



PROPOSED RESEARCH CLUSTERS

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CURRENT SCENARIO

Framework

for

Malaysian

ECCE

Governance

Instate quality assurance practices that balances quality with quantity.

Develop holistic ECCE programmes.

Develop institutional frameworks – multi-sectoral integration and coordination.

Have effective monitoring and evaluation.

Develop effective models and modalities of service deliveries to scale-up programmes.

Developing good policies for ECCE.

Delivering ECCE to the poor and marginalized.

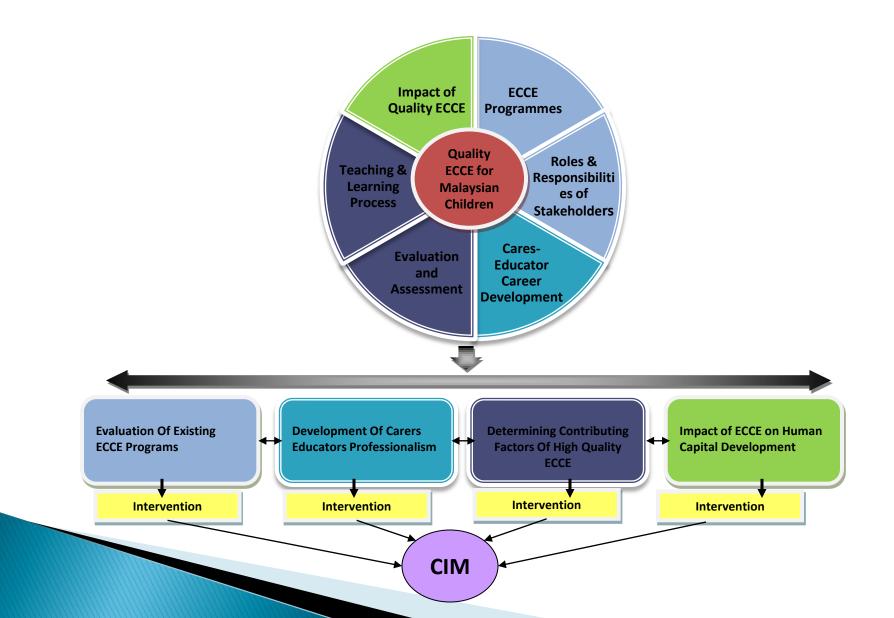
Develop innovative financing strategies.

Focus on capacity building to effectively deliver ECCE.

Set legal framework to ensure inclusion and protection in ECCE system.

(Source: EPU, 2011)

RESEARCH MODEL



PROPOSED INTERVENTIONS

Ensure quality assurance for ECCE practices.

Monitor the implementation of ECCE best practices.

Conduct early screening and diagnosis of young children.

Invest on quality ECCE programmes using innovative financing strategies.

Implement sound ECCE policies.

Upgrade basic to quality ECCE programmes based on the Differential Progressive Coefficient (DPC).

Develop legal framework to ensure inclusion and protection of young children.

Develop action research culture among carers-educators.

Deliver quality ECCE through further career development.

