

"The Power of Youth: Building a Better Future in the Face of Economic and Environmental Challenges."

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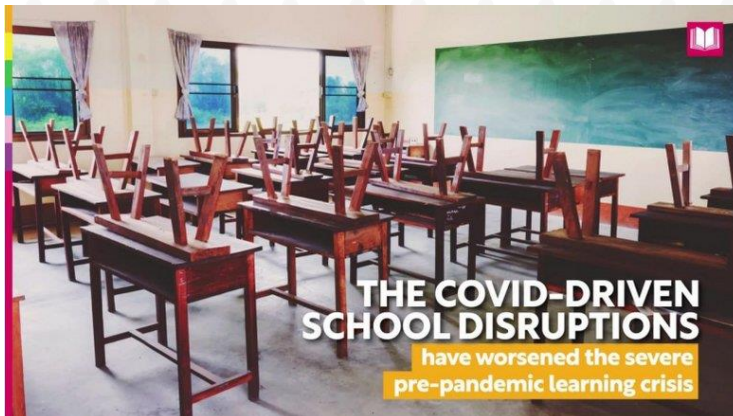
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Overview

Educational Landscape: Issues and Challenges

“The COVID-driven school disruptions have worsened the severe pre-pandemic learning crisis. Our best estimate is that the **global learning poverty rate is now 70%**... The current generation of students now risks losing USD21 trillion in lifetime earnings...This intergenerational inequality shock has worsened inequality...with children from lower socioeconomic backgrounds and disadvantaged groups having suffered larger learning losses.”

“**Key investment areas** include new assessment mechanisms, **adoption of new learning technologies** and **empowerment of the teaching workforce through skill upgrading** and innovative pedagogy development.”



Compared to their ASEAN neighbours, Malaysia spends significantly more on education as a share of public expenditure and as a share of GDP.

Expenditure on primary education is 117.9% higher than that of upper middle income countries and 33.1% higher than East Asia Pacific countries.

PRIMARY EDUCATION EXPENDITURE

Primary education expenditure per child of primary education age in Malaysia is **USD 4,893 (PPP)**, which is **33.1% above** the average for the East Asia and Pacific region and **117.9% above** the average for upper middle income countries.

Figure 3. Expenditure per child in primary school age

Primary Education Expenditure per Child in USD (PPP)



Source: UIS and World Bank as of October 2019. Note: Primary education expenditure per child is calculated as total expenditure on primary education divided by total number of children of primary school age. Data for Malaysia is from 2017.

Source: [World Bank, 2019](#)

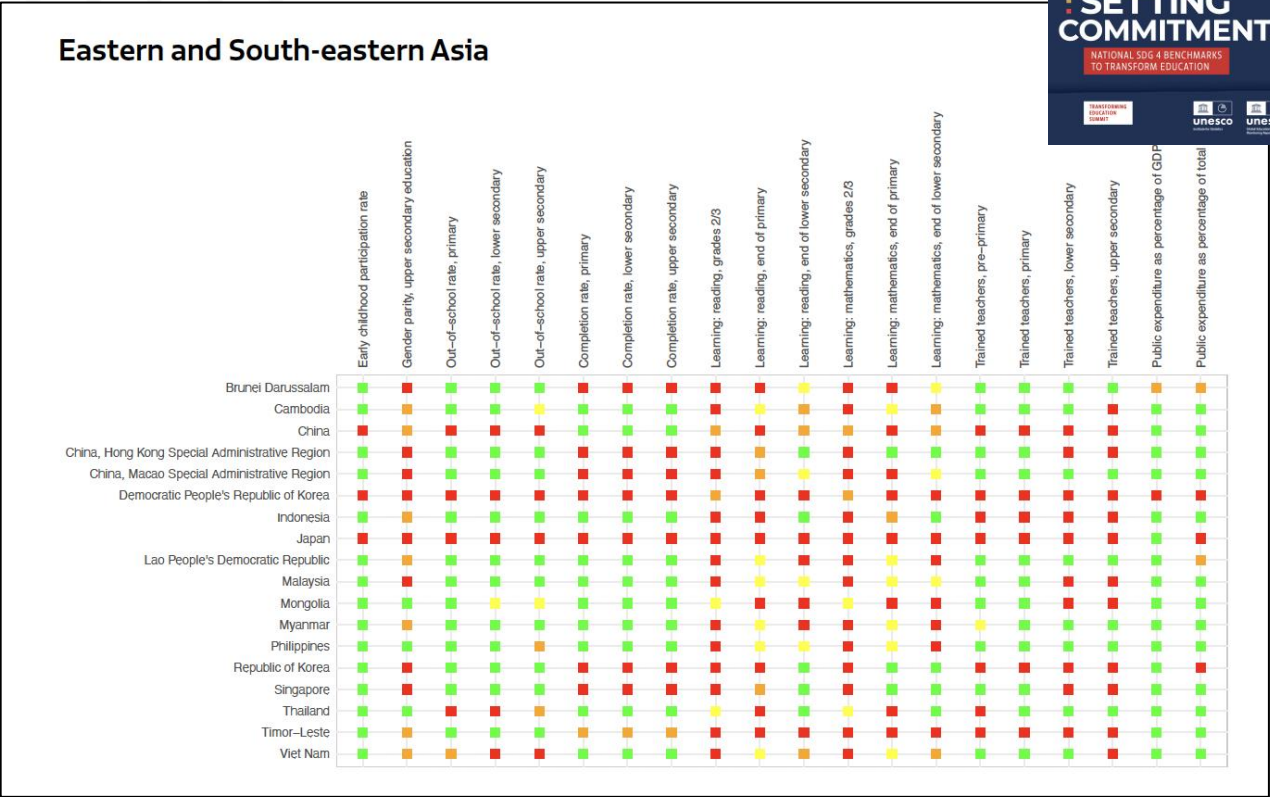
Region / Country	Public education expenditure					
	As a share of total public expenditure			As a share of GDP		
	2015	Latest Year	Latest Value	2015	Latest Year	Latest Value
Tajikistan	16.4	2021	19.9	5.0	2019	5.7
Turkmenistan		2020	28.0		2019	3.1
Uzbekistan	22.4	2020	20.5	5.5	2020	4.9
Eastern and South-eastern Asia	16.6			3.6		
Brunei Daruss.	11.4	2016	11.4	4.4	2016	4.4
Cambodia	8.8	2019	11.8	2.6	2018	2.2
China	12.1	2020	10.5	3.8	2020	3.6
China, Hong Kong SAR	18.6	2020	20.6	3.3	2020	4.4
China, Macao SAR	13.4	2020	12.3	3.0	2020	6.3
DPR Korea						
Indonesia	20.5	2020	19.2	3.6	2019	2.8
Japan				3.1	2018	3.1
Lao PDR	14.9	2017	14.0	2.9	2020	2.2
Malaysia	19.8	2021	16.4	4.9	2020	3.9
Mongolia	13.5	2020	16.4	4.2	2019	4.9
Myanmar	8.7	2019	10.6	2.1	2019	2.1
Philippines	16.0	2020	14.2	3.3	2020	3.9
Rep. of Korea		2010	14.8	4.3	2018	4.5
Singapore	19.7	2020	11.9	2.9	2020	2.5
Thailand	17.1	2020	12.1	3.8	2019	3.0
Timor-Leste	8.6	2018	7.9	8.4	2018	6.7
Viet Nam	17.1	2021	14.8	4.5	2019	4.1

Source: [UNESCO, 2022](#)

Despite the above-average spending on education in Malaysia, many concerns remain about the impact of education spend and the quality of teaching in schools.

A 2022 UNESCO study on SDG benchmarking for Education found that Malaysia has several areas of concern including:

- Literacy & numeracy levels by the end of primary school
- Numbers of trained secondary teachers
- Lower secondary completion rates



SDG4 – Quality Education

Participation rate in pre-primary organized learning (% of children aged 4 to 6)	99.3 2015	● ●
Net primary enrollment rate (%)	98.6 2019	● ↑
Lower secondary completion rate (%)	84.9 2019	● →
Literacy rate (% of population aged 15 to 24)	96.8 2019	● ↑

Sustainable Development Goals: Malaysia

Malaysia

East and South Asia



OVERVIEW

INDICATORS

POLICY EFFORTS

SDG Index Rank

72_{/163}

SDG Index Score

70.4

Spillover Score

79.2

SDG Dashboards and Trends

Click on a goal to view more information.



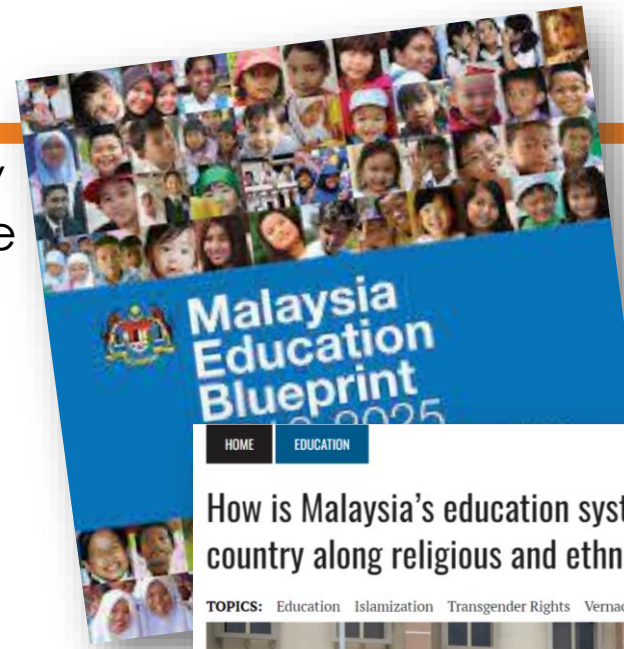
Dashboards: ● SDG achieved ● Challenges remain ● Significant challenges remain ● Major challenges remain ● Information unavailable

Trends: ↑ On track or maintaining SDG achievement ↗ Moderately improving → Stagnating ↓ Decreasing ** Trend information unavailable

Source: J.D. Sachs et al. (2022), Sustainable Development Report 2022, From Crisis to Sustainable Development: The SDGs as a Roadmap to 2030 and Beyond, Cambridge University Press; <https://dashboards.sdgindex.org/profiles/malaysia>

Key issues

- Despite a detailed Education Blueprint, many argue that they have seen little change in the quality of the system.
- Political uncertainty, ethnic divide, quality of teachers, and reliance on rote learning and memorisation have often been cited as reasons for the lack of improvement in the system, with many parents concerned with the quality of education their children will receive, and the environment in which they will learn.
- Exacerbated by the pandemic, Malaysia has the highest learning losses across all the Asian developing countries surveyed, with an alarming rate of loss of 0.95 years (11.4 months).



Source: <https://www.aseantoday.com/2020/09/how-is-malysias-education-system-dividing-the-country-along-religious-and-ethnic-lines/> ,
https://www.researchgate.net/publication/351991555_The_Economic_Impact_of_School_Closures_in_Malaysia
and <https://data.unicef.org/resources/national-education-responses-to-covid19/>

Study: Post Covid Recovery in Education

A study conducted by LeapEd Services and Professor Niaz Abdullah from Monash University Malaysia on the learning disruption caused by Covid-19 in Malaysia involving:



16,000
students



2,565
teachers



176
leaders



6,528
parents



90
schools



11 states
across Malaysia

OBJECTIVES



- Nature of learning disruption resulting from the "school to home" and "home to school" transition from the perspective of Students, Teachers, School Leaders & Parents.
- Nature of emerging socio-economic inequalities arising from the learning disruption and transition

World Bank:

Learning poverty rates have increased



**2015
to
2019**

59%
↑
53%

**2019
to
2022**

70%
↑
59%

Learning poverty rates track progress towards achieving the United Nations SDG #4.

In Malaysia:

No data on impact of disruption



43%

Pre-pandemic Learning poverty rate

42%

Not achieving the MPL in reading by the end of primary school (2019)

Students Need to be Motivated

Malaysian youths are not seeing fruitful opportunities for their future and **72.1%** of SPM leavers are **not pursuing tertiary education**

Source: Department of Statistics Malaysia Study 2019

A top factor contributing to a lack of motivation to study include **difficulty to catch up with syllabus**

Source: Project ID: Student Voice Matters 2023

Students Need New Approaches

Lack of engaging pedagogy approaches in schools quoted as one of top factors for students' lack of motivation to study. Students want

Digital Elements incorporated in learning experience

To prioritise rest amidst a power-packed learning schedule

Source: Project ID: Student Voice Matters 2023

Students Need New Skills

Critical thinking and Global Citizens **gaps**

Require **catch-up** on foundational competencies, skills and character

Need to **improve relevance** for future: from consumers to creators

Source: PPPM 2013-2025 and LeapEd's Analysis

Teachers Need Help Post Pandemic



1 out of 3 not learning anything new




2 out of 3 feel not supported by teachers

Source: Post Covid Education Recovery in Malaysia 2022 by Prof M Niaz Asadullah and LeapEd

Addressing the Challenges

“Recovering will require coalitions that include families, educators, civil society, the business community and other ministries...Commitment needs to be further translated into concrete action at the national and subnational levels with better learning measurements to end the learning data crisis. Clear targets for progress and evidence-based plans supported by adequate financing and good implementation... ACTION IS URGENTLY NEEDED NOW.”

Source: World Bank Report: The State of Learning Poverty: 2022 Update



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A Win For All

Policy Recommendations to End
Education Inequity in Malaysia

1: We need to close the learning gaps

2: We need to support teachers to deliver quality teaching

3: We need to prepare students for the future

4: We need to continuously improve the system's effectiveness

Transparency, Collaboration, Autonomy



Thank You

Please contact us for more information:

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