Integrating Transversal Competencies in Education Policy and Practice (Phase II)
The Malaysian Experience
Our Stand on Transversal Competencies (TC)

- The National Education Philosophy & Policy: 
  \textit{balanced development of the intellect, spiritual, emotional, & physical aspects}

- The purpose of education in Malaysia: 
  \textit{enable Malaysian society to have a command of the knowledge, skills, & values necessary in a world that is highly competitive and globalized...}
Are TC being put into practice?

- face–to-face interviews – head teachers/administrators, teachers, PTA rep
- review of school related documents
- classroom observations
1. **Administrators say...**
   - important
   - part of school policy
   - joint responsibility
   - time constraints

2. **Teachers say...**
   - delivery of content – priority
   - depends on topic/subject
   - complementary roles (teachers-parents)
   - assessment- only tangible aspects
   - co-curricular activities
3. Parents say...

- vital
- joint responsibility – complementary roles
- primary school teachers – prominent role
- absence of holistic assessment
- lack of acknowledgement
- satisfied with school’s efforts
Evidence:

1. **school policy** — school motto, strategic plan (academic/student affairs/co-curriculum)

   “...moulding every student to become a scholar, sportsman, and a gentleman (or lady)”

   “knowledgeable, disciplined, cultured”
2. School Activities

- patriotic month
- school assembly
- annual sports day
- co-curricular day
- academic open day
- 3S/SELASIH programme
3. In the classroom:

- varying degrees of integration
- **lesson plan**
- focus still on content
- covert manner
- subject/topic specific
- student activities
- subconsciously
Outcomes:
- success stories – co-curricular activities
- school programmes
- long-term

Challenges:
- balance – knowledge, values, skills
- delivery
- awareness
- acknowledgement
- assessment
Recommendations

- objective mechanism for assessment
- in-service training
- reduce subjects
- review teacher training curriculum
- pathway for non-academic achievers
Thank you