The Components of NFE Data System’s Life Cycle

MALAYSIA

Workshop on Non-Formal Education Data Collection

19-20 September 2016
Bangkok, Thailand
Education Act 1996 [Act 550]

Section 15: National Education System

Section 16: Categories of educational institutions

Section 17: National Language as medium of instruction

Section 18: National Curriculum

Section 19: Examination

Section 29A: Compulsory primary education
Section 15  The National Education System shall comprise—

(a) pre-school education;
(b) primary education;
(c) secondary education;
(d) post-secondary education; and
(e) higher education,

but shall not include education in expatriate schools or international schools.
Section 16 There shall be three categories of educational institutions in the National Education System, namely—

(a) government educational institutions;
(b) government-aided educational institutions; and
(c) private educational institutions.
Section 18 (1)
• curriculum prescribed by the Minister;
• known as the National Curriculum; and
• used by all schools in the National Education system.

Section 18 (2)
• The National Curriculum specify the knowledge, skills and values that are expected to be acquired by pupils at the end of their respective periods of schooling; and
• include the core subjects and other subjects as may be prescribed.

Section 18(3)
In the case of private schools, the core subjects of the National Curriculum are taught in the schools.
Formal Education In Malaysian Context

- A form of education received at educational institutions through structured programme (comprise curriculum, duration of studies, and assessment system) and awarded with certificate/diploma/degree.

- Conducted in registered educational institutions, registered students, structured programme and fixed premises.
Non-formal Education In Malaysian Context

- Has not been defined

- Alternative education programmes do exist but have not been categorized as formal or otherwise. Such programmes are:

(i) In Sabah
   - Filipino refugees and undocumented migrants
   - ALCs by The National Security Council
   - CLCs supported by Philippines Embassy
   - Faith-based CLCs

(ii) In palm oil plantation
   - Humana Child Aid Society Sabah (HUMANA)
   - Indonesian Government-run CLCs
(iii) ALCs
- Faith-based NGOs
- Bajau Laut or the Sea gypsies
- Pondok/Madrasah

(iv) MOE and Alternative Learning Programmes
- Sekolah Bimbingan Jalinan Kasih (SBJK),
- Sekolah Dalam Hospital (SDH),
- Sekolah Integriti,
- Sekolah Henry Gurney,
- Projek Jiwa Murni
Non-formal Education Data Collection in Malaysia

1. NFE Data Collection

1. **Main source of NFE data:** Language Centres, Training Centres, Skills Centres, Computer Centres, KEDAP Programme

2. **Methods** (How NFE data is collected?): Questionnaires

3. **Which forms/instruments** is used to collect NFE data? *A template containing information on enrolment, teacher and number of centres.*

4. How is it **ensured** that all centers and schools receive the instruments, complete them and send them back **on time**? Phone calls

5. **Who collects** NFE data?: State Education Department (SED)

6. **How often** is NFE data collected?: January, June and October
2. NFE Data Processing

1. Monitoring instruments/systems
   • Approximately, how many questionnaires are completed and returned? Total unknown
   • How is the distribution of non-returned responses by region and districts identified? Unknown

2. Data entry and cleaning
   • Who is responsible for NFE data entry and cleaning? SED
   • How closely do the data entry/cleaning officers (encoders) work with survey administrators? Every data collection cycle
2. NFE Data Processing (cont’d)

3. Data compilation
   - Where is NFE data saved? Private Education Division MOE
   - In which format is it complied? Soft copy (MS Excel).
   - If data is complied as a hard copy, how long is it usually kept? NA

4. Quality control
   - What tools are used to identify missing/ miscoded data? NA
3. NFE Data Analysis

1. Are basic indicators of NFE system’s performance readily available? NA

2. Are trend statistics and indicators used to supplement analytical reports? NA

3. Are research results used to augment other reports? NA

4. Are regional, provincial and district disparity analysis analytical reports incorporated as part of major reports? NA

5. Is a planning and projection simulation available and used to make different scenarios available for planners? NA
4. Reporting

<table>
<thead>
<tr>
<th>Type of NFE report currently available</th>
<th>The purpose of the report</th>
<th>The main users of the report</th>
<th>Comprehensiveness of the report</th>
</tr>
</thead>
<tbody>
<tr>
<td>A summary of statistical tables on number of private educational institution, enrolment and number of teachers</td>
<td>A reference</td>
<td>The general public</td>
<td>12 pages of summary tables</td>
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5. Publication

Please share what type of publication is produced for NFE data

NA

Please share major sections of the existing NFE publication, if available

NA
6. Dissemination

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<thead>
<tr>
<th>Type of user</th>
<th>Internal users</th>
<th>External users</th>
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<tbody>
<tr>
<td></td>
<td><strong>NA</strong></td>
<td><strong>NA</strong></td>
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<tr>
<th>Dissemination form(s)</th>
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7. Feedback

What mechanism for collecting feedback on NFE data do you, as a NFE data officer, use or exists in your country?

**NA**

8. Current NFE data collection path

**TBC**
THANK YOU