



# Tackling Childcare:

## A GUIDE FOR EMPLOYER-SUPPORTED CHILDCARE

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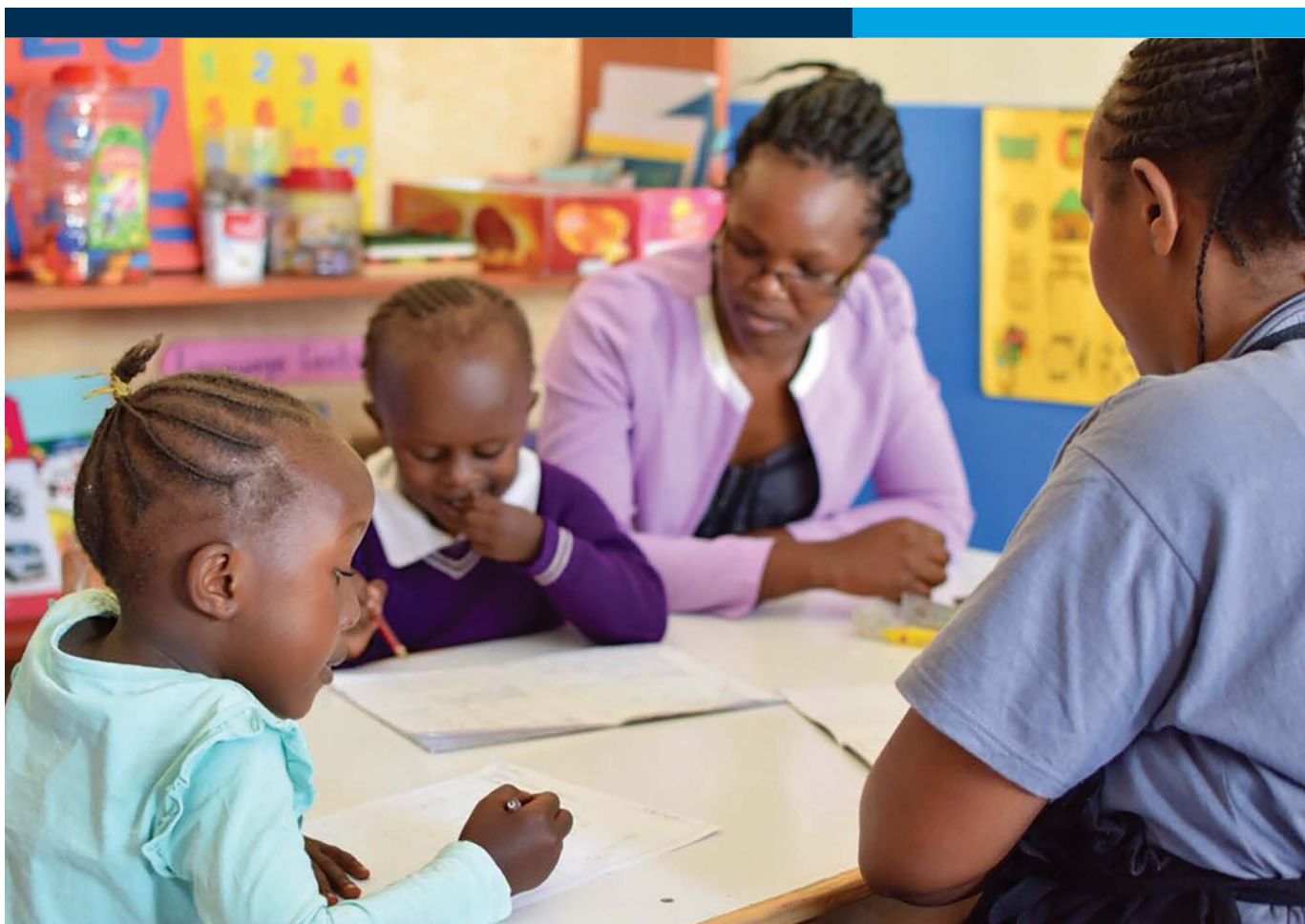


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## Abbreviations and Acronyms

<b>ECCE</b>	Early Childhood Care and Education
<b>ECD</b>	Early Childhood Development
<b>GTCWG</b>	Global Tackling Childcare Working Group
<b>ICRW</b>	International Center for Research on Women
<b>IFC</b>	International Finance Corporation
<b>ILO</b>	International Labour Organization
<b>IWPR</b>	Institute for Women's Policy Research
<b>NAEYC</b>	National Association for the Education of Young Children
<b>OECD</b>	Organization for Economic Co-operation and Development
<b>SDGs</b>	Sustainable Development Goals
<b>UN Women</b>	The United Nations Entity for Gender Equality and the Empowerment of Women
<b>UNCRC</b>	United Nations Convention on the Rights of the Child
<b>UNDP</b>	United Nations Development Programme
<b>UNESCO</b>	United Nations Scientific and Cultural Organization
<b>UNICEF</b>	United Nations Children's Fund
<b>WASH</b>	Water, Sanitation, and Hygiene
<b>WBL</b>	Women, Business and the Law
<b>WHO</b>	World Health Organization

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The working group of this initiative, led by Rudaba Zehra Nasir with Anita Gurgel and Sherri Le Mottee, included:



**Care.com**  
Laura Esnaola



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Diane Whitehead



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Elizabeth Lule



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Dana Schmidt



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Yasmine Rouai and Jocelyn Ulrich



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Ariane Hegewisch and Lindsey Reichlin Cruse



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Daniel Frank



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Chemba Raghavan, and  
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Benjamin Newton and  
Charles Bonello



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**Women, Business and  
the Law**  
Tazeen Hasan and  
Gharam Alkastalani  
Dexter



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**World Bank  
Education Global  
Practice**  
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WORLD BANK GROUP

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# IFC Foreword

Access to good quality, affordable childcare is a win-win proposition for all—it improves physical and cognitive outcomes for children, enhances employment opportunities for employees, especially women, boosts productivity and profits for businesses, and supports socio-economic growth.

