



Study Reveals Gap between Nation’s Aspirations for Inclusion and Current Capabilities of Early Childhood Professionals

Despite recent progress, human resource and fragmented systems of care remain as key concerns; inclusive practices and mindsets playing catch up with Singapore’s ambitions for inclusion

Need to encourage systematic exchange and learning between professionals across “mainstream” and “special education” boundaries

9 May 2019

1. With a national shift towards building a more inclusive society, there is a need to beef up competencies of all early childhood practitioners with the know-how and inclusive pedagogical practices to support children with special needs or from social disadvantaged backgrounds more effectively, revealed a study which gathered the perspectives of 35 leaders from the early childhood development sector. Currently, mainstream preschools and educators are challenged in meeting the diverse needs of children and most of them are not equipped to provide intervention.
2. A systemic review of early childhood teachers' and early intervention teachers' minimum entry level requirements, salaries and career development opportunities should be considered in order to improve parity between these two professions, which often draw from a similar manpower pool. This should be bolstered by partnerships and training programmes that merge traditionally separate “mainstream” and “special education” boundaries to produce a new generation of early childhood practitioners who are better prepared and able to work in concert with professionals from other disciplines.
3. These were two of the findings from ***Vital Voices for Vital Years 2***, a study commissioned by the Lien Foundation to take stock of the early childhood sector and establish what more needs to be done. This qualitative study involved speaking with leaders from a range of disciplines, including education, health and social services. The interviews were conducted between April and September 2018, and writing for the report was concluded in March 2019.

4. This report comes seven years after its predecessor, *Vital Voices for Vital Years*, published in 2012, found the quality of preschool services to be highly variable and called for more cohesive governance in the sector. Together with the Lien Foundation-commissioned Starting Well Index that ranked Singapore 29th out of 45 countries on the provision of preschool education that year, *Vital Voices* helped shine the spotlight on Singapore's early childhood landscape and urged the state to do more.
5. *Vital Voices for Vital Years 2* is a three-way collaboration led by Prof Lasse Lipponen (Principal Investigator), a professor of education, Faculty of Educational Sciences, University of Helsinki; Prof Lynn Ang (Co-PI) Professor of Early Childhood in the Department of Learning and Leadership at University of College London Institute of Education, who authored the first *Vital Voices for Vital Years*; and Associate Prof Sirene Lim (Co-PI), Academic Lead, Early Childhood Education Programme, Singapore University of Social Sciences.
6. The report revealed a clear consensus on the positive developments that have taken place in Singapore's early childhood education in recent years. Participants acknowledged the government's more proactive stance in the sector, as reflected in its policies, investment and targeted programmes for young children. Since 2012, early childhood education has experienced a 'growth spurt' as the government ramped up efforts to nurture the sector by boosting investment, oversight, preschool capacity as well as training. Annual spending on preschools is set to more than quadruple from \$360 million in 2012 to \$1.7 billion in 2022. More support is also being given to children with special needs through the expansion of subsidised early intervention services. Recently, after this report was concluded, the Ministry of Social and Family Development (MSF) announced in April 2019 that the Early Childhood Development Agency (ECDA) would take over provision of early intervention services for preschoolers from MSF's Disability Office.
7. However, practices and mindsets in the early childhood education sector are slow to catch up in addressing issues of inclusion, workforce competency and manpower demand. The report identified these key areas for improvement:
 - a. **An urgent need to augment the early childhood sector's workforce:** Due to a rapid expansion of childcare places coupled with ongoing challenges in attracting and retaining early childhood educators, staff shortage was a challenge highlighted by all the preschool operators interviewed. Because of this constraint, they

preschools are unable to take in more children, even if childcare places were available. The sector will require another 2,000 early childhood educators by 2020, in addition to the current pool of about 18,000.¹ However, having more educators hired from elsewhere in Asia adds a level of cultural complexity to raising the quality of early childhood practices and these educators are not always treated equally in the sector. Presently, about one in four early childhood educators are foreigners, as shared by ECDA for this report.²

