



SURUHANJAYA SYARIKAT MALAYSIA  
COMPANIES COMMISSION OF MALAYSIA



# HOW TO SET UP A **CHILD CARE CENTRE**

## AT THE WORK PLACE

A Tool Kit to Complement the  
BBPC 1/2010



*Rakyat  
Didahulukan,  
Pencapaian  
Diutamakan*





# FOREWORD

BY YABHG. DATIN PADUKA SERI ROSMAH MANSOR



**E**arly childhood is the most critical period in human development. By providing care and education from the early years of children, we are not only building a solid foundation for the child's life, but also for Malaysia's development. Early childhood development is a strategic investment for the formation of quality human capital; provides the highest return in economic development and is the most cost-effective way to reduce poverty and to foster economic growth.

Although parents and, to a lesser extent, caregivers and educators are largely responsible for providing early childhood care, the responsibility starts at the highest level of governance, where the Government recognises, and is fully committed to its duty to provide early childhood care as an integral part of nation-building.

As Malaysia progresses to becoming a fully developed nation by 2020, more families are required to readjust their child care arrangements as both parents are working full-time. The efficiency of these parents can be greatly enhanced if they can achieve a sustainable work-life balance that is supported by employers, businesses and industries. As stakeholders in an employee's overall well-being, companies are in a major position to ensure that staff can meet the demands at work and at home.

Employers who invest in childcare at the workplace reflect their commitment to achieve the triple bottom line, showing that they care as much about "people" as they do about "profit". Such a commitment is aligned to the 1Malaysia principle of social justice and is in line with the Government's national agenda of promoting corporate responsibility through the 10<sup>th</sup> Malaysia Plan.

This toolkit, which complements the first Best Business Practice Circular by the Companies Commission of Malaysia (SSM) and UNICEF Malaysia, is a significant contribution resulting from their partnership. I congratulate both organisations for promoting corporate responsibility (CR) within the business environment and urge companies to invest and implement child care in the workplace.

This partnership is an example of how everyone in Malaysia can work together to build a strong platform on which our children can stand and reach for the stars.

Thank you.



**DATIN PADUKA SERI ROSMAH MANSOR**





Malaysia's children are our greatest asset. They represent the lessons of the past and the legacy of our ancestors, as well as the dreams that we as a nation have for our future. But it is what we do for our children today, that is of paramount importance. Our priorities should focus on providing them with the very best education and development opportunities possible.

Having said this, many parents today also face the challenge of providing a comfortable lifestyle for the families, which often means both mother and father are required to work. This raises an important question:

*"How do we strike a balance between the need to provide the best early childhood care and education for children with the need for both parents of a child to work?"*

One good solution is through the establishment of child care centres at the work place. These centres should not just merely be a place where working parents can place their child while they would be at work; they should be a place where children can stretch their imaginations and develop their true potential.

This is where the Tool Kit jointly developed by the Companies Commission of Malaysia (SSM) and the United Nations Children's Fund (UNICEF) Malaysia plays such a beneficial role. The Tool Kit is not just about setting up child care centres, but providing a comprehensive approach to better child care. It includes a focus on defining the best interests of children, in line with the Convention of the Right of a Child; the recruitment of qualified staff; the need and importance of having child centred programmes and curriculum; the need and importance of having a staff monitoring system; and financial resources to meet the budgetary requirements of establishing and operating a child care centre, as well as following registration and renewal procedures.

Our hope is that this Tool Kit will encourage the provision of good child care and increase the growth of our nation's economy through productivity, quality of life and employee moral gains achieved by locating child care centres near our places of work.

I would like to take this opportunity to applaud the initiative taken by both SSM and UNICEF Malaysia. I look forward to many more beneficial joint initiatives in the future between these two organizations.

**DATO' SRI ISMAIL SABRI BIN YAAKOB**



# FOREWORD

BY HANS OLSEN



**W**e often don't remember much of our childhood experiences prior to the age of three or four. What memories we have may be mere snapshots coloured by our senses: the smell of your mother's shampoo or the feel of grass crushed beneath your feet as you played with your father in the garden.

Fleeting they may be, but these glimpses of early childhood originate from valuable experiences that leave a lasting impression on a child's life. Research on early childhood development shows that the first five years are particularly important for the development of the child's brain, and early experiences have a direct impact on how children develop learning skills as well as social and emotional abilities.

When well-nurtured and cared for in their earliest years, children are more likely to survive, to grow in a healthy way, to have less disease and fewer illnesses, and to fully develop thinking, language, emotional and social skills. When they enter school, their prospects for performing well are improved. And as adolescents, they are likely to have greater self-esteem. Later in life, they have a greater chance of becoming creative and productive members of society.

Recognising every child's right to survive and thrive, UNICEF is a strong advocate for early childhood development and care to help every child reach their full potential. Furthermore, the gains from early childhood care can help break the cycles of poverty, disease and violence, and accelerate a country's progress towards development.

Malaysia has made strategic investments in early childhood education and care through policies on preschool education, a comprehensive legislative framework, and provision of health and social services. The Government has also shown tremendous foresight in promoting corporate responsibility for children's issues and encouraging the private sector to contribute towards the attainment of children's rights.

UNICEF strongly believes in the power of partnerships and has a rich history of working with the corporate sector. Our partnership with the Companies Commission of Malaysia (SSM) is a commitment towards changing the lives of millions of children by changing the way we do business.

As one of the initial steps towards promoting child-friendly business practices, UNICEF and SSM have produced this toolkit to guide employers in setting up childcare centres in the workplace, based on the principle of children's best interests. Under this partnership, many more initiatives will follow to promote greater awareness of children's rights and create innovative solutions for children.

Together, we will work towards ensuring that our children's earliest years are filled with enriching, stimulating and joyous experiences.

A handwritten signature in black ink, appearing to read 'Hans Olsen'.

**HANS OLSEN**  
**REPRESENTATIVE TO UNICEF MALAYSIA**





Companies and businesses are always known as economic entities that are profit-oriented. Though it is not wrong for these entities to strive towards maximising their revenue, today's corporate and business environment demand more from them - not only should they generate profit, but they are also required to ensure that the business carried out does not create a negative impact on the environment, society and also the economy at large. This is what most people term as 'corporate responsibility'.

Being the corporate and business regulator, the Companies Commission of Malaysia (SSM) realises the significant role it has to play towards enhancing the understanding and awareness on corporate responsibility and encourage the inculcation of the corporate responsibility culture among companies and businesses in Malaysia. Conscious of this important role, SSM carried out several initiatives including the development of its Corporate Responsibility Agenda which was launched on 30 June 2009.

SSM has also formed strategic collaborations with external parties that share common goals in relation to corporate responsibility. Have the collaborations bore any fruits of joy so far? My answer would be YES and the birth of this Tool Kit would be one of it. This Tool Kit was jointly developed by SSM and one of its strategic partners, the United Nations Children's Fund (UNICEF) Malaysia, following the mutual understanding to work together towards enhancing the well being of children in Malaysia through the promotion of corporate responsibility among the corporate and business community.

Apart from the first edition of the Best Business Practice Circular (BBPC 1/2010) earlier launched on 28 January 2010, this Tool Kit would be a very good guide for corporate and business employers in setting up child care centres for their employees. Covering numerous topics ranging from the principle of best interest of the child to the child care centre registration procedures, I sincerely hope that this Tool Kit would be able to achieve its objective i.e to facilitate the corporate and business employers in setting up child care centres for their employees.

On behalf of SSM, I would like to take this opportunity to express my utmost gratitude to UNICEF Malaysia for the co-operation extended and the experience and knowledge shared in jointly developing this Tool Kit.

'Business beyond Profitability'