Unsurprisingly, demand for childcare services is growing around the world, as women are increasingly entering and staying in the workforce out of choice and necessity. However, millions of working parents across the world do not have access to viable childcare options that are aligned with their needs, values, income status, and work hours. As a result, women, who are often the primary caregivers, are unable to enter or forced to exit the formal workforce in order to perform unpaid care at home. Recognizing the gap in and the importance of childcare, 26 governments—including Bangladesh, Brazil, Cambodia, India, Jordan, Sri Lanka, Turkey, and Ukraine—have designed policies that require companies to support childcare for their employees.

In addition to governments and parents, the topic has become increasingly relevant for employers because a growing body of research demonstrates a positive business impact when employers offer childcare. They can tap into a larger skilled talent pool, reduce absenteeism and turnover, boost employee productivity and satisfaction, attract investors and buyers, and attain the “employer of choice” status—all of which can contribute to profits for companies and jobs for women—benefiting economies and societies.

The Bank of Tokyo-Mitsubishi UFJ Ltd., for example, retained more than 1,000 mothers when it began offering childcare benefits to its employees, resulting in notional financial returns of \$45 million, according to a 2017 study by IFC.

A large number of companies, however, still struggle to establish metrics and collect data to quantify the business case for employer-supported childcare. Even employers who recognize the business case often find it challenging to access reliable information, identify partners, and implement solutions. Technical issues such as childcare quality and safety in the absence of standards can be difficult for employers to tackle.



This guide for employer-supported childcare, created by the IFC-led Global Tackling Childcare Working Group (GTCWG) of more than 30 organizations and the Government of Paraguay, aims to fill this knowledge and practice gap to enable employers to accelerate their plans to support the care needs of their employees.

Although employers' contexts, needs, and capacities vary significantly across sectors and regions, this guide can help cultivate a basic understanding of what is needed to ensure the quality of childcare, to increase access and affordability for all, and to deliver programs as part of an integrated family-friendly package that supports parents, children, and businesses. We hope that this guide strengthens employers' efforts to support childcare.

Hans Peter Lankes  
Vice President of Economics and Private Sector  
Development  
International Finance Corporation



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# Executive Summary

**T**he *Guide for Employer-Supported Childcare* was developed to support employers' implementation of childcare solutions that benefit working parents and their children. It has been co-created by the IFC-led Global Tackling Childcare Working Group, which combines the expertise of early childhood development specialists, gender professionals, business innovators, care providers, international development agencies, and governments. Given the growing priority being placed on early years investments worldwide, this guide aims to enhance knowledge and accelerate action.

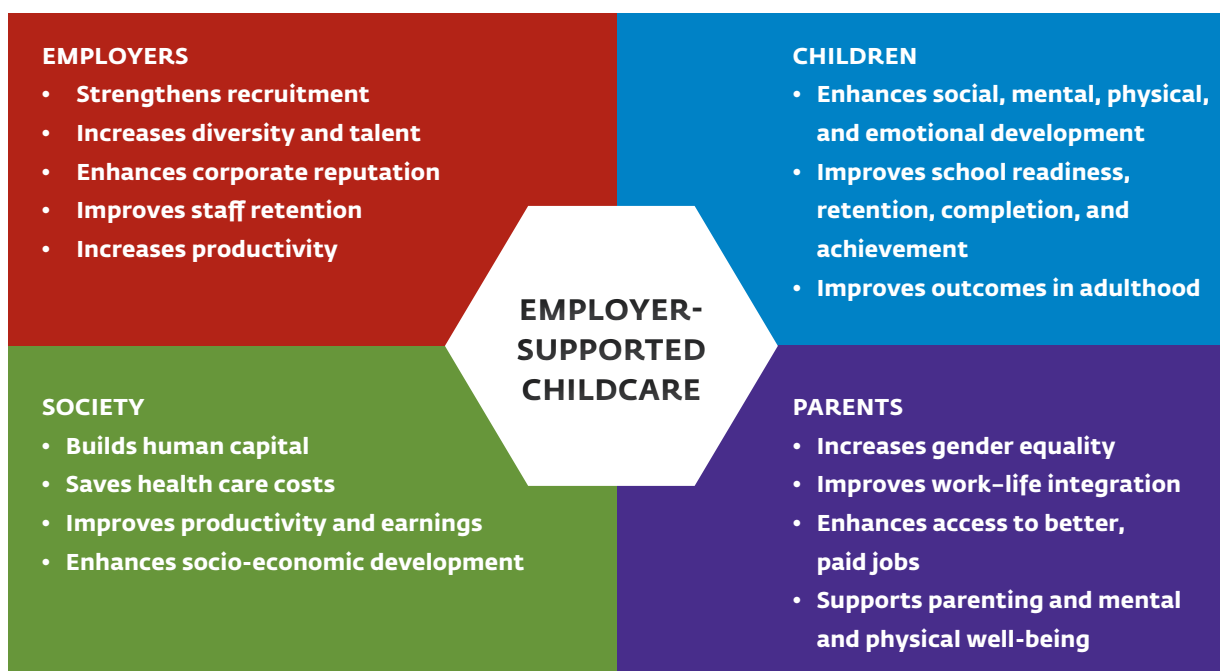
In fact, employer-supported childcare, in its various forms, can contribute to the development and well-being of young children, enable women's participation in paid work, and advance equality between women and men while increasing business profitability and improving the socio-economic status of communities.

For employers who are interested, or already engaged, in the delivery of workplace childcare solutions, this guide can serve as a tool to:

- Further expand their knowledge, advance their interest, and explore multiple options.
- Improve their current offerings.
- Introduce new or expand already established family-friendly benefits.

The chapters that follow provide practical guidance on how to go about selecting and then implementing

**FIGURE 1.1** Benefits of Early Childhood Care and Education for Individuals, Families, Businesses, and Society



SOURCE: IFC GENDER BUSINESS GROUP, 2019.

