

# Improving Student Outcomes



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“ Raising the standards of education is key to creating a better future for our nation. We are determined to reach a greater level in ensuring that every child gets the opportunity to gain an affordable and quality education. That is our commitment to the rakyat in building a globally competitive Malaysia. ”

**Tan Sri Dato' Haji Muhyiddin bin Mohd Yassin**  
**Minister of Education**



*Courtesy of Info Centre, Menara Star, Star Publications (Malaysia) Bhd*

## SNAPSHOT OF 2010'S ACHIEVEMENTS

### Delivering Significant Improvements in Education

The importance of education to the wellbeing of a country cannot be denied, especially in today's modern, knowledge-based economy. Providing educational opportunities for all regardless of race, religion or income levels is a pre-requisite for optimising our human capital and building a progressive, forward thinking society equipped to thrive in today's competitive world. Investing in education is akin to safeguarding Malaysia's future as we look to develop the minds, talents and capabilities of our next generation.

The Education NKRA was established to support this aspiration by addressing the various issues and challenges faced in pre-school, primary and secondary education. The Lead Ministry, the Ministry of Education places an emphasis on providing opportunities as well as nurturing quality and excellence on the principles of merit. By focusing on both rural and urban constituents to ensure all Malaysian children have the right to quality education, we wanted to ensure the greatest reach possible.



EXCEEDED  
**72** %  
TARGET FOR  
PRE-SCHOOL  
ENROLMENT

ACHIEVED  
**85** %  
LITERACY  
SCORE

ACHIEVED  
**91** %  
NUMERACY  
RATE

OVER  
**700,000**  
PRE-SCHOOLERS BEGIN  
EARLY EDUCATION

Through the implementation of the various strategies formulated under the Education NKRA, several big wins were achieved in 2010:

## Big Wins

- 72.42% enrolment for pre-schools by December 2010 – exceeding our target of 72% for 2010
- Roll-out of 1,500 pre-school classes by the Ministry of Education, Jabatan Kemajuan Masyarakat (KEMAS), Jabatan Perpaduan Negara & Integrasi Nasional (JPNIN) and the private sector, enabling over 700,000 pre-schoolers aged 4+ and 5+ to begin early education
- Roll-out of the National Pre-school Curriculum to harmonise standards and the setting up of the National Pre-school Council to refine and implement policies that directly affect pre-schools
- Successful ranking of 9,814 primary and secondary schools for the first time in Malaysian history
- Achieved score of 85% Literacy and 91% of numeracy rates for Primary 1 children in our final Literacy and Numeracy Screening (LINUS) in September 2010
- The award of High Performing Schools or HPS status to 20 schools in recognition of top schools across the country
- 7.7% of primary school Head Teachers received New Deals awards, exceeding our target of 2% for 2010

While there have been shortfalls, not due to lack of effort or commitment, we consider these to be part of the learning curve to eventual success. Spurred on by our successes and the lessons learnt, the Ministry of Education will continue to drive efforts to achieve the NKPIs for 2011.



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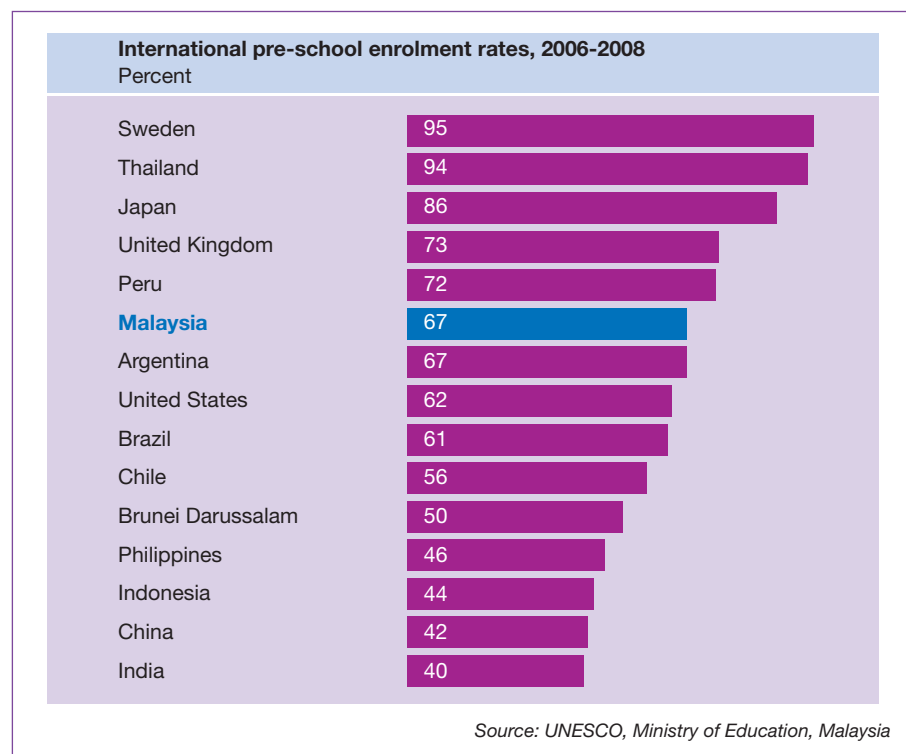
## GENERAL OVERVIEW

### Providing Greater Access to Affordable and Quality Education to All

The United Nations Development Programme (UNDP) in its Human Development Report 2010 (HRD2010) highlighted that people around the world today have much higher levels of education than ever before. An average person of age 15 or older in 1960 had fewer than four years of schooling and by 2010-this number had doubled globally and more than tripled in developing countries.

In Malaysia, there have been tremendous achievements in our education system over the past 50 years. Our adult literacy rate is now above 92%. Among the developing countries, we have one of the fastest growth rates in secondary school enrolment and we have also achieved universal primary enrolment.

**Figure 1: International Comparison of Pre-school Enrolment Rates**



Nevertheless, we must aggressively push ourselves to continue raising the bar on education and workforce competitiveness or we risk being left behind. In fact, compared to countries like Hong Kong, Singapore and South Korea, our country's student outcomes have declined. About 20% of Malaysian students failed to meet the minimum Trends in International Mathematics and Science Study (TIMSS) benchmarks for Math and Science in 2007, an alarming dip compared to just 5% to 7% in 2003. The widening gap within Malaysian student outcomes is a cause for concern as higher education levels correlate consistently with long-term economic growth.



