IMPLEMENTING AND EXPANDING FLEXIBLE LEARNING STRATEGIES IN MALAYSIA
THE EDUCATION SYSTEM

WORLD OF WORK

GRADUATE PROGRAMME

WORLD OF WORK

VOCATIONAL COLLEGE

DIPLOMA LEVEL

DIPLOMA LEVEL

DIPLOMA LEVEL

CERTIFICATES MoE VOCATIONAL COLLEGES

CERTIFICATES PRIVATE VOCATIONAL COLLEGES

OTHER AGENCIES FOR EXAMPLE MIN. OF HR

BASIC VOCATIONAL EDUCATION

UPPER SECONDARY (2 YEARS)

LOWER SECONDARY (3 YEARS)

POST SECONDARY (2 YEARS)

FORM 6, MATRICULATION

POLYTECHNIC, COMMUNITY COLLEGE & TECHNICAL INSTITUTES

STPM/STAM/SM

19

18

17

16

SPM

15

14

PT3

13

UPSR

12

11

10

9

8

7

 PRIMARY (6 YEARS)

PRE SCHOOL (1 YEAR)

Bridging

THE EDUCATION SYSTEM:

- PRIMARY (6 YEARS)
- PRE SCHOOL (1 YEAR)
- UPPER SECONDARY (3 YEARS)
- LOWER SECONDARY (2 YEARS)
- POST SECONDARY (2 YEARS)
  - FORM 6, MATRICULATION
- POLYTECHNIC, COMMUNITY COLLEGE & TECHNICAL INSTITUTES
- STPM/STAM/SM
- SPM
- PT3
- UPSR
- DIPLOMA LEVEL
  - MoE VOCATIONAL COLLEGES
  - PRIVATE VOCATIONAL COLLEGES
  - OTHER AGENCIES
- VOCATIONAL COLLEGE
- GRADUATE PROGRAMME
- WORLD OF WORK
- WORLD OF WORK
- AGES 5 - 19

The diagram illustrates the progression from primary education through upper secondary, post-secondary, and vocational education levels, leading to various diplomas. It includes a bridging path to vocational colleges for those who do not continue with academic education.
ENSURING ACCESS TO QUALITY EDUCATION

REACHING MARGINALISED OR CHILDREN NOT ENROLLED IN SCHOOL OR WHO LAGGED BEHIND IN ACQUIRING EDUCATION

AFFORDABILITY & ACCESS MAIN BARRIERS
The K9 Comprehensive School Model provides six years of primary schooling and three years of lower secondary education at the same school within the vicinity of the indigenous community.

Special Curriculum for the Orang Asli tailored to the needs of the children from the indigenous and isolated rural areas.

Training of indigenous teachers better at understanding the needs and challenges facing children from the indigenous group.

The Kelas Dewasa Asli Penan (KEDAP) set up to arm parents of indigenous people in basic literacy skills.
PROGRAMMES FOR SPECIAL NEEDS STUDENTS

Students with hearing and visual impairment, speech difficulties, physical disabilities, multiple disabilities and learning disabilities such as Down’s syndrome, autism, attention deficit hyperactivity disorder and dyslexia.

Three types of school options for special needs students:

- **Special Education School** which are schools for students with the same type of disability.

- **Special Education Integrated Programme (SEIP)** with special classes dedicated to students with special needs in regular schools.

- **Inclusive Education Programmes** where one to five special needs students are integrated into mainstream classes.
Ministry of Education (MoE), Ministry of Health Malaysia (MoH) and Yayasan Nurul Yaqeen (YNY)

Children with various health issues to continue their education in a flexible, conducive, and engaging environment.

“School in Hospital” (SDH)
School for Street Children (SBJK)

1. Social Welfare Department, National Security Council and NGOs such as Nur Salam Foundation and Chow Kit Foundation

2. Street children and abandoned children from 5-18 years old, who have failed to pursue education due to various reasons.

3. Modified National Curriculum with a blend of Basic Vocational Education
Education for Young Prisoners And Juvenile Offenders

- Established in collaboration between the Ministry of Education (MoE) and Department of Prisons Malaysia (PDM).

- Inmates aged between 14 to 21 years under the order of the Court mentioned in Section 74 Child Act, 2001

- **IMPLEMENTS** the “Putra Module” which adopts the “school programme approach” **developed** by the Rehabilitation and Treatment Unit of the Department of Prisons Malaysia based on the “Human Development Plan” (“HDP”)

- **ALLOWS** young offenders to continue formal education

- **ADDITIONAL** programmes included - vocational, sports and other co-curricular activities
Alternative education programmes (AEP) for street children, undocumented children, and children to plantation workers cannot be reached through conventional measures. A modified curriculum is then funded and operated outside the regular education system.
EDUCATION FOR UNDOCUMENTED CHILDREN

1. Collaboration between MoE, UNICEF, the Sabah Special Task Force and the Malaysia Teachers Foundation

2. Could not access formal education in government or private institutions due to lack of legal status

3. National curriculum-based learning centre
EXPANSION OF TECHNICAL AND VOCATIONAL PROGRAMME

- Students who are not academically inclined are at risk of dropping out
- Prepares learners for specific jobs or types of work, often with practical activities
- Opportunity to progress to tertiary education level and acquire a Certificate, Diploma or a Bachelor’s degree qualification.

Other ministries like the Ministry of Entrepreneur and Cooperative Development, Ministry of Human Resource operate various skills trainings in a more flexible and adaptable environment.
WAY FORWARD

• Concept of FLS – needs to be further enhanced

• Coordination – between ministries

• Mainstreaming FLS – into formal education
Thank You