## FIGURE 3.1 Seven Key Actions of Quality Childcare

- 1 Create a **safe learning environment** and physical setting that stimulates playful learning.
- 2 Recruit, train, and retain a stable, **qualified workforce** that is supported by good working conditions that enable nurturing interaction between teachers and children.
- 3 **Engage caregivers (mothers and fathers)** as key actors in their child's development and learning.
- 4 Ensure that **child-to-teacher ratios** are conducive to good child development.
- 5 Provide holistic, developmentally appropriate, and interactive **learning opportunities** that use play-based pedagogy and achieve a balance of indoor and outdoor activity.
- 6 Implement procedures that **track children's development** and provide regular feedback to caregivers.
- 7 Adhere to **proper health** and water, sanitation, and hygiene (WASH) procedures and link them to nutrition.



PHOTO: COURTESY OF KIDOGO

an employer-supported childcare program that meets the needs of employees, business, and communities. Recognizing that there is no one-size-fits-all solution, the guide highlights the need for options to be context specific to achieve maximum impact.

**Chapter 1** begins with the rationale for employer-supported childcare and outlines a case for why and how supporting childcare for working parents can lead to multiple business, economic, and social benefits. The chapter also provides guidance to employers on how to make strategic choices about childcare and family-friendly workplace options that are fit for purpose.

While choosing the right solution is critical to its success, in many countries, the choice is often constrained by varying legislative requirements for childcare services. **Chapter 2** covers the premier role of the state in expanding access to early childhood development services, including childcare. It identifies countries where employers are mandated to provide or support childcare and also provides an overview of the most common regulatory processes, such as licensing and child safety and protection.

Moving toward implementation, **Chapter 3** outlines seven steps that employers can take to support or implement a high-quality childcare program. Ensuring quality is fundamental to achieving good outcomes for children and families and therefore critical to the success of employer-supported childcare solutions.

Investments in employer-supported childcare yield the greatest returns when employees take advantage of the programs. Issues around financial sustainability, affordability, and inclusive access are addressed in **Chapter 4**. Key childcare cost drivers as well as incentives and options for covering costs are also outlined. For example, employer investments, parental contributions, state and non-state partnerships, and donor investments are outlined as possible ways to establish and sustain employer-supported childcare.



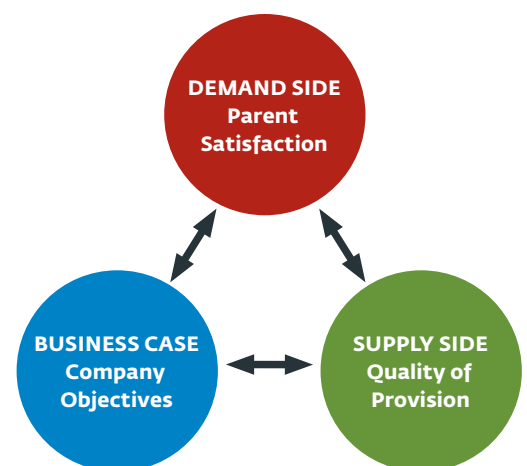


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Access to good-quality, affordable childcare works best in combination with other family-friendly workplace policies and practices. **Chapter 5** considers options for helping employees achieve work–life integration. A broader package of complementary benefits, such as leave policies, flexible work arrangements, breastfeeding support, safe transportation, and capacity-building opportunities are presented together with examples of contexts in which such options have been successfully applied.

The final chapter, **Chapter 6**, provides guidance to employers interested in measuring the business case and knowing if their efforts and investments are having the desired impact or not. The chapter focuses on monitoring implementation and assessing the overall impact both for children and families and for business. The idea of a theory of change is introduced as a tool to help employers align their childcare objectives and activities with their business plan to make sure the desired outcomes for the business, employees, and their children are achieved.

The **Appendix** includes a set of tools designed to guide employers in the effective implementation of quality childcare support for working families.





# Introduction: Why This Guide, Whom Is It For, and What Does It Cover?

**T**his guide to employer-supported childcare provides practical tools, ideas, examples, and suggestions for employers who are considering options for helping working families. Much of the included material is relevant across a range of contexts, including on-site, near-site, and off-site childcare operated by the employer or by a third party. The guide also covers specific issues—such as quality, safety, and results measurement—that may help improve an existing employer-supported service. For easy reference, a summary of the key content is provided at the beginning of each chapter.

Given the many resources that already exist on the fair treatment of workers, employment benefits, and fair wages, those issues are not covered in detail in the guide. Key terms used throughout the guide are defined at the end of this chapter. For every chapter, an additional reading list is provided. Finally, a set of tools in the appendix at the end of the guide provides checklists and resources to help individual businesses customize childcare for their own employees.

The guide was developed in response to growing demand from companies in developing economies for easy-to-follow guidance on employer-supported childcare solutions that can help create conducive working environments for parents, achieve better business outcomes, and, in the context of some countries, meet legislative requirements. The guide offers practical resources to strengthen employer-supported childcare practices and to bridge knowledge gaps.

## WHO IS THE AUDIENCE OF THE GUIDE?

This guide primarily targets employers who may want to provide on-site or near-site childcare as part of a package of family-friendly workplace benefits. It also provides basic information on other employer-supported childcare options, including back-up or emergency care and after-school care, as well as complementary family-friendly benefits, such as paid leave and flexible work. This material complements the more comprehensive guidance on complementary family-friendly benefits covered in IFC's 2017 Tackling Childcare report.

## WHAT DOES THE GUIDE COVER?

The guide provides:

- An overview of the business and development case for investing in childcare,
- Guidance and tools to assist employers with choosing a childcare solution,
- Information on meeting policy and regulatory requirements,
- Guidance on establishing a “fit-for-purpose” childcare program and ensuring quality,
- Advice on making childcare affordable and accessible for all, thus making it inclusive,
- Ideas for strengthening company culture with complementary family-friendly policies,
- Input on monitoring and evaluating implementation and results, and
- Links to additional resources and a collection of easy-to-use tools and checklists.



PHOTO: COURTESY OF BRAC-IED AND LEGO FOUNDATION

## DEFINING THE TERMS USED IN THIS GUIDE

Childcare and early childhood development are complex and ever-evolving fields. The following list provides definitions of terms that shape the discussion in this guide.

