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ibcwe
Indonesia Business Coalition
for Women Empowerment

A guide to employer- supported childcare



Foreword

This practical guide is aimed at medium to large employers in the formal sector that are in a position to address ways to enhance support their employees that have multiple obligations outside of their formal employment, such as childcare. In Indonesia, this burden largely falls to women. This guide is to assist medium to large employers who are interested in ensuring they can attract and retain a diverse and high-performing workforce through inclusive practices.

The consequence of prevailing social norms often results in women facing disproportionate responsibility for child-rearing after childbirth, relative to men. This can impact their workforce participation, either through opting out of the workforce or choosing self-employment or informal employment for more flexible arrangements. As a result, the female labour force participation rate (FLFPR) has stagnated at around 50% for the past two decades, significantly trailing the male participation rate of 84.3% as of August 2023. From an employer's standpoint, the shortage of female talent translates to untapped potential and increased costs. Reversing this trend is critical to enable Indonesia to realise its ambitions as a high-income country by 2045.

This requires us to move beyond "business as usual" and prioritize innovative solutions and active stakeholder engagement. Employers can play a significant role in supporting employees' childcare needs, thereby reducing turnover and attracting more female talent. By providing effective childcare support that is tailored to the specific needs of employees and the capabilities of employers, we can empower women to balance their dual responsibilities and make more informed economic choices.

To support pioneering employers committed to addressing the challenges of women's dual roles, the Indonesia Business Coalition for Women Empowerment (IBCWE) and Investing in Women (IW), with the backing of the Australia Indonesia Partnership for Economic Development (Prospera), have developed a guide to employer-supported childcare. Building upon regulations and standards from Ministry of Education, Culture, Research and Technology (MoECRT) as well as Ministry of Women Empowerment and Child Protection (MoWECP), this guide provides practical steps and considerations for employers to support their workforce, alleviate the double burden, and improve work-life balance, ultimately leading to higher retention rates. In the mid-term, companies that implement this guide can demonstrate the benefits of providing childcare support, potentially encouraging wider adoption of such policies.

As highlighted earlier, the conventional "business as usual" approach may hinder the achievement of Indonesia's 2045 vision. Numerous challenges persist for female workers, requiring active engagement from multiple stakeholders to support and implement initiatives that enhance women's economic participation.

This guide to employer-supported childcare targets a specific outcome and represents one of many necessary steps to increase female labour force participation and realize the 2045 Vision. The collaborative effort that brought forth this guide is a testament to the collective commitment of various stakeholders. Continuous promotion of collaborative efforts is essential to further support the increased involvement of other crucial parties in enhancing women's economic participation.

Indonesia Business Coalition for Women Empowerment (IBCWE), Investing in Women (IW), and the Australia Indonesia Partnership for Economic Development (Prospera) wish that this guide will prove beneficial for employers and companies in supporting their workers and employee.



Acknowledgement

This guide is a collaborative effort between the Australia Indonesia Partnership for Economic Development (Prospera), Investing in Women (IW), and the Indonesian Business Coalition for Women Empowerment (IBCWE). The development of this guide was spearheaded by Prospera, with invaluable support from IW and IBCWE in coordinating and facilitating consultations with private sector companies. The purpose of this guide is to advocate for employer-supported childcare and to offer employers practical advice on how to assist their employees with childcare needs.

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Finally, this guide is dedicated to working parents and employers committed to creating a family-friendly workplace for the benefit of our children, mothers, fathers, and the future of Indonesia.

The findings, interpretations, and conclusions expressed in this report are those of the team members involved in its production and do not necessarily reflect the views of the Australian Government.

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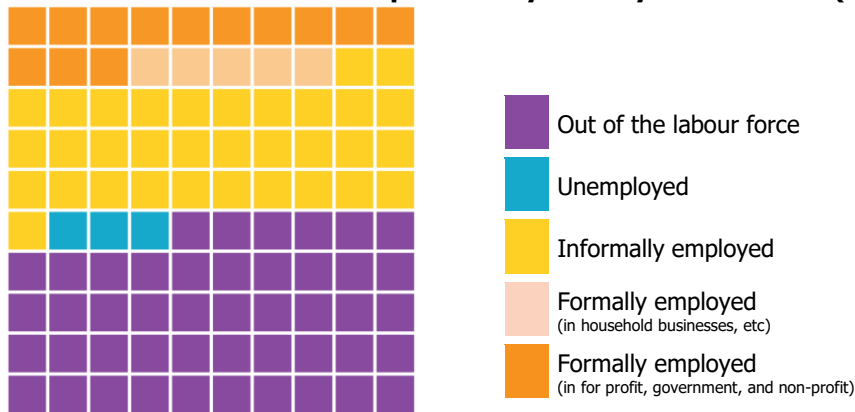
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At a glance: Female labour force participation Indonesia

Chart 1. 15+ Female Population by Activity in Indonesia (August 2023)



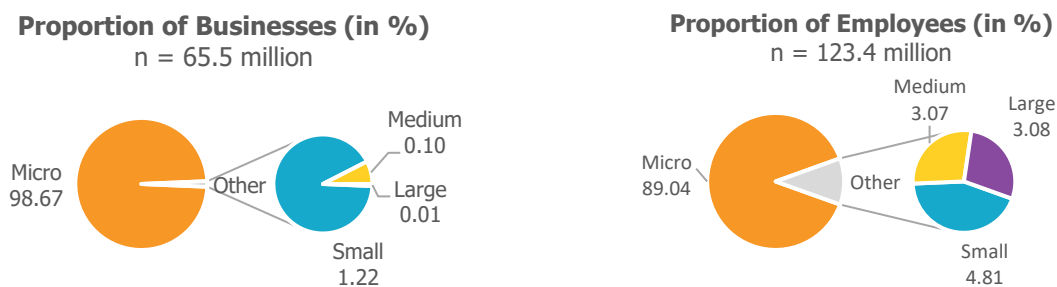
Note: each tile represents one 15+ female.

Despite notable advancements in educational access since 2000, with girls surpassing boys in completion rates across all levels, this progress hasn't translated into equal economic participation for Indonesian women. The female labour force participation rate has remained stagnant, about 30 percentage points lower than that of males for the past two decades, highlighting untapped potential in the female workforce.

This gender disparity in labour force participation is largely attributed to domestic and childcare responsibilities. Married women aged 20-40 show the lowest participation rates compared to their single counterparts and men, both married and single. The presence of children in the household further accentuates this disparity, with prime-age women living with at least one child up to 5 years old seeing a reduction in labour force participation of up to 30% compared to those without.

According to Chart 1, among every 100 women aged 15 and above, 46 are absent from the labour force, 3 are in the labour force but unemployed, 33 are engaged in informal work such as casual or unpaid family roles, 5 are formally involved in home-based businesses, and a mere 13 occupy formal positions in sectors where employer-supported childcare is most probable.

Chart 2. Distribution of businesses and employee absorption by business scale (2019)



Source: Ministry of MSMEs and Cooperatives (2019)

Moreover, the Indonesian business landscape is predominantly made up of micro, small, and medium enterprises, accounting for 98.7% of 65.5 million businesses. In contrast, 5600 large businesses which only absorb 3.1% of the total workforce, are typically more capable of providing employer-supported childcare. This significant imbalance underscores a possible gap in support that could impede the advancement of gender equality in the workplace.

Given these figures, it is evident that employer-supported childcare is just one solution among many in addressing the complex issue of gender inequality in the workforce.

There is an urgent need for comprehensive policies and collaborative efforts that move beyond business-as-usual to holistically address issues of gender inequality and the fair distribution of care responsibilities. The path forward calls for innovative public and private sector solutions, broader legislative support, and a shift towards shared care responsibilities.



STARTING WITH THE “WHY”

1. The business case for employer-supported childcare in Indonesia

Why is employer-supported childcare important for organizations?

It is often a struggle for working parents to balance home and work duties. The dual roles of mothers and fathers as parents and employees frequently lead to conflicts between work obligations and childcare needs, especially for those with young children. This split in focus, time and energy between professional responsibilities and caring for children can have adverse effects on working parents and their employers.

Box 1. How childcare conflicts affect working parents and employers

Companies incur costs when their employees face conflicting work and childcare responsibilities. Lower productivity, absenteeism and employee turnover due to childcare conflicts affect company performance and increase recruitment and training costs, especially in tight labour markets. A company’s ability to attract top talent also becomes limited, particularly among women with childcare needs.

Lowered productivity The divided attention and stress of managing both work and caring for children may decrease employee efficiency and output.	Increased absenteeism Working parents may need to take time off more frequently to attend to childcare needs, especially when unexpected issues arise.
Reduced job satisfaction The stress of balancing work and childcare can lead to dissatisfaction.	High employee turnover With prolonged lack of support, employees may decide to leave the organisation, causing higher employee turnover.

The issue of childcare availability affects not only working parents but also the organisations they work for. To address this challenge, employers may consider providing **employer-supported childcare** solutions. These are initiatives or programs that are either fully funded, subsidised, or facilitated by employers to ease the burden of childcare and foster a more supportive work environment for working parents.

Multifaceted benefits of employer-supported childcare for employers

When childcare is easy to access and affordable, it can help parents – especially mothers – balance paid work and caregiving. However, reflecting Indonesia’s traditional reliance on informal household assistance and family care arrangements, Indonesia does not have enough facilities to meet the demand from parents. For every 10,000 children aged 0–6, there are only seven early childhood education and care (ECEC) facilities. Day care, which provides full-day services to allow parents to work without worrying about their children, makes up just 1% of all registered ECEC facilities. Even when childcare is available, it is often too expensive for parents, and the people who take care of the children are not paid enough (Prospera and CIPS, 2021).

Employer-supported childcare may help alleviate the challenges parents face and create numerous benefits for the company involved. Investing in childcare is often a smart move for employers, leading to improved employee engagement, higher retention rates and increased workforce productivity, as well as to the attraction and retention of top talent – thereby fostering a positive workplace culture and long-term sustainability.

Table 1. The business case for employer-supported childcare

Benefit	Evidence
Improved employee engagement and productivity	<ul style="list-style-type: none">• In Indonesia, adding one preschool per 1,000 children boosted the total factor productivity of manufacturing plants by 11 percent for those with an average proportion of female workers (Cali et al., 2022)• In Rwanda’s tea plantations, employees utilising employer-supported childcare work additional hours or pluck tea leaves more swiftly, harvesting an extra 4 to 6 kilograms of tea compared with their counterparts who do not use the service (UNICEF et al, 2021).



Benefit	Evidence
	<ul style="list-style-type: none"> • BASF, a German chemical company, observed that female employees with access to creches returned from maternity leave three months earlier, increased their working hours upon return, and experienced fewer short-term absences (Then et al., 2014 in IFC, 2019). • Red Lands Roses, a floriculture firm in Kenya, reported a 25% reduction in unplanned leave within a year of introducing childcare support (Hein & Cassirer, 2010 in IFC, 2019). • Companies in the UK and Ireland noted a 70% decrease in absence rates among employees with access to employer childcare services compared with those without (Bright Horizons, 2009 in IFC, 2019). • In Egypt, a typical business with 100 female employees could save approximately EGP 500,000 (~IDR 253,000,000) annually in lost work time by offering childcare subsidies for employees' children (ILO, 2021).
Expanded talent pool and attracting high performers	<ul style="list-style-type: none"> • A survey across 200 organisations with 1,000 participants revealed that 84% of parents considered employer-supported childcare crucial in their decision to join the company (Bright Horizons, 2013). • Research involving 300 employees from Sri Lankan apparel companies showed 83.63% support for childcare facilities, particularly among recent hires (Balasooriya & Pallegedra, 2021). • Among nearly 10,000 respondents aged 18–67, 62% of Millennials ranked onsite or subsidised childcare as a key job feature, compared to Gen X at 57% and Baby boomers at 47% (EY, 2015 in IFC, 2019). • Pepsico Pakistan's introduction of onsite or proximate childcare facilities has been effective in attracting female employees (IFC, 2019).
Sustained top talent retention	<ul style="list-style-type: none"> • Nalt Enterprise, a textile producer in Vietnam, experienced a one-third reduction in staff turnover following the launch of an onsite kindergarten for employees (IFC, 2020). • Citigroup Chile's childcare solutions have significantly enhanced maternity return rates, now at 93% (IFC, 2019). • In the United States, a childcare subsidy program significantly reduced turnover rates and improved the effectiveness of federal agencies (Lee & Hong, 2011).
Workplace diversity and reflection of commitment to positive work culture	<ul style="list-style-type: none"> • Investment in childcare is a talent attraction strategy which reflects the company's commitment to a family-friendly work culture and fosters gender diversity in the workforce. • Gender diversity, which can be enhanced through talent attraction and retention has been associated with higher revenue, profit and financial performance (Gallup 2014).

Introducing this guide to employer-supported childcare

This guide offers actionable advice for both large, public-sector organisations and private companies in Indonesia to address their employees' childcare needs while improving their productivity and enhancing ECEC nationwide. It is designed for employers that wish to establish or

contract-out childcare facilities, provide indirect support such as a childcare allowance or subsidy, or complement support that would allow parents to care for their children when the need arises. It is also relevant for employers looking to deliver a good-quality facility, adhering to existing guidance and standards set by the Ministry of Education, Culture, Research, and Technology, as well as the Ministry of Women's Empowerment and Child Protection. The guide is relevant to a diverse range of work sites, including offices, factories, plantations, hotels, malls and restaurants.

The guide is structured as follows:

UNDERSTANDING "WHAT" CAN BE PROVIDED

- **Assessing needs and capacity**
Before determining the type of childcare support to offer, an employer must conduct several assessments to consider employee needs, as well as the company's capacity to deliver the support.
- **Available options**
This section presents various options that employers can choose to support their employees with childcare needs, directly and/or indirectly. This section also spells out what employers can do to support working parents (e.g. flexible work arrangements) in addition to direct or indirect childcare support.



IMPLEMENTING THE "HOW"

- **Investing for the future**

This section helps employers understand the level of investment needed to provide employer-supported childcare for their employees based on various support scenarios and options.

- **Legal and regulatory compliance**

This section highlights the legal and regulatory requirements for childcare facilities to maintain their operations in Indonesia.

- **Standards and regulations**

Whether an employer chooses to build, recommend or contract-out childcare facilities, there are standards and regulations that they must adhere to (explained in this section).

- **Monitoring and evaluation**

This section emphasises the importance of monitoring and evaluation for employer-supported childcare programs to ensure quality, continuous improvement and alignment with working parents' needs.



UNDERSTANDING "WHAT" CAN BE PROVIDED

2. What employees need and an employer's capacity to deliver

Employers should choose the appropriate option by balancing the childcare needs of parents with their own resources and capabilities, to ensure their support has impact.

Working parents often deal with various dimensions of childcare challenges related to access, availability, cost and quality (IFC, 2019). Gathering insights from employees and the current childcare system will help employers ensure the support they provide meets employee needs and the capabilities of their company, thus avoiding over or under investment. Employers may wish to conduct a needs assessment by way of an employee survey, focus-group discussion and/or desktop research.

Table 2 below outlines the steps employers can take to conduct a needs assessment for childcare support. Chart 3 complements the table by highlighting the pressure points across different aspects of childcare support, assisting employers in making a well-informed decision.

Table 2. How to conduct needs assessment

1. Engage stakeholders and survey employees

- Involve employees, HR professionals, and management in the assessment process. Conduct a survey or focused group discussion among employees to gather information about their childcare needs, preferences, and challenges.

2. Analyse workforce demographics and assess current resources

- Review the demographics of your workforce to understand the proportion of employees who might need childcare support. Evaluate any existing childcare support resources or programs within the organization.

3. Research childcare options

- Explore various childcare options that could be offered, such as on-site daycare, partnerships with local childcare providers, or flexible spending accounts for childcare.

