

UNDER REPORTING OF PRIMARY ENROLMENT IN MALAYSIA

by

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PRESENTATION OUTLINE

- 1 • Introduction
- 2 • Literature Review
- 3 • Methodology
- 4 • Findings
- 5 • Conclusion

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- Introduction

- Problem Statement
- Research Question
- Research Objectives

Homeschooling in Malaysia: Legal Issues

Education in Malaysia



LIKE MOST THINGS IN LIFE, education in Malaysia is in constant flux. Policies are made and unmade, and flin-flons are not unusual. This section is not intended to review every c regulations (legislated and unwritte traditional schooling system. Becau information provided below will cert additional info that would be helpfu

Dept can't act against unregistered 'tahfiz' schools

August 6, 2011, Saturday

ALOR SETAR: Kedah Islamic Religious Department (Jaik) does not have the power to act against unregistered 'tahfiz' schools as they are beyond its jurisdiction.

A Jaik spokesman said it could only take action against schools that registered the ment and even then it has limited jurisdiction.

Religious schools need more funds

G Vinod | October 11, 2012

Meanwhile, Deputy Education Minister Mohd Puad Zakarshi dismissed allegation that the government had sidelined religious schools in the country.

He also said that there 382 such schools in the country but only 156 of them are registered with the ministry.

"The schools registered with the ministry obviously are given unregistered, the government pays for the teachers' salary and

He claimed that some of these religious schools were reluctant their influence in their schools.

"The school managment gives all sort of problems out of fear students and parents.

"But we do pass some allocation for these unregistered schoo state government to decide how to disburse the funds to ther

Homeschooling: Is it legal?

In Malaysia, there are many schooling options available. Besides public and private education, homeschooling is another alternative that has been gaining popularity. However, parents who chose to homeschool their children have a number of concerns, including the legality issue.

Primary education has been made compulsory after the government amended the Education Act 1996 (Act 550) in 2002. However, Malaysian students are not obliged to enrol in a secondary school after Standard 6.

Therefore, parents who wish to homeschool their child at the primary level have to get approval from the Ministry of Education.

PROBLEM STATEMENT

Statistics derived from administrative records are often used as inputs in planning and formulation of policies to strengthen the education system as well as for the implementation and monitoring of programmes related to education development. Typically, administrative data face shortcomings in terms of standardization, coverage, accuracy and timeliness. Such problems resulted in fluctuations and inconsistency in time series of education statistics, which might be misleading and does not reflect the real progress and development in the education system in the country.

GROSS ENROLMENT RATIO (GER) PUBLISHED AT UIS WEBSITE UNTIL 2005 (BY USING THE UNPD POPULATION AS THE DENOMINATOR)

$$GER_{Primary} = \frac{\text{Enrolment as at 31st Dec (7 – 12 years old)}}{\text{Population Projection UNPD (7 – 12 years old)}} \times 100$$

Year	Enrolment at primary level as at 31 Dec	Difference of enrolment as at 31 Dec from year to year (%)	UNPD Population Projection	GER Primary
2000	3,025,977		3,050,892	99.2
2001	3,033,019	0.23	3,089,889	98.2
2002	3,009,009	-0.79	3,116,615	96.5
2003	3,056,266	1.57	3,133,454	97.5
2004	3,159,376	3.37	3,143,133	100.5
2005	3,202,008	1.35	3,147,625	101.7
2006	..	..	3,188,798	*
2007	..	..	3,217,588	*
2008	..	..	3,234,762	*
2009	..	..	3,242,329	*
2010	..	..	3,244,500	*
2011	..	..	3,242,999	*
2012	..	..	3,222,749	*
2013	..	..	3,182,143	*

Not published in UIS website

RESEARCH QUESTION

Can household surveys and censuses data be used to complement the number of primary enrolment from administrative record?

RESEARCH OBJECTIVES

To estimate the primary enrolment in Malaysia by using household survey/census

LITERATURE REVIEW



LITERATURE REVIEW

- “Among the problems faced by statisticians in education are inconsistencies between population estimates produced by national authorities and UNPD, and under-coverage of enrolments or population data.”