**DATO' AZMI BIN ARIFFIN**

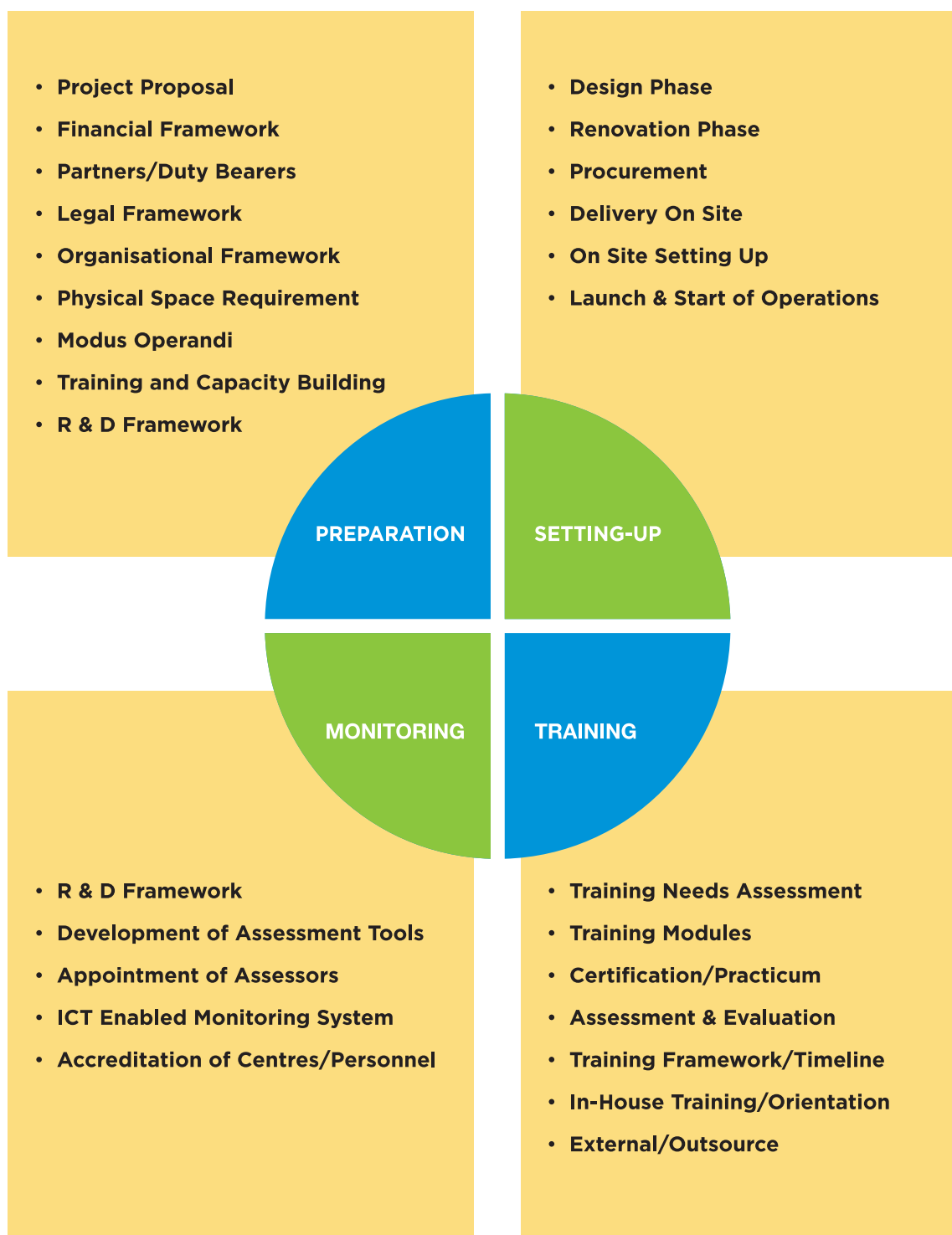


# Table of Contents

<b>OVERVIEW</b>	<b>STEPS TO SET UP YOUR CHILD CARE CENTRE</b> .....	2
<b>CHAPTER 1</b>	<b>INTRODUCTION</b> .....	3
<b>CHAPTER 2</b>	<b>HOW TO SET UP A CHILD CARE CENTRE: SOME BASIC QUESTIONS</b> .....	5
<b>CHAPTER 3</b>	<b>ESTABLISHING A CHILD CARE CENTRE IN THE BEST INTERESTS OF THE CHILD</b> .....	9
	Principle of Best Interests of the Child .....	10
	Policies, Guidelines and Practices.....	10
	How Do You Ensure Professional Practice in a Child Care Centre? .....	11
	Planning Activities and Curriculum for Children at the Child Care Centre .....	12
	Importance of Having Child-Centred Programmes and Curriculum .....	13
	Food Intake for the Children at the Child Care Centre .....	14
	Layout Plan of the Child Care Centre .....	14
<b>CHAPTER 4</b>	<b>HIRING THE BEST FOR THE JOB</b> .....	15
	Recruitment.....	16
	Staff of the Child Care Centre .....	17
	Screening – Why Is This Important? .....	19
	Contract and Terms of Employment – Do You Need One ? .....	19
	Human Resource Management.....	20
<b>CHAPTER 5</b>	<b>ACHIEVING QUALITY CARE</b> .....	21
	Monitoring Staff Performance to Ensure Quality of Care.....	22
<b>CHAPTER 6</b>	<b>WHAT FINANCIAL RESOURCES DO YOU NEED?</b> .....	25
	What is a Budget?.....	26
<b>CHAPTER 7</b>	<b>REGISTRATION PROCEDURES AND RENEWALS</b> .....	29
	Renewal of Certificate of Registration .....	30
	<b>Key Terms</b> .....	34
	<b>Resources</b> .....	34
	<b>Appendices</b> .....	35
	Appendix 1: Brief Background on the Child Care Centre Act 1984 .....	35
	Appendix 2: A Checklist to Guide the Process of Setting up a Child Care Centre.....	37
	Appendix 3: Sample Timetable .....	38
	Appendix 4: Sample Curriculum.....	40
	Appendix 5: Planning the Layout of the Centre .....	44
	Appendix 6: Sample Job Description .....	46
	Appendix 7: Sample of Offer Letter .....	49
	Appendix 8 : Details of Records to be Maintained at the Child Care Centre. ....	50
	Appendix 9: Sample of Budget .....	51



## Steps To Set Up Your Child Care Centre







# CHAPTER 1

## INTRODUCTION



**Every child has the right to be loved and to receive appropriate care and support in accordance to his/her developmental needs.**

The early years of a child's life is acknowledged to be the time of most rapid learning, growth and development. The care and education of young children are long-standing responsibilities of the primary carers, namely their parents. However, the traditional caring practices are altered when parents are faced with economic setbacks which significantly influence their arrangements for the care of their children. With the rapidly increasing costs of living and economically-driven development, both parents may have to work, and make non-traditional care arrangements for their children, including care provided by extended family members such as aunts, uncles and grandparents.

Every child has the right to be loved and to receive appropriate care and support in accordance to his/her developmental needs. This care and support should include relevant healthcare and education, as well as opportunities to socialise and be valued and accepted as an important person in the family and society. It is then crucial that accessible and affordable child care be provided to ensure that children's rights and well-being are protected. Provision of quality child care is thus a concern that involves the entire society, families, employers, child care providers and the Government.

The Government has taken many steps to regulate and provide services for children under the framework of the Convention on the Rights of the Child<sup>1</sup> (CRC).

**The laws and policies on child care below are the major pillars towards building a protective environment for the children in Malaysia:**

1. Child Care Centre Act 1984<sup>2</sup>
2. Child Care Centre (Institution-Based) Regulations 1985<sup>3</sup>
3. Care Centre Act 1993<sup>4</sup>
4. Child Act 2001<sup>5</sup>
5. Child Protection Policy 2009

1. A United Nations Convention that outlines the rights of the child below 18 years of age.
2. Legislation under the purview of the Department of Social Welfare Malaysia that sets minimum standards for alternative child care services of children below 4 years of age.
3. A regulation that supports the Child Care Centre Act 1984 and outlines administrative, operational, health and safety requirements
4. Legislation under the purview of the Department of Social Welfare Malaysia that sets minimum standards for centres that provide residential care or day care services for the care, protection and safety of older persons, disabled, juveniles, women and children.
5. Legislation under the purview of the Department of Social Welfare Malaysia that provides for the care and protection of children in difficult circumstances.

A brief background on the Child Care Centre Act 1984, which is the main statute governing the establishment of child care centres in Malaysia, is provided in **Appendix 1**.

Studies on child care centres at the work place and supportive policies by the management have shown that they do contribute to a balanced work-life and improve productivity of employees. The Ministry of Women, Family and Community Development advocates for employers from the private and public sectors to take on the responsibility to set up child care centres at the work place for their employees. Special tax rebates and incentives are provided to encourage the setting up of these centres.





## CHAPTER 2

HOW TO SET UP A CHILD CARE  
CENTRE: SOME BASIC QUESTIONS





### Question 1 : What do you need to do before setting up a child care centre?

Any individual or organisation interested in setting up a child care centre will require key information from the Child Care Centre Act 1984 and the Child Care Centre (Institution-Based) Regulations 1985 (Regulations). This includes knowing the procedures put in place by the Department of Social Welfare (DSW) for the registration process of your child care centre. The Certificate of Registration is issued by the DSW headquarters.

**Step 1:** Purchase the Guidelines for Setting-Up a Child Care Centre (*Garis Panduan Prosedur Memproses Permohonan Penubuhan TASKA*) from the District DSW for a fee of RM10.00. You will find the guidelines, key forms and basic requirements and procedures set by the DSW, the Local Authority, Fire & Safety Department and Health Department.

**Step 2:** After understanding the guidelines and procedures involved, your organisation will have to decide whether it intends to establish a child care centre at the work place or just to provide child care incentives<sup>6</sup> for its employees.

### Question 2 : What do you need to do when you have decided that you will set up a child care centre at the work place?

1. Identify the age group for which you want to offer services. Do you want to provide for all the age groups, or just children below the age of 4 years?
2. Decide whether you also want to provide before-/after-school care for children below 12 years of age.
3. Decide on the operational hours of the centre. Are they in line with the official working hours or with extended time to accommodate overtime, etc?
4. Study your office space to ascertain whether it can accommodate requests from all the employees who need child care services. If it cannot, what are your options?
5. Determine recruitment of child care staff in line with the legal provisions. What would their basic qualifications and salary structure be?

6. Child care incentives are benefits to staff that require the use of child care services for their children. Such benefits may take the form of direct cash payments or subsidisation of child care fees at any identified child care centre (identified by either the employer or the parent).



6. Decide on the fee structure for the parent(s). What percentage of the fees can you subsidise? Is it a flat rate for all employees or would it be determined based on the employee's salary scale?
7. Decide who will run the centre – the candidate should have the expertise to design and implement a curriculum focusing on the best interests of the children in care.

**In deciding on the intake of children, one should take into consideration the following:**

- 1. Size of the centre** – In-house feasibility study on staffing needs for child care services must be carried out to determine the numbers expected as well as the age groups.
- 2. Age group of children** – Consider the increased costs if you are to cater for more children in a particular age group.
- 3. Design of space and facilities** – To avoid overcrowding, management of noise levels and overall management of staff, activity schedules and routines must be appropriate for planning of space and facilities at the centre. Preferably, the space should be limited to one floor with proper access to emergency and evacuation routes.
- 4. Manage the needs of children** – Stagger the intake of children in different age groups, especially those aged 3 and below. Care providers should be equipped to meet the targeted needs across all age groups.
- 5. Access** – There must be safe and convenient drop-off and pick-up points for parents. There may be a need to renovate for this purpose.
- 6. Safe environment** – There must be quality safety and security features within and outside the centre.
- 7. Management of best practices** – Ensure curriculum, healthcare and nutritional provisions, including the need to cater for children with special needs, are implemented thoroughly and conscientiously.





### Question 3: What financial resources are available to enable you to set up a child-centred programme?

The basic costs for operating a child care centre would include the following:

1. Setting-up costs for design of layout, as well as furniture and equipment for all indoor and outdoor rooms, and for the learning corners, including toys and books
2. Determining the fees for the relevant registration procedures/ approvals
3. Calculating monthly overheads incurred at each and every centre. This would include rental, utilities, cost for food and toiletries according to the number of children, salaries and monetary incentives for all staff, on-going training programmes for staff, replacement of toys and materials for activities, and other incidental expenses like medical and overall maintenance

**Note: Further details on costing and budget can be found in Chapter 6.**

### Question 4: Do you need to source for funds?

Government grants are available, subject to certain conditions:

1. Government agencies that provide child care centres at their work place will be given a RM200,000 grant to renovate and furnish their facilities. The government agency does not operate the centre themselves. It is usually out-sourced to an association or individual who has to submit a working paper to the Ministry of Women, Family and Community Development with a recommendation from that relevant government agency.
2. Employers from the private sector who set up child care centres are given a 10% tax reduction per annum on the setting up cost for a period of 10 years. This is only for child care centres that are set up at the work place.

A step-by-step checklist on how to set up a child care centre is provided in **Appendix 2**.







## CHAPTER 3

ESTABLISHING A CHILD CARE  
CENTRE IN THE BEST INTERESTS  
OF THE CHILD



## Principle of the Best Interests of the Child

The best interests of the child is one of the basic principles of the CRC. Its effective application in a child care centre, among others, is through implementing a child-centered curriculum, enforcing a child protection policy, employing professionally-trained care providers and establishing a professional partnership with parents or guardians of the child. Apart from that, other considerations such as the layout of the child care centre and the children's food intake at the centre are also important as these efforts will contribute towards the maximum potential development of the children.

*"In all actions concerning children, whether undertaken by public or private social welfare institutions, courts of law, administrative authorities or legislative bodies, the best interests of the child shall be a primary consideration."*

*Article 3(1) of the Convention on the Rights of a Child*

## Policies, Guidelines and Practices

All policies, guidelines and child care practices should be formulated and implemented in line with the principles of the CRC. Apart from the guidelines in the Basic Child Care Course<sup>7</sup>, all child care centres have to formulate and implement a child protection policy to ensure the child's total well-being.

As part of the process, all recruited staff have to be screened and trained in the area of child protection. They should have the knowledge and skills to create a safe environment and be competent in creating opportunities that promote holistic development through play and leisure activities.

### Factors that contribute to high quality child care:

1. Low child-to-care provider ratio – this will increase the likelihood of one-to-one attention.
2. Safe and healthy environment – this will stimulate children to explore and participate.
3. Child care providers who are nurturing and knowledgeable about children's development – these care providers will be able to plan and implement child-centered activities.
4. Attentive care providers that have a consistent and stable presence in the child's life – this would contribute to the moulding of an emotionally-stable child.

7. The Basic Child Care Course (Kursus Asas Asuhan Kanak-Kanak, or KAAK) was designed and developed by the Department of Social Welfare (DSW) in accordance with the requirements of the Child Care Centre Act 1984 and the Child Care Centre (Institution-Based) Regulations 1985. The package is designed to provide knowledge on child development, as well as skills in planning and implementing a programme that encompasses best practices in child care for children below 4 years of age. This course is mandatory for all child care providers and is certified by the DSW. Please contact the Legal and Advocacy Division, DSW, Kuala Lumpur for the list of Training Agencies accredited by the DSW.



