

MALAYSIAN EDUCATION SYSTEM: PAST, PRESENT AND FUTURE

Producing Tangible Results: Key Issues Around Implementation

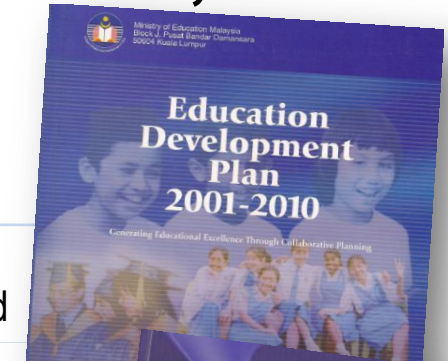


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Malaysian Education System: Past, Present, Future

Period/ Policy	Education Development	Main features
1957 Pre-independence	Diverse system	Study the schooling system
1961 Post-independence	Consolidation	Establish a national education system 1961 Education Act & democratisation of ed
1971 NEP New Economic Policy	Expansion & equity	Malay as the main medium of instruction Emphasis on infrastructure, civics, science Introduce support programs KBSR, KBSM, National Education Philosophy
1991 NDP National Dev Policy	Reform for excellence	Strengthen acts and policies Expand ICT in education Upgrade teacher qualification
2001 NVP National Vision Policy National Mission	"First class mentality"	Introduce compulsory primary ed, PPSMI, MPV, j-QAF Strengthen support programs & teacher professionalism - <i>pensiswazahan guru</i> , <i>Pengetua JUSA C & Guru Gred Khas C</i> , upgrade TTC to TEI (IPG) Register SAR & SAN and widen access to international schools
2011 NEM GTP ETP	1Malaysia Raise student outcomes	Education NKRA – Preschool, LINUS, HPS, New Deal plus School Improvement Program & Teacher Quality MKRA – Transformation of vocational education Introduce PPP - Trust School
2020		Education NKEA – ECCE, ECCE Training, International Schools, Teacher Training, PPP Schools & e-learning



Producing Tangible Results: Education for All (EFA)

Education Indicators

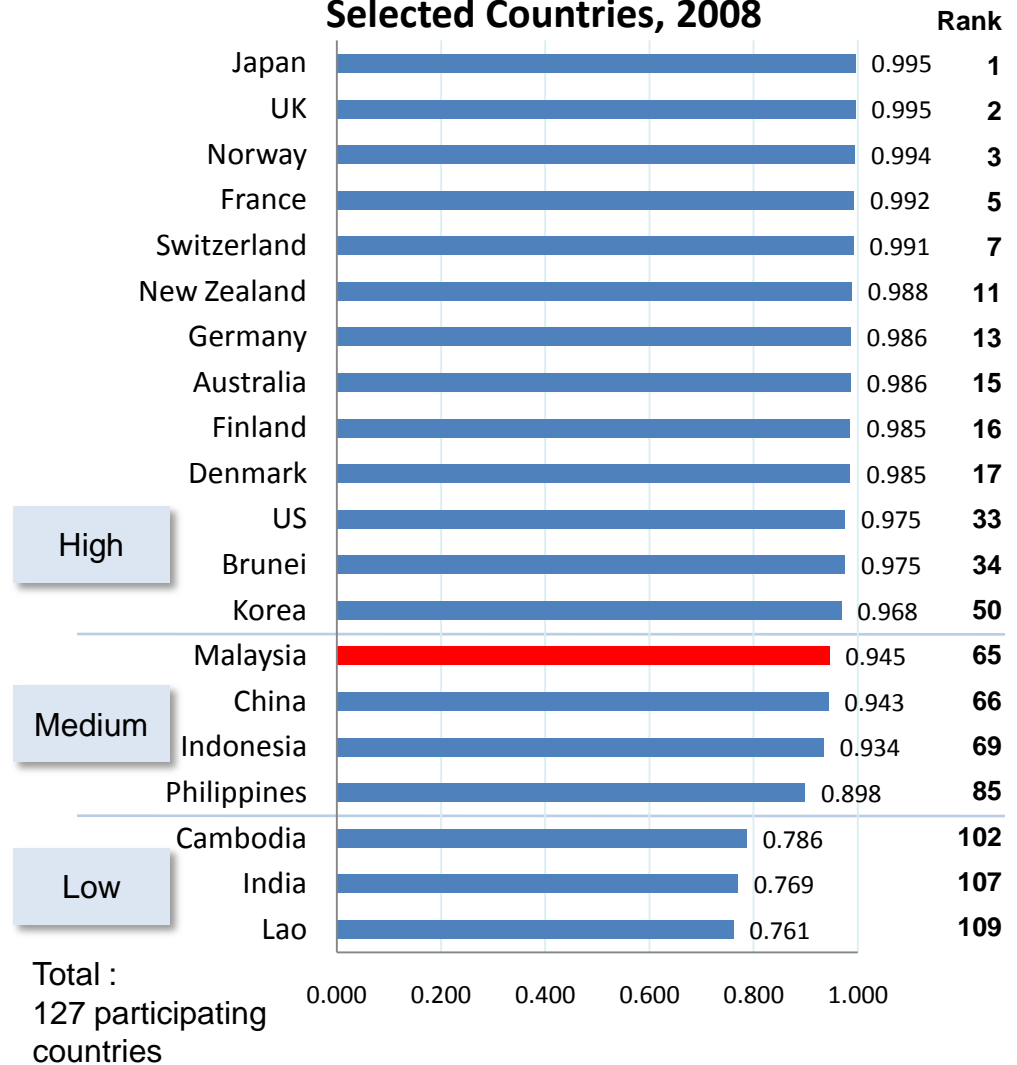
- Enrolment rates:
96% primary, 88% secondary
- Survival rate to grade 5: 94%
- Dropout rate: 0.0066% primary
- Adult literacy 15 yrs & above: 92%
- Gender specific EFA Index: 96%

