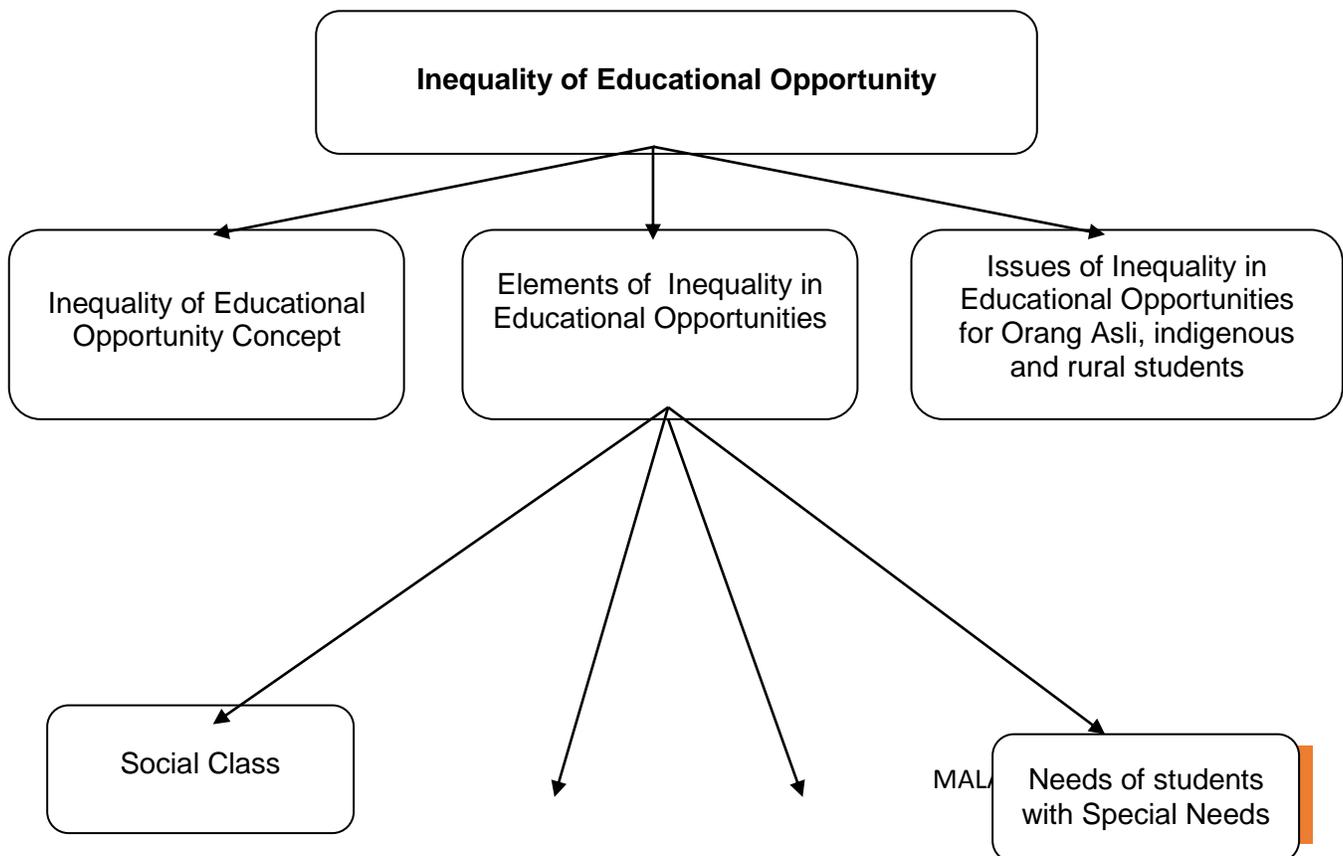


TOPIC 4	INEQUALITY OF EDUCATIONAL OPPORTUNITY
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This chapter explains the concept of inequality of educational opportunities, the elements of social class, gender, special needs children and the minority groups which inequality of educational opportunities occurred. Discussion on the issues of inequality of educational opportunities with regards to the Orang Asli children, indigenous and people from the interior areas.

