

SECTION

(GENERAL INFORMATION)

Malaysia

Located in the center of South East Asia, comprises of 12 states in West Malaysia (or Peninsula Malaysia) and 2 states in East Malaysia.

(West Malaysia)

- 1)Perlis
- 2)Kedah
- 3)Pulan Pinang (Penang)
- 4)Perak
- 5)Selangor
- 6)Wilayah Prackutuan
- 7)Negeri Sembilan
- 8)Melaka
- 9)Johor
- 10)Pahang
- 11)Terengganu
- 12)Kelantan

(East Malaysia)

- 13) Sabah
- 14)Sarawak

POPULATION

- Population Growth Rate : 2.6% (annual average)
- Crude Birth Rate : 24.4/1000
- Crude Death Rate : 4.4/1000
- Infant Mortality Rate : 7.9/1000
- Maternal Mortality Rate : 28.0/100,000

AREA

- Peninsula Malaysia - 131,598 sq. km
- Sarawak - 124,449 sq. km
- Sabah - 73,711 sq. km

329,758 sq.km

(Slightly larger than New Mexico)

POPULATION

(Racial Compositions)

- Bumiputra

(Malay and other Indigenous Groups) 14.25 m (65.1%)

- Chinese 5.69 m (26.0%)

- Indian 1.69 m (7.7%)

- Non Malaysian Citizens 1.64 m (5.9%)

Total Population 23.27 m

LIFE EXPECTANCY

- Total Population : 74.5 years(2000)
- Male : 71 years
- Female : 78 years

LITERACY RATE

Age 15 and over(1995 est.)

- Total Population : 83.5%
- Male : 89.1%
- Female : 78.1%

UNEMPLOYMENT RATE

- 1996 est. ----- 2.5 %
- 1997 est. ----- 2.7 %
- 1998 est. ----- 4.9 %
- 1999 est. ----- 3.0 %
- 2000 est. ----- 2.9 %

POVERTY RATE

50 % (1970)

15 % (1990)

EDUCATION

- Kindergarten : 6 years and below (not compulsory)
- Year 1 to Year 6 : 6 years to 11 years (compulsory)
- Form 1 to Form 3 : 12 years to 14 years (compulsory)
(lower secondary)
- Form 4 to Form 5 : 15 years to 16 years (not compulsory)
(upper secondary)
- Lower 6 to Upper 6 : 17 years to 18 years (not compulsory)
(Post Secondary & Colleges)
- Tertiary Education : 19 years and above

SECTION

SITUATION OF PEOPLE WITH
INTELLECTUAL DISABILITIES

(1) EARLY INTERVENTION

The Mahathir Report and the Recommendations of the Cabinet Committee formed the basis for policy direction of children with special needs inclusive of those under 4 years old.

1.1 AIMS OF POLICY DIRECTION;

- Enhancement of infants and young children who are at risk of delay through organic impairment or social disadvantages.
- To provide each child (regardless of severity of handicapping the condition) the skills needed to function with maximum independence in as near to a normal community setting as possible.

1.2 AIMS OF EARLY INTERVENTION PROGRAMMES

- Teach developmentally delayed children to achieve their maximum potential.
- Teach parents necessary skills for reinforcing what teacher/nurse taught at home level.
- Preparing children for regular kindergartens and formal schooling.
- Create awareness and acceptance in parents and community at large.
- Instilling in parents and professionals the urgency of initiating intervention procedures from the earliest age possible.
- Stimulating parent involvement and formation of Parent Support Group.

(2) Lows Concerned with I.D

Inter –ministerial Committee (1981)

demarkated the function of ministry as:

2.1 Ministry of Education:

- Education of Hearing Impaired
- Education of Visual Impairment
- Education of Learning Disabilities

2.2 Department of Welfare Services:

- Education of physically handicapped
- Education of spastics
- Education of moderate, severe and profound intellectually disabled.

2.3 Ministry of National Unity and Social Development

- Regulation of special needs population above schooling age of 19+
- Provide financial assistance
- Launching grants
- Purchase of specialized equipment
- Implement programmes for CBR
- Assist in job placement in government agencies/factories/private sectors, sheltered workshops and land schemes.

