



Knowledge hub
-
Collection of best practices

Summary of the best practice

1. Title of the best practice (e.g. name of policy, programme, project, etc.) *

Inclusive Digital Transformation and Future Skills Development via DELIMa (Digital Educational Learning Initiative Malaysia)

2. Country or countries where the practice is implemented *

Malaysia

3. Please select the **most relevant** Action Track(s) the best practice applies to *

- Action Track 1. Inclusive, equitable, safe, and healthy schools
- Action Track 2. Learning and skills for life, work, and sustainable development
- Action Track 3. Teachers, teaching and the teaching profession
- Action Track 4. Digital learning and transformation
- Action Track 5. Financing of education

4. Implementation lead/partner organization(s) *

Ministry of Education Malaysia with technological partners - Google, Microsoft and Apple - and strategic content (i.e. development and private sector) partners - UNICEF, DiGi Telecommunications and Malaysia Digital Economy Corporation.

5. Key words (5-15 words): Please add key descriptive words around aims, modalities, target groups etc. *

Inclusive digital transformation and future skills development through digital learning platform involving multiple strategic partners for mainstream and marginalised children

6. What makes it a best practice? *

Systemic digital transformation and learning platform involving Ministry of Education and multiple and strategic technological (Google, Microsoft and Apple), development (UNICEF) and private sector (DiGi Telecommunications etc) partners. DELIMa i) prioritises democratisation of learning by giving teachers/learners options in supporting and collaborating; ii) focuses on digital learning (with accessibility features) for children, giving them future skills and competencies, and iii) helps teachers to develop a digital/learning community where they can share their expertise and skills as well as help to develop themselves and others.

Description of the best practice

7. Introduction (350-400 words)

This section should ideally provide the context of, and justification for, the practice and address the following issues:

- i) Which population was affected?
- ii) What was the problem that needed to be addressed?
- iii) Which approach was taken and what objectives were achieved? *

With COVID-19 lockdown and school closures continuing to disrupt learning for 5 million students, MOE launched and strengthened its strategic partnerships with the three main players in the technological world (Google Microsoft and Apple) and international development partner such as UNICEF via the Digital Educational Learning Initiative Malaysia, or DELIMa, platform. DELIMa has kept over 4.3 million children learning during school closures and plays an important role as part of the country's approach of blending face-to-face and online learning. DELIMa shows us three main things as we look to transforming education for the future: one, the platform offers multiple applications and services; two, there are multiple technological and other partners involved in this platform; and three, it offers a single experience in teaching and learning online. In sum, our focus for DELIMa is to further enhance digital learning by democratization of learning by giving options for teachers and students towards digital learning and lifelong learning.

8. Implementation (350-450 words)

Please describe the implementation modalities or processes, where possible in relation to:

- i) What are the main activities carried out?
- ii) When and where the activities were carried out (including the start date and whether it is ongoing)?
- iii) Who were the key implementation actors and collaborators? (civil society organizations, private sector, foundations, coalitions, networks etc.)?
- iv) What were the resources needed (budget and sources) for the implementation?

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Mindful of the digital divide and lack of access to online learning for certain groups of children, and to ensure greater equity and inclusion, in partnership with Ministry of Home Affairs and UNICEF, MOE is now expanding the DELIMa platform for 500-800 children in institutions under the Malaysian Prison Department focusing on 21st century skills development, micro-credentials and employability.

A critical part of DELIMa is the MOE-UNICEF supported Teacher Digital Learning Community, which aims to build teacher capacity as effective remote online educators. To date, 3,999 teachers from 2,168 schools - of which 49% are from rural schools - have participated in the online teacher training with a reach of over 100,000. It also includes accessibility features for teachers and children with disabilities and a resource bank of over 1,570 resources curated from teachers who have completed the online training; and have been accessed 127,654 times. For scale-up and sustainability, content is being mainstreamed via the Ministry's Teacher Professionalism Division and Institute of Teacher Education which together oversee teacher development for both for in- and pre-service teacher education in the country.

Existing programmes and innovations for alternative and remote learning as part of "Reimagine Education" and "Generation Unlimited" involving mainstream and marginalised groups have also been pivoted via DELIMa. Future Skills for All (FS4A), in partnership with Malaysia Digital Economy Corporation (MDEC), UNICEF and DiGi Telecommunications, aimed at strengthening provision and reducing inequalities in digital and skills development has ensured continuity of learning during COVID-19 with 34,000 unique users, 900,000 page-views and 40% completion rate. Learning materials include sign language interpretation (in partnership with Malaysia Federation of the Deaf) and offline packs for marginalised groups. Introduction of future skills on TikTok i.e. Guru Future Skills, where video content is co-created with children, has garnered 14,500 followers and a total of more than 3 million views.