Nicole Bella, UNESCO and Said Belkachla, UIS
Impact of Demographic Trends on the Achievement of the
Millennium Development Goal of Universal Primary Education

LITERATURE REVIEW (cont'd)

2004

- "...ideally, household surveys collect data on enrollment and/or school attendance among a representative sample of children. Questions concerning children's school participation are typically asked of the head of households. School may report higher enrolment figures in order to obtain greater resources, producing distortions in the estimates of student enrolments."

Guide to the Analysis and Use of Household Survey and
Census Education data by UIS



LITERATURE REVIEW (cont'd)

- “Although both enrollment and attendance are used to ascertain school participation, they are two-different concepts. A child may be enrolled in school but not attending school at the time of the interview. This is a common problem in administrative data, because schools usually report enrollment but not attendance to their statistics offices.”

Using Household Survey Data



LITERATURE REVIEW (cont'd)

2009

- “...Due to differences in the phrasing of attendance/enrollment questions, the responses have slightly different meanings with regard to what type of attendance is queried and what time-period is included. While each answer may provide the country with the information desired, the data is not entirely comparable at the international level.”

How (well) is Education Measured in Household Surveys? A Comparative Analysis of the Education Modules in 30 Household Surveys from 1996-2005
by International Household Survey Network



LITERATURE REVIEW (cont'd)

- “...The Selected Education Statistics (SES) under estimates enrolment rates because of the under-reporting of enrolment in unrecognized institutions and also due to non-reporting of enrolment data on an annual basis by some of the State governments. Extrapolations are used to fill the gaps arising from non-reporting by some of the States.”

Country Summary of Higher Education, India

GROSS ENROLMENT RATIO (GER) FOR PRIMARY EDUCATION IN SELECTED COUNTRIES

Country	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Malaysia	99.2	98.2	96.5	97.5	100.5	101.7								
Indonesia	110.3	111.2	111.6	111.3	110.7	109.8	108.1	111.1	109.5	109.9	109.9	109.1	108.5	
Thailand	97.7	97.2	98.1	..	98.9	98.1	96.6	97.0	97.4	96.7	94.9	94.9	95.4	92.8
Brunei	111.3	107.7	108.0	111.1	111.8	111.3	111.7	110.8	107.3	104.2	101.0	98.3	95.5	
Philippines	109.6	109.0	108.4	108.3	107.4	106.5	104.6	104.4	105.1	105.8				
New Zealand	99.5	97.8	97.4	98.4	98.6	99.8	100.2	100.6	101.0	101.1	101.2	100.1	98.7	
United Kingdom	100.6	100.5	100.0	100.1	106.0	106.5	105.3	104.0	106.5	106.2	106.9	106.9	108.5	
Japan	101.0	100.7	101.1	101.3	101.9	101.9	102.1	102.0	101.5	102.0	102.2	102.6	102.3	
India	96.3	96.3	97	105.4	..	..	..	114.3	115.2	113.9	113.5	112.6		

CASE STUDIES OF ENROLMENT



Indonesia



Thailand



India


ENROLMENT IN INDONESIA


■ Indonesia using household surveys, namely through the National Social Economic Survey to obtain the enrolment details.

■ Questions that serve as proxies of enrolment:


Does (name) attend school / program packages equivalent A / B / C this school year?

- ❖ Not / not yet attended school
- ❖ Still schooling
- ❖ No longer attending school





Badan Pusat Statistik



REPUBLIK INDONESIA

VSEN15.K
Dibuat 1 set untuk
BPS Kab/Kota

SURVEI SOSIAL EKONOMI NASIONAL 2015

KETERANGAN POKOK ANGGOTA RUMAH TANGGA

RAHASIA

I. KETERANGAN TEMPAT			
101	Provinsi:		<input type="checkbox"/> <input type="checkbox"/>
102	Kabupaten(Kota*)		<input type="checkbox"/> <input type="checkbox"/>
103	Kecamatan:		<input type="checkbox"/> <input type="checkbox"/>
104	Desa/Kelurahan*):		<input type="checkbox"/> <input type="checkbox"/>
105	Klasifikasi desakelurahan	1. Perkotaan 2. Perdesaan	<input type="checkbox"/>
106	Nomor blok sensus		
107	Nomor kode sampel		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
108	Nomor urut sampel rumah tangga		<input type="checkbox"/> <input type="checkbox"/>
109	Nama Kepala Rumah Tangga		
110	Alamat (nama jalan/ang, RT/RW/Widusun)		