- b. **More expertise and human resources needed to keep pace with the demand for early intervention services:** In 2018, the number of children diagnosed with developmental problems seen under the Child Development Programme from KK Women's and Children's Hospital (KKH) and the National University Hospital (NUH) rose to a new high of more than 5,500³, compared with an average of 4,362 new cases a year from 2015 - 2017.⁴ This is in part due to increased awareness and testing. However, challenges lie in a deficiency of manpower and training in early intervention, which were seen to be getting in the sector's way of being able to serve more children. According to the leaders in Vital Voices 2, there also needs to be more collaboration between Early Intervention Programme for Infants and Children (EIPIC) centres and preschools. The government-subsidised EIPIC is run by different VWOs in stand-alone centres separate from preschools, which means families have to cope with the logistics and costs of shuttling children between preschools and EIPIC centres. This affects an estimated 1,100 children⁵, given that about three-quarters of children aged 5 to 6 who are enrolled in an EIPIC centre, also attend preschools.
- c. **The need to upskill the competencies of leaders across both early childhood and early intervention sectors:** Today, these leaders have to manage larger enrolment and staff teams, meet higher quality demands, and in the case of preschools, manage the profit-driven expectations of their organisations. More principals are needed as well, given the expansion of the sector – for instance, from

¹ <https://www.ecda.gov.sg/PressReleases/Pages/TRANSFORMING-THE-EARLY-CHILDHOOD-SECTOR-TO-GIVE-EVERY-CHILD-A-GOOD-START-IN-LIFE.aspx>

² According to a reply by ECDA for the Vital Voices 2 report, there are continuing professional development courses available, for e.g. the Induction Programme for Non-local Chinese Language Teacher, to give new, foreign teachers a holistic understanding of Singapore's history, culture and heritage, and early childhood landscape.

³ According to figures provided by Prof Ho Lai Yun, Director, Child Development Programme, Ministry of Health.

⁴ KKH and NUH are the two main diagnostic and assessment centres which screen children aged six and below for issues as part of the Child Development Programme, Ministry of Health. These numbers do not include those in private centres, which are not accounted for.

⁵ Slightly more than half of the 3,000 children enrolled in EIPIC are aged 5 to 6 years old, according to information shared by MSF.

2014 to 2018, more than 350 childcare centres were added to the sector⁶. In light of these growing expectations, a clearer consensus is required on what constitutes good leadership, and how leaders could be selected and nurtured..

d. **The lack of structured and supported transition from preschool to primary**

school: As more children with special needs enrol in mainstream schools,⁷ there is an increasing need to find ways to offer them continuity of support into their primary school years. Once they enter Primary One, early intervention support and services provided by Learning Support educators, therapists, psychologists through programmes such as EIPIC for those up to six years old, are no longer available to them.

8. Miss Yang Huiwen, co-lead of Early Childhood Development at Lien Foundation said: “Change in the early childhood sector has been swift and without precedent, and more has been done to uplift the sector than ever before. But because of that, the pressure on its leaders and professionals to navigate the transformation is palpable. Early childhood practitioners’ knowledge and skills must be raised in tandem with the increased demands and growing emphasis on quality early childhood services. The needs of young children are converging and should no longer be viewed in silos of education or health. In particular, we need to focus on connecting early education with healthcare and social service systems, as well as come to a shared definition of what inclusion of children with special needs and from low-income families really means and how it can look like in practice.”
9. Ms Tan Lee Jee, Assistant Chief Executive Officer, Preschool Services, PAP Community Foundation (PCF) said the report highlighted some positive and rapid developments within the early childhood sector in Singapore, and acknowledged the need to constantly retool educators to cope with ongoing changes. She said: “With the direction towards inclusion in preschools, there is a need for trained teachers with multifaceted skills, especially to support children from the younger age group and those from vulnerable families or with additional needs. The extension of the teachers’ skills gives them a sense of empowerment and also helps us with staff retention.”

⁶ <https://www.ecda.gov.sg/Operators/Pages/Statistics-n-Reports.aspx>

⁷ As of 2018, there are 31,000 primary and secondary school-age students with Special Educational Needs (SEN) of which 80% of them are in mainstream schools: <https://www.moe.gov.sg/docs/default-source/document/media/speech/2018/sps-speech.pdf>

10. For example, as PCF has given greater focus to serving children aged 0 to 4 years old through its Early Years Centres, it has trained kindergarten teachers proficient in working with children aged 4 to 6 through bridging programmes where they acquire skills and knowledge to work with those under 4 years. PCF has also established Communities of Practice as platforms for teachers to network and share strategies. Ms Tan said: “Teachers in these communities of practices serve as resource persons in their preschool, thereby multiplying the support on the ground. The mutual learning is invaluable and also builds resilience among the teachers.”

