

# Pre-Schools

## Education NKRA

BY :

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### International comparison of current preschool enrolment rates

The importance of pre-school education to give children a headstart once in school is well documented

According to UNESCO, early childhood education plays an important role in developing a child's mind and physique and helps reduce existing and future disadvantages

#### International preschool enrolment rates

2006-08, percent

Sweden	95
Thailand	94
Japan	86
United Kingdom	73
Peru	72
Argentina	67
United States	62
Brazil	61
Malaysia	57 <sup>1</sup>
Chile	56
Brunei Darussalam	50
Philippines	45
Indonesia	44
China	42
India	40

1. As cited in study; Malaysia states enrolment rate of 67% for 4+ and 5+ cohort

Source - Delivery Management Office (DMO) & NKRA Lab

### Objectives of pre-school sub-NKRA

#### Raising the bar

Based on our further analysis, we have refined the sub-NKRA target and increased our aspiration to expand enrolment targets to include 5-year<sup>1</sup> old students and raise quality

- For 5-year old students (4+/P2)<sup>1</sup>, we continue to target higher enrolment rate while also increasing quality
- For 6-year old students (5+/P1)<sup>2</sup>, we primarily want to increase quality, and focus on improving enrolment rates in rural areas

#### Current enrolment rates

Category	Enrolment Rate (%)
5-year old (P2)	50
6-year old (P1)	83
Combined	67

Target 87 (+20 pp)

1. 5-year old students (P2) will be referred to as the 4+ segment in this documentation  
 2. 6-year old students (P1) will be referred to as the 5+ segment in this documentation

Source - Delivery Management Office (DMO) & NKRA Lab

### We aspire to achieve the target enrolment rate by 2012

Average enrolment rate across 4+ and 5+ cohorts

Year	Base (%)	Stretch (%)
2009	67	
2010	72	77
2011	80	85
2012	88	93

Target enrolment rate of 87%

#### What this means

- This translates into an additional enrolment of approximately 200,000 students
- To achieve this, about 10,000 additional classes need to be offered

Source - Delivery Management Office (DMO) & NKRA Lab

### The lab has taken a holistic approach and identified 7 key thrusts to widen access to affordable and quality pre-school education

#### Key thrusts

- Establish a national committee on Pre-School education and a MOE Pre-School department
- Roll out the National Pre-School Curriculum Standard (NPCS)
- Harmonise support for government students
- Improve and harmonise quality of teachers and teacher assistants
- Increase the number of pre-school classes in urban (poor), rural and remote areas
- Increase Public-Private-Partnerships (PPP) in preschool education
- Launch a national preschool information system

Source - Delivery Management Office (DMO) & NKRA Lab

### 1 Establishing a National Committee as a single governing body will help coordinate capacity build-up and higher quality in pre-school education

	Description	Benefits
<b>Role</b>	<ul style="list-style-type: none"> <li>Develop preschool education policies for government and registered private preschool providers, incl. curriculum, qualification requirements, trainings, evaluation</li> <li>Monitor and evaluate preschool education outcome</li> <li>Coordinate between all preschool providers/agencies</li> </ul>	<ul style="list-style-type: none"> <li>A single governance body across multiple agencies will ensure               <ul style="list-style-type: none"> <li>Coordinated build-up of pre-school class capacity</li> <li>Harmonized and increased quality standards and thus better outcome</li> </ul> </li> </ul>
<b>Responsibilities</b>	<ul style="list-style-type: none"> <li>Drive harmonization of government support for preschools</li> <li>Plan attribution of students to schools/agencies</li> <li>Prepare new preschool education policies, incl. NPCS</li> <li>Decide on registration of private preschool providers</li> <li>Resolve any issues among preschool providers</li> </ul>	<ul style="list-style-type: none"> <li>All agencies should be represented in the Committee to increase buy-in for new policies</li> <li>The committee will require a budget of RM 0.5 m p.a. to execute on its responsibilities</li> <li>To options for funding exist               <ul style="list-style-type: none"> <li>Additional budget attribution</li> <li>Funding by participating agencies within current budget</li> </ul> </li> </ul>
<b>Composition</b>	<ul style="list-style-type: none"> <li>Permanent members are DG of Education, Heads of KEMAS, JPNIN, and Private Education Division (MDE)</li> <li>Relevant ministries, agencies, and non-government organizations to be invited on a needs-basis</li> <li>Private providers to participate in working teams where appropriate (e.g., preparing new curriculum)</li> </ul>	
<b>Organizational setup</b>	<ul style="list-style-type: none"> <li>Will be chaired by MDE</li> <li>Will mandate and oversee working teams on specific topics e.g. development of excellence framework</li> <li>Will use New Early Childhood and Preschool Division as Secretariat</li> </ul>	<b>Challenges</b> <ul style="list-style-type: none"> <li>Need to increase private preschool provider participation</li> </ul>

