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Commission 3.4 - Capacity-Building to Effectively Deliver ECCE

Developing Capacity in Quality Early Childhood Care and Education through Public-Private Partnership: The Malaysian Experience

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**World Conference on Early Childhood Care and Education
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Developing Capacity in Quality Early Childhood Care and Education through Public- Private Partnership: The Malaysian Experience

**Chiam, Heng Keng
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•The importance of a child's early formative years is acknowledged worldwide.

•Appropriate early experiences given to a child through quality care and educational provisions are essential to his/her development.

•Access to quality early childhood care and education is not a privilege but a right as enshrined in the Convention on the Rights of the Child.

Capacity Building

- **Quality childhood care and education (ECCE) provides a sure start for a child's development and capacity building.**
- **This capacity building is not only for the child's sake.**
- **This is also capacity building for the nation.**
- **Prominent economists, like Hackman, acknowledge that it is good investment.**

Challenges Encountered

- **Quality ECCE is expensive; the ratio of early childhood educator to children has to be low to be able to provide proper care and learning experiences.**
- **Early childhood educators have to be professionally trained.**
- **In most countries, childcare providers and preschool teachers are inadequately prepared for the crucial task of caring and educating young children.**

Situation in Malaysia

- **Preschool teachers in Ministry of Education have Bachelor in Early Childhood Education (ECE).**
- **Preschool teachers in the other government agencies and in the private sector attend short courses and on-the-job training.**
- **About preschool enrolment is 67% in 2009.**

Government Transformation Programmes (GTP)

- **National Key Result Areas (NKRA) and National Key Economic Areas (NKEA) are GTP.**
- **NKEA are programmes for raising the country's revenue through public-private partnership (PPP).**
- **ECCE has been identified as one of the areas capable of increasing Malaysia's Gross National Income (GNI).**

Malaysia's ECCE Programme

Access to quality ECCE:

- Raise preschool enrolment from 67% in 2009 to 97% in 2020.
- Increase the percentage of child centres from 4 to 25% by 2020.
- Early childhood educators to have Diploma in Early Childhood Education as the minimum requirement.
- Scale up the private sector participation in the provision of ECCE.

UNDER NKEA

- **There are two ECCE opportunities for increasing the country's revenue and at the same time they increase access to quality ECCE, which also imply the capacity building of children and early childhood educators/teachers:**

1. ECCE Ramp-up (EPP1)

2. ECCE Training Centres (EPP2)

- **Involve public-private partnership**

**ECCE Ramp-up & Training in
the National Key Economic
Areas (NKEA) in the
Government Transformation
Programmes through PPP**

We have identified 2 significant opportunities in ECCE, rapid scale-up/ramp-up and training centres, along with 7 supporting enablers

1 Rapid scale-up/ramp-up

- **Grow high quality private preschools and capture untapped early childcare market**
 - **Scale-up and develop national or regional chains** with distinctive branding
 - Private sector to step-up and **support delivery of NKRA targets for preschool** and contribute to increasing enrolment to **childcare centres up to match developed country norm**

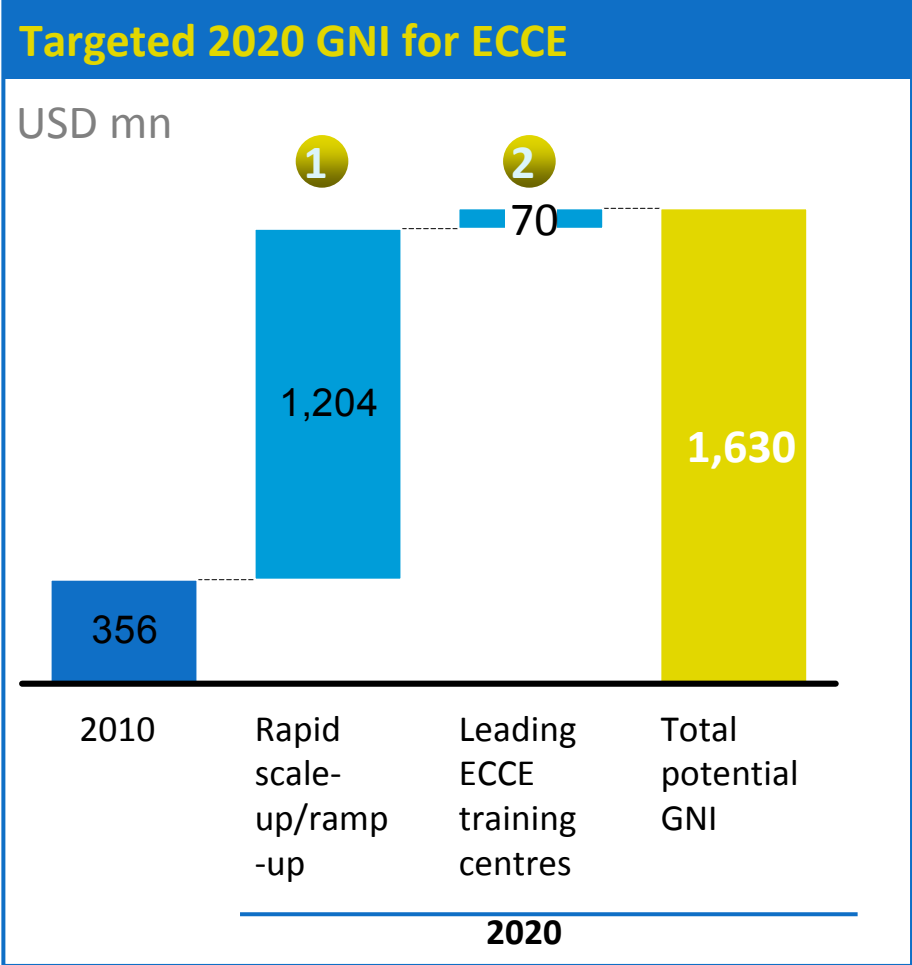
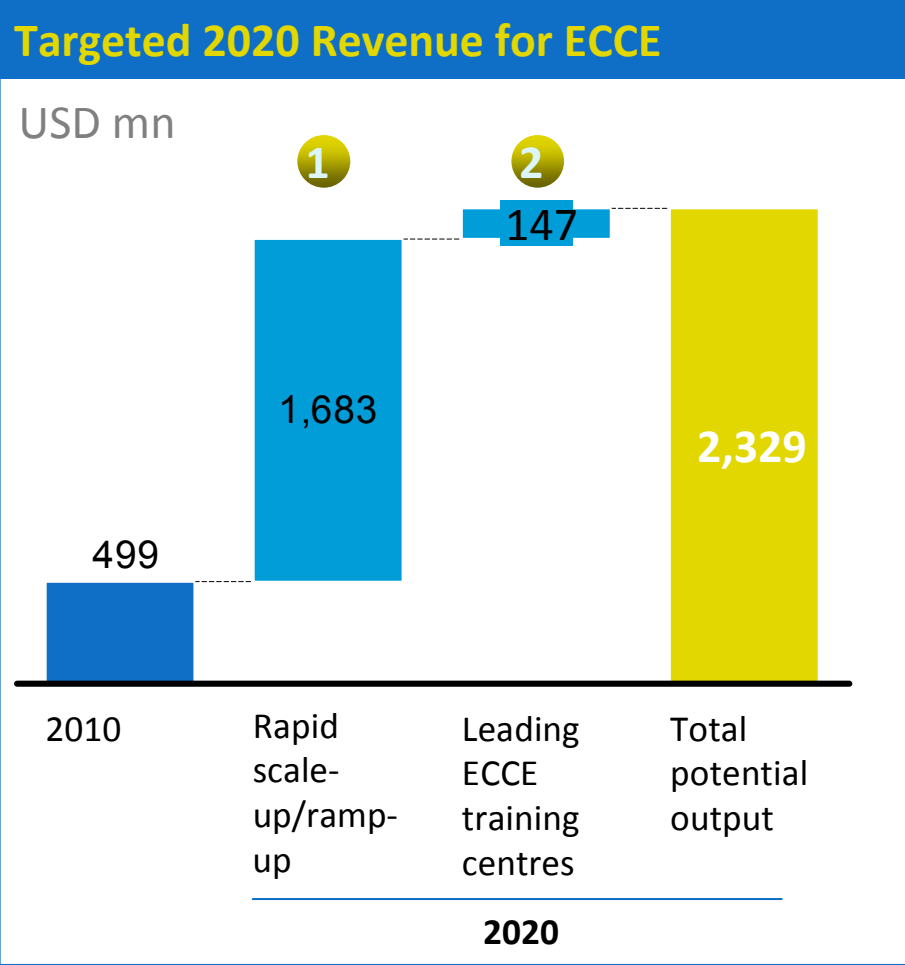
2 ECCE training centres