## How Do You Ensure Professional Practice in a Child Care Centre?

To ensure that professional practices are adopted at child care centres, the centres should have a programme with a written statement and a practice policy catering for all children in their care that:

1. Outlines their aims and objectives, and specifically addresses the health, nutrition, safety and protection of the children in care;
2. Caters for the child's developmental and cultural appropriateness with emphasis on parental involvement; and
3. Focuses on the best interests of the child and recognises the child's unique and individual qualities, their preferences and opinions.

When a child is admitted into a centre, a clear referral and admission procedure should be in place to ensure the best interests of the child. There should be readily available information on the programme, policy, procedures and guidelines on the rights and responsibilities of parents, as well as the requirement or the need to adhere to the legal and policy requirements.

The child care centre should also take into consideration the following:

1. Selection of the staff should focus on quality, and child care providers should be professional and demonstrate that they intrinsically value children, regardless of background and behaviour;
2. Staff should respect the basic rights of every child;
3. Recruitment policies and practices should exist for all staff, trainees and volunteers;
4. All child care facilities should have procedures in place to deal with suspected child abuse, including allegations against staff;
5. Comprehensive procedures and records related to the children, staff, centre and parental involvement activities are maintained; and
6. Periodic reviews are carried out to evaluate programmes and capacity of staff.





## Planning Activities and Curriculum for Children at the Child Care Centre

The early years, below the age of 6, are a critical period for realising a child's potential. These early years are the foundation for the development of their physical and mental health, emotional security, cultural and personal identity, and competencies which are needed to further enhance their growth and development. At this stage, the young child:

1. Experiences the most rapid period of physical growth, builds up vocabulary, enhances communication skills and intellectual capacities, and acquires social and interactive skills;
2. Forms strong emotional attachments to parents or other child care providers, from whom the child seeks and requires nurturing, care, guidance and protection, in ways that are respectful of their individuality and growing capacities; and
3. Interacts and forms relationships whereby the young child learns to negotiate and coordinate shared activities, resolve conflicts, keep agreements and accept responsibility for others.



A curriculum is a programme of activities designed to achieve a certain educational objective. In simpler words, activities form a curriculum. For child care centres, it is very important to have a child-centred curriculum to assist the development of the children.

### A few curriculum principles can be seen as follows:

1. Each child should be respected as an individual;
2. The parent is the prime educator of the child;
3. Family and community play an important role in the child's growth and development;
4. Each child has a right to equal opportunity and social justice; and
5. Education is a lifelong process.

The activities designed as part of the curriculum should enable children to use their senses to explore and discover, relate new experiences to previous learning, and share the experience with others.



The approach of learning through 'play' is emphasised in child care centres as children learn best when they are active participants, mentally and physically, through thinking and doing. As the child plays, the learning processes and experiences stimulate their minds and influence lifelong learning.

*Play for young children is not a recreational activity – it's not a leisure time activity nor escape time activity. Play is thinking time for young children. It is language time. It is problem-solving time. It is memory time, planning time, investigating time. It is organisation-of-ideas time, when the young child uses his body and his social skills and all his powers in response to the stimulus he has met.*

*James L. Hymes, Jr. (20th century), U.S. Child development specialist, author. Teaching the Child Under Six, ch. 1 (1968)*

To ensure holistic development, the care provider has to plan a schedule and corresponding activities. This will ensure that the child will be provided with opportunities to enhance their proficiency in the areas related to visual, aural and motor skills, language and reading, pre-mathematics and pre-science. It should also enable the child to understand the concepts of texture, colour, shapes, space, direction and time. On top of that, there should also be activities which promote social and emotional development through nurturing their self-esteem and self-help skills.

According to registration procedures, two schedules of planned week-long activities have to be attached with the application form. These schedules, otherwise referred to as a timetable, will display the activities to be carried out by the care provider. The weekly timetable will reflect activities in line with the themes that have been prepared for every month. The care provider responsible for the particular age group will ensure that the activities achieve the objectives of the centre's overall programme.

A sample timetable for children is provided in **Appendix 3** while a sample curriculum is provided in **Appendix 4**.

### **Importance of Having Child-Centred Programmes and Curriculum**

Every child is an individual. His/her growth and development are powerfully shaped by the social and cultural experiences obtained at home, in the neighbourhood and at the child care centre. It is thus essential to formulate a child-centred curriculum, inclusive of programmes with emphasis on partnership with parents.

When a curriculum takes into cognisance the basic needs of every child, it will enable the child to grow and develop in a socially and culturally appropriate environment. It will also enable the child to grow with the right pace and ease, and have every opportunity to achieve his/her maximum potential.





**A menu is required to be prepared in line with the guidelines of the Ministry of Health and should be made available for inspection by the authorities.**



### **Food Intake for the Children at the Child Care Centre**

The child care centre is also responsible for providing nutritious food for the children. It is required under the Child Care Centre (Institution Based) Regulations 1985, that the food prepared for the children should be clean and include milk, food with protein, and fresh fruits and vegetables. It is also a condition that the cook must be vaccinated with the typhoid vaccination as required by the Ministry of Health.

A menu is required to be prepared in line with the guidelines of the Ministry of Health and should be made available for inspection by the authorities.

Meals can be served at the child care centre either 3 or 4 times a day. In disadvantaged communities it is preferred that breakfast be included, but in more affluent communities it is expected that children have had breakfast before arriving at the centre. Dinner is discouraged as it is important for children to have at least one good meal with their families.

### **Layout Plan of the Child Care Centre**

A child care centre should have a layout that is safe and caters for the special needs of children. The layout should create a conducive environment for the children to learn and develop their potential. Certain requirements in relation to the layout of the child care centre are stipulated in the Child Care Centre (Institution Based) Regulations 1985.

Details on the layout plan of the child care centre can be found in **Appendix 5**.





# CHAPTER 4

HIRING THE BEST FOR THE JOB



## Recruitment

A child care centre not only needs the best programme, but also the right staff to be able to implement the programme effectively. Finding the right individual for the job starts with the recruitment process.

The process of recruitment involves advertising the position, interviewing and selecting new employees/staff. Before drafting the advertisement for a particular position, the supervisor must first be able to define the requirements for the post based on the relevant job description, and decide on remuneration and other benefits.

It is equally important that the job descriptions of the different staff be clearly defined. This will enable the staff to understand and carry out their duties effectively.

Vacant positions may be advertised in a number of ways:

1. By word of mouth to staff members or local associations of registered child care providers. Staff within a centre may be encouraged to apply for a higher position. This can motivate staff to work harder as their efforts will be recognised.
2. By notices displayed in places where they may be read by potential candidates, such as local universities or colleges which have courses in early childhood care or local associations of registered child care providers. Some local colleges and universities have placement services for their trainees and graduates, and will try to match them to potential employers.
3. In local newspapers and early childhood-related newsletters. Advertising in newspapers is usually the more expensive method, so the advertisement should be very concise. For a newly-established centre with a number of vacancies, however, it may be useful to place a larger, more conspicuous, detailed and specific advertisement in the newspapers, as it may attract more of the 'right' candidates.

A sample job description for a care provider is in **Appendix 6**.





## Staff of the Child Care Centre

Staff in direct contact with the children are called **primary programme personnel**. They include the operator, supervisor and child care providers. Staff who are not in direct contact with the children but play a supporting role are called **support programme personnel**. They would include clerks, cooks, cleaners, and gardeners.

The staff may be working full-time or part-time. Child care providers, the supervisor and the operator usually work **full-time** (an 8-hour day), every day that the centre is in operation. **Part-time** employees may work only a few hours per week, or only when their services are required. A gardener, for example, may only be required to work once a week.

The minimum care provider-to-child ratio required under the Child Care Centre (Institution Based) Regulations 1985 is as follows:

Number of care providers	Number of children
1	5 children under the age of 3
1	10 children aged between 3 to 4 years old
1	4 disabled children

Nevertheless, it should be noted that this ratio does not equate to quality standards as the child care provider will not be able to carry out his/her duties effectively at this minimum level. Babies and toddlers need constant, individualised care and a child care provider should not have the responsibility of caring for more than 2 babies at a time. Older children, especially those above 2 years but below 3 years, are able to follow simple instructions and learn self-help skills, therefore a child care provider can supervise up to 5 children at a time.

Below are the suggested numbers of care providers for 60 children:

Age Group	No. of Children	Ratio Staff: Children	No. of Groups	No. of Senior Care Providers	Total Staff
0 - 8 months	10	1:3	3	1	4
8 -12 months	10	1:3	3	0	3
12-18 months	5	1:5	1	0	1
18-24 months	5	1:5	1	0	1
2 years	10	1:5	2	1	3
3 years	10	1:5	2	0	2
4 years	10	1:5	2	0	2
<b>TOTAL</b>	<b>60</b>	<b>-</b>	<b>14</b>	<b>2</b>	<b>16</b>





Qualifications of the staff vary according to the position. The Child Care Centre Act 1984 specifies that child care providers should be trained in child care, have sufficient experience in the care of children and have successfully attended the Basic Child Care Course accredited by the Department of Social Welfare. This course only provides a foundation in child development, and application of appropriate activities based on the principles of child development and the requirements of the Child Care Centre Act 1984.

Apart from this essential mandatory training, every child care provider should have additional accredited training in Early Childhood Care and Development (ECCD). Currently, a minimum qualification of *Sijil Pelajaran Malaysia* (SPM) is required to work as a care provider, but it is suggested that the care provider should have at least a certificate or diploma.

Below are the suggested qualifications for staff at the child care centre:



**The challenging task of 'child care' is consistently undervalued, in terms of recruitment, training, regular supervision and evaluation of services provided, and in terms of funds allocated.**

#	Position	Qualification	Experience
1	Centre Director or Supervisor	Degree/Diploma in ECCD, Nursing or KAAK	3- 5 years
2	Senior Care Providers	Diploma/Certificate in ECCD, KAAK or Nursing	3-5 years
3	Child Care Providers	Diploma/Certificate in ECCD, KAAK or Nursing	2 years
4	Assistant Child Care Providers	Certificate (KAAK)	1 year
5	Cook/ Housekeeper	SPM, Completed Food and Safety Course	3 years
6	Assistant Cook/ Housekeeper	SPM, Completed Food and Safety Course	1 year

The challenging task of 'child care' is consistently undervalued in terms of recruitment, training, regular supervision and evaluation of services provided, and in terms of funds allocated for the above. Children in care are in their formative years and they spend an average of 8-10 hours at the centre. As such, focus and emphasis must be given to recruitment of qualified staff who are capable, committed and accountable in providing child-centred programmes.



## Screening – Why is this important?

It is very important not only to ensure that the selected staff meet all the minimum requirements for their respective positions i.e. academic qualifications and experience, but also to ensure that the person has the right personality and a positive outlook towards children and child care. In line with the child protection policy of every centre, which is to ensure the safety of every child, it is also very important to contact applicants' referees to enquire about the character and past experiences of the potential employee.

## Contract and Terms of Employment – Do you need one?

### *Yes... what is it?*

A contract or personnel agreement is a written commitment between employer and employee that promotes job security. The contract should be signed, dated and witnessed.

#### **Proposed Content Of A Contract:**

1. The parties to the contract.
2. The period of the contract – when the services are to begin.
3. The probationary period – the time before the full contract goes into effect, usually 3 – 6 months.
4. Salary for the period covered by the contract.
5. Fringe benefits – number of days of annual leave, sick leave, emergency leave.
6. Medical benefits.
7. Mandatory contributions to EPF and SOCSO.
8. Conditions for termination of service by employer or resignation by employee.