**A LIFE-CYCLE APPROACH TO CARE** focuses on a good start to life and on the needs of individuals at critical periods of development across their lifespan. In the workplace, this approach may mean focusing on:

- **Early childhood care**, from conception to two years old (often referred to as the first 1,000 days) and the preschool or pre-primary age (from three years to four-to-six years—that is, the age a child enters school, which differs across countries).
- **Eldercare**, which focuses on meeting the needs of older adults or senior citizens, especially the care of an older parent. It encompasses everything from assisted living and nursing care to adult day care, home care, and hospice care.
- **Dependent care**, for example, for family members with disabilities or prolonged illness.

**CHILDCARE** is a widely used and recognized term, which may have slightly different meanings and associations depending on the context. Childcare provision should balance the needs of children with the needs of working parents. In this guide, it is recognized as providing high-quality, safe, and affordable care for young children (up to six years) whose caregivers are employees. Quality includes aspects that support children's holistic development, such as stimulation and learning. Types of childcare can include:

- **Home-based care.** Care to children across a range of ages, starting at birth. Broadly speaking, home-based care falls into two types:
  - Childcare professionals or paraprofessionals who provide care services for children in the child's home.
  - Family daycare professionals or paraprofessionals who provide care in their own home or in someone else's home. Usually children are in small groups, the size of which may vary by regulation.
- **Center-based care.** Centers that provide care for young children, sometimes called daycare centers, nurseries, crèches, preschools,

or kindergartens. They may be community-based or established by governments, nongovernmental organizations (NGOs), cooperatives, private providers, employers, or a consortium of employers, and they may be located on or near worksites or close to residential areas. Age ranges often start at three months (usually after maternity leave). Centers differ from one country to another as well as within countries depending on legislation, income levels, and other factors.

**CARE PROVIDERS.** Relationships in the early years are the key to children's development. Children learn through their interactions with their caregivers. In this guide:

- **Parent** means the person or people responsible for the day-to-day care of the child and may include biological or adoptive parents, step parents, a partner of a parent of a child, legal guardians, or members of the child's family.
- **Caregiver** means family members who are the primary providers of care for the child (mother, father, or other person who fulfills this role) as well as the paid care provider who provides childcare services for children on a regular basis. Some organizations use the term caregiver to refer to paraprofessionals who deliver childcare programs.
- **Teacher, practitioner, caregiver, or assistant teacher** refers to adults who have a designated role of providing childcare as a service. They often are licensed or certified early childhood practitioners who meet the legal requirements to provide services in their country context. They may be required to have a certain level of qualification, such as a diploma or a degree. Ensuring that childcare workers are well trained is essential because of the importance of quality and the relationship between quality provision and teacher qualifications. For the purpose of this guide, the term teacher is used to avoid confusion with parent caregivers.
- **Back-up care** is a supplementary service provided when, for example, a regular service provider is closed for holidays or when due to an emergency or other circumstance a parent may have to work overtime and needs additional care for a child on short notice.

**EARLY CHILDHOOD DEVELOPMENT (ECD)** is a holistic process that begins from conception and spans the life of children until they enter primary school. Evidence shows that what happens during this time of exponential brain development has lifelong implications for health, learning, productivity, and well-being. ECD provides the foundation for human capital formation. Early childhood services are multisectoral and include health, nutrition (including breastfeeding), hygiene, safety, stimulation, learning, and social welfare services.

**EARLY LEARNING** begins at birth. Young children are always learning. They learn through playful, active interaction with their caregivers (parents, family, teachers, and other caregivers). Simple activities such as talking, singing, reading, and warm interaction with caregivers are foundational to children's early development.

**FAMILY** is key to the safety, health, and development of young children. This guide recognizes the broad conception of families. Extended family arrangements are common in some regions, particularly in Asia, parts of Africa—namely, Sub-Saharan Africa—Central and South America, and the Middle East. It also recognizes that what has been considered the “nuclear” family is rapidly changing. Global trends include a decline in marriage rates and concomitant increases in cohabitation and non-marital childbearing in some parts of the world. Employers who offer work-supported childcare need to consider all types of families in their provision, including single mothers and fathers and same-sex couples.

**FAMILY-FRIENDLY WORKPLACES** are work environments that offer policies and practices (see the next definition) that support employees in more easily achieving work–life integration, allowing them to meet both their work and their family obligations.

**FAMILY-FRIENDLY POLICIES** is an umbrella term that synthesizes a basket of benefits that fall into one of two categories: (a) policies that remove impediments to work through the creation of flexibility and (b) policies that support caregivers in fulfilling their work, family, and personal needs. These policies may include, but are not limited to, childcare, breastfeeding rooms, flexible work arrangements, paid leave, and safe transport.