*Courtesy of Info Centre, Menara Star, Star Publications (Malaysia) Bhd*

HRD2010 further stated that being educated empowers people to advance their interests and resist exploitation. The report also highlighted that educated people are more aware of how to avoid health risks and live longer and more comfortable lives, while earning higher wages and have better jobs.

## 2010 EDUCATION NKRA OBJECTIVES

### 2010 NKPIs

#### Improving Student Outcomes and Developing a Quality Workforce

The overall objectives for 2010 were to increase access to basic education and to improve student outcomes. 2010's NKPI targets were as follows:

**Table 1: NKPI Targets for Education**

Focus area	KPI	Baseline	2010
Pre-school education	Enrolment Rate (4+ and 5+)	67%	72%
Literacy and Numeracy Rates	Literacy Rate Numeracy Rate	Year-1: 87% Year-1: 76%	Year-1: 90% Year-1: 90%
High Performing School	Number	-	20
New deals for head teachers and principals	% of head teachers and principals who exceed target	7.7%*	2%
	% of head teachers and principals who perform below target	-	Not more than 10%

*N.B. – Literacy and numeracy rates achieved in 2010 may be lower from 2009 due to a different standard of measurement (KIA2M).*

*\* Data used is current for Primary Schools, while the Secondary School achievement will be made known after the announcement of the 2010 SPM results.*

#### Pre-schools and LINUS

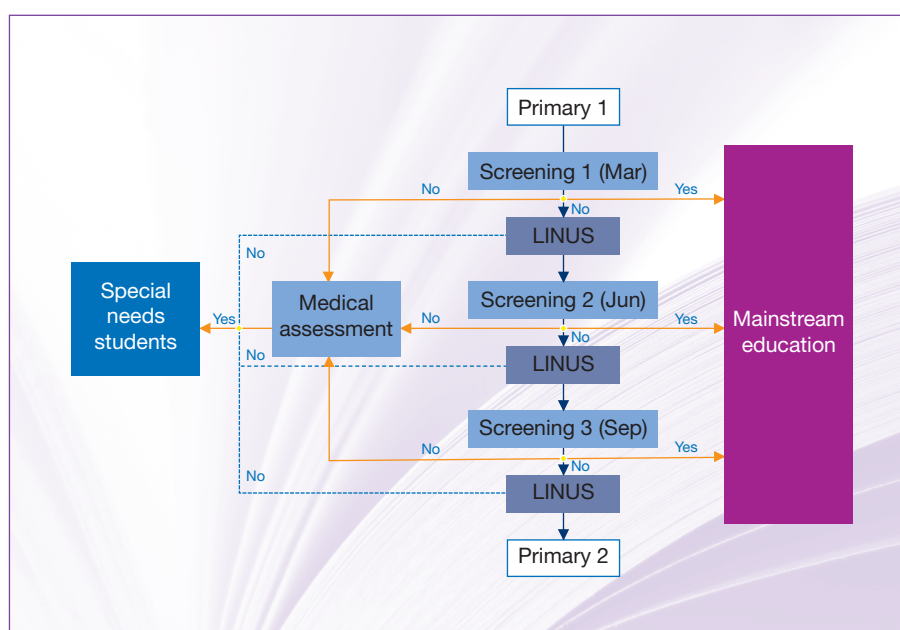
The overarching rationale for the Education NKRA is to increase access to and quality of basic education in the country. The Pre-school and LINUS initiatives are designed to uplift the basic standards of education in the country, by ensuring that every child has a high-quality head start, through early childhood education and an opportunity to be fully literate and numerate.

**72%**  
PARTICIPATION  
RATE OF PRE-  
SCHOOL AGE  
CHILDREN

The first initiative was to increase the enrolment rate of pre-school age children to 72%, from the 67% achieved the year before, as well as improve the quality of pre-schools across the country.

We also set out to increase basic literacy and numeracy rates among Primary 1 children to 90% by introducing screening tests and remedial classes. The Literacy and Numeracy Screenings (LINUS) programme that was introduced by the Ministry of Education aims to achieve 100% literacy and numeracy for all Malaysian school children without learning difficulties by the time they reach Primary 3.

**Figure 2: LINUS Screening Process, 2010**



**20**  
HIGH PERFORMING  
SCHOOLS SELECTED

### High Performing Schools and New Deals for Head Teachers

In order to raise the bar for the overall system, 20 High Performing Schools (HPS) which are internationally benchmarked were selected. These “crème de la crème” of schools are primary and secondary schools that have met stringent criteria including academic achievement, strength of alumni, international recognition, network and linkages with external entities. They are also defined as schools with ethos, character and a unique identity which enable the schools to excel in all aspects of education.



Another objective was to develop the New Deals for Head Teachers, a new performance-based assessment for head teachers in the system, ensuring that at least 2% exceed their targets for 2010. Prior to the implementation of the NKRA initiatives, there was no performance-based system for the teaching force in the country except for a generic assessment system for civil servants. The new performance-based assessment in place is therefore dedicated to head teachers and linked to the ranking of schools. Teachers now have real performance benchmarks to measure their performances and improvements accordingly with the introduction of the new and objective measurement of school performance. The teachers received the NKRA initiatives positively as it is a good source of motivation based on merit and self-initiative.



*Courtesy of Info Centre, Menara Star, Star Publications (Malaysia) Bhd*

**Lim Ai Pin,**  
Teacher,  
SJK (C) Yu Chai in Perak

"I teach at a Chinese primary school, and the students are interested in Mathematics. They suffered, however, when it came to learning Mathematics in Bahasa Malaysia. The LINUS programme helped improve their proficiency in Bahasa Malaysia and they can now attempt Mathematics questions in this language.

"Before this, our students were only able to understand Mathematics questions in Mandarin. I would say there has been a 70% improvement in their command of the language. They can now read and write in Bahasa Malaysia. One of the things I did was to use games in my lessons, which helped them overcome their fear of Bahasa Malaysia."

### KEY PARTICIPANTS

#### A Collaborative Effort

The Ministry of Education worked together with numerous agencies such as KEMAS (under the Ministry of Rural and Regional Development) and JPNIN (in the Prime Minister's Office), especially under the Pre-schools NKPI, to ensure a successful path in achieving the targets set for the Education NKRA. The Ministry also worked closely with the private sector in the fields of teacher training and pre-school operations in order to improve quality and access of the entire school system. For the other NKPIs, the Ministry also collaborated with State and District Education Offices to ensure the success of LINUS and HPS initiatives.