4. Evaluate costs and benefits

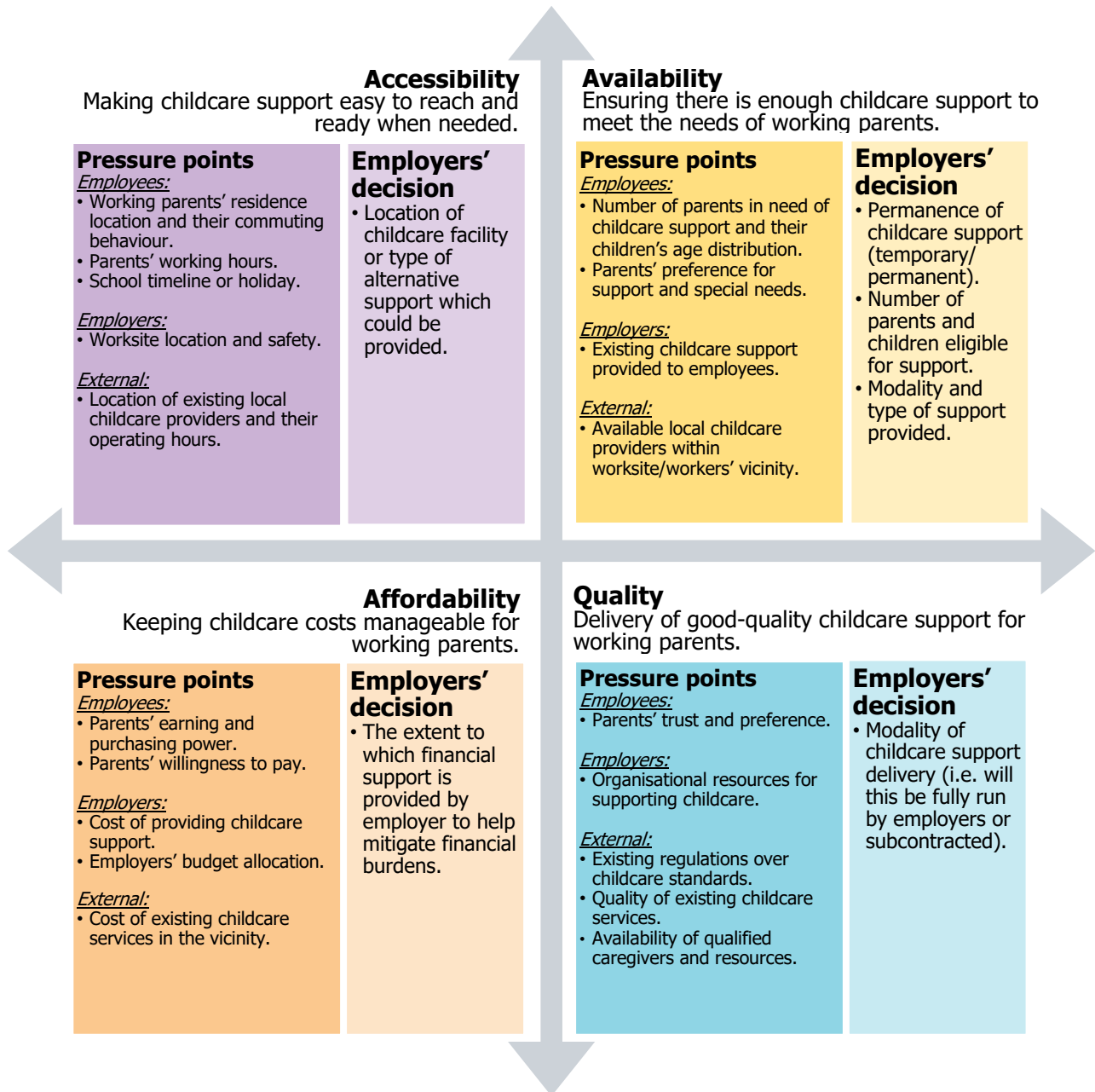
- Estimate the costs associated with different childcare support options and weigh them against the potential benefits, such as increased employee retention and improved productivity.

5. Prioritize needs and develop a plan

- Based on the data collected, prioritize the childcare needs of employees and create a detailed plan for implementing the chosen childcare support options.



Chart 3. Dimensions of childcare support

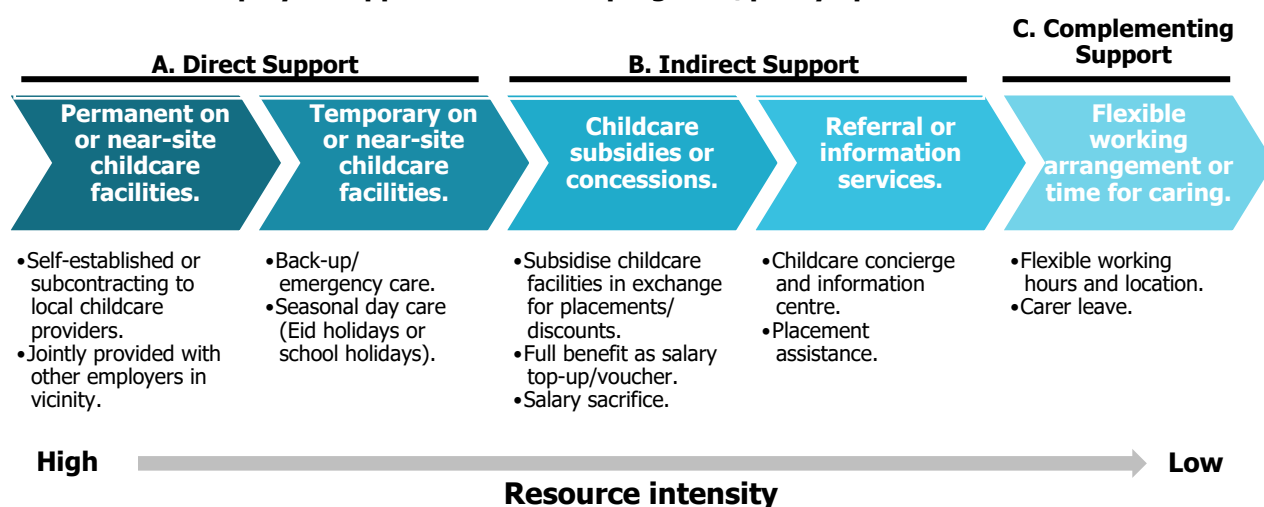


3. Available options

Following the needs assessment, employers can choose from a plethora of options to support their employees' childcare needs

Employers have a wide range of options to support their employees with childcare. They can provide direct support through onsite facilities, or indirect support through financial assistance or even assist through non-financial means, including provision of information and guide. These options will vary in terms of the resources required, ranging from flexible working arrangements, which is less resource intensive, to establishing onsite or near-site childcare centres, which is more resource intensive. Chart 4 lists these options, and employers are encouraged to combine different modalities as per their needs. They can even start with one option and gradually increase their support as resources become available or based on feedback from employees.

Chart 4. Employer-supported childcare programs/policy options



Source: Adapted from IFC (2019), processed by author.

The results of the needs assessment will help employers decide on next steps. For instance, workplaces with young children can partner with daycare facilities or preschools to match care hours with parents' work schedules. The following table outlines various fictional employer personas, their characteristics, and potential support options.

Table 3. Example of assessment result and employer-supported childcare options

Assessment result	PT. GreenLeaf Rubber (rubber plantation)	PT. SureGuard Insurance (insurance)	PT. ThreadCraft Textiles (textile manufacturing)
Demographic assessment	<ul style="list-style-type: none"> •75 employees at the worksite: 25 children needing childcare support. 	<ul style="list-style-type: none"> •150 employees at the worksite: 10 children needing childcare support. 	<ul style="list-style-type: none"> •500 employees at the worksite: 150 children needing childcare support.
Worksite location	<ul style="list-style-type: none"> •A rubber plantation in a remote area. No local childcare facility. 	<ul style="list-style-type: none"> •Uses office space in a building in an urban area. Office building already equipped with a childcare facility. 	<ul style="list-style-type: none"> •In an industrial zone in an urban area. No local childcare facility.
Possible support option	<ul style="list-style-type: none"> •Establishing onsite/near-site childcare facility. 	<ul style="list-style-type: none"> •Childcare subsidy/salary top up. 	<ul style="list-style-type: none"> •Jointly building childcare with other companies in the industrial zone.



3A. Direct support for employees

Organisations with large workforces may be in a position to offer childcare services directly

Direct support addresses issues for parents in finding available childcare facilities by expanding supply, either temporarily or permanently. For a worksite with a suitable location, an employer may decide to establish and run the childcare facility on their own or contract an existing local provider to do so. This may be done jointly with other companies or institutions in the local area, such as between similar industries operating in an industrial zone, and either permanently or temporarily when the needs arise, such as during school holidays. This approach enhances quality control and enables program customisation, while proximity to the workplace supports employee productivity. However, it is essential to be aware of the challenges, which include finding a suitable location, meeting infrastructure and operational costs, ensuring fair pay and working conditions for childcare workers, adhering to compliance requirements and quality and safety standards, and managing liability and associated risks.

In cases where onsite/near-site childcare facilities are not feasible due to space limitations, regulatory restrictions, or other practical reasons, an employer may wish to contract local childcare providers to offer services for their employees in their existing sites. This allows an employer to minimise their involvement in a facility’s daily operations while enjoying lower set-up costs and broader access to existing services. However, it is crucial for the employer to carefully negotiate and establish clear expectations and quality standards with the childcare provider. Regular monitoring, staff training and parent feedback mechanisms should be put in place to ensure a safe and nurturing environment for children. Effective management and open communication will enable an employer to address any issues and thereby enhance the childcare arrangements for their employees.

The final option is for an employer to financially support existing childcare facilities, in exchange for preferential placement or rates for their employees. An employer can support childcare facilities by upgrading infrastructure or assisting with operational costs. Employers may even support existing kindergartens to extend their operating hours so that they can provide full-day services. This not only helps working parents but also contributes to the broader community through boosting the facilities that have already been set up, including those led by women entrepreneurs. However, it is crucial for employers to prioritise quality assurance, ensure that the facilities they engage with maintain minimum quality standards, and secure partnership with facilities that are accessible from employees’ work sites or residence.

Table 4. Direct childcare support for employees

	1. Building a permanent/temporary onsite or near-site childcare facility	2. Joint provision of childcare with existing childcare facilities outside the work premises	3. Direct support to existing childcare facilities in exchange for preferential access or rate
Description	Provide an onsite or near-site childcare facility that meets minimum standards.	Partner directly with a third-party childcare provider.	Direct in-kind or financial support to a certain childcare facility or facilities, in exchange for a concession rate/placement.
Possible models	<ul style="list-style-type: none"> • Employer builds the infrastructure and runs it themselves or contracts-out to an external provider. 	<ul style="list-style-type: none"> • Contracts an established childcare facility near the worksite to deliver services for employees. 	<ul style="list-style-type: none"> • Covers the full or partial costs of running existing childcare facilities (e.g. staffing, equipment, supplies etc.).
Benefits	<ul style="list-style-type: none"> • Control over quality and ability to tailor programs. • Nearby facilities increase employee productivity. 	<ul style="list-style-type: none"> • Lower start-up cost. • Access to wider services. • May support existing or start-up childcare facilities. 	<ul style="list-style-type: none"> • Supports a range of different childcare services. • Combines employee welfare and corporate social responsibility. • Allows for regular quality updates and improvements.



	1. Building a permanent/temporary onsite or near-site childcare facility	2. Joint provision of childcare with existing childcare facilities outside the work premises	3. Direct support to existing childcare facilities in exchange for preferential access or rate
Challenges	<ul style="list-style-type: none"> • Big investment to set up, operate and ensure compliance of permanent ones, but less so for temporary ones. • Finding a suitable location. • Quality and safety assurance. • Liability and risks. 	<ul style="list-style-type: none"> • Negotiating terms and agreement with external provider. • Ensuring quality and safety of childcare services. 	<ul style="list-style-type: none"> • Ensuring quality and safety of childcare services. • Difficult for employees to find suitable facilities.

Box 2. Unilever offers employees subsidised onsite day care

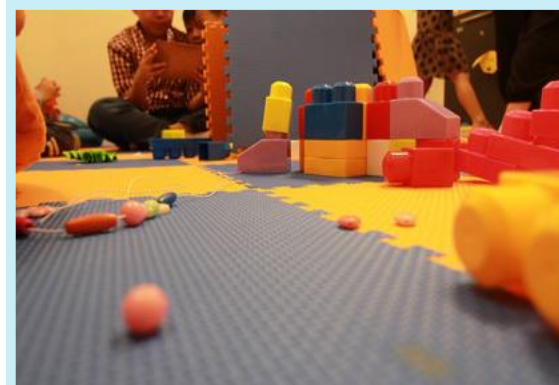
Unilever, a consumer goods company, used to offer seasonal day care during the Eid holidays, but based on employee feedback, it transitioned to a permanent nursery and daycare facility run by a third party. This experience shows that demand for such facilities may initially be latent or invisible, but when a trusted and convenient option emerges, it becomes widely used. It also shows companies can adopt a gradual approach, expanding their support as employee demand evolves. Note that this arrangement can only accommodate a limited number of children and given the cost, only employees in higher-paid positions can afford such care.



<p>Background</p> <ul style="list-style-type: none"> • Evolved from seasonal day care that operated for 21 days during the Eid holidays. • In 2017, based on an employee survey around willingness to participate and pay, Unilever began a permanent nursery and daycare facility in the building for working mothers to bring babies and children aged 6 months to 6 years. 	<p>Partnership</p> <ul style="list-style-type: none"> • Partnered with a vendor, Sodexo, to manage the facility. • Educated and certified caregivers, with a caregiver-to-child ratio of 1:2 for babies (younger than 12 months' old), 1:3 for toddlers (1–3 years) and 1:4 for kindergarten age (4–6 years). • Age-appropriate development activities.
<p>Investment</p> <ul style="list-style-type: none"> • Unilever continues to cover overhead costs, including rent, electricity and water. • Subsidy is available for its employees. 	<p>Infrastructure</p> <ul style="list-style-type: none"> • Unilever directly provides 600 m2 of indoor space with a dining area, library, baby room, medical bay, locker area, play equipment and toilet, plus outdoor play space. Accommodates 30 to 35 children.

Source: Indonesia Business Coalition for Women Empowerment (2023)

Box 3. Thies seasonal day care solves care problems for parents during Eid holidays



Thies, a mining company with headquarters in Jakarta and operating in regions outside Java, began providing a temporary daycare facility at its office in Jakarta. The idea came up after recognising the childcare hardships associated with the Eid holidays.

The facility opens for one week before and one week after Eid Al-Fitr during office hours. Parents can register their children one week in advance. Thies partnered with Kinderland Preschool to create the facility using one of the rooms at its office, which has been equipped with educational toys, a nap area with mattresses, and snacks. Five early childhood professionals organise the children's activities. As a result, parents can return to the office on time after the Eid holiday period.

Source: Trans TV (2010), photo courtesy of Thies (2017)



3B. Indirect support to employees

Organisations can also support employees by offering financial or registration assistance, information and guide on childcare services

To support working parents, organizations can also explore various financial assistance options to make childcare more affordable. Such assistance could be in the form of reimbursable claims, salary top-ups (benefits) or childcare vouchers. While this approach requires employers to manage administrative tasks such as defining eligibility criteria and verifying claims, it empowers parents with financial flexibility and gives them the freedom to choose the childcare arrangement which best suits their needs.

Furthermore, enhancing access to information about childcare options is crucial. The government website, referensi.data.kemdikbud.go.id/pendidikan/paud, provides a list of registered childcare facilities, but it could be improved by including detailed information about the quality of the services and facilities provided. Addressing the issue of unregistered daycares requires a centralised information system and stricter oversight to ensure quality and build parents’ trust in available childcare options.

Employers can address the information gap challenge by implementing two strategies. First, employers can establish a referral service to connect employees with available childcare facilities and support. They may wish to create a childcare concierge service which curates a list of trusted childcare providers in specific areas. Such a service could provide essential details such as rates and the admission process, as well as locations and hours of facilities near the office or close to employees’ residences. The information could be obtained through online research or by contacting providers before each mass yearly intake. Employers could go a step further by assisting working parents to research and compare childcare options. This might involve consulting with parents to understand their specific needs.

Second, employers may even directly secure childcare placements for employees. Such initiatives would be aimed at alleviating the burden on working parents and ensuring they had access to reliable and suitable childcare options.

Table 5. Options and examples of indirect childcare support for employees

	1. Monetary childcare support as an employee benefit	2. Referral service	3. Placement/ registration assistance
Description	Providing financial assistance to employees with care responsibilities.	Helping parents to address the information gap on the availability and quality of childcare facilities.	Helping parents secure a place in an existing childcare facility of their choice.
Possible models	<ul style="list-style-type: none"> • Reimbursable claims. • Salary top-up. • Childcare vouchers. 	<ul style="list-style-type: none"> • Childcare concierge service that compiles and recommends a list of available, trusted childcare providers in the area, alongside available childcare subsidies, childcare facility support, or discount rates. • Help desk for employees to search and compare options, as well as to navigate the enrolment process. 	<ul style="list-style-type: none"> • Negotiation or partnership with existing daycare providers to obtain a fast-tracked daycare placement.
Benefits	<ul style="list-style-type: none"> • Increased flexibility and cost-saving potential for employers and employees. 	<ul style="list-style-type: none"> • Increased flexibility for employees, addressing the information gap. • Relatively lower cost for employers. 	<ul style="list-style-type: none"> • Addressing availability issues and the information gap.



	1. Monetary childcare support as an employee benefit	2. Referral service	3. Placement/ registration assistance
Challenges	<ul style="list-style-type: none"> • Ensuring the quality and safety of childcare services. • Administrative work on subsidy amount, targeting and verification. • Difficult for employees to find suitable placements. 	<ul style="list-style-type: none"> • Collection of information and routine updating may be resource intensive. • Verification of childcare service quality may require time. 	<ul style="list-style-type: none"> • Ensuring the quality and safety of childcare services. • Difficult for employees to find suitable services.