# Employer-Supported Childcare: Good for Business, Good for Development

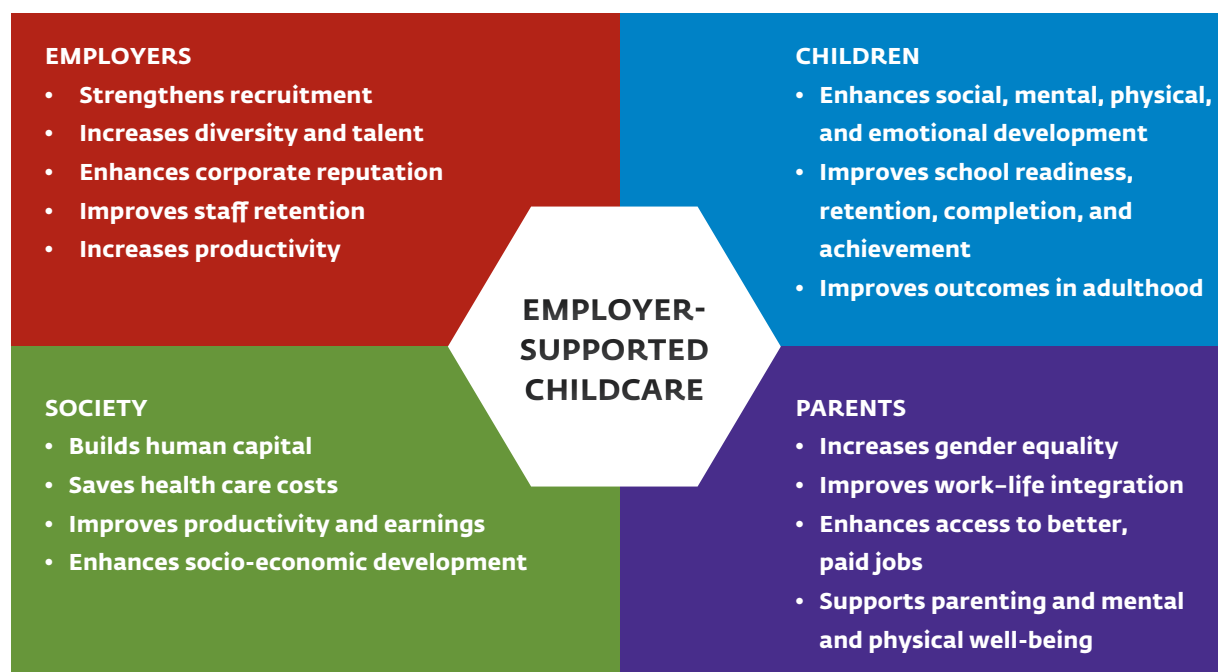
Choosing how to integrate childcare as part of a package of family-friendly workplace employee benefits is an important decision for employers. Various elements involved in this process are tackled in this guide, beginning with why investments in childcare are good for business and for development:

- **Businesses** – Childcare is associated with improvements in employee retention, productivity, job satisfaction, and loyalty. It can help attract talent and boost employer reputation and access to markets.
- **Women** – Childcare can increase women's participation in the workforce and enable them to sustain their careers. It can also increase employment opportunities in childcare and related services and reduce unpaid work for women and men, girls and boys.
- **Families** – Childcare can increase the income of families by supporting women's access to paid work.
- **Men** – Childcare and family-friendly support can enable men to better perform their caregiving roles and help both women and men reduce and redistribute unpaid care and household work, leading to benefits for themselves and their families.
- **Children** – Young children who have access to nurturing care are better prepared for life and learning. Good-quality, affordable childcare contributes to the achievement of good early childhood outcomes.
- **Society** – Access to childcare can contribute to human capital development and reduce negative outcomes for children later in life and, as a result, produce cost savings for taxpayers and governments and a strong future workforce.

### Employer-supported childcare can include:

- On-site childcare centers (run by the employer or a third party)
- Off- or near-site childcare centers sponsored by one or more companies, including in the communities where employees reside
- Childcare vouchers, subsidies, stipends, discounts, reserved seats, subscriptions to online care platforms such as Care.com and UrbanSitter.com
- Back-up, after-hours, and sick child services
- Resource and referral services
- Breastfeeding support, safe transport, and other family-friendly policies

**FIGURE 1.1** Benefits of Early Childhood Care and Education for Individuals, Families, Businesses, and Society



SOURCE: IFC GENDER BUSINESS GROUP, 2019.

## 1.1 BENEFITS OF INVESTING IN EMPLOYER-SUPPORTED CHILDCARE

The International Center for Research on Women (ICRW) highlights the multiple, mutually reinforcing benefits that accrue to companies that invest in care provision (Gammage, Sultana, and Kes, 2019). In a virtuous cycle, businesses that provide family-friendly benefits are more likely to profit from increased workforce stability, skills, and productivity. Those gains, in turn, enhance family income and business and economic growth while strengthening families, communities, and societies (figure 1.1). Investing in childcare solutions for working mothers (and fathers) is a win-win-win investment (figure 1.2).

The following sections highlight why and how employer-supported childcare:

- Is good for business
- Opens up a diverse, reliable, and skilled talent pool
- Enhances the development of young children
- Benefits society and contributes to economic growth



### 1.1.1 Good for business

A growing number of employers around the world are playing an important role in meeting the childcare needs of their employees. Through 10 global company case studies (for example, box 1.1) IFC's 2017 report Tackling Childcare: The Business Case for Employer-Supported Childcare and its Sri Lanka report (IFC, 2019b) show how investments in childcare and family-friendly policies have helped companies:

- Reduce employee turnover and absenteeism;
- Increase employee productivity, well-being, satisfaction, and loyalty;
- Improve employer's ability to attract top talent, investors, and buyers;
- Enhance corporate reputation as a family-friendly company and employer of choice; and
- Boost profits and productivity.

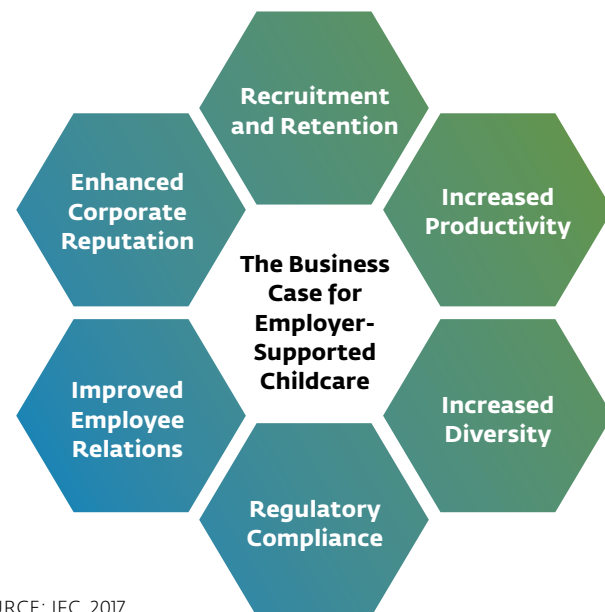
Many businesses find that increased profitability from family-friendly workplace benefits—such as daycare services, fee subsidies, breastfeeding support, and paid parental leave—makes them worthwhile investments (Gammage, Sultana, and Kes, 2019).