**Muhammad Zammri bin Ishak,**  
Chairman  
Tadika Bijak Gemilang in  
Penang (private school  
with a total of 32 students)

“Since attending preschool, our students are more independent and outspoken. The difference is clear – they can read, write and socialise easily. One of our students, a six-year-old boy, was switching from one kindergarten to the next because he had trouble fitting in. When he came to our school, we were able to give him the extra attention he needed and by the end of 2010 he was able to read and write. His parents are thrilled with the results.

“We could reach out to him because we had taken a training course offered by the Government. We picked up new approaches in teaching young children, for instance in the areas of psychotherapy, ICT and psychology. These courses helped us better understand and tailor programmes for our students.

“We teach three languages – English, Bahasa Malaysia and even Arabic as a foundation for Islamic education. Besides that, outdoor activities are high on my list of priorities and I plan to organise a big family day in 2011 to strengthen the bond between parents and children. I believe that education begins at home. It is not just schoolteachers but also parents who play a part in helping their children love learning.”

## INITIATIVES

The following are among the initiatives taken in 2010 towards achieving our targets:

### Supporting Pre-school Agencies and Operators

In order to increase the enrolment rate of pre-school age children in the country, several different measures were taken. The Ministry of Education worked closely with two other government agencies, KEMAS and JPNIN that operate pre-schools throughout the country, to ensure that quality standards, fee structures and meal grants were standardized across government pre-schools. Private pre-school operators throughout the country were not left without ministry support. Fee assistance was given to 24,179 children from low-income families who attended private pre-schools with fees of less than RM150 per month. In addition, the Ministry partnered with private teacher training colleges to up-skill approximately 7,000 private pre-school teachers in order to improve the overall quality of teachers in the system.

### Literacy and Numeracy Screenings

Approximately 450,000 Primary 1 children throughout the country underwent three screenings for basic literacy and numeracy skills in 2010. 380,363 (85%) children of the entire Primary 1 cohort passed the basic literacy screening, while 406,980 (91%) children passed the basic numeracy screening. We also trained 15,500 LINUS teachers responsible for teaching remedial classes for the under-performing children. On top of this, we deployed FasiLINUS (dedicated facilitators who provide professional support), into every school district in order to monitor, facilitate and support LINUS Teachers.

### Selection of High Performing Schools

In 2010, we selected 20 HPS by the end of the year, with a goal of selecting 100 HPS in total by 2012. A HPS school will have more autonomies in decision-making when it comes to instruction methods, flexibility in adapting curriculum, as well as the selection and deployment of teachers and allocation of funds. In addition to this, a financial grant is given to each HPS school each year to be used on student development, infrastructure, and other important elements in school excellence.

### **New Deals for Principals and Head Teachers**

Under the New Deals initiative, schools are categorised into seven bands. Band 1 is for the best performing schools while Band 7 is for the lowest performing schools. The top 2% of high-achieving principals and head teachers will be given a cash incentive of RM7,500, while the teachers in their schools will also be rewarded. The top 5% of teachers in their school will receive RM1,800 while the rest will receive RM900. In 2010, Head Teachers, teachers and support staff from 586 primary schools around the country received New Deals rewards. This makes up 7.7% of primary head teachers receiving the award, high above our expected target of 2%.

### **School Improvement Programme (SIP)**

The School Improvement Programme (SIP) aims to transform every school into an excellent educational institution by challenging, motivating and lending support to all schools, especially under-performing schools. School improvement throughout the system is crucial if we are to develop a globally competitive workforce or enable every Malaysian to improve his or her standard of living by gaining access to quality education.

The SIP will support all 10,000 schools in the system, while focusing on low performing schools nationwide, especially schools in the rural areas.





Under the SIP, we introduced a centralised data collection system and self-help tool called the School Improvement Toolkit (SIT) to allow head teachers to keep track of their schools' performance and plan the way forward. The SIT will assist school heads to recognise the challenges they face. It will also lend support through appropriate tools and systems in order for school heads to prioritise, plan and allocate resources.

Furthermore, for the lowest-performing schools in Bands 6 and 7, the Ministry has designed support and service lines to lift their performance and motivate the personnel in those schools. These support lines are made up of excellent teachers and coaches who make planned and strategic visits to the lowest-performing schools in order to motivate and support the teachers and principals in these schools. We plan to continue these support systems throughout 2011, to reduce the gap between the best schools and lowest-performing schools.




## SUCCESSSES AND ACHIEVEMENTS

The overall results of the NKPI targets set for 2010 are shown in the table below.

**Table 2: 2010 National Key Performance Indicators**

No.	NKPIs	2010 Target	Actual Results	Remarks	Traffic Lights
1.	Pre-school enrollment rate	72%	72.42%	We have exceeded the enrollment rate for 2010 (701,144 pre-school)	
2.	LINUS Literacy rate	90%	85%	Literacy rate was short of 5% of this year's target . 380,363 students met basic literacy	
3.	LINUS Numeracy rate	90%	91%	Numeracy rate for Primary 1 cohort has exceeded target by 1%. 406,980 students met basic numeracy	
4.	High Performing Schools	20	20	20 HPS schools were announced in January 2010	
5.	New Deals	2%	7.7%*	Announcement of new teachers who received the new deals was made in February 2011	N/A

\* Data used is current for Primary Schools, while the Secondary School achievement will be made known after the announcement of the 2010 SPM results.

