

| | |
|----------------|---|
| TOPIC 7 | ACTION PLAN FOR CREATING CULTURALLY FRIENDLY ENVIRONMENT |
|----------------|---|

This topic explores the various ways to create a culturally friendly environment such as to strengthen the use of Malay Language as the national language, Integration of students for unity program and creating an action plan in terms of kurikulum, teaching and learning process, assessment and facilities that will produce an environment that is culturally friendly for students of all races.

Learning Outcomes:

1. Explain the ways to create a culturally friendly classroom
2. Plan an action plan for implementing educational programs for Orang Asli, indigenous and people in the interiors.

7.1 Introduction

Orang Asli, indigenous people and the people in the interiors of Malaysia lag behind in the mainstream of our education system. They should be given the equal opportunities to all education programs planned for them and experience the changes in the education system to ensure a better future.

In Malaysia, educational development in the early stages focused more in the construction of schools in urban and major economic growth areas. These schools were equipped with adequate facilities and equipment, well-trained teachers and adequate resources for teaching and learning. On the other hand, schools in the rural areas suffered from various shortcomings especially in infrastructure and services such as buildings, Information and Communication Technology (ICT), water and electricity supply. Schools in rural areas do not have enough trained teachers and are always hindered from various problems and difficulties. In addition, students who studied in rural schools have low self-motivation.

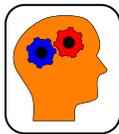
As such, there exists an inequality or imbalance between schools in rural and urban areas in terms of infrastructure, facilities, materials and trained staff. Due to the wide gap in

education, the development plan has set a priority in the education sector to focus more in providing opportunities to learn to students who have been deprived of such opportunities earlier.

In order to achieve the programs in the Education Development Master Plan (PIPP) the commitment of all stakeholders is essential. The strength and cooperation from external agencies and within the Ministry of Education in narrowing the above gaps is given due emphasis.

In order to raise the dignity of the indigenous people, Orang Asli and the people in interior Malaysia, the government has initiated efforts to change their lives and to provide various learning facilities for them. PIPP is one of the government's initiative to create culturally friendly environment. It is hoped that the government's noble efforts will make a difference in the lives of the indigenous peoples, Orang Asli and the rural people.

Reflection



Based on your readings, list down the features of the indigenous people, Orang Asli and the people in the interior Malaysia. Complete the following table.

| List the features of these group of people | | |
|--|------------|----------|
| Orang Asli | INDIGENOUS | INTERIOR |
| • | • | • |
| • | • | • |
| • | • | • |

7.2 Action Plan for the Orang Asli

The Orang Asli is a minority group in our country, with a total population of 141, 230 people. Eventhough they are a minority group, they were not be left out of national educational development.

In the Seventh Malaysia Plan (RMK-7) the Malaysian Government has given priority to

the developmental of infrastructure for the safety of the Orang Asli. At that time, the government had allocated an amount of RM 148.9 million in development programs.

In the Eighth Malaysia Plan (RMK-8) the focus was on community development which was increased tremendously amounting to about RM 303.5 million.

An action plan for the Educational Development of the Orang Asli was given priority by the government in collaboration with:

- The Orang Asli Welfare Department (JHEOA)
- Planning and coordination of Programs
- Ministry of Rural and Regional Development (MRRD)

The objective of the Action Plan for Educational Development is:

To provide programmes and activities related to the needs of specific provisions in the area of Orang Asli

| | |
|----------------------|----------------|
| Target group: | 4 group |
| Pre-school Stage | (5-6 years) |
| Low Level | (7-12 years) |
| Secondary Level | (13 -18 years) |

First Stage: Pre-School: Children from 5 to 6 years

The students are being provided with a solid foundation before they attend formal education. The Orang Asli children are prepared and trained in terms of emotional and social skills to be ready to face changes and challenges that they will face when they attend school.

Second Stage: Children from 7 to 12 years

Orang Asli children are provided with a solid foundation in basic literacy. They are also exposed to basic skill such as thinking skills, basic concepts of science, art, recreation.

In addition, they are instilled with good values for the development of the cognitive , affective domains in line with the National Philosophy of Education.