### 1.1.2 Opens up a diverse, reliable, and skilled talent pool

Globally, countries are losing US\$160 trillion in wealth because of differences in lifetime earnings between women and men (Wodon and de la Brière, 2018). By enabling women to enter and remain in the workforce, childcare provision can help achieve global goals such as achieving gender equality, eliminating poverty, improving education opportunities, and expanding economic development through stable employment (UN Women, 2018). It can also enable companies to access a more diverse and skilled talent pool and meet skill shortages in an increasingly competitive talent market.

Access to childcare can enable women's employment for various reasons. Many women face motherhood

**FIGURE 1.2** Business Benefits from Employer-Supported Childcare



SOURCE: IFC, 2017.

### BOX 1.1 | CASE STUDY

## MAS Holdings: Reducing Absenteeism and Turnover through Childcare

MAS Holdings, an apparel manufacturer which has 10 childcare facilities around the world—eight of which are in Sri Lanka—saw reduced volatility in attendance and turnover after introducing childcare benefits. The company recorded an increase in the number of female employees and a reduction in absences due to sick leave by 9 percent within the first nine months of the introduction of an on-site daycare center, nursing care, breastfeeding room, and safe transport at its MAS Kreeda Al Safi-Madaba factory. The factory is located in a remote rural area in Jordan characterized by low socio-economic development and low female labor force participation.

SOURCE: IFC, 2017, 2018A.

## BOX 1.2 Corporate Investments: Levers for Advancing the Sustainable Development Goals

The sustainable development goals (SDGs) provide a framework and a roadmap for global action. Business success and progress toward the SDGs can be mutually reinforcing and achieved together. Employer-supported childcare can contribute to achieving SDGs 1, 3, 4, 5, and 8 (figure B1.2.1). Over 9,500 businesses based in over 160 economies have joined the United Nations (UN) Global Compact, which calls on business to take strategic actions to advance the SDGs.

Further, over 2,000 business leaders have endorsed the Women's Empowerment Principles, which specifically call for employers to "support access to child and dependent care by providing services, resources and information to both women and men." Corporate leaders participating in the UN SDG Fund recognize that the integration of business concerns with sustainable development is a good business model.

**FIGURE 1.2.1** Sustainable Development Goals



SOURCE: UNITED NATIONS DEVELOPMENT PROGRAMME.

SOURCES: SDG FUND, 2016; UN GLOBAL COMPACT, 2019

NOTE: Other international frameworks for action on human rights and gender equality include the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW), 1979; C156—Workers with Family Responsibilities Convention, 1981; R165—Workers with Family Responsibilities Recommendation, 1981; United Nations Convention on the Rights of the Child, 1989.

penalties related to employment, wages, and leadership opportunities that can persist throughout their working life. Fatherhood, on the other hand, is associated with a wage premium (ILO, 2019). Only 25 percent of managers with children under six years of age are women (ILO, 2019).

In addition, women are often locked out of paid and full-time employment because they perform a major share of unpaid care work (World Bank, 2019b). Globally, women spend three times more hours than men do on unpaid care work and perform more than 75 percent of unpaid care work (ILO, 2018a). Because, as stated, a lack of childcare services can act as a barrier to women's participation in the workplace and hamper their careers and income over the long term (OECD, 2016), subsidized childcare could close the gender gap between women's and men's employment (APHRC, 2017). Further, providing childcare support can help communicate that childrearing responsibilities are to be shared equally between mothers and fathers and can remove the stigma against men who embrace their role as fathers (Heilman and others, 2016). Such actions improve the lives of men as well as women (box 1.3).

There is growing evidence that business leaders and managers understand that the unequal and heavy share of unpaid care and domestic work done by women and girls is an issue that influences the effective (ongoing) operations of their firms. Some companies have already taken practical steps to address the issue by supporting employees along their value chain. For example, some companies adopt workplace policies that help their employees meet care responsibilities (see box 1.4). Companies also innovate with products and services that meet the evolving needs of consumers' family and household care, simultaneously creating business value and helping their employees (Oxfam and Unilever, 2019).



PHOTO: COURTESY OF OXFAM

### 1.1.3 Enhances the development of young children

Investing in quality childcare means investing in early childhood development. Children's best chance for success at school, lifelong health, and future productivity begins with building a healthy body and brain from the start of life. Over the past two decades, neuroscientists have revealed that early brain development is shaped from the start of life, in part through genes and in part through the environment (Black and others, 2017). From conception to about five years of age, the brain develops more rapidly than at any other time in the life cycle. To capitalize on this time of rapid development and to ensure that they thrive, children need nurturing care. A coalition led by the World Health Organization (WHO), the World Bank, and the United Nations Children's Fund (UNICEF) have developed the Nurturing Care Framework, which outlines five essential components (figure 1.4): Good health, adequate nutrition, responsive caregiving, security and safety, and opportunities for early learning.

## BOX 1.3 Men and Caregiving

In the 2019 State of the World's Fathers report, Promundo and the MenCare Campaign highlight that shared caregiving is good for men because they benefit from improved physical, mental, and sexual health and reduced risk-taking. Fathers who are involved in the home and with their children say it is one of their most important sources of well-being and happiness. Helping Dads Care Research Project by Promundo and Dove Men+Care finds that on average, 85 percent of fathers in seven countries say they would be willing to do anything to be very involved in the early weeks and months of caring for their newly born or adopted child.

SOURCE: PROMUNDO, 2019.