(Refer to **Appendix 7** for a sample offer letter)





## Human Resource Management

Now that the staff have been recruited, what next?

The staff need clear guidelines on the different policies in the centre and instructions on their roles and responsibilities, hence the importance of having a Staff Handbook.

The Staff Handbook should contain all policies relating to staff, as well as information about the centre and the programme. Policies should be clearly written, concise and organised into logical sections. It provides new employees with information about the job and serves as a reference point. If employees are unclear about certain practices, the Staff Handbook should provide clarification, and if any problems arise, it should also provide solutions to those problems.



### Proposed Contents of the Staff Handbook

1. The organisational chart and lines of responsibility at the centre
2. Job descriptions for the various positions
3. Policies on health, accidents and security
4. The working days and hours
5. Time in and out
6. Public holidays and paid vacations
7. Calendar showing starting dates of terms and holidays
8. Fringe benefits
9. Grievance procedures
10. Termination of employment

Apart from the Staff Handbook for reference by the staff of the child care centre, it is also best to have and maintain records of the staff, children and also the child care centre, towards ensuring smooth management of the child care centre.

Details of these records can be seen in **Appendix 8**.

The supervisor of the child care centre will be responsible for the monitoring and maintenance of these records, though the supervisor may delegate the task of maintaining and updating the records to the care providers.





## CHAPTER 5

ACHIEVING QUALITY CARE



### Monitoring Staff Performance to Ensure Quality of Care

Once the programmes have been formulated and staff management determined, the supervisor has to ensure that the standards are maintained. A system to **monitor** and **evaluate** the services must be designed, and all staff must be trained to implement the system.

All children under care require a safe and conducive environment that is stimulating and encourages positive interaction. The manager and/or supervisor of the child care centre are responsible for the performance of their staff. There is also a need for them to be alert and observant. In addition, the implementation of systems which monitor and evaluate staff and programmes carried out at the child care centre will ensure quality of care.

The manager or supervisor of the child care centre needs to be alert and observant.



**To ensure a high level of quality is maintained, the following are some of the practices the supervisor should observe:**

1. Know the standards for quality care (not only the minimum standards).
2. Check all staff maintain standards.
3. Act to correct the situation if the standards are not met in a timely fashion.

There are several methods a supervisor can adopt to monitor and manage staff performance.

**Suggested methods a supervisor can adopt are as follows:**

1. Spot checks which are done informally.
2. Checking lesson plans, records of work and child care providers' evaluations of the activities they carried out on a weekly basis.
3. Observations – the supervisor observes the staff member at work, noting his/her strengths and weaknesses, based on certain selected criteria.
4. Checking attendance and punctuality.



Observation and assessment is also part of the monitoring process.

**The monitoring process should include the following:**

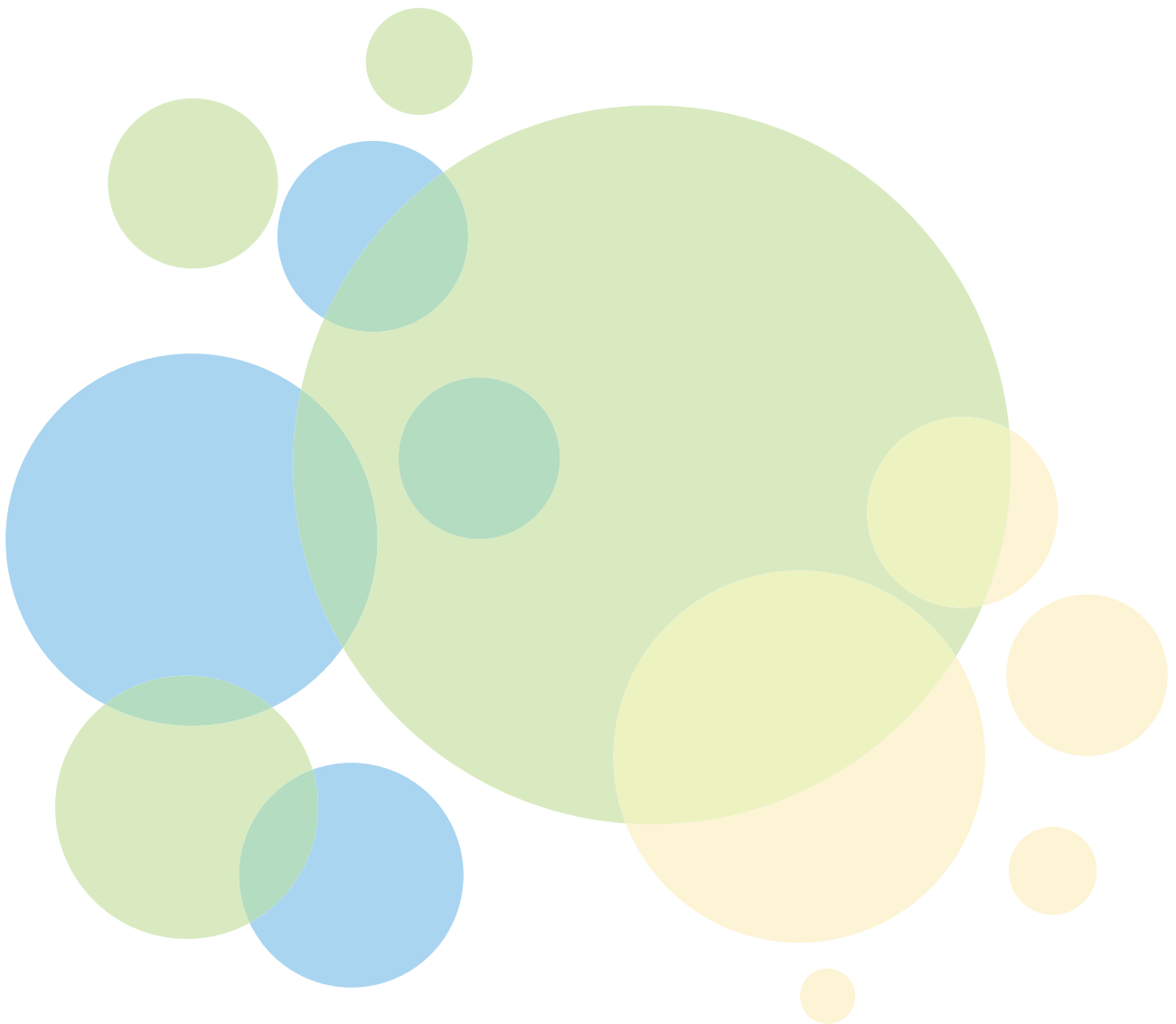
1. Observing and assessing **children's progress** through observing, listening to and discussing, and collecting children's work.
2. Observing and assessing **child care providers and other staff** against their roles and responsibilities.
3. Observing and assessing **parental involvement** in supporting the developmental process of their children.

Recording, analysing and using the information obtained through observational and assessment exercises are essential components in the process of evaluation. This is integral in ensuring constant development planning. Upon evaluation, a written record of the evaluation should be made, with recommendations for improvement. The staff member should read this report, and then sign it. One copy should be retained for the staff member's file, and one copy given to that staff member.

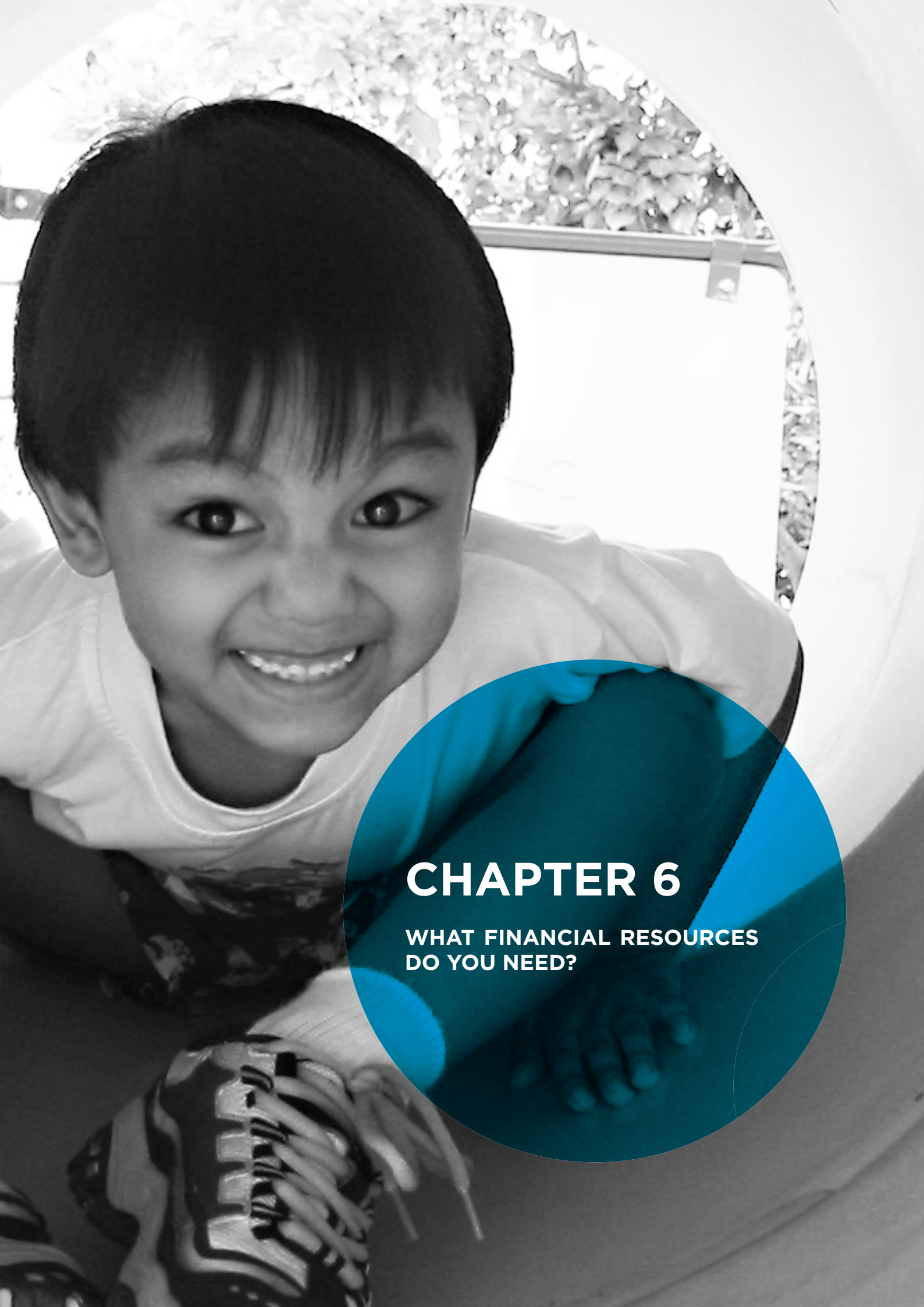
Monitoring is an on-going activity. Reviewing, which is a process that allows for a more detailed consideration of monitoring exercises, should be carried out specially on very specific areas of operating the child care centre. Such specific areas include, but are not limited to, the existing programme, financial procedures, health and safety guidelines, and also staff training.











## **CHAPTER 6**

**WHAT FINANCIAL RESOURCES  
DO YOU NEED?**



## What is a Budget?

This is a very important component as the budget needs to be worked out in detail prior to setting up the centre.

