AND APEX)**

In 2015, the Ministry has piloted the Holistic Inclusive Education Programme (HIEP) in the district of Larut, Matang and Selama, Perak. This programme was piloted in 5 primary schools. The objectives of the programme are to raise the standard of special education in school by introducing and institutionalising best practices in their inclusive management and operations.

# **ACTION PLAN FOR INCLUSIVE EDUCATION PROGRAMME IN SECOND WAVE: SCALING UP INITIATIVES (2016-2020)**

## **Identifying special education needs and intervening early, and providing healthcare support**

- In Wave 2, the Malaysia Ministry Of Education will scale up provision of early intervention services, increase inclusion programmes within mainstream preschool settings, set and improve the standard of support services for special education needs children. The Ministry will also collaborate with the Ministry of Health to fast track and formalise the process of early diagnosis of special needs children

## **Creating a pipeline of trained teachers and other specialists**

- The Malaysia Ministry Of Education will focus on further strengthening teacher training programmes to improve in the implementation of the IEP. The Ministry will collaborate with the Ministry of Health to establish a multi-disciplinary group made up of doctors, therapist and other specialist to train teachers. The Ministry will also support and train the management of schools that volunteer for inclusive education programmes.

# **ACTION PLAN FOR INCLUSIVE EDUCATION PROGRAMME IN SECOND WAVE: SCALING UP INITIATIVES (2016-2020)**

## **Offering robust support infrastructure and finances**

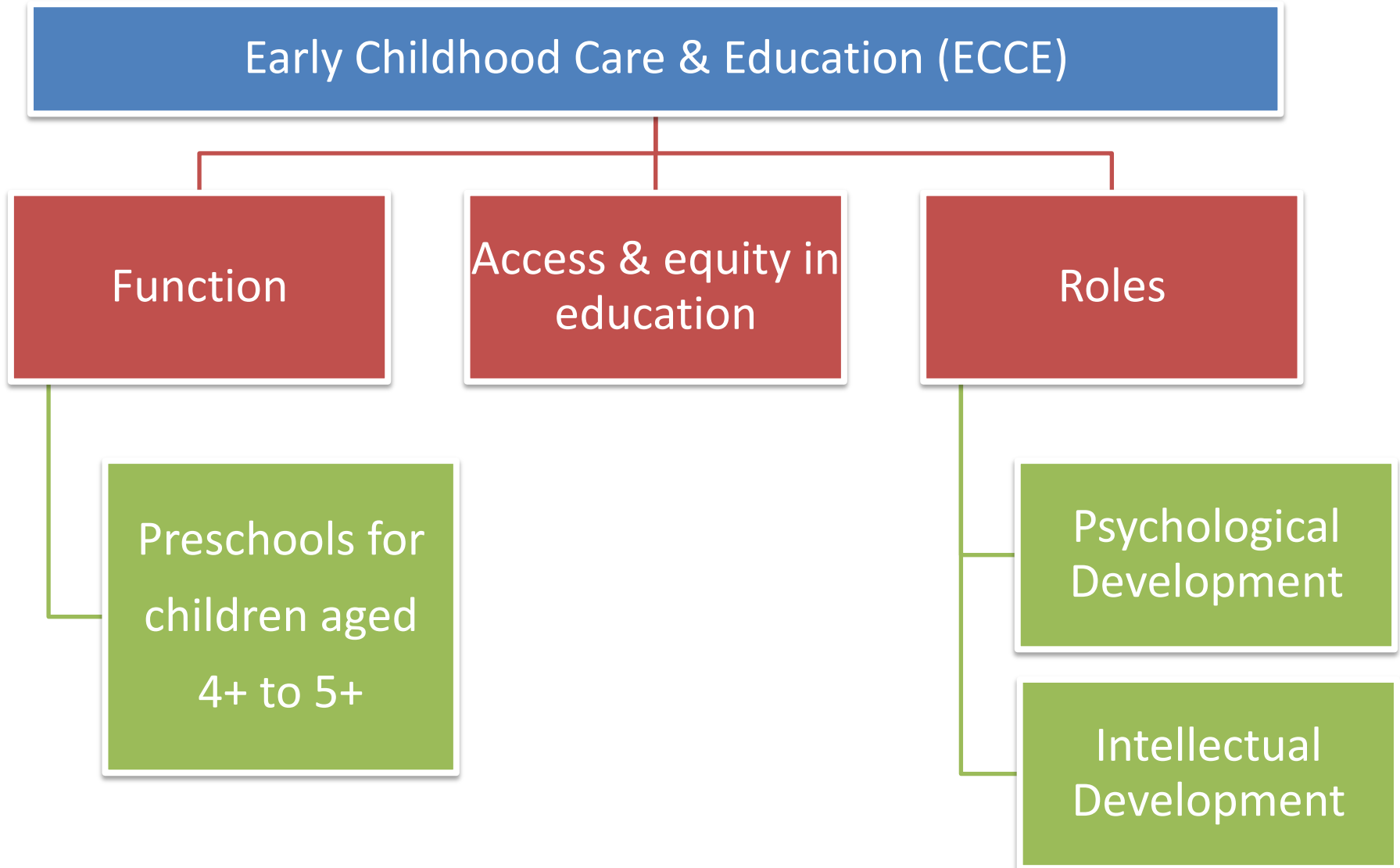
- Building on the partnerships forged in Wave 1, the Malaysia Ministry Of Education will further strengthen its relationships with other organisations, such as NGOs, international organisations, private sector organisations, and government agencies. For instance, the Ministry will explore further cooperation with the Ministry of Human Resources to find work placements for special education needs graduates.
- Partnership support could come in the form of funding, the development of joint workshops and programmes for students, and professional services from specialists such as audiologists and occupational therapists. The Ministry will also work towards the goal of ensuring that community volunteer support is available to all schools during this wave. On the infrastructure front, the target is to have all schools upgraded with disabled-friendly facilities by 2020 and to leverage technology to boost the learning of special education needs students