11. Mr JR Karthikeyan, CEO of AWWA, which operates inclusive preschool Kindle Garden and provides early intervention and developmental support services, said the report findings reiterates the importance for better support for children from low-income families and those with additional needs. The recent MSF announcements of enhanced early intervention and formation of a workgroup to support children with moderate developmental needs in preschools is a positive move. “AWWA believes in supporting children with developmental needs in a holistic manner. As proponents of inclusive education in preschools, we look forward to contributing with the good practices we have picked up through operating Kindle Garden over the years,” he said. “When people with additional needs or from socially disadvantaged backgrounds are enabled to be active participants and contributors to society, then can we say we are truly inclusive.”

12. In response to the areas for improvement in Singapore’s early childhood development sector, the authors of Vital Voices 2 recommend a need for collaboration to overcome service boundaries across child development services, education systems and government ministries. Specifically, these could take form in the following ways:
 - a. Develop care agreements to clarify the roles and responsibilities between different stakeholders and practitioners involved in the care of the children from vulnerable families, and chart a pathway through the different service providers
 - b. Improve inter-professional collaborations and co-create solutions with service users
 - c. Having a peer mentoring system to support new early childhood teachers and early intervention practitioners
 - d. Improve inclusive pedagogies in ECCE centres
 - e. Research and evaluate programmes for children with special needs and those from lower-income families
 - f. Strengthen the early childhood sector’s image and create a shared purpose of early childhood education

13. The report's lead investigator, Prof Lasse Lipponen, Professor of Education, Faculty of Educational Sciences, University of Helsinki, who has been involved in a number of early childhood initiatives in Singapore since 2013, said: "The global landscape of early childhood education and care in general is increasingly dominated by the 'return on investment' discourse. Within this discourse, what is desirable in education is what supports economic growth. However, to think early childhood education primarily as an instrument for economic growth cannot be the fundamental driving force or purpose to develop and invest on early childhood education. The economic approach to education is narrow and one-sided: it does not say anything about values, democracy, social justice, moral, care, or empathy. We as educators have a responsibility to shape early childhood education's purpose to reflect the values we believe in."

14. Prof Lynn Ang, Professor of Early Childhood, Department of Learning and Leadership, University College London Institute of Education, added: "I believe every child deserves the very best quality care and education. Get this right and we can change the course of a young child's life and set them on the right trajectory. As Vital Voices 2 has shown, it is an exciting moment in the preschool sector. The stakes are high, especially for children who have had a poor start in life due to their economic circumstances or special needs. We must be unrelenting in our quest for high quality learning for all children and value the professionals who are dedicated to providing the best they can for young children. It is only then that we can make real transformative change for future generations."

15. Associate Prof Sirene Lim, Academic Lead, Early Childhood Education Programme, Singapore University of Social Sciences said: "As more families utilise childcare and kindergarten services, we must continue to strive for quality educational provision for our youngest citizens and progress as a society that is more inclusive and strengths-based in its view of human capital. No child should be considered un-educable. Early childhood education professionals cross many boundaries in their daily work – they educate and provide care at the same time; they work with children and their adults caregivers; and they are obliged to support all learners in their classrooms, working with other professionals where possible. At a systemic level, all early childhood and early intervention professionals need to be supported in a more coherent manner and be provided with professional learning opportunities."

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Download the Vital Voices for Vital Years 2 study at bit.ly/lfvitalvoices2

Annex: Vital Voices for Vital Years 2 Factsheet

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ABOUT LIEN FOUNDATION

<http://www.lienfoundation.org> | <https://www.facebook.com/JourneywithGeorge/>

The Lien Foundation is a Singapore philanthropic house noted for its model of radical philanthropy. It breaks new ground by investing in innovative solutions, convening strategic partnerships and catalysing action on social and environmental challenges. The Foundation seeks to foster exemplary early childhood education, excellence in eldercare and effective environmental sustainability in water and sanitation.