Box 4. DBS Global’s childcare concierge and financial support

DBS Global recognises the importance of a work-life balance for its employees and offers the iOK Programme, a 24/7 support service designed to reduce stress and provide more personal time. This program includes concierge-like assistance: employees can access timely practical help for various lifestyle issues, such as childcare, elderly care, financial matters or legal advice.

In addition to the iOK Programme, DBS provides the iFlex program, which grants employees points for wellness-related purchases. These points can be used for a range of purposes, including childcare, depending on the country:

- HKD 4,000/year/employee in Hong Kong (~IDR 8 million)
- INR 50,000/year/employee in India (~IDR 9 million)

DBS's commitment to employee wellness and a work-life balance is evident through these programs, making it easier for employees to manage their personal and professional lives. Their commitment and previous initiatives are apparent in their workforce composition. As of 2023, women constituted 50% of DBS's workforce and accounted for up to 40% of senior management roles responsible for driving strategic functions within the organization.

Source: DBS (2023)



3C. Complementing support

Enhance childcare support with additional family-friendly benefits to improve employees' work-life balance and promote gender diversity

Employers can support their employees to meet their care responsibilities by offering parental or caregiving leave. In Indonesia, Labour Law No. 13/2003 mandates three months of paid maternity leave and two days of paid paternity leave, with the possibility of additional days at the employers' discretion. However, paid paternity leave is often overlooked despite its benefits; that is, enabling fathers to bond with their newborns and to share care and domestic responsibilities. Employers may consider providing longer paid paternity leave, as it has been shown to improve time management and work productivity¹. The positive developmental and health outcomes for babies when their fathers are involved in caring for them is also well documented².

As children grow older, employers can support parents to prioritise their families by providing additional leave days for caregiving purposes when unexpected situations arise. Overall, this reduces income insecurity or the risk of parental unemployment. As discussed in the first section, companies benefit by increasing employee retention and maintaining experienced staff members.

Employers can also offer family-friendly working arrangements, increasing employees' flexibility to balance work and personal commitments and meet their caregiving responsibilities.

Table 6 below outlines the various flexible arrangements that employers may be able to offer.

Table 6. Options for employers in offering flexible working arrangements

<p>Atypical hours Jobs with atypical working hours (late evenings or on weekends) –consider parents' time and the availability of alternative care when designing work schedules.</p>	<p>Compressed weeks Allow parents with children to work fewer hours or days per week.</p>	<p>Home or remote working Consider that working remotely may enable parents to flexibly address childcare needs when it arises without having to forgo working hours.</p>	<p>Job sharing Dividing up responsibilities for a role between several team members may lessen the burden of a working parent.</p>
<p>Flexible working hours Allow employees to substitute certain work hours or exempt them from working at times when childcare needs are most pressing, like school drop-off or pick-up times.</p>	<p>Annualised hours or term-time hours Make arrangements for employees to work more during high peaks and allow them to be with their children during down times/school holidays.</p>	<p>Short-term flexibility Allow employees short-term flexibility when they need to adapt to new arrangements. For working parents this may involve temporary changes to their children's schedule, such as when they first enter school or day care.</p>	<p>Formal part time jobs A part-time job is employment with fewer than 30 hours per week, often involving rotational shifts.</p>

Source: Adapted from Working Employees and Bright Horizons (2015)

Establishing lactation rooms in workplaces supports working mothers by giving them time and space to exclusively breastfeed their children, while also promoting the health and wellbeing of both the mother and child. The rights of working mothers to breastfeed are protected by Indonesia's Labour Law No. 13/2003, while Health Law No. 36/2009 mandates workplaces and public spaces to support mothers to exclusively breastfeed. A nursing room should have a comfortable chair, a flat surface for a breast pump, and privacy measures such as a lockable door and covered windows. While not required by law, employers may also consider providing additional amenities like electrical outlets, a sink, a small refrigerator for storing breast milk, a microwave for sanitising pump parts, a sign outside the door to indicate whether the room is in use, or decorations to create a soothing environment. These facilities contribute to a mother's comfort and demonstrate appreciation for her as an employee.

¹ McKinsey. (2021). [A Fresh Look at Paternity Leave: Why the Benefits Extend Beyond the Personal.](#)

² International Labour Organization. (2015). [Maternity and paternity leave at work: baby steps towards achieving big result.](#)



In addition, employers can play a pivotal role in promoting shared caregiving by organising gender-sensitive workshops and dialogues with employees. Such workshops can delve into topics such as the benefits of shared caregiving, break down gender stereotypes around traditional roles, and foster a supportive work culture that encourages equal participation in childcare responsibilities. Through open dialogues and the provision of educational resources, employers can empower employees with knowledge, tools and a deeper understanding of shared caregiving. By combining these efforts with tangible support (e.g. active childcare assistance) and fostering an enabling environment, employers can not only promote gender equality but also create an inclusive and supportive work environment where employees feel empowered to balance their professional and caregiving responsibilities.



IMPLEMENTING THE "HOW"

4. Investing for the future

How to invest in childcare support for enhanced resource allocation

Employers can conduct a cost analysis and consider upfront and initial costs, as well as the long-term financial implications of the childcare support they choose to provide. Employers that have good HRIS (Human Resource Information System) data can also measure and track the benefits from such an investment.

The costs will vary depending on the choice of childcare support option. For example, if an employer opts for childcare financial assistance for employees, they should first establish clear eligibility criteria, considering factors such as employment status and specific needs to identify which employees qualify. They should then determine the type of assistance to offer – such as direct financial support, childcare vouchers or flexible spending accounts (i.e. wellbeing points) – based on the identified needs of their workforce. The next essential step is to conduct a thorough cost analysis; that is, estimate the potential participation rate among eligible employees, calculate the cost per employee for the proposed assistance, and then aggregate those costs to understand the overall financial impact on the organisation.

Table 7. Example: how to cost financial assistance for childcare

<p>To create a cost simulation for providing childcare financial assistance, you need to make some assumptions and define variables such as:</p> <ul style="list-style-type: none">• Number of eligible employees (E): The total number of employees eligible for childcare assistance.• Number of eligible children per employee (C): The total number of children eligible for allowance per employee.• Participation rate (PR): The estimated percentage of eligible employees who will take advantage of the program.• Assistance amount per employee (A): The amount of financial assistance provided per employee per month.• Program duration (D): The number of months the program will run or be evaluated for.	<p>Therefore, the total cost will be,</p> $\text{Total cost} = E \times C \times PR \times A \times D$ <p>Assuming that,</p> <ul style="list-style-type: none">• E = 100 eligible employees• C = 1 child per employee• PR = 50% participation rate• A = IDR 500,000 per month per employee• D = 12 months (1 year) <p>Using this example, the estimated total cost of providing childcare financial assistance for one year would be IDR 300,000,000.</p>
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Other forms of direct employer-supported childcare, which include establishing onsite childcare facilities or implementing childcare support programs, involve capital costs for set up and ongoing operational costs including maintenance costs. The set-up costs include facility construction or renovation, purchasing the necessary equipment and supplies (varies by quality and equipment provided), and hiring qualified staff at fair wages. Once the childcare infrastructure is established, operational costs come into play to ensure good-quality service delivery for parents. This includes staff salaries and benefits, utilities, maintenance, insurance and administrative expenses (see Chart 5 for more details on the cost structure). Operational costs will also vary depending on factors such as the facility's operating hours and location. Those operating for longer hours or situated in central business districts may face higher costs. Maintenance costs include building maintenance and training for caregivers.

The remuneration of teachers/caregivers forms a significant portion of the operational cost, and typically accounts for 70–80% of the monthly fees³. Facilities catering to younger children require a higher caregiver-to-children ratio to ensure constant supervision of young babies and toddlers. This means that more caregivers are needed in these facilities, which can affect the overall cost. On the other hand, facilities catering to older children may require fewer but more skilled caregivers to ensure children receive the appropriate age-related support and care they need. Care for children with special needs requires caregivers with a specific set of skills and a high caregiver-to-children ratio.

³ Based on a survey of facilities conducted by Prospera-CIPS-SPIRE in 2020



Apart from childcare costs, employers may need resources for administrative staff, program evaluation, partnerships, and regulatory compliance. Administrative staff may be needed to handle tasks such as enrolment, scheduling, billing, communication with parents and coordination with childcare providers if applicable. Monitoring quality, collecting feedback from parents and staff, and making improvements may involve extra costs. If partnering with external providers, costs may be associated with negotiations, contracts and ongoing coordination. Finally, complying with safety standards, conducting background checks, and achieving a suitable staff-to-child ratio requires the allocation of funds.

Maintaining a good-quality employer-supported childcare facility requires significant resources, and employers have different financial options to consider. While providing a free childcare service for employees is an option, it can lead to challenges such as overwhelming demand, unequal access, and potential long-term sustainability issues if costs are high. To strike a balance, companies can charge a reasonable enrolment fee, such that they can recover some of the associated costs while still supporting their employees. The fees can be structured in different ways, including charging an employee the full cost of the childcare service, or subsidising the fee based on a proportion of the employee's salary.

Chart 5. Costing structure of childcare facility provision and fee options

Possible costs when setting up onsite/near-site childcare facilities:

Set-up cost

- Infrastructure investment.
- Equipment to support children's activities, baby cribs, appliances etc.

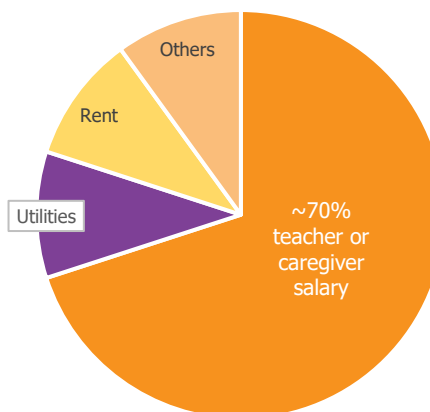
Operational cost

- Utilities (electricity, water and internet/phone).
- Rent (if the company is renting a premises).
- Employees' remuneration.

Maintenance cost

- Training of workers.
- Building maintenance.
- Equipment maintenance.

Companies may expect the following monthly cost structure:



Options for fees charged to employees:

Completely free

Cost is fully borne by **employers**.

Partial cost coverage

Through subsidy (lump sum/as proportion to income or securing a bargain for employees).

Completely borne by employees

Through salary sacrifice or paid directly by **employees**.

Avenues:

- Reimbursable claims.
- Direct salary top-up.
- Childcare vouchers.
- Paid to partnered childcare facility.

Annex 2 presents a costing example for four distinct schemes to establish childcare facilities in Jakarta.

The first scheme describes a home-based childcare facility where caregivers provide care and supervision for a small number of infants; that is, four infants aged 0–2 years old. The second scheme involves building a centre-based childcare facility for 30 infants aged 0–2 years old. The third scheme entails building a centre-based childcare facility for 30 children aged 2–4 years old. The fourth scheme extends existing kindergarten operating hours to a full-day service for 30 children aged 4–6 years old. See [Annex 2](#) for the details of the examples and details of the costing.



5. Legal and regulatory compliance

Cultivating parents' trust through regulatory compliance

We encourage any existing childcare facility established, supported, or recommended by the employers to acquire/have acquired a legal entity status, establishment and operational permits, and eventually accreditation. This is to ensure compliance with childcare regulations which maintains the safety of children, reduces legal risks, builds trust with parents, and aligns with corporate social responsibility. Therefore, it is crucial for employers to prioritise and uphold these regulations to provide or recommend responsible and reliable childcare services. This section outlines the main process involved in registration and accreditation to meet the relevant Indonesian regulations.

Childcare facility established, supported, or recommended by the employers should first acquire a legal entity status. Establishment and operational permits must be obtained from the government. The suitable legal form for these facilities is a non-profit foundation or *Yayasan*. To establish a foundation, an interested company must engage a notary and obtain a business licence (*Surat Izin Usaha Perdagangan/SIUP*) through the Indonesian Investment Coordinating Board (*Badan Koordinasi Penanaman Modal/BKPM*).

Before commencing operations, childcare facilities must obtain an establishment permit. This involves going through a series of steps with different authorities. Since Indonesia has a decentralised system, the specific requirements and procedures to obtain a permit for a childcare facility falls under the jurisdiction of local government. Each local government will have its own set of requirements and procedures, and so a company must check what policies apply in their area. In general, the process of obtaining the permit, based on the Ministry of Education, Culture, Research, and Technology Regulation No. 84 of 2014, includes the following steps:

Table 8. Steps to acquire a permit to establish a daycare facility

1. Document preparation

Ask your local government for a list of the required documents. These are likely to constitute the following:

Administrative requirements	Technical requirements
<ul style="list-style-type: none">• Photocopy of applicant's identity card (i.e. owner's KTP).• Certificate of domicile from the village head (<i>Kepala Desa/Lurah</i>)• Details about the childcare service's organisational structure, members and task descriptions.	<ul style="list-style-type: none">• Result of feasibility assessment:<ul style="list-style-type: none">▪ valid document on building ownership/rent/loan status▪ photocopy of notarial deed and letter of legal entity stipulation▪ estimated cost of the facility's operation for at least one academic year.• Five-year planning document to achieve the childcare standards as stipulated in MoECRT Regulation Number 137/2014.

Check the area's zoning and spatial regulations and whether the proposed location adheres to it.

2. Document submission

All of the required documents are to be submitted to the head of the education office (*Dinas Pendidikan*) at district/city level.

3. Document verification

The head of the education office (*Dinas Pendidikan*) at district/city level will verify the completeness of the application and assess it against several indicators:

- Balance of number of other nearby early childhood education and care (ECEC) establishments.
- Estimated distance between the childcare facility and nearby existing ECEC facilities.
- Capacity and coverage of the childcare facility by age group.
- Other mandates by district/city governments.

4. Issuance of establishment permit

If approved, the permit will be issued within 60 days of the application being received and need not be renewed unless revoked due to a feasibility evaluation result or the facility ceases to operate.

Childcare facilities registered at Ministry of Education, Culture, Research, and Technology must have an operational permit in addition to the establishment permit. The requirements for an operational permit may differ depending on the local government's provisions. The facility owner or their representative must check the local policies relevant to them. In certain locations, such as Surabaya and



Pekanbaru, an operational permit must be renewed periodically. In Surabaya, whether an operational permit needs to be renewed depends on the accreditation level of the day care⁴. In Pekanbaru, the permit must be renewed every three years. In DKI Jakarta, an operational permit must be obtained within two years of receiving an establishment permit. The operational permit remains valid as long as the childcare centre keeps the same name, legal entity status and location.

Accreditation of the facility ensures the provision of high-quality care and education, giving peace of mind to parents and providing companies with a trusted benchmark for maintaining standards. Parents benefit from accreditation as it helps them make informed decisions for their children. Accredited facilities typically have well-trained staff, suitable learning environments, and adequate safety standards. For companies, accreditation signifies adherence to quality standards and regulations, enables effective monitoring and evaluation, and ensures the wellbeing and safety of the children being cared for.

The National Accreditation Agency for ECEC (BAN PAUD) conducts the accreditation process. It assesses day care based on eight national education standards, covering areas such as facilities, educators, staff, management and financing⁵. The accreditation scores range from A (highest) to C (lowest). To apply for accreditation, a daycare facility needs to have a national education establishment ID (NPSN), operational/establishment permits, and a minimum of 10 children enrolled in the previous academic year. It must also have been operating for longer than one year, and at least one caregiver should have a secondary education and a training certificate.

Having outlined these broad processes, however, employers recommending or supporting childcare facilities should be aware of the complex registration and accreditation processes, understand local requirements and seek support to ensure high-quality care services. Challenges include the lack of standardised regulations, limited access to information, variations in local policies, infrastructure and resource deficits, and potential shortcomings in accreditation and quality assurance. To navigate these processes effectively, it is crucial for employers to understand the specific requirements and obstacles in the local jurisdictions they operate in, seeking external support when necessary that will take into account their own specific circumstances.

⁴ Operational permits for day care in Surabaya needs to be renewed once every six months for unaccredited day care, once a year for 'C' accreditation, once every two years for 'B' accreditation, and once every three years for 'A' accreditation.

⁵ Badan Akreditasi Nasional PAUD NF. (2019). [Kebijakan dan Mekanisme Akreditasi PAUD dan PNF Tahun 2019](#).



6. Standards and regulations

How to fulfil the minimum standards to ensure the safety, health and overall wellbeing of children in care, while maximising the benefits and mitigating risks

Whether building a new childcare facility, contracting out to a third party or recommending an existing childcare facility to employees, the support needs to be of good quality. At the minimum, we encourage the childcare facility to address the standards required by the Ministry of Education, Culture, Research, and Technology⁶ and Ministry of Women’s Empowerment and Child Protection⁷. In essence, the minimum requirements are to create a safe environment for the children and make a positive contribution to their growth and development, as summarised in Table 9 below. See [Annex 1](#) for more details on how facilities may translate the standards into actions.

Table 9. What should be expected from the childcare facilities?