# **ACTION PLAN FOR INCLUSIVE EDUCATION PROGRAMME IN SECOND WAVE: SCALING UP INITIATIVES (2016-2020)**

## **Creating public awareness and involvement**

- Following pilot buddy programmes in Wave 1, the Malaysia Ministry Of Education aims to roll out buddy clubs in every inclusive school, where every special education needs student will be paired with another student from the same school. It will also continue its efforts to scale up the integrated communications campaign to raise awareness about special education needs students. The Ministry will also launch an initiative to create a training module for educational management for community centres and utilise a “train the trainer” model to train community centre teachers.

# EARLY CHILDHOOD CARE & EDUCATION





# PRE-SCHOOL SPECIAL EDUCATIONAL NEEDS (SEN) STUDENTS IN INCLUSIVE EDUCATION PROGRAMME (IEP)

Main concept: Least Restrictive Environment (LRE)

- Students with SEN learn together with their non-disabled peers in integrated settings, alongside pupils with and without disabilities to the maximum appropriate.
- The major trusts in the Malaysian Education Blueprint 2013-2025 roadmap are to improve the quality of education provision, and to enrol more students with SEN in the IEP.
- Inline to Person with Disabilities Act (2008) and the Malaysian Education Blueprint roadmap, MOE has implemented series of initiatives to support full & equal participation of SEN students in education.

ENROLMENT OF SPECIAL EDUCATION NEED (SEN) STUDENT IN  
INCLUSIVE EDUCATION PROGRAMME

YEAR	SEN STUDENT	QUANTITY OF SEN STUDENT IN INCLUSIVE EDUCATION PROGRAMME	PERCENT(%)
2013	56,406	5,376	9.60%
2014	58,006	10,700	18.44%
2015	72,715	16,899	23.24%
2016 AUGUST	74,131	18,908	25.50%