Source - Delivery Management Office (DMO) & NKRA Lab

### 1 The new Early Childhood and Pre-School Division will be established under MOE (approval pending)

Before	After
<ul style="list-style-type: none"> <li>Currently only Preschool Unit (under Early Childhood and Preschool Sector) in Public School Division dedicated to preschool education needs               <ul style="list-style-type: none"> <li>1 head of unit (middle ranking equivalent)</li> <li>2 officers</li> </ul> </li> <li>3 officers in Preschool Unit to oversee more than 7000 preschool classes, and equivalent number of both teachers and teacher assistants</li> <li>Causing overwork and lack of monitoring</li> </ul>	<p><b>New proposed division headed by a Director with 86 officers and supporting staff, with 5 specific sectors:</b></p> <ul style="list-style-type: none"> <li>Preschool</li> <li>Early Childhood</li> <li>Children Affair</li> <li>Policies</li> <li>Administration, finance and ICT</li> </ul> <ul style="list-style-type: none"> <li>Department is secretariat to the National Preschool Committee</li> <li>National Preschool Information System under NKRA will be led by department as secretariat</li> <li>More effective monitoring to ensure quality pre-school education</li> </ul>

Source: Delivery Management Office (DMO) & NKRA Lab

### 2 We have developed a National Preschool Curriculum Standard

Objectives of the new NPCS	Highlights of the NPCS
<ul style="list-style-type: none"> <li>Standardize education of 4+/5+ student segments to ensure continuity between preschool, primary and secondary school education</li> <li>Address improvement potential identified in the research conducted by MOE's Curriculum Division in 2007-08, to ensure quality and equity in preschool education</li> <li>Contribute to the nation's agenda of improving students' command of the English language, promoting unity, and encouraging a higher participation in preschool</li> </ul>	<ul style="list-style-type: none"> <li><b>Holistic and outcome oriented:</b> Incorporates principles of holistic education and learning outcome</li> <li><b>Contextual:</b> Ensures that teaching and learning is conducted in an integrated, contextual form, taking into account different student backgrounds</li> <li><b>Multilingual:</b> Defines the use of Malay, English and mother tongue as instructional languages</li> <li><b>1 Malaysia:</b> Includes activities to foster understanding of different races and participation in cultural activities</li> </ul>

**The NPCS has been developed in collaboration with the private sector. It is currently being rolled out across public and private preschools**

Source: Delivery Management Office (DMO) & NKRA Lab

### 2 The NPCS is designed to ensure a holistic development of children

Source: Delivery Management Office (DMO) & NKRA Lab

### 3 Harmonizing support for government students will ensure all pre-school agencies have the same starting position to deliver high quality

Government support
<p><b>Equipment</b></p> <ul style="list-style-type: none"> <li>All government pre-school providers already receive the same support</li> <li>No changes suggested</li> </ul>
<p><b>Per Capita Grants</b></p> <ul style="list-style-type: none"> <li>KEMAS and MOE pre-schools receive RM 100 per student per year, JPNIN RM 1,500 per class per year</li> <li>To account for variation in class sizes, the lab suggests to equalize per capita grants to RM 100 per student per year for all agencies. The incremental cost of this measure amounts to ~RM 0.8 million p.a. based on 2010 projected headcount in the 4+ and 5+ cohorts</li> </ul>
<p><b>Meal Grants</b></p> <ul style="list-style-type: none"> <li>Today, all agencies receive RM 1.50 per meal, student and day</li> <li>This does not account for the significantly varying costs of raw materials in Malaysia, putting pre-schools at disparity in terms of buying power</li> <li>To both harmonize and compensate for price inflation of recent years, the lab suggests to increase meal grants as follows to RM 1.80 for West Malaysia, and RM 2.05 for East Malaysia</li> <li>The incremental cost of this initiative amounts to ~RM 32 million p.a. based on 2010 projected headcount</li> </ul>

