Clarity project in sustainable skills transfer:
Ministry of Education Malaysia

Overview: The Malaysian Ministry of Education has a policy of integrating ICT for English into primary (elementary) and secondary (high school) classrooms across the country. For secondary education they chose Clarity products initially for 800 schools, subsequently extended to 1,000. A further adoption in 2013 covered 3,000 schools.

Structure of the project

Phase 1: Pre-purchase

Publishers were invited to submit proposals and to present their programs to ministry officials. The ministry selected the best proposal. In this case it was for four Clarity programs: Tense Buster, MindGame, Author Plus, Exercise Generator.

Phase 2: Selection of target schools

This was conducted entirely by the ministry.

Phase 3: Editing and compiling

Training was seen as the key to success of this project. It was therefore decided that five main training sessions would take place: in the North, South, East, West and the Federal Territory. The first session was in the capital, Kuala Lumpur, and this would additionally be used to train locally-based master trainers for the other sessions.

Each training session lasted ten hours, divided into 1.5 days. Each session initially included one teacher and one technician from each school, though it was later decided that it was not necessary for technicians to attend. There were 20 participants in each session, each equipped with a computer.

Delivery took place at the training sessions in the form of one set of CD-Roms delivered to the teacher / technician. The first stage was for the teachers to install the programs onto the computers they would be using during the session. This gave them the practice and confidence to later install onto the school computers.

The rest of the session was taken up with training focusing on three areas:

1. building confidence in the functionality of the programs;
2. familiarisation with the content
3. developing strategies for using the programs in class, for homework and for self access remedial and extension work.

While the first and final training sessions were conducted by Clarity staff, the intervening ones were led by the locally-based master trainers.

ClarityEnglish

Clarity project in sustainable skills transfer:
Ministry of Education Malaysia

Phase 4: Sustainability through cascading the training

One of the objectives of the training was to empower the individual teachers to take ownership of this project for their own school. The final stage of implementation was for teachers to set up training sessions for their own colleagues in their own schools. This training was closely based on the training these teachers had received in the master session, but could be varied to take account of local conditions.

Overall, this represented a successful and efficient model for skills transfer.

Phase 5: Inspection

The final phase was for ministry inspectors to follow up as a part of routine school inspections. This was done internally and confidentially, with problems reported to Clarity. The only significant problem reported was that in some schools students were not given sufficient access to computers in English classes.

Numbers

Duration of the project:	2002 - 2003
Total number of schools in phase 1:	798
Number of local master trainers:	3
Total number of teachers trained:	1,601
Total time of implementation for phase 1:	12 months

Conclusions

1. This project demonstrated a successful model for skills transfer through a cascading system of teacher training.

2. It was clear from the initial session that teachers required training if they were to use the programs in the first place. One of the key objectives of the training was confidence building.

3. It was unfortunate that due to changes in the ministry, where this project was passed to another section, Clarity was unable to collect hard data on usage after the training was complete. However, subsequent adoption suggests continued success. Perhaps this is evidence of the sustainability of the skills transfer approach.