A budget is a business spending plan. The planning starts with forecasting probable future directions of the business. These are then translated into facts and figures with the aim of looking at viability and making it viable. It simply means estimating expenditure, finding sources of income to meet that expenditure and looking for possible alternatives to cut cost and to increase income.

## Q&A : Budget

When it comes to the budget, the following questions must be considered:

**Q : What do I do first?**

**A :** Start planning by doing a “needs analysis”.

**Q : What do I want?**

**A :** Decide the philosophy, beliefs, goals and objectives of the programme for the children who will come under the centre’s care, and survey the market to see what are the real needs and current trends in this field, locally and globally.

**Q : What do I need first?**

**A :** A list of all the furniture and fittings, equipment, materials and human resources needed to operate the centre.

**Q : When should I get them?**

**A :** Prioritise - immediate needs versus future needs.

**Q : How long do I have to wait before I get full enrolment?**

**A :** Make predictions and projections. Put aside a reserve fund to meet all expenses until the centre is fully operational and the income is able to cover costs/ some costs.

**Q : How many staff members should I hire first?**

**A :** Decide based on predictions and projections in compliance with the Child Care Centre Act 1984.

**Q : Where am I going to find the money?**

**A :** You will have to source for the cheapest/appropriate source of funds.





The Golden Rule is that a budget must always be balanced.



**Estimated Expenditure = Estimated Income**



There are two types of budgets:

Setting-up Budget	Operating Budget
<p>Setting-up budget or capital expenditure (capex) – refers to one-time setting-up and renovation costs as well as one-time annual costs required to fit out the space as a child care centre, which includes:</p> <ol style="list-style-type: none"><li>1. Renovation and refurbishment costs;</li><li>2. Safety, security and health equipment;</li><li>3. Fixtures and fittings, furniture and soft furnishing;</li><li>4. Child-sized furniture for children’s activity area;</li><li>5. Office and administrative equipment and start-up stationery;</li><li>6. Routine space equipment i.e kitchen, bath, toilets, store;</li><li>7. Curriculum resources and materials, toys and play equipment;</li><li>8. Playground equipment;</li><li>9. Rental and utilities deposit;</li><li>10. Licenses; and</li><li>11. Insurance for the building and public liability.</li></ol>	<p>Operating budget or operating expenditure (opex) – refers to the annual operating budget required to sustain the operations of the child care centre, which includes:</p> <ol style="list-style-type: none"><li>1. Number of children and the age groups – the higher the number of infants, the larger amount of money involved;</li><li>2. Number of staff required;</li><li>3. Food requirements; and</li><li>4. Management and administrative requirements i.e recurring expenditures such as monthly rental and utilities, replenishment of equipment, parental involvement programmes, staff training and maintenance.</li></ol>



One must ensure that the budget can last for at least 6 months, as the initial enrolment may not be enough to cover operational expenses and staff salaries. Enrolment may only “pick up” after 3 months, so it is important to have reserves to cover the fixed costs of the business and some variable costs. Fixed costs are costs that will not change for at least a year. Examples are rental, loan instalments and salaries. Variable costs are costs that vary with volume. An example would be the need to employ more staff when the enrolment number increases. A sample budget for a child care centre with 60 children is provided in **Appendix 9**.







# CHAPTER 7

REGISTRATION PROCEDURES  
AND RENEWAL



There are four main government agencies responsible for ensuring that the child's needs are met, namely:

1. Local authority – on the suitability of locality and size of building. Each district has their own by-laws regarding selection of the premises and process of application;
2. Fire & Rescue Department – on fire safety elements;
3. Health Department – pertaining to health requirements; and
4. Department of Social Welfare – responsible for ensuring that the management and operational procedures are child-friendly and developmentally-appropriate.



### **Renewal of Certificate of Registration**

Amendments to the Child Care Centre Act (2007) have made provisions for the term of the Certificate of Registration to last 5 years. As such, renewal from the Department of Social Welfare will be required every 5 years. Please note, however, that procedures with other related agencies (namely the Local Authority, Fire & Safety Department, and the Health Department) remain unchanged and thus require renewal annually.

The supervisor must purchase an application form costing RM4.00 from the District Social Welfare Office located closest to the proposed child care centre. Once this form has been obtained, the supervisor must proceed to obtain approvals from the other relevant authorities, namely the Local Authority, the Fire & Safety Department, and the Health Department. Upon obtainment of these approvals, the application form can be submitted to the relevant District Social Welfare Officer. A fee of RM50.00 per year is payable upon approval.

At the point of registration and renewals, the child care centre has to abide by the requirements of the Health Department (for example, the staff have received the relevant jabs) and Fire and Safety Department (for example, there are sufficient fire extinguishers).



## Flow-Chart of the Registration Process

**Applicant purchases relevant booklet cum application form from the District Social Welfare Office — nearest to the location of the child care centre.**

**Upon deciding to operate a child care centre, applicant engages with the Companies Commission of Malaysia for the purposes of registration and/or application for usage of name of child care centre.**

**Applicant completes forms and forwards to:**

- **Local Authority**
- **Fire & Safety Department**
- **Health Department**

## Steps Taken by the District Social Welfare Officer for Final Approval

**The District Social Welfare Officer will process the application and the following documents:**

- 1. Layout plan with clearly defined measurements and usage of space/learning corners for all children of all ages.**
- 2. Schedule outlining appropriate development activities for children – one for children aged below 2 years and one for children aged 2-4 years.**
- 3. A menu in line with the needs of children i.e. one for children below 2 years and one for children 2-4 years of age.**
- 4. List of staff, stating qualifications and experiences, in line with the ratio specified in the Child Care Centre (Institution-Based) Regulations 1985.**

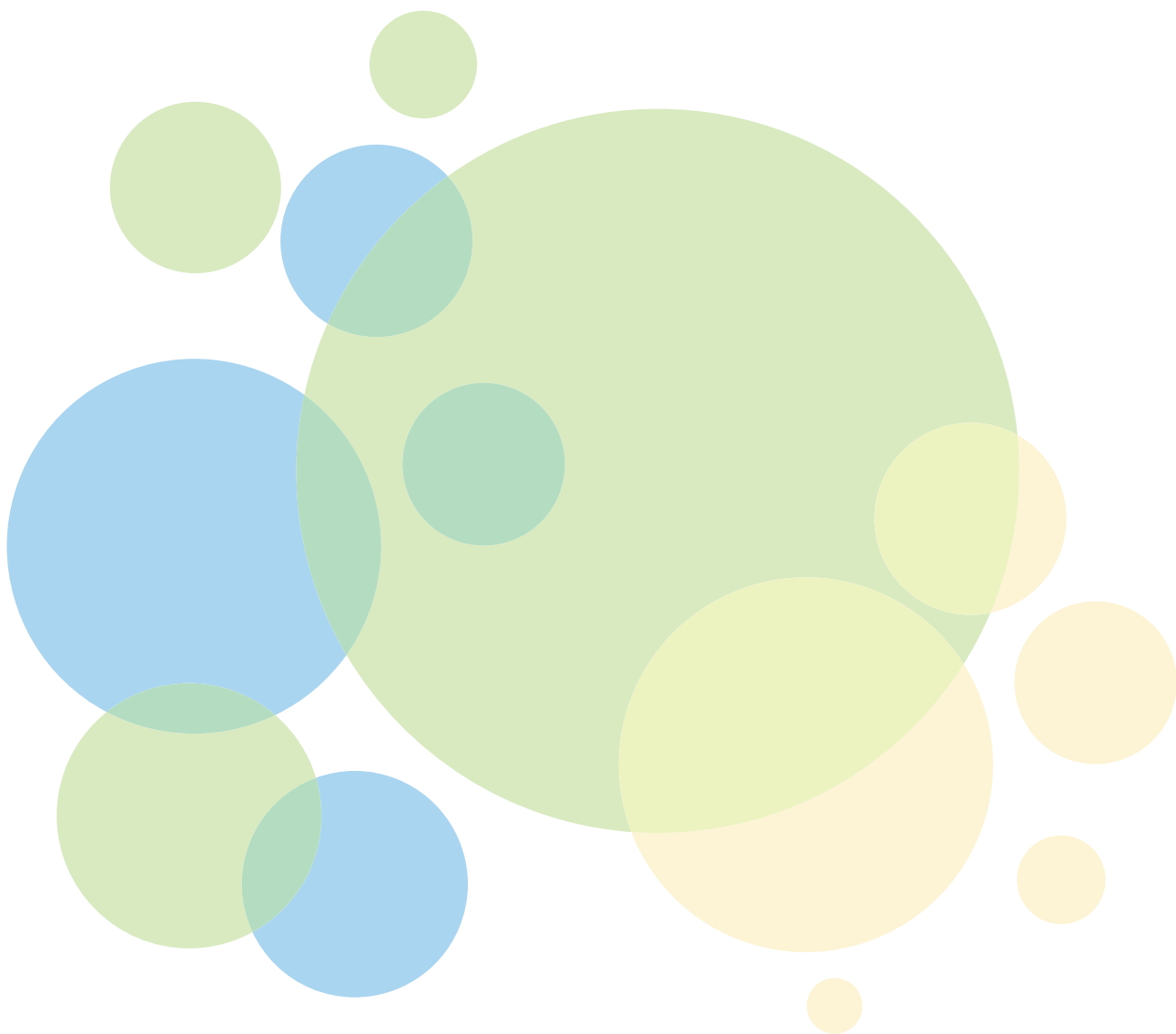
Once the above steps have been completed, the District Social Welfare Officer will submit the report to the State Welfare Office for issuance of the Certificate of Registration. The Certificate of Registration is to be renewed every 5 years.

## Last but not least...


Once you have done all your homework and completed all the preliminary steps, take time to visit some credible child care centres and gain some first-hand knowledge on the joys and challenges of providing care for children.

**GOOD LUCK!**







A black and white photograph of a baby crying, with a blue circular overlay containing text. The baby is lying down, wearing a patterned onesie, and has its mouth wide open in a cry. A person's face is partially visible in the upper right corner. A large blue circle is positioned in the lower right, containing the text 'KEY TERMS, RESOURCES & APPENDICES' in white, bold, sans-serif capital letters.

## **KEY TERMS, RESOURCES & APPENDICES**



## KEY TERMS

Care Centre Act 1993	:	Legislation under the purview of the Department of Social Welfare Malaysia that sets minimum standards for centres that provide residential care or day care services for the care, protection and safety of older persons, the disabled, juveniles, women and children.
Child Act 2001	:	Legislation under the purview of the Malaysian Department of Social Welfare that provides for the care and protection of children in difficult circumstances.
Child Care	:	Providing care for the child below the age of 4 years.
Child Care Centre Act 1984	:	Legislation under the purview of the Department of Social Welfare Malaysia that sets minimum standards for alternative child care services of children below 4 years of age.
Child Care Centre (Institution-Based) Regulations 1985	:	A regulation that supports the Child Care Centre Act 1984 and outlines administrative, operational, health and safety requirements.
Child Care Provider	:	Person employed in the child care centre to provide care and stimulation for children at the child care centre.
Convention on the Rights of the Child	:	A United Nations Convention that outlines the rights of the child below 18 years of age.