*) CORET YANG TIDAK PERLU

SELAMAT PAGI/SANGGORE/MALAM. KAMI/SAYA DARI BPS SEDANG MENGUMPULKAN DATA/INFORMASI KEADAAN SOSIAL EKONOMI MASYARAKAT SEPERTI PENDIDIKAN, KESEHATAN, PEKERJAAN DAN PENGELUARAN RUMAH TANGGA. UNTUK ITU KAMI/SAYA AKAN MEWAWANCARAI BAPAK/IBU BESERTA ANGGOTA RUMAH TANGGA LAINNYA. SELURUH DATA YANG BAPAK/IBU BERIKAN KEPADA KAMI HANYA AKAN DIGUNAKAN UNTUK KEPERLUAN PERENCANAAN PEMBANGUNAN. APAKAH BAPAK/IBU BERSEDIA MELUANGKAN WAKTU UNTUK WAWANCARA SEKARANG?

BOLEHKAH SAYA MULAI WAWANCARA?

☐ Ya diberikan ijin ➡ Lanjut mencatat waktu dan mulai wawancara.
☐ Tidak diberikan ijin ➡ Lengkapi isian Blok I dan II. Selesai dan diskusikan hasilnya dengan pengawas.

II. KETERANGAN PENCACAHAN				
Uraian	Nama	Jabatan	Tanggal	Tanda tangan
201	Pencacah	Staf BPS Provinsi 1 KSK 3 Staf BPS Kab/Kota 2 Mitra 4	Tgl. <input type="text"/> / <input type="text"/> / <input type="text"/>	
202	Pengawas	Staf BPS Provinsi 1 KSK 3 Staf BPS Kab/Kota 2 Mitra 4	Tgl. <input type="text"/> / <input type="text"/> / <input type="text"/>	
203	Hasil pencacahan rumah tangga:	Terisi lengkap 1 Tidak ada ART/responden yang dapat memberi jawaban sampai akhir masa pencacahan 2 Responden menolak 3 Rumah tangga/bangunan sensus tidak ditemukan 4		

} STOP ☐

III. RINGKASAN		
(ditisi setelah pencacahan selesai berdasarkan Blok IV.A)		
301	Benyaknye anggota rumah tangga	<input type="checkbox"/> <input type="checkbox"/>
302	Benyaknye anggota rumah tangga umur 0 - 4 tahun	<input type="checkbox"/>
303	Benyaknye anggota rumah tangga umur 5 tahun ke atas	<input type="checkbox"/> <input type="checkbox"/>
304	Benyaknye anggota rumah tangga umur 5-24 tahun	<input type="checkbox"/> <input type="checkbox"/>
305	Benyaknye anggota rumah tangga umur 10 tahun ke atas	<input type="checkbox"/> <input type="checkbox"/>
306	Benyaknye perempuan umur 10-49 tahun	<input type="checkbox"/> <input type="checkbox"/>