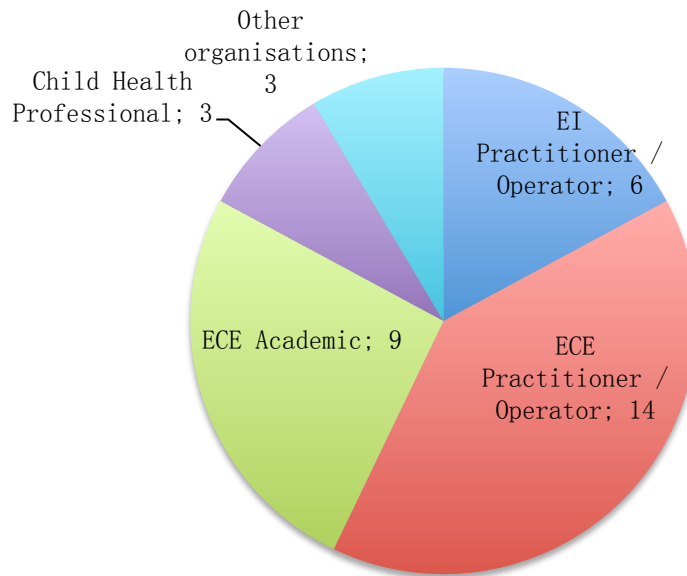
In the area of early childhood development, the Foundation aims to open up opportunities for children from low-income families and those with special needs. In its push for inclusivity in education, the Foundation set up Singapore's first inclusive preschool, Kindle Garden, with AWWA. It spearheads Circle of Care, a child-centric model of care where teachers, social workers and therapists look after preschoolers from less privileged families in an integrated care approach to mitigate the impact of poverty on their potential. The Foundation, together with KK Women's and Children's Hospital and Thye Hua Kwan Moral Charities, developed the Early Childhood Holistic Outcomes (ECHO), a new family-centred approach to early childhood intervention that focuses on daily functioning of children with special needs for better inclusion to society.

To advocate greater access to quality early childhood education, the Foundation commissioned a study, *Vital Voices for Vital Years*, that examined leaders' views on improving Singapore's preschool sector and Starting Well, a global benchmark study by the Economist that ranked 45 countries on their provision of preschool education in 2012. In 2009, it developed a community-based model of care, Mission I'mPossible, where specialists go into mainstream preschools to help children with learning difficulties. Its success has since inspired a scaled-up version nationwide.

Annex: Vital Voices 2 Press Kit Factsheet

1 PROFILE OF LEADERS INTERVIEWED FOR STUDY

Total number of interviewees: 35



ECE – Early Childhood Education
EI – Early Intervention

Other organisations represented in the survey are AECES, ECDA and SG Enable.

2 ECE MANPOWER

A systemic review of early childhood teachers' and early intervention teachers' requirements, salaries and career development opportunities should be considered in order to improve parity between these two professions.

a. Current salary range

ECE Professionals

There are currently no published salary guidelines for ECE professionals. Based on a 2016 survey by ECDA¹, the pay of ECE professionals have increased by about 15% since 2013. This outpaces the general market for similar job sizes which grew by about 8% over the same period.

The basic salaries of ECE professionals ranges from:

	Salary Range
Educators with professional Certificate	\$1,800 to \$2,100
Teachers with professional teaching Diploma	\$2,200 to \$3,000
Principals with professional leadership Diploma	\$3,100 to \$6,000

¹ <https://www.msf.gov.sg/media-room/Pages/Early-Childhood-Educators'-Salaries.aspx>

EI professionals

EI professionals follow NCCS (National Council of Social Services) salary guidelines for the social service sector. In 2018, the government announced an increase of up to 12% in the pay of this sector.² NCCS 2018 salary guidelines for the social service sector also included a minimum salary. The MSF and NCCS review pay guidelines every three years with annual adjustments to reflect general wage movements.

Teaching EI Professional	Minimum Salary (2018 salary guidelines)³	Indicative Monthly Salary Range (2019 salary guidelines)⁴
EI Teacher Aide with NITEC / 'O' Levels	\$1,690	\$1,740 to \$2,600
Untrained EI teacher with Diploma	\$2,810	Not available
Trained EI Teacher with Diploma	\$2,970	\$2,890 to \$4,660
Lead EI Teacher / Centre Manager	\$5,180	\$5,340 to \$6,580
Senior Lead EI Teacher – Director with degree or higher	\$6,250	\$6,440 to \$8,040

Non-teaching EI Professional	Minimum Salary (2018 salary guidelines)	Indicative Monthly Salary Range (2019 salary guidelines)
Psychologists Associate Psychologist with degree Senior Principal Psychologist	\$3,230 \$7,820	\$3,330 to \$4,160 From \$8,060
Therapists Therapist with diploma Principal Therapist with degree or higher	\$2,950 \$6,200	\$3,040 to \$4,160 \$ 6,390 - 7,980