## CHILD CARE CENTRE RESOURCES

If you need more information, please refer to:

- Department of Social Welfare, Malaysia ([www.jkm.gov.my](http://www.jkm.gov.my))
- Ministry of Health Malaysia ([www.moh.gov.my](http://www.moh.gov.my))
- Child Care Centre Act 1984
- Child Care Centre (Institution Based) Regulations 1985
- Procedure for the Management of Child Care Centres at the Work Place (Tatacara Pengendalian TASKA Di Tempat Kerja) – Department of Social Welfare, Malaysia
- Guidelines – Procedure for Processing Applications to Set-Up a Child Care Centre (Garis Panduan – Prosedur Memproses Permohonan Penubuhan TASKA) – Department of Social Welfare, Malaysia
- Basic Child Care Course Package (Pakej Kursus Asas Asuhan Kanak-kanak) – Department of Social Welfare, Malaysia



## APPENDIX 1: Brief Background on the Child Care Centre Act 1984

Malaysia was the first country in the South-East Asian region to provide a legal framework to regulate child care for children below 4 years of age. The Child Care Centre Act 1984 (Act 308) was enacted to provide for the registration, control and inspection of child care centres and for the purposes connected therein. The Act, which outlines the main structure, processes and procedures for providing minimum standards of alternative child care, was amended in 2007 and now provides for the establishment of four categories of child care centres.

The Child Care Centre Act 1984 defines child care centres as:

*“any premise at which four or more children under the age of four years from more than one household are received to be looked after for reward”. And does not include any care of children by a relative.*

The four categories of child care centres are:

1. Work place-based child care centre;
2. Institution-based child care centre;
3. Community-based child care centre; and
4. Home-based child care centre.

Three of the categories, i.e. (a) to (c), refer to centre-based care receiving more than 10 children. The fourth category refers to home-based care, where less than 10 children are received for care in the home of the carer. The Act contains, among others:

1. Provisions to provide developmental programmes with emphasis on health and safety, to support the child sufficiently to promote holistic development, and fulfil their potential as an individual within their cultural milieu.
2. Exemptions to government-run programmes for young children, which include nurseries in hospitals, kindergartens or any children’s home run by the Government or a State Government.
3. Penalties to prevent contravention of basic requirements relating to registration and management of staff and implementation of developmental activities.

Complementing the Child Care Centre Act 1984 is the Child Care Centres (Institution Based) Regulations 1985, which was amended in 1993. It provides details for the appointment and duties of employees, structural requirements, and use of centres, fire precautions, health and sanitation, parental involvement and miscellaneous information. In an effort to provide focus on the child and reflect the role of the carer, one important amendment made in 1993 was replacing the term ‘*child minder*’ with the term ‘*child care provider*’.

The minimum standards for care are based on the needs of Malaysian children, as reflected in the outcome of the national survey on the status of child care in Malaysia (Consultative Report 1983), and the universal principles of child development. In Malaysia, the private sector is seen as the main provider of alternative child care services.

There has been significant progress made in ensuring quality child care services. The National Policy for Children has specific objectives to enhance quality, and ensure accessible and affordable child care services for all children who need alternative care. The Child Protection Policy provides for the safety of all children.

The Department of Social Welfare monitors the certification of child care centres and child care providers through an accreditation system. Training programmes in areas related to Early Childhood Care and Development for all stakeholders (Government, service providers and parents), both by the department as well as by the private sector, have increased. Unfortunately, these training programmes are more accessible in urban areas.



## APPENDIX 2: A Checklist to Guide the Process of Setting up a Child Care Centre

When submitting the application form, you must attach a copy of:

- ☐ The floor plan – indicating total space area and usage of every room in the building.
- ☐ Schedule of activities – two sets of schedules (each a week long) separately prepared for children below 2 years and for children 2-4 years of age.
- ☐ Menu – one for children below 2 years and one for children 2-4 years of age. Two samples to be submitted.
- ☐ List of staff – name, qualifications and experiences.

When the officer from the Department of Social Welfare comes to inspect the child care center, he/she must ensure that the centre complies with the following:

### Operational requirements

- ☐ Space ratio of 3.5 sq metres per child – maximum number of children at centre does not exceed ratio (excluding space area of toilets, kitchen, store, corridor and office).
- ☐ Staff-to-child ratio as specified in the Child Care Centre Act 1984 (amended 2007).
- ☐ Training requirements – staff to have attended the Basic Child Care Course accredited by Department of Social Welfare.
- ☐ Health requirements – all staff certified as medically fit to work with children.
- ☐ Appropriate equipment and furniture – size, texture, colour and safety features appropriate for children of all ages.
- ☐ Setting up a stimulating environment – indoor and outdoor child-centered learning environment with age-appropriate learning corners, and posters/pictures at child height. All displays and learning materials should reflect the culture of different races. Arrangement of furniture should promote free movement and social interaction between children, and enable supervisor and staff to monitor ongoing activities.
- ☐ Arrangement of rooms/layout to take into consideration children's daily needs – baby room to have attached bathroom or to be close to bathroom, or sleeping area that is spacious with less furniture (for example, bedding that can be folded/stacked away) so the space can be used for other activities.

### Schedule of activities:

- ☐ Name of Child Care Centre is clearly stated – must begin with the word 'TASKA'.
- ☐ Must specify age group – provide schedules for 2 different age groups, with 2 samples of each.
- ☐ All activities must be age-appropriate and must focus on enhancing total development of children. There should be relevant time slots for each activity, with non-routine activities lasting not more than 30 minutes. Activities must include outdoor play and a variety of indoor activities to create opportunities for quiet, active, individual, group, planned and free play. If children are in the centre for more than 4 hours, the schedule must include time for rest and meals.



#### Menu:

- ☐ State name of centre and age group – menu should be for 2 different age groups, with 2 samples of each.
- ☐ Ensure a balanced diet, with no junk food or food/drinks with preservatives. A halal menu and inclusion of food of the different races in Malaysia is recommended. The area used for preparation of food and drinks, and all apparatus must be maintained in a hygienic manner. Storage of food must be clean and safe.

#### Requirements of the Local Authority, Fire & Safety Department and the Health Department:

- ☐ Building/Floor plan drawn by a qualified architect.
- ☐ Photographs of location and space area.
- ☐ If operating in a rented building, obtain permission from immediate neighbours.
- ☐ If operating in a multi-storey building, the centre must be located on either the ground, 1st or 2nd floor. If it is in a factory, there is a need for additional approval from the Ministry of Health. Separate entry and exit points must be provided.
- ☐ To avoid traffic congestion, the identified premises should not face a main road, and should have ample drive-in and parking facilities.
- ☐ Premises should have ample space for indoor activities and a sick bay for children. Separate areas should be provided for babies and older children.
- ☐ Premises should have an outdoor play area for children.
- ☐ Kitchen area should not be accessible to children.
- ☐ Ensure availability of clean water, and separate areas for washing and bathing.
- ☐ All electrical equipment to be in safe and useable condition, kept away from the reach of children.
- ☐ First aid box should always be replenished. Staff to be trained in First Aid.
- ☐ Approved fire extinguishers to be readily available and staff to be trained in using them as well as in conducting fire drills.
- ☐ Yearly medical examination for all staff, panel doctor(s) to be available at all times, and kitchen staff to have relevant vaccination jabs.
- ☐ Animals (dogs, cats, birds etc.) are not permitted indoors.
- ☐ All signboards to be in Malay.



### APPENDIX 3: Sample timetable for children aged 2-3 years of age

#### TASKA A

Jadual Aktiviti Harian – Minggu pertama bulan Mei 2010 (Daily timetable- 1<sup>st</sup> week May 2010)

Umur kanak-kanak : 2-3 tahun (Age of children: 2-3 years of age)

Day/ Time	8.00am – 9.00am	9.00am - 10.00am	10.00am – 10.30am	10.30am – 11.00am
<b>Monday</b>	Receiving children – outdoor play	Wash up/toileting, followed by snacks	Individual activity: Craft work collage tearing/cut and paste	Group activity: Introduction to theme of the week circle time
<b>Tuesday</b>	Receiving children – outdoor play	Wash up/toileting, followed by snacks	Individual activity: Introduction to shapes, colouring with crayons	Group activity: Action songs (according to theme of the week)
<b>Wednesday</b>	Receiving children – outdoor play	Wash up/toileting, followed by snacks	Individual activity: Introduction to numbers blocks/counting objects	Group activity: Storytime with books (according to theme of the week)
<b>Thursday</b>	Receiving children – outdoor play	Wash up/toileting, followed by snacks	Individual activity: Introduction to colour-painting activity with water colours	Group activity: Storytime with puppets and other props (according to theme of the week)
<b>Friday</b>	Receiving children – outdoor play	Wash up/toileting, followed by snacks	Individual activity: Craft work collage with dried leaves, sticks and cotton etc	Group activity: Action song with percussion instruments



11.00am – 12.30pm	12.30pm – 2.30pm	2.30pm – 3.15pm	3.15pm – 3.45pm	3.45pm – 4.15pm	4.15pm – 5.00pm
Bath/toileting, followed by lunch  Quiet play: Puzzles/ manipulatives etc	Nap/rest	Wash up/toileting, followed by snacks	Group activity: Music and movement	Role-play corner/ free play	Getting ready to go home  Quiet time: Looking at books
Bath/toileting, followed by lunch  Quiet play: Puzzles/ manipulatives etc	Nap/rest	Wash up/toileting, followed by snacks- make their own sandwich	Group activity: Block play	Role-play corner/ free play	Getting ready to go home  Quiet time: Looking at books
Bath/toileting, followed by lunch  Quiet play: (puzzles/ manipulatives etc)	Nap/rest	Wash up/toileting, followed by snacks	Group activity: Playing with playdough	Role-play/free play	Getting ready to go home  Quiet time: Looking at books/role-play corner
Bath/toileting, followed by lunch  Quiet play: Puzzles/ manipulatives etc	Nap/rest	Wash up/toileting, followed by snacks	Group activity: Sharing puzzles	Role-play/free play	Getting ready to go home  Quiet time: Looking at books/role-play corner
Bath/toileting, followed by lunch  Quiet play: puzzles/ manipulatives etc	Nap/rest	Wash up/toileting, followed by snacks – make their own sandwich	Group activity: Music and movement	Role-play/free play	Getting ready to go home  Quiet time: Looking at books/role-play corner



## APPENDIX 4: Sample Curriculum

### The planning process

### The curriculum for 2-3 year old children

The child care provider has to ensure the activities planned are focused towards promoting total development. To be able to plan appropriate activities, a care provider has to be aware of the milestones of the child. Some of the milestones are as indicated below:

#### Physical Milestones of a Two to Three Year Old

Child will be able to :

- ☐ Jump with both feet together.
- ☐ Run and play chase.
- ☐ Ride a tricycle.
- ☐ Climb stairs by holding on to the rails.
- ☐ Hold "fat" crayons and scribble on paper.
- ☐ Dress himself or herself.
- ☐ Feed himself or herself.
- ☐ Start potty training.

During this period, all primary teeth should have emerged.

#### Learning Milestones of a Two to Three Year Old

Child will be able to :

- ☐ Understand the differences in sizes and textures.
- ☐ Differentiate between large and small, short and tall, soft and hard.
- ☐ Respond to sounds and uses words to express thoughts and needs.
- ☐ Say up to 50 words and make small sentences.
- ☐ Name up to five different body parts.
- ☐ Tell you his or her name.
- ☐ Identify some colours when asked.
- ☐ Engage in pretend and make believe play.
- ☐ Reflect behaviours of familiar adults.
- ☐ Experiment with materials, explore different sensations and textures.
- ☐ Understand spatial relationship and pattern formation.
- ☐ Solve simple problems through play and routines.
- ☐ Identify common events and routines.