Learning Outcomes

- Explain the concept of inequality of educational opportunities.
- Identify elements that generate unequal educational opportunities.
- Analyze the issues of unequal educational opportunities.
- Analyze the issues of educational opportunities for all students, especially for Orang Asli students, indigenous and rural population.



4.0 Introduction

Gender

Minority Groups

Inequality in education during the early years and this has sparked off many studies related to effects of schools, influence of socioeconomic status on the inequality of race and ethnic towards academic achievement. Coleman Report (1966) actually documented the low performance among minority groups and poor children due to the lack of teaching resources in their schools. The report found many differences among school not in terms of learning resources in the schools but in terms of the impact of students' family background. One of the ways to reduce the gap between the upper class with the rest of the population is to increase the equality of educational opportunity among people regardless of gender and race. Therefore, the Ministry of Education Malaysia has been working to improve the situation in order to close the gap between populations, in order to increase the quality of education. (Noriati et.al, 2011)

The New Economic Policy (1970 to 1990) aims to strengthen national unity. Many educational programs were designed to bridge the gap in educational opportunities between the rich and the poor; different regions and communities through the development of resources and facilities in countries with more equitable distribution of wealth. (Noriati et.al, 2011) This is one of the way to balance the educational opportunities in Malaysia.

This chapter discusses the concept of inequality in educational opportunities and the elements that create inequality of educational opportunities such as social class, minority groups, special needs groups and gender.

4.1 Inequality of Educational Opportunity

4.1.1 Concept of inequality of Educational Opportunity

The concept of inequality can be defined as views, thoughts and beliefs that there is a distinction between members or other ethnic groups from various aspects such as facilities, equipment, career opportunities and so on. Inequality of educational

opportunity referred to a situation where access to education is not evenly distributed to all residents because of certain factors. In the Malaysian context, educational inequality may be due to several factors such as the location of the school, student background, socioeconomic status, academic achievement, student interest, the chances of survival, socialization and language differences.(Noriati et.al, 2011)

4.2 Elements of the Educational Opportunity Creation Disparity

4.2.1 Social Class

A social class is a group of people of similar status, commonly sharing comparable levels of power and wealth. In sociology, social classes describe one form of social stratification. In addition, sociologists define social class as the grouping of people by occupations. Doctors and lawyers and university teachers are given more status than unskilled labourers. The different positions represent different levels of power, influence and money.(Barrow, 2012) On the other hand, Meighan (1986, as cited in Noriati et.al, 2012) explains that no matter how it is defined, it still represents the diversity of lifestyle or income in a similar race. Social class can be classified as upper class, middle class and lower class. Capitalist society divides social class in two groups that is bourgeoisie and proletariat (Karl Marx). Bourgeoisie is a class that has a source of production, distribution and exchange while the proletariat is the class that does not have the above but only labour only.

With regard to economic aspects, job is very important because it gives financial reward, stability and benefits such as health care. Many sociologists suggest five social classes such as Max Weber (Wikipedia, 2010) says there are five social class, the upper class or the rich and corporate. The second group is the group of upper middle-educated, professional and a good hold in the organization. The third group is the middle lower which consists of high school graduates and holders of certificates and diplomas. The fourth group consists of the working class or blue-collar workers who are holders of Malaysian Certificate of Education and Lower Secondary Assessment. Most of them

work in factories and restaurants. The final group is the lowest group who possess very low qualification and has never received any formal education..

Based on the Economic Planning Unit (2001), the low-income people of Malaysia are those earning below RM1500 to RM3500, while those with high incomes get RM3500 and above.(as cited in Noriati, et.al, 2011)

Based on these social class, inequality of educational opportunities exist because the high-income elite have the financial capacity to enjoy access to a variety of educational options and opportunities available, whether within or outside the country. They are capable of meeting all the requirements related to the education of their children. The students are taken care of in terms of health which they get balanced nutrition and supplements to upgrade their intelligence and also other facilities that may not be derived from the low-income students. While access to education is limited to the lower classes because they do not have a strong financial base to fund their children's education abroad or in private college.