- **Training centres** with conference and teaching & researching facilities anchored around “lab childcare centres, preschools and other institutions”, **with satellite clusters across Malaysia**
- Provide pre-service (diploma and certificate) and in-service teacher trainings, materials and aids, conferences and consulting service to targeted local/global market, by **leveraging on Malaysia’s multi-cultural and multi-lingual diversity**
- Off-take and marketing support to be provided to selective training centres

Enablers

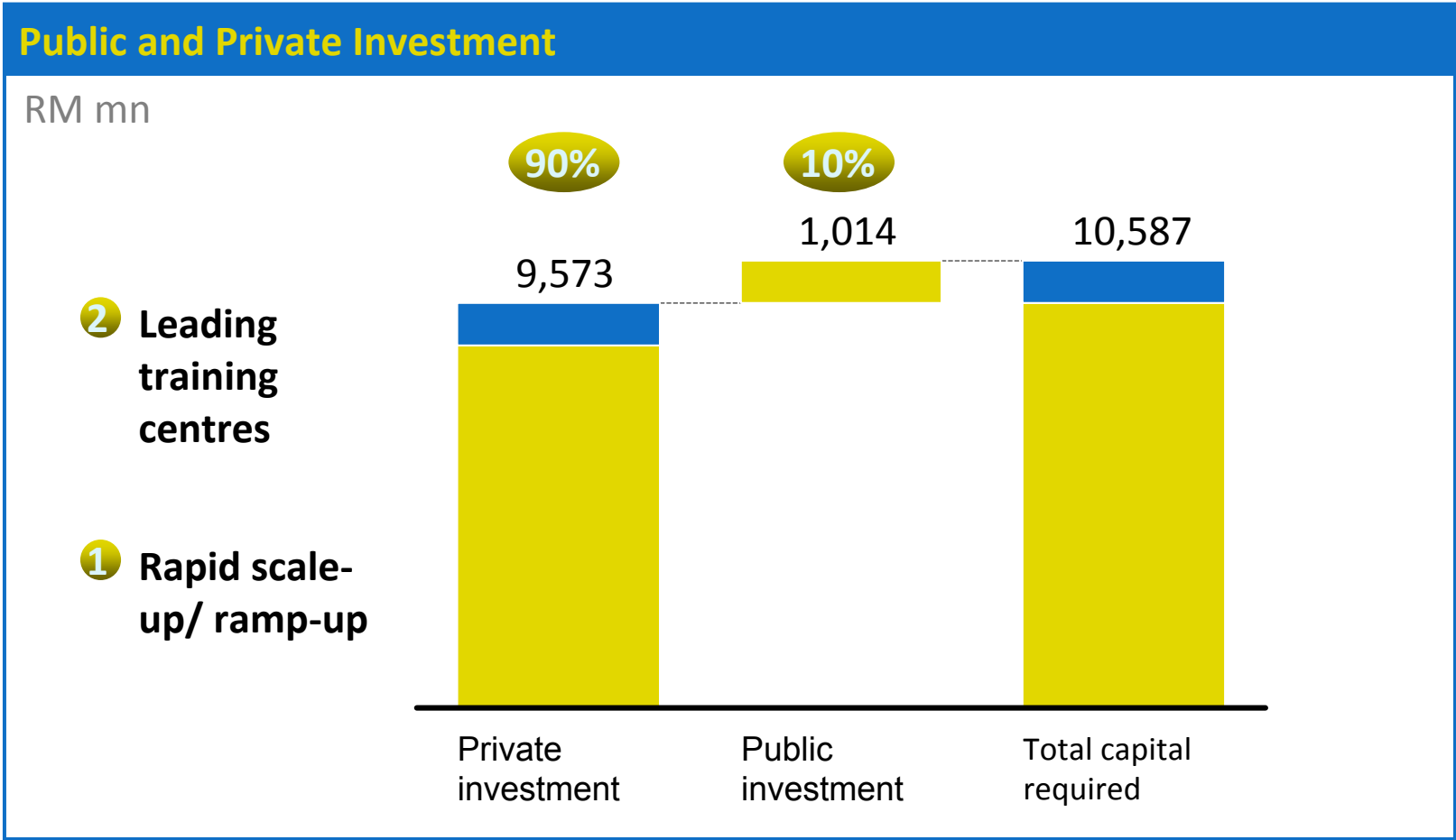
- To enhance smooth rapid scale-up and ramp-up, both public and private sector need to contribute in streamlining enablers
 - 1A Expand **sliding-scale** voucher scheme for deserving parents to send their children to private preschools/childcare centres
 - 1B Provide attractive incentives for **CSR scheme** for ECCE
 - 1C Develop private-run leading **regional training centres** for ECCE
 - 1D Revise **licensing/approval process**
 - 1E Provide soft loan **schemes for ECCE operators**
 - 1F **Partnership** with property developers/corporate bodies
 - 1G Set-up a private-led **ECCE Council** for quality control and professionalisation of the workforce