## BOX 1.4 | CASE STUDY

### Borusan Mannesmann Provides Help through Subsidies

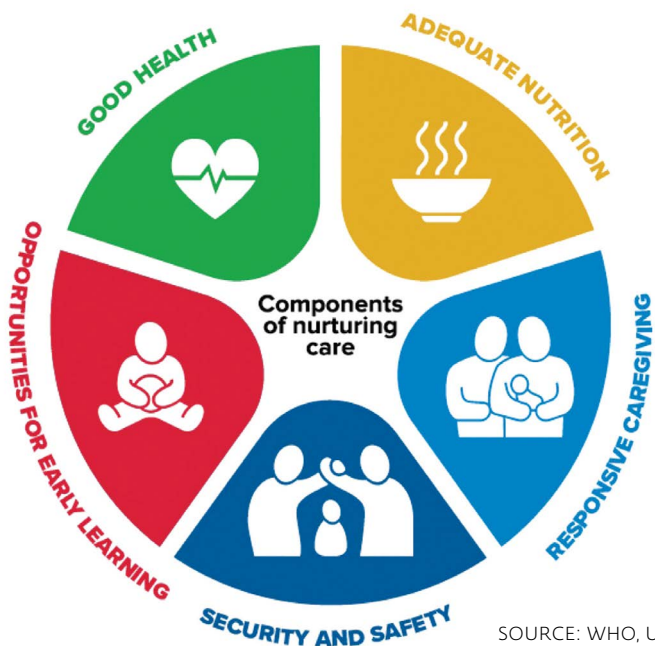
Borusan Mannesmann, a Turkish heavy manufacturer, supports working parents with initiatives that benefit both Borusan's employees and the broader (non-Borusan) workforce in the manufacturing sector. At this subsidiary of Borusan, the company offers a childcare subsidy specifically requested by its male blue-collar workforce to enable their wives to enter the formal workforce. Under the program, a monthly subsidy of 200 TL (US\$57) is available to workers for each child aged three to six years old if the employees can demonstrate that their children are enrolled in kindergarten or preschool, and that their spouse is in formal employment. The program aims to provide direct support to workers and their families and to support the company's broader goals of promoting women's labor force participation in Turkey. "In the beginning, I tried to design something much more complicated: build our own childcare facility, for example... In the end, I tried to do something more powerful and concrete: the subsidy seemed to be the fastest and most efficient solution," said Borusan Mannesmann's general manager.

SOURCE: IFC, 2017.

Consistent, warm, and stimulating interaction with caregivers and families, from birth, can facilitate the growth of efficient neural pathways throughout the regions of the brain that are responsible for language, reasoning, impulse control, social competence, and other abilities (Center on the Developing Child at Harvard University, 2007a, 2007b; Mosier, 2013). When children do not receive responsive support (that is, nurturing care) at these critical points, it is less likely that they will achieve their potential. See figure 1.5.

Employer-supported childcare can contribute significantly to this early development and to the well-being of employee-parents, with particular benefits to disadvantaged children who are less likely to have access to high-quality services. Healthy children grow up to be good citizens, employees, and customers (García and others, 2016). See figure 1.6 and box 1.5.

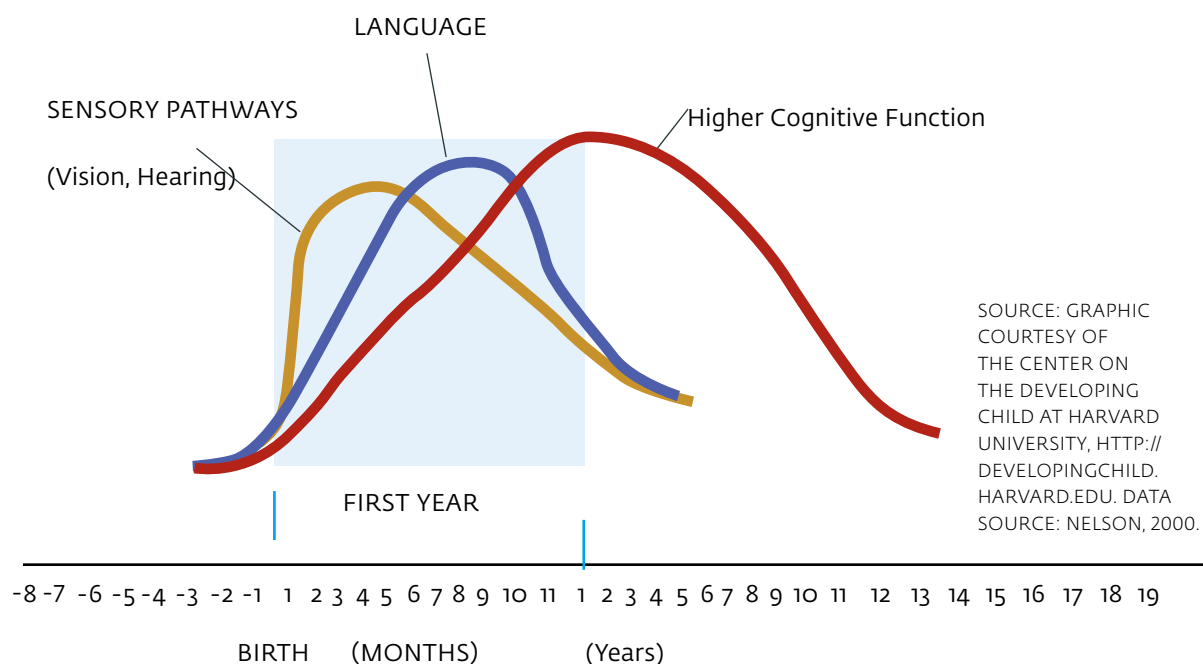
**FIGURE 1.3** Nurturing Care Framework



SOURCE: WHO, UNICEF, AND THE WORLD BANK GROUP, 2018.