Malaysia has made much progress in meeting EFA goals

Its EDI ranking rose to high level in 2009 and maintained at its initial medium level in 2010-11

Its ranking has remained relatively high among ASEAN+3, Commonwealth and OIC participating countries

EFA Development Index (EDI) in Selected Countries, 2008



Source: UNESCO, 2011. EFA Global Monitoring Report

The Quality of Education: Learning Achievement

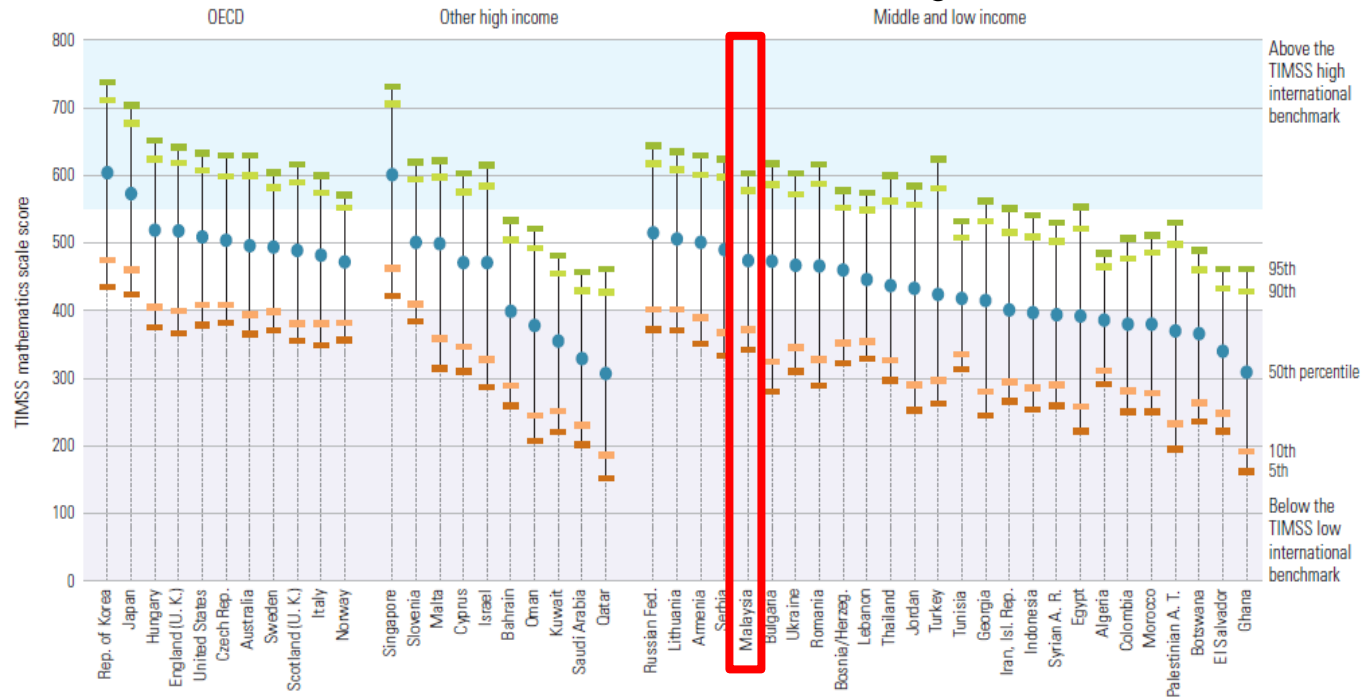
Malaysia's achievement in TIMSS 1999, 2003 & 2007