	Achievement of 90% and above		Achievement of 51% to 89%		Achievement of 50% and below
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## Pre-schools

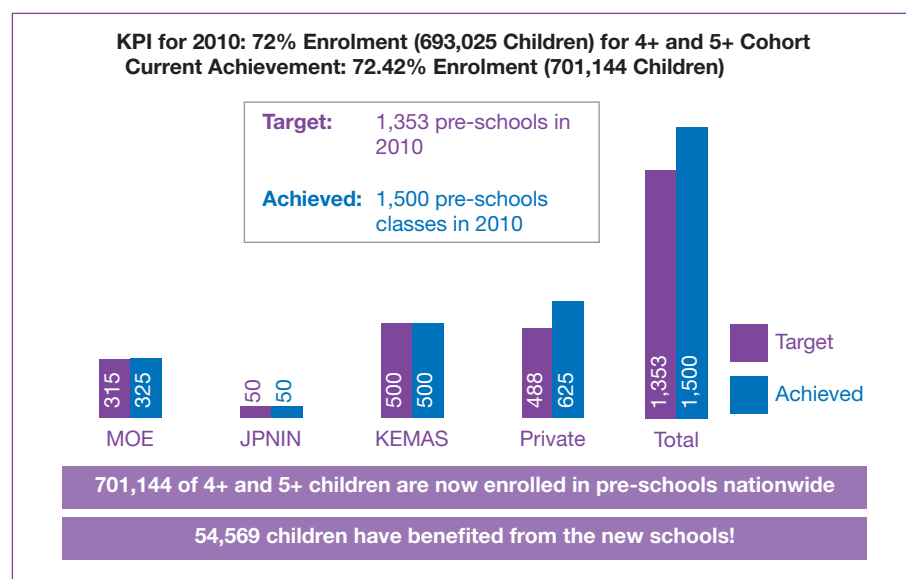
In 2010, we exceeded our target enrolment of 72% for pre-schools, by achieving 72.42% enrolment by December 2010. We have achieved this with the roll-out of 1,500 pre-school classes by the Ministry of Education, KEMAS, JPNIN and the private sector.

This is a tremendous achievement as now 701,144 pre-schoolers in the 4+ and 5+ age groups are able to enter pre-schools. This is an increment of 54,569 pre-schoolers from 2009, whom up till now could not attend pre-school for the lack of schools in their areas. The pre-school NKPI out-performed its target, building 1,500 new pre-schools classes, over the 2010 goal of 1,353 classes.

We are also pleased with the roll out of the National Pre-school Curriculum to harmonise standards and the setting up of the National Pre-school Council to refine and implement policies that directly affect pre-schools.

In building new pre-schools in 2010, the students in very remote areas in Sabah and Sarawak were not forgotten with the opening of four pre-school classes in longhouses in Sri Aman, Sarawak and five classes in community centres in Sabah.

**Figure 3: Pre-school Enrolment for 2010**



**San Yuk Ching,**  
Principal of Tadika  
Wawasan Ranau, 20  
students in total

“Our parents and teachers have heard about the NKRA Education initiative. So far, the feedback between parents and teachers has been very positive. Our parents believe that an early education is essential to their children’s wellbeing.

“We have adopted the ‘learning and playing’ style of teaching and seen encouraging growth in the children month by month. For example, many who first came to us did not know how to hold a pencil, socialise, or use the toilet – they still wore diapers. By mid-year, they did not wear diapers and came to school without their parents forcing them to.

“I think we are doing the right thing and helping the children grow in the right direction. I also plan to ask the Jabatan Pendidikan Negara for new methods, courses and ideas on how to cope with autistic and special needs children. That is my plan for 2011.”

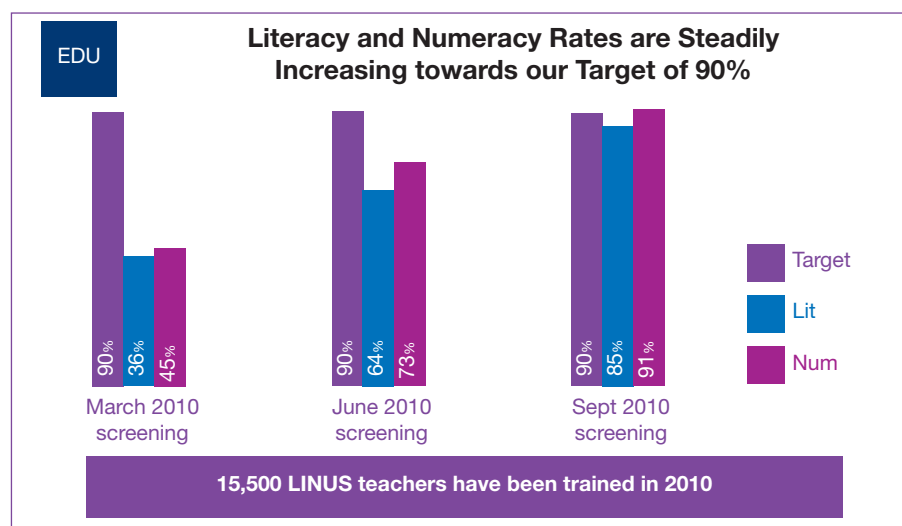
**91%**  
NUMERACY  
RATES FOR  
PRIMARY 1  
CHILDREN

RM1.44 million was also disbursed to SeDIDIK, an organisation under the Sarawak Economic Development Corporation, which operates 58 pre-schools throughout in Sarawak. The objective of ensuring wide access to pre-school education was achieved with the multi-pronged approach taken leveraging on the efforts made by the Ministry, and related pre-school agencies such as KEMAS, JPNIN and SeDIDIK. The private sector too played its part in contributing strongly to the pre-school enrolment ramp up.

It is also notable that seats in all of the government-operated pre-school classes operated by Ministry of Education, JPNIN and KEMAS were available for free, while fee assistance was provided to 24,179 students in 611 private pre-school classes in Peninsular and East Malaysia.

