



# EDUCATION AS A DRIVER FOR SOCIAL COHESION AND UNITY

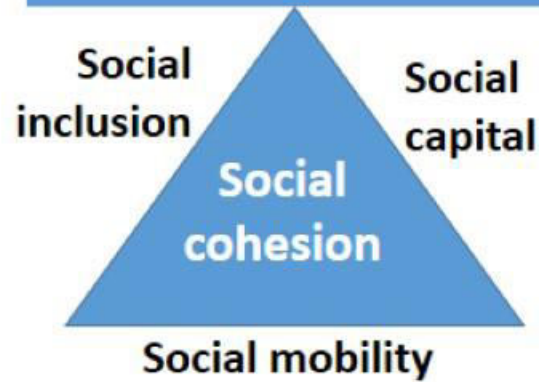
**DR. HABIBAH ABDUL RAHIM**  
Deputy Director General of Education  
Ministry of Education



## 1. ASPIRATION

# Are we cohesive as a group within this nation...or just within groups?

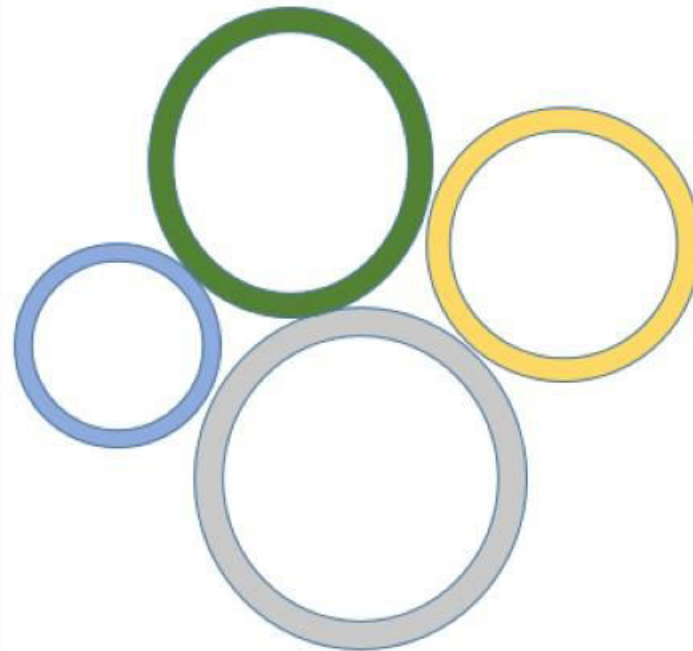
### CONCEPT



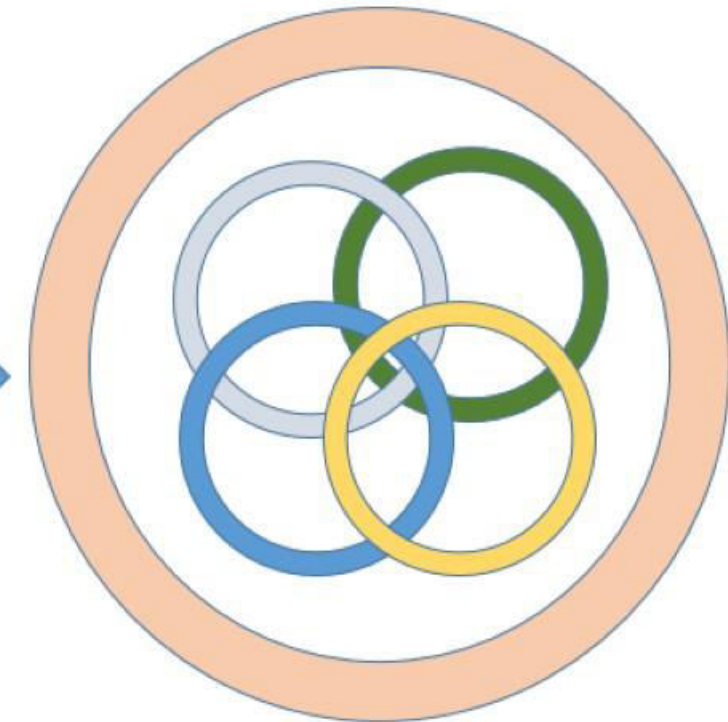
A cohesive society works towards the well-being of all its members, fights exclusion and marginalisation, creates a sense of belonging, promotes trust, and offers its members the opportunity of upward mobility

OECD (2011): Perspectives on Global Development  
2012 Social Cohesion in a Shifting World

### HOW SOCIAL COHESION MIGHT LOOK IN MALAYSIA



### HOW SOCIAL COHESION IS ENVISIONED IN MALAYSIA



## 1. ASPIRATION

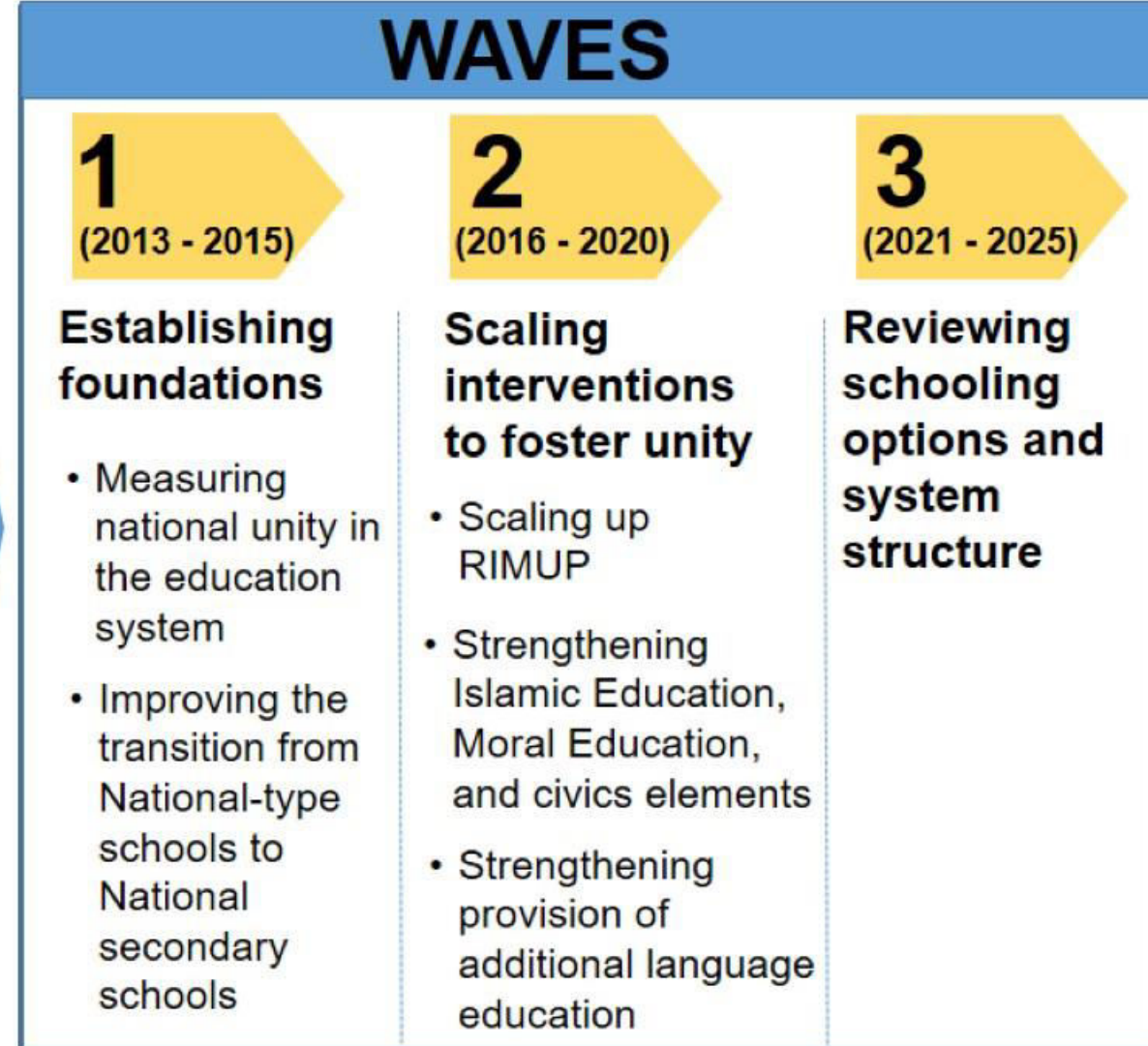
**Hence, education as a vehicle to achieve national unity and social cohesion has always been a mainstay in our education system**



- 1** Previous Education reports and the Education Act
- 2** Malay language as the national language and used as medium of instruction
- 3** Common curriculum and assessment for all schools
- 4** Co curricular activities

## 1. ASPIRATION

# Malaysia Education Blueprint continues to emphasise the importance of unity and social cohesion in the education system



## 2. KEY INITIATIVES AND PROGRAMMES

### ...this is fostered and enhanced through various ways in the education system

#### 1 Curriculum

- Elements of patriotism, unity and love for the nation are embedded across the national curriculum.

#### 2 RIMUP

- The Rancangan Intergrasi Murid untuk Perpaduan focuses on co-curricular activities in five categories: academic, arts and culture, community service, patriotism, and sports and games.

#### 3 Circular on Unity

- Garis Panduan Pelaksanaan Amalan Harian Bagi Perpaduan Di Sekolah KPM 9/2018

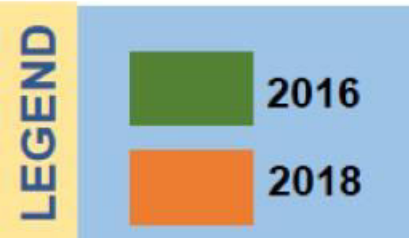
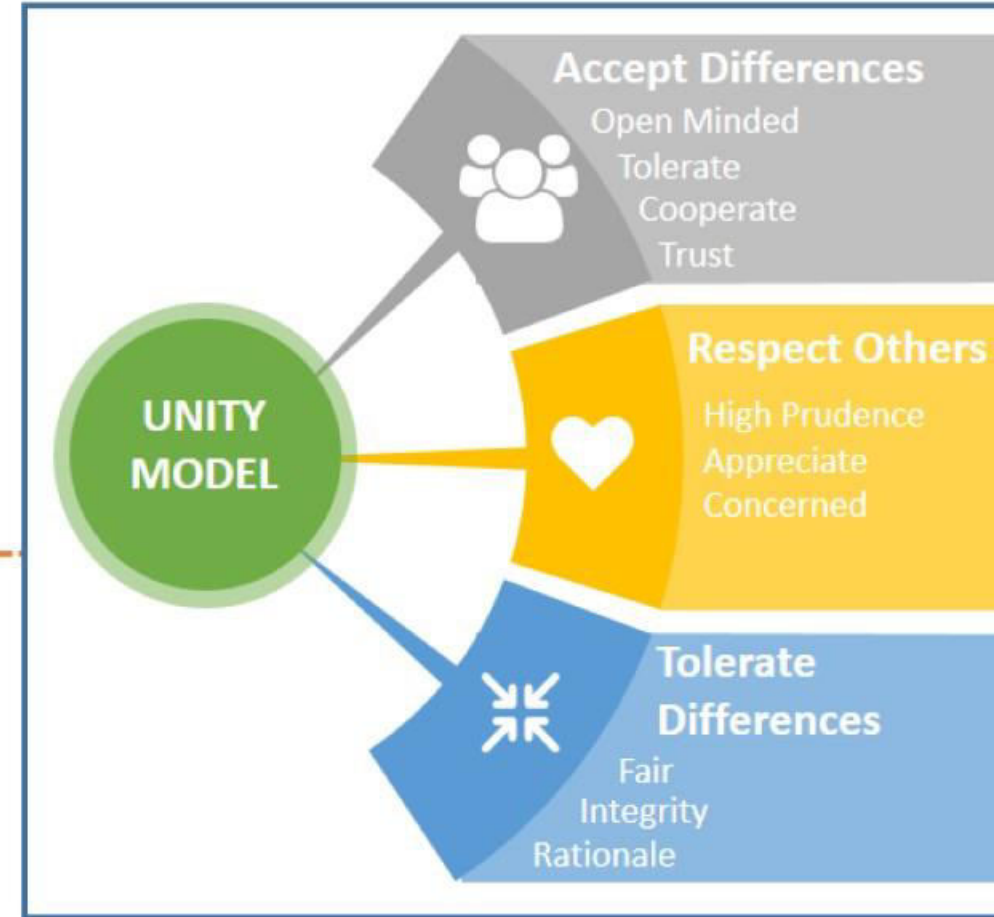
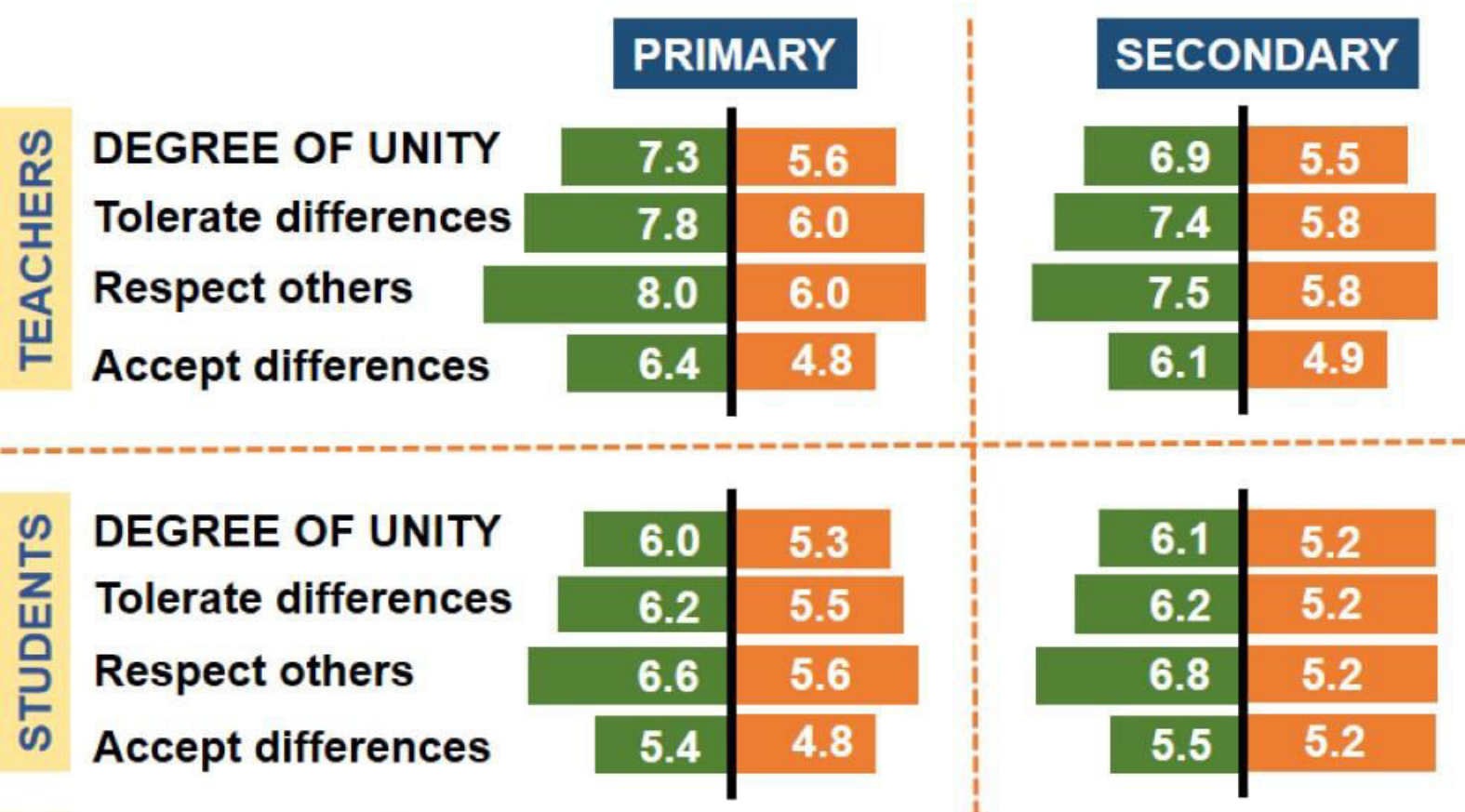
#### 4 Collaboration with JPNIN

- Cross cultural programmes are promoted and carried out in various schools with the support of JPNIN



## 3. KEY CONSIDERATION

### The unity index for students & teachers are declining



Teachers (n)	Students (n)
Primary = 10,515	Primary = 10,664
Secondary = 11,577	Secondary = 11,727

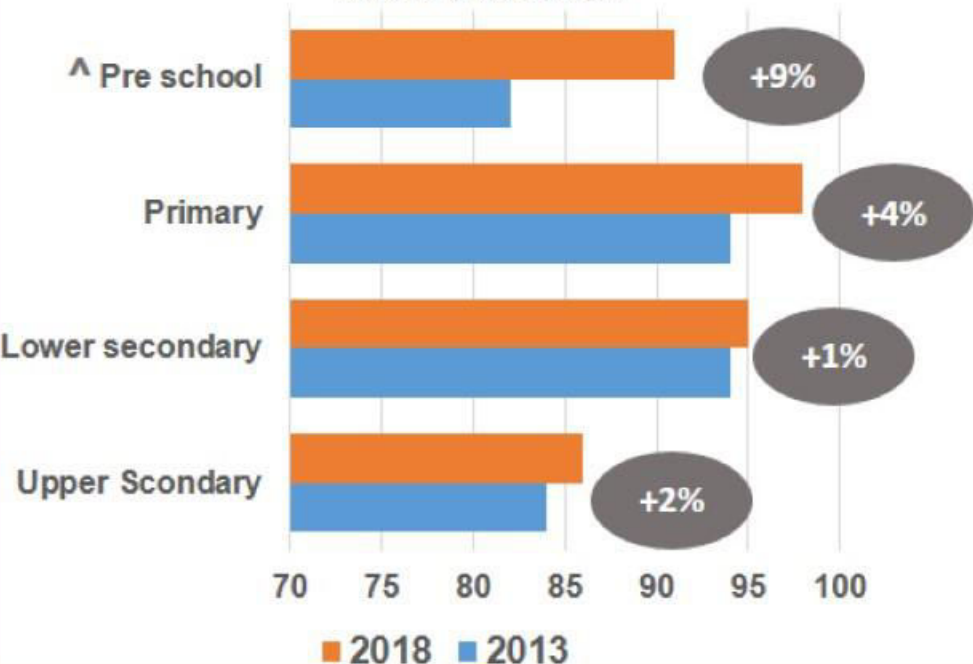


## 3. KEY CONSIDERATION

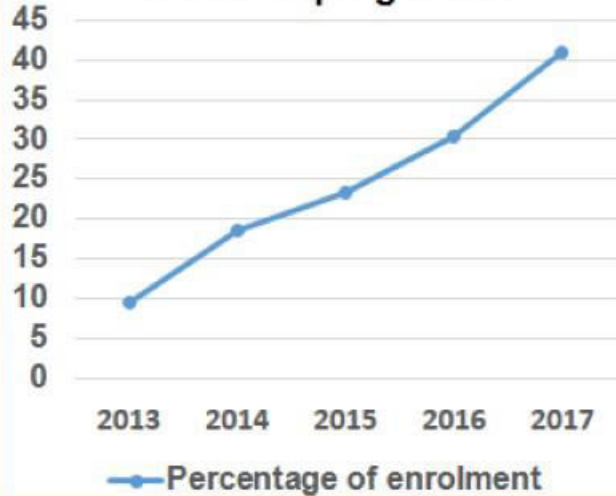
# Access to education is crucial in promoting social cohesion & unity

The MOE provides various educational pathways for students with differing abilities, potentials and talents. Hence, maintaining access to all students.

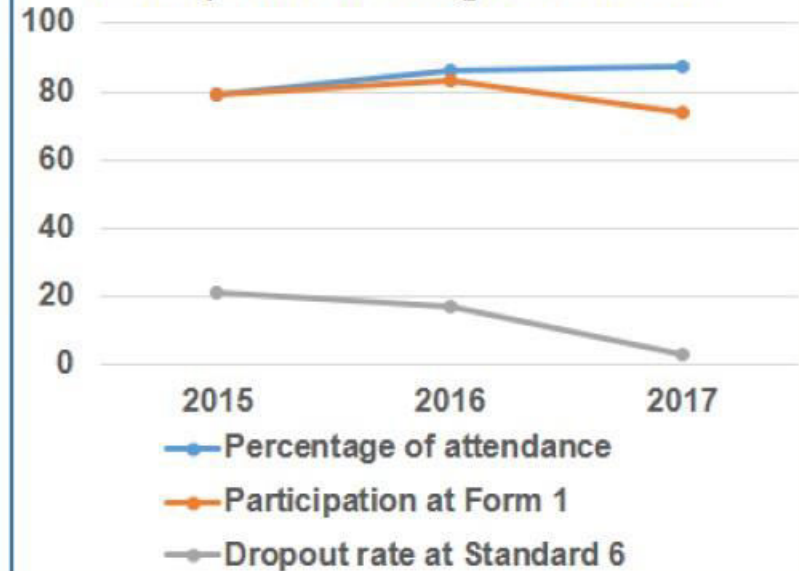
Percentage of enrolment at basic education



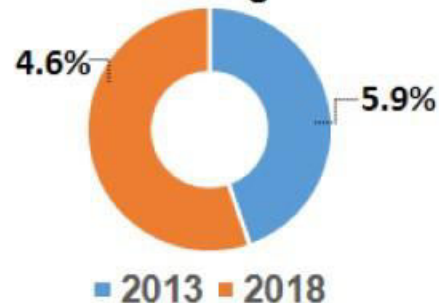
Percentage of students with special needs enrolled in inclusive education programme



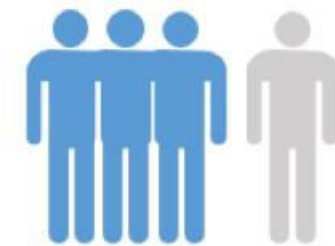
Participation of Orang Asli students



Percentage of post-15 students enrolling into TVET



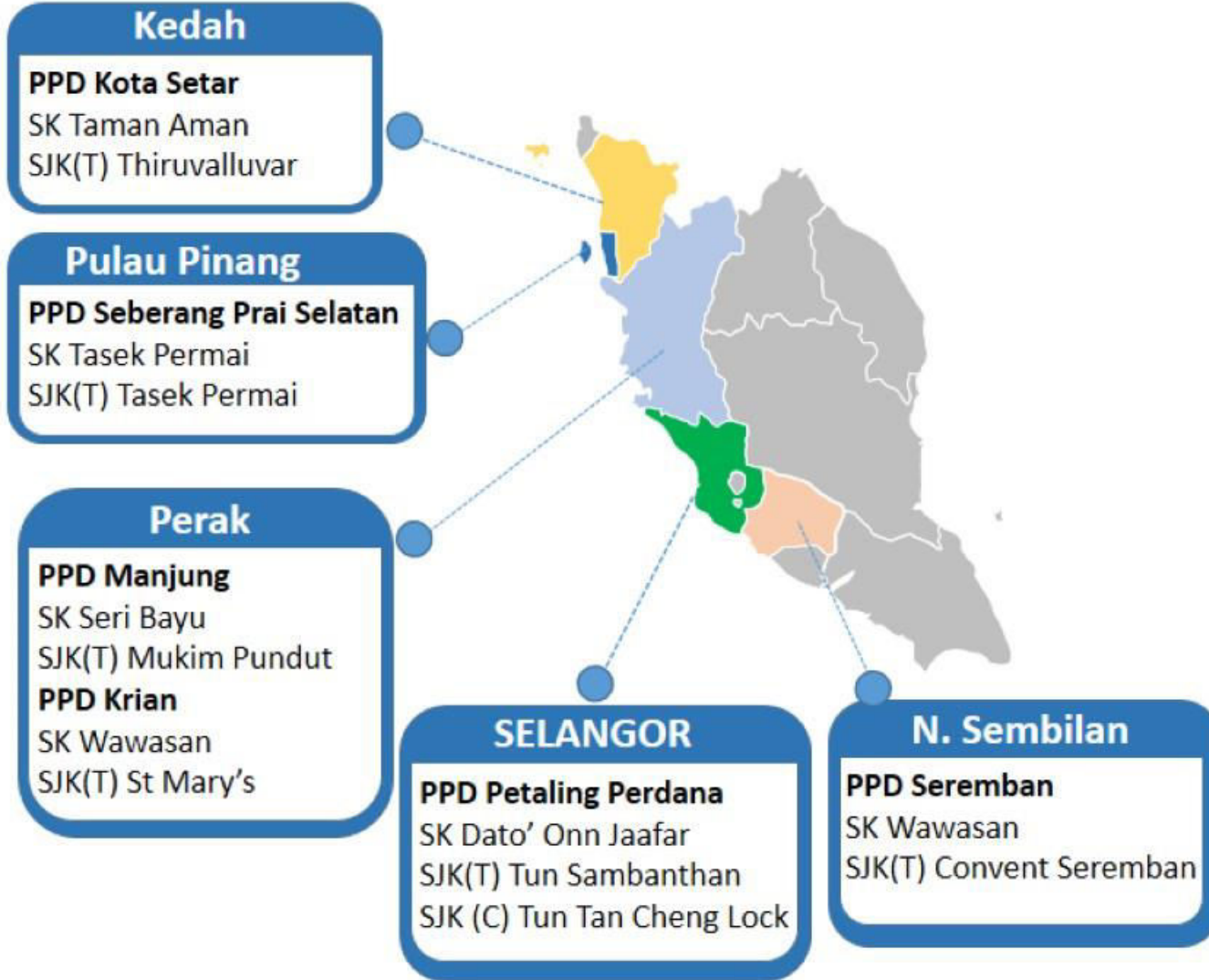
Percentage of students who re-enrolled into schools after dropping out



^ Participation at 5+ level

## 4. WAY FORWARD

### Is vision school a way forward?



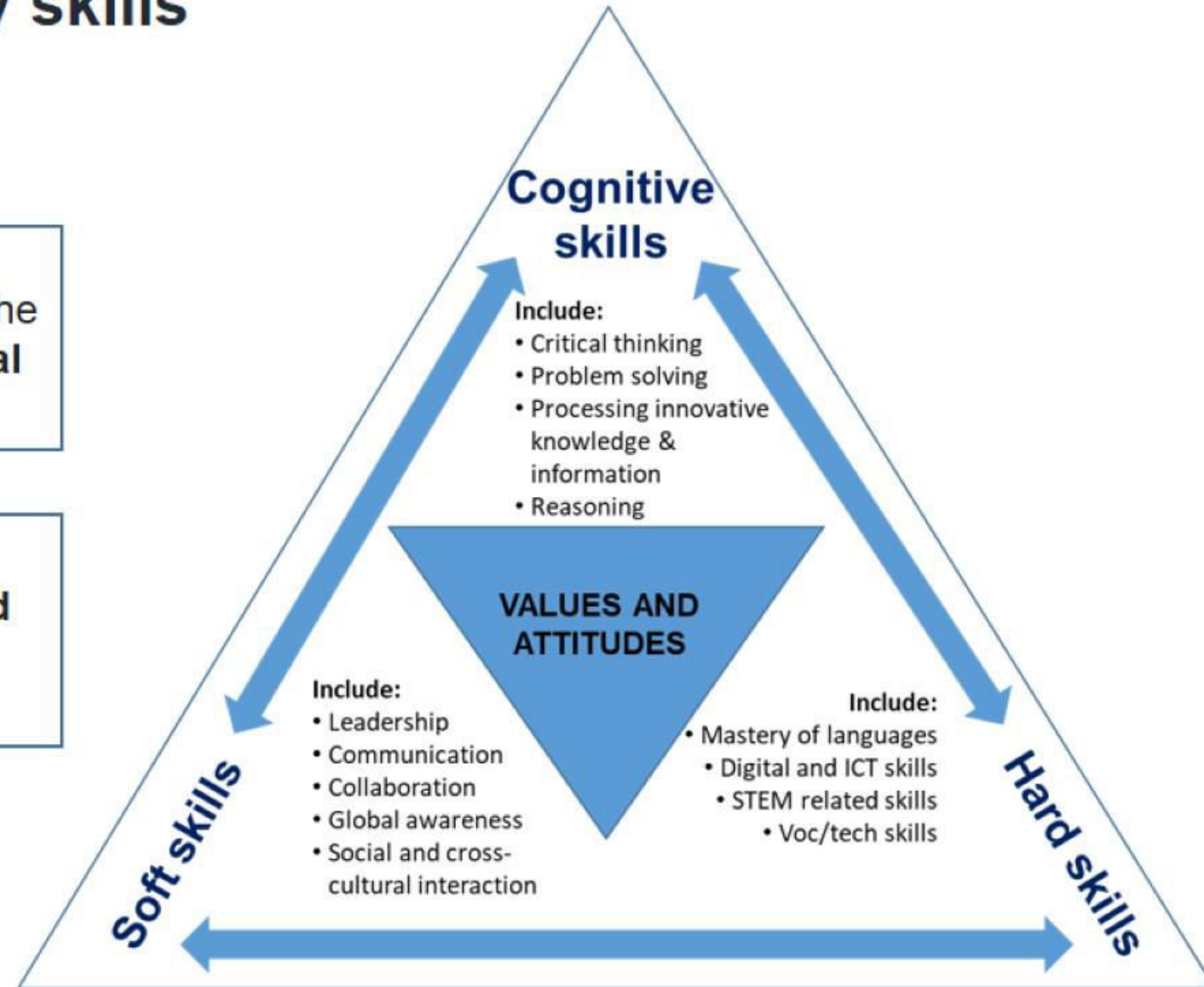


## 4. WAY FORWARD

### Importance of key 21<sup>st</sup> century skills

Majority of frameworks on the essential 21<sup>st</sup> century skills and competencies acknowledge the importance of **collaboration and cross cultural awareness**.

The skills and knowledge that we believe are important must always consider **the values and attitudes** which are apparent in a nation (i.e contextualized)



## 4. WAY FORWARD

# Strengthening civics education

## CIVICS LITERACY

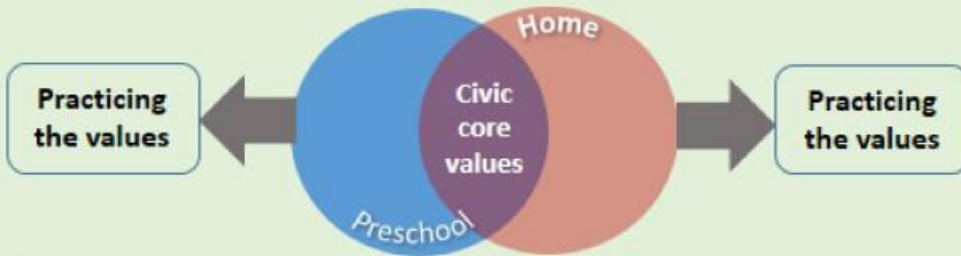
Citizenship knowledge  
(Knowledge)

Citizenship Character and attitude  
(Socio-emotional)

Being a Citizenship  
(Action)

### CURRICULUM

#### PRESCHOOL



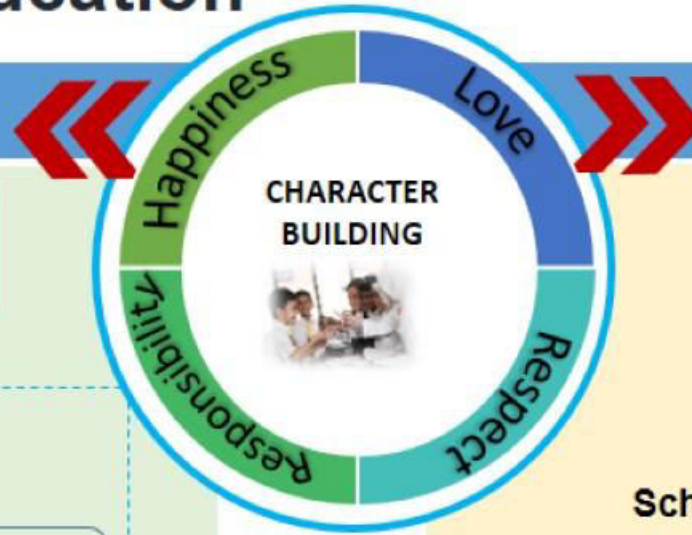
30 minutes per week

#### PRIMARY AND SECONDARY SCHOOL

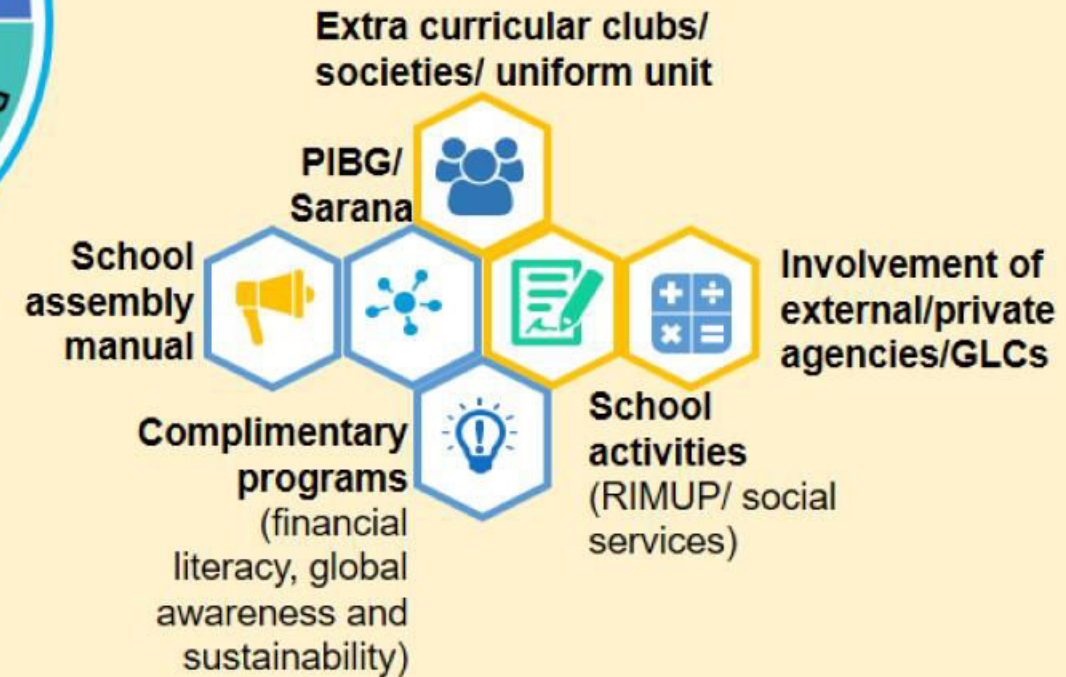
*Subjects	Bahasa Melayu	English	Islamic Education	Moral Education	History
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\*1 hour per week for each subject on the fourth week of every month

**In the classroom (60 hours)**



## THE PRACTICAL OF CIVIS



**Outside of the classroom (30 hours)**

4. WAY FORWARD

# Teaching global citizenship is key to achieving the SDG...but how do we create 'real' global citizens in Malaysia?

Early findings from the Southeast Asia Primary Learning Metrics (SEA-PLM)\*



- A common aspect across all countries participated in the field trial was that **students identified more easily with issues that were locally oriented**, with global activities seeming to be less relevant.
- Sampled students **learned more about local issues** than global issues, indicating that their global citizenship knowledge is limited.
- There is a suggestion that students preferred to be **'good global citizenship'** (i.e. helping others and acting for the collective good) rather than **'active global citizenship'** (i.e. actions that require the individuals to stand up and speak up).
- **Teachers**, nonetheless, **demonstrated a much higher awareness** and interest in all aspects related to global awareness.
- Similar findings were found in Yeoh (2017)\*\* where **teachers often perceived themselves as global citizens**; and see that their work as contributing to build up the knowledge, skills and values of the regional and global community.

\*DISCLAIMER: The information above are based on the early findings of the field trial which might not reflect the actual findings that will be published in the future

\*\* SOURCE: Yeoh (2017) Global Citizenship Education in Secondary Science: A Survey on ASEAN Educators

#### 4. CHALLENGES AND WAY FORWARD

**While the Ministry acknowledges the challenges, the education system will ultimately be one of the best platform to strengthen social cohesion and unity**



One of the recommendations of the National Education Policy Study Committee is to celebrate and respect diversity.





**THANK YOU**