ASIA-PACIFIC REGIONAL POLICY FORUM ON EARLY CHILDHOOD CARE AND EDUCATION (APFEC) 2016

SUB-THEME 3: INNOVATIONS IN COORDINATION MECHANISMS TO PROMOTE HOLISTIC DEVELOPMENT AND ENHANCED LEARNING OUTCOMES

Lydia Foong 19-21 July 2016
ECCE MALAYSIA: ALIGNING A DIVERSE LANDSCAPE: KEY QUESTIONS

1. What mechanisms exist in countries to facilitate the coordination among different governmental ministries and agencies involved in early childhood—both at federal and local government levels? Is there a single ministry that takes the lead or is there a separate body tasked to coordinate diverse ministries and agencies related to early childhood? Is there a budget allocated for a coordinating body and its functions?

2. What innovations exist in involving civil society in policy development, planning and programme implementation for ECCE?

3. What are the challenges/constraints in coordinating the multi-sectoral nature of ECD/ECCE? How are these challenges being addressed?
KEY GOVERNMENT AGENCIES INVOLVED IN ECCE

Ministry of Education
- Pre-school Management Sector, Regular School Management Division
- Private Education Sector
- PERMATA Sector
- Curriculum Development Division
- Inspectorate and Quality Assurance Division

Ministry of Women, Family and Community Development
- Department of Social Welfare Malaysia
- Women, Family and Community Development Policy Department

Prime Minister's Department
- PERMATA
- Jabatan Perpaduan Negara dan Integrasi Nasional (JPNIN)
- PEMANDU *

Ministry of Urban Wellbeing, Housing & Local Government
- Local Government Department
- Fire Department
- Town & Country Planning Department (Peninsular)
- Town and Country Planning (Sabah/Sarawak)**

Ministry of Rural and Regional Development
- Jabatan Kemajuan Masyarakat (KEMAS)

Ministry of Health
- Public health Department
- Dental Health Department

* Performance Management and delivery unit
** East Malaysia
### KEY POLICIES RELATED TO ECCE

**Guiding Policies**
- Malaysian Education Blueprint (2012-2025)
- Country Health Plan 2015
- National Blue Ocean Strategy
- National Education Policy 2012

**Registration**
- Childcare Centre Act 1984 (revised 2007) (Act 308)
- Education Act 1996 (Act 550)
- Childcare Centre Regulation 1972 (revised draft 2012)

**Building Approval and Safety**
- National Land Code 1965
- Town and Country Planning Act 1976 (Act 172)
- Local Government Act 1976 (Act 171)
- Uniform Buildings by-Laws 1984

**Curriculum**
- National Preschool Curriculum Standards (KSPK)
- PERMATA Curriculum (children below 4 years old)

**Rights of the Child**
- Convention on the Rights of the Child 1989
- Child Act 2001 (Act 611)
- Aboriginal People's Act 1954 (Act 134)
- Persons with Disabilities Act 2008 (Act 685)

**Assessment of Quality Standards**
- National Preschool Quality Standards (SKPK)
- Permata Q

**Health and Safety**
- National Child Policy and Action Plan
- National Child Protection Policy and Action Plan
- National Family Policy and Action Plan
- National Nutrition Policy
- Child Health Services Policy
- Food Act 1983 and Food Regulations 1985

**Teacher Training**
- Private Higher Educational Institutions (Amendment) Act 2009
- Malaysian Qualifications Agency Act 2007
- National Higher Education Fund Corporation (Amendment) Act 2000
- Programme Standards for ECE
- National Occupational Skills Standard
SOME INNOVATIVE PRACTICES

1. Government-led targeted coordination activities such as NKRA and NKEA initiatives on ECCE
2. National Level Coordination Committees involving public sector and civil society, as well as the private sector
3. Establishment of the Permata Council and the Permata Programme/curriculum for children aged birth to 5 years, and basic training provided
4. National Preschool Curriculum Standards (KSPK) and basic training provided
5. Establishment of the ECCE Council Malaysia and its Professional Development Board and Professional Certification Board
6. Special Task force on ECCE
7. National Data Systems for Preschool and Young Children established
8. Quality Assessments System developed for childcare (Permata Q) and preschool (SKPK)
THE KEY CHALLENGES FOR ALIGNMENT:

1. How could agencies across the sectors come together for a better coordinated, holistic and inclusive agenda?

2. How to monitor and support ECCE quality across all sectors?

3. How to involve families at a more extensive level?

4. How could policies and KPIs be understood and be translated into meaningful practices?

5. To what extent policies fulfil their purpose, and have agency’s roles and functions reconceptualised and re-defined in view of the changes in demographics and needs.

6. How to professionalize the Malaysian ECCE workforce, and give adequate support to upgrade its qualifications, compensation, benefits and work conditions as well as the overall welfare.

7. How will transition between nursery, preschools and primary school be managed?
RESEARCH STUDY

Objectives

Examine current government policies, regulations and legislation pertaining to Malaysian ECCE in the context of an interface between policy and practice.

Sub-objectives:

1. What are the various governmental and non-governmental bodies for ECCE in Malaysia?
2. What are their roles and functions?
3. What are the rules and regulations governing ECCE in Malaysia?
4. To what extent existing policies fulfil their purposes?
5. To what extent do red-tape and bureaucracy impact, impede, and support quality ECCE in Malaysia?

Research Methodology

1. Focus Group Interview
2. Survey Questionnaire
3. Interview
Be consistent with the topography, preserve developed properties along the road, and incorporate community values. Do not affect aesthetic, scenic, historic, and cultural resources along the way.

US Department of Transportation (2012), Aesthetics in Transportation

**Aligning Landscape**

Follow natural contours of the land... with a smooth and natural appearance in the land, and a sensuous, rhythmic continuity for the driver.
RESEARCH TEAM

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THANK YOU