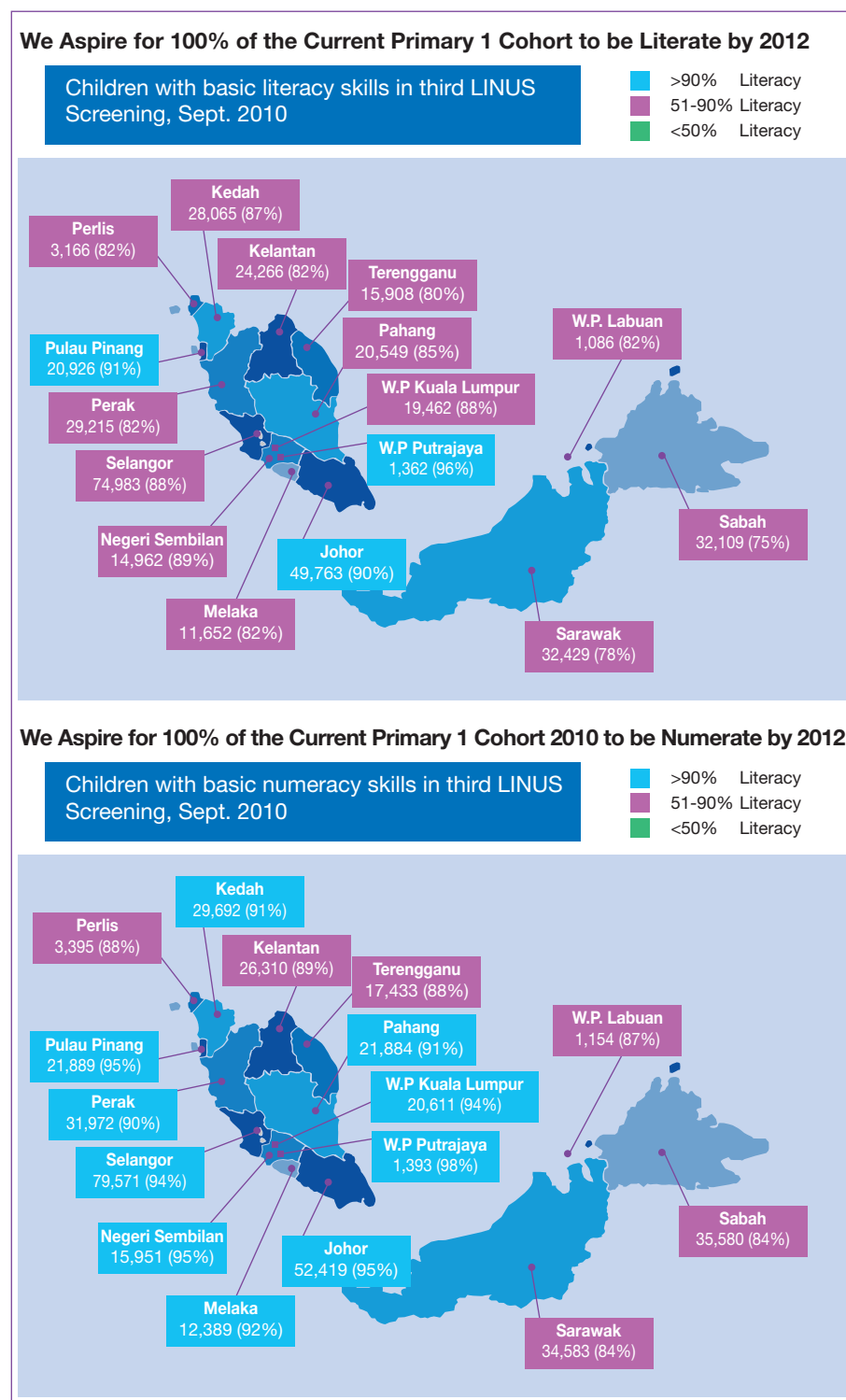
In our third LINUS screening in November 2010, we achieved 85% Literacy and 91% of numeracy rates for Primary 1 children, compared to our target of 90% for both literacy and numeracy rates. It is important to note that the benchmark from the earlier Kelas Interaksi Asas Membaca dan Menulis (KIA2M) programme, which also tested for basic literacy and numeracy, was completed with final scores of 87% and 76% for literacy and numeracy respectively based on the Kelas Interaksi Asas Membaca dan Menulis (KIA2M) instrument.

**Figure 4: Nationwide LINUS Screening Results, 2010**



More importantly, the wider implication of the three LINUS screenings was that the Ministry now has extensive nationwide data on the literacy and numeracy rates. This enables the Ministry to identify at a granular level, the states and districts where the numeracy and literacy rates are at the lowest and they are thus able to take targeted action to lift standards.

**Figure 5: Third LINUS Screening Results by State, Sept 2010**



### High Performing Schools

The award of HPS status to 20 schools is a significant milestone as it recognises the top schools in the country while enabling them to receive a grant of RM700,000 as well as additional financial and curricular autonomies. The schools are then able to hire additional teachers on contract, as well as offer additional subjects from foreign curricular or examination boards. However, with the additional autonomy, the schools are also subject to greater accountability.

The HPS NKPI aims to create world-class schools each with their own unique ethos and character. These 20 HPS comprise 14 secondary schools and 6 primary schools, which are located in various states across the country. A further 30 HPS will be identified in 2011 and another 50 HPS in 2012. This will give us a total of 100 HPS by the end of 2012.

**Table 3: List of 20 Chosen HPS**

#### 6 HPS Primary Schools

	Name of school	Location	Area of Speciality
1	SK Seri Bintang Utara	Kuala Lumpur	<ul style="list-style-type: none"> <li>• Chess</li> <li>• Hockey</li> </ul>
2	SK Bukit Damansara	Kuala Lumpur	<ul style="list-style-type: none"> <li>• Environmental Programmes</li> </ul>
3	SK Taman Tun Dr Ismail 1	Kuala Lumpur	<ul style="list-style-type: none"> <li>• Scouts</li> <li>• Tenpin Bowling</li> </ul>
4	SK Convent Kota	Perak	<ul style="list-style-type: none"> <li>• Artistic Performance</li> <li>• Language Spoken Activities</li> </ul>
5	SK Zainab 2	Kelantan	<ul style="list-style-type: none"> <li>• Poetry and Short Stories</li> <li>• Archery</li> </ul>
6	SK Bandar Uda 2	Johor	<ul style="list-style-type: none"> <li>• Mathematics Olympiad</li> <li>• Robotics</li> </ul>