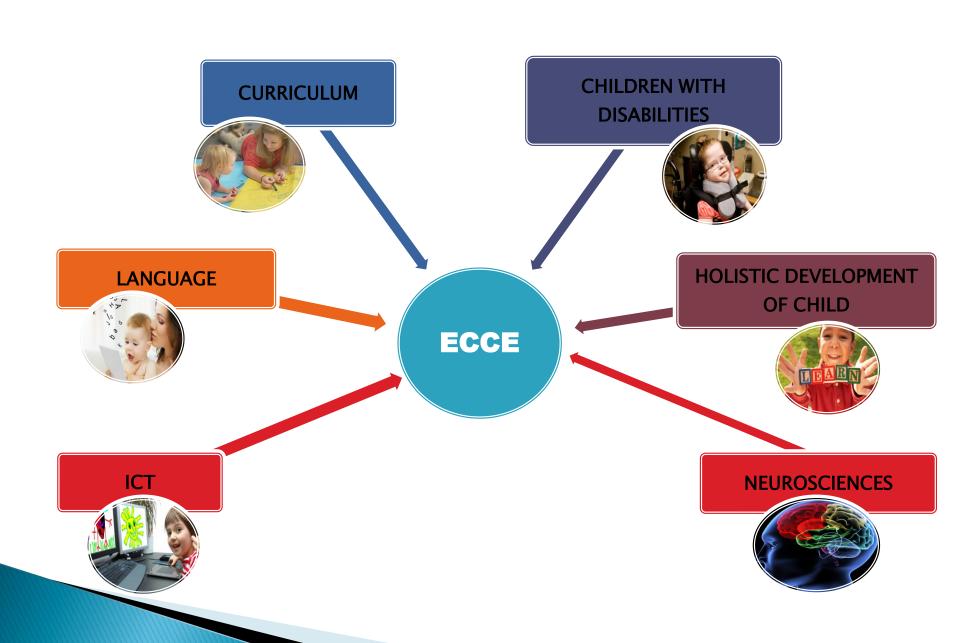
Articulate a comprehensive and integrated multi-sectorial ECCE model