² <https://www.msf.gov.sg/media-room/Pages/Enhanced-Salary-Benchmarks-for-Social-Service-Professionals.aspx>; <http://www.straitstimes.com/singapore/manpower/higher-wages-kick-in-for-staff-in-social-service-sector>

³ https://www.ncss.gov.sg/NCSS/media/NCSS_SMD/Salary%20Guidelines/FY2018_SocialServiceSector_SalaryGuidelines.pdf

⁴ https://www.ncss.gov.sg/NCSS/media/NCSS_SMD/Salary%20Guidelines/FY19SectorSalaryGuidelines.pdf

3 COMPETENCY

Mainstream preschools are challenged in meeting the diverse needs of children, and currently most of them are not equipped to provide intervention for children with special needs. Teachers in the early childhood sector also do not have adequate knowledge to work with children with special needs.

a. Minimum qualifications of ECE/EI professionals

	ECE⁵	EI⁶
Assistant Teachers	Teaching children 18 months to 4 years <ul style="list-style-type: none"> - Higher Nitec in Early Childhood Education - Advanced Certificate in Early Childhood Care & Education (ACECCE) - WSQ Advanced Certificate in Early Childhood Care and Education (ACECCE) - 	EI Teacher Assistant: <ul style="list-style-type: none"> - Local Diploma or: - Two 'A'/H2 Level passes and two 'AO'/H1 Level passes (including General Paper or KI) or: - An International Baccalaureate Diploma
Trainee Teachers	Place-and-Train: <ul style="list-style-type: none"> - Any local Polytechnic Diploma and with at least a credit in GCE 'O' level English as a first language 	EI Teacher (untrained): <ul style="list-style-type: none"> - Any Diploma
Teachers	Teaching children 18 months to 6 years <ul style="list-style-type: none"> - Diploma in Early Childhood Development & Education - Diploma in Early Childhood Care & Education – Teaching - WSQ Professional Diploma in Early Childhood Care and Education (PDECCE) - WSQ Professional Diploma in Early Childhood Care and Education – Chinese (PDECCE – CL) 	<ul style="list-style-type: none"> - Advanced Diploma in Early Childhood Intervention (Special Needs) <p>For teachers teaching programmes that specialise in autism:</p> <ul style="list-style-type: none"> - Certificate in Autism (CIA) - Higher Certificate in Autism (HCIA)

b. Continuing Professional Development (CPD)

ECE	EI
- Strongly recommended to complete at least 20 hours of CPD per year ⁷	- No recommendations given but organisations may have their own requirements

⁵ <https://www.childcarelink.gov.sg/ccls/uploads/RequiredQualifications.doc>
<https://www.ecda.gov.sg/Educators/Pages/Early%20Childhood%20Teacher%20Training%20Courses.aspx>

⁶ <https://www.ncss.gov.sg/Social-Service-Tribe/CareersDetail/education>

⁷ <https://www.ecda.gov.sg/Educators/Pages/Continuing-Professional-Development.aspx>

4 EQUIPPING & TRAINING TEACHERS

To advance inclusion in education, training and capability building are key areas that need to be continually addressed.

The Lien Foundation’s **2018 Early Intervention Survey** that polled 423 EI sector professionals and 14 EI sector leaders found the top two barriers to developing inclusive education in Singapore were:

- Mainstream school teachers don’t have sufficient resources to attend to special needs children (66%)
- Mainstream school teachers are not well trained to handle special needs children (58%)

Early Intervention training in ECE training programmes are available through:

Diploma	Offered by	
Diploma in Early Childhood Development & Education	NIEC and Ngee Ann Polytechnic (NP) ⁸ or Temasek Polyclinic (TP) ⁹	<ul style="list-style-type: none"> - One out of four compulsory modules is related to EI called “Working with the Exceptional Child” (60 hours) <p><u>NP</u></p> <ul style="list-style-type: none"> - In Year 3, students can choose to do the EI Track or the non-EI track - For those in the non-EI track, they can choose 2 elective modules out of a list of 10, of which six are related to early intervention, learning and behavioural challenges <p><u>TP</u></p> <ul style="list-style-type: none"> - In Year 3, students can choose two elective modules out of a list of six, of which two are related to early intervention and inclusive curriculum.