**Table 4: 14 HPS Secondary Schools**

	Name of school	Location	Area of Speciality
1	SMK Aminuddin Baki	Kuala Lumpur	<ul style="list-style-type: none"> <li>• English Essay Writing</li> <li>• Swimming</li> </ul>
2	SMK Sultanah Asma	Kedah	<ul style="list-style-type: none"> <li>• Band</li> <li>• Poetry and Songs</li> </ul>
3	SMK (P) St George	Pulau Pinang	<ul style="list-style-type: none"> <li>• Entrepreneurship</li> <li>• Music</li> </ul>
4	SMK (P) Sri Aman	Selangor	<ul style="list-style-type: none"> <li>• English Writing</li> <li>• Green Project</li> </ul>
5	Sekolah Sultan Alam Shah	Putrajaya	<ul style="list-style-type: none"> <li>• Rugby</li> <li>• Wind Orchestra</li> </ul>
6	Kolej Islam Sultan Alam Shah	Selangor	<ul style="list-style-type: none"> <li>• Silat</li> <li>• Nasyid</li> </ul>
7	Sekolah Tun Fatimah	Johor	<ul style="list-style-type: none"> <li>• Hockey</li> <li>• Band</li> </ul>
8	Sekolah Dato' Abdul Razak	Negeri Sembilan	<ul style="list-style-type: none"> <li>• Rugby</li> <li>• Foyer Programme</li> </ul>
9	Tunku Kurshiah College	Negeri Sembilan	<ul style="list-style-type: none"> <li>• Leadership</li> <li>• Innovation and Invention</li> </ul>
10	Malay College Kuala Kangsar	Perak	<ul style="list-style-type: none"> <li>• Rugby</li> <li>• Basketball</li> </ul>
11	Sekolah Seri Puteri	Cyberjaya	<ul style="list-style-type: none"> <li>• Wind Orchestra</li> <li>• Basketball</li> </ul>
12	SM Sultan Abdul Halim	Kedah	<ul style="list-style-type: none"> <li>• Rugby</li> <li>• Wind Orchestra</li> </ul>
13	SM Sains Muzaffar Syah	Melaka	<ul style="list-style-type: none"> <li>• Green Technology and Agriculture</li> <li>• Robotics and Electronics</li> </ul>
14	SM Sains Tun Syed Putra	Perlis	<ul style="list-style-type: none"> <li>• Innovation and Invention</li> <li>• Soccer</li> </ul>

Each school is responsible for setting annual academic and holistic goals, which aims to raise the overall performance of the school, while the newly-formed HPS unit in Ministry of Education is tasked with helping the schools achieve those targets through strong support and constant monitoring.

These incentives have impacted on performance of the 20 HPS, resulting in better students' outcome. By creating a performance culture in our schools and providing incentives, schools in the Band 1 category will compete to be among the next batch of HPS, achieving the objective of lifting the overall performance of the schools.

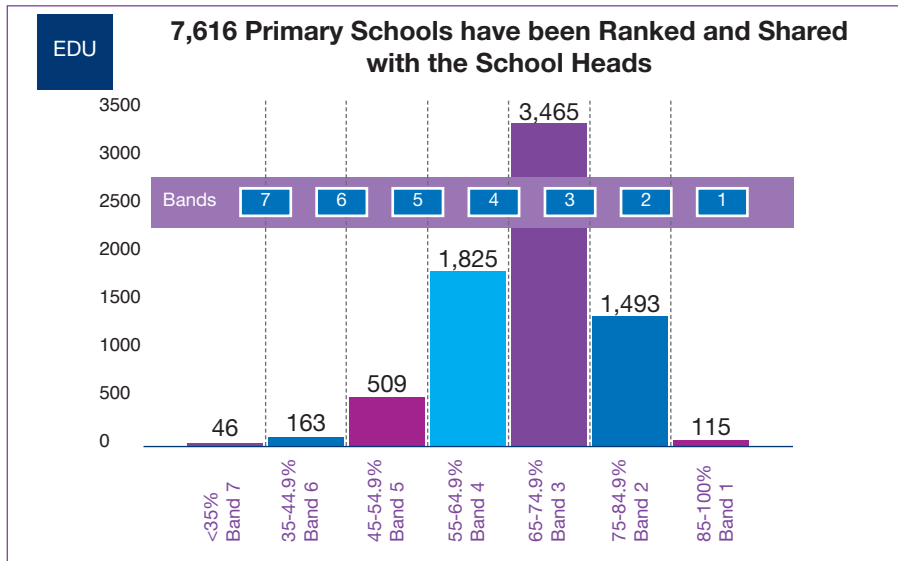
#### **New Deals for Head Teachers and School Improvement Programme (SIP)**

In the New Deals, the proposed reward to the top 2% of head teachers and principals is expected to result in improvements in student outcomes. An incentive culture where Head Teachers /Principals and Teachers are rewarded for performances will spur Head Teachers/Principals to innovate, improve and deliver even better performance. In 2010, the Primary School achievement for Head Teachers exceeded the target of 2% of head teachers receiving rewards, when 7.7% of head teachers from primary schools nationwide received the New Deals targets. The awards also included teachers and support staff from those schools.

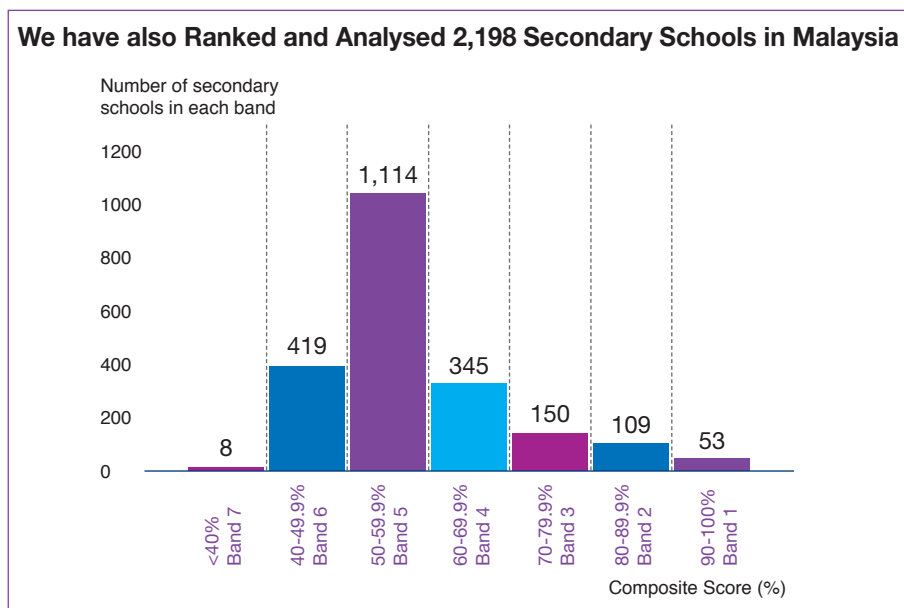
More specifically, high-achieving principals and head teachers are offered a cash incentive of RM7,500 while teachers in their schools are also rewarded. The top 5% teachers within the same schools will receive RM1,800 while the rest will receive RM900. The schools selected for the financial incentives will also receive increased autonomy as well as increased recognition. The achievement of the 586 schools is made even more significant by the fact that 437 of these schools are located in small towns or rural areas.