We target to increase output by USD 1.8 billion, GNI by USD 1.3 billion from 2010 to 2020



SOURCE: NKEA Lab analysis

PPP approach to be taken to run ECCE initiatives



SOURCE: NKEA Lab analysis

Source & © Pemandu

1

Rapid scale-up of private childcare centres and preschools could generate incremental GNI of USD 1.2 bn by 2020

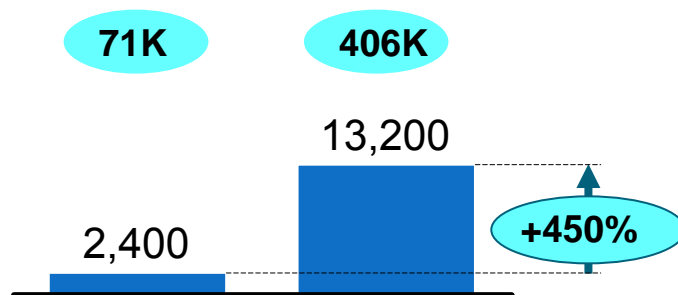
XX Number of students

Significant Opportunities

- Grow high quality private preschools and capture untapped early childcare market
- Private sector to contribute to increasing enrolment into childcare centres to match developed country norm
- Private sector to step-up and support delivery of NKRA enrolment targets
- Scale-up and develop national or regional ECCE chains with distinctive branding