# ENROLMENT OF SPECIAL EDUCATION NEED (SEN) STUDENT IN INCLUSIVE EDUCATION PROGRAMME (PRESCHOOL)

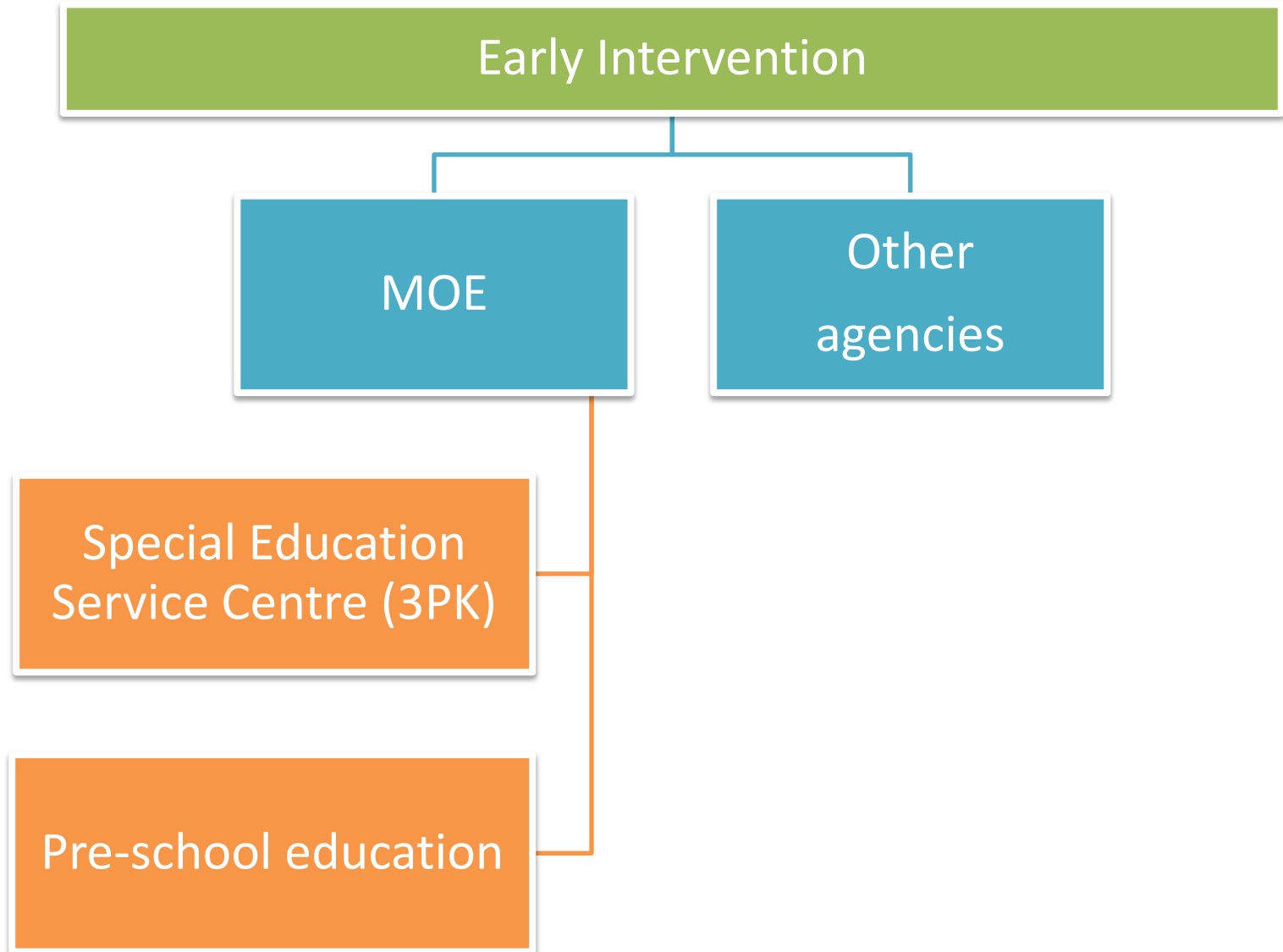
YEAR	SEN STUDENT (PRE SCHOOL)		QUANTITY OF SEN STUDENT IN INCLUSIVE EDUCATION PROGRAMME (PRE SCHOOL)
	SEIP	SES	
2015	747	141	46
2016 AUGUST	797	121	59