⁸ https://www.np.edu.sg/hms/Documents/2019/ECDE/ECDE_Year3.pdf

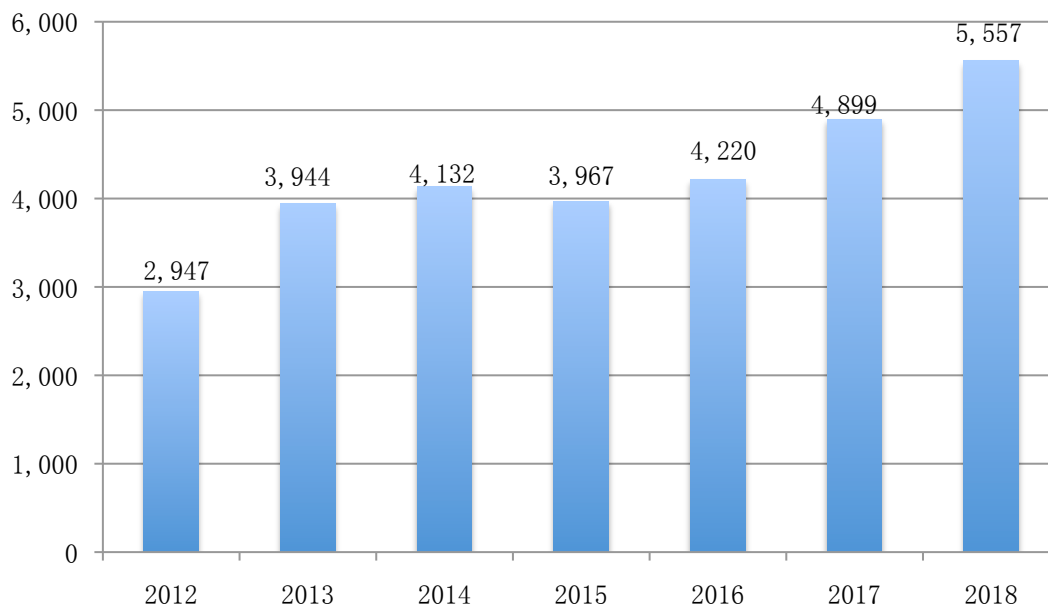
⁹ https://www.tp.edu.sg/staticfiles/TP/files/school/hss/hss_early_childhood_development_education.pdf

5 SNAPSHOT OF EARLY CHILDHOOD EDUCATION AND EARLY INTERVENTION LANDSCAPE

a.	Enrolment as of 2018	Places as of 2018
Childcare	123,539 ¹⁰	165,643 ¹¹
EIPIC	3,000 ¹²	3,200 ¹³
b.	Professionals as of 2019	
Early Childhood	18,000 ¹⁴ ECE Educators	
Early Intervention	700 ¹⁵ EI Professionals* (in EIPIC, Development Support and Learning Support) <i>*EI Professionals include Early Intervention teachers, Learning Support Educators, Therapists and Psychologists.</i>	

c. Children with special needs

Total number of preschoolers (age 0 to 6) diagnosed with developmental problems¹⁶



¹⁰ [https://www.ecda.gov.sg/Documents/Resources/Statistics_on_child_care\(STENT\).pdf](https://www.ecda.gov.sg/Documents/Resources/Statistics_on_child_care(STENT).pdf)

¹¹ [https://www.ecda.gov.sg/Documents/Resources/Statistics_on_child_care\(STENT\).pdf](https://www.ecda.gov.sg/Documents/Resources/Statistics_on_child_care(STENT).pdf)

¹² [https://www.msf.gov.sg/media-room/Pages/Enhanced-Pilot-for-Private-Intervention-Providers-\(PIIP\)-scheme-and-centres.aspx](https://www.msf.gov.sg/media-room/Pages/Enhanced-Pilot-for-Private-Intervention-Providers-(PIIP)-scheme-and-centres.aspx)

¹³ <https://www.moe.gov.sg/news/speeches/keynote-address-by-ms-indraneerajah-second-minister-for-education--at-the-2018-sped-conference>

¹⁴ <https://www.straitstimes.com/politics/parliament-more-than-70-per-cent-increase-over-last-five-years-of-mid-career-entrants-into>

¹⁵ Data from Ministry of Social & Family Development shared for Vital Voices 2 Report

