

<p><b>Challenges</b></p> <ol style="list-style-type: none"> <li>1. Lack of quality care in childcare services.</li> <li>2. Enhancement of quality in preschools.</li> <li>3. Gap between childcare and preschool education. Need for continuity between childcare and preschool curriculum.</li> <li>4. Lack emphasis of special education in ECCD.</li> <li>5. Affordability of childcare and preschool services.</li> </ol>	<div style="text-align: center;">  <p><b>Malaysia Country Profile: Early Childhood Care and Development (ECCD)</b></p> </div>
<div style="text-align: center;">  </div>	<p><b>General information about ECCD in Malaysia<sup>iiiiii</sup></b></p> <p>The ECCD Policy advocates holistic development and quality care for newborn to children aged 6 and is monitored through the setting up of law and regulations, enforcement mechanisms and a special accreditation body.</p> <p>There are two primary ECCD programs in the country, which include:          1) childcare education programs catering to children aged 0-3+ and          2) preschool education programmes (or kindergartens) targeting children 4 - 6. All kindergartens have to adhere to curriculum guidelines provided by the Ministry of Education.</p> <p>Malaysia is one of the Asia Pacific countries to have developed multi-sectoral laws to provide guidance in establishing continuous and comprehensive services for children within specific age groups. To incentivize enrolment in ECCD programs from marginalized groups and poor families as well as conditional cash transfers programmes have been developed in Malaysia.</p>
<p><b>Priorities</b></p> <ol style="list-style-type: none"> <li>1. Quality childcare and preschool education</li> <li>2. Integration of childcare and preschool education</li> <li>3. Special education for children with special needs</li> </ol>	<p><b>Key policies</b></p> <ul style="list-style-type: none"> <li>• The Child Care Centre Act of 1984, amendment 2007 (Act 308 &amp; Act A1285)</li> <li>• The National Education Act of 1996 (Act 550)</li> <li>• Special Education Act of 1997, the Child Act 2001 (Act 611)</li> </ul>

	<ul style="list-style-type: none"> <li>• National Protection Policy for Children 2009</li> <li>• The National Nutrition Policy (2003)</li> <li>• The Early Childhood Care and Development Policy (2008)</li> <li>• Child Act (Amendment 2016)</li> </ul> <p><b>Ministries in charge</b></p> <p>Services for age 0-3: Department of Social Welfare, Ministry of Women, Family and Community Development</p> <p>Services for age 4-6: Ministry of Education, Ministry of Rural and Regional Development, Department of National Unity and Integration</p>																					
<p><b>For more information, please contact:</b> ARNEC National Representative, Malaysia</p> <p>Ms. Regina Joseph Cyril ✉ <a href="mailto:regina.joseph@moe.gov.my">regina.joseph@moe.gov.my</a> 🌐 <a href="http://www.arnec.net/country-pages/">www.arnec.net/country-pages/</a></p>																						
<p><b>Key data: A life cycle approach for ECCD</b></p> <p><b><u>Demographics</u></b></p> <table border="1" data-bbox="208 831 1039 1321"> <thead> <tr> <th>Indicator</th> <th>Data</th> <th>Source (year)</th> </tr> </thead> <tbody> <tr> <td>Total population (thousands)</td> <td>31,187.27</td> <td>World Bank Open Data (2016<sup>iv</sup>)</td> </tr> <tr> <td>Rural population (%)</td> <td>25</td> <td>ARNEC Regional ECD Data Portal (2015<sup>v</sup>)</td> </tr> <tr> <td>Under-5 population (thousands)</td> <td>2,612</td> <td>UNICEFSWOC (2016<sup>vi</sup>)</td> </tr> <tr> <td>Population below the global poverty line of US \$ 1.90/day (%)</td> <td>0</td> <td>ARNEC Regional ECD Data Portal(2009)</td> </tr> <tr> <td>Population growth rate (annual %)</td> <td>2.1</td> <td>UNICEF SWOC (2016)</td> </tr> <tr> <td>Total fertility rate (births per women)</td> <td>2</td> <td>UNICEF SWOC (2016)</td> </tr> </tbody> </table>	Indicator	Data	Source (year)	Total population (thousands)	31,187.27	World Bank Open Data (2016 <sup>iv</sup> )	Rural population (%)	25	ARNEC Regional ECD Data Portal (2015 <sup>v</sup> )	Under-5 population (thousands)	2,612	UNICEFSWOC (2016 <sup>vi</sup> )	Population below the global poverty line of US \$ 1.90/day (%)	0	ARNEC Regional ECD Data Portal(2009)	Population growth rate (annual %)	2.1	UNICEF SWOC (2016)	Total fertility rate (births per women)	2	UNICEF SWOC (2016)	<p><b>Noteworthy practices<sup>viii</sup></b></p> <ol style="list-style-type: none"> <li>1. <u>Resources for children from lower socio-economic background</u>  <i>Noteworthy aspects:</i> Locally-produced books sensitive to local cultures published by the Curriculum Development Division of the Malaysian Ministry of Education (MOE) disseminated to children where resource materials are scarce.  <i>Achievements:</i> Resources are distributed for free to all government preschools, as well as to some NGO-run preschools. Resources developed by preschool teachers in MOE-organized workshops and can be easily complemented by instructions and activities. Online resources are also made available for teachers in the form of teacher guides, modules and sharing of best practices.</li> <li>2. <u>SeDidik Centers for indigenous children</u></li> </ol>
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### **Prenatal**