Under the New Deals NKPI, we have ranked 9,814 primary and secondary schools for the first time in Malaysian history. Using a composite score that measures for both academic excellence and holistic achievement, the schools have been ranked in seven bands from highest (Band 1) to lowest performing (Band 7). The score will help the stakeholders determine yearly improvements for each school nationwide.

**Figure 6: Ranking of Primary Schools, 2010**



**Figure 7: Ranking of Secondary Schools, 2010**



With the introduction of the School Improvement Toolkit (SIT) under the SIP in 2010, every Head Teacher and Principal will be provided the tools to identify areas of weaknesses in their schools and seek the necessary support from the Ministry of Education, parents, teachers and the community at large, to address these issues quickly.

Low performing schools in Band 6 and 7 are given special assistance with partners assigned to all 209 primary schools under the category. Meanwhile, 88 secondary schools are also receiving assistance through the SIP and a second rollout, which targets a further 340, will be done soon. Out of 209 primary schools, at least 140 schools have registered improvement in their GPS score with some reaching as high as 40% improvement.

### Trust Schools

Meanwhile, in December 2010, the Deputy Prime Minister and Education Minister launched the Trust School, which is a Public Private Partnership (PPP) where Public Schools are jointly managed by qualified private partners and civil service principals under the umbrella of the Ministry.

Trust Schools maintain their public status and funding from the Government but management is transferred to a private partner that meets certain criteria set by the Ministry. In 2010, 10 Trust Schools selected across the performance spectrum, were launched as trust schools under Yayasan AMIR, a non-profit foundation under Khazanah Nasional Berhad.

**Table 5: Yayasan AMIR Trust School Chain**

	Name of School	Location
1	SK Bandar Baru Uda (2)	Johor
2	SK Kampung Layau	Johor
3	SJK (T) Kangkar Pulai	Johor
4	SMK (FELDA) Semenchu	Johor
5	SMK Gelang Patah	Johor
6	SM Sains Kuching	Sarawak
7	SK Kg Empila	Sarawak
8	SK Combine	Sarawak
9	SK Tabuan	Sarawak
10	SMK Bandar Kuching (2)	Sarawak



These trust schools will be accorded certain autonomies in areas of curriculum, finance, procurement and human resources to give more flexibility and encourage innovation in return for accountability in outcomes.

## OUTCOMES

The GTP has been positively welcomed by the rakyat as the initiatives gain traction and momentum. The weekly reports on the six NKRA in major dailies keeps the rakyat abreast of the latest progress and achievements of the NKRA. This is augmented by continuous flow of news through media such as TV, radio, social media to name a few. The confidence of the Rakyat has grown from the results shown by Education NKRA, which is no small feat.

PEMANDU and the Ministry of Education too have gone down to the ground to the state, district and school levels to educate target audiences on the Education NKRA. We did this, through the initiatives such as Schools Ranking, SIP and SIT, which impacted all 10,000 schools (both Primary and Secondary).

When the District Education Officers together with the School improvement Partners and School Improvement Specialist Coaches went down to the schools to roll out the SIP and SIT, the Head Teacher/Principals, Teachers and Parents Teachers Association (PTAs) were educated on the importance of the GTP as a national agenda as well as the objectives of the Education NKRA. These key stakeholders are involved in ensuring that the aspiration and targets of the NKRA are achieved.



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## Public Perception towards the Education NKRA

Public perception towards our initiatives in 2010 was generally positive. Take the example of Noriah, a parent of a five year old who has benefitted from a new private pre-school built under the Education NKRA in 2010. She is quite happy to be sending her son to Tadika Saga in Kota Kinabalu, Sabah as he is learning quickly. He only started classes in August 2010 instead of at the beginning of the year but he has managed to catch up to the other children.

Noriah said Tadika Saga uses the Montessori teaching method which combines learning and playing, thus the children are able to better absorb what they are taught. "I have already registered my three-year-old in Tadika Saga through the kindergarten's early registration. I want to ensure that she too gets a good head-start in her education. Overall, I would say that I am very impressed with this kindergarten," she said.

## CHALLENGES

### SHORTCOMINGS

As the main provider of public education in the country, the Ministry of Education has had its share of challenges in providing education for all Malaysia's children, given the wide spectrum of needs and capabilities especially between students in rural and urban areas. In trying to harmonise standards across the system, the Education NKRA has also faced several challenges including:

#### Improving Standards of 7,000 Private Pre-School Teachers via Training and Re-Skilling

The majority of private pre-schools employ teachers who only have SPM qualifications. We have managed to train approximately 7,000 JPNIN and private pre-school teachers with help from all the IPG, IPTA and IPTS, to ensure all children receive the best quality of teaching possible.

Coordinating such a large training project did put a strain in the training and project management resources of the Ministry of Education, in addition to the day-to-day activities of the training division. However, with the help of additional training support from the private sector, the training was completed successfully in December 2010, before the start of the new school year.

#### Policy Shifts

The majority of the initiatives under the Education NKRA require big fast results, which have occasionally been difficult to implement given the amount of red tape for any exercise within the Ministry of Education. Long and arduous procedures are especially present for any initiative that requires additional job appointments or a change in financial procedures.

#### Rural Versus Urban School Standards

We realised it would be more effective to use different ranking tables for urban and rural schools and other categories that may affect a school's performance. While the same ranking systems are used, we will look into using categories for the ranking tables, in order to improve transparency and equity among the school system.



*Courtesy of Info Centre, Menara Star, Star Publications (Malaysia) Bhd*

**Terence Idang,**  
Village Head, Bisaya  
Community, Sarawak

"I think it is important for us to improve our standard of English here. The children must master the language to further their studies. Unfortunately, I have been told some English teachers themselves are making many grammatical errors during class. If that is so, how will our children improve? I understand teachers do not even speak English among themselves.

We need good English teachers so our students can be more proficient in the language and speak English with more confidence. If we want Malaysia to improve and think global, improving our English is essential.

## New Promotion Methods

We will also be looking into changing promotion methods for the teaching force in the country, as we have noted that 70% of teachers retire only two rungs from their starting grade.