¹⁶ "Preschoolers" refer to children who have yet been enrolled into either mainstream schools or special schools in Singapore and diagnosed by the Child Development Programme at KKH and NUH. It does not include those in private centres. Source: Prof Ho Lai Yun, Director, Child Development Programme, Ministry of Health

d. Estimated % breakdown of the types of developmental problems¹⁷

Speech and language delays and disorders	34%
Autism spectrum disorders	21%
Global developmental delay	13%
Learning problems/ disabilities	8.5%
Behavioural problems/ disorders	17%
Motor developmental delay	2%
Environment-related delay	2%
Attention-Deficit-Hyperactivity Disorders (ADHD)	1.5%
Others (Cerebral palsy, Syndromic disorders, Impairment special senses)	1%

e. Teacher-Student Ratio

	Mainstream preschool ¹⁸	EIPIC ¹⁹
Playgroup	1+1 : 12	Average 1: 2 to 1: 5
Nursery 1	1+1 : 18	Average 1: 2 to 1: 5
Nursery 2	1+1 : 20	Average 1: 2 to 1: 5
Kindergarten 1 & 2	1+1 : 30	Average 1: 2 to 1: 5

**Teacher-student ratio for mainstream preschools is a regulatory requirement of ECDA. Average teacher-student ratio for EIPIC is based on the EIPIC service matrix.*

Primary 1 & 2 ²⁰	1:29
Primary 3 to 6 ¹⁷	1:36

**The teacher-student ratio is calculated based on class size. Only one teacher is teaching the class at any point in time.*

¹⁷ Ho, L.Y. (2018) Building an Inclusive Early Childhood Early Intervention Ecosystem, 1988-2017. 2018

¹⁸ 1+1 stands for 1 educator and 1 paraeducator /educarer

<https://www.ecda.gov.sg/PressReleases/Pages/Better-Support-for-Child-Care-Teachers-and-Better-Staff-Child-Interactions-Through-Para-Educators-and-Para-Educarers.aspx>

¹⁹ <https://www.sgenable.sg/uploads/EIPIC%20Service%20Matrix.pdf>

²⁰ https://data.gov.sg/dataset/number-of-classes-and-class-size-by-level?view_id=43c598cd-830f-40f0-95a0-3c2720e82213&resource_id=9c44631c-b8cd-499d-b01b-11fa1a5c33c0

f. Anchor Operator Preschools (AOP) and Partner Operator Preschools (POP)

AOP and POP account for almost half of ECCE delivery in the sector.

No.	Anchor Operators	No. of centres
1.	PCF Sparkletots Preschool	More than 350 centres
2.	My First Skool	144
3.	My World Preschool	36
4.	Skool4kidz	17
5.	E-Bridge Pre-School	17

There are 23 Partner Operator Preschools²¹ running 225 centres.

g. EIPIC operators

EIPIC provides therapy and educational support services for infants and young children with special needs.

No.	EIPIC Operators ²²	No. of centres
1.	Autism Association Singapore	1
2.	Autism Resource Centre (Singapore)	1
3.	AWWA	3
4.	Canossaville Preschool	1
5.	Cerebral Palsy Alliance	1
6.	Fei Yue Community Services	3
7.	Metta Welfare Association	1
8.	Rainbow Centre	2
9.	SPD	4
10.	Thye Hua Kwan Moral Charities	4

h. Enhanced Pilot for Private Intervention Providers (PPIP)²³

This is a scheme for children aged 0 to 6. Parents whose children are referred to EIPIC can also enrol their child in an approved PPIP Early Intervention (EI) programme and be eligible for the same subsidies as those who enrol in an EIPIC programme. From 2015 to 2017, an average of 115 children were enrolled in PPIP each year²⁴.

There are 10 PPIP providers.

²¹ https://www.ecda.gov.sg/Documents/List%20of%20POPs_Apr%2019.pdf

²² <https://www.sgenable.sg/uploads/EIPIC%20Service%20Matrix.pdf>

²³ <https://www.sgenable.sg/pages/content.aspx?path=/schemes/intervention-programmes/enhanced-pilot-for-private-intervention-providers/>

²⁴ [https://www.msf.gov.sg/media-room/Pages/Enhanced-Pilot-for-Private-Intervention-Providers-\(PPIP\)-scheme-and-centres.aspx](https://www.msf.gov.sg/media-room/Pages/Enhanced-Pilot-for-Private-Intervention-Providers-(PPIP)-scheme-and-centres.aspx)