Safety and security	Staffing and training	Curriculum and educational activities	Health, hygiene and nutrition
<i>Children are safe from harm, including physical hazards and emergencies.</i>	<i>Qualified and trained staff provide a nurturing and supportive environment for children.</i>	<i>Age-appropriate play and learning that promotes cognitive, social, emotional and physical development are in place.</i>	<i>Guaranteed health, safety and wellbeing of children, through nutrition and proper hygiene and sanitation.</i>
<ul style="list-style-type: none"> Implement a child protection policy to prevent, detect and act against the harm and abuse of children in the childcare premises. Meet the physical infrastructure and location requirements for child protection – with a minimum of 3 m² of space allocated per child. Equip the facility with child-safe appliances, utensils and toys to mitigate safety hazards. Put in place fire, safety and emergency procedures. 	<ul style="list-style-type: none"> Comply with child to caregiver ratio to provide proper care. Fulfil the minimum requirement for caregivers (i.e. secondary education with training certification in early childhood care). Employ workers who are sensitized to children's various socioeconomic backgrounds and abilities, including those with disabilities, to avoid discriminatory practices. Conduct thorough background checks on staff. Ensure proper pay for staff of at least the minimum wage and invest in training. 	<ul style="list-style-type: none"> Ensure learning structure, content and delivery is developmentally appropriate through educational program and play activities. Prioritise children’s right to safety, privacy, and confidentiality. Design the curriculum to be inclusive of all children regardless of race, ethnicity, religion, abilities and socio-economic status. Pay close attention to children with special needs, with an emphasis on play-based activities. 	<ul style="list-style-type: none"> Implement health protocols and procedures for the children (e.g. check-ups, immunisation) and overall hygiene of the facility. Offer healthy and safe food choices for the children, either through own provision or by asking parents. Collaborate with the nearest public health centre to organise regular health check-ups and immunisation for the children.

Record keeping, monitoring and grievance redress

Accurately record details of each child’s health, development and progress, and any incidents/accidents that occur in the facility for prompt attention (including grievance redressal through a committee that actively involves parents).

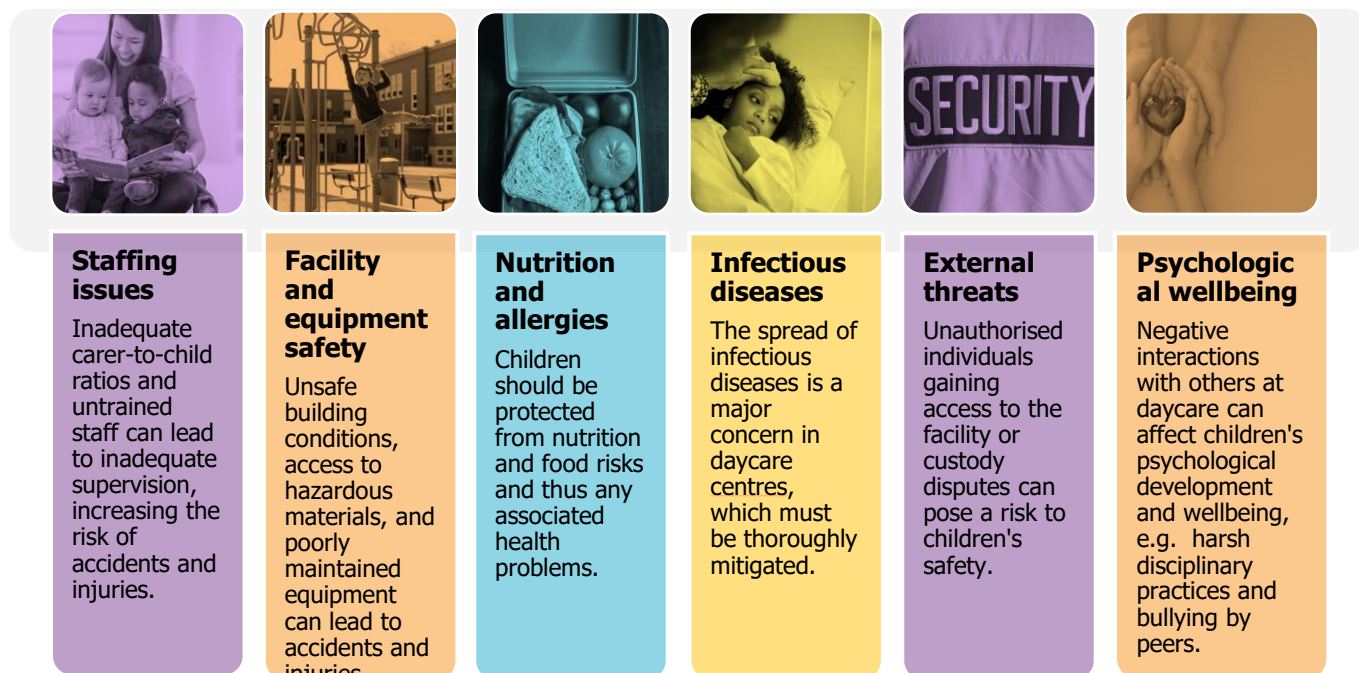
The safety and security of children should be the highest priority. Ensuring a child’s safety in a daycare setting involves managing a variety of risks and challenges. These risks are outlined in Chart 6 below. See [Annex 1](#) for strategies to mitigate and manage these risks and create a safe and supportive environment for children.

⁶ [Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 84 Tahun 2014 tentang Pendirian Satuan Pendidikan Anak Usia Dini.](#)

⁷ [Pedoman Standar Taman Asuh Ceria \(TARA\)/ Day Care Ramah Anak Kementerian Pemberdayaan Perempuan dan Perlindungan Anak.](#)



Chart 6. Safety risks in childcare facilities



Picture Source: Microsoft 365 Stock Images.

Hiring professional caregivers is essential to maintaining parents' trust and creating a safe and nurturing environment that fosters healthy child development and positive learning outcomes.

Such an environment has significant long-term benefits for both children and society. The required child-to-caregiver ratio and caregiver training and qualifications vary by age category. Younger children (0–2 years old) require more attention and basic care, so the number of young children supervised by one person cannot be too many. Meanwhile, a group of older children (3–6 years old) may require fewer caregivers but delivery of more holistic care.

Training is an important piece of the childcare quality puzzle. The demand for high-quality and reliable childcare services necessitates the training of childcare workers to equip them with the skills to cater to children from diverse backgrounds, including those with or without disabilities. Mobile Creches, a non-profit organisation which collaborates with private sector companies for workplace childcare provision in India, usually calls for three types of training to equip workers with the necessary skills and then maintain them. Prior to working, caregivers should be given three days of orientation and sensitisation, followed by eight to 14 days of pre-service training, six in-service training sessions (four days each), and two needs-based refresher training sessions to keep their knowledge up-to-date. Box 6 outlines a low-cost training program for caregivers in Indonesia that is available online.

Box 5. Making training for care of children accessible for everyone

One example of training provider for caregivers is one from *Yayasan Rangkul Keluarga Kita Berdaya*, an organisation with expertise in family education, who has developed a training program on 'Babysitting/caregiving for children aged 2–8 years'. The training program used to be a part of Kartu Prakerja, Indonesia's flagship skills training and financial assistance program to improve the employability beneficiaries (initiated by the Coordinating Ministry of Economic Affairs). Beneficiaries can undertake the training for free, while parents, educators, and the general public can participate for IDR 400,000 (USD 25) through the website karier.mu.

This program acknowledges the importance of quality parenting and education for children aged 2–8 years, considered the golden age of development. The training itself is designed to equip adults with the necessary competencies to carry out the role of a professional caregiver and covers various aspects such as:

- self-management
- effective communication with children
- understanding the stages of child development
- observing and monitoring children's behaviour
- disciplining and managing children's behaviour
- assisting children in daily life tasks
- promoting independence in essential activities
- accompanying children safely during play and other activities
- communicating about a child's development to parents.



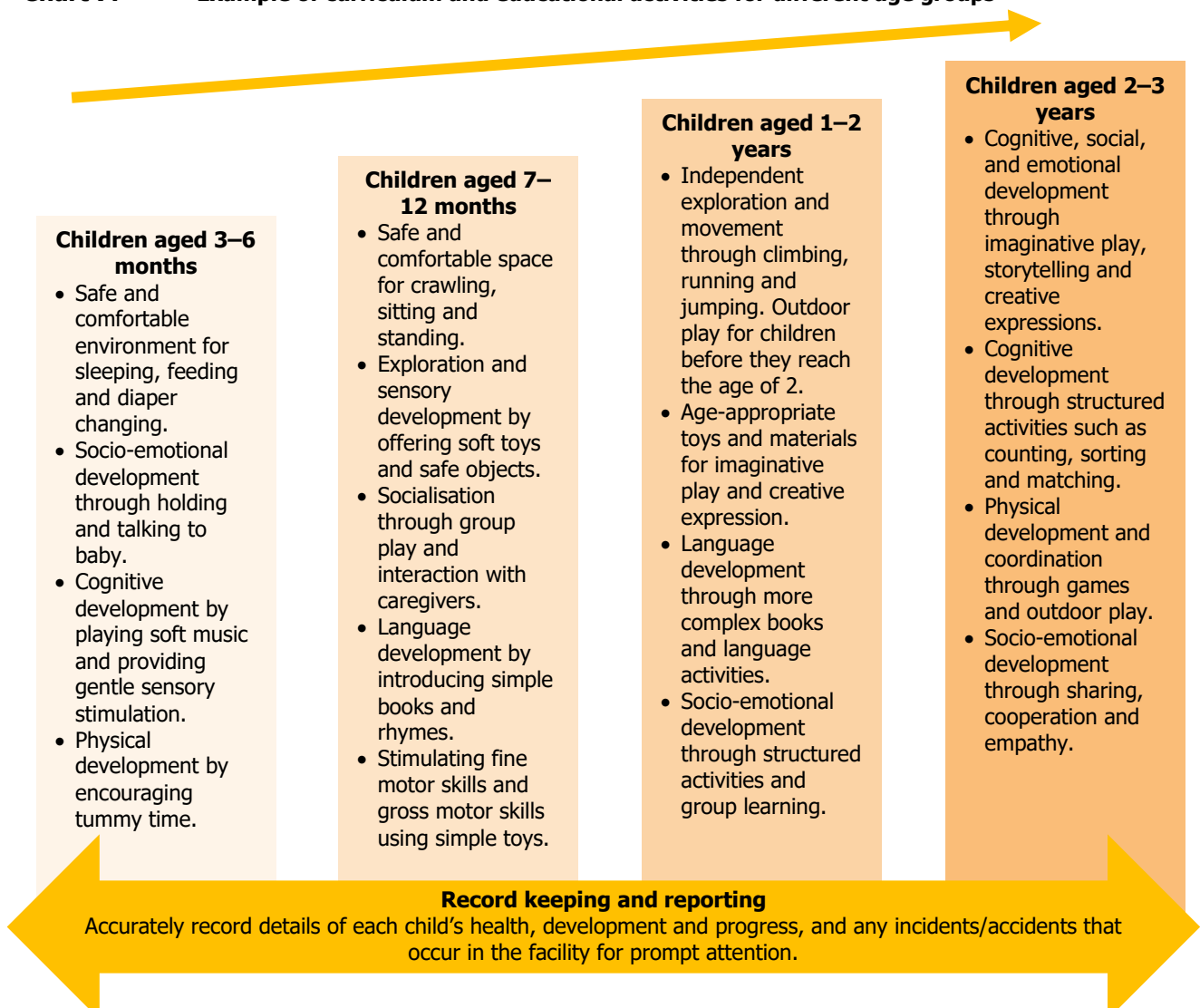
The program has had positive feedback from its 1,304 participants so far, receiving a 4.8-star rating based on 1,207 reviews. Through programs such as this one, employers can gain insights into the training and competency development opportunities available in the market and understand what potential partnerships with relevant organisations might involve. However, note that the primary target of this type of training is nannies and babysitters. Caregivers working at childcare facilities may need additional training, such as modules about nutrition, children's safety, documentation of children's development, and related monitoring and reporting.

It is important to ensure that age-appropriate play and learning activities are in place to promote cognitive, social, emotional, and physical development. These activities should be designed to stimulate cognitive growth, foster social interactions, nurture emotional well-being, and encourage physical development, while also being accessible and accommodating to children with varying abilities and backgrounds. By offering a well-rounded and inclusive approach, holistic development of all children according to their age can be supported (see [Annex 4](#) for a tool to screen children's development). Box 6 below shows how reasonable accommodations can be implemented to make sure services are inclusive for children regardless of their background. Chart 7 provides an example of an age-appropriate curriculum and programs.

Box 6. Reasonable accommodations for children with disabilities

Childcare facilities are essential in supporting working parents, including those with children who have disabilities. Implementing reasonable accommodations within these settings is crucial to ensure equal access for all children. This involves modifications or adjustments to the environment, curriculum, or care practices to meet the individual needs of children with disabilities. Examples include ensuring physical accessibility using ramps or rails, providing adaptive equipment, designing inclusive activities, developing personalized care plans, and employing staff trained in inclusive practices. By offering reasonable accommodations, childcare facilities can create an inclusive environment that supports the development and well-being of all children, promoting diversity and inclusion within the community.

Chart 7. Example of curriculum and educational activities for different age groups



Fulfilling the minimum requirement does not have to be expensive or compromise on quality, so long as the facility has a suitable space, the right people, and robust monitoring and grievance redress mechanisms. The cost of childcare support is an important factor, both for employers in deciding what support to provide and employees in taking up the support. It is crucial to keep costs low while meeting minimum standards and valuing caregivers.

Caregivers, parents and public health workers (*Tenaga Kesehatan Masyarakat*) can work together to ensure children have a healthy diet. They can create a balanced weekly meal plan with ingredients from diverse food groups (i.e. protein, whole grains, fruits and vegetables) by incorporating locally sourced nutrient-rich foods and making the meals familiar and appealing. It is also important to offer different meal options and regularly adjust the meal plan based on routine reviews.

The chart below shows how facilities can provide age-appropriate, high-quality childcare on a budget. Box 7 outlines ways to minimise the cost of providing nutritious meals, while Box 8 describes how to create low-cost child-friendly spaces. To complement this, Box 9 presents lessons learned from India on how private companies have successfully collaborated with various stakeholders to deliver affordable, good-quality childcare.

Box 7. Food for thought: keeping the cost of nutrition-rich meals low

The cost of providing food for children in the facility may be as much as 7% of the total cost⁸. However, providing nutritionally balanced meals should be the focus of childcare facilities to ensure healthy child growth and development. Keeping costs low need not detract from the provision of nutritious food. The Government of Victoria, Australia, has mapped out ways to manage food costs in a childcare facility (also useful in the Indonesian context⁹):

- Plan and write down the weekly menu to minimise wastage and ensure a variety of meals.
- Buy from wholesalers, butchers and greengrocers instead of supermarkets, as the former tend to sell food ingredients at lower prices.
- Bulk buy non-perishable items such as rice, flour and canned fruits and vegetables, if enough storage is available in the facility.
- Buy fresh local produce in season – this not only offers cost savings but also enhances flavour and nutrition and adds vibrant colours to children’s plates. Try to include five different colours of fruits and vegetables, as each colour provides unique nutrients and associated health benefits.
- Add creativity to meal planning with tasty, nutrient-packed, yet affordable ingredients found nearby such as eggs, tofu, cassava, mushrooms and tempeh.
- Grow your own herbs at the facility as a fun activity for the children but also to add flavour to meals at a lower cost.
- Avoid pre-packaged food, junk food, and food with excessive sugar and salt.
- Use leftover/unused fruits and vegetables.

Box 8. Good practice note: creating child-friendly spaces for better learning

Traditional schools and daycare buildings are often not designed for what children need and do not make the most of the space for learning. Building as Learning Aid (or BaLA) is a new idea that changes the building and uses the space to help children learn better. Government-run schools in Gujarat, India, have implemented BaLA concepts such as a ‘mystery wall’ in corridors, which encourages games like hide and seek, and ‘grooved writing patterns on walls’ to help all children (including those with sensory difficulties) strengthen finger muscles and develop writing skills. A ‘planetary orbits on the ground’ design helps children understand rotation and seasons, while maps of classrooms and schools introduce children to spatial awareness.

Similarly, for children aged 3 and below, incorporating designated sensory areas, infant-friendly spaces, music and movement zones, fine motor stations, outdoor playgrounds, seamless transitions, and safety considerations can effectively support and enhance the developmental needs of young children. These elements embedded in physical infrastructure promote engagement, learning and overall-wellbeing¹⁰.

⁸ International Finance Corporation. (2019). [Tackling Childcare: The Business Case for Employer-Supported Childcare.](#)

⁹ [Healthy Eating Advisory Victorian Government of Australia - Managing Food Costs.](#)

¹⁰ [Building as Learning Aid](#)



Box 9. Learning from India’s collaborative employer-supported childcare experience

In India, the 2017 Amended Maternity Benefits Act requires companies with 50 or more employees to provide childcare support onsite or near-site. Private companies can collaborate with government and non-government organisations to meet this requirement.