Malaysia's performance in TIMSS (1999, 2003, 2007) for Mathematics and Science at the 8th grade level have been higher than the international scale average

But large gaps exist in learning achievement between countries

Aspect	Mathematics			Science		
	1999	2000	2007	1999	2000	2007
Malaysia's position	16	10	20	22	20	21
No. of participating country	38	45	49	38	45	49
Malaysia's scale av.	519	508	474	492	510	471
International scale av.	487	467	450	488	474	466

Distribution of TIMSS mathematics scale score for 8th grade students in 2007



Key Issues Around Implementation

Gaps and Challenges

- Achieving EFA
 - reaching the remaining x%
- Providing access with quality
 - better facilities, quality and motivated teachers, and better capacity to learn
- Narrowing the education gap
- Reaching out to children
 - with special needs, from Orang Asli and indigenous communities, and those out of school
- Transforming the curriculum and assessment
- Strengthening teacher professionalism

Quantum Leap

- MBMMBI – Upholding the Malay Language and Strengthening the Command of English
- Ramp up early child care and education
- Transforming vocational education
- Introducing 1Student 1Sport
- Enhancing ICT in education and virtual learning
- Promoting Public-Private Partnership

To Increase Access, Equity and Quality

Public-Private Partnerships (PPP) in Education

Various forms of partnership already exist in the school system but PPPs through the ETP and the 10th Malaysia Plan are **relatively new and more extensive**

EXAMPLES

Program	Type of PPP	Features	Benefit
Early Child Care & Ed (ECCE)	Education services	Gov. provide tuition fee aid, grant & soft loan to private operators	<ul style="list-style-type: none"> • Expand access to low income groups and underserved areas • Leverage private investment
Trust School (Basic ed)	Management services	Public schools are managed jointly by private partners and civil service school leaders	<ul style="list-style-type: none"> • More autonomy to schools in return for improved student outcomes
PPP in Vocational Ed	Education services & PFI	<ul style="list-style-type: none"> • Gov. sponsor students in public/private vocational colleges run by private sector • PFI - BOO, BOT, BOM 	<ul style="list-style-type: none"> • Helps gov. in ed. transformation – eg. fills in gap for enrolment increases, provide infrastructure, expertise and industry relevance
Teacher Training	Professional services	Gov. contract out training for: <ul style="list-style-type: none"> • ECCE • <i>Program pensiswazahan guru</i> • Pre-service training 	<ul style="list-style-type: none"> • Brings private sector expertise in improving public ed & training • Fills in gap in training needs
School meals, cleaning & security	Support services	Gov. contract out hostel meals, canteen operation, & school cleaning and security	<ul style="list-style-type: none"> • Allows school staff to focus on teaching & learning process • Leverage on economies of scale

Implementing PPP

Not business as usual ... Must commit to action

Education policies
& regulatory
framework

- Require changes in public policies, procedures and processes with new and more extensive PPPs

Enabling
framework

- Identify private sector involvement in the national ed. system
- Set criteria for private partners to provide services
- Provide funding scheme for students to attend private schools
- Establish effective monitoring and quality assurance system

Transparency

- Require transparent selection process of private partners, procurement of services, implementation and reporting of PPP

Capacity building

- Build own capacity to implement PPP

Performance
measure

- Develop performance measures and targets for contractors/ partners, with incentives for performance and sanctions for nonperformance

THANK YOU



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