Ministry of Health

- Responsible for early identification and screening of children born at risk
- Function undertaken with assistance of its medical and para-medical personnel

3.1 EDUCATION ACT 1996

EDUCATION (SPECIAL ED)REGULATIONS 1997

PART

(PRELIMINARY)

3.1.1 Education (Sp .Ed) Regulations 1997 shall come into force on 1, January 1998.

3.1.2 “Pupils with special needs” means pupils with visual or hearing impairment or with learning disabilities.

“special education programme” means:

- A programme which is provided in special schools for pupils with visual impairment or hearing impairment.
- An integrated programme in regular schools for pupils with visual impairment or learning disabilities; and
- An inclusive education programme for pupils with special needs and who are able to attend normal classes together with normal pupils.

PART

(SPECIAL EDUCATION)

3.1.3 For government-aided schools, pupils with special education programme except for the following pupils:

- Physically handicapped pupils with the mental ability to learn like normal pupils; and
- Pupils with multiple disabilities or with profound physical handicap or with severe mental retardation.

A pupil 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 Ministry of Education and a officer from Department of Welfare, as capable of undergoing the national education programme.

3.1.4 In implementing the special education curriculum, teachers may modify the teaching or learning methods or techniques, the time for and sequence of activities, the subjects and the teaching aids in order to achieve the objectives and aims of special education.

Make 30 December 1997

DATO` SRIMOHD NAJIB BIN TUN HAJI
ABDUL RAZAK Ministry of Education

3.2 Special Education for the Visually Impaired

- Blind students --- taught Braille
- Low Vision --- exposed to suitable equipments & large prints
- Currently---there are 5 primary and 1 secondary school
 - 390 students in Special Schools
 - 236 students in 20 integrated programmes

3.3 Special Education for Hearing Impaired

- Students are taught Malaysian Sign Language (BMKT – Bahasa Malayu Kod Tangan)
- Currently
 - there are 23 primary schools and 2 secondary schools.
 - 2412 students in Hearing Impaired Special Schools.
 - 1600 students in 66 Integrated programmes.

3.4 Integrated/Inclusive Programmes (Special Education for Intellectual Disabilities)

- 1988 – Pilot programme initiated for students with Intellectual Disabilities at primary school level. (Learning Difficulties-LD)
- 1995 – Induction of I.D programmes at Secondary level.

LD-inclusive of children categorized as Down Syndrome, ADD/ADHD, Microcephaly, Autism, Behavioral Disorder, Dyslexic, and others with mild mental retardation.

Enrollment of I.D students in Integrated Programmes:

| | <u>SCHOOLS</u> | <u>CLASSES</u> | <u>STUDENTS</u> | <u>TEACHER</u> |
|--------------|----------------|----------------|-----------------|----------------|
| PRIMARY | 291 | 796 | 5733 | 1257 |
| SECONDARY | 108 | 200 | 1490 | 328 |
| <hr/> | | | | |
| TOTAL | 399 | 996 | 7223 | 1585 |

PRIMARY & SECONDARY SCHOOL CURRICULUM FOR ID/LD

- Communication skills
- Social and environmental skills
- Self-help and functional skills
- Creative and Recreational skills
- Moral/Religious and Social values.

VOCATIONAL TRAINING

4.1 Ministry of Education

- Provide vocational training for hearing impaired students at secondary level.
- Provide pre-vocational training (incorporated into school curriculum) for ID students at secondary level.
- Vocational training courses included electrical, automotive, carpentry, domestic farming, dress making, hotel and catering etc.

4.2 Department of Social & Welfare Services

administered:

--- sheltered workshops

--- other skill trainings

(5) Other programmes/facilities for the disabled

5.1 Sports:

Malaysian Paralympics Council

(Co-sponsored between Dept of Social Welfare Services and NGOs)

- Encourage participations in sports and recreational activities.

- Inclusive schemes & financial rewards also provided for champion athletes.

5.2 Arts and Cultural Activities

Formation of cultural group-encourage involvement in various arts and cultural activities. A fund has been launched to facilitate the group to carry out activities and training.