Mobile Creches, an Indian non-profit organisation, is a great example. Mobile Creches deploys childcare units to participating companies, which are staffed with trained caregivers to ensure a safe and nurturing environment for employees’ children. It also helps companies comply with minimum standards for childcare facilities, including safety, hygiene and child development.

As shown in the table below, different models can be employed by industries based on their characteristics. Across all three models, at the minimum, employers need to (1) provide the space and infrastructure for the creches, (2) fully/partially fund the workers’ salaries, and (3) cover at least 5% of the operational cost.

By learning from India’s approach, Indonesian employers can enhance their own childcare support. They can follow a similar path by leveraging external expertise and resources. This will enable them to efficiently and effectively meet their employees’ childcare needs while prioritising quality¹¹.

		Roles of each stakeholder			
	Definition	Employer	Mobile Creches	NGO	State
Model 1: Demonstration	Mobile Creches run the service while employers provide support with finance and infrastructure. This model is usually run at construction sites following the mandate that these sites must have childcare on the premises.	<ul style="list-style-type: none"> • Space provision. • Partial funding from 5–20% to cover helpers’ salaries and children. 	<ul style="list-style-type: none"> • Runs entire service with trained caregivers. • Conducts community awareness programs and training for caregivers. • Maps linkages with government programs. 	-	<ul style="list-style-type: none"> • Facilitates families’ access to existing public services.
Model 2: Tripartite model	NGOs run the service with technical resources from Mobile Creches, while employers provide the infrastructure. Usually run at construction sites and tea plantations.	<ul style="list-style-type: none"> • Space provision. • Partial funding from 5–20% to cover helpers’ salaries and children. 	<ul style="list-style-type: none"> • Identifies NGOs for business transfer. • Trains local women who intend to work at the NGO to run childcare services. • Helps and guides creche set-up. • Provides supervision and monitoring. 	<ul style="list-style-type: none"> • Runs entire service with trained caregivers. • Conducts community awareness programs. 	-
Model 3: Employer-run model	Employer fully runs the creche, usually at construction sites.	<ul style="list-style-type: none"> • Space provision. • Financial support. • Supervision and monitoring. 	<ul style="list-style-type: none"> • Trains childcare workers to set up creches and implement community awareness programs. • Conducts supervision and monitoring. • Facilitates linkages to public welfare programs. 	-	<ul style="list-style-type: none"> • Facilitates families’ access to existing public services.

¹¹ [Mobile Creches – Country Level Initiatives to Advance the Empowerment of Women through Addressing the Care Economy.](#)



7. Monitoring and evaluation

Ensuring the best for children and working parents

Monitoring and evaluation are an important part of employer-supported childcare for quality assurance, continuous improvement, and adjustments to policies and programs when necessary. The scope may vary by the type of support that employers provide, nevertheless monitoring and evaluation of employer-supported childcare programs should delve into the following dimensions.

1. Organisational impact

Employers should assess the effectiveness of their childcare program against their targeted outcomes. The scope may include:

- **Effect on employee retention, absenteeism and productivity:** Analyse how the childcare support program affects employee retention rates, absenteeism due to childcare issues and overall productivity in the workplace. Other organisations have experienced reductions in absenteeism, and lower levels of attrition of women, including women who have returned to work following a period of maternal leave in the preceding 12 months.
- **Cost-effectiveness of the support program:** Evaluate the financial implications of the childcare support program for the organisation, including costs and potential savings related to employee retention, productivity and recruitment.
- **Employee morale and engagement levels:** Assess how the availability of childcare support influences employee morale and engagement with the organisation. This includes employees' sense of loyalty, job satisfaction, and their willingness to recommend the employer to others.

2. Support delivery of childcare to working parents

- **Parents' satisfaction with the support:** Assess how satisfied working parents are with the childcare support provided by the employer. This might include factors such as the quality of care, convenience of location, hours of operation, and overall experience.
- **Room for improvement in the delivery of support:** Identify areas where the childcare support can be enhanced. This might involve aspects like expanding the range of services, increasing capacity, improving communication, or addressing specific concerns raised by parents.
- **Accessibility and ease of use of the support service:** Evaluate how accessible and user-friendly the service is for working parents. This might include ease of enrolment, flexibility in scheduling, and the availability of information and resources.
- **Impact of the support on employees' work-life balance and job performance:** Assess how the childcare support influences the ability of employees to balance work and family and whether it has a positive impact on their job performance and productivity.

Box 10. Feedback mechanism for employees

Employees are likely to have feedback about the support their employer is providing – thus a feedback mechanism should be set up to address any concerns or issues. Employees should be able to confidentially discuss their concerns about an employer-supported childcare program/policies with their direct supervisor or human resources representative. This might be done either verbally or in writing. On receiving the feedback, the employer should initiate an investigation and follow up with the employee. The aim is to resolve the issue promptly and effectively, ensuring that the childcare support continues to meet the needs of working parents and their families.

3. Quality of employer-supported childcare facilities

Employers have a role in the monitoring and evaluation of the childcare facilities they have established, contracted or recommended. This can be achieved through regular assessments and surprise visits. For a comprehensive self-evaluation of a childcare facility's features and quality, see the tool provided in [Annex 3](#).



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ANNEX 1: TRANSLATING THE STANDARDS INTO MEASURES

Building trust and ensuring the wellbeing of children

Parents often encounter challenges when it comes to deciding on a childcare facility to which they will entrust the safety and wellbeing of their children. This is quite a daunting task in Indonesia, where childcare facilities are rare and the benefits are not widely known. The scarcity of registered and accredited facilities further hinders the trust-building process.

To address these concerns, employers should ensure that their onsite, contracted or recommended childcare facilities: (i) have sufficient space, (ii) employ caregivers who pass background checks and receive proper training, (iii) provide adequate equipment and tools for child stimulation and development, (iv) maintain high standards of health, hygiene and sanitation, (v) offer nutritious food and (vi) adhere to ethical guidelines. By meeting these criteria, employers can actively contribute to building and maintaining trust in childcare facilities, easing the burden on parents, and prioritising the wellbeing of children.

Below is a guide for employers to translate the quality standards into measures for their chosen employer-supported childcare.

1. Infrastructure and space

Location, space and physical infrastructure all play a role in maintaining children's safety while they are at the childcare facility.

1.1. Location

Ideally the childcare facility should be located near or at the workplace, preferably within 1 km. Employers should consider the following factors when choosing the location:

- Facility should be located in an area free from air, sound and water pollution, especially if the facility is located near manufacturing, plantation or construction sites, with mitigation measures in place to address any safety risks.
- Access to and from the facility should be considered, ensuring safe transportation for children.

1.2. Building and space

The childcare facility should have enough room to allow at least 3 m² space for each child. Supposing the facility is intended to cater for 30 children, it would need to be built in an at least 90 m² premises. **Ideally**, the facility would at least have adequate space for:

- **Indoor activity spaces:** Plan for an age-segregated multi-function room to use for learning, resting and eating. For example, infants aged 0–2 years old may require their own safe space to sleep and a padded area to develop their gross motor skills (e.g. crawling). Older children may benefit from a classroom that can be flexibly transformed into a sleeping area.
- **Support spaces:** Plan for at least:
 - one bathroom for children and one bathroom for adult staff at the facility
 - a well-ventilated and hygienic kitchen to cook children's daily meals that is separate from children's activity areas
 - a storage area to pack away children's educational toys, equipment and tools.
- **Outdoor activity spaces:** If possible, design an open space area for older children's outdoor activities.
- **Breastfeeding facility:** Dedicate a safe space for nursing mothers to breastfeed their children or use their breastpumps in privacy.

1.3. Physical infrastructure

Children's safety should be the utmost consideration for a facility's physical infrastructure by:

- using a permanent building as its location
- placing a fence/boundary wall around it
- ensuring there is no possibility of children accessing any open drains, wells or large waterbodies nearby
- installing ramps and handrails for better accessibility for children with mobility impairments, and padded mats for safety in certain areas.



Where resources are available, consider whether certain safety infrastructure could double up as learning aids (e.g. decorations on walls, handrails, windows and doors).

2. Staff recruitment

2.1 Recommended competencies and adult-to-child ratio

The next crucial step to consider is the recruitment of the staff who will conduct its daily operations. The choice of staff plays a huge role in maintaining trust between the facility and parents.

At the very least, the facility's caregivers should possess the following competencies:

- understand the basic concepts of early childhood development
- able to support all aspects of young children's development and build positive relationships with children that provides safety, comfort and security
- able to care for the needs of young children, including educating and nurturing them
- understand the right of children to be protected and participate in stimulating daily activities
- be aware of when to refer children to an expert should the need arise.

Note that the above competencies only apply to caregiving roles. Teachers – whether in daycare facilities, pre-schools, or kindergartens – will need to have early childhood education qualifications.

To ensure that every child's needs are adequately tended to, the Minister of Education and Culture Regulation No. 137/2014 recommends the following adult-to-child ratio:

- 1 caregiver for every 4 children aged 0–2 years old
- 1 caregiver for every 8 children aged 2–4 years old
- 1 caregiver for every 15 children aged 4–6 years old.

Depending on the structure of the childcare facility, the personnel outlined below should be appointed with the following qualifications:

- **Head of the childcare facility:** at least a Diploma IV or Bachelor's degree in early childhood education/education/psychology from an accredited study program.
- **Caregivers/junior assistant teachers:** at least a senior secondary education and an accompanying certificate in early childhood care from a certified institution. Those with a Diploma IV and/or Bachelor's degree in early child education should be prioritised. Exceptions might nevertheless be made for candidates with proven experience and competence.

In selecting the facility's personnel, priority should be given to candidates who live in nearby areas, thus they will be able to access the facility easily and might be familiar with the local cultural dimensions of childcare. Background checks are crucial for hiring childcare staff to ensure the safety and wellbeing of the children. Such checks involve the screening of potential candidates for any criminal history, particularly offences related to child abuse or violence. By conducting these checks, employers can make informed decisions, mitigate risks, and create a safe environment for children while building trust with employees.

2.2 Childcare workers' remuneration, benefits and training

Ensuring decent employment conditions for caregivers is a crucial underpinning for high-quality childcare and reduces staff turnover rates. Caregivers should have contracts that align with the law, including appropriate working hours, leave entitlements, and pay that enables a decent standard of living. Poor compensation can lead to financial stress for caregivers, which in turn can negatively affect the quality of their teaching and caregiving. Adequate compensation allows caregivers to focus on providing quality care and education for children¹². At the minimum, caregivers should have the right to the regional minimum wage.

Caregivers should undergo mandatory training to enhance their skills and capacity before starting their position. Additionally, they should have access to regular refresher training and specialized training in inclusive education to effectively support and care for children with disabilities. Such training may be conducted by a private training institution such as a certification agency for babysitters¹³, or by a team of

¹² Whitebook, M., McLean, C., Austin, L., Edwards, B. (2018). [Early Childhood Workforce Index 2018](#).

¹³ [Lembaga Sertifikasi Kompetensi Babysitter](#).



facilitators using the International Labour Organization’s training manual on community childcare¹⁴. Other possibilities are collaborating with local childcare practitioners¹⁵, or registering staff for online training such as the Karier.mu platform¹⁶.

To minimise costs, employers can leverage the training provided by the regional education office (*Dinas Pendidikan*) or women’s empowerment and child protection office (*Dinas Pemberdayaan Perempuan dan Perlindungan Anak*) at province or district/city level. However, these training programs tend to be specifically designed for early childhood education, rather than care. As such, it would be beneficial to complement such training with other sessions that emphasise care of children (i.e. maintaining their hygiene, supervising their growth and development, fulfilling their nutritional needs etc.).

3. Childcare facility materials

Employers should also prioritise investing in suitable equipment and tools for the delivery of good-quality education and care services. The procurement of child-safe, age-appropriate and durable equipment that meets the specific needs of children is essential. No equipment should have sharp edges and all tools must be easy to maintain. The table below provides a non-exhaustive list of **recommended** tools and equipment, which can be adjusted based on children’s needs:

Furniture/appliances/equipment		Utensils (may require replenishment over time)	
1. For children’s personal needs		1. For health and nutrition monitoring:	
Minimum	Optimum	Minimum	Optimum
<ul style="list-style-type: none"> Nap mats or sleeping mats Simple baby mattresses Table for diaper changing and cleaning young children 	<ul style="list-style-type: none"> Baby cots Individual bed frames and mattresses Beddings (E.g. pillows, blankets) 	<ul style="list-style-type: none"> Weight scales Thermometers Stadiometers First-aid kits 	<ul style="list-style-type: none"> Nutrition chart
2. For kitchen food storage:		2. For feeding:	
Minimum	Optimum	Minimum	Optimum
<ul style="list-style-type: none"> Sink Refrigerators 	<ul style="list-style-type: none"> Stove Oven Pots and pans Microwaves 	<ul style="list-style-type: none"> Dining utensils (E.g. bowls, plates, spoon, fork, cups, milk bottles) Placemats Highchairs 	<ul style="list-style-type: none"> Cooking utensils Bottle warmers
3. For storage:		3. For children’s learning activities:	
Minimum	Optimum	Minimum	Optimum
<ul style="list-style-type: none"> Storage boxes 	<ul style="list-style-type: none"> Cupboards/racks Bookshelves 	<ul style="list-style-type: none"> Educational story books Colouring books and paper Colouring pencils 	<ul style="list-style-type: none"> Individual workbooks for each children Learning aids (E.g. flashcards, alphabet blocks, etc). Music Instruments Art supplies
4. For classroom:		4. For children’s playing activities:	
Minimum	Optimum	Minimum	Optimum
<ul style="list-style-type: none"> Stools and tables Space dividers Flip boards 	<ul style="list-style-type: none"> Music system Television for educational purposes 	<ul style="list-style-type: none"> Small and large balls Rubber toys and dolls Clay/playdough 	<ul style="list-style-type: none"> Educational toys (E.g. LEGO, blocks, dough) Outdoor play equipment (E.g. Slides, swings, sea-saws) Puzzles and games
5. For management:		5. For cleaning:	
Minimum	Optimum	Minimum	Optimum
<ul style="list-style-type: none"> Administration book for record keeping 	<ul style="list-style-type: none"> Desktops/laptops 	<ul style="list-style-type: none"> Brooms and dustpans Dish rack 	<ul style="list-style-type: none"> Washing machine Vacuum cleaner

¹⁴ International Labour Organization. (2015). [Community childcare: Training manual](#).

¹⁵ [Universitas Negeri Surabaya – Tim PKM UNESA Beri Pelatihan Pengasuhan Anak kepada Caretaker di Surabaya](#).

¹⁶ [Laman pelatihan daring mengasuh anak usia 2-8 tahun bagi pengasuh anak profesional](#).



attendance and finances.		• Mop	• Sterilizer for children's bottle
6. For safety:			
Minimum	Optimum		
<ul style="list-style-type: none"> • Fire extinguisher • Rugs/padded mats 	<ul style="list-style-type: none"> • CCTV • Smoke detector 		
7. Wash facilities:			
Minimum	Optimum		
<ul style="list-style-type: none"> • Garbage bins • Adequate toilet and water storage • Potty chairs • Handwashing stations 	<ul style="list-style-type: none"> • Diaper disposal system 		

Media and play equipment should be allocated according to the number of children in the centre. If necessary, schedule turns for children to play with the media when needed. Play equipment must be inclusive and accommodate children with special needs. Provision of specialized equipment and tools for the needs of children with disabilities, such as sensory toys for children with sensory processing disorder, may be considered. All media and materials should foster gender equality, with their design enabling equal access by all children, not endorsing or perpetuating gender stereotypes, and avoiding any reinforcement of biases against certain groups.

4. Children's activities and learning

Childhood growth and development can be supported by the provision of appropriate and culturally relevant programs that foster their overall wellbeing (see [Annex 4](#) for children's development screening tool). A childcare facility should have a curriculum tailored to the children's ages and be child-centred, inclusive and responsive to cultural and gender considerations¹⁷. Interactive and fun learning activities should be conducted to enhance children's learning experiences, with media and materials adhering to standards around safety, cleanliness, accessibility and age appropriateness, and considering children with special needs and avoiding gender stereotypes.

Encouraging children's learning through play can be achieved by designing interactive, inspiring, and enjoyable programs. Research has shown that activity-based interactive learning is beneficial for children as it enhances their active participation, social understanding of their environment, and analytical problem-solving skills. Such interactive learning may take place inside or outside the classroom. Caregivers can make this time more enjoyable by using media and materials which:

- prioritise the safety of children
- are clean, hygienic and free from any sharp edges
- are put in a place that the children can access
- are age-appropriate.

It is also crucial for facilities to communicate with parents about their child's development.

Caregivers/educators must ensure a variety of means to contact parents, including:

- **Communication book:** A key tool for daily updates on a child's development progress and non-emergency incidents that occur at the centre. Caregivers can record achievements and areas for improvement in the book, while parents can use it for inquiries or updates.
- **WhatsApp messaging:** Caregivers can request parents' mobile numbers and communicate through WhatsApp for emergencies. They might create a WhatsApp group for the parents. However, images of children should not be shared in the group.
- **Parent-teacher meetings:** Aside from utilising non-physical means of communication, it is crucial to preserve face-to-face interaction. Parent-teacher meetings should be held at least once every six months.
- **Parenting classes:** An additional method of engaging with parents is arranging monthly parenting classes. The parenting lesson should aim to enhance parents' understanding of childhood development and refine their parenting skills. The resource for the class may consist of an external expert or parent within the community.