In terms of information and communication technology, the digital divide occurs because of their social class who are able to provide various types of equipment such as computers, sophisticated software, ipod and iphone so that their children can access information and material assistance of virtual learning easily and quickly . On the other hand the lower group are not able to enjoy unrestricted access to information as a result of lack of ability to supply equipment and internet access to their children. It is closely related to educational opportunity, where access through the Internet can provide a borderless world for students from high social class compare to lower class group who are deprive of all the facilities.(Noriati et.al, 2011)

4.2.2 Gender

In most countries the gender gap still exists significantly. For example, almost 81% female. In Cambodia, access to secondary school were 19% for women and 30% for men, while in Papua New Guinea, the amount of 21% female and 27% male (UNGEI, 2007, as cited in Noriati et. al, 2011).

Women are not necessarily disadvantaged in all areas. In countries such as the Philippines, Mongolia and Malaysia, the number of boys who go to secondary school are less than girls. One of the main reasons is that boys end their formal education and work full-time to supplement family incomes. For example, 65% of girls attend secondary school compared with 54% of men in these countries (UNGEI, 2007, as cited in Noriati et. al, 2011).

In countries where women and men experienced educational opportunities, empowerment is one-sided, where girls are always neglected. Gender inequalities in the school can be viewed from various aspects such as lack of security among women, transportation to school, gender bias in textbooks and teaching materials. Besides, women has always been portrayed as limited in skills and teachers often link women to certain jobs in society.

In the teaching profession, gender inequality has long been a phenomena. This is the field where number of women are more than the men. In school, men and women teachers often encounter differences in making decisions in classroom management, work environment, status, training and resources available to them. In many countries, men dominate higher positions in the profession but the scenario has since changed.

Gender aspects has been an issue in the curriculum building. Curriculum construction and revision need to raise an understanding on how students and teachers react towards the learning materials. This is necessary as students differ in their thinking and learning styles. Also, in some countries, female students are not allowed to undertake subjects such as carpentry, technical or advanced mathematics that can improve their career opportunities.

The inequality of educational opportunities among men and women can be improved by changing the pedagogical practices. Changes in teaching and learning process should take place in an effective manner by considering sensitivity towards gender issues in the classroom. Although there are efforts to improve the quality of education, gender inequality in the teaching and learning remains a serious problem. Teachers should be aware that girls just like boys are able to give responses in classroom is an example of sensitivity of teachers on gender aspects and this need to be inculcated. Similarly, the notion that girls are less skilled and interested in mathematics and science should be reduce and the teacher should ensure that there is impartial to everyone (Bista 2006, cited in Noriati et al, 2011).

Reflect and Think:

Based on your experience, does inequality of educational opportunities occur in the Malaysian classroom as regards to gender issues? Discuss with your friends.

4.2.3. Minority Groups

Minority group refers to a small group of people of the same race, religion, culture and so on living in a place that the majority of the inhabitants of different race, religion, etc. (*Kamus Dewan*, 2007 as cited in Noriati et.al, 2011). In Malaysia, Malay is the majority group while other groups such as Chinese, Indian, Kadazan, Iban, Bidayuh, indigenous people and other ethnic groups are minorities.

Aboriginal considered a minority group in Malaysia as the numbers did not reach 141,230 people and they stay in rural and remote areas where they seem to be marginalized in most aspects. In addition, they had a distinct feature of the physical, cultural, economic and behavior that caused them to lag behind the mainstream. Efforts have been made by the Ministry of Education to bridge the gap between minority groups and the majority especially in the inequality of educational opportunities.

Other minority groups such as indigenous groups in Sabah and Sarawak also faced the issue of inequality of educational opportunities as a result of their location in the interior parts of Sabah and Sarawak. These places are deprived of basic amenities such as clean water, electricity, communication and transportation, infrastructure, and basic supplies to school. These factors contribute to high dropout rates, wide student achievement gap as compared with the majority, and the digital gap amongst students and teachers are too wide.

In addition, minority groups also exist in a particular school in the locality. For example, in national-type Chinese School, there may exist a minority group of Malays and Indians. Similarly, at the National type schools, the minority group consists of Chinese, Indians and other ethnic groups. In such circumstances, the school should be aware and concerned about the way of life and culture of a particular race which form the minority groups are not marginalized in the educational opportunities available. They should also be given equal opportunity to achieve their goals. Furthermore, teachers should be able to adjust and adapt the existing curriculum to suit all students, regardless of race, religion and culture.