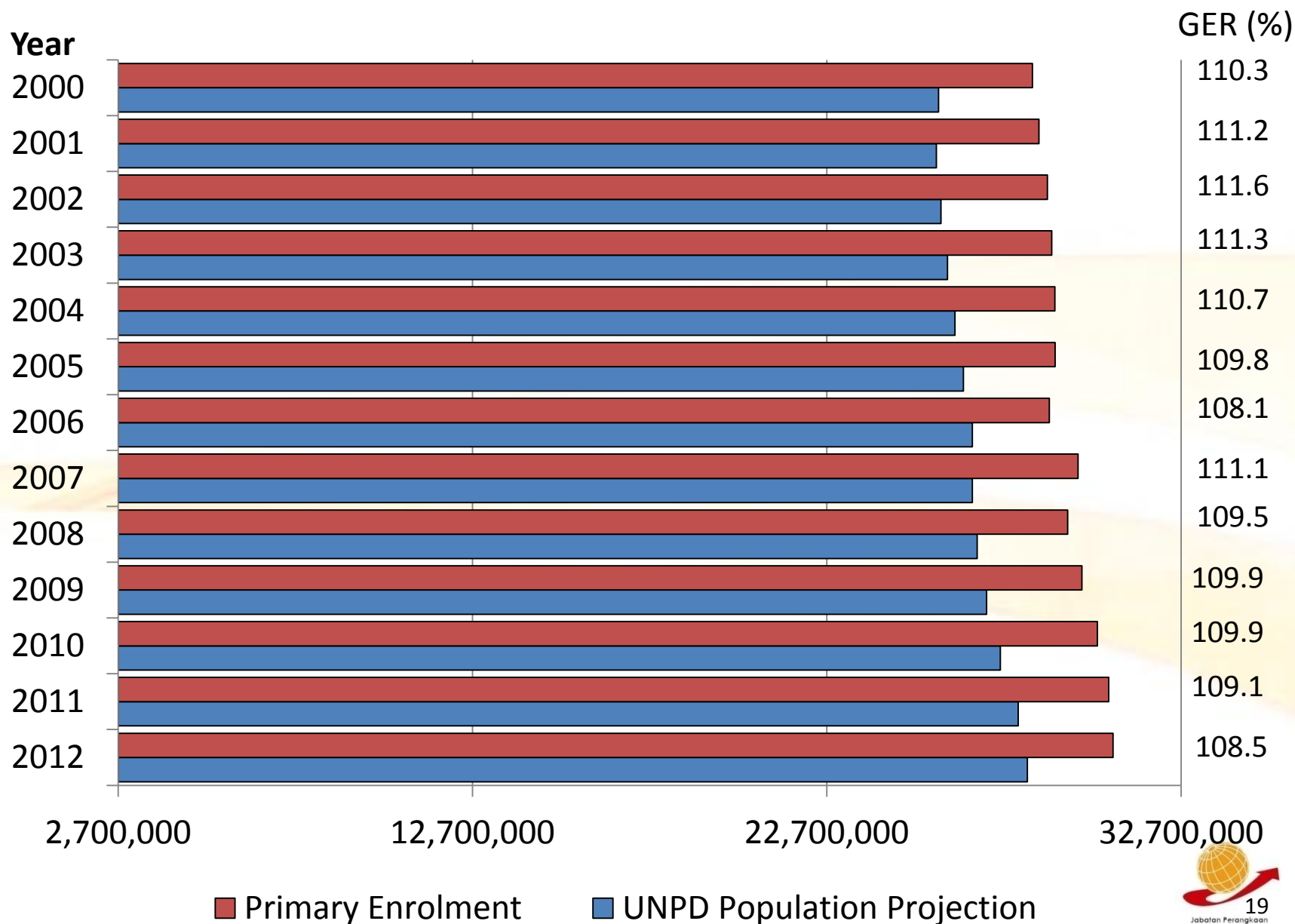
ENROLMENT IN INDONESIA (cont'd)



Year	Enrolment at primary level	UNPD Population	GER (%)
2000	28,508,964	25,856,501	110.3
2001	28,690,131	25,792,466	111.2
2002	28,926,377	25,923,999	111.6
2003	29,050,834	26,107,156	111.3
2004	29,142,093	26,321,048	110.7
2005	29,149,746	26,559,475	109.8
2006	28,982,708	26,813,012	108.1
2007	29,796,705	26,811,712	111.1
2008	29,498,266	26,943,711	109.5
2009	29,901,051	27,209,451	109.9
2010	30,341,821	27,602,381	109.9
2011	30,662,441	28,105,354	109.1
2012	30,784,378	28,365,836	108.5

- GER in Indonesia for the period 2000-2012 exceed 100%

ENROLMENT IN INDONESIA (cont'd)