¹⁷ Workman, S., & Ullrich, R. (2017). [Quality 101: Identifying the Core Components of a High-Quality Early Childhood Program.](#)



5. Health, hygiene and sanitation

Childcare facilities should prioritise the health of children in addition to their education. They should provide preventive and curative health treatments. **Preventive health measures** involve regular check-ups, monitoring of growth and development (height, weight etc.), immunisation and provision of supplementary nutrition. **Curative measures** include having accessible first aid kits and an onsite doctor or a cooperative arrangement with a nearby healthcare facility like a *Puskesmas* or *Posyandu*. These measures align with the Indonesian government program on Holistic and Integrated Early Childhood Education (PAUD HI).

Meanwhile, **holistic measures** should focus on care, an environment and daily habits that promote children's health; such as:

- having protocols for handling sick children, including advising parents to keep sick children at home to prevent the spread of illness and helping them to access nearby healthcare facilities
- maintaining a clean and hygienic environment, such daily sweeping and mopping of floors, proper disposal of rubbish, and following guidelines from the Ministry of Women's Empowerment and Child Protection for the hygienic maintenance of classrooms, toys, media, play equipment, utensils and shared facilities
- teaching children about personal hygiene and providing toilet training for younger children, ensuring sufficient rest for children during the day, and preparing nutritionally balanced meals
- prioritising children's hygiene and regularly checking and changing diapers
- providing adequate cleaning materials such as soap, hand soap, hand sanitiser and disinfectant.

6. Nutrition

Early childhood development is influenced by the frequency of meals and the quality, safety, variety and nutrition of the food provided (carbohydrates, protein, fibre)¹⁸. Whether an employer develops their own or contracts-out their childcare facility, it is important to ensure the children consume good-quality, safe and nutritious food.

There are two ways to provide meals at the facility. Parents can pack food for their children – in which case the facility should communicate with parents about the nutritional value of the food they provide. Or the facility can provide the meals, either prepared onsite or by outside catering, so long as the ingredients and preparation meet health and safety standards. Age-appropriate meal plans can be developed in consultation with a nutritional expert or the nearest *Puskesmas*. UNICEF's series on healthy food menus¹⁹ is also useful.

Facilities should have proper food/breastmilk storage facilities and/or separate kitchen/food preparation areas. Sharing of food should be controlled to prevent the spread of infectious diseases and to accommodate children with food sensitivities. They should ensure that enrolled children:

- receive meals that are well-balanced and nutritious, avoiding excessive amounts of sugar, oil and salt, and including fruits and vegetables every day
- consume an adequate amount of water
- have their individual dietary needs and allergies catered to
- are served three meals a day: morning snack, lunch and afternoon snack, or modified depending on opening hours
- have their growth monitored and parents/guardians notified if they may be at risk of stunting and being underweight or overweight.

7. Ethics and children's safety considerations

Dealing with young children involves important ethical and safety considerations. According to the World Health Organization (2022), child abuse or maltreatment includes all forms of (i) physical and/or emotional ill-treatment, (ii) sexual abuse, (iii) neglect or negligent treatment, (iv) corporal punishment or (v) other types of exploitation that results in actual or potential harm to the child's health, survival, development, or dignity, in the context of a relationship of responsibility, trust or power.

The Indonesian Government issued Ministerial Regulation No. 46 of 2023 to address violence in educational settings, including Early Childhood Education Program (PAUD) centres. This regulation mandates the creation of a violence prevention and handling team (TPPK) in educational institutions to combat sexual

¹⁸ International Finance Corporation. (2019). [Tackling Childcare: The Business Case for Employer-Supported Childcare](#).

¹⁹ UNICEF. (2019). [Resep makanan keluarga sehat](#).



violence, bullying, discrimination and other forms of violence, focusing on victim support and recovery. Technical guidelines were released in November 2023 to provide a framework for educational units and local governments to implement these safety measures effectively.

Preventing abuse, discrimination, harm and maltreatment of children

Every childcare facility should have a childcare protection policy and standard. Caregivers, staff and even visitors in childcare facilities must understand children’s rights to protection and minimise all risks of harm. Beyond protecting them from child discrimination, abuse and maltreatment, teachers should also ensure that children are willing to participate in all activities in the centre, and that their right to privacy and confidentiality is upheld, especially in relation to any documentation by external or third parties. Each facility is responsible for:

- disseminating and implementing a childcare protection policy and standards in the best interests of the children, under the oversight of a child protection committee led by a child protection officer
- sensitising and orienting staff and caregivers to the policies and safeguards through structured training protocols
- monthly monitoring of workplace practices and the work environment (by the facility’s child protection committee)
- annual risk assessment at organisation level (e.g. collecting information about circumstances/conditions which could possibly harm children).

Detecting discrimination, abuse, harm and maltreatment of children

The primary responsibility for recognising the signs of abuse, maltreatment and neglect rests with the adult staff and caregivers and thus they should be sensitised and trained to detect cases of child abuse. Caregivers and staff need to notify the child protection committee at the first sign of any abuse, maltreatment or neglect. The facility should also have a proper reporting system for any abuse case to protect the dignity of the child and ensure the safety of the complainant.

Addressing discrimination, abuse, harm and maltreatment of children

Any complaints must be highlighted immediately by the child protection committee (or the TPPK according to Ministerial Regulation No. 46 / 2023) and investigated in a given timeframe. The process must be carried out in a manner that respects the confidentiality and privacy of the complainant, child and alleged offender/s. The centre should provide legal, psychological and medical assistance and call the police in serious cases. Proven breaches of the child protection policy should be followed by closer supervision, further education and training, facilitation where possible/appropriate, and fair disciplinary procedures. Technical guidance on how to handle and prevent abuse has been outlined by the Ministry of Education, Culture, Research, and Technology²⁰.

Daily measures to protect children and maintain a safe childcare environment

<i>Children’s right to privacy and consent:</i>	<i>Ensuring a safe childcare facility environment:</i>	<i>Maintaining the safety of physical infrastructure:</i>
<ul style="list-style-type: none"> • Parental consent is required for all activities, with accommodations made for physical, cultural, or religious reasons. • Research or external activities, including government visits, need parental consent. • Photos of children are for assessment only and not for personal use or social media. • No distribution of children’s information or images to third parties without consent. 	<ul style="list-style-type: none"> • All staff and volunteers undergo background checks and complete child protection training. • Adhere to a “two-adult rule” to prevent a child being alone with a single adult. • Maintain an open-door policy for transparency. • Staff and volunteers must follow appropriate behavior and boundaries with children. • Prejudice and discriminatory language are prohibited. • Corporal punishment and verbal assault are strictly prohibited. 	<ul style="list-style-type: none"> • Keep sharp objects like knives and scissors out of children’s reach and supervise their use. • Store all chemicals safely and out of children’s reach. • Have disaster mitigation procedures in place.

²⁰ [Petunjuk Teknis Tata Cara Pelaksanaan Pencegahan dan Penanganan Kekerasan di Lingkungan Satuan Pendidikan](#)



	<ul style="list-style-type: none"> Sexual activities or exposure to age-inappropriate content are strictly forbidden. 	
<p><i>Visitor guide to ensure the safety and wellbeing of children at the facility</i></p> <ul style="list-style-type: none"> Visitors need permission to enter the center. No photos of children (except one's own) can be taken or shared on social media. Parents or guardians must use pick-up cards for child collection and inform staff in advance if someone else will pick up their child. 	<p><i>Ensuring children's safety from bullying</i></p> <ul style="list-style-type: none"> Bullying is prohibited. Teachers should address incidents by talking to both the victim and bully, implementing appropriate consequences, informing parents, and ensuring all children's safety. Consequences should deter future behavior without stigmatizing the child, such as warnings, time-outs, activity exclusion, or reward loss. Teachers must inform parents about their child's wellbeing, including illness, injury, or bullying. Unwell children should be isolated until picked up, and direct communication with parents is essential. 	



ANNEX 2: INVESTMENT FOR THE FUTURE

Costing Examples to Expand Childcare Availability for Working Parents

This guide presents cost examples for expanding childcare options for working parents through various schemes:

1. **Scheme 1 – Home-based childcare**
This scheme involves a caregiver providing care and supervision for four infants aged 0-2 years old in a home setting.
2. **Scheme 2 – Centre-based childcare for infants**
This scheme focuses on building a facility to cater to 30 infants aged 0-2 years old.
3. **Scheme 3 – Centre-based childcare for toddlers**
This scheme aims to establish a facility for 30 children aged 2-4 years old.
4. **Scheme 4 – Extended kindergarten services**
This scheme extends the operating hours of existing kindergartens to offer full-day services for 30 children aged 4-6 years old.

The simulation provides two kinds of cost structure.

1. **Minimum required cost structure:** this considers the essential equipment and low-cost good quality meal provision for children.
2. **Optimum cost structure:** this includes costs for higher quality equipment, increased training and maintenance allocations and better-quality meals for children.

Each scheme has different cost implications because of variations in the number and ages of the children, number of caregivers required, costs that need to be covered, and equipment required. Supporting a home-based childcare facility may be more affordable, as it requires minimal infrastructure upgrades and equipment costs due to a smaller number of children. On the other hand, building a centre-based childcare facility for 30 infants aged 0–2 years from scratch is more expensive than the other options, due to high set-up costs and infrastructure investment. However, for children aged 2–4 years old, the monthly cost may be cheaper than services for children 0–2 years old. The fourth scheme (extending kindergarten operating hours) requires fewer resources since existing infrastructure can be utilised, although additional equipment may be needed.

This paper acknowledges that the schemes below are likely only to be considered by large, established employers in the public and private sector. We use data from available marketplace for price of equipment needed (excluding the delivery price). Rent price per m² per month is collected from web-scraping commercial property listing at rumah.com in June 2023. The cost estimates are conservative and only serves as a ballpark amount needed to finance the four schemes. Employers may refer to the examples which is most akin to their resource capacity.

According to the results of the simulation, childcare that meets minimum standards is likely to be unaffordable for employees earning the minimum wage, without external support. For example, enrolling a child aged 0–2 years old in a home-based childcare facility in Jakarta may cost at least IDR 1.8 million per month, excluding the profit margin of the service provider. As per 2023, this constitutes at least 36.4% of DKI Jakarta’s provincial minimum wage. The cost is even higher to enrol the child in a centre-based facility that accommodates more children, which can be up to almost half of the monthly minimum wage per person in Jakarta.



1. Scheme 1 – Home-based childcare

Home-based childcare centers allow working parents to find services with similar cultural backgrounds at a lower cost. However, training and quality standardization are needed to ensure good service provision. This scenario constitutes developing a home-based childcare facility for 4 children aged 0-2 years old in Jakarta.

Scheme 1 – Set-Up Cost [EXAMPLE ONLY]

Investment required when first setting up childcare, equipment can be updated once every three years.

	Cost per Unit in IDR		# Unit	Unit detail	Period	Period detail	Total Cost in IDR	
	Minimum required	Optimum					Minimum Required	Optimum
Sleeping Equipment								
Baby box	50,000	1,500,000	4	person	1	first-time set up	200,000	6,000,000
Activities Equipment								
Chairs + Tables	128,000	128,000	4	person	1	first-time set up	512,000	512,000
Kitchen Equipment								
Spare milk bottles (contingency for 20% of 0-4 yo)	150,000	150,000	1	person	1	first-time set up	120,000	120,000
Feeding sets	77,760	120,000	4	person	1	first-time set up	311,040	480,000
High-chairs for 0-2 yo	210,000	250,000	4	person	1	first-time set up	840,000	1,000,000
Microwave	-	1,400,000	1	childcare	1	first-time set up	-	1,400,000
UV Sterilizer	-	1,700,000	1	childcare	1	first-time set up	-	1,700,000
Refrigerator	3,500,000	3,500,000	1	childcare	1	first-time set up	3,500,000	3,500,000
Playing Equipment								
Playing mats (4.5m x 4.5m)	720,900	988,000	1	childcare	1	first-time set up	720,900	988,000
Slider	-	350,000	1	childcare	1	first-time set up	-	350,000
Books	-	550,000	1	childcare	1	first-time set up	-	550,000
Balls for children	-	10,000	4	person	1	first-time set up	-	40,000
Block puzzle	-	75,000	2	person	1	first-time set up	-	150,000
Board puzzle	-	5,000	4	person	1	first-time set up	-	20,000
Xylophone	-	25,000	4	person	1	first-time set up	-	100,000
Toys container	-	215,000	1	childcare	1	first-time set up	-	215,000
Licensing Fee	1,000,000	2,000,000	1	childcare	1	first-time set up	1,000,000	1,000,000
Safety Equipment and Cost								
Fire extinguisher	115,000	150,000	1	childcare	1	first-time set up	115,000	150,000
First aid kit	79,500	160,000	1	childcare	1	first-time set up	79,500	160,000



	Cost per Unit in IDR		# Unit	Unit detail	Period	Period detail	Total Cost in IDR	
	Minimum required	Optimum					Minimum Required	Optimum
CCTV	-	3,000,000	1	childcare	1	first-time set up	-	3,000,000
TOTAL COST (Inc. Meal)							3,898,440	21,435,000
TOTAL COST (Exc. Meal)							3,587,400	20,955,000

Scheme 1 – Monthly Cost [EXAMPLE ONLY]

Monthly cost of running the childcare facility.

	Cost per Unit in IDR		# Unit	Unit detail	Period	Period detail	Total Cost in IDR	
	Minimum required	Optimum					Minimum Required	Optimum
Utilities cost								
Electricity	59,132	59,132	4	person	1	month	236,528	236,528
Internet	-		1	childcare	1	month	-	-
Phone	150,000	150,000	1	childcare	1	month	150,000	150,000
Water	27,115	27,115	4	person	1	month	108,459	108,459
Cost of meal								
0-2 Years Old	15,000	20,000	4	person	20	days	1,200,000	1,600,000
Hygiene Cost (Emergency Diapers)								
Spare diapers (contingency for 20% of 0-4 yo)	15,000	15,000	1	person	20	days	240,000	240,000
Supplies								
Activities supplies (Crayons, Toys, Books, etc)	50,000	75,000	4	person	1	month	200,000	300,000
Office supplies	-	-	1	childcare	1	month	-	-
Cleaning supplies	100,000	150,000	1	childcare	1	month	100,000	150,000
Rent								
Rent for every 3m ²	-	-	5	person	1	month	-	-
Wage of Caregivers								
Minimum wage	4,900,798	4,900,798	1	person	1	month	4,900,798	4,900,798
TOTAL COST (Inc. Meal)							7,135,786	7,685,786



	Cost per Unit in IDR		# Unit	Unit detail	Period	Period detail	Total Cost in IDR	
	Minimum required	Optimum					Minimum Required	Optimum
							(1,783,946 per child)	(1,921,446 per child)
TOTAL COST (Exc. Meal)							5,935,786 (1,483,946 per child)	6,085,786 (1,521,446 per child)

Scheme 1 – Annual and Maintenance Cost [EXAMPLE ONLY]

Annual cost to be paid annually after the first set up cost.

	Cost per Unit in IDR		# Unit	Unit detail	Period	Period detail	Total Cost in IDR	
	Minimum required	Optimum					Minimum Required	Optimum
Training Fee / Per person	500,000	1,300,000	1	person	1	year	500,000	1,300,000
Safety Equipment and Cost								
Fire extinguisher	115,000	150,000	1	childcare	1	year	115,000	150,000
First aid kit	79,500	160,000	2	childcare	1	year	159,000	320,000
Emergency health visit from doctor	1,000,000	1,000,000	1	childcare	0	year	-	-
TOTAL COST							1,774,000	3,770,000



2. Scheme 2 – Centre-based childcare for infants

Building on-site childcare facilities near/at the office will afford parents peace of mind while they work. This scenario constitutes developing a new childcare facility for 30 children aged 0-2 years old in Jakarta.

Scheme 2 – Set-Up Cost [EXAMPLE ONLY]

Investment required when first setting up childcare, equipment can be updated once every three years.