Source: Delivery Management Office (DMO) & NKRA Lab

### 4 A new excellence framework and training of teachers and teacher assistants will help to improve and harmonize quality in the system

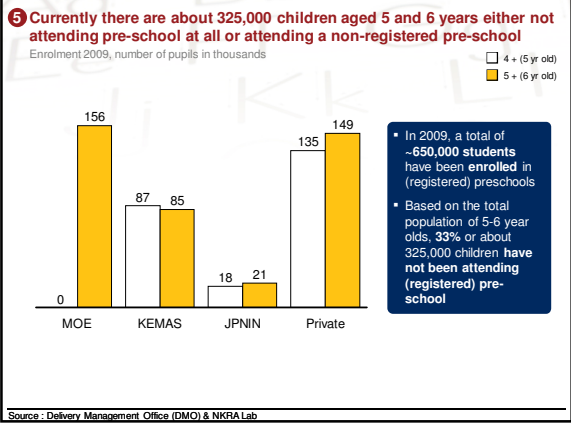
Importance of quality	Proposed initiatives to ensure quality
<ul style="list-style-type: none"> <li>To enable high and consistent quality in pre-school education, quality expectations need to be defined and codified clearly</li> <li>Teachers and teacher assistants need to be enabled to deliver against the new quality standards by               <ul style="list-style-type: none"> <li>Upskilling existing teachers and teachers assistants through targeted on-the-job and in-service training</li> <li>Harmonizing/elevating qualification requirements across the system</li> </ul> </li> </ul>	<p><b>Develop excellence framework</b></p> <ul style="list-style-type: none"> <li>Define comprehensive set of excellence KPIs for all aspects of pre-school education delivery</li> <li>Develop assessment grid detailing what is excellent, good, acceptable and unsatisfactory performance for each KPI</li> </ul> <p><b>Upskill existing teachers/assistants</b></p> <ul style="list-style-type: none"> <li>Harmonize and increase skill level across all agencies and private providers through targeted training</li> <li>A total of ~15,500 teachers and ~10,000 teacher assistants (TA) need to be trained across all agencies (gradual ramp up, starting with ~1,400 teachers, and ~2,800 TAs in 2010)</li> </ul> <p><b>Harmonize qualification requirements</b></p> <ul style="list-style-type: none"> <li>For new teachers, a minimum graduate degree is required to qualify (equivalent to current MOE requirements)</li> <li>This will increase total emolument cost by ~RM 64 m for 2010 (~RM 17 m for teachers, ~RM 47 m for TAs)</li> </ul>

Source: Delivery Management Office (DMO) & NKRA Lab

### 4 We recommend to harmonize qualification requirements for teachers and teacher assistants

Teacher / Teacher Assistant	Current issues	Recommendations
	<ul style="list-style-type: none"> <li>No standard academic qualification requirements across agencies, and as a result, substantial variations in salaries across and within agencies</li> <li>Variations in basic trainings (duration, content) across agencies, resulting in different levels of instruction quality</li> <li>Generally high teacher-to-student ratio, varying significantly across agencies</li> </ul>	<ul style="list-style-type: none"> <li>Standardize minimum qualification requirements               <ul style="list-style-type: none"> <li>Teachers: Degree</li> <li>Teacher assistants: SPM</li> </ul> </li> <li>Standardize trainings and equalize working hours to 8 hours per day</li> <li>Harmonize positions and grades both for existing and new teaching personnel</li> <li>Over time, teacher-to-pupil ratio should be reduced (e.g., from 1:20 to 1:10 for 4+)</li> </ul>

Source: Delivery Management Office (DMO) & NKRA Lab



**6** The lab has developed a first hypothesis on potential incentives for the private sector

<b>Extend grants</b>	<ul style="list-style-type: none"> <li>RM 10,000 grant to new / newly registered private pre-schools</li> <li>Grants to run trainings</li> </ul>
<b>Facilitate financing</b>	<ul style="list-style-type: none"> <li>Extend soft-loans (government guaranteed loans) to private pre-schools</li> </ul>
<b>Introduce reliefs</b>	<ul style="list-style-type: none"> <li>Extend preferential utility rates (e.g., electricity, water) for private pre-schools</li> <li>Introduce tax reliefs/deductions</li> </ul>
<b>Streamline processes</b>	<ul style="list-style-type: none"> <li>Simplify MOE application processes for private pre-schools</li> <li>Expedite checks by Health, Fire and Rescue Dept and Local Authority</li> </ul>