## Emotional Milestones of a Two to Three Year Old

Child at this stage :

- ☐ Starts to label feelings, such as happy, sad, mad.
- ☐ Knows what he or she likes and dislikes.
- ☐ Starts having temper tantrums.
- ☐ Is interested in playing or being around other children his or her own age.
- ☐ Shows an emerging sense of self.
- ☐ May be hard on himself or herself if he or she makes mistakes.
- ☐ Gains sense of mastery and achievement and increasing ability to manage own behaviour.
- ☐ Tends to excel and flourish with a routine – growing competence in self care.
- ☐ Shows capacity to play with other children and respond to other children's feelings.

### An explanation of objectives and outcome in a curriculum:

Activities Planned in the Timetable	Objective of Activities	Apparatus/Materials Used	Learning Outcome	What to Look Out For
Outdoor play	<p>To create opportunities for fine motor development and muscle coordination through small specialised motions using eyes, mouth, hands and feet.</p> <p>To provide opportunities for holding, pushing, feeling, lifting, rolling, squeezing and spinning.</p> <p>To develop gross motor skills, coordination through throwing, swinging etc.</p> <p>To provide opportunities to learn to share equipment and apparatus available.</p> <p>To provide opportunities to interact with their friends and the environment.</p>	Various equipment - such as swings, see-saws and additional toys (small rubber balls, squeaky water play toys, small hoops, ropes etc.).	<p>Shows coordination skills while moving around and engaging in play activities.</p> <p>Able to fling a ball towards target, climb steps of slide, walk on balancing beam.</p> <p>Demonstrates ability to run, jump with both feet.</p> <p>Begins to move with balance and control when participating in active play activities.</p>	<p>Observe children closely while they are playing:</p> <ul style="list-style-type: none"> <li>• to ensure safety of the children;</li> <li>• to support and scaffold the development;</li> <li>• to ensure all children have equal opportunities at play;</li> <li>• to be at hand when children fight over a toy, equipment or apparatus; and</li> <li>• to be at hand when children disagree with each other and are not included, or walk away from the play area.</li> </ul>



Activities Planned in the Timetable	Objective of Activities	Apparatus/Materials Used	Learning Outcome	What to Look Out For
<p>Collage work – cutting, tearing and pasting.</p> <p>Playdough, colouring, painting activities.</p> <p>Playing with different types of puzzles / different textures, free play – role play corner, puzzles, block play, looking at books etc.</p> <p>Block play, manipulative toys.</p>	<p>To further strengthen the fingers and enhance fine motor and hand-eye coordination so that pre-writing and drawing skills can be developed.</p> <p>To experience different textures.</p> <p>To provide opportunities to select colours to match and create their own creative piece of work.</p> <p>To provide opportunities to learn names, different words and build up their vocabulary.</p> <p>To provide opportunities for cognitive development while playing with different textures and colours.</p> <p>To enhance confidence and creativity through the process of developing the children's own piece of work.</p> <p>To provide opportunities to concentrate and work alone.</p> <p>To enable children to interact with their friends and the environment.</p>	<p>Different types of paper, with different thickness (coloured glossy magazines, newspapers, advertisements from supermarkets, used computer print-outs, etc.).</p> <p>Dried leaves, polystyrene, cotton, used ice-cream sticks etc.</p>	<p>Demonstrates eye-hand coordination while manipulating and exploring objects, toys and play equipment.</p> <p>Able to scribble with a variety of writing instruments – crayon, pencils, brush, sticks etc.</p> <p>Pokes, pounds, squeezes and builds with playdough.</p> <p>Uses senses of touch, taste, sight and hearing to experience different objects.</p> <p>Shows off achievements and verbally states his/her joy.</p> <p>Expresses definite uses of wrist rotation to fit in puzzles.</p> <p>Uses thumb and fingertips to hold or pick up small objects.</p>	<p>All materials and apparatus used are safe for children.</p> <p>Children don't disagree and squabble over materials provided.</p> <p>Children not working together.</p> <p>Children getting bored.</p> <p>Do not place pressure on child to complete a piece of work.</p> <p>Accept whatever the final outcome – praise and ask him/her to explain. Accept his/her creativity.</p>



Activities Planned in the Timetable	Objective of Activities	Apparatus/Materials Used	Learning Outcome	What to Look Out For
<p>Music and movement, action songs with use of different props – puppets, percussion instruments etc.</p> <p>Story-telling and role play.</p>	<p>To provide opportunities for language development.</p> <p>To enhance vocabulary, increase creativity, and encourage creation of own games, for tactile stimulation and auditory discrimination.</p> <p>To provide opportunities to concentrate and work alone and together with other children.</p> <p>To provide opportunities for children to interact with their friends and the environment.</p>	<p>A variety of materials – bought, made and prototype, of different sizes, shapes, sound and texture.</p>	<p>Able to move with balance and control when moving with music or props.</p> <p>Able to use different props – hold, squeeze, swing, etc.</p> <p>Able to imitate songs, finger movements and enjoy creative movements (movements like animals).</p> <p>Able to participate in group singing, imitate singing activities for short periods and participate in dramatic play.</p> <p>Can use instruments to make “music”.</p>	<p>All materials and apparatus used are safe for children.</p> <p>Children don't disagree and squabble over materials provided.</p> <p>Children not working together or children getting bored (to intervene appropriately).</p>
<p>Routine activities – meals, bathing, sleeping</p>	<p>To enable children to be self-reliant.</p> <p>Provide opportunities for children to develop their confidence and self-esteem.</p>	<p>Variety of materials – child-size and safe, eg. sink, toilets, toiletries, cutlery, furniture, bedding, etc.</p>	<p>Able to participate in self-help activities including personal care routines – remove pants, underwear, T-shirts, comb their hair, brush their teeth, put on their footwear, eat finger food, drink from cup with handle, assist in preparing meals by tearing lettuce, peeling bananas, spreading butter/jam on biscuits/bread.</p> <p>Able to wash and dry hands on own, put on own pants, put on socks and shoes with assistance.</p> <p>Preferences for favourite clothes, toys and routines.</p> <p>Begins to assert themselves verbally – “no”.</p>	<p>All materials and apparatus used are safe for children.</p> <p>Children are closely monitored, encouraged and supported.</p> <p>Encourage the child to be independent, however do not place pressure on the child to do things on his/her own.</p>



## APPENDIX 5: Planning the Layout of the Centre

Planning the layout of the child care centre requires consideration of the following:

<b>Indoor space</b>	Indoor space requirements in square meters under the Child Care Centre Act 1984 is 3.5 sq metres per child, excluding areas such as the toilets, washrooms, kitchen, store, office and corridors.
<b>Areas for babies and toddlers</b>	Babies and toddlers need a separate room from the 3-4 year-olds.
<b>Areas for certain activities</b>	The need for separate activity areas or multiple use areas for the following should be considered: <ul style="list-style-type: none"> <li>• Arts and crafts area.</li> <li>• Home corner/cooking corner.</li> <li>• Dressing up/role-play corner.</li> <li>• Quiet activities – e.g. pre-reading corner, block corner, construction corner.</li> </ul>
	The child care centre also requires separate areas for the following: <ul style="list-style-type: none"> <li>• Food preparation/kitchen or pantry.</li> <li>• Dining (which can be used as activity area as well).</li> <li>• Sleep/ rest area (which can also double up as an activity area).</li> <li>• Storage.</li> </ul>
	There should also be separate facilities available for the staff of the child care centre.
<b>Toilets</b>	One toilet for every 10 children. A separate bathroom is required for children under 2 years of age with hygienic nappy-changing facilities.
<b>Outside play space</b>	This needs to be appropriate for all the age groups, including the babies and toddlers. For young children, the area needs to be secure and have age-appropriate facilities.
<b>Access to the child care centre</b>	Make sure there is suitable access for children, parents and staff (e.g. dropping-off and parking)
	All new premises must consider facilities to provide services that are inclusive of children with special needs such as wheelchair access.



The following are the recommended space requirements for the children's areas as well as for all other administrative facilities. This is only a guide to provide enough space for the proposed number of 60 children:

Facilities	Space Requirements	No.	Total Space
TASKA Activity Area	3.5 sq metres per child	60	210 sq metres
Administration Office/Staff Room	8m x 5m	1	40 sq metres
Kitchen/Pantries & Infant Rooms	10m x 3m	1	30 sq metres
Storage Space/Resource Centre	5m x 5m	1	25 sq metres
Child-sized Toilets/Bath/Dressing Rooms	1 toilet to every 10 children (1:10 ratio), with 3 for boys and 3 for girls	6	80 sq metres
Adult Toilets	2 (male/female)	2	12 sq metres
Dining	5m x 5m	1	25 sq metres
Nap Room for Children 2-4 years	10m x10m (est. 30 kids)	1	100 sq metres
Library	6m x 5m	1	30 sq metres
Sick Bay	4m x 5m	1	20 sq metres
Meeting Room (parent conferences)	4m x 5m	1	20 sq metres
Reception	4m x 5m	1	20 sq metres
Lounge (parents/visitors)	4m x 5m	1	20 sq metres
Audio-Visual Room/Large Group Activity	5m x 8 m	1	40 sq metres
Indoor Playground or Outdoor Playground	15m x 10m	1	150 sq metres
<b>TOTAL ESTIMATED SPACE REQUIREMENTS</b>			<b>862 SQ METRES</b>



## APPENDIX 6: Sample Job Description

A job description for a specific position is a document or framework which specifies all the duties and responsibilities, including daily and occasional tasks, which an individual is expected to perform in a particular programme.

Job descriptions should be well-written, current, and specific to a particular programme. Job descriptions usually include:

1. Job title;
2. Person to whom the staff member is responsible;
3. Qualifications – education, knowledge, experience, personal health, physical abilities;
4. Primary duties and responsibilities;
5. Additional duties;
6. Working conditions; and
7. Salary and benefits.