SEIP – Special Education Integrated Programme

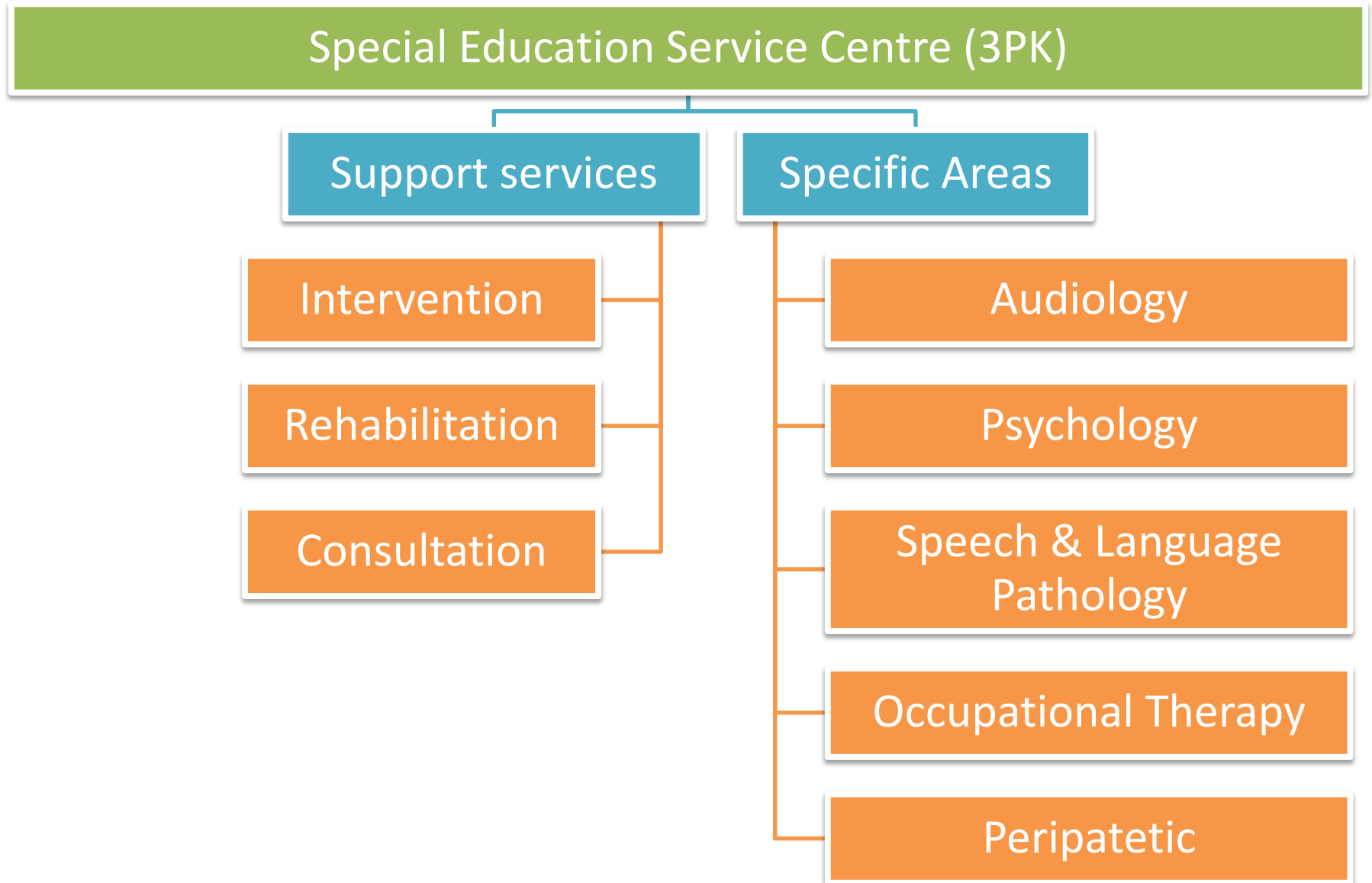
SES – Special Education School

**35  
SCHOOLS**

# ACTION PLAN FOR INCLUSIVE EDUCATION PROGRAMME IN PRESCHOOL



# SPECIAL EDUCATION SERVICE CENTRE (3PK)





## CONCLUSION

The implementation of the IEP initiative has proven that MOE is committed towards fulfilling the rights of students with SEN in gaining equal educational access as suggested by the LRE mandate.

THANK YOU