

## OUTCOMES AND SUCCESS STORIES



PACE students from Convent Sentul and MBS Sentul and their teachers on a field trip to KLK's Tuan Mee Estate in Sungai Buloh in 2013.



### Programme for After Class Enrichment

In April 2013, The Edge Education Foundation (TEEF) launched a pilot project involving 43 Form 1 students in 2 schools — SMK Convent Sentul (22 students) and SMK (L) Methodist Sentul (21 students) — funded by Kuala Lumpur Kepong Bhd. The project was called Programme for After Class Enrichment, or PACE.

PACE is a free tuition cum mentoring programme designed for poor students who are not just academically low-performing but economically disadvantaged. PACE students are selected by the schools we work with based on two main criteria: academic results (failure to meet minimum competency requirements, that is, “C”, in 2 out of 3 core subjects — Bahasa Malaysia, English and Mathematics — at UPSR) and household income of RM3,000 and below.

PACE seeks to help students remain in school and maximise their potential. All those selected were from the bottom class or bottom 2 classes in the two schools. As such, these students face poor prospects when they leave school because they lack the literacy and numeracy skills needed to get decent jobs. As Unesco said in Education For All Global Monitoring Report 2012, “Left unassisted, unskilled youth either add to the increasing number of unemployed or are trapped working for very low pay.”

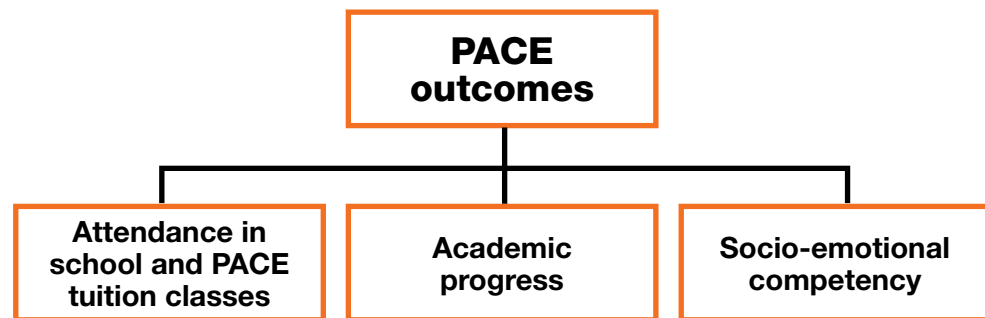
TEEF works with three partners in these schools — Taylor’s University, EY (Ernst & Young) and KLK Oleo, part of Kuala Lumpur Kepong Bhd.

In 2013 and 2014, PACE students received tuition in English, Bahasa Malaysia and Mathematics from teachers selected by the 2 schools in the pilot project. In 2015, The Edge Education Foundation engaged Cambridge English for Life to deliver a specially-designed 10-week module from March to May to help the PACE students prepare for the PT3 English examination.

A crucial component to help raise the students’ aspirations to want to do better in school and to improve their grades is mentoring by older adults. PACE mentoring involves 2 groups of adults — university students who are closer in age to the PACE students and an older group of working adults.

For 14 weeks (7 weeks in each Taylor’s semester), English and Maths tuition are followed by 1 hour of activities run by students from Taylor’s University. For English, the aim is to increase immersion hours in the language through games, quizzes, exercises and oral presentations. In the second semester, the Taylor’s students helped PACE students with revision.

Volunteer executives from EY and KLK Oleo



work with the PACE students to help build their confidence and motivation, and encourage them to think about their future beyond school. They also teach the students life skills such as financial literacy and basic entrepreneurial skills. In 2014, mentors from KLK Oleo and EY taught PACE students how to set up and run a small business project. The students used the money they raised from these 2 projects to open their own savings accounts with Bank Simpanan Nasional.

### Evaluating the outcomes of PACE

In evaluating outcomes, we focus on three areas: (i) attendance; (ii) academic progress; and (iii) socio-emotional competency which includes communication skills, social interaction, confidence and motivation. The evaluation is both quantitative and qualitative in nature.

### School attendance

The bar charts below show school attendance and PACE attendance in 2013 and 2014. School

attendance of PACE students has held steady at above 80% over the two years. At Convent, school attendance has remained above 90%.

According to Puan Tan Tee Hwa, principal of SMK Convent Sentul, PACE has contributed towards better school attendance of her students. In 2013, 10 out of 22 PACE students showed improved attendance in school after PACE started in April 2013. One student's attendance in school improved from 79% in 2013 to 88% in 2014.

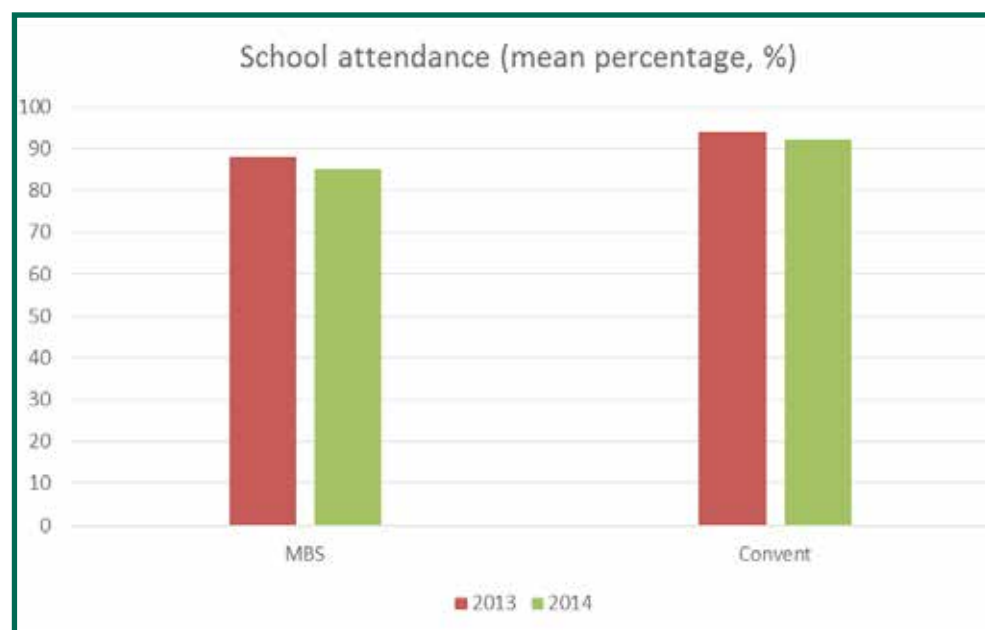
### PACE attendance

The bar charts below and on the next page show that attendance at PACE has stayed above 70% although at Convent, it has dipped more than at Methodist Sentul or MBS.

One reason for higher attendance at Convent in the first year (2013) could be the novelty of the programme. Although it took extra effort for the girls to come to school in the morning for PACE when they were in the afternoon session, they

Mean percentage of total school attendance of PACE students at SMK Methodist (L) Sentul (n=12) and SMK Convent Sentul (n=15) for year 2013 and 2014.

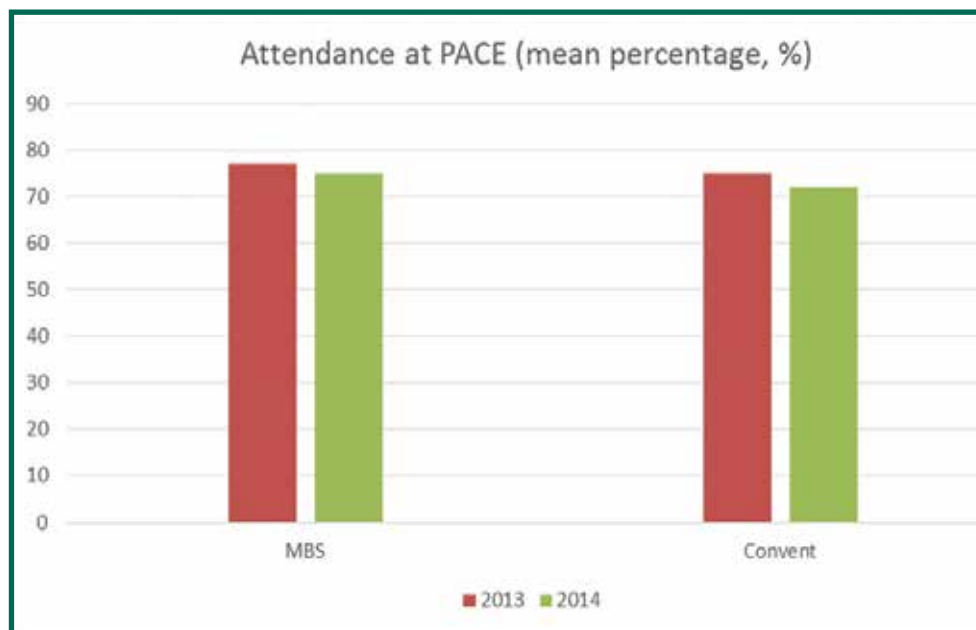
\*n = sample size; number of PACE students who started in 2013 and stayed in the programme throughout 2014





Mean percentage of total school attendance of PACE students at SMK Methodist (L) Sentul (n=12) and SMK Convent Sentul (n=15) for year 2013 and 2014.

\*n = sample size; number of PACE students who started in 2013 and stayed in the programme throughout 2014



did it because the programme was new and exciting. A year later, the extra effort required to come early to school and having to stay in school from 10am to after their classes had ended in the evening led to attrition in attendance.

MBS is a single-session school and the boys stayed back for PACE after their classes, although some boys still absented themselves from the tuition and activity-based sessions. However, as observed by Puan Chew-Cheah Yee Choo, principal of MBS, the fact that the students are attending PACE at all is indicative of their desire to change for the better.

Indeed, attendance is one key indicator of their interest to be a part of the programme and more so, the desire to learn and improve. Students echoed that their time is more productive and better spent learning in PACE.

### Academic progress

In evaluating the results, we look beyond the pass/fail rate to progress made by each student. When The Edge Education Foundation and its partners started working with the students in 2013, all of them were from the bottom class or the second-last class in the form.

Since 2013, 5 of the Convent PACE students have been promoted by two jumps to the fourth out of 6 classes, and 1 was promoted by 1 jump to the 4th class.

At MBS, 2 of the boys have been promoted to the first out of 3 classes, and another two to the second class.

Convent Sentul principal Puan Tan Tee Hwa said based on the teachers' assessment, among the 22 girls in PACE, the 6 girls who have been promoted to the fourth class would not just be able to pass PT3 but would be able to score credits (see "Students who have been promoted since participating in PACE" on page 10).

### 2013 highlights

- The best results for both schools were for Mathematics where 5 students at MBS and 2 at Convent obtained a C or better. Of the 5 MBS students, 4 (1 Malay and 3 Chinese boys) got a B in Mathematics.
- Despite the majority falling short of a C,

PACE students practicing their English one-on-one with Taylor's University students during an activity-based session



EY mentors  
helping PACE  
students with  
an exercise at  
Convent Sentul.



there is a silver lining — half the MBS boys improved by 10 or more marks in at least 1 subject, albeit some were from a low base.

### 2014 highlights

- The 2014 academic results of PACE students at both SMK Convent Sentul and SMK (L) Methodist Sentul saw 90% of the students doing worse in the year-end examinations in Bahasa Malaysia, English and Mathematics, compared with mid-year examinations.
- The initial unfamiliarity with the Pentaksiran Tingkatan 3 (PT3) format which was introduced into the year-end examination is probably the main contributing factor. Various PACE students we spoke to shared that they found the format challenging.
- The drop in the English results was especially apparent in Convent Sentul, with all but 1 student showing a drop.

### Socio-emotional competency

It is in the area of socio-emotional competency that the PACE students have shown the most progress.

Socio-emotional competency is more of a qualitative measurement. The evaluation is

based on observation by the teachers/principals, The Edge Education Foundation, Taylor's lecturers, the mentors from EY and KLK Oleo, and the students themselves.

In terms of communication and social skills, we observe that the PACE students show more confidence in speaking and interacting with adults.

Puan Nur Anis Hayati taught mathematics to the PACE students at Convent last year. "PACE and the mentors help them to see that maths is such a useful tool in life. It [can] help them to become an entrepreneur and [PACE] instills confidence to become positive people," she said.

When it comes to motivating these students, we are seeing some progress, such as students who choose to sit right up front during tuition instead of at the back of the class and also students asking if the programme could continue until Form 5. We take this to be an indication of interest.

Ms Lee Soo Fern, Malaysia Talent Leader for EY Malaysia, observed that the students have not all transformed to become top scorers in their exams. But some of them have shown improvements. "To us, that is an achievement," she said.

PACE students, teachers, The Edge Education Foundation staff and KLK mentors pose for a group photo last April with Y Bhg Tan Sri Augustine Ong, chairman of The Edge Education Foundation from 2010-2014.



“However, more important than the improved grades, are the positive qualities and attitudes that the students have developed. They have learnt to team and build relationships; they have learnt that hard work can reap positive returns; and they have gained a sense of achievement and confidence that they can do better and make things better for themselves,” added Lee.

### Conclusion

There is evidence to show that mentoring programmes such as the highly-successful Big Brothers Big Sisters programme in the US has helped improve truancy rates, avoidance of risky behaviours such as smoking, drinking and drugs, and educational success.

The results of our pilot project show that tuition cum mentoring can make a difference in the areas of school attendance, academic performance and greater confidence and communication skills. Constant interaction with mentors gives PACE students the opportunity to learn how to relate to adults and to communicate, in particular in English.

In class, there is usually limited time and people whom they could practice English with. But in PACE, the students receive one-on-one mentoring and personal attention, and

many opportunities to speak English with their mentors and to do presentations in front of the class.

Also, these students who come from underprivileged backgrounds learn that there are strangers who care for them, and this helps build their confidence. As Hariharan a/l Kuppusamy of MBS said, “I like PACE, the mentors are very nice to us. They talk to us politely.”

The Ministry of Education has made the bold decision to make English a compulsory pass subject in the Sijil Pelajaran Malaysia (SPM) examination in 2016. The Edge Education Foundation would like to contribute towards this agenda by using its experience from the Programme for After Class Enrichment to run an out-of-classroom English enrichment programme in selected schools in Kuala Lumpur and Selangor.

This programme will be based on the same model of collaboration with tertiary institutions in line with Shift 9 of the Malaysian Education Blueprint, that is, “Partner with parents, community, and private sector at scale.”

The concept paper appended describes the objectives and how the project will be implemented.





**“I like PACE, it’s interesting. I really enjoy coming to PACE compared to being home. Here, we’ve got mentors and [will] be interested to study.”**

— Jivanesheshwary a/p Prakash, SMK Convent Sentul. Jivanesheshwary was chosen by Convent to demonstrate the use of Chrome books during the UTC Sentul launch because of her confidence in speaking English. [See “Success Stories”.]

**“In the house, it’s noisy and there’s no one to teach me. In PACE, there’s someone to teach me, I get more guidance and understanding.”**

— Esther a/p Sigamani, SMK Convent Sentul. Esther’s attendance in school improved from 81% in 2013 to 85% in 2014. She has become more confident about speaking English since joining PACE.

**“Dalam PACE ni, masa kita banyak belajarlal. Kalau kat rumah, kita tak buat apa-apa.”**

— Mimi Suhada bt. Faizal, SMK Convent Sentul. Mimi Suhada is still struggling with her grades but she has grown in confidence in relating to adults and with encouragement, will make an effort to reply in English when spoken to.



**“I understand their teaching and it is interesting. Because they teach me, I can improve more than last time. Mentors teach one-by-one so I understand more.”**

— Luvendran a/l Kanagarajah, SMK (L) Methodist Sentul. Luvendran says what he has learned most from PACE is team-work.



**“When we are bored and we have nothing to do, PACE fills our time. Otherwise, I’ll sleep at home.”**

— Lee Yoong Kar, SMK (L) Methodist Sentul. Yoong Kar was from a Chinese vernacular school. While still shy about speaking English, he managed to maintain his “D” grade in English in the year-end examination in 2014.

## Success stories

Participation in PACE activity-based and mentoring sessions gives students many opportunities to practice speaking in English.

As a result of this, SMK Convent Sentul principal Puan Tan Tee Hua noted that she has seen her students become more confident in articulation.

Convent Sentul English teacher Geraldine Sharon Selvia Pinto who taught English to the PACE students at the school last year, agreed. At the beginning of 2014, she said that most of the girls were so lacking in confidence that if strangers were to ask them for directions on the street, they would run away.

She requested that PACE activity-based sessions run by the Taylor's University students focused on oral skills to help the students gain confidence in speaking English.

That is what Taylor's University and the EY mentors did. Aside from worksheet exercises to help the students with basic grammar, the activities planned required them to speak in front of the class and do presentations, both in groups and singly.

Puan Tan, who was present at two of the PACE field trips organised by the foundation, said: "At these trips, I had the opportunity to observe how they [Convent girls] spoke from their hearts – not just amongst themselves but in also in public and amongst strangers, with confidence."

Jivanesheshwary a/p Prakash is among the best examples of how PACE has helped students gain confidence in their ability to speak English. Convent Sentul teachers recognised this and selected her as one of the school's representatives to demonstrate the use of Chrome books during the UTC Sentul launch, despite the fact that she is not from one of the better classes.



**PACE students interacting with Dorothy Teoh, CEO of The Edge Education Foundation, during a session.**

"This indicates the programme [PACE] has helped some of them to improve so much till they are above average," said Puan Tan.

Cikgu Pinto noted that another of her students, Poh Kah Wai, was so painfully shy when she joined PACE in August 2013 that she would hardly open her mouth to speak during PACE tuition sessions. Now, the same student is putting up her hands to answer questions in class, she said.

As for Jivanesheshwary, PACE has also motivated her to study because of the presence of the university students and mentors. "I really enjoy coming to PACE compared to being home. If I'm home, I will study alone and I will go mad. Here, we've got mentors and [will] be interested to study," she said.

The university students and mentors provide one-on-one attention to PACE students, something they lack at home. "In the house, it's noisy and there's no one to teach me. In PACE, there's someone to teach me, I get more guidance and understanding," said Esther a/p Sigamani, another PACE student at Convent Sentul. In 2014, Esther was

promoted from the last class in Form 1 to the fourth class, which is two jumps.

Haizureen bt Hairuddin is another student at Convent Sentul who has grown in confidence and in her ability to speak English. Last year, she played the role of "Prince Charming" in the play that the PACE girls at Convent put up at the end of the mentoring sessions by EY and surprised foundation staff with her confident delivery of her lines.



**Haizureen receiving her prize from Tan Sri Augustine Ong.**

When she joined PACE in 2013, Haizureen was in the last class in Form 1. In 2014, she was promoted to 2D, the fourth class. Unfortunately, although she improved by 25 marks in Bahasa Malaysia and went from an E in the mid-year exam to C in the year-end exam, she did not do as well in the other subjects and dropped back down to 3K this year.



However, from her mother, Puan Nur Azuwah binti Abdul Manan, the foundation found out how PACE has helped Haizureen in other ways beyond just academics. Puan Nur Azuwah told a TEEF staff that she noticed her daughter has developed a strong interest in cooking and baking.

In March 2014, the EY mentors taught PACE girls how to set up and run a small business project. With the help of the mentors, the girls made bookmarks from old greeting cards and stitched key chains for sale. They managed to raise over RM1,000 from the sales of these items. The proceeds from the project were divided among the students and the school arranged for them to open savings accounts with Bank Simpanan Nasional.

After that, during the school holidays, Puan Nur found Haizureen in the kitchen early one morning making cupcakes to be sold to her friends. This was on her own initiative, without help from anyone.

Puan Nur Azuwah also said Haizureen had become more motivated in her studies — she would join her friends for group study in the school library, besides increasing her efforts to revise at home.

#### **SMK (L) Methodist Sentul**

PACE has also helped students academically at SMK (L) Methodist Sentul where 4 boys have been promoted to a better class since participating in the programme (see “Students who have been promoted since participating in PACE” in Appendix section).

However, the boys are less confident when it comes to speaking English, compared with the girls. As Ahmad Adam Aqli bin Rozlin said in an interview with foundation staff, “Pandai English tapi capak tu susah. Sebab tak biasa.”

Sufi Hilmi bin Khairuddin said he is more confident now in speaking English



A poster and article on the mentoring programme.

and enjoys speaking with the mentors from KLK Oleo.

Puan Chew-Cheah Yee Choo, the principal of SMK (L) Methodist Sentul or MBS Sentul, said PACE has helped her students see other aspects of life beyond the classroom. “In the classroom, my boys will only be learning about the academic subjects but beyond the classroom, we have one co-curricular day (Wednesday) per week and it is not enough for them to learn more,” she said.

As PACE activities are conducted in smaller groups, students are able to get more attention from their “big brothers and sisters” from Taylor’s as well as from the KLK Oleo and EY mentors. KLK Oleo executives are mentoring the boys at MBS Sentul while EY executives are mentoring the Convent Sentul girls.

“Most of them come from families

with many siblings and the parents are busy working,” said Chew-Cheah. “So, in a way, they turn to the mentors to learn more.”

In November 2014 at PACE Family Day in FRIM to which parents were invited, Mr Yap Swee Chuan, father of Yap Kin Boon, expressed his gratitude towards TEEF for PACE. According to Mr Yap, he could only see his son once a week or fortnightly as they do not live together. A single father who works at a factory to support his two sons and elderly mother, Mr Yap could not afford to spend much time and has limited resources for his son.

He also said Kin Boon lacked someone who could teach and guide him at home as he is living with his grandmother. He was grateful that Kin Boon was given a place in PACE to learn more and to enjoy the benefits of this tuition-cum-mentoring programme.

This year, Kin Boon was promoted from the last class to the second class along with another student, Muhammad Syawal bin Mohd Faizal. MBS has only 3 Form 3 classes.

Two other boys were promoted to the top class this year. One of them, Sufi Hilmi bin Khairuddin, has made steady progress in school. In 2014, he was promoted from the last class to the second class. This year, he was promoted to the first class. He has also been winning PACE prizes. In 2013, he was awarded the prize for ‘Most Improved in Bahasa Malaysia and Mathematics’ in the year-end examination in Form 1 and ‘Commendable Attendance’ in PACE.

In 2014, he again won the ‘Most Improved in Bahasa Malaysia’ prize when he went from an E in the mid-year exam to a C at year-end. He also managed to maintain his D grade in Mathematics and English with only a slight drop in marks. This is a big achievement as he came up from the last class in school.

### Incentives to do better

To encourage the students to try harder and improve academically, The Edge Education Foundation awards prizes for Best Results, Most Improved Performance and Best Attendance every year.

The prizes are in the form of certificates and cash which we encourage the students to bank into their savings accounts. PACE students are not top performers so being able to win prizes acts as an incentive for them to continue to attend the tuition and activity-based sessions and

to work harder. The peer recognition that they receive when they are presented with the certificates and prizes in front of the PACE class or school also boosts their self-confidence.

The incentives have contributed to better performance as seen in the list of PACE students who have been promoted since joining PACE in 2013. Three of the four boys at SMK (L) Methodist Sentul who have been promoted to a better class were prize-winners in 2013 and 2014. Three of the six girls promoted at SMK Convent Sentul were also prize-winners.

## Students who have been promoted since participating in PACE

### SMK (L) METHODIST SENTUL 2015

NO.	NAME	CLASS	REMARKS
1	Muhamad Hanif bin Alwill	3M	Promoted in 2014 from 1B to 2M
2	Muhammad Sywal bin Mohd Faizal	3B	Promoted in 2015 from 2S to 3B
3	Yap Kin Boon	3B	Promoted in 2015 from 2S to 3B
4	Sufi Hilmi bin Khairuddin	3M	Promoted in 2014 and 2015 from 1S to 2B to 2M

Notes: M = A class; B = B class; S = C class

### SMK CONVENT SENTUL 2015

NO.	NAME	CLASS	REMARKS
1	Esther Sigamani	3D	Promoted in 2014 and 2015 from 1K to 2D (two jumps)
2	Farishsya Najiha bt Muhd Faisal	3D	Promoted in 2015 from 2M to 3D
3	Nuraishah bt Adnan	3D	Promoted in 2014 from 1K to 2D (two jumps)
4	Poh Kah Wai	3D	Promoted in 2014 from 1K to 2D (two jumps)
5	Priya a/p Sevalingam	3D	Promoted in 2014 from 1K to 2D (two jumps)
6	Tan Hui Ling	3D	Promoted in 2014 from 1K to 2D (two jumps)

Notes: Anggerik = A class; Bakawali = B class; Cempaka = C class; Dahlia = D class;

Mawar = E class; Kenanga = F class

## PACE prize-winners

### SMK (L) METHODIST SENTUL 2013

NAME	CLASS	AWARDS
Muhamad Hanif bin Alwill	1B	Best results in Mathematics (B)
Sufi Hilmi bin Khairuddin	1S	Most improved in Bahasa Malaysia (from E to D)
Luvendran a/l Kanagarajah	1S	Best results in English (B)
Lee Kian Seng	1S	Best results in Mathematics (B)
Yap Kian Weng	1S	Most improved in Mathematics (from D to C, improved by 21 marks)
Harigesh a/l Lingam	1S	Commendable improvement in English (from D to C, improved by 10 marks)
Yap Kin Boon	1S	100% attendance in PACE tuition and activity-based sessions

### SMK (L) METHODIST SENTUL 2014

Sufi Hilmi bin Khairuddin	2B	Most improved in Bahasa Malaysia (from E to C)
Shanthroo a/l Thoorai	2B	Best attendance in PACE tuition and activity-based sessions (98%)
Kavialagan a/l Nagarajan	2S	Honourable mention for Bahasa Malaysia (E but improved by 21 marks)
Yap Kian Weng	2S	Honourable mention for English (E but improved by 14 marks)

### SMK CONVENT SENTUL 2013

Poh Kah Wai	1K	Most improved in Mathematics (from D to B)
Priya a/p Sevalingam	1K	Most improved in Bahasa Malaysia (from D to C)
Yap Li Yin	1K	100% attendance in PACE tuition and activity-based sessions

### SMK CONVENT SENTUL 2014

Haizureen bt Hairuddin	2D	Most improved in Bahasa Malaysia (from E to C)
Tan Hui Ling	2D	Most improved in English and Best result in Mathematics (B)
Yap Li Yin	2D	Best attendance in PACE tuition and activity-based sessions (99%)
Poh Kah Wai	2D	Honourable mention for Bahasa Malaysia (from E to D)
Sweta Letchumy	2M	Honourable mention for Bahasa Malaysia (E but improved by 16 marks)
Kasturi a/p Murugiah	3M	Honourable mention for Mathematics (E but improved by 14 marks)



### How the mentors benefit

Puan Hajjah Rabi'ah Bt Abd Rahman is the Taylor's Business School lecturer who oversees the Taylor's students participation in SMK Convent Sentul and SMK (L) Methodist Sentul under Programme for After Class Enrichment.

She accompanies the Taylor's students to the schools twice a week for 2 hours each time over 2 semesters. This is the second year of her involvement in the programme. As such, she is able to observe the impact of Taylor's students' mentoring and help when it comes to academics. She says that based on her observations, most PACE students enjoy the programme:

- **Participation:** PACE students are now more confident to talk/present in front of the class when required. They are rather enthusiastic and responsive in participating in the activities organised by their mentors.
- **Teamwork:** While students are more comfortable sitting within their circle of friends of the same race, most students would follow their mentor's instruction in forming a new group of

mixed race. This has helped them to learn to relate with others of a different ethnic group.

- **Diligence:** Students are more serious in their studies/lessons especially in preparing for PT3 exams this year.

Taylor's students have also learned and benefited from PACE, as shown from the journals that they are required to keep. "Frankly, no words can describe my feelings when I read their reflections," said Puan Hajjah Rabi'ah.

Puan Hajjah Rabi'ah added that based on the PACE model, she believes a similar collaborative programme should work well in other schools. She said PACE students at Convent Sentul and MBS Sentul find it easier to talk with their Taylor's mentors as the age gap is smaller. They also find it helpful to have Taylor's students around to simplify or clarify the tasks tuition teachers set for them.

Below is a sample of one Taylor's student's reflection:

**"There is no exercise better for the heart than reaching down and lifting people up."**

— John Holmes

This quote from John Holmes indeed truly reflects the feeling that I am having when helping, mentoring and providing guidance for my mentee. The exercise in his quote does not mean the usual physical activities that we do in order to make our heart strong in terms of health, but it means building up a heart that is full of compassion, kind and always helpful when it comes to helping the needy.

As the quote says, "reaching down", this means that we have to lower our view and position and be in the view and position of the person who is in need before we can offer them any help. I totally agree with this because if we want truly and sincerely to help the group of mentees, we must really put ourselves into their position, feel and think the way they do. This is not like feeling sorry for them because

this is not what they want. Instead, I feel that the thing they are really in need of is the guidance and attention from peers or seniors.

Whenever I saw my mentee every week, I noticed that she always came into the class with a smiling face and it gives me the feeling that she is waiting and hoping for me to come and help her academically. As she is the type of student who is a bit shy in meeting new people, a smile on her face upon seeing me really inspires me and makes me feel that I am not wasting my time and money here, tutoring and guiding her for a few weeks. Therefore, I am doing just what the quote says — "lifting people up".

To wrap up, I would say that helping people sincerely and truthfully is definitely good. Not only does it make us become more rounded persons whose hearts are filled with compassion and kindness, but also develops us to be able to see the outside world from a different point of view. — *Tan Chun Mon, student, Taylor's University*

## Learning English through field trips



(Top) PACE students watching with interest as a Tuan Mee Estate staff explains the handling of oil palm fresh fruit bunches during a field trip in 2013.

(Right) PACE students also had the opportunity to listen to Nick Vujicic at Kuala Lumpur Performing Arts Centre (KLPA) in 2013. Following both these field trips, the students were asked to write essays in English about their experience and what they had learnt. Please refer to a selection of their essays on the following pages.

(Below) In April 2015, PACE students were brought on a field trip to Petrosains. The aim of the trip was to expose the students to the fun aspects of science. The week after the trip, the students were asked to write a short essay about their experience. Those who were unable to go to Petrosains were asked to write about what they did that day.

In November 2014, the PACE students had the opportunity to visit Taylor's University Lakeside Campus. The objectives of all these trips are: (a) educational; (b) fun; and (c) to help raise the aspirations of these students and inspire them to want to work harder. The students certainly enjoyed themselves. They also learnt from these trips and some realised they need to try harder in their studies. Our hope is that with continued mentoring under PACE, this realisation will translate into better academic performance.