To be further detailed in pre-school mini-lab

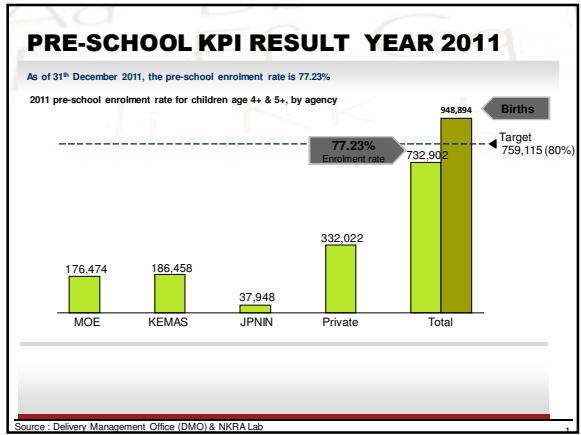
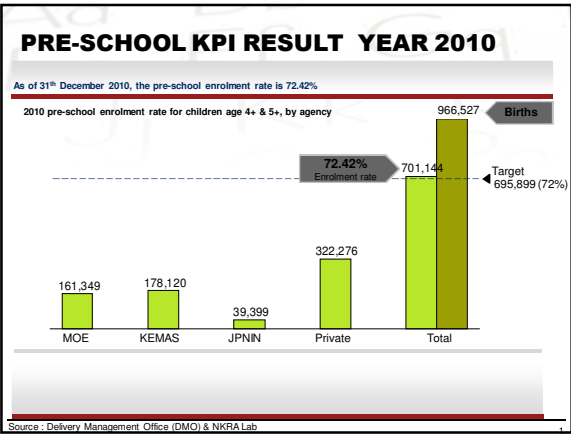
Source: Delivery Management Office (DMO) & NKRA Lab

**7** National Online Preschool Information System

<b>Rationale</b>	<ul style="list-style-type: none"> <li>Lack of comprehensive integrated pre-school information system spanning all providers, i.e., MOE, KEMAS, JPNIN, Private, and NGOs</li> <li>Data collection partially carried out manually, resulting in inaccurate/outdated information</li> </ul>
<b>What information?</b>	<ul style="list-style-type: none"> <li>The online system consists of school physical and establishment information, personnel information and students information</li> <li>Data entry will be done at source (by preschool teachers)</li> </ul>
<b>Who will develop?</b>	<ul style="list-style-type: none"> <li>MOE will develop the information system</li> <li>BPSH will be the lead division</li> <li>BPM will develop the information system</li> <li>MOE will coordinate with KEMAS and JPNIN to develop the information system</li> <li>Training provided to officials as at PPD and JPN and preschool teachers</li> </ul>
<b>Benefits</b>	<ul style="list-style-type: none"> <li>The integrated online information system will be used by various departments and ministries to monitor the status and progress of preschool education</li> <li>Data will be provided to National Committee on Preschool Education for the purposes of developing policies as well as to monitor and evaluate the development of preschool education in the country</li> </ul>

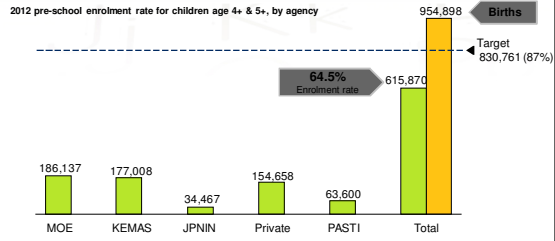
Cost of system development can be absorbed within MOE budget

Source: Delivery Management Office (DMO) & NKRA Lab



## PRE-SCHOOL KPI RESULT YEAR 2012

As of 18<sup>th</sup> May 2012, the pre-school enrolment rate is 64.5%



### Issues :

Number of new pre-schools and enrolment rate in private pre-schools are lower than targeted.

### Key Next Steps

- Road shows by MOE and ECCE.
- Manual data collection – started pilot with Selangor
- Allow private preschools to key-in aggregate data in SMPK.

Source - Delivery Management Office (DMO) & NKRA Lab

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THANK  
YOU

Source - Delivery Management Office (DMO) & NKRA Lab