## LESSONS LEARNT

If we have learnt one major lesson from this year's implementation of the NKRA, it is that all projects should start as soon as possible (at least six months before the deadline) to allow for slow and painstaking procedures.

Meanwhile, we concluded that the 5% shortfall in the achievement of the literacy rate target was due to lack of support to students with learning disabilities and students in vernacular schools, Orang Asli schools and schools in remote areas, especially in Sabah and Sarawak. The students were facing difficulties in meeting the requisite literacy standards. The lesson learnt is to provide more support, for example, by posting additional remedial/LINUS teachers to these schools and/or coaching the LINUS teachers to identify specific issues faced by the schools.

We noted that children with learning disabilities were not identified quickly enough due to shortage of nurses and/or medical officers with expertise to identify learning disabilities. In 2011, we will be in discussions with the Ministry of Health, to identify a system by which children with learning disabilities can be quickly identified and placed in special education classes.



**Siti Noraisyah binti Rosli,**  
12-year-old student from  
Kampung Awat-Awat,  
Sarawak

"My father is a fisherman and my mother is a housewife. I have seven siblings. I did well in UPSR (3As+2Bs) because my teachers guided me in my studies, especially the more important subjects.

"My favourite subject is Mathematics and when I grow up, I want to be doctor so I can help sick people. My high school is Sekolah Kebangsaan Meragang, which is two hours by car from my village.

There is also the need to raise teacher entry standards. In 2010, we carried out two mini labs called the Teacher Quality Lab and the Curriculum Lab, both of which have long-term policy implications on improving the quality of the teaching force as well as our taught curriculum. As a result of the mini labs, Teach for Malaysia, a Non-Governmental Organisation initiative, was launched in December 2010 as the result of an idea hatched by the Economic Planning Unit and the Ministry of Education. Modelled after Teach for America in the US as well as Teach for All in the UK, top students in the local universities and overseas will teach in high-need schools for two years.

## GOING FORWARD INTO 2011

### 2011 NKPI TARGETS

We have raised the targets for the sub-NKRAs even higher in 2011 compared to 2010.

1. Pre-school: To increase enrolment of age 4+ and 5+ children in pre-schools across the country from 72% in 2010 to 80% in 2011.
2. LINUS: To increase literacy and numeracy rates to 95% of children in Year 1 and Year 2, compared to 90% target for Year 1 in 2010
3. High Performing Schools (HPS): Award HPS status to 30 additional schools, in addition to the 20 schools awarded in 2010
4. Extend the New Deals to 3% of Head Teachers and Principals in 2011 compared to only 2% of Head Teachers and Principals in 2010

### New NPKIs in 2011

Based on our new targets as mentioned earlier, in implementing the pre-school programme in 2011, we will be complementing the initiatives under the NKRA and NKEA for optimal results. For example, in reaching the 80% pre-school enrolment target under NKRA, we will also leverage on the initiative under NKEA, where there is an entry point project (EPP) for the scale up of private pre-school operators.



In 2010, approximately 7,000 private pre-school teachers were trained by both public and private teachers' training institutions. In 2011, another cohort of approximately 7,000 pre-school teachers will be trained, with opportunities given to public and private teacher training institutions to train these teachers. The partnership of the Ministry of Education with both the public and private teacher training institutions is to raise the quality of pre-school teachers, with the ultimate aim of raising the professionalism of these educators in the ECCE sector. This is key to ensuring Malaysia produces quality human capital and leaders in the years to come.

In 2010, pre-school fee assistance was intended for students from low-income households registered in the e-Kasih database. The fee assistance programme totalling RM10.3 mil reached 24,179 students. The pre-school fee assistance scheme was extended to include those from low-income families (i.e. the bottom 40% of the national household income distribution with a monthly household income of RM2,300).

FEE ASSISTANCE  
PROVIDED TO  
**24,179**  
STUDENTS

In 2011, we will look at providing incentives for more private school operators to scale up by shifting government funding from the supply side to the demand side in the form of pre-school fee assistance. We will also address the roadblocks faced by the private sectors such as easing the licensing process and improving access to supply side financing, to encourage more private sector investment in pre-schools. We are optimistic that the pre-school enrolment rate in 2011 will be achieved through higher participation from the private sector in 2011, in tandem with scale up by Ministry of Education, KEMAS and JPNIN.

In 2011, the LINUS Programme will enter its second year, where we will continue with the three screenings in March, June and September 2011. However, as we have the data of the three screenings conducted in 2010, our efforts and resources in 2011 will be targeted at the schools that require improvement in their literacy and numeracy rates. The Ministry will identify schools that are under performing in their LINUS programmes, to ensure the weak students from the 2010 Year 1 cohort will be literate and numerate and not fall back into remedial classes as they enter Year 2. More LINUS teachers will be deployed in these schools and existing LINUS teachers will receive additional training to improve their teaching and learning skills.

### **Sharifah Kasmani**

Teacher from SK Bukit Tumbu, Terengganu

"The LINUS programme has shown very encouraging results. A majority of our students who could not read before the programme are now much better – we have achieved an 89% literacy rate.

"I would like to push this further and achieve a 100% literacy rate by 2012. The LINUS programme has succeeded in getting the full attention and support of all parties – JPN, PIBG, teachers – because of the good results it has had on the students."

In regard to the HPS, we will add another 30 schools to the 20 schools awarded with status in 2010. We will, in 2011, monitor the achievement of the KPIs imposed on the 20 HPS, to gauge the effectiveness and impact of the grants and autonomy to school performance and student outcomes. We will raise the bar for these 20 HPS by instituting KPIs on academic achievements. KPIs will also be imposed on the 30 additional schools selected in 2011, to ensure greater accountability and priority on student outcome. We will continue with the annual ranking of primary and secondary schools nationwide.

The annual ranking for all schools will include public examination results and the SQEM (Standards Quality of Education in Malaysia).



*Courtesy of Info Centre, Menara Star, Star Publications (Malaysia) Bhd*

With all the above in place and together with our 2011 KPIs and targets, we look forward to making strides forward. The Ministry of Education is fully committed to ensure all Malaysians benefit from this NKRA, be it in Peninsular or East Malaysia. While we are proud of our achievements in 2010, we are even more determined to aggressively push the envelope and provide quality education for the future leaders of Malaysia.