<b>Indicator</b>	<b>Data</b>	<b>Source (year)</b>
Annual number of births (thousands)	524	UNICEF SWOC (2016)
Birth registration (%)	N/A	N/A
Maternal mortality ratio (per 100,000 live births)	24	UNICEF SWOC (2016)

### **Birth to 5 years**

<b>Indicator</b>	<b>Data</b>	<b>Source (year)</b>
Infant mortality rate (deaths per 1,000 live births)	7	UNICEF SWOC (2016)
Exclusive breastfeeding under-6 months (%)	29	ARNEC Regional ECD Data Portal(1996)
Under-5 stunting prevalence (moderate and severe) (%)	18	UNICEF SWOC (2016)
Under-5 mortality rate (deaths per 1,000 live births)	8	UNICEF SWOC (2016)
DTP3 national immunization coverage (%)	98	UNICEF SWOC (2016)
Violent discipline (Children aged 1-14 exposed to violent disciplinary methods during the last month) (%)	71	UNICEF SWOC (2016)

*Noteworthy aspects:* A state government-initiated community-driven project in rural and remote areas to provide early education for indigenous children.

*Achievements:* Developing children's early learning materials with mothers; providing parenting seminars to enhance parenting skills; providing advocacy services to local community and serving as community learning centers for mothers.

### 3. **NGO-initiated program for indigenous communities** (by PACOS Trust)

*Noteworthy aspects:* Partnership between NGO, international companies, and local communities to provide ECCD programs as part of a comprehensive community-based program.

*Achievements:* Prepared children for primary schooling with curriculum from Ministry of Education Malaysia. Supported community organizations in 12 districts involving 25 geographical areas in the state of Sabah. Benefitted 17 ECCE centers in the state, 2020 children, by involving 71 teachers and caregivers.

**School readiness**

Indicator	Data	Source (year)
Early Childhood Development Index or ECDI (%)	N/A	N/A
Father's support for learning (%)	N/A	N/A
Availability of children's books (%)	56	UNICEF SWOC (2016)
Gross enrollment ratio or GER in pre-primary (%)	93.95	UIS (2015 <sup>vii</sup> )
Gender parity index of GER; F/M (%)	1.03	UIS (2015)
Children entering Grade 1 with ECD experience (%)	93.85	UIS (2015)
Gender parity index of children with ECD experience; F/M (%)	1	UIS (2015)
Grade 1 repetition rate (%)	N/A	N/A

**Testimonies**

*"Every child is precious and an asset to our society. They are the most valuable resource of the nation. While it is the duty of the parents to ensure the child has the opportunities to develop, it is also the government's responsibility to help parents bring the potential to fruition. "In developing a child's potential, we are in reality developing the human capital of the child and of the nation. In carrying out this task, we are enabling the child to grow holistically so that the child is equipped with abilities, knowledge and skills to become a productive member of the nation. Economists have long believed that investment in early education was a good strategy in developing human capital which in turn is an important source for economic growth. Children are the future generations who have the potential to drive the economy of the country as leaders, innovators, entrepreneurs, researchers and economists." – Datuk Seri Najib Tun Razak, Prime Minister of Malaysia, 2014.*

*"The best time to optimize a child's talents and ability is during the first five years of their life. The government's recognition of this phase of a child's development is in line with the global trend. I am very pleased to see that the budget focused on children from the low economic background and the disabled ones, too. The Budget allocation will help to raise the standards and qualifications of childcare providers and preschool teachers which will be very beneficial to achieve quality early childhood development." – Early Childhood Care and Education Council President, Professor Datuk Dr. Chiam Heng Keng, 2014.*

*"The future of our children lies in our hands. It is our responsibility to ensure that our children are prepared to face the world beyond tomorrow" -Y.A. Bhg. Datin Paduka Seri Hj. Rosmah Mansor, Patron of the PERMATA Programmes, 2016.*

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<sup>i</sup>ARNEC. [Asia Pacific Regional ECD data portal: Enabling environments](#).

<sup>ii</sup> UNESCO. (2017). [ECCE country profiles](#).

<sup>iii</sup> UNESCO. (2016). [New Horizons: A review of early childhood care and education in Asia and the Pacific](#)

<sup>iv</sup> World Bank Group. (2016). [World Bank Open Data](#). (Accessed 16 January 2018)

<sup>v</sup> ARNEC. [Asia Pacific Regional ECD data portal](#). (Accessed 16 January 2018).

<sup>vi</sup> UNICEF. (2016). [The State of the World's Children 2017 Statistical Table](#).

<sup>vii</sup> UNESCO Institute for Statistics (UIS). (2018). [Education dataset](#). (Accessed 16 January 2018).

<sup>viii</sup> SEAMEO INNOTECH. [Regional consultation forum on early learning frameworks, policies and programmes: A completion report](#)