Estimated Growth Plan

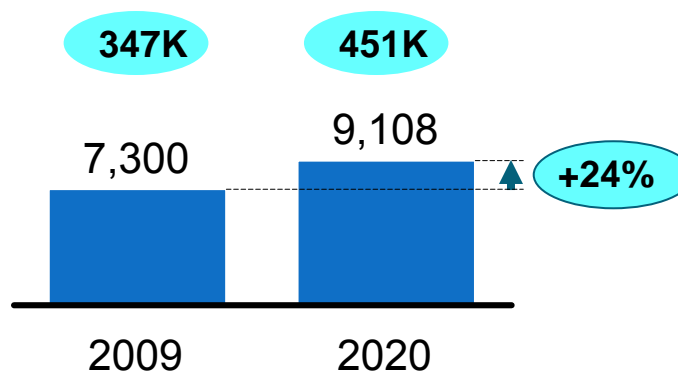
Number of private childcare centres



Incremental GNI Impact USD

810 mn

Number of private preschools

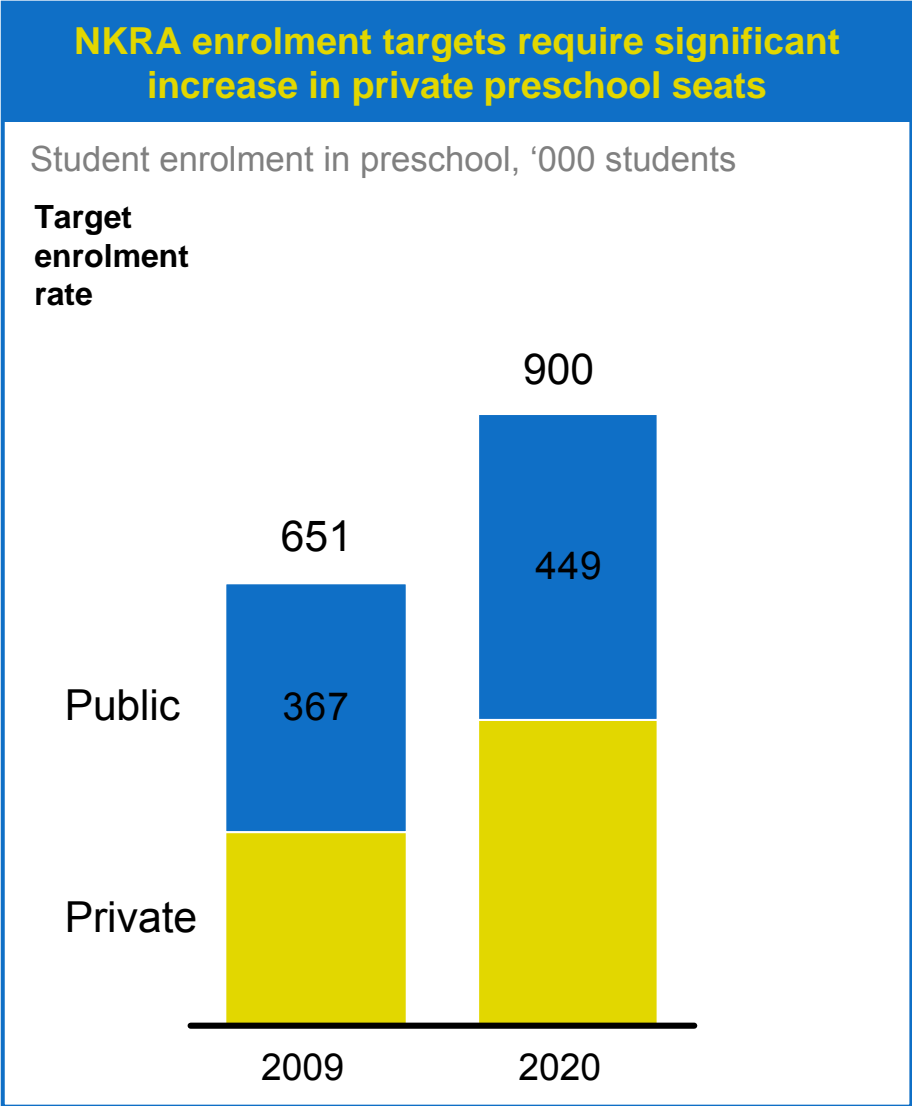


406 mn

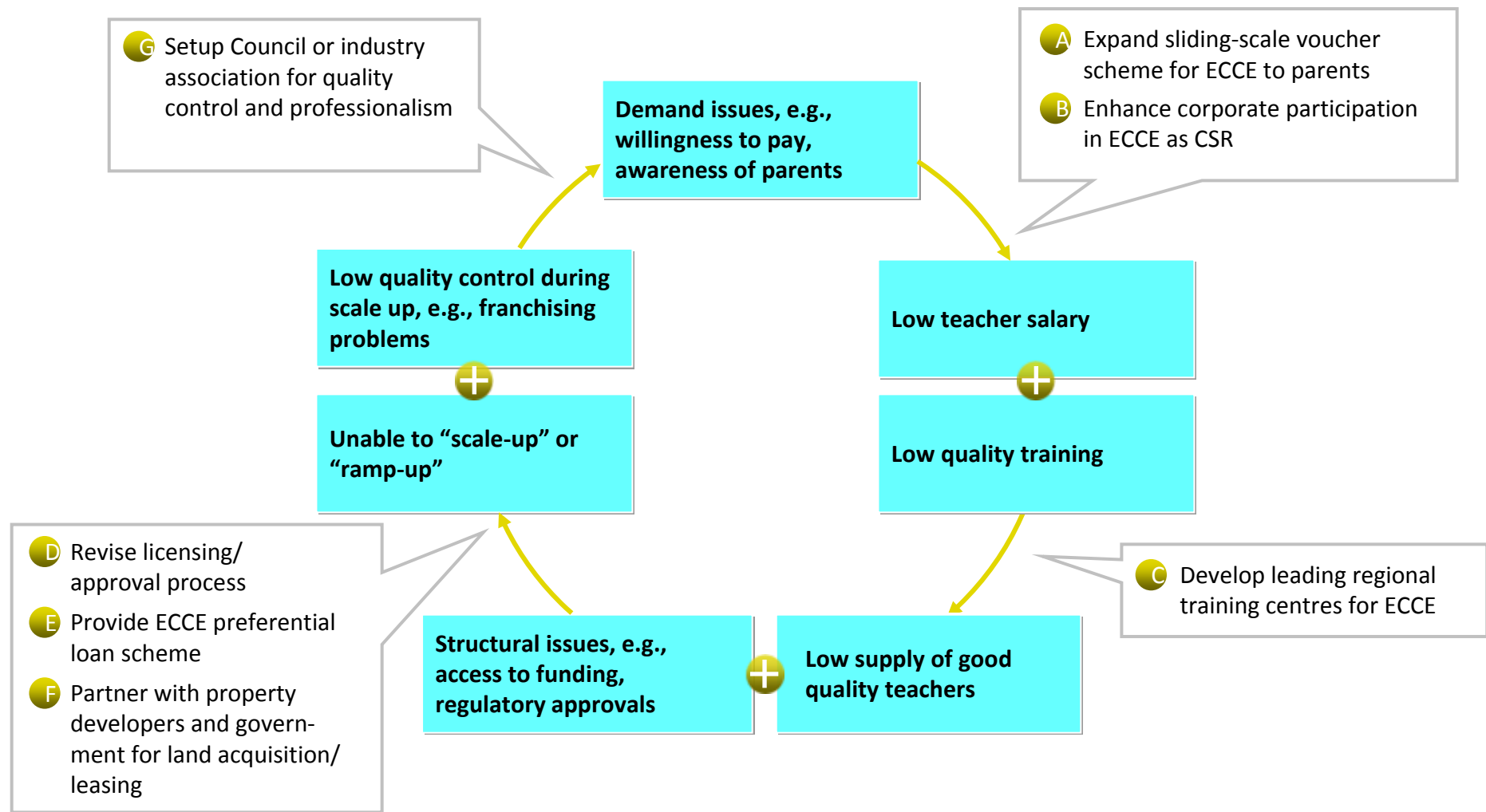
2020 GNI contribution from the ECCE rapid scale-up initiative:

GNI 1.2 bn USD

1 For private preschools, there are significant opportunities to rapidly ramp-up and scale-up across Malaysia



1 Enablers to address major bottlenecks to achieve rapid scale-up for ECCE centres are identified



Summary of initiatives

Unlocking demand

Accelerating supply

Strengthening governance

Initiative	Specific actions
A Expand sliding-scale voucher scheme for ECCE to parents	<ul style="list-style-type: none"> ▪ Voucher scheme to be extended to lower middle income families along a sliding scale to increase access ▪ Qualification for voucher assistance to be revised`
B Enhance corporate participation in ECCE as CSR	<ul style="list-style-type: none"> ▪ Corporate participates in ECCE as CSR by either: <ul style="list-style-type: none"> – Set up ECCE centres in their workplace – Establish ECCE fund for their staff – Provide land and space for other parties to setup ECCE centres
C Develop leading regional training centres for ECCE	<ul style="list-style-type: none"> ▪ Network with institution ECCE training centres locally and globally ▪ Establish childcare and preschool labs through networking
D Revise licensing/ approval process	<ul style="list-style-type: none"> ▪ Streamline registration – approve within 7 working days ▪ Harmonize standards and procedures across all agencies throughout the country
E Provide ECCE preferential loan scheme	<ul style="list-style-type: none"> ▪ Provide soft loan schemes for ECCE training, and setup of new or expansion of existing ECCE centres ▪ Provide matching grants for the setup of non-profit ECCE centres
F Partner with property developers and government for land acquisition/leasing	<ul style="list-style-type: none"> ▪ Land sold/leased at nominal price by developers and Ministry of Education for ECCE purposes ▪ Land to be set aside for ECCE in proportion to households by developers
G Setup Council or industry association for quality control and professionalism	<ul style="list-style-type: none"> ▪ Set up a Council comprising members of the ECCE industry to upgrade, assure its quality and represent the industry ▪ Create awareness through advocacy programmes and be involved in people development

Expanded financial assistance voucher scheme will contribute to increasing enrolment and quality of service while bringing savings

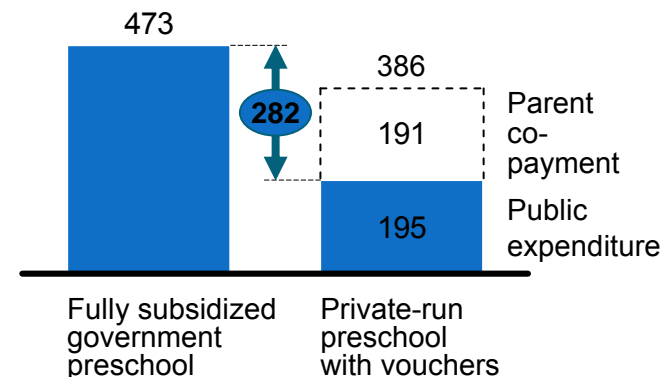
Revised financial assistance will both increase preschool enrolment and the quality of education

As-Is	Preschool ²	Up to RM 1,500/yr <ul style="list-style-type: none"> For families with <RM 1,500 household income 	Issues <ul style="list-style-type: none"> Many deserving families are yet to be registered in E-Kasih Application process is time consuming for both individuals and MoE Leaves out the majority of low income families in the bottom 40%⁴
	Childcare ³	Up to RM 2,160/yr <ul style="list-style-type: none"> For families with <RM 2,000 household income 	

To-Be	Preschool	RM 1,500-3,000/yr on sliding scale⁵	<ul style="list-style-type: none"> Capture the bottom 40%⁴ Administered by the private education department of MOE and JKM, and require annual application submission
	Childcare ³	RM 2,400-4,800/yr on sliding scale⁵	

Government can make savings from expanding sliding-scale voucher scheme to private-run preschools

RM millions in 2020, for 100,000 children of preschool age attending low-end preschool category



Assumptions

- Full subsidy – assumed annual coverage per child of RM 4728¹
- Vouchers – government provides sliding scale scheme voucher
 - RM 3,000/yr for household income <RM1,000
 - RM 1,500/yr for household income <RM2,500
 - Assumed ~100,000 children as target
- Private preschools and childcare centres to perform at higher efficiency, leading to lower fee

1 2010 actual (not inclusive of indirect or training costs)

2 As approved in NKRA (the budget has already allocated under NKRA)

3 Community-based childcare centres

4 10th Malaysia Plan has identified this category be the target for elevating the quality of life

5 Children from low-income families in bottom 40% category

1B Encouraging corporate participation in ECCE as CSR would increase enrolment into quality ECCE services

Ways for corporate participation in ECCE

Examples

1



Proposal 1: Setting up ECCE at Workplace

To propose individual corporate company or the networking of corporate companies for providing high quality ECCE services for their staff at their premise or agreed premises

Security Commission

- Childcare: Permata Tassek
- Established: Year 2000
- No. of children: 50
- Rate/mth: RM700
- Support Staff Pay: max RM200
- Senior Staff Pay: RM300 - RM400

2



Proposal 2: Corporate Funding

To propose corporate companies to establish or contribute ECCE fund for their staff

Shell Western Digital¹

- Full coverage for childcare and preschool education, including expenses other than tuition fees

3



Proposal 3: Providing Land & Space

To invite companies to network with each other to build ECCE premises for the various communities or at disadvantaged areas

SP Setia

- Allocating lands and privileges for setting up ECCE centres

Why CSR in ECCE?

- Enhancing corporate participation into ECCE as their CSR would boost further demand for private ECCE enrolment
- For corporate company, it is an effective benefit programme to retain and attract female workforce

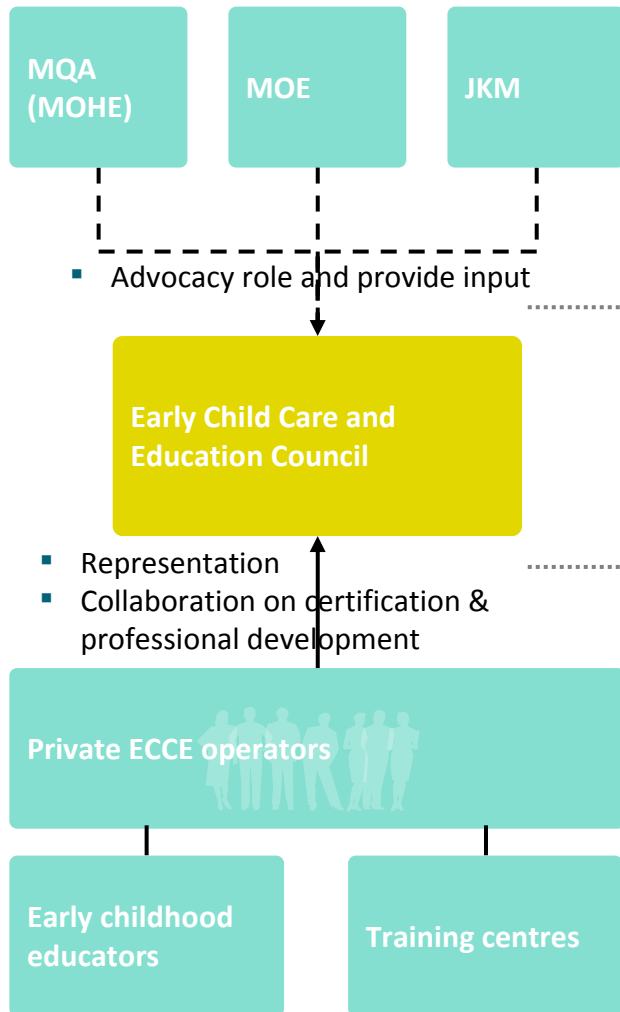
Requirements:

- **Create greater awareness** on the importance and the values of participating in ECCE
- To continue **reach out to recipients of the Prime Minister's CSR awards** and other notable companies in Malaysia, and **propose partnership** initiatives between them and **quality ECCE providers**

¹ Currently available for expatriates staff only

1G ECCE Council supports 'ease of business' for private operators and contributes to professionalise the industry

Organizational Setup of ECCE Council



Main Roles of ECCE Council

Advocacy

- Conduct campaigns to increase awareness of quality ECCE to operators, teachers and parents
- Represent private operators and lobby decision making bodies
- Network with local and global relevant bodies

Professional certification

- Award professional certification to early childhood educators
- Develop child development index
- Set quality standard and certify childcare centres and preschools
- Provide referrals and consultancy
- Collaborate with MOE, MOHE, JYM and other relevant government agencies/ministries

Professional Development

- Set guidelines for pre-service and in-service training programmes
- Conduct R&D and publish materials for professional development
- Conduct needs analysis and short upgrading skills courses
- Monitor training institutes
- Organize conferences

1G ECCE Council will be set as a non-profit organization mainly run by membership fee

Organizational setup

- A non-profit organisation of certified/qualified early childhood educators to serve the interests of its members, especially through the professional certification role and professional development role and link between the government and the ECCE Industry
-

Composition

- Certified childcare providers and preschool teachers, trainers/lecturers and experts in ECCE
 - Governed by an elected executive committee
-

Funding

- 60% Membership fee
 - 20% Government funding (RM0.5mn set up cost for initial 3 years)
 - 15% Fee from activities (e.g. consultancy, publications)
 - 5% Donations
-

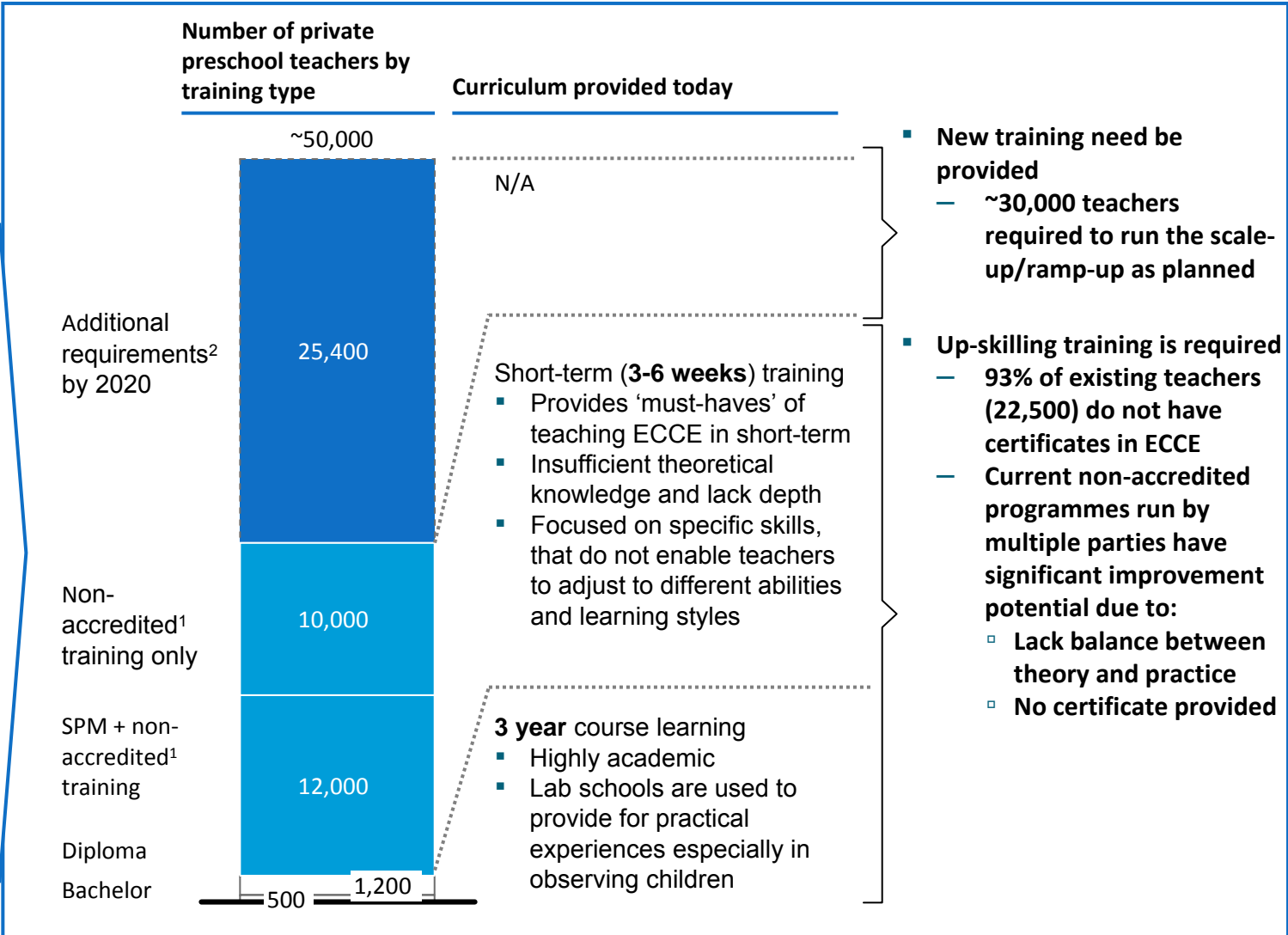
Recruiting

- Recruit members through campaigns to create the need for professionalism and personal growth as well as to demonstrate the benefits of being a member