### Sample job description for a child care provider (caring for those between 0 to 2 years of age and 2 to 4 years of age)

Title	Child Care Provider for Infant-Toddler Programme (0 to 2 year olds)	Child Care Provider for 2 to 4 year olds
Overview	<p>The child care provider is responsible for the care, safety and developmental progress of infants and toddlers under his/her care.</p> <p>Must be caring, gentle and committed to carrying out his/her roles and responsibilities with utmost care and concern. He/she reports directly to the supervisor.</p>	<p>The child care provider is responsible for the care, safety and developmental progress of children aged between 3 and 4 years old under his/her care.</p> <p>Must be caring, gentle and committed to carrying out his/her roles and responsibilities with utmost care and concern. He/she reports directly to the supervisor.</p>
Qualifications/ Experience	<p>Must be at least 18 years of age.</p> <p>Be certified physically, medically and mentally fit.</p> <p>Possesses the minimum of Sijil Pelajaran Malaysia/equivalent</p> <p>Passed the Basic Child Care Course accredited by Department of Social Welfare and a basic course in First Aid.</p>	<p>Must be at least 18 years of age.</p> <p>Be certified physically, medically and mentally fit.</p> <p>Possesses the minimum of Sijil Pelajaran Malaysia/equivalent</p> <p>Passed the Basic Child Care Course accredited by Department of Social Welfare and a basic course in First Aid.</p>
Entitlements	<p>Is entitled to EPF (Kumpulan Wang Simpanan Pekerja) and SOCSO (Pertubuhan Keselamatan Social) contributions, and other benefits such as leave, medical, etc. according to the prevailing laws/regulations.</p>	<p>Is entitled to EPF (Kumpulan Wang Simpanan Pekerja) and SOCSO (Pertubuhan Keselamatan Social) contributions, and other benefits such as leave, medical, etc. according to the prevailing laws/regulations.</p>



Title	Child Care Provider for Infant-Toddler Programme (0 to 2 year olds)	Child Care Provider for 2 to 4 year olds
Duties & Responsibilities	<ol style="list-style-type: none"> <li>1. To ensure a high standard of care for the babies and toddlers in his/her group.</li> <li>2. To work cooperatively with other child care providers in the programme.</li> <li>3. To ensure that the basic physical needs of the children under his/her care are met.</li> <li>4. To implement each infant's individual schedule consistent with the parents' established schedule.</li> <li>5. To plan, prepare and carry out activities for the holistic development of each individual child under his/her care.</li> <li>6. To keep records of the health, progress and accidents or injuries sustained by the child.</li> <li>7. To maintain the cleanliness and safety of the physical environment, equipment and materials.</li> <li>8. To write progress reports for communication to parents during parent conferences or upon request.</li> <li>9. To welcome children upon arrival, and hand them over to parents after the programme.</li> <li>10. To communicate, liaise with and support parents and other family members, and to ensure continuity of care between the home and the centre.</li> </ol>	<ol style="list-style-type: none"> <li>1. To ensure a high standard of care and stimulation for the children in his/her group.</li> <li>2. To work cooperatively with other child care providers in the programme.</li> <li>3. To ensure that the basic physical needs of the children are met. To plan, prepare and carry out a programme of activities for the holistic development of each child under his/her care.</li> <li>4. To plan for individual children, taking into account their stage of development, interests, needs and learning styles.</li> <li>5. To observe and assess the development and progress of each individual child.</li> <li>6. To keep records of the health, progress and accidents/injuries sustained by the child.</li> <li>7. To write progress reports for communication to parents during parent conferences or upon request.</li> <li>8. To plan and prepare all the materials required to implement the programme.</li> <li>9. To maintain the cleanliness, attractiveness and safety of the physical environment, equipment, and materials.</li> <li>10. To welcome children upon arrival, and hand them over to parents after the programme.</li> </ol>



Title	Child Care Provider for Infant-Toddler Programme (0 to 2 year olds)	Child Care Provider for 2 to 4 year olds
Duties & Responsibilities	<ol style="list-style-type: none"> <li>11. To attend weekly staff meetings.</li> <li>12. To undertake certain domestic jobs within the programme, such as the preparation of feeds, washing of bottles.</li> <li>13. To attend all in-service training provided by the employer.</li> <li>14. To maintain confidentiality of children, parents and families, and other staff members.</li> <li>15. To maintain a professional attitude and loyalty to the centre at all times.</li> <li>16. To know the policies of the centre, which should include but not be limited to the following:               <ol style="list-style-type: none"> <li>(a) Health and Safety Policy</li> <li>(b) First Aid and Medical Emergency Policy</li> <li>(c) Fire Evacuations</li> <li>(d) Child Abuse Reporting</li> <li>(e) Staff Policies</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>11. To communicate, liaise with, and support parents and other family members, so as to maintain continuity and consistency of care between home and centre.</li> <li>12. To undertake certain domestic jobs within the programme eg. mopping up spills; cleaning up vomit.</li> <li>13. To maintain the confidentiality of children, their parents and families, and other staff members.</li> <li>14. To attend and participate in weekly staff meetings, training courses and planning activities.</li> <li>15. To maintain a professional attitude and loyalty to the centre at all times.</li> <li>16. To know the policies of the centre, which should include but not be limited to the following:               <ol style="list-style-type: none"> <li>(a) Health and Safety Policy</li> <li>(b) First Aid and Medical Emergency Policy</li> <li>(c) Fire Evacuations</li> <li>(d) Child Abuse Reporting</li> <li>(e) Staff Policies</li> </ol> </li> </ol>



**APPENDIX 7: Sample of Offer Letter**

Date: 22 May 2009

Cik Siti binti Zainal Hussain,  
100 Jalan Damansara,  
Petaling Jaya.

Dear Cik Siti,

**RE: APPOINTMENT AS CHILD CARE PROVIDER**

With reference to the above, I am pleased to offer you a position as a child care provider at Taska Murni, with effect from 1<sup>st</sup> July 2009.

The Terms and Conditions of Employment are as follows:

1. You will be paid a monthly salary of RM 800.00 per month.
2. Your probationary period will be three months. If your performance is not satisfactory, your probation period may be extended for a further three months.
3. Both you and the employer shall contribute to the Kumpulan Wang Simpanan Pekerja and SOCSO at the prevailing statutory rates of contribution.
4. You are entitled to annual leave and medical leave according to regulations in the Labour Law.
5. The Period of notice for termination of employment or salary in lieu shall be as follows:
  - a) During Probation – 1 month
  - b) After Probation – 3 months
6. Other terms of employment are as stipulated in the Staff Handbook.

Please sign on the attached copy of this letter and return it to me to indicate your acceptance of this appointment, together with all its terms and conditions.

Yours sincerely,

Puan Murni binti Ahmad  
Operator

I, the undersigned, have read the Staff Handbook, Job Descriptions and hereby accept this appointment together with all its terms and conditions.

Signature : .....  
Name : .....  
I.C. No. : .....  
Date : .....



## APPENDIX 8: Details of Records to be Maintained at the Child Care Centre

Effective record-keeping is an essential component in any child care centre. It is important to take note that the different categories of records to be maintained have varying standards of confidentiality. The most important records are as described below.

### Staff Records

Staff records are kept in personnel files, and contain information about individual employees. Contents include:

1. Application form, giving all personal information;
2. Copies of certificates of qualifications;
3. Reference letters;
4. Personal health record;
5. Insurance record;
6. Employment record;
7. Evaluation records; and
8. Conferences/training attended.

Only the supervisor has direct access to staff records. The staff member concerned must obtain the permission of the supervisor if he/she needs to access their own records.

### Children's Records

Records are kept in personnel files, and contain information about individual children. Contents include:

1. All personal information;
2. Personal health record;
3. Attendance records; and
4. Evaluation records.

Confidential information is only accessible to the supervisor. Members of staff are, however, responsible for maintaining a separate file for progress and activity related information.

### Child Care Centre Records

This will include all records related to:

1. Inventory of all equipment and furniture.
2. Finance and maintenance of the centre.
3. Fire drills.
4. Parental involvement activities (including communication methods between parents and care providers - message book, copies of notices sent out, posters/newspaper cuttings pinned-up on notice board etc.).

Administrative and financial records are only accessible to the supervisor and management staff (administration officer/ financial officer).





## ACKNOWLEDGEMENTS

This Tool Kit on How to Set Up a Child Care Centre at the Work Place was commissioned through a joint collaboration between the Companies Commission of Malaysia (SSM) and UNICEF Malaysia.

The document was prepared with technical input from UNICEF Malaysia consultant, Amy Bala.

## Editorial and Layout Support

Shiao Eek Tee  
Nur Ishqi Zakaria  
Maya Faisal  
Cara Kamaruddin  
Dina Ramli



© Companies Commission of Malaysia (SSM) and UNICEF Malaysia, 2010.

This publication may be freely reviewed, abstracted or translated in part or whole with the appropriate acknowledgement. It may not be used in conjunction with commercial purposes.



## APPENDIX 9: Sample of budget

Sample Budget for Child Care Centre with 60 Children

		RM	RM	RM
	<b>INCOME</b>			
	Sponsorship			
	Fees			
	<b>TOTAL INCOME</b>			
<b>A</b>	<b>CAPITAL EXPENDITURE &amp; START-UP COST</b>			
1	Renovations/Refurbishments/Signages	50,000		
2	Safety/Security/Health Equipment (Fire/CCTV/Medical)	25,000		
3	Fixtures/Fittings/Furniture/Soft Furnishing	50,000		
4	Furniture for Children Activity Centres	25,000		
5	Office & Administration Equipment & Start-Up Stationery	20,000		
6	Routine Space Equipment (Kitchen/Bath/Store)	10,000		
7	Curriculum Resources, Toys & Play Equipment	60,000		
8	Playground Equipment	15,000		
9	Licences - DBKL/DSW/Health	1,500		
10	Insurance (Public Liability/Equipment)	2,000		
11	Rental & Utilities Deposit	15,000		
	<b>TOTAL CAPEX</b>	<b>273,500</b>		
<b>B</b>	<b>ADMIN OPERATIONAL COSTS</b>		<b>MONTH</b>	<b>ANNUAL</b>
1	Rental		5,000	60,000
2	Food		7,200	86,400
3	Utilities:			
	Electricity		600	7,200
	Water		150	1,800
	Telephone/Fax		300	3,600
	Sewerage		50	600
4	Insurance for Children		100	1,200
5	Replenishment - First Aid Kit/Toiletries		100	1,200
6	Cleaning Supplies/Gas Supply		200	2,400
7	Teaching Aids/Art Supplies/Stationery		500	6,000
8	Special Events/Theme Trips		1,000	12,000
9	Staff Training		1,000	12,000
10	Parental Involvement Programmes		200	2,400
11	Maintenance/Repairs		200	2,400
12	Contingencies/Petty Cash		500	6,000
	<b>TOTAL ADMIN OPERATIONAL COSTS</b>		<b>17,100</b>	<b>205,200</b>
<b>C</b>	<b>PAYROLL COSTS</b>			
1	Centre Executive/Director/Supervisor		4,000	48,000
2	Admin/Finance Officer		1,800	21,600
3	Senior Care Provider (Infants) - 1 staff		2,000	24,000
4	Senior Care Provider (2-4 years old) - 1 staff		2,000	24,000
5	Care Providers - Infants (0-8 months) - 3 staff		3,600	43,200
6	Care Providers - Infants (8-12 months) - 3 staff		3,600	43,200
7	Care Providers - Toddlers (13-24 months) - 2 staff		2,400	28,800
8	Care Providers - Toddlers (2-3 years) - 2 staff		2,400	28,800
9	Care Providers - Children (3-4 years) - 4 staff		4,800	57,600
10	Cook/General Worker - 2 staff		1,800	21,600
11	EPF & SOCSO		4,316	51,792
12	Overtime		500	6,000
	<b>TOTAL PAYROLL</b>		<b>33,216</b>	<b>398,592</b>
<b>D</b>	<b>CONSULTANCY FEES (IF ANY)</b>			
	Total Capex	273,500		
	Total Opex (Admin Operational Costs + Payroll)			603,792
	<b>OVERALL EXPENDITURE</b>			<b>877,292</b>



**Headquarters**

Menara SSM @ Sentral  
No. 7, Jalan Stesen Sentral 5  
Kuala Lumpur Sentral  
50623, Kuala Lumpur  
**T** (+6.03) 2299 4400  
**F** (+6.03) 2299 4411

Email : [enquiry@ssm.com.my](mailto:enquiry@ssm.com.my)

[www.ssm.com.my](http://www.ssm.com.my)

**United Nations Children's Fund**

Malaysia Country Office  
Wisma UN, Block C, 2nd Floor  
Kompleks Pejabat Damansara  
Jalan Dungun, Damansara Heights  
50490 Kuala Lumpur, MALAYSIA  
**T** (+6.03) 2095 9154  
**F** (+6.03) 2093 0582

Email : [kualalumpur@unicef.org](mailto:kualalumpur@unicef.org)

[www.unicef.org/malaysia](http://www.unicef.org/malaysia)