

To:
cc: (bcc: NHB NASReg/NHB/SINGOV)
Subject: (EMBARGOED) Speech by RAdm Teo Chee Hean, 22 Jan 2000, 9.30am

Singapore Government

PRESS RELEASE

Media Division, Ministry of Information and the Arts, #36-00 PSA Building, 460 Alexandra Road, Singapore 119963. Tel: 3757794/5

EMBARGO INSTRUCTIONS

The attached press release/speech is **EMBARGOED UNTIL AFTER DELIVERY**.
Please check against delivery.
For assistance call 3757795

SPRInter 4.0, Singapore's Press Releases on the Internet, is located at:
<http://www.gov.sg/sprinter/>

SPEECH BY RADM TEO CHEE HEAN, MINISTER FOR EDUCATION AND SECOND MINISTER FOR DEFENCE AT THE 41ST ANNUAL GENERAL MEETING OF THE SINGAPORE SCHOOLS SPORTS COUNCILS AT THE RAFFLES INSTITUTION ON SAT 22ND JANUARY 2000 AT 0930 HOURS

Mr Lee Fong Seng, Chairman, Singapore Schools Sports Council,
Mrs Tan Peng Eng, Chairman, Singapore Primary Schools Sports Council,
Ladies and Gentlemen,

THE INTEGRAL ROLE OF CO-CURRICULAR ACTIVITIES IN ACHIEVING THE DESIRED OUTCOMES OF EDUCATION

THE PURPOSE OF ECA

1 I am pleased to join you at this 41st Annual General Meeting of the Singapore Schools Sports Councils.

2 Sports is one major component of the schools' ECA programme. The other areas include the uniformed groups, music & dance and various clubs and societies. Participation in ECA allows our youth to discover and develop their

talents.

3 Extra-curricular activities are essential in providing a balanced and holistic education. When drawing up their ECA programmes schools should be guided by four principles.

4 First, to build Character, Team Spirit and Responsibility. ECA should engage students in a meaningful way, provide opportunities for character and leadership development and promote the acquisition and application of social & co-operative skills. In the process of learning a game or singing in the choir pupils learn the value of discipline, teamwork, responsibility and commitment. Tough training for sports competitions nurtures endurance and ruggedness. Those engaged in cultural performances go through disciplined routines and learn the value of teamwork.

5 Second, ECA should be broad based with opportunities to specialise. Just as pupils are offered a broad range of subjects in school, they should also be offered a range of ECA that exposes them to different experiences and encourages the exploration of diverse interests. Pupils who develop a special interest or are talented in specific areas should be given opportunities to specialise and develop these talents.

6 Third, ECA should help to inculcate national values and skills. Some activities are particularly suited for inculcating national values in our youths. For instance, all pupils should participate in community involvement to promote civic responsibility. National Education activities like heritage trails help pupils develop a sense of belonging to the country. Essential skills like civil defence and first aid can also be taught through ECA.

7 Fourth ECA should help promote social integration. ECA should provide avenues for pupils from different social and racial backgrounds to engage in the same activities and in the process get to know one another better. This will enrich pupils' social experience and enable them to have a better understanding of the entire cross section of society.

FROM ECA TO CCA

8 In recent years, many initiatives have been put in place to reflect the importance of ECA in the total development of the child. These include providing schools with funds to employ external instructors, and incentives for

pupils who are outstanding in sports, games and cultural activities.

9 The Sustained Achievement Award for ECA is another example. Last year, out of a total of 68 Sustained Achievement Awards given to schools, 59 were given for achievements in non-academic pursuits in the fields of Sports, Physical Fitness, Arts and the Uniformed Groups. The Sustained Achievement Awards recognise the success of our schools not only in the academic area, but also in the non-academic areas, and affirms the importance of ECA in our education system.

10 Last Saturday, Senior Minister of State for Education Dr Aline Wong announced that the Edusave Scheme will be extended to include a new category of awards to recognise non-academic excellence at an individual level. In 2001, pupils with high standards of achievement in Sports, Arts and Community Service will also receive Edusave awards. Through these awards, we are sending another clear signal that our education system promotes values and qualities beyond academic excellence.

11 ECA play such an important role in helping to achieve the Desired Outcomes of Education, that the term “extra-curricular activities” does not sufficiently reflect the significance of this role. The word “extra” suggests that such activities are over and above the normal school curriculum and are somehow not really necessary, or even dispensable. We have decided to change the term ECA to Co-curricular Activities (CCA) to drive home the message to principals, teachers, parents and pupils that co-curricular pursuits are an integral part of the total education of pupils. It is largely through CCA that pupils learn how to be responsible, resourceful and disciplined, and have opportunities to develop leadership, character, sociability and specific skills. These qualities are all an inherent part of the Desired Outcomes of Education.

PARTNERING THE COMMUNITY IN CCA

12 The Ministry of Education has also decided to take a wider view of CCA and encourage the community to be involved in the character and talent development of our young. Currently CCA marks are only awarded for activities offered by schools. Pupils who have made significant contributions through non-school organisations, for example in sports or community service are not recognised by the award of CCA marks.

13 I am pleased to announce that from this year, CCA marks will be awarded

to pupils in secondary schools for representation in an approved organisation, or for contribution of at least thirty hours of community service beyond the six hours required by the Community Involvement Programme. This will also be extended to Junior Colleges and Centralised Institutes. Participation points for students who are involved in outside school activities have been included in the JC/CI and secondary school CCA scoring systems. A list of approved organisations has been compiled and CCA marks will be awarded to pupils who have been active in these organisations through representation in projects, performances, competitions or community service.

14 The Ministry of Education has decided to recognise the contributions of pupils via non-school organisations for three reasons. It encourages partnership between the schools and the community to develop our youths; it allows pupils to widen their social circle and learn to interact with the community beyond the school; it enhances the holistic development of our pupils with the increased range of activities and opportunities open to them.

15 In awarding marks for activities outside school, the Ministry is concerned that pupils may favour joining an outside organisation for a particular activity and not wish to participate in any CCA in school. This will affect the bonding among pupils and the loyalty towards the school. Pupils must therefore first participate actively in at least one core CCA in school before CCA marks for outside school activities can be considered. Second, CCA marks will not be awarded if a pupil chooses an activity conducted by an outside organisation but does not participate in school CCA which offers the same activity.

16 Marks will also not be awarded when participation is solely for social interaction or based on mere attendance; nor will marks be awarded for personal self-enrichment like piano lessons or computer classes.

17 Secondary school pupils can be awarded up to 3 CCA marks for CCA outside school. Junior College and Centralised Institute pupils can be awarded up to 4 marks and 6 marks respectively for outside CCA. The marks to be awarded to CCA outside school strikes a reasonable balance between the important part that CCA plays in building school spirit, bonding and loyalty, and encouraging and recognising the CCA achievements of a pupil beyond the school.

CONCLUSION

18 This morning, a total of 275 schools will receive 95 Gold and 180 Silver awards. Schools, which have achieved the TAF Gold Award consecutively for 3 years, will receive their awards for sustained achievement together with awards for sustained achievement in other fields, on a separate occasion later in the year.

19 I congratulate all the award recipients especially their staff and pupils. My congratulations also to the 5 JCs who are receiving the MINDEF Physical Fitness Performance Award.

20 Mr Lee Fong Seng, who has served as the Chairman of the Singapore Schools Sports Council for the last ten years since 1990, is stepping down as Chairman. On behalf of the Ministry of Education, I wish to extend our warm appreciation to Mr Lee. Under your capable leadership the Council has successfully introduced numerous sports projects and set new directions for the organisation. I ask all of you to join me in expressing our sincere thanks to Mr Lee for his good work.

21 Mr Moo Soon Chong, Principal of Anglican High School who is known to all of you as an advocate of school sports will succeed Mr Lee as Chairman of the Singapore Schools Sports Council. Mrs Tan Peng Eng, Principal of Yumin Primary School has been re-appointed as Chairman of the Primary Schools Sports Council.

22 It is now my pleasure to declare the 41st AGM of the Singapore Schools Sports Councils open.

National Archives of Singapore