UNESCO-UNICEF Regional Cooperation On Early Childhood Policy Review

Bangkok, 6 - 8 February 2007
Specific goals of EFA directly under the purview of the Ministry of Education (MOE) Malaysia are contained in the 10 year Education Development Plan, 2001-2010.

The plan outlines the status, issues, challenges, and strategies for EFA.

Other ministries and government agencies are also stepping up efforts to meet the goals through strategies and plan for 2001-2010 period drawn from National Vision Policy and the National Development Plan that include the challenges of the Dakar Goals and the MDG.
Introduction: Malaysia EFA Program

- **Other ministries and government agencies involved in the EFA program:**
  - Ministry of Women and Family Development
  - Ministry of Agriculture
  - Ministry of Human Resources
  - Ministry of Unity and Community Development
  - Ministry of Rural Development
  - Ministry of Health
  - Ministry of Higher Education
  - The Council Of Trust For The Indigenous People (MARA)
MAJOR CHALLENGES

- What have been the major challenges throughout this process?
  - to coordinate and monitor the progress through the mechanism established at the national level
  - to maintain progress in improving the quality education and ensuring the relevance of the curricular
  - to focus on expending educational access and quality for the hard-to-reach group
Given the rapid use of ICT throughout the country, education policies now are more sensitive to the possible creation of a digital divide between rural and urban children, due to a less comprehensive ICT infrastructure in rural areas. This is another challenge that the Ministry is seriously looking into.

To improve infrastructure in rural and remote areas
Has Malaysia undergone major national and/or sub-national assessment of progress towards EFA?

- No specific assessment has been done to the EFA goals
- However, the review of the current 5 year development plan (2003) was instrumental in taking stock of the progress of the plan and in responding to its short-falls
- Most line ministries were able to make adjustment to their initial plan and secured additional funds to meet the revised target as/if required
- This is possible through mechanism established and monitored by EPU of Prime Minister’s Department
Early Childhood Development (ECD)
**Expansion Of Early Childhood Care and Development Activities**

- Early childhood development (ECD) programs are instrumental in preparing the nation’s young to participate in nation building.
- There are 2 types of institutions that cater for this need:
  - The childcare centres
  - Pre-schools
Early childhood development (ECD) programmes are essential in preparing the nation’s young to participate in nation building. In Malaysia there are two types of institutions that cater to this need; the childcare centre and pre-schools. The childcare centre is defined as any premise where four children or more from a household is received to be looked after for a fee. The centre admits children below four years of age. This centre is categorised into i) Home Based Centre and ii) Institutional Centre. The former receives less than 10 children, while the latter receives more than 10 children. These centres offer childcare services ranging from half-day to full day basis.
Objectives of the childcare centre:

- Assisting working parents so that their children obtain proper care.
- Enhancement of standard of living of the family.
- Provide opportunities for people who love children to work in the childcare centres.
- Encouraging involvement of the society in the caring and nursing of the children.
Early Childhood Policy Review

The Best Practices In Malaysia
The development of the education system in Malaysia reflects the multifaceted role it assumes in creating a united Malaysian society.

Malaysia’s Vision 2020 steers the nation towards achieving the status of a fully developed and industrialized country.
Education in Malaysia is an on-going effort towards further developing the potential of individuals in a holistic and integrated manner, so as to produce individuals who are intellectually, spiritually, emotionally and physically balanced and harmonious, based on a firm belief in and devotion to God. Such an effort is designed to produce Malaysian citizens who are knowledgeable and competent, who possess high moral standards, and who are responsible and capable of achieving a high level of personal well-being as well as being able to contribute to the harmony and betterment of the family, the society and the nation at large.
The education system in Malaysia is classified into 4 levels:
- Pre-primary
- Primary
- Secondary
- Tertiary
Pre-school education prepares a strong foundation for formal education. The National Pre-School Curriculum enables children aged 5+ years to possess a strong foundation in communication, social and other skills as a preparation for primary school education. The use of the national curriculum is made compulsory to ensure all preschool operators deliver quality preschool education.
Pre-school education aims at providing a firm foundation for formal education. All pre-school centres have to abide by the curriculum guidelines set by the MOE. The curriculum which is in line with the NPE enables pre-school children to acquire basic communication, social and other positive skills in preparation for primary schooling. Specifically, the aim of pre-school education is to develop children’s skills in the following aspects:

- Social skills,
- Intellectual skills,
- Physical skills,
- Spiritual skills,
- Aesthetic values (Creativity and Appreciation).
The National education Policy is an avenue to realize the nation’s vision. The policy has been formulated in order to ensure the success of the national education system in producing a knowledgeable generation capable of contributing towards the developmental of the country.

Formulating, reviewing and updating the education policy are part of the important process of enhancing the quality of the Malaysian education system in line with the current development of the world, which is becoming even more competitive. It is also in line with the desire of making Malaysia a centre for education excellence, which will accelerate the efforts of achieving the developed nation status by year 2020.
to institutionalize pre-school education in order to provide education for children aged 5+ years.

do enforce the use of National Pre-School Curriculum except for expatriate pre-schools.

do enhance the monitoring mechanism of pre-school program conducted by governmental and private agencies.

do expand the pre-school classes of the Ministry of Education (MOE)

do produce sufficient well-trained teachers to fulfill the pre-school education needs

do ensure that the implementation and supply of pre-school facilities are in line with the policy and objectives of the National Pre-School Curriculum.
IMPLEMENTATION STRATEGIES

- to make it compulsory for all who implement pre-school programmes to use the National Pre-School Curriculum
- to enhance the monitoring and enforcement mechanism of pre-school programmes conducted by all governmental and non-governmental agencies.
- to provide training facilities to meet the needs of pre-school teachers.
- to increase the number of MOE pre-schools
- to provide an alternative pre-school curriculum for special education.
Preschool Infrastructure Under the 9th Malaysia Plan

![Bar chart showing new projects, additional classes to existing preschools, and replacement projects from 2006 to 2009.]

- **New Projects**
  - 2006: 1247
  - 2007: 717
  - 2008: 246
  - 2009: 57

- **Additional Classes to Existing Preschools**
  - 2006: 67
  - 2007: 75
  - 2008: 43
  - 2009: 57

- **Replacement Projects**
  - 2006: 122
  - 2007: 30
  - 2008: 1
  - 2009: 21
<table>
<thead>
<tr>
<th>FOCUS</th>
<th>STRATEGY</th>
<th>ACTION PLAN</th>
<th>INDICATOR</th>
<th>ACHIEVEMENT INDICATOR</th>
<th>ACHIEVEMENT YEAR (2006-2010)</th>
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<tbody>
<tr>
<td>Expansion of preschool program</td>
<td>Increase classes in MOE schools</td>
<td>Increase of 2626 preschool classes (80% in rural areas)</td>
<td>Percentage of 5+ children participation</td>
<td>100%</td>
<td>2010</td>
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<td>Using the National Preschool Curriculum</td>
<td>Increase of per capita grant</td>
<td>Percentage of readiness for primary school entrants</td>
<td>100% every year</td>
<td></td>
<td>2006</td>
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## Implementation Strategy

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<td>Expansion of preschool program</td>
<td>Using the National Preschool Curriculum</td>
<td>Percentage of 5+ children participation</td>
<td>100%</td>
<td></td>
<td>2010</td>
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<td>Adaptation of the preschool curriculum for special education</td>
<td>Syllabus and the Elaboration of the Preschool Syllabus</td>
<td>The production of the syllabus</td>
<td>2006</td>
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## Implementation Strategy

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<td>Expansion of preschool program</td>
<td>To ensure special children have access to preschool education</td>
<td>To establish 100 special preschool classes</td>
<td>Percentage of participation of special children in preschool</td>
<td>100%</td>
<td>2010</td>
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<td>To ensure teachers and teacher assistants are sufficient and well trained</td>
<td>To train preschool teachers. To appoint teacher-assistants in all MOE preschools</td>
<td>Number of teachers. Number teacher-assistants.</td>
<td>100%</td>
<td>2006 2007</td>
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Evaluation of Preschool Program
No preschool shall be established, operated or managed, unless registered under the 1996 Education Act.

All preschool programs must follow curriculum guidelines as prescribed by the Education Minister.

Early findings show that the MOE does not have information on;

- The quality of basic facilities
- Qualification of teachers
- Appointment status of teacher-assistants
- Adherence to the National Preschool Curriculum
Objectives of the Research

i. To evaluate the quality of preschool programmes based on various aspects i.e. teachers, assistants, facilities, teaching aids and food.

iii. To determine the fees and contributions received by preschool operators.

iv. To evaluate to what extent do preschool providers adhere to the National Preschool Curriculum.

iv. To evaluate to what extent the objectives of the National Preschool Curriculum are achieved.

vi. To determine the problems faced in implementing the preschool programs.

vii. To put forward recommendations to improve preschool programs.
Thank You