5.3 Access to Public Building

A committees has been formed to ensure that the disabled have easy access when utilizing public amenities. Access for the disabled to facilities in and out of public buildings has been in corporate in amendments to the Uniform Building By-Laws 1984.

5.4 Taxation Relief

- Double tax exemption to employer who employ and train disabled workers.
- Extra tax relief to parents with disabled children.
- Tax rebate for purchasing special equipments.
- Personal tax relief of RM5000
- Tax relief of RM5000 for purchase of basic orthopedic aids.

5.5 Contribution to programmes for the Disabled

Department of Social Welfare Malaysia encourage active participation and contribution from private/corporate sectors to play major and positive role in the welfare of the disabled and fulfill the government's hope of creating a caring culture in facing the National Social Welfare Services.

(6) Institutions Under Department of Welfare Services

6.1 Institutions

- | | |
|---|------------------------------|
| 1) Taman Sinar Harapan | 5 centers in Malaysia |
| 2) Cheras Rehabilitation Centre | 1 centre |
| 3) Bangi Industrial Training and Rehabilitation Center for the Disabled | 1 centre |
| 4) Bukit Tunku Day Centre (for ex-mental patients) | 1 centre |
| 5) Community Based Rehabilitation Centre (for intellectually disabled) | 196 centers |

6.2 Services

- Care, protection and rehabilitation
- Facilities to fulfill physical, social and spiritual needs
- Health and safety
- Education guidance and vocational training
- Readjustment in society
- Production activities and others related to local community

SECTION

**OUTLINE OF TEREENGGANU
EDUCATION DEPARTMENT**

Function of Special Education Unit

- Provide opportunities and educational facilities.
- Provide suitable & relevant education on needs based.
- Provide opportunities for talent development and potential of students with special needs.
- Plan and evaluate the suitability of usage of teaching and learning materials in schools.
- Ensure sufficient supply of trained personnel in special needs.

Duties of Assistant Director of Special Education Unit

- Plan, organize and facilitate staff of development programmes for Special Education teachers to generate enthusiasm and motivation as well as keeping abreast with latest advancement in special education field.
- Ensuring Special Educational programmes and policies proposed by Ministry and Department of Education are implemented appropriately at school level for the benefit of students with special needs.

- Assessing, registering and placements of special needs students on need based.
- To liaise coordinate with Welfare and Social Governmental Organizations with regards to improving service deliveries and Special Education programmes implemented at State level.
- Developing and implementing programmes and activities suitable for students with special needs.
- To give occasional speeches and lectures to teachers, parents, school administrators and students to instill awareness and compassion for the disadvantages groups.

SECTION

Outline of
Special Education Learning Disability Programme
(An Integrated Approach)
Chendering National Secondary School
Kuala Terengganu

Functions of Special Learning Disability Programme Chendering National Secondary School (An Integrated Programme)

- Provide opportunities & educational facilities.
- Provide suitable & relevant education based on individual needs in the least restrictive environment.
- Provide opportunities for talent development and maximization and enhancement of student potentials.
- Prepare students for future career job placement through skill development and pre-vocational training.
- Cultivate self confidence, self-esteem and ability to lead an independent life thus be able to contribute to society as a whole.
- Promote parental involvement and collaboration in the education of the educationally disabled through the formation of various committees and support group.
- Encourage full integration among normal and students with disabilities within the school environment through various curricular activities.

Duties of Special Education Coordinator

(Integrated Special Education Programme for Intellectual Disabilities in Chendering National Secondary School)

- Preparation of materials to ensure smooth running of programmes such as timetabling, curriculum, co-curriculum, IEPs, recreation, teaching materials, stock management, pupil discipline, teaching personnel etc.
- To ensure smooth implementation of inclusive education programme.
- To give exposures to parents and society within or outside the school ambit on the importance of special education through various activities.
- To conduct in-service courses for would-be special education teachers, district as well as state level in collaboration with State Education Department as well as local Teacher Training College.
- Writing resource materials such as Training Modules for State Education Department as well as Ministry of Education, Special Education Department.
- Draw up various programmes for special education in school such as vocational training involving the private sector, inviting NGO to participate in school special education programmes.
- Solicit funds and contribution from various bodies, politic, business as well as NGOs.