The multidisciplinary GCED project-based lessons aimed at strengthening 21st century skills and growth mindset has been accessed over 19,000 times with COVID-themed projects resulting in a reach of over 80,000. Amplification of young people's voices via the Voices of COVID Generation (VOCG), in partnership with UNICEF, received the UNESCO Wenhui Award Honourable Commendation for Innovative Educational Responses To COVID.

9. Results – outputs and outcomes (250-350 words)

To the extent possible, please reply to the questions below:

- i) How was the practice identified as transformative? (e.g., impact on policies, impact on management processes, impact on delivery arrangements or education monitoring, impact on teachers, learners and beneficiary communities etc.);
- ii) What were the concrete results achieved with regard to outputs and outcomes?
- iii) Has an assessment of the practice been carried out? If yes, what were the results? *

see write-up for #8

10. Lessons learnt (300 words)

To the extent possible, please reply to the following questions:

- i) What were the key triggers for transformation?
- ii) What worked really well – what facilitated this?
- iii) What did not work – why did it not work? *

Leveraging partnerships and programmatic innovations - Strengthened partnership with UNICEF and other partners has resulted in innovations for learning befitting an upper middle-income country such as Malaysia. This is evident through the following innovative programming i) FS4A via Google Classroom and TikTok; ii) GCED via Google Earth; and iii) Teacher Digital Learning Community via Google Classroom and Telegram groups, and with Google Earth for creation of learning resources, Discord for alternative platforms, and Telegram bot for mobile learning.

Narrowing the digital divide - Online learning can exacerbate previously existent learning inequalities if not accessible to all teachers and learners. From the start, UNICEF adapted an equity approach striving to extend access to the Teacher Digital Learning Community to all teachers. As a result of these efforts, 50% of the teachers participating in the learning community are now serving children in rural communities.

Investing in people as well as technology to keep learning at the centre - Technology can be a game changer, but only if designed and used skilfully. Establishing digital learning communities alongside platforms will maximize their successful and sustained use.

Seizing the opportunity to be inclusive - Online teaching and learning platforms that incorporate accessibility features and offline learning materials/packs can be important ways to make education systems more inclusive, overcoming barriers for teachers and students with disabilities, and other marginalised groups of children, as is the case with reference to the expansion of the DELIMa platform for children in institutions under the Malaysian Prison Department.

11. Conclusions (250 words)

Please describe why may this intervention be considered a “best practice”. What recommendations can be made for those intending to adopt the documented “best practice” or how can it help people working on the same issue(s)? *

see write-up for #10

12. Further reading

Please provide a list and URLs of key reference documents for additional information on the “best practice” for those who may be interested in knowing how the results benefited the beneficiary group/s. *

1. Future Skills for All (FS4A): <http://futureskills.moe-dl.edu.my/>
TikTok for Future Skills For All: <https://vm.tiktok.com/ZSJNjQh7E/>

2. Project Based Learning for

Global Citizenship Education (GCED): <https://sites.google.com/moe-dl.edu.my/gcedmalaysia/home?authuser=3>

There’s also a tab on GCED in Action: <https://sites.google.com/moe-dl.edu.my/gcedmalaysia/gced-in-action>

Video link: <https://m.youtube.com/watch?v=yE4a6b4i368>

Newspaper articles links:

<https://www.thestar.com.my/news/education/2021/06/06/young-malaysians-to-become-citizens-of-the-world>

<https://www.thestar.com.my/news/education/2021/06/06/were-taking-on-the-world>

<https://www.thestar.com.my/news/education/2021/06/06/birds-eye-view-on-learning>

<https://www.thestar.com.my/news/nation/2021/06/06/moulding-students-into-global-citizens>

3. For teachers - Komuniti Guru Digital Learning (KGDL) - translated to English as Teacher Digital Learning Community: <https://sites.google.com/moe-dl.edu.my/ldp-digital-learning/home>

KGDL Global Case Study: <https://www.unicef.org/evaluation/documents/unicef-education-covid-19-case-study-malaysia-empowering-teachers-deliver-blended>

4. KGDL Resources for secondary school teachers: <https://sites.google.com/moe-dl.edu.my/banksumberkgdl/laman-utama?authuser=5>

5. Voices of COVID Generation (VOCG): Received the UNESCO Wenhui Award Honourable Commendation Award.

<https://www.unicef.org/malaysia/voices-covid-generation>

Students also hosted the VOCG Virtual Tour, link here: <https://m.youtube.com/watch?v=i6MIBKVhyaM&t=>