Stop and Ponder:

Do you think that inequality of educational opportunities occur in a class where there is minority group? If so, what are the aspects that you, as a teacher can help to balance this inequality.

4.2.4 Groups with Special Needs

Groups of children with special needs (intellectually, physically, or emotionally and socially) are considered special because parents and teachers focus more attention to them than normal students. Among them are students with autism, down syndrome,

dyslexia, learning difficulties, delayed development of cerebral palsy, hearing and visual impairments, gifted, behavioral disorders and others. This group should be given special educational needs.

Inequalities in educational opportunities for this group exist where there is a lack of opportunities for them to learn in the 19th century. However, now the disabled have access to education at the primary, secondary and university level. Primary School (St. Nicholas) in Penang and Princess Elizabeth School in Johor Bahru, the two earliest primary school provides education for children with visual disabilities, respectively in 1926 and 1949 (Wong Huey Siew and Sandiyao Sebastian, 2002; as cited in Noriati et.al, 2011).

According to Noraini Salleh (1995, as cited in Noriati et. al, 2011) before the year 1960, the community of students with special needs in our country is provided with education at the primary level only. They do not have the opportunity to continue their studies at the secondary school level in the period between the year 1949 until 1962. This is because in 1962, the group has been awarded with the opportunity to continue their education in secondary schools through the merger plan.

Before independence, the government is not directly involved in providing educational facilities for the students with special needs because of this responsibility has been borne out by voluntary organizations. Inequality of educational opportunity is very significant because the focus is on normal pupil (Noriati et. al, 2011)

After independence, the government have played an active role in the education of students with special needs, such as providing the basic needs of exceptional students as set out in the Education Act 1961. The matter was referred in the Country Report, 2000. This is consistent with the Education Act 1961, which stated that the government recognizes the special needs children have the right to attend formal schooling. In the Cabinet Committee Report (1979) also noted many changes made to the development

of special education in the country. Among other things, all children with special needs should be provided with facilities and services of high quality.

Today, Special Education Schools (SMS) are available for students with special needs so that they can be independent and contribute to the country. Ministry of Education Special Education unit integrates the mainstream schools with inclusive approach in regular school. This is in line with the international aspiration where education is provided for all (Education For All). In addition, the inequality of educational opportunities in terms of the gap can be narrowed as follows:

- School physical facilities and special equipment needs to be modified according to the degree and type of disability. Among them are sports equipment, science laboratory, information and communication technology and computer lab.
- Expertise of special education teachers, where specially trained teachers to educate students with special needs in order to address student learning problems.
- Use appropriate curriculum with special needs students. This is related to the formation and construction of individual lesson plans for specific students.

Overall, the Ministry of Education has been working to bridge the gap of inequality of educational opportunity for special needs children. For example our government has implemented Special Education Program Integration, Inclusive Classroom, and Special Education School. In addition, early intervention programs KIA2M, special rehabilitation program, the program targets at the PROTIM 3M (3M recovery program is the support and strengthening of the special recovery) can address the problems faced by student studying in the early stages of schooling.



Children with special needs in the past have been deprived of educational opportunities. Discuss what are some of the opportunities created by the Ministry of Education in helping to reduce the inequality of educational opportunities.

4.3 Issues on inequality in educational opportunities

4.3.1. Aboriginal Students (*Orang Asli*)

The Orang Asli are the indigenous minority people of Peninsular Malaysia. The name is a Malay term which transliterates as 'original peoples' or 'first peoples.' It is a collective term introduced by anthropologists and administrators for the 18 sub-ethnic groups generally classified for official purposes under Negrito, Senoi and Proto-Malay. They numbered 105,000 in 1997 representing a mere 0.5 per cent of the national population. (Nicholas, 1997)

Nicholas (2006) described that Orang Asli are not a homogeneous race, which means that they have diverse cultures, traditions and ways of living, beliefs, and languages and there are 18 ethnic subgroups of the Orang Asli. All of these subgroups depend on their ethnicity and the location.

The majority of the indigenous economy is still based on subsistence agriculture and nature. The achievement of aboriginal people is very low in academic achievement as compared to other ethnic groups in Malaysia. Distribution of indigenous groups are as follows:

1. Negritos tribe settled in the interior of northern Perak and Kelantan, a small nomadic way of life according to certain seasons.
2. Senoi tribes located along the hillside of Titiwangsa Mountains in the state of Perak, Kelantan and Pahang.