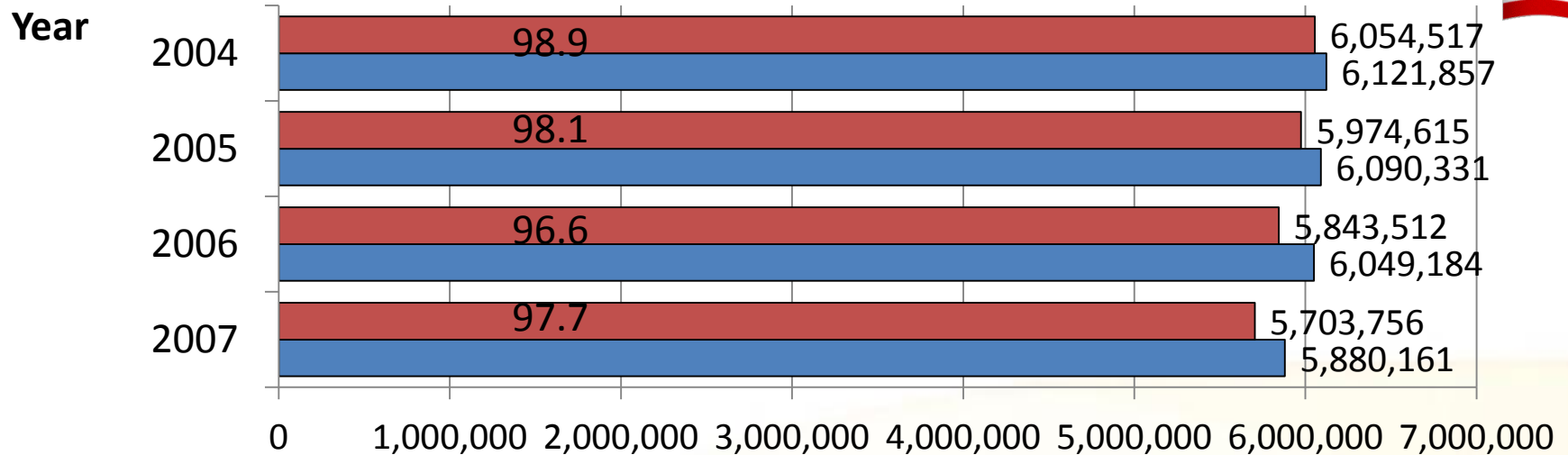
ENROLMENT IN THAILAND



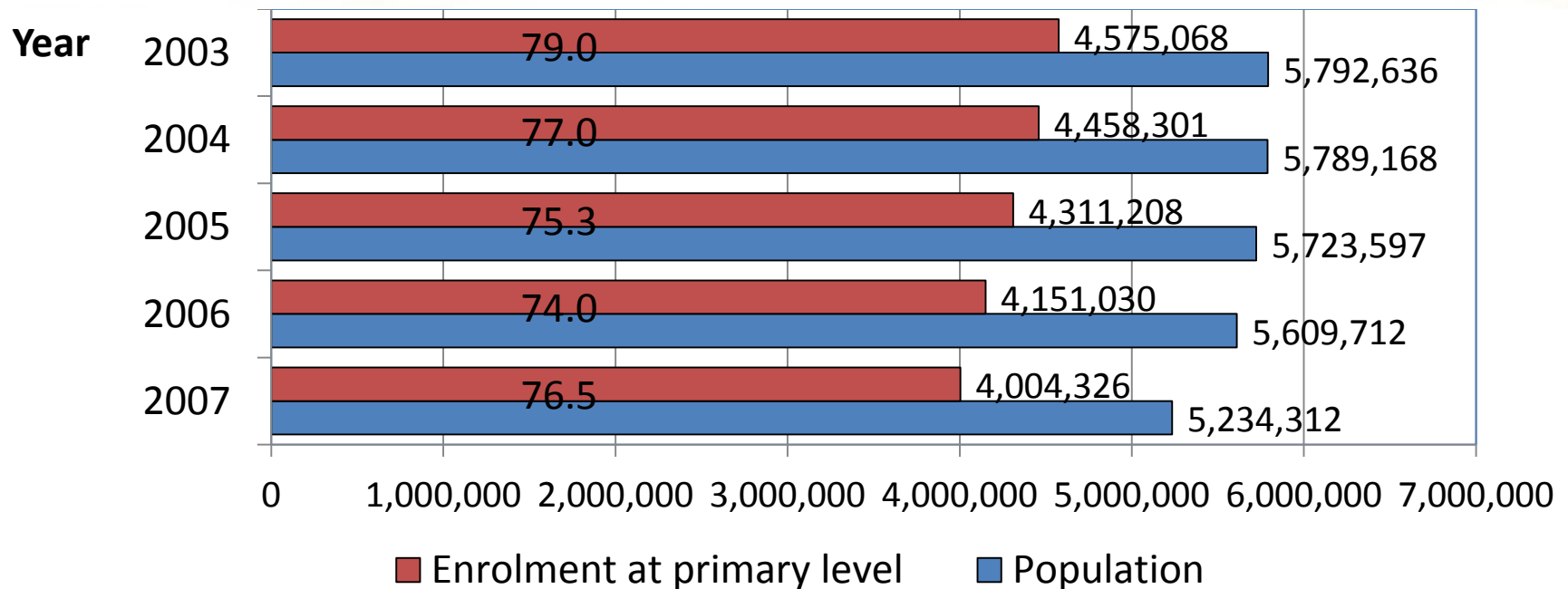
- This is a comparison between the GER for Thailand at primary level which published in the UIS website and also Thai Education System:

Year	UIS Website			Thai Education System			Difference (%)
	Enrolment	Population	GER (%)	Enrolment	Population	GER (%)	
2003	-	-	-	4,575,068	5,792,636	79.0	-
2004	6,054,517	6,121,857	98.9	4,458,301	5,789,168	77.0	21.9
2005	5,974,615	6,090,331	98.1	4,311,208	5,723,597	75.3	22.8
2006	5,843,512	6,049,184	96.6	4,151,030	5,609,712	74.0	22.6
2007	5,703,756	5,880,161	97.0	4,004,326	5,234,312	76.5	20.5

GER IN THAILAND (SOURCE: UIS WEBSITE)



GER IN THAILAND (SOURCE: THAI EDUCATION SYSTEM)



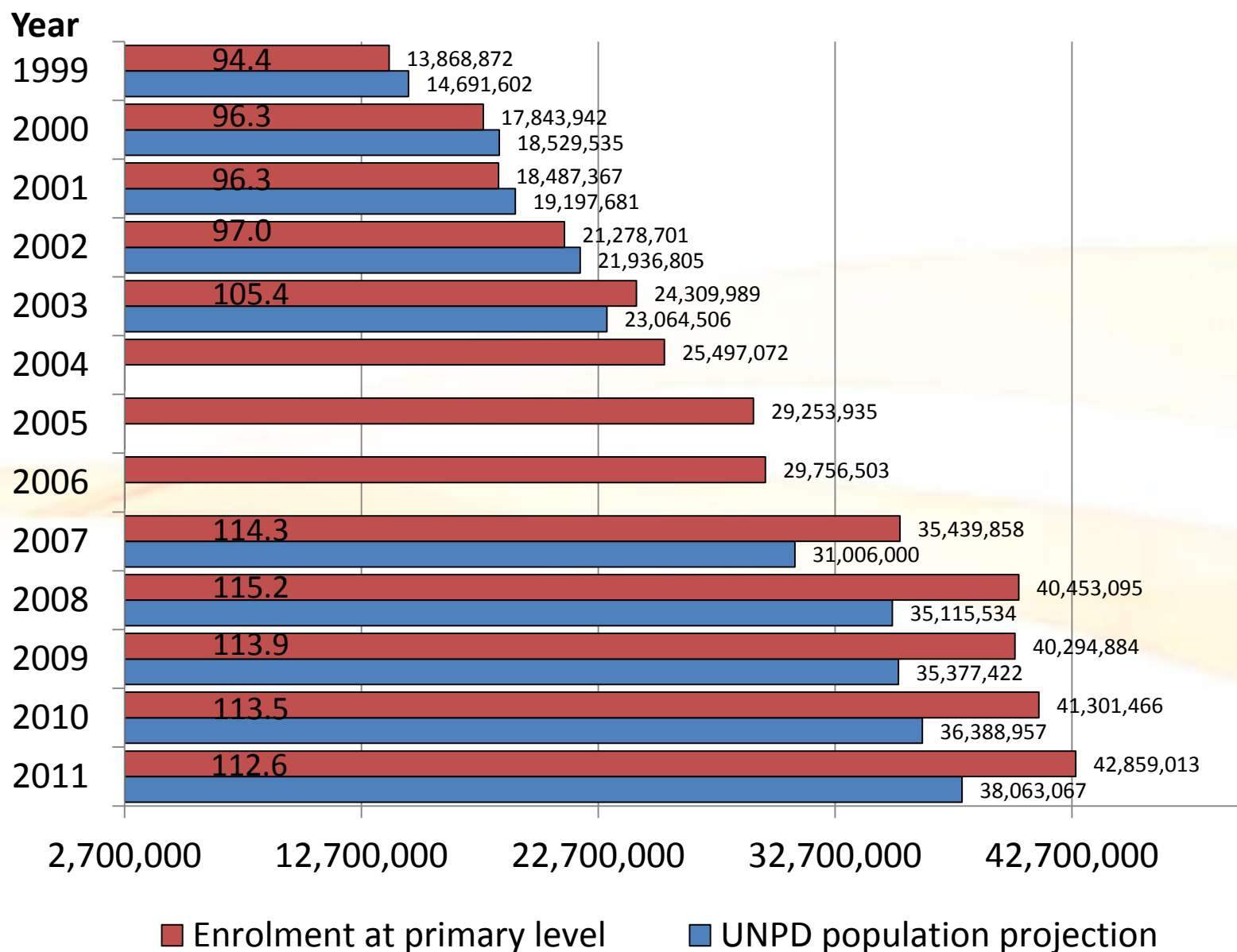


ENROLMENT IN INDIA

Year	Enrolment at primary level	UNPD population	GER (%)
1999	13,868,872	14,691,602	94.4
2000	17,843,942	18,529,535	96.3
2001	18,487,367	19,197,681	96.3
2002	21,278,701	21,936,805	97.0
2003	24,309,989	23,064,506	105.4
2004	25,497,072	..	..
2005	29,253,935	..	..
2006	29,756,503	..	..
2007	35,439,858	31,006,000	114.3
2008	40,453,095	35,115,534	115.2
2009	40,294,884	35,377,422	113.9
2010	41,301,466	36,388,957	113.5
2011	42,859,013	38,063,067	112.6



ENROLMENT IN INDIA (cont'd)



METHODOLOGY

METHODOLOGY

Data sources:

1. Labour Force Survey 2000-2014
2. Population and Housing Census 2000 & 2010

Scope & Coverage:

All population in Malaysia aged ± 7 to 12+ years old

Technique used:

Linear Extrapolation Method

FINDINGS

COMPARISON BETWEEN ENROLMENT OF ADMINISTRATIVE RECORDS, ACTUAL AND ESTIMATES

Year	UNPD Population	Enrolment			GER		