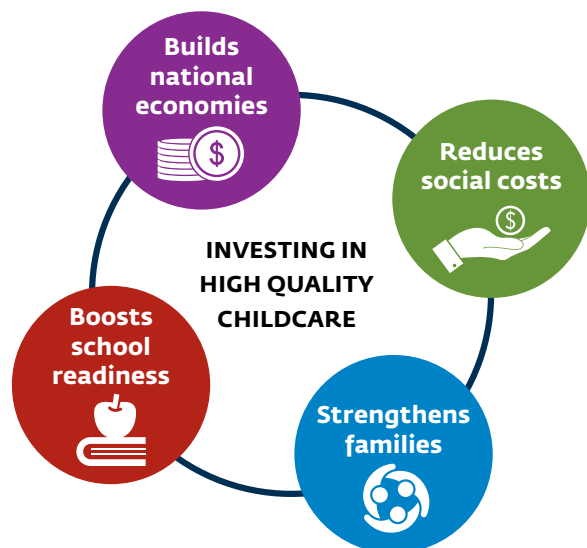
**FIGURE 1.4** Human Brain Development

Neural Connections for Different Functions Develop Sequentially



SOURCE: GRAPHIC COURTESY OF THE CENTER ON THE DEVELOPING CHILD AT HARVARD UNIVERSITY, [HTTP://DEVELOPINGCHILD.HARVARD.EDU](http://developingchild.harvard.edu). DATA SOURCE: NELSON, 2000.

**FIGURE 1.5** Benefits of Early Education



SOURCE: ADAPTED FROM THE  
HECKMAN EQUATION PROJECT,  
[WWW.HECKMANEQUATION.ORG](http://WWW.HECKMANEQUATION.ORG).



PHOTO: COURTESY OF BRAC-IED AND LEGO FOUNDATION

### **BOX 1.5** The World Bank Human Capital Project

In 2017, the World Bank launched the Human Capital Project to galvanize global efforts to accelerate more and better investment in people for greater equality and economic growth. Its vision is to bring countries together to overcome barriers to human development and close the growing massive human capital gap in the world today using “whole-of-government” strategies. One of the project’s pillars is the Human Capital Index (HCI), a cross-country metric that measures the human capital of the next generation in terms of child survival, expected years of learning-adjusted school, and health. The top 10 highest-scoring countries, including Canada, Finland, Japan, Republic of Korea, Singapore, and Sweden, have historically legislated and made significant investments in childcare and family-friendly benefits such as paid leave.

SOURCE: WORLD BANK, 2018



### 1.1.4 Benefits society and contributes to economic growth

Investments in childcare are good for taxpayers and the economy. Although quality programs for young children cost money, the price of inaction is higher. Economists have demonstrated that the potential returns on investment in quality service provision for young children can be as much as US\$9 for every US\$1 invested and that high-quality early childhood programs can increase future earnings for participating children by 25 percent (UNICEF, 2017b). In addition to gaining immediate benefits by helping their employees, employers who invest in childcare solutions contribute to the entire business community in the long term (The Urban Child Institute, 2015) (table 1.1). Support for workers in the informal sector can also deliver benefits to individuals and society as a whole (box 1.6).

## 1.2 CHOOSING THE RIGHT EMPLOYER-SUPPORTED CHILDCARE SOLUTION

Choosing to invest in childcare can seem like a daunting decision for many employers. Hence, it must be tackled like any strategic business decision. Tasks include securing leadership buy-in and support, reviewing business goals and strategy, understanding employees' needs, and considering the company's capacity and resources. A review of goals ensures that investment in childcare is aligned with the needs of the business and employees and is embedded in broader diversity and inclusion efforts. A review of the company's capacity examines financial and human resources, existing family benefits, applicable childcare legislation, potential liabilities, the current supply of quality childcare services, and partnership opportunities, including with the government or other employers.

**TABLE 1.1:** Summary of Benefits of Employer-Supported Childcare

Employers	Children	Parents (caregivers)	Society
<ul style="list-style-type: none"> <li>✓ Strengthens recruitment, leading to increased diversity, talent, and quality of applicants</li> <li>✓ Improves staff retention; reduces absenteeism and turnover rates</li> <li>✓ Increases productivity through improved focus and motivation</li> <li>✓ Enhances corporate reputation and access to markets as employer of choice</li> </ul>	<ul style="list-style-type: none"> <li>✓ Enhances social and emotional development</li> <li>✓ Strengthens language and basic cognitive skills</li> <li>✓ Improves readiness for school</li> <li>✓ Increases retention, completion, and achievement in later years</li> <li>✓ Levels playing field for children from poor families</li> </ul>	<ul style="list-style-type: none"> <li>✓ Increases participation in the labor market</li> <li>✓ Reduces poverty and alleviates financial stress in the home</li> <li>✓ Supports better functioning and well-being of families</li> <li>✓ Reduces incidents of domestic violence</li> <li>✓ Improves confidence and parenting skills through parenting programs and support</li> </ul>	<ul style="list-style-type: none"> <li>✓ Builds human capital</li> <li>✓ Increases productivity and earnings, likely reducing dependence on social assistance</li> <li>✓ Reduces dropout, repetition, and special education needs</li> <li>✓ Increases systems efficiencies</li> <li>✓ Lowers juvenile delinquency</li> <li>✓ Saves on health care costs through early intervention and preventive care</li> </ul>

## **BOX 1.6** Understanding and Meeting the Care Needs of Informal Workers

The focus of this toolkit is employer-supported childcare, which implies an emphasis on workers in the formal economy. However, 61 percent of the workforce—more than 2 billion people—are engaged in the informal economy, and most of them are self-employed. In Africa and India, this figure rises to 86 and 88 percent, respectively (ILO, 2018b). Although there is a concerning lack of data on informal workers, it is likely such workers' need for childcare and gaps in provision are even greater than those of formally employed workers, given that informal work is by definition less regulated, often unpredictable, and not covered by social protection.

Women are more likely to find work in the informal economy than in the formal economy in Africa, Asia, and Latin America. Within the informal economy, women are in the most vulnerable forms of work, those that provide low earnings and high risks of poverty. Thus, they find it difficult both to pay for childcare and to find time to care for their children at home (ILO, 2018b).

Enabling access to childcare for informal workers would present numerous challenges. For example, many of the workers have no regular "employer." Instead, income is earned from street vending, rubbish collection, or similar jobs. In addition, informal workers are more likely to live and work in spaces that are not conducive to childcare, including on the streets, in informal settlements, on dumping grounds or construction sites, or in other peoples' homes.

Despite these differences in circumstance, much of the content of this toolkit could be put into practice to benefit this group of workers. For example:

