

***MALAYSIA***

**MINISTRY OF EDUCATION  
MALAYSIA**



**COLLABORATION BASED ON PARTNERSHIP  
TOWARDS REALIZATION OF PRINCIPLE, EQUITY  
& SOCIAL COHESION**

**MALAYSIAN PERSPECTIVE**

**FOR**

**THE 26TH ASIA -PACIFIC INTERNATIONAL  
SEMINAR ON SPECIAL EDUCATION  
THE NATIONAL INSTITUTE OF SPECIAL EDUCATION JAPAN**

**DECEMBER 4th TO DECEMBER 7th 2006**

**SPECIAL EDUCATION DEPARTMENT  
MINISTRY OF EDUCATION  
MALAYSIA**

**DECEMBER 2006**

## 1. BACKGROUND

The fundamental principle in Malaysia's National Philosophy of Education (NPE) is to develop the potential of individuals in a holistic and integrated manner, so as to produce citizens who are intellectually, spiritually, emotionally and physically balanced and harmonious based on a firm belief in and devotion to God. The NPE is regarded as a statement of vision for the Ministry of Education (MOE) in the pursuit of educational excellence.

The 70<sup>th</sup> Educational Research Committee Meeting in Jun 1981 has agreed that an Inter-Governmental Committee would be responsible in defining specific roles among government bodies in caring for children with special needs. The Ministry of Health, The Ministry of Women, Family and Community, The Ministry of Human Resources and The Non-Governmental Bodies fully participated with the national agenda in providing services for children with special needs in the collaboration with the Ministry of Education Malaysia.

The Education Act 1996 (Part 11) 3.2 states that

*“A pupils with special needs is educable if he is able to manage himself without help and is confirmed by a panel consisting of a medical practitioner, an officer from the Ministry of Education and officer from the Department of Welfare, as capable of undergoing the national educational programme”*

There has been a significant role of each partners in providing services for children with special needs in relation to their educational needs. Services for children with special needs has being provided as early as after birth right to vocational and higher education in preparation towards independent and successful living, thus contributing to the society and county.

## 2. The Role Of Inter Ministerial /Agency Collaboration in the Education For Special Needs Malaysia

Educational Provision for children with special needs in Malaysia caters for children at all levels from the age of preschool to post secondary education. Implementation of the programme is through 2 settings. i) Special Schools and ii) Integration programme. The role of each ministry and agency at each levels of education is mentioned below:

### **i Ministry Of Education (MOE)**

MOE provides education for special needs from the age of 4 to post secondary education. Trained and qualified teachers as well as other educational resources in the form of audio-visual aids, educational television and books are being provided, along with financial assistance, supplementary milk and meal. Teachers and professional teaching the special needs preschool will be sent to attend courses from time to time as to upgrade and enhance teachers' professionalism and to improve

teaching quality.

### **ii Ministry of Health (MOH)**

Ministry of Health assists Ministry of Education in identifying the child as having special needs. The Ministry of Education would be advised on the appropriate service for the child according to the impairment and level of disabilities. Ministry of Health provides further advice through its role as a part of interdisciplinary team in special needs programmes. The Ministry has worked with MOE in the developing Screening Instrument for Dyslexic children. Placement of special needs child in a preschool or at any level of education depends on the certification by a medical personnel before any placement can be made.

### **iii Ministry of Women, Family and Community**

The Ministry of Women, Family and Community played a very active role in providing services for the special needs child through the Welfare Department.

There is an inter ministerial collaboration in the formulation of the country's Children Action Plan. MWFC provides education for Special needs preschoolers who are not being recommended by the medical practitioner to be in government preschools. The Welfare Department has set up Community Based Centre for the purpose. The centers cater for children with serious disabilities and those who are classified as not being able to manage themselves. There are a total of 313 throughout the country. A child who is identified as special needs is required to register with the Welfare Department in order to received a monthly allowance of RM 50, and other benefits.