		Administrative Records	Actual	Estimates	Administrative Records	Actual	Estimates
2000	3,050,892	3,025,977	3,094,426	3,192,855	99.2	101.4	104.7
2001	3,089,889	3,033,019	3,106,317	3,196,934	98.2	100.5	103.5
2002	3,116,615	3,009,009	3,196,545	3,201,013	96.5	102.6	102.7
2003	3,133,454	3,056,266	3,247,121	3,205,092	97.5	103.6	102.3
2004	3,143,133	3,159,376	3,243,542	3,209,171	100.5	103.2	102.1
2005	3,147,625	3,202,008	3,259,842	3,213,250	101.7	103.6	102.1
2006	3,188,798	..	3,248,942	3,217,329	*	101.9	100.9
2007	3,217,588	..	3,335,945	3,221,408	*	103.7	100.1
2008	3,234,762	..	3,440,681	3,225,487	*	106.4	99.7
2009	3,242,329	..	3,447,967	3,229,566	*	106.3	99.6
2010	3,244,500	..	3,198,708	3,233,645	*	98.6	99.7
2011	3,242,999	..	3,174,035	3,237,724	*	97.9	99.8
2012	3,222,749	..	3,169,973	3,241,803	*	98.4	100.6
2013	3,182,143	..	3,091,455	3,245,882	*	97.2	102.0
2014			3,027,150	3,249,961			

Not published in UIS website

CONCLUSION

CONCLUSION

The time series of primary enrolment statistics estimated using the household survey and census shows a more consistent and steady trend. As a result, the GER estimated based on this new statistics can better reflect the real progress and development in the education system in the country.

RECOMMENDATION

RECOMMENDATION

The administrative data system needs to be improved to ensure the actual primary enrolment in Malaysia is reflected.

Thank You!

