A POLICY STUDY ON THE INTEGRATION OF NON-COGNITIVE SKILLS IN EDUCATION MALAYSIA
EDUCATION IN MALAYSIA

Focus:
• nation building and unity
• establish a common national identity
• holistic development

Current Status:
Malaysia Education Blueprint 2013 – 2025:
• new aspirations for the overall education system
KEY FINDINGS

Definition of Non-cognitive skills:

• not specifically defined according to ERI-Net framework
• The National Education Policy – balanced development of the intellect – spiritual, emotional, and physical aspects
• The new standard-based reform of the curricula – increased emphasis on skills such as reasoning, creativity, innovation, and entrepreneurship.
KEY FINDINGS

Non-cognitive skills – Malaysian context:

a. fostering unity and racial harmony – learning to understand, accept, & embrace differences

b. acquisition of leadership skills – entrepreneurship, resilience, emotional intelligence, strong communication skills and strong universal values such as integrity, compassion, justice, altruism
c. Inculcating strong ethics and spirituality to face challenges, resolve conflicts peacefully, use sound judgment, and become caring, value-driven individuals
KEY FINDINGS

Integration of Non-cognitive Skills in Education:

a) Implicitly – across curriculum, part of every subject taught in the classroom

b) Explicitly: Civics and Citizenship Studies, Islamic Studies and Moral Studies; co-curricular activities
ACHIEVEMENTS

• participation and performance at national and international activities and competitions

• school’s self-assessed scores on student outcomes, results of targeted school inspections on student discipline, and overall level of discipline in schools
CHALLENGES

• changing the mindset of educators and parents to view educational outcomes as balanced development the cognitive and non-cognitive domain

• ensuring effective process of implementing policy of balanced individual development
CHALLENGES

• Fulfilling national & global demand for a workforce equipped with cognitive and non-cognitive skills

• Instilling values and attitudes – to keep pace with global changes without losing national identity and values
RECOMMENDATIONS

• *Service learning* approach
• Encourage participation of NGOs and GLCs in education
• Enhance teacher education – knowledge on incorporating non-cognitive domain
• systematic, evidence-based, and robust approach to evaluate non-cognitive development
Thank you