3. Proto-Malay tribes living near the traditional Malay villages in Selangor, Negeri Sembilan, Malacca and Johor.
4. The majority of indigenous people are still marginalized from the mainstream education because of the lack of infrastructure and complete infrastructure in the area where they live.

Facilities such as electricity, water and roads are still not available. In school, the power supply, infrastructure, comfortable and conducive classrooms are not available for indigenous communities.

One of the issues of Orang Asli is very high dropout rate and the issue must be addressed in order to meet the country's aspiration to achieve zero dropout in school and in line with the policy of democratization of education. In addition, the performance of indigenous students is very low and this is one reason the indigenous peoples are the poorest group in Malaysia. Household income survey conducted in the last ten years found that nearly 51% of the population is under the poverty level (UNICEF Malaysia, 2007).

A teacher from the Mah Meri in Selangor state, a major cause of absence from school, low school enrollment and high dropout rates due to the attitude of the parents did not care Aborigines (Nadchatram, 2007, as cited in Noriati et al,2011). Natural parents are not aware of the importance of education. When their daughter was 10 or 11 years, they were asked to stay home to take care of their brothers and doing housework, while boys will follow father into the sea to catch fish. There are also indigenous children who do not attend school for helping families make a living.

Orang Asli children is classified as a group of at-risk in the context of modernization and hence face serious problems (Ministry of Education, 2006). Realizing this issue, the Malaysian government has launched its policy towards the community which allocated special help to provide opportunities for equal footing, integration with advanced section of population and should not be moved from traditional areas. In addition, the indigenous

people of high performance very less among themselves because no healthy competitive nature in terms of the progress of education in society Aborigines. Aboriginal less developed in all aspects of either socio-economic or economic. They also lag behind in academics and this is associated with their academic background is low.(Kamarzaman Kamaruddin & Osman Jusoh,2008)

According JHEOA (1998), interest in learning among Aboriginal people is still at low levels, where the dropout rate recorded in 1998 was high, 45% and 49.2% illiteracy rate (the national rate of 6.4%). This is coupled with the Native adults who not only illiterate but do not have enough knowledge in business cause they often encounter problems when dealing in forest products and farming. This led to the Aborigines could not get a good return from forest and agricultural run them. Therefore, their income declining and continue to live in poor conditions and poverty levels. Nicholas (2005) reported studies done by the JHEOA and by independent consultants all reveal that the dropout rate among the Orang Asli schoolchildren, at all levels, is disproportionately high compared to the national average. According to Mustafa Omar (2004), the low academic qualifications, experience and less skill is the cause of Orang Asli youths fail to compete with other people-to look beyond getting a better job.

According to Noriati et. al (2011), the lack of interest in learning among Orang Asli is related to the general characteristics of the indigenous people. In general, the Orang Asli are humble, shy, passive, and do not like being forced to do something, sensitive, enjoys freedom of movement, prefer physical activity, do not like to work individually and prefer to work in groups. In addition, the Orang Asli people were less mentally resilient and have a short memory. Therefore, they are easily bored and lose interest in learning. They also appreciate the importance of education because of lack of exposure and lack of awareness about the importance of education is still at a low level.

In terms of schooling system, the indigenous people follow the same curriculum as mainstream. Thus, the lessons taught in the national language and not in their native language. This makes it difficult to understand the lessons taught as they felt that the

curriculum is not relevant and is useful to their lives. For the Orang Asli, they place importance on the events in the village and the life style that gives ample of freedom to their children. Parents who are concerned about their children's education give them freedom without the control of school attendance. Indigenous community does not like and do not like to be bound by routines. Therefore, teaching and learning very difficult if students do not adhere to classroom routines. Without effective classroom management, teaching and learning of indigenous students is very difficult to implement by teachers.

Distance from the school is among the causes of Orang Asli lag behind in education. This is because they live in the deep interior, and this situation pose a problem for them to attend school. Problems such as transportation is not efficient and the lack of basic facilities and environmental conditions which are not conducive to learning contribute to the dropout factor too.

Many Orang Asli parents are poor and thus they are unable to provide a good learning environment and well-balanced meals for their children. In addition, there are also parents who are illiterate and could not provide guidance to their children as regards to their studies. Orang Asli are also not able to see the relationship between education and daily life. They also want to help families at home or work to help the family to get more income. As a result, Orang Asli only looked into the socio-economic status on a short-term basis.

The inequality of educational opportunities could be reduced if the curriculum designed for Orang Asli students be differentiated from normal students. If the curriculum takes into consideration the characteristics and needs of Orang Asli students, their academic performance may be improved and progress can be achieved.



Library Research:

Read on inequality of educational opportunities for the Orang Asli. Try to explore as many strategies the Ministry of Education has undertaken to try to balance up the inequality.

4.3.2. Indigeneous people

According to *Kamus Dewan* (2007) indigeneous people refers to as original 'natives' or *peribumi*. Thus we can say that indigenious is a general term used to refer to all human groups that are considered to be the original inhabitants of Malaysia.

Hassan Mat Nor (1998) has defined indigeneous people according to the classification of indigenious law, where there are two groups of indigenious people in Malaysia. According to him, the two groups of people who are classified as Bumiputeras from the Malay Peninsula, Malay, Iban, Bidayuh, Kayan, Kenyah, Kelabit, Melanau, Penan and other natives in Sarawak, while the other group comprises Malay, Kadazan, Dusun, Bajau, from Sabah. The Orang Asli are made up of three major ethnic groups, namely the Negritos, Senoi and Proto-Malay.

Ethnic groups in Sabah consists of the largest group which is the Kadazan-Dusun. Kadazan groups who live in the valley engaged traditionally in rice farming, while the Dusun ethnic live in the mountainous interiors of Sabah. The second largest ethnic group in Sabah is originally the descendants of Bajau seafarers. Some of them chose to leave their sea-faring ways to become farmers and cattle-breeders. The Murut groups occupy the interiors of Borneo. They were the last of Sabah's ethnic groups to renounce headhunting and they are now growers of upland rice and cassava, while using a blowpipe to hunt and to fish.

In Sarawak, the Iban are the largest ethnic group in Sarawak. Iban group known as the "Sea Dayaks" consists of 30% of the population of Sarawak. The majority of the Iban longhouses in the river valley and still retain the customs and cultural characteristics become a symbol of the Iban tradition. The Bidayuh of Sarawak while living in the mountains. They were farmers and hunters.

In addition, the Ulu also considered as racial Sarawak river. They are the indigenous people of Borneo's most artistically decorated with the use of equipment beads hand-crafted art. Furthermore, there are people who are the indigenous Penan living in the forest near Limbang, Bintulu, in Baram. The Penan live in semi-nomadic. Because of the way that a nomadic life as nomads, they are often associated with backwardness and poverty in terms of economy and education.

Based on where they live, generally indigenous group mostly deep in the interior, especially in Sabah and Sarawak. Because the location of residence rather remote indigenous communities, some of them are less susceptible to the changes in the field of education. They are still bound to traditional life and culture less can receive rapid changes sweeping the world of education.

Inequality of educational opportunities exist among indigenous groups in terms of student achievement gap and the digital divide due to the location of houses, community background and socioeconomic status. Basic facilities and poor infrastructure in rural areas is a key factor why indigenous group lag behind in terms of education. In addition, they live far away and are isolated from school and poor communication systems are all factors that lead to high dropout rates.

Although the national education system was introduced to Orang Asli and indigenous communities since the 1960s, it was found that the number of people who succeed in education is very small. About 62% of them dropped out and did not finish school at the primary level. Thus, indigenous student achievement is low and the Ministry of Education (2001) has identified two main causes which is low student motivation, and lack of interest in school. Various measures have been taken to reduce the drop out rate.

Development in the field of indigenous pedagogy should be strengthened by giving them opportunities to be able to join the mainstream of national education. A variety of teaching strategies and techniques are needed to explore and applied to facilitate

students in teaching and learning. Examples of teaching and learning resources should relate to their daily lives. This is because indigenous people hold fast to life's traditions and are less willing to change and accept changes in the world of education.

Specific programs have been designed to bridge the gap for indigenous education. Among other things, the implementation of adult classes for parents of students and the indigenous people in Sabah and Sarawak, which started in 2008 is to reduce the rate of illiteracy in the community. Awareness of the importance of education is hope to help them encourage their children to learn and subsequently close the achievement gap of students.

4.3.3. Interior Areas

Rural communities, especially in the remote areas face issues on the inequality of educational opportunities because there are schools that do not have basic amenities. For example, according to the Ministry of Education (2001), 20.6% of primary schools have no telephone lines, 86.6% do not have a fax machine, 7.3% were unable to electricity and 24.8% did not receive public piped water. A relatively small percentage of high school. For example, only 2.6% secondary schools still have no electricity, and 5.7% did not have a public water supply.

Shortage of trained teachers for primary schools remains an issue in remote and rural areas. Among them are shortage of teachers in critical areas such as science, mathematics and English; lack of qualified teachers for special education; lack of qualified male teachers hindered the implementation of cocurricular activities. There are still a number of untrained teachers (GSTT) in rural schools.(Noriati et. al,2011)

In secondary schools, rural schools in the interior areas depend solely on the government for school supplies. This was due to socio-economic background of parents who are unable to help the school as compared to urban schools where high-income parents can contribute to the welfare of the school.

As primary school, secondary school in the interior also lack teachers. Most schools in the interior gets less experienced teachers and teachers with no training. In addition, the transfer rate is higher than the school teachers of the urban areas. It is also an issue and a challenge to the Ministry of Education to provide adequately trained teachers, especially in critical subjects on target for 100% of teachers in secondary schools consists of graduate teachers by 2010 (MOE, 2001).

Education gap between location, socioeconomic status and ability levels of students in the interior areas are issues that need to be addressed by the Ministry of Education. Physical facilities in terms of infrastructure development and education is needed to bridge the education gap between rural schools and urban schools. It is necessary to reduce dropout rates and stimulate higher participation among rural students. In addition, the Ministry of Education to increase the number of teachers the option in order to ensure that all schools in the interior to provide equal educational opportunities for students from diverse backgrounds, interests and potential.

One of the issues of inequality of educational opportunities in the interior is the digital divide, namely the existence of differences in terms of access to wireless information and communications technology (ICT) in interior areas and proficiency in ICT among students and teachers. Lack of infrastructure and basic facilities such as electricity and telephone lines will hinder telecommunication networks such as the Bestarinet to be accessible to remote schools.

School with low student population (Sekolah Kurang Murid-SKM) is also an issue in rural and remote areas, that is in the year 2000. There were 2,235 SKM schools, namely 723 in Sarawak, 364 in Sabah and 1,148 units in Peninsular Malaysia (MOE, 2001). Most of these schools have poor school buildings and lack of basic necessities for learning. In addition, students who live in remote areas have problems with communication and transport between their houses to school and some students do not attend school or come late to school. This leads to high dropout rates in such schools.

The lack of motivation to learn and lack of competition due to the small class size has create a gap in student achievement. It is because of the low socioeconomic status and low-income parents who are not able to provide basic necessities for their children. In addition, the lack of interest among students to learn because their parents do not emphasize the importance of education. Therefore, the government has tried to reduce the gap between rural and urban areas through the allocation of resources and facilities in a fair and equitable manner.

4.4 Summary

Inequality of access to education is an issue that has long been discussed. This issue has an impact on the school, the achievement of socio-economic status and ethnic disparities in academic achievement. Inequality of educational opportunities is particularly significant in the elements of social class, gender and ethnic groups other than by geography, socioeconomic status, and traditional culture.

However, efforts have been undertaken by the Ministry of Education to close the achievement gap and inequality digital opportunities through a number of initiatives outlined in the Development of Education 2001-2010. Among them is an increase in the participation rate of primary school students, enhancing teacher quality, school improvement regardless of the location of infrastructure and improving the quality of teaching and learning through the integration of information and communication.

The gap between urban and rural areas can be reduced in terms of the basic equipment and facilities so that the students in rural areas, the indigenous people and ethnic groups of Sabah and Sarawak will enjoy access, equity and quality of education around the (MOE, 2001). In addition, the smart school effort in stages in line with the era of Information and Communication Technology (ICT). Educational development is to improve access, equity and quality education to all students regardless of location, race and culture to enable all students to pursue education at higher levels.



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Here is the list of readings you can read further

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