Education 2030
National Priorities and Challenges in Education
2030:
Trend and Issues in ECE

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“On A Purely Economic Basis, It Makes A Lot Of Sense To Invest In The Young… Early Learning Begets Later Learning. And Early Success Breeds Later Success.”

--James J. Heckman, Ph.D.
Nobel Prize Laureate
Economist
<table>
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<th>PRIORITIES</th>
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<td>PHILOSOPHY</td>
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<tr>
<td>INSRRASTRUCTURE/FACILITIES</td>
</tr>
<tr>
<td>HUMAN RESOURCE</td>
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<tr>
<td>PEDAGOGICAL</td>
</tr>
<tr>
<td>ASSESSMENT</td>
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<tr>
<td>FINANCIAL</td>
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<tr>
<td>CURRICULUM</td>
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</tbody>
</table>
THE EDUCATION JOURNEY_MALAYSIAN CONTEXT
Before considering the Quality aspect,

• some brief background on the Malaysian Education System.

“Education in Malaysia is an ongoing 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 high levels of personal wellbeing as well as being able to contribute to the harmony and betterment of the family, the society, and the nation at large.”
MALAYSIA POLICY TOWARD PRE-SCHOOL

The ministry remains committed to ensuring the structure of the preschool phase of education will be scaled up in successive waves, with the objective of ensuring universal preschool enrolment and an equal head start in education for all children.
NATIONAL STANDARD PRESCHOOL CURRICULUM

COMMUNICATION
Language skills: Malay, English, Chinese and Tamil

SPIRITUALITY, ATTITUDES AND VALUES
Religious practices and beliefs, attitudes and values

HUMANITY
Knowledge and practices, civil society and local environment, national and global
Appreciation of the spirit of patriotism and solidarity

PHYSICAL DEVELOPMENT AND AESTHETICS
Physical development and health to well-being
Cultivate imagination, creativity, talent and appreciation

GROOMING
Fostering leadership and personal development through activities curriculum and co-curriculum

SCIENCE AND TECHNOLOGY
Inquiry approach, scientific knowledge
Scientific skills and scientific attitude
Knowledge and math skills, problem solving, ICT

Balanced Human
VISION / MISSION

Vision:
• Quality Education, Human Educated, Prosperous Nation.

Mission:
• Preserving Quality Education System for Developing Individual Potential to Meet National Aspirations.
OBJECTIVES

- To Acquire Good Health Practices.
- To Acquire Steps To Protect Themselves.
- Fine Motor Skills And Gross Motor Base.
- Have Emotional Maturity.
- Having A Positive Self-concept And Self-esteem.
- Courage To Express Their Thoughts And Feelings.

- Ability To Interact With Others.
- Able To Work Independently As Well As Work As A Team.
- Respect The Feelings And Rights Of Others, Thus Creating Positive Relationships With Adults And Peers.
- Practicing Moral Values.
- Adopt The Values Of Islam In Daily Life For Muslim Students.
- Communicate Using Bahasa Malaysia, English And The Language Of Instruction In The Context Of Everyday Life.
- Explore The Environment Using Basic Science Process Skills.
- Using Basic Math Skills In Carrying Out Daily Tasks And Solve Problems.
- Use Critical Thinking Skills, Creative And Innovative In Their Learning And Everyday Life.
- Develop Creativity And Aesthetics.
- Appreciate The Natural Beauty And Cultural Heritage.
## Comparison of total hours of instruction between education systems