2 There is a high demand for preschool teacher training in Malaysia

Context

- Preschool enrolment to reach 87% by 2012, 92% by 2015
- For private preschools, current minimum requirement for teachers is to complete SPM
- Government plans for all public preschool teachers to be degree-qualified, as mentioned in 10th Malaysia Plan



- **New training need be provided**
 - ~30,000 teachers required to run the scale-up/ramp-up as planned
- **Up-skilling training is required**
 - 93% of existing teachers (22,500) do not have certificates in ECCE
 - Current non-accredited programmes run by multiple parties have significant improvement potential due to:
 - Lack balance between theory and practice
 - No certificate provided

¹ In service/on-job training run by individual kindergartens, NGOs (e.g. Assoc. Kindergartens Malaysia), Persatuan Guru Prasekolah (Preschool Teachers' Association), or government (3 weeks)

² If we assume rapid scale/ramp-up initiative to take place as planned in line with NKRA plan

2 Demand for child-care career training is also expected to grow by 4-5 fold

Context

- Compulsory training for existing childcare providers initiated by JKM through their 18 appointed agencies
- KAAC¹ certificate is provided after passing the course

Number of childcare teachers per training type

Thousands

Number of children enrolling

131

560

Enrolment rate

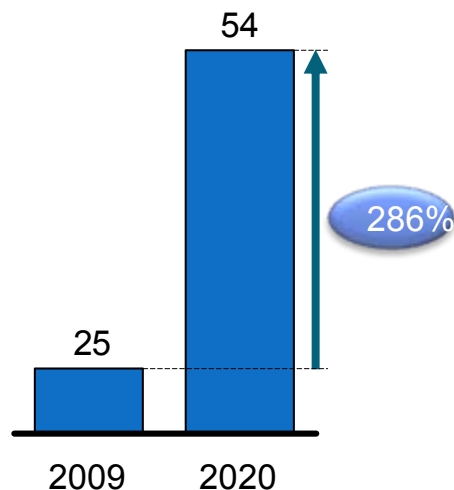
4%

25%

Public / Private split

50:50

50:50



Demand for training to be provided



Certification:

“Though it is regulated, only 2 out of 10 carers in each centre has KAAK¹ certificate. We need a mechanism which enforces childcare providers to comply”

Career path:

“Currently, no career path is in place for childcare providers, which is a road block to retain high motivated people in the industry”



Program:

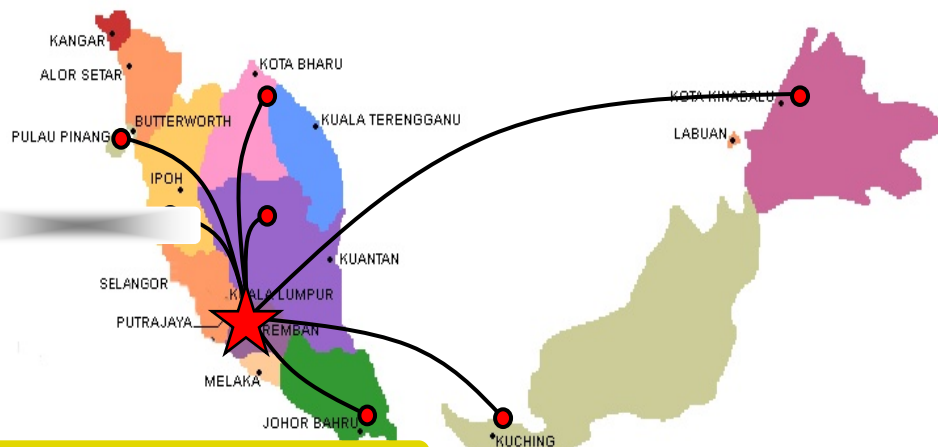
“Higher emphasis on safety, quality of food, childcare providers needed. Involvement of parents would also be favorable”

¹ Kursus Asas Asuhan Kanak-Kanak (Basic Child Care Course)

2 Owned by private sector, example 'hub' ECCE training centre operates independently, though collaboration with public sector is inevitable

How training 'hub' centre and satellites work (Example)

- ★ Newly-built or expanded existing training hub
 - 5-acre building is to be built to gain momentum specialized in ECCE training as the "hub"
 - Accredited by MQA
 - Provide all programmes, including non-training
- Satellite training centres
 - Leverage on existing training schools/centres
 - Accredited by MQA
 - Provide training programmes only



Up to 10 operators will be recognized as 'hub' ECCE training centres, receiving off-takes and marketing support from MOE/JKM

Training centre setup (Example)

Governance model

- 100% private owned
- Meeting the requirement of MOE, MQA and JKM

Organizational setup

- Involve existing players as satellite centres
- Collaborate with MQA, MOE, and JKM to deliver training courses for private/public sector

Requirement for Public sector (MOE, MQA and JKM)

