



NEWS HIGHLIGHTS



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MALAYSIA'S newly unveiled Education Blueprint 2026-2035 arrives with promise and confidence. Shaped by lessons from the Covid-19 pandemic, digital disruption, and persistent inequality, it signals a renewed determination to future-proof the nation's education system. Yet, as with all major reforms, it deserves not only optimism but pause.

One notable shift is the plan's movement beyond access towards learning experiences and student outcomes. Enrolment and infrastructure, once dominant priorities, now give way to personalised pathways,

The test of the plan lies in translating aspirations into reality

holistic development, and wellbeing. This aligns closely with the spirit of the National Education Philosophy, long articulated but unevenly realised. The difference lies in clearer connections to competency-based learning rather than examination performance alone.

The new blueprint also acknowledges emerging realities shaping Malaysia's future. Artificial intelligence, sustainability, and the green economy are no longer peripheral themes but cen-

tral considerations. This recognition matters, reminding us that education must prepare learners not only to succeed academically, but to participate ethically and adaptively in a changing world.

Encouragingly, teachers and school leaders are repositioned as agents of change, with promises of guided autonomy and reduced administrative burden. Yet experience urges caution. Without sustained investment in professional development, workload reform, and genuine trust, auton-

omy risks remaining rhetorical.

Familiar challenges persist. Ambitious targets to reduce urban-rural and socioeconomic gaps sit alongside governance structures that remain strongly centralised. Structural inequalities are acknowledged, but solutions often feel technical rather than transformative.

Ultimately, the Education Blueprint 2026-2035 is a thoughtful plan. Its success will depend not on new frameworks, but on political will, institutional trust,

and the courage to learn from past reforms. The true test lies in whether aspiration can finally translate into classrooms where every child experiences education that is humane, meaningful, and future-ready.

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