	Cost per Unit in IDR		# Unit	Unit detail	Period	Period detail	Total Cost in IDR	
	Minimum required	Optimum					Minimum Required	Optimum
Sleeping Equipment								
Baby box	50,000	1,500,000	30	person	1	first-time set up	1,500,000	45,000,000
Activities Equipment								
Chairs + Tables	128,000	128,000	30	person	1	first-time set up	3,840,000	3,840,000
Kitchen Equipment								
Spare milk bottles (contingency for 20% of 0-4 yo)	150,000	150,000	6	person	1	first-time set up	900,000	900,000
Feeding sets	77,760	120,000	30	person	1	first-time set up	2,332,800	3,600,000
High chairs for 0-2 yo	210,000	250,000	30	person	1	first-time set up	6,300,000	7,500,000
Microwave	-	1,400,000	1	childcare	1	first-time set up	-	1,400,000
UV Sterilizer	-	1,700,000	1	childcare	1	first-time set up	-	1,700,000
Refrigerator	3,500,000	3,500,000	1	childcare	1	first-time setup	3,500,000	3,500,000
Playing Equipment								
Playing mats (4.5m x 4.5m)	720,900	988,000	2	childcare	1	first-time set up	1,441,800	1,976,000
Slider	-	350,000	2	childcare	1	first-time set up	-	700,000
Books	-	550,000	2	childcare	1	first-time set up	-	1,100,000
Balls for children	-	10,000	30	person	1	first-time set up	-	300,000
Block Puzzle	-	75,000	15	person	1	first-time set up	-	1,125,000
Board puzzle	-	5,000	30	person	1	first-time set up	-	150,000
Xylophone	-	25,000	30	person	1	first-time set up	-	750,000
Toys container	-	215,000	2	childcare	1	first-time set up	-	430,000
Licensing Fee	1,000,000	1,000,000	1	childcare	1	first-time set up	1,000,000	1,000,000
Safety Equipment and Cost								
Fire extinguisher	115,000	150,000	2	childcare	1	first-time set up	230,000	300,000



	Cost per Unit in IDR		# Unit	Unit detail	Period	Period detail	Total Cost in IDR	
	Minimum required	Optimum					Minimum Required	Optimum
First aid kit	79,500	160,000	2	childcare	1	first-time set up	159,000	320,000
CCTV		3,000,000	3	childcare	1	first-time set up	-	9,000,000
Emergency health visit from doctor	1,000,000	1,000,000	1	childcare	1	first-time set up	1,000,000	1,000,000
TOTAL COST (Inc. Meal)							22,203,600	85,591,000
TOTAL COST (Exc. Meal)							19,870,800	81,991,000

Scheme 2 – Monthly Cost [EXAMPLE ONLY]

Monthly cost of running the childcare.

	Cost per Unit in IDR		# Unit	Unit detail	Period	Period detail	Total Cost in IDR	
	Minimum required	Optimum					Minimum Required	Optimum
Utilities cost								
Electricity	59,132	59,132	38	person	1	month	2,247,021	2,247,021
Internet	400,000	400,000	1	childcare	1	month	400,000	400,000
Phone	150,000	150,000	1	childcare	1	month	150,000	150,000
Water	27,115	27,115	38	person	1	month	1,030,363	1,030,363
Cost of meal								
0-2 Years Old	15,000	20,000	30	person	20	days	9,000,000	12,000,000
Hygiene Cost (Emergency Diapers)								
Spare diapers (contingency for 20% of 0-4 yo)	15,000	15,000	6	person	20	days	1,800,000	1,800,000
Supplies								
Activities supplies (Crayons, Toys, Books, etc)	75,000	100,000	30	person	1	month	2,250,000	3,000,000
Office supplies	300,000	450,000	1	childcare	1	month	300,000	450,000
Cleaning supplies	500,000	750,000	1	childcare	1	month	500,000	750,000
Rent								
Rent for every 3m ²	90,528	90,528	38	person	1	month	10,320,241	10,320,241



	Cost per Unit in IDR		# Unit	Unit detail	Period	Period detail	Total Cost in IDR	
	Minimum required	Optimum					Minimum Required	Optimum
Wage of Caregivers								
Minimum wage	4,900,798	4,900,798	8	person	1	month	39,206,384	39,206,384
TOTAL COST (Inc. Meal)							67,204,009 (2,240,134 per child)	71,354,009 (2,378,467 per child)
TOTAL COST (Exc. Meal)							58,204,009 (1,940,134 per child)	59,354,009 (1,978,467 per child)

Scheme 2 – Annual and Maintenance Cost [EXAMPLE ONLY]

Annual cost to be paid annually after the first set up cost.

	Cost per Unit in IDR		# Unit	Unit detail	Period	Period detail	Total Cost in IDR	
	Minimum required	Optimum					Minimum Required	Optimum
Maintenance Fee	2,000,000	4,000,000	1	childcare	1	year	2,000,000	4,000,000
Licensing Fee	1,000,000	2,000,000	1	childcare	1	year	1,000,000	2,000,000
Training Fee / Per person	500,000	1,300,000	8	person	1	year	4,000,000	10,400,000
Safety Equipment and Cost								
Fire extinguisher	115,000	150,000	1	childcare	1	year	115,000	150,000
First aid kit	79,500	160,000	2	childcare	1	year	159,000	320,000
Emergency health visit from doctor	1,000,000	1,000,000	1	childcare	1	year	1,000,000	1,000,000
TOTAL COST							8,274,000	17,870,000



3. Scheme 3 – Centre-based childcare for toddlers

Building on-site childcare facilities near/at the office will afford parents peace of mind while they work. This scenario constitutes developing a new childcare facility for 30 children aged 2-4 years old in Jakarta.

Scheme 3 – Set-Up Cost [EXAMPLE ONLY]

Investment required when first setting up childcare, equipment can be updated once every three years.

	Cost per Unit in IDR		# Unit	Unit detail	Period	Period detail	Total Cost in IDR	
	Minimum required	Optimum					Minimum Required	Optimum
Sleeping Equipment								
Mattress	113,000	300,000	30	person	1	first-time set up	3,390,000	9,000,000
Activities Equipment								
Chairs + Tables	128,000	128,000	30	person	1	first-time set up	3,840,000	3,840,000
Kitchen Equipment								
Spare milk bottles (contingency for 20% of 0-4 yo)	150,000	150,000	6	person	1	first-time set up	900,000	900,000
Feeding sets	77,760	120,000	30	person	1	first-time set up	2,332,800	3,600,000
Microwave	-	1,400,000	1	childcare	1	first-time set up	-	1,400,000
UV Sterilizer	-	1,700,000	1	childcare	1	first-time set up	-	1,700,000
Refrigerator	3,500,000	3,500,000	1	childcare	1	first-time set up	3,500,000	3,500,000
Playing Equipment								
Playing mats (4.5m x 4.5m)	720,900	988,000	2	childcare	1	first-time set up	1,441,800	1,976,000
Slider	-	350,000	2	childcare	1	first-time set up	-	700,000
Books	-	550,000	2	childcare	1	first-time set up	-	1,100,000
Balls for children	-	10,000	30	person	1	first-time set up	-	300,000
Block Puzzle	-	75,000	15	person	1	first-time set up	-	1,125,000
Board puzzle	-	5,000	30	person	1	first-time set up	-	150,000
Xylophone	-	25,000	30	person	1	first-time set up	-	750,000
Toys container	-	215,000	2	childcare	1	first-time set up	-	430,000
Licensing Fee	1,000,000	2,000,000	1	childcare	1	first-time set up	1,000,000	1,000,000
Safety Equipment and Cost								



	Cost per Unit in IDR		# Unit	Unit detail	Period	Period detail	Total Cost in IDR	
	Minimum required	Optimum					Minimum Required	Optimum
Fire extinguisher	115,000	150,000	2	childcare	1	first-time set up	230,000	300,000
First aid kit	79,500	160,000	2	childcare	1	first-time set up	159,000	320,000
CCTV	-	3,000,000	3	childcare	1	first-time set up	-	9,000,000
Emergency health visit from doctor	1,000,000	1,000,000	1	childcare	1	first-time set up	1,000,000	1,000,000
TOTAL COST (Inc. Meal)							17,793,600	42,091,000
TOTAL COST (Exc. Meal)							15,460,800	38,491,000

Scheme 3 – Monthly Cost [EXAMPLE ONLY]

Monthly cost of running the childcare.

	Cost per Unit in IDR		# Unit	Unit detail	Period	Period detail	Total Cost in IDR	
	Minimum required	Optimum					Minimum Required	Optimum
Utilities cost								
Electricity	59,132	59,132	34	person	1	month	2,010,492	2,010,492
Internet	400,000	400,000	1	childcare	1	month	400,000	400,000
Phone	150,000	150,000	1	childcare	1	month	150,000	150,000
Water	27,115	27,115	34	person	1	month	921,904	921,904
Cost of meal								
2-4 Years Old	30,000	40,000	30	person	20	days	18,000,000	24,000,000
Hygiene Cost (Emergency Diapers)								
Spare diapers (contingency for 20% of 0-4 yo)	15,000	15,000	6	person	20	days	1,800,000	1,800,000
Supplies								
Activities supplies (Crayons, Toys, Books, etc)	75,000	100,000	30	person	1	month	2,250,000	3,000,000
Office supplies	300,000	450,000	1	childcare	1	month	300,000	450,000
Cleaning supplies	500,000	750,000	1	childcare	1	month	500,000	750,000
Rent								



	Cost per Unit in IDR		# Unit	Unit detail	Period	Period detail	Total Cost in IDR	
	Minimum required	Optimum					Minimum Required	Optimum
Rent for every 3m ²	90,528	90,528	34	person	1	month	9,233,900	9,233,900
Wage of Caregivers								
Minimum wage	4,900,798	4,900,798	4	person	1	month	19,603,192	19,603,192
TOTAL COST (Inc. Meal)							55,169,488 (1,838,983 per child)	62,319,488 (2,077,316 per child)
TOTAL COST (Exc. Meal)							37,169,488 (1,238,983 per child)	38,319,488 (1,277,316 per child)

Scheme 3 – Annual and Maintenance Cost [EXAMPLE ONLY]

Annual cost to be paid annually after the first set up cost.

	Cost per Unit in IDR		# Unit	Unit detail	Period	Period detail	Total Cost in IDR	
	Minimum required	Optimum					Minimum Required	Optimum
Maintenance Fee	2,000,000	4,000,000	1	childcare	1	year	2,000,000	4,000,000
Licensing Fee	1,000,000	2,000,000	1	childcare	1	year	1,000,000	2,000,000
Training Fee / Per person	500,000	1,300,000	4	person	1	year	2,000,000	5,200,000
Safety Equipment and Cost								
Fire extinguisher	115,000	150,000	1	childcare	1	year	115,000	150,000
First aid kit	79,500	160,000	2	childcare	1	year	159,000	320,000
Emergency health visit from doctor	1,000,000	1,000,000	1	childcare	1	year	1,000,000	1,000,000
TOTAL COST							6,274,000	12,670,000



4. Scheme 4 – Extended kindergarten services

Extending the operating hours of kindergartens serves as an option to expand access and availability while leveraging on existing infrastructure and human resources. This scenario constitutes extending the operating hours of an existing kindergarten for 30 children aged 4-6 years old in Jakarta, from half-day to full-day.

Scheme 4 – Set-Up Cost [EXAMPLE ONLY]

Investment required when first setting up childcare, equipment can be updated once every three years.

	Cost per Unit in IDR		# Unit	Unit detail	Period	Period detail	Total Cost in IDR	
	Minimum required	Optimum					Minimum Required	Optimum
Sleeping Equipment								
Mattress	113,000	300,000	30	person	1	first-time set up	3,390,000	9,000,000
Kitchen Equipment								
Spare feeding sets (contingency, 20% of 0-6 yo)	77,760	120,000	30	person	1	first-time set up	2,332,800	3,600,000
Microwave	-	1,400,000	1	childcare	1	first-time set up	-	1,400,000
UV Sterilizer	-	1,700,000	1	childcare	1	first-time set up	-	1,700,000
Refrigerator	-	3,500,000	1	childcare	1	first-time set up	-	3,500,000
Licensing Fee	1,000,000	2,000,000	1	childcare	1	first-time set up	1,000,000	2,000,000
Safety Equipment and Cost								
CCTV	-	3,000,000	3	childcare	1	first-time set up	-	9,000,000
Emergency health visit from doctor	1,000,000	1,000,000	1	childcare	1	first-time set up	1,000,000	1,000,000
TOTAL COST (Inc. Meal)							7,722,800	31,200,000
TOTAL COST (Exc. Meal)							5,390,000	27,600,000

Scheme 4 – Monthly Cost [EXAMPLE ONLY]

Monthly cost of running the childcare service.

	Cost per Unit in IDR		# Unit	Unit detail	Period	Period detail	Total Cost in IDR	
	Minimum required	Optimum					Minimum Required	Optimum
Utilities cost								
Electricity	59,132	59,132	32	person	0.5	month	946,114	946,114
Water	27,115	27,115	32	person	0.5	month	433,837	433,837
Cost of meal								



	Cost per Unit in IDR		# Unit	Unit detail	Period	Period detail	Total Cost in IDR	
	Minimum required	Optimum					Minimum Required	Optimum
4-6 Years Old	30,000	40,000	30	person	20	days	18,000,000	24,000,000
Supplies								
Activities supplies (Crayons, Toys, Books, etc)	75,000	100,000	30	person	1	month	2,250,000	3,000,000
Office supplies	300,000	450,000	1	childcare	1	month	300,000	450,000
Cleaning supplies	500,000	750,000	1	childcare	0.5	month	250,000	375,000
Wage of Caregivers								
Minimum wage	4,900,798	4,900,798	2	person	0.5	month	4,900,798	4,900,798
							27,080,749	34,105,749
							(902,692 per child)	(1,136,858 per child)
TOTAL COST (Inc. Meal)								
							9,080,749	10,105,749
TOTAL COST (Exc. Meal)							(302,692 per child)	(336,858 per child)

Scheme 4 – Annual and Maintenance Cost [EXAMPLE ONLY]

Annual cost to be paid annually after the first set up cost.

	Cost per Unit in IDR		# Unit	Unit detail	Period	Period detail	Total Cost in IDR	
	Minimum required	Optimum					Minimum Required	Optimum
Licensing Fee	1,000,000	2,000,000	1	childcare	1	year	1,000,000	2,000,000
Training Fee / Per person	500,000	1,300,000	2	person	1	year	1,000,000	2,600,000
Safety Equipment and Cost								
Fire extinguisher	115,000	150,000	1	childcare	1	year	115,000	150,000
First aid kit	79,500	160,000	2	childcare	1	year	159,000	320,000
Emergency health visit from doctor	1,000,000	1,000,000	1	childcare	1	year	1,000,000	1,000,000
TOTAL COST							3,274,000	6,070,000



ANNEX 3. ASSESSING THE QUALITY OF EMPLOYER-SUPPORTED CHILDCARE FACILITY

This assessment is to be undertaken by the childcare facility manager or principal periodically to evaluate the quality of service provided by the day care and identify rooms for improvement.

Childcare facility characteristics

Name of facility :
Location :
Year of establishment :
Number of children enrolled :

0–2 years old	3–4 years old	5–6 years old	Total

1. Location, availability and accessibility

1.1 What is the average distance of the childcare facility from most workers' residences?

_____ metres

1.2 How do children usually access childcare facilities?

Check (✓) where applicable

- By foot
 By private vehicle
 Transport provided by facility

1.3 Is the childcare facility easy for parents to reach?

- Very easy
 Easy
 Difficult
 Very difficult

Please explain any accessibility challenges faced by the children in this childcare facility, if any:

Please explain any strategy taken to ensure the center can be reached easily:

1.4 What are the operating hours of the childcare facility? Are there extended hours available?

Note: extended hours mean the facilities may operate overtime/in excess of the usual opening hours should parents be working beyond their schedule and not able to pick up their children.