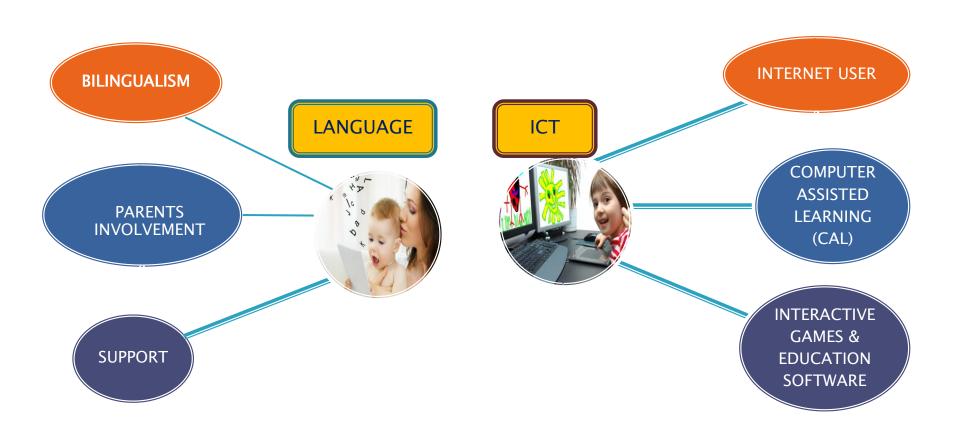
Interventions

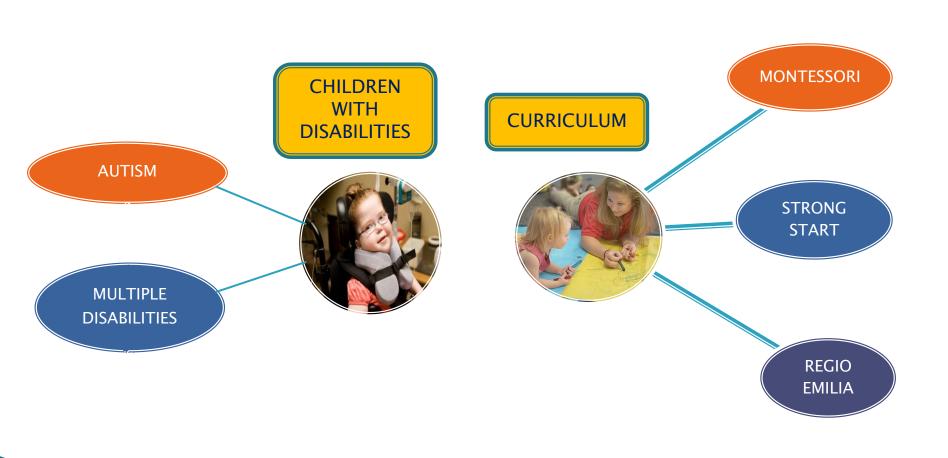
Methodology

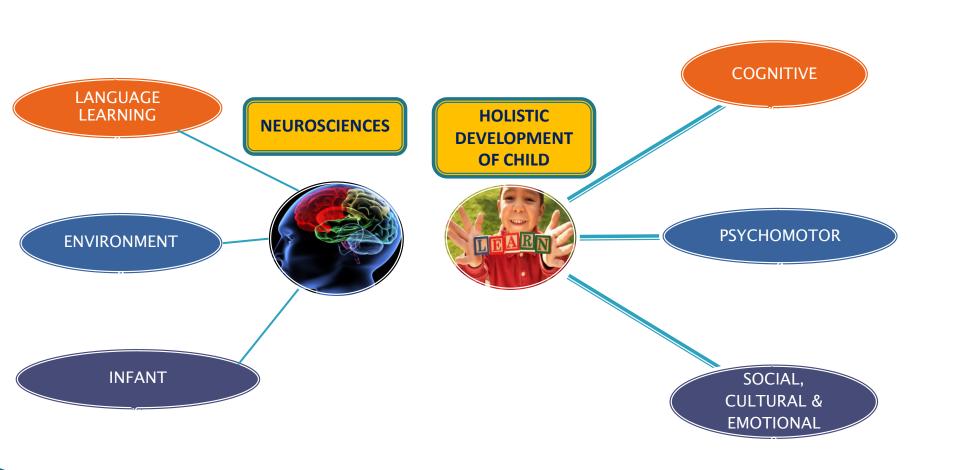


- Online Journals
- Early Childhood Edu J, The future of children, etc.
- 2008-2012 (5 years)
- Titles and Abstracts
- 300 articles
- Children: 0-6 years old









UNCOVERING THE NATURE OF YOUNG CHILDREN'S CONCEPT FORMATION WITHIN PLAY-BASED PROGRAMS



RESEARCH OBJECTIVES

- Determine how young children develop conceptual understandings in science.
- Provide ways to reveal and reflect upon everyday and scientific concept formation within different societal conditions.
- Determine factors that influence children's concept formation.
- Compare strategies used by young learner to demonstrate their concepts in urban and rural settings.
- Examine the relations between everyday concepts and scientific concepts within play-based contexts.
- Identify children's alternative concepts during play.
- Map the stratas of thinking that children exhibit within playbased contexts.

UNCOVERING THE NATURE OF YOUNG CHILDREN'S CONCEPT FORMATION WITHIN PLAY-BASED PROGRAMS



RESEARCH METHODOLOGY

- **Qualitative Approach**
- Sampling
 - Four zones (North, East, Souths, West)
- Data gathering methods
 Video recordings

 - Interviews
 - **Document Analysis**

Zones/ State	Main Demographic Characteristics Of Centres	
	Name/Age Group	Locality
North/ Kedah	3+ (PAPN)	Pusat Anak Permata Negara Kangar, Perlis
	5+(MOE)	SK Wan Sulaiman Sidiq, Jalan Tambang Badak, Kedah
South/ Melaka	3+ (KEMAS)	PPAK Taska Permata Anakku KEMAS, Jasin, Melaka
	5+(MOE)	SK Durian Daun(K), Masjid Tanah, Melaka
West/ Selangor	3+ (Private)	Taska Permata Nasyrah, Putrajaya
	5+(Private)	Peter & Jane Kindergarten, Petaling Jaya, Selangor
East/ Terengganu	3+ (YPKT)	Taska Permata Keluarga Belukar Jambu, Kuala Terengganu
	5+(KEMAS)	Tabika Kampung Tok Dor, Jerteh, Besut, Terengganu





THANK YOU