### **iiii The Ministry of Human Resource**

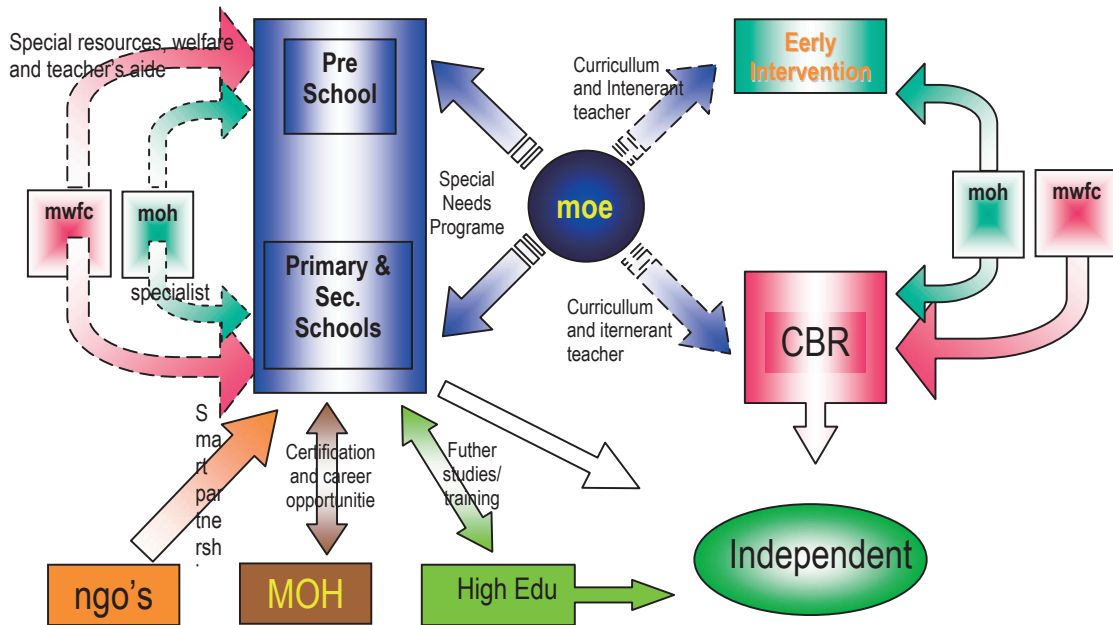
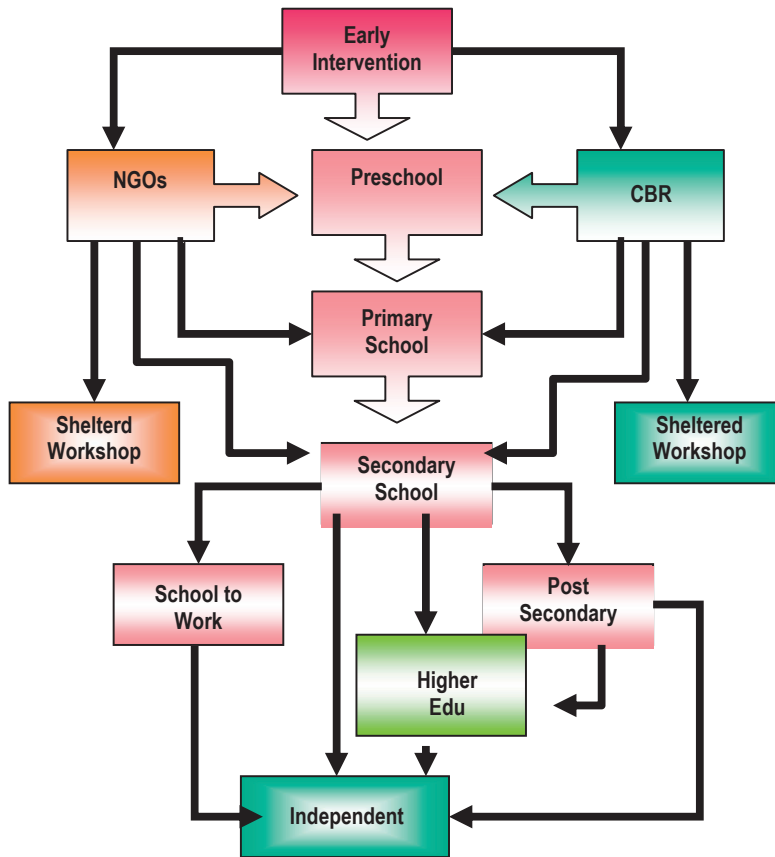
The Ministry of Human Resource assists in the certification of skills and vocational training received by special needs students at post secondary education. New programmes are being proposed form time to time in order to widen the career opportunities among students with special needs.

### **iiiii Other Ministry/ Agency**

i. Ministry of Rural Development is also responsible for the preschool education, mainly for children under 4 years to 6 years old, KEMAS schools provides preschool education for the 'normal' children as well as for the special needs. MOE assists with training of teachers and the pre school curriculum

ii NGOs – The Malaysian Autistic Society through smart partnership with MOE has successfully implemented a pilot programme for autistic children in inclusive settings. This partnership marked a beginning for other possible inclusive programme among other disabilities. e.g ADHD.

### Special Needs in the Education System



### Inter Ministerel Collaboration In Special Education