Day	Open/closed	Operating hours	Extended hours by need?
a. Monday	<input type="checkbox"/> Open <input type="checkbox"/> Closed	Open : __ . __ AM Closed: __ . __ PM	<input type="checkbox"/> Yes <input type="checkbox"/> No
b. Tuesday	<input type="checkbox"/> Open <input type="checkbox"/> Closed	Open : __ . __ AM Closed: __ . __ PM	<input type="checkbox"/> Yes <input type="checkbox"/> No
c. Wednesday	<input type="checkbox"/> Open <input type="checkbox"/> Closed	Open : __ . __ AM Closed: __ . __ PM	<input type="checkbox"/> Yes <input type="checkbox"/> No
d. Thursday	<input type="checkbox"/> Open <input type="checkbox"/> Closed	Open : __ . __ AM Closed: __ . __ PM	<input type="checkbox"/> Yes <input type="checkbox"/> No
e. Friday	<input type="checkbox"/> Open <input type="checkbox"/> Closed	Open : __ . __ AM Closed: __ . __ PM	<input type="checkbox"/> Yes <input type="checkbox"/> No
f. Saturday	<input type="checkbox"/> Open <input type="checkbox"/> Closed	Open : __ . __ AM Closed: __ . __ PM	<input type="checkbox"/> Yes <input type="checkbox"/> No
g. Sunday	<input type="checkbox"/> Open <input type="checkbox"/> Closed	Open : __ . __ AM Closed: __ . __ PM	<input type="checkbox"/> Yes <input type="checkbox"/> No

1.5 Do they align with the working hours of the parents?

- Yes
 No

1.6 Please explain any strategy taken to ensure the center addresses working parents' needs

Please insert additional comments where relevant:



2. Space and physical infrastructure

2.1 What is the total size of the childcare facility? _____ m²

2.2 Is there an indoor activity space for the children? Yes No

2.3 Is there an outdoor activity space for the children? Yes No

2.4 What is the physical condition of the following infrastructure?

	Good	Needs minor repair	Needs total rebuilding	Not available
a. Ground floor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Concrete structure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Lighting and ventilation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Ramps and handrails	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Fencing/boundary wall around the facility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Storage for children's toys	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Ventilated kitchen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Child-friendly toilets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Separate areas for under 3 and over 3-year-olds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Separate napping place for infants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Breastfeeding room	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Hand washing facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Clean water taps	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please insert additional comments where relevant:



3. Human resource management

No.	Name	Role 01: Teacher 02: Caregiver 03: Head of daycare	Education 01: Didn't graduate SD 02: SD 03: SMP 04: SMA/SMK 05: University or above	Attended training on caregiving? <input type="checkbox"/> Yes <input type="checkbox"/> No	Previous work experience as caregiver? <input type="checkbox"/> Yes <input type="checkbox"/> No	Children age group attended <input type="checkbox"/> 0–2 <input type="checkbox"/> 3–4 <input type="checkbox"/> 5–6	Remuneration (per month) Rp	Benefits <input type="checkbox"/> Health <input type="checkbox"/> Employment	Training needed? 01: Nutrition 02: Health 03: Hygiene 04: Child protection 05: Children development and growth 06: Cognitive development 07: Record keeping 08: Parental engagement — / — / — — / — / —
1.		— —	— —	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> 0–2 <input type="checkbox"/> 3–4 <input type="checkbox"/> 5–6	Rp	<input type="checkbox"/> Health <input type="checkbox"/> Employment	— / — / — — / — / —
2.		— —	— —	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> 0–2 <input type="checkbox"/> 3–4 <input type="checkbox"/> 5–6	Rp	<input type="checkbox"/> Health <input type="checkbox"/> Employment	— / — / — — / — / —
3.		— —	— —	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> 0–2 <input type="checkbox"/> 3–4 <input type="checkbox"/> 5–6	Rp	<input type="checkbox"/> Health <input type="checkbox"/> Employment	— / — / — — / — / —
4.		— —	— —	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> 0–2 <input type="checkbox"/> 3–4 <input type="checkbox"/> 5–6	Rp	<input type="checkbox"/> Health <input type="checkbox"/> Employment	— / — / — — / — / —
5.		— —	— —	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> 0–2 <input type="checkbox"/> 3–4 <input type="checkbox"/> 5–6	Rp	<input type="checkbox"/> Health <input type="checkbox"/> Employment	— / — / — — / — / —

3.1 Were background checks on each staff member conducted? If yes, please elaborate the process:

Yes, _____

No

3.2 What strategies are adopted by the center to improve the skills and capacity of teachers? What kind of training needs to be provided by the center for the teachers?

3.3 Where do most of the staff members live?

Nearby Outside of the neighbourhood but same province Outside of the neighbourhood but different province

3.4 What strategies are adopted by the center to improve accessibility of the facility to its teachers, especially those who live far from the facility?



4. Childcare facility materials

Please check any of the tools and equipment available at the childcare facilities:

Furniture/appliances/equipment		Utensils (may require replenishment over time)	
1. For children's personal needs		1. For health and nutrition monitoring:	
Minimum <input type="checkbox"/> Nap mats or sleeping mats <input type="checkbox"/> Simple baby mattresses <input type="checkbox"/> Table for diaper changing and cleaning young children	Optimum <input type="checkbox"/> Baby cots <input type="checkbox"/> Individual bed frames and mattresses <input type="checkbox"/> Beddings (E.g. pillows, blankets)	Minimum <input type="checkbox"/> Weight scales <input type="checkbox"/> Thermometers <input type="checkbox"/> Stadiometers <input type="checkbox"/> First-aid kits	Optimum <input type="checkbox"/> Nutrition chart
2. For food storage:		2. For feeding:	
Minimum <input type="checkbox"/> Sink <input type="checkbox"/> Refrigerators <input type="checkbox"/> Microwaves	Optimum <input type="checkbox"/> Stove <input type="checkbox"/> Pots and pans	Minimum <input type="checkbox"/> Dining utensils (E.g. bowls, plates, spoon, fork, cups, milk bottles) <input type="checkbox"/> Placemats <input type="checkbox"/> Highchairs	Optimum <input type="checkbox"/> Cooking utensils <input type="checkbox"/> Bottle warmers
3. For storage:		3. For children's learning activities:	
Minimum <input type="checkbox"/> Storage boxes	Optimum <input type="checkbox"/> Cupboards <input type="checkbox"/> Racks <input type="checkbox"/> Bookshelves	Minimum <input type="checkbox"/> Educational story books <input type="checkbox"/> Colouring books and paper <input type="checkbox"/> Colouring pencils	Optimum <input type="checkbox"/> Individual workbooks for each children <input type="checkbox"/> Learning aids (E.g. flashcards, alphabet blocks, etc). <input type="checkbox"/> Music Instruments <input type="checkbox"/> Art supplies
4. For classroom:		4. For children's playing activities:	
Minimum <input type="checkbox"/> Stools and tables <input type="checkbox"/> Space dividers <input type="checkbox"/> Flip boards	Optimum <input type="checkbox"/> Music system <input type="checkbox"/> Television for educational purposes	Minimum <input type="checkbox"/> Small and large balls <input type="checkbox"/> Rubber toys and dolls <input type="checkbox"/> Clay/playdough	Optimum <input type="checkbox"/> Educational toys (E.g. LEGO, blocks, dough) <input type="checkbox"/> Outdoor play equipment (E.g. Slides, swings, sea-saws) <input type="checkbox"/> Puzzles and games
5. For management:		5. For cleaning:	
Minimum <input type="checkbox"/> Administration book for record keeping attendance and finances.	Optimum <input type="checkbox"/> Desktops/laptops	Minimum <input type="checkbox"/> Brooms and dustpans <input type="checkbox"/> Dish rack <input type="checkbox"/> Mop	Optimum <input type="checkbox"/> Washing machine <input type="checkbox"/> Vacuum cleaner <input type="checkbox"/> Sterilizer for children's bottle
6. For safety:			
Minimum <input type="checkbox"/> Fire extinguisher <input type="checkbox"/> Rugs/padded mats	Optimum <input type="checkbox"/> CCTV <input type="checkbox"/> Smoke detector		
7. Wash facilities:			
Minimum <input type="checkbox"/> Garbage bins <input type="checkbox"/> Adequate toilet and water storage <input type="checkbox"/> Potty chairs <input type="checkbox"/> Handwashing stations	Optimum <input type="checkbox"/> Diaper disposal system		

4.1 Are children's learning tools and equipment cleaned regularly? Yes No

4.2 Are the learning tools age appropriate and safe for children? Yes No

Please insert additional comments where relevant:

5. Children's activities

5.1 What activities and programs does the childcare facility provide to help children learn and develop in different ways?

Please list or describe the daily activities and programs that you know of, such as play-based learning, arts and crafts, reading, physical activities etc.:



5.2 Are the programs at the childcare facility suitable for the children's ages and development?

Yes No

5.3 Do the programs adapt to different situations and individual needs? If so, how?

Yes, _____
 No

6. Children's health

6.1 Does the childcare facility provide any of the following?

- | | | |
|--|------------------------------|-----------------------------|
| a. Doctor in consultation with the daycare facility | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| b. Health service in collaboration with Puskesmas/Posyandu | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| c. Regular check-ups | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| d. Monitoring of growth and development | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| e. Immunisation facilitation | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| f. Supplementary nutrition | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| g. Accessible first aid kits | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| h. Protocol for handling sick children | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| i. Adequate soap, hand soap and disinfectant? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

6.2 On a typical day, do children get allocated time for naps? Yes No

6.3 Does the facility routinely do the following?

Hygienic habits for children

- | | | |
|---|------------------------------|-----------------------------|
| a. Toilet training for children? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| b. Changing and checking young children's diapers | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

Cleaning routine of facility

- | | | |
|---|------------------------------|-----------------------------|
| a. Sweeping and mopping | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| b. Proper disposal of waste | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| c. Hygiene maintenance of toys, media, utensils | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

Please insert additional comments where relevant:

7. Children's nutrition

7.1 Are the meals provided by the facilities?

- Yes **[Continue to 6.3]**
 No **[Continue to 6.2, then continue to section 7]**

7.2 Were parents briefed about providing nutritious meals for children?

Yes No

7.3 Are the meals differentiated for different age groups and/or special needs? If so, elaborate.

- Yes, _____
 No, all children are served the same meals

7.4 How are the meals served in the facility?

- Cooked in facility Catered for by others Children bring their own
 Other, _____

7.5 Do you keep track and supplement the nutrition of children who are underweight?

Yes No

7.6 Do you keep track of children's dietary requirements (e.g. halal food) or restrictions (e.g. allergies, intolerance, etc)?

Yes No

7.7 How many times are meals/snacks provided throughout the day?

Meals : _____ times
Snacks : _____ times



7.8 What meals did the children receive yesterday? (Please fill in where relevant, leave blank if not provided)

Day	Breakfast	Lunch	Dinner	Snacks

Please insert additional comments where relevant:

8. Ethical and safety considerations

8.1 Is there a child protection policy and procedure in place?

- Yes [Continue to 8.2] No [Continue to 8.4]

8.2 Does the childcare protection policy and procedure cover the following?

Check (✓) where applicable

- Requires consent for children’s activities and photos/documentation.
- Ensures children’s rights to privacy and confidentiality.
- Establishes a child protection committee/child protection officer.
- Urges immediate investigation into any complaints.
- Establishes a process that respects confidentiality and privacy of complainants, the child, and alleged offenders.
- Ensures fair disciplinary procedures for offenders.

8.3 Have the staff in the childcare facility been trained in such child protection policies?

- Yes, all staff Yes, ____ people Not at all

8.4 Are parents provided with information regarding child protection policies and procedures at this childcare facility?

- Yes No

8.5 Are there monthly routine monitoring of workplace practices and environment?

- Yes No

8.6 Is there an annual child safety and risk assessment?

Note: A child safety and risk assessment involves collection of information on conditions that might threaten children’s safety.

- Yes No

8.7 Is there a reporting system for any abuse cases? If so, what is the system like?

- Yes, _____

- No

8.8 Are any of the following measures available at the childcare facility?

- | | | |
|---|------------------------------|-----------------------------|
| a. Data protection mechanism for children | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| b. Zero tolerance of corporal punishment | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| c. Storage for sharp objects/dangerous chemicals | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| d. Disaster mitigation procedure | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| e. Two-adult rule (no child is alone with a single adult) | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

8.9 Is the childcare facility exposed to any of the following?

a. Air pollution	<input type="checkbox"/> Yes	<input type="checkbox"/> No	d. Open drains	<input type="checkbox"/> Yes	<input type="checkbox"/> No
b. Sound pollution	<input type="checkbox"/> Yes	<input type="checkbox"/> No	e. Nearby well	<input type="checkbox"/> Yes	<input type="checkbox"/> No
c. Water pollution	<input type="checkbox"/> Yes	<input type="checkbox"/> No	f. Large waterbodies	<input type="checkbox"/> Yes	<input type="checkbox"/> No

Please insert additional comments where relevant:

9. Supplementary questions – parental involvement, monitoring and evaluation, and costing of the childcare facility

Parental involvement



9.1 Is there a regular communication with parents? If yes, how often?

Yes, _____ times every day/week/month/semester [circle where relevant]

No [continue to 9.3]

9.2 What communication channels are established to facilitate information exchange between the childcare facility and parents?

Check (✓) where applicable

WhatsApp, SMS

Communication books

Telephone

Parenting workshops

Parent-teacher meetings

Others, _____

Monitoring and evaluation

9.3 Are these facilities regularly monitored? If yes, how often?

Yes, _____ times every month/semester/year [circle where relevant]

No [continue to 9.6]

9.4 Is there a framework for monitoring? If so, please explain.

Yes, _____

No

9.5 What types of records are kept in the monitoring and evaluation process?



ANNEX 4. EARLY DEVELOPMENTAL SCREENING

This screening is to be done on a regular basis:

- Once every month for each individual child ages 1-2 years old
- Once every 3 months for children ages 2-4 years old
- Once every 6 months for children ages 4-6 years old.

Please check if a child is having most of the signs present. If many of them are absent, you might want to suggest the parents to bring the children to paediatrics or psychologist.

<p>Children Ages 0-3 months old</p> <ul style="list-style-type: none"> • Can raise their head to a 45-degree angle. • Can move their head from left/right to center. • Looks at and stares at faces. • Engages in spontaneous babbling or responds with babbling. • Enjoys laughing loudly. • Shows surprise at loud noises. • Smiles in response to being spoken to. • Begins to recognize their mother through sight, smell, hearing, and touch. 	<p>Children Ages 3-6 months old</p> <ul style="list-style-type: none"> • Can roll from face-down to supine position. • Can lift their head to a 90-degree angle. • Maintains a stable and upright head position. • Can grasp a pencil. • Reaches for objects within reach. • Holds their own hands. • Tries to widen their gaze. • Focuses on small objects. • Makes high-pitched happy sounds or squeals. • Smiles when playing alone with interesting toys or pictures. 	<p>Children Ages 6-9 months old</p> <ul style="list-style-type: none"> • Can sit in a tripod posture independently. • Learns to stand with some support from both legs. • Crawls toward toys or people. • Transfers objects from one hand to the other. • Can hold two objects at a time, one in each hand. • Picks up objects the size of a peanut by scooping. • Makes meaningless sounds like "mamama," "bababa," "dadada," "tatata." • Searches for dropped toys or objects. • Enjoys clapping and playing "peek-a-boo." • Has fun throwing objects and putting cakes or cookies into their mouth. 	<p>Children Ages 9-12 months old</p> <ul style="list-style-type: none"> • Can pull themselves up to a standing position using objects. • Learns to stand for 30 seconds or hold onto a chair for support. • Can walk with guidance. • Extends arms or body to reach for desired toys. • Grasps a pencil tightly. • Puts objects in their mouth. • Repeats sounds they hear. • Mentions 2-3 similar syllables without meaning. • Explores their surroundings with curiosity. • Reacts to slow sounds or whispers and enjoys playing "peek-a-boo." <p>Begins to recognize family members and shows fear of unfamiliar people.</p>	<p>Children Ages 12-18 months old</p> <ul style="list-style-type: none"> • Stands alone without support. • Picks up a toy and then stands back up. • Walks backward for five steps. • Calls father "papa" and mother "mama." • Stacks two cubes and puts them in a box. • Points to what they want without crying, making pleasant sounds or pulling on their mother's hand. • Shows signs of jealousy or competition.
<p>Children Ages 18-24 months old</p> <ul style="list-style-type: none"> • Stands alone without support for 30 seconds. • Walks without staggering. • Claps and waves. • Stacks four cubes. • Picks up small objects with thumb and index finger. • Rolls a ball towards a target. • Says 3-6 meaningful words. • Helps with or imitates household chores. • Holds their own cup and learns to eat and drink independently. 	<p>Children Ages 24-36 months old</p> <ul style="list-style-type: none"> • Walks up stairs independently. • Can play with small sandals. • Scribbles with a pencil on paper. • Speaks well using two words. • Can identify one or more body parts when asked. • Looks at pictures and correctly names two or more objects. • Picks up their own toys or helps lift a plate when asked. • Eats rice without spilling much. • Takes off their own clothes. 	<p>Children Ages 36-48 months old</p> <ul style="list-style-type: none"> • Stands on one foot for two seconds. • Jumps with both feet off the ground. • Pedals a tricycle. • Draws a straight line. • Stacks eight cubes. • Knows 2-4 colors. • Says their name, age, and where they live. • Understands the meaning of words like "above," "below," and "in front." • Listens to stories. • Washes and dries their own hands. • Puts on trousers and a dress shirt. • Eats rice without spilling much. • Takes off their own clothes. 	<p>Children Ages 48-60 months old</p> <ul style="list-style-type: none"> • Stands on one foot for six seconds. • Jumps up and down on one foot. • Dances. • Draws a cross and a circle. • Draws a person with three body parts. • Buttons the clothes of a doll or dress. • Says their full name without help. • Enjoys learning new words and asking questions. • Answers questions with correct words. • Speaks clearly and is easily understood. • Can compare and distinguish objects by size and shape. • Knows numbers and can count fingers. • Names the days of the week. • Dresses themselves without help. • Reacts calmly when left by parents or caretakers. 	<p>Children Ages 60-72 months old</p> <ul style="list-style-type: none"> • Walks in a straight line. • Stands on one leg for 11 seconds. • Draws a complete person with six parts. • Catches a small ball with both hands. • Draws a rectangle. • Understands the meaning of opposite words. • Comprehends sentences with seven or more words. • Answers questions about what objects are made of and their uses. • Knows numbers and can count from 0-20. • Recognizes colors. • Expresses sympathy. • Follows game rules. • Dresses themselves without help.