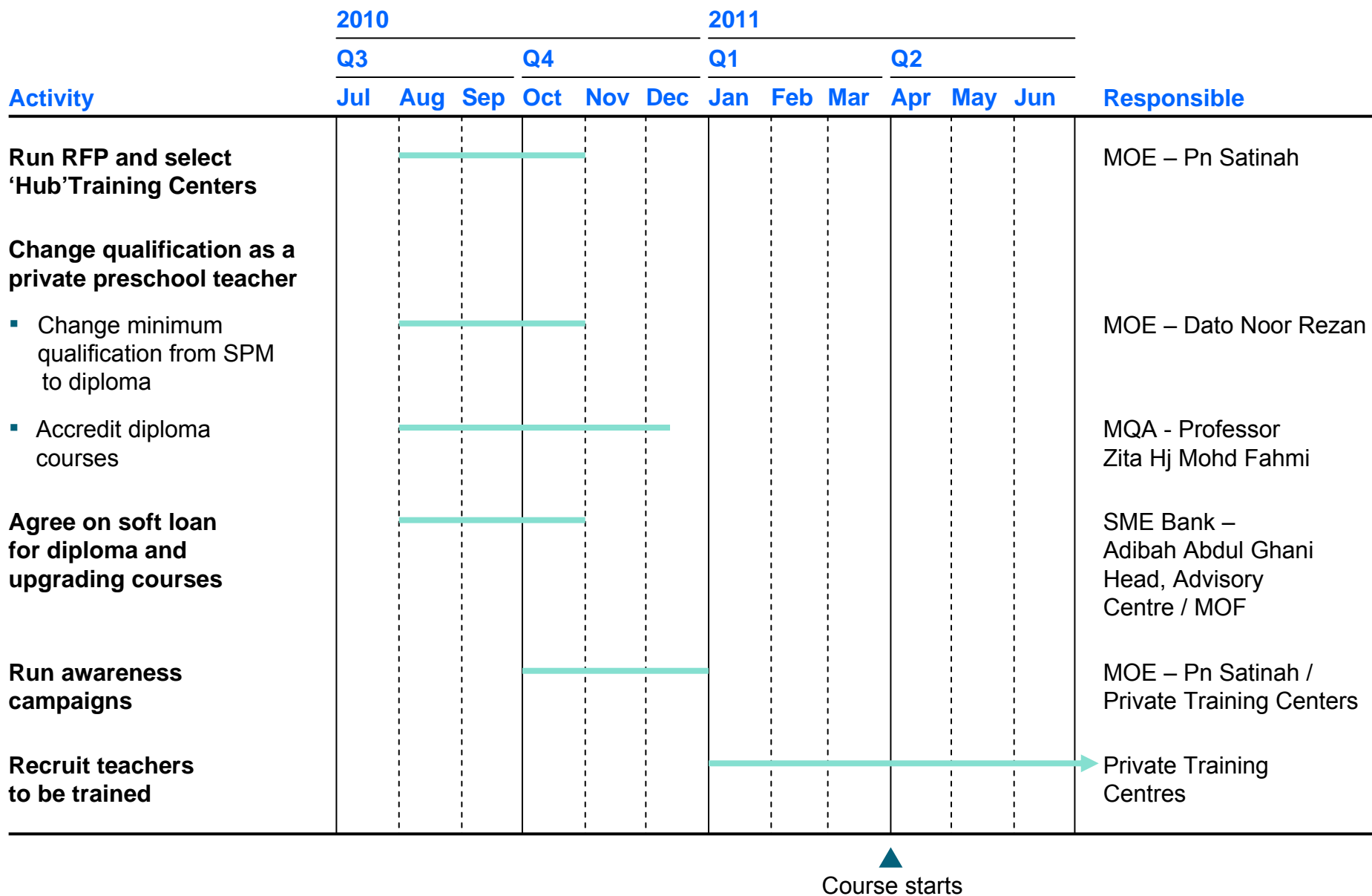
- Recognition of the course conducted by the hub
- Arrangement of off-take seats by government child-care centres/preschools
- Converting working hours/experience to credit hours
- Set minimal requirement for preschool teacher from SPM to Certificate/Diploma
- Provision of soft loans from MOF

1 Implementation plan and timeline

Activity	2010			2011									Responsible						
	Q3		Q4		Q1			Q2			Q3			Q4					
	7	8	9	10	11	12	1	2	3	4	5	6		7	8	9	10	11	12
Voucher scheme <ul style="list-style-type: none"> Finalize screening criteria / process Get approval from all stakeholders Conduct system integration with E-Kasih/ IRB and ECCE centres Awareness campaign Run pilot of new voucher scheme Release new voucher scheme 																			MOE /JKM
Corporate Participation <ul style="list-style-type: none"> Run campaigns to promote 'ECCE as CSR' Match experienced ECCE centres and interested corporates 																			JKM ECCE Council
Licensing <ul style="list-style-type: none"> Agreement from all stakeholders Inform all local Councils Inform rakyat about improvement in process and standard guideline Release new licensing scheme 																			MOE/JKM/MoH ¹ MOE MOE/JKM Local Council
Soft loans <ul style="list-style-type: none"> Agreement from all stakeholders Inform rakyat Start provision of soft loans 																			SME Bank / MOF MOE/JKM SME Bank / MOF
Partnership with developers <ul style="list-style-type: none"> Approach major developers and get agreement Inform rakyat Provide nominal rate for ECCE operators 																			MOE/JKM MOE/JKM Developers
Council <ul style="list-style-type: none"> Recruit members Register as Non-Profit Organisation Provide centre/ professional certifications 																			ECCE Council

1 Ministry of Housing and Local Government

2 Implementation plan and timeline



Summary & Conclusion

- **To ensure children have access to quality education is not an easy task, especially to provide ECCE to marginalized children living in promote rural areas.**
- **Is more expensive than basic primary education.**
- **But ECCE is vital to marginalized, disadvantaged children to provide a level field for their development.**

... Summary & Conclusion

- **Both the government and the private sector have to work together to ensure children have a fair start.**
- **ECCE Ramp-up and the Training Centres have a high probability of succeeding as they are closely monitored by the Economic Council chaired by the Prime Minister.**
- **Though these programmes were only completed on 30 July 2010, their implementation has already begun.**

... Summary & Conclusion

In keeping with the implementation plan:

- **The ECCE Council would probably be set up by end of 2010.**
- **Work on corporate responsibility to their employees has already begun.**
- **10 training hubs are expected to be appointed before the end of the year.**
- **Discussion on training between the private sector and the Ministry of Education has begun.**

... Summary & Conclusion

It is anticipated that :

- By 2020, childcare providers and preschool teachers would have at least Diploma in ECE/ECCE and**
- Preschool enrolment achieve 97%, implying that children in the interiors would have access to preschool education.**

THANK YOU