<table>
<thead>
<tr>
<th>Hours of instruction</th>
<th>Primary</th>
<th>Secondary</th>
<th>Pre-Tertiary</th>
<th>Years</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Commonwealth, A-level type systems</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hong Kong</td>
<td>6,965</td>
<td>6,080</td>
<td>12,065</td>
<td>12</td>
</tr>
<tr>
<td>Singapore</td>
<td>6,586</td>
<td>4,497</td>
<td>2,442</td>
<td>12</td>
</tr>
<tr>
<td>England</td>
<td>5,130</td>
<td>4,750</td>
<td>1,000</td>
<td>13</td>
</tr>
<tr>
<td>Scotland</td>
<td>5,985</td>
<td>3,800</td>
<td>1,900</td>
<td>13</td>
</tr>
<tr>
<td>Malaysia</td>
<td>5,565</td>
<td>5,122</td>
<td>1,537</td>
<td>13</td>
</tr>
<tr>
<td><strong>Commonwealth, other systems</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New Zealand</td>
<td>6,234</td>
<td>4,952</td>
<td>11,186</td>
<td>13</td>
</tr>
<tr>
<td>New South Wales</td>
<td>4,902</td>
<td>6,089</td>
<td>10,991</td>
<td>12</td>
</tr>
<tr>
<td>Ontario</td>
<td>7,821</td>
<td>3,910</td>
<td>11,731</td>
<td>12</td>
</tr>
<tr>
<td><strong>Non-commonwealth, systems</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shanghai</td>
<td>4,750</td>
<td>8,322</td>
<td>13,072</td>
<td>12</td>
</tr>
<tr>
<td>Finland</td>
<td>6,327</td>
<td>2,138</td>
<td>8,485</td>
<td>12</td>
</tr>
<tr>
<td>Chinese Taipei</td>
<td>5,760</td>
<td>7,776</td>
<td>13,536</td>
<td>12</td>
</tr>
</tbody>
</table>

**SOURCE:** Education Bureau (Hong Kong); Ministry of Education (Singapore); Department for Education (UK); Ministry of Education (Malaysia); Department of Education & Training (New South Wales); Education Bureau (Shanghai); Ministry of Education & Culture (Finland); Ministry of Education (Ontario); Ministry of Education (Taiwan); OECD
BENEFITS OF PRE-SCHOOL

• Academic Achievement
  Overall Academic Achievement And School Success, Less Grade Repetition And Special Education And Increased High School Graduation Rates. According To Barnett, High-quality Preschool Programs Benefit Children From Middle-income Families As Well As From Low-income Families.
• School Readiness

"A Number Of Large-scale Studies Demonstrate That Participation In High-quality, Center-based Pre-k Programs Positively Influences All Children's Kindergarten Readiness," Says Barnett. "Positive Impacts Include Gains In Achievement Test Scores, Including Early Literacy And Math Skills, As Well As Improvements In Social And Emotional Development."

THE DESIGN OF EARLY CHILD CARE EDUCATION IN MALAYSIA
Preschool education is viewed as an important experience for each child in Malaysia (Ministry of Education, 1998).

The Standard National Preschool Curriculum (KSPK) was the guidelines used in most of the government preschools including public and private preschools in Malaysia.
All preschools including public and private sectors are to follow all the guidelines stated in **Standard National Preschool Curriculum (SNPC)** issued by Malaysia Ministry of Education (MOE) on 2010.
STANDARD NATIONAL PRESCHOOL CURRICULUM

- Communication
- Spiritual Attitudes and Value
- Component of Development
- Physical and Aesthetic
- Humanity
- Science & Technology
- Personal Appearance
A teacher in a private preschool explains "Yakult Day" using a slide show. Yakult day is the day the children visit factory manufactured cultured milk called yakult.

Before the trip the children watch the show and the teacher explains about the health benefits of drinking the yakult.

A classroom in a private preschool equipped with modern technology and an appropriate classroom environment.
GOVERNMENT PRESCHOOL

Public preschool building in a rural area

Morning opening session in a public preschool

Children at reading centre during free time in a public preschool
Physical Infrastructure
Smart board

That help the teacher in interacting teaching and learning process.
COMPUTER ROOM
Indoor Playground

Indoor playground often use when rainy day or the weather not really good to bring children outside. Providing the indoor playground is an advantage to teacher.
Outdoor playground
Garden
OTHER INFRASTRUCTURE

Walking Area

Shoe Shelf
CHALLENGES IN EDUCATION

- Financial constraint
- Teacher’s innovation
- High maintenance
TEACHER QUALIFICATION
The four qualification levels for the childcare sector under National Occupational Skill Standard (NOSS):

- Preschool Teacher (SKM Level 2)
- Senior Preschool Teacher (SKM Level 3)
- Childcare Centre Supervisor (DKM Level 4)
- Childcare Manager (DLKM Level 5)
Graduates of a diploma programme should be able to:

- Promote child development and learning of young children
- Build family and community relationships
- Observe, document, and assess to support young children and families
- Design, implement, and evaluate experiences that promote positive development and learning for all children
- Identify and conduct themselves professionally as members of the early childhood profession
CHALLENGES IN EDUCATION