Third stage: Pupils from 13-18 years

This stage comprise of a comprehensive educational programme where emphasis is placed on critical and creative thinking and the main focus is the acceptance of various aspects of knowledge.

Tertiary level: Education After Secondary Education

This stage will mainly to develop the cognitive domain where Orang Asli children will be introduce to creative and critical thinking skills (CCTS) in order to produce produce innovative students. This is in the hope that Orang Asli students can be developed to be able to compete globally.

The government also focused on the drop outs group mainly consisting of youths and parents who never attended school so that they are aware of the importance of education. Skills training appropriate to their interests and abilities will be introduced so that they can enter the labour market and get the job that suit with their abilities.

Adult group were also given attention by the government. Among the initiatives are :

- The women adult group ate to undergo social programmes organized by the Orang Asli Women Activists
- Family welfare programmes
- Skills training
- Entrepreneurship training

However all levels of Orang Asli are given the opportunities such as:

- skills training,
- entrepreneurship,

- development of the mind,
- religious and spiritual education
- functional literacy education
- Literacy programme for illiterate adults are also implemented

The implementation of this action plan will be carried out by various government agencies and the provision of educational infrastructure. Besides, Non-Governmental Organisations (NGOs) also played a role in developing the well being of the Orang Asli. With greater focus on programmes and projects that can lead to a change in mindset of the Orang Asli. In addition, consultancy from the private sector is sought to help to upgrade and improve the standards of the Orang Asli. Evaluation studies on the programmes and projects that have been carried out. Research on programmes and projects which is implemented through outsourcing expertise from external agencies.

The allocation of financial funding for the success of this action plan is high, about RM 6,171, 000.00 and there are many challenges faced by the government in an effort to provide educational opportunities for those groups.

Achievement and success depend on several factors, namely:

- high commitment from the officers of JHEOA and government agencies
- acceptance and active participation of the Orang Asli
- provision of adequate budget
- Close cooperation among the ministries, government agencies, NGOs, private companies and consultants is needed.

7.3 Educational Programmes for the Orang Asli

Under JHEOA Education Incentive Assistance Scheme, the fund is for primary schools, secondary schools and institutions of higher learning (IPT) students in order to ease the burden of Orang Asli parents. Here are some of the government's efforts for the Orang Asli:

- School fees
- Co-curricular
- Monthly test papers
- School sports
- Islamic and moral education activities
- Majlis Sukan Sekolah Menengah (MSSM)
- School Assistance
- Exercises books, workbooks and stationery
- School uniforms
- Daily needs of students staying in hostels
- Student transport fare
- Food supplement for pupils in rural schools

In order to raise the interest of Orang Asli children in education, the government has increased the budget from RM3 million to RM 6 million to cater for the co-curricular activities, food supplementary Programme (RMT) and cultural activities.

The action plan that has been implemented was successful and fruitful. For example:

- Orang Asli students have achieved 8As in PMR examination in 2006 and nominated for Tokoh Maulidur Rasul in 2007. She is Noratikah
- Has improved the quality life of the Orang Asli.

However the number of Orang Asli pupils who dropped out from school is still high and only 20 to 40 percent of the Orang Asli children reached lower secondary level.

7.4 Action Plan for the Indigenous Group

The Ministry has made efforts to democratize the opportunity to provide quality education in order to bridge the gap between the different cultural and socio-economic groups in the country. This is in line with the core challenges of PIPP (teras 4) - bridging the education gap. This purpose is to ensure that no student will be left behind in the currents of educational development in the country.

In the context of children's learning among the Orang Asli, the Ministry of Education has redefined its priority to meet the needs of schools. This is prevent designed to help children of Orang Asli from being left out of the mainstream of education.

The measures taken by the Ministry of Education in redesigned the school are :

7.5

- Good infrastructure facilities
- Hostel facilities
- Well equipped with equipments in and out of the classroom
- Best teaching materials
- Special "outreach" education
- Visiting Action Committee in managing the education of Orang Asli children
- Daily needs such as medicine, dental care , going house to house, registration of Orang Asli
- Children, talks, and encouraging savings among Orang Asli.

The
ality
ken
s to

improve the education facilities include:

- Providing funding and technical support to assess the effectiveness of additional reading programme - providing reading materials (Sabah & Sarawak)
- Creating programs we like Life Skills Based Education (LSBE)

By 2005, 4.4 per cent of primary school pupils and 0.8 percent of high school students have yet to master the skills of reading, writing and arithmetic (3M). To overcome this problem the government has implemented the Early Intervention Programme for basic literacy (KIA2M) from 2006.

In 2005 the MOE expanded pre-school education in rural and remotes resulting in:-

- Pre-school education to 92,303 children
- Increase the per capita grant and strengthen the implementation of the National Preschool Curriculum for children aged 5 plus especially in rural areas.
- Expand the Recovery programme by upgrading 2800 class recovery and provide adequate remedial teachers.

In addition, the government has helped the Ministry of Education and Mercy Malaysia to enhance the implementation of emergency programme children in the rural areas.

Stop and Reflect :



What are the challenges faced by the Ministry of Education in the effort to narrow the education gap between the rural and urban communities?

7.6 Educational Measures in Sabah and Sarawak

In order to develop the education system in the rural area of Sabah and Sarawak, the government has provided schools with basic amenities like water and electricity supply. Other than that the government has given assistance in many other ways such as the following:

- Provide additional classrooms for pre-school children
- Increase the number of computer to 17.500
- Construction of new schools in Sabah and Sarawak
- Construction of a new dormitory and upgrade
- Web TV for 5869 rural schools
- Teleconferencing facilities for 500 schools
- Mobile satellite for 200 schools
- Wireless fax for 200 schools
- Workshops for vacotional subjects.
- Increase recovery class Blanket 5077
- Construction of Teachers of 3438

7.7 Agencies Involved in the Implementation Programme for Educational Development in Rural Areas

In order to plan and implement programmes and projects for education, the Ministry of Education has involved a number of parties such as:

- Public Service Department (PSD)
- Treasury
- Economic Planning Unit (EPU)
- Implementation Adjustments Unit
- State Government,
- Local Government
- District Office
- Department of Land
- Ministry of Public Works
- Ministry of Transport
- Royal Police of Malaysia

Questions for Discussion

1. Explain the differences between rural and urban communities in our country?
2. Discuss the disparities between in urban and rural schools.
3. Discuss how government measures help overcome the educational gap between rural and urban areas in our country.
4. Discuss the extent of the government's efforts to enhance the quality of learning among of the indigenous communities of Malaysia
5. Describe the programme that have been implemented by the government to enhance quality education among the rural communities of Sabah and Sarawak.
6. Describe the programmes undertaken by the government to improve the quality of education for the following:
 - a. Orang Asli
 - b. People living in the interior areas of Malaysia
 - c. Indigenous people

7.8 Conclusion

This topic deals with the ways and strategies to create a culturally friendly environment for students in school with emphasis given to the Orang Asli, indigeneous people and the people who are in the remote interiors of Malaysia. The Ministry of Education Malaysia has outline various strategies to unite all Malaysian and one of the most important program introduced is the Integration of students for unity plan (RIMUP) which comprises academic and non academic activities. In schools, administrators and teachers have action plan to create a more cultural-friendly environment for all students in order to reduce inequality of educational opportunities among students. This awareness of culturally friendly environment is important in producing human capitals who are holistic in all aspects.



References:

- Jabatan Hal Ehwal Orang Asli. Pelan Tindakan Pembangunan Pendidikan Masyarakat Orang Asli di Pinggir bandar”. Retrieved from <http://www.Jheoa.gov.my/web/guest/29> on 10 Sept. 2012
- Noriati, A R.,Boon, P.Y., Sharifah Fakhriah & Zuraidah A. M.(2011). *Budaya dan pembelajaran*. Shah Alam: Oxford Fajar Sdn Bhd.
- Kementerian Pendidikan Malaysia.(2008). *Modal insan cemerlang:Minda kelas pertama*. Kuala Lumpur:KPM

Panel Penggubal:

1. Dr Rajagopal a/l Ponnusamy
2. Asiah binti Haji Pariekutty
3. Awab bin Said
4. Rojiah binti Abdullah

Panel Pemurnian:

1. Dr Boon Pong Ying
2. Asiah binti Haji Pariekutty
3. Zainun bin Johari