- Ethnicity/Race
- Language
- Quality
- Qualification
TEACHER:CHILD RATIO
<table>
<thead>
<tr>
<th>Child Category</th>
<th>Child Age</th>
<th>Ratio of Teacher to Child</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child</td>
<td>New born baby – 1 years old</td>
<td>1 teacher : 3 children’s</td>
</tr>
<tr>
<td></td>
<td>1-3 years old</td>
<td>1 teacher : 5 children’s</td>
</tr>
<tr>
<td></td>
<td>3-4 years old</td>
<td>1 teacher : 10 children’s</td>
</tr>
<tr>
<td>Special Children</td>
<td>New born baby – 1 years old</td>
<td>2 teacher : 3 children’s</td>
</tr>
<tr>
<td></td>
<td>1 – 3 years old</td>
<td>2 teacher : 5 children’s</td>
</tr>
<tr>
<td></td>
<td>3- 4 years old</td>
<td>3 teacher : 10 children’s</td>
</tr>
<tr>
<td>Child Category</td>
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<td>Ratio of Teacher to Child</td>
</tr>
<tr>
<td>---------------</td>
<td>----------------</td>
<td>----------------------------------------</td>
</tr>
<tr>
<td>Preschool</td>
<td>5 – 6 years old</td>
<td>1 teacher : 1 Assistant teacher : 25 children’s</td>
</tr>
</tbody>
</table>
**Preservice or initial training** refers to Professional Development in which an individual engages prior to beginning a position. Preservice training may be required for early childhood professionals to serve in a role.

**In-service or ongoing training** is Professional Development in which early childhood professionals engage to enhance their skills and remain current regarding knowledge and practice in the field. In-service training may be required for early childhood professionals to continue serving in a role.
1. Trained by MOE and universities

- All teachers teaching in the preschools run by Ministry of Education are trained and certified with at least a diploma in teaching.
- Many of them have a degree and master degree in early childhood education.
- Teachers teaching in KEMAS preschool receives a 6 months training whereas PERPADUAN receives a 3 weeks training by their respective Ministries.
- Since 2013, there have been a Teacher Training Division of Ministry of Education to provide courses to their teachers to attain at least a diploma level.
2. The main agencies responsible for the training of teachers for certification are:

- Ministry of Education through the Teacher Training Division and the universities (Public & Private).

3. The kinds of courses provided by the Teacher Training Division through its Teacher Training Institute are as follows:

- Diploma in Teaching for Preschool (3 years)
- Post Degree Course (for conversion, 1 year)
- Degree course (4 years)
- In service training (14 weeks, 1 year)
Various public universities such as the University of Malaya, National University of Malaysia, University Science Malaysia, Sultan Idris Teaching University and the Open University of Malaysia produce graduates & postgraduates on preschool education too.

- Students at these universities either pursue their
  - Basic Degree or
  - Master and PhD in Preschool or Early Childhood education

The Ministry of Education also awards scholarship or study leave for some of these teachers.
One organisation conducting a systematic regular courses for private preschool teachers is the The Malaysian Association of Kindergartens (PTM).

PTM conducts regular nine steps in-service courses on “Skills Training for preschool teachers” during school holidays.

Attendance certificates are awarded to participants who have completed the courses which consists of the following modules:

- Socio-emotional development
- Preschool teacher education
- Preschool administration/management
- Physical development
- National Preschool Curriculum
- Spiritual/Moral Education
- Child Psychology
- Language & Communication
- Creativity and Aesthetics
- Cognitive Development
Number of preschools teacher trained as reported by the various agencies is given in Table. This table shows the increment of preschool teachers being trained yearly.

<table>
<thead>
<tr>
<th>Agencies</th>
<th>ECCE Teachers trained in the particular year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Year 2000</td>
</tr>
<tr>
<td>MOE</td>
<td>n.a.</td>
</tr>
<tr>
<td>KEMAS</td>
<td>736</td>
</tr>
<tr>
<td>PERPADUAN</td>
<td>100</td>
</tr>
<tr>
<td>PRIVATE</td>
<td>10031</td>
</tr>
<tr>
<td>Childcare provider(TASKA)</td>
<td>220</td>
</tr>
<tr>
<td>Total</td>
<td>12721</td>
</tr>
</tbody>
</table>

**Number of ECCE Teachers Trained at the Particular Year**
**TRAINING OF CHILDCARE PROVIDERS AND CHILDCARE MINDERS**

**Childcare providers** are the owner of Childcare Centers.
**Childcare minders** are those who take care of the children in the Childcare Centers.

Both childcare providers and childcare minders are required to attend 10 days courses (the Basic Childcare course, KAAK) specified by the Ministry of Woman, Family and Community Development, MWFCD.

The curriculum and training modules are provided by the Ministry. The plan is to create hierarchical level for different categories of childcare workers.

An example of these levels are:

- Level 1 is for Childcare minders at home
- Level 2 for Childcare minders
- Level 3 for Childcare providers
- Level 4 for diploma
- Level 5 is equivalent to degree.
CHALLENGES IN EDUCATION

Input/ Output Training

Experience Exposure
CHALLENGES IN MALAYSIA

- Continuity of informal education in preschool to formal education in the primary school.
- Incentives in teacher professionalism: salary, in-service training.
- Training for private practitioners and providers.
- Professional development for novice and expert teachers.
Comprehensive policies have been developed and implemented, there are gaps between the aspired and the implemented.

Good governance ensures successful implementation of policies, requires the authority and other stakeholders to focus on the vulnerable population including the indigenous people, children with special needs and refugee.

Providing effective dissemination of policies, attention to coordination and integration are tasks at hand to ensure successful implementation of policies.

FUTURE PLANS
### WAVE 1 (2013 - 2015)
**EXPANDING PRESCHOOLS RAPIDLY, INCREASING ENROLMENT IN OTHER PHASES OF EDUCATION**

<table>
<thead>
<tr>
<th>Objective</th>
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<tbody>
<tr>
<td>Increasing Enrolment And Improving Quality In Preschools</td>
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<tr>
<td>Maintaining The Starting Point For Formal Education</td>
</tr>
<tr>
<td>Increasing Primary Enrolments</td>
</tr>
<tr>
<td>Making Secondary Education Compulsory For All</td>
</tr>
<tr>
<td>Maintaining Current Length Of Formal Education</td>
</tr>
</tbody>
</table>
WAVE 2 (2016 - 2020)
CONSOLIDATING BENEFITS

Focus On Building On The Gains From The Earlier Phase

Focus Will Be On Continuously Improving Standards For Preschool E.G. Ensuring That 100% Of All Preschool Teachers Will Have Minimum Diploma Qualifications, To Raise Standards In Other ECCE Programs Such As Childcare.
WAVE 3 (2021 - 2025) 
ENSURING UNIVERSAL ACCESS

• By 2021, The Malaysian Education System Is Expected To Achieve 100% Enrolment In Public Or Private Schools Across The Preschool, Primary, Lower Secondary, And Upper Secondary Phases Of Education.

• Continuously Improve The Quality Of Education Based On Pilots Done In Wave 2.
GTP 2.0 ASSURING QUALITY EDUCATION. ENHANCING PRE-SCHOOL AND EARLY CHILDCARE

The GTP 2.0 will see the initiative to improve pre-schools enhanced. While the GTP 1.0 focused on enrolment, the GTP 2.0 will also look to improving the quality of pre-schools by introducing minimum standards. The EDU NKRA will also extend the initiative to cover early childcare as well.

Specifically, the initiative will see:

The number of classes by private and public providers increased review and revise eligibility requirements for fee assistance and grants harmonise pre-school teacher qualifications expand fee assistance and grants for childcare put in place national early childcare education (ecce) standards, as well as professional standards for teachers

These initiatives will be executed immediately with the aim of achieving 92% and 10% enrolment in pre-school and childcare respectively by 2015.
CONCLUSION

Malaysia education blueprint 2013-2025 emphasizes equity and access to education.

<table>
<thead>
<tr>
<th>Quality targets:</th>
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<tbody>
<tr>
<td>• All preschool teachers to be diploma holders (minimum requirement)</td>
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<tr>
<td>• Primary schools</td>
</tr>
<tr>
<td>• Secondary schools</td>
</tr>
<tr>
<td>• Tertiary</td>
</tr>
</tbody>
</table>

| Universities/teacher training |

A need to know how other countries have met the challenges of ensuring quality education at an affordable cost their populations can afford.

This challenge to offer high quality at affordable cost will always remain with us, whatever our living standards and whatever progress we make in our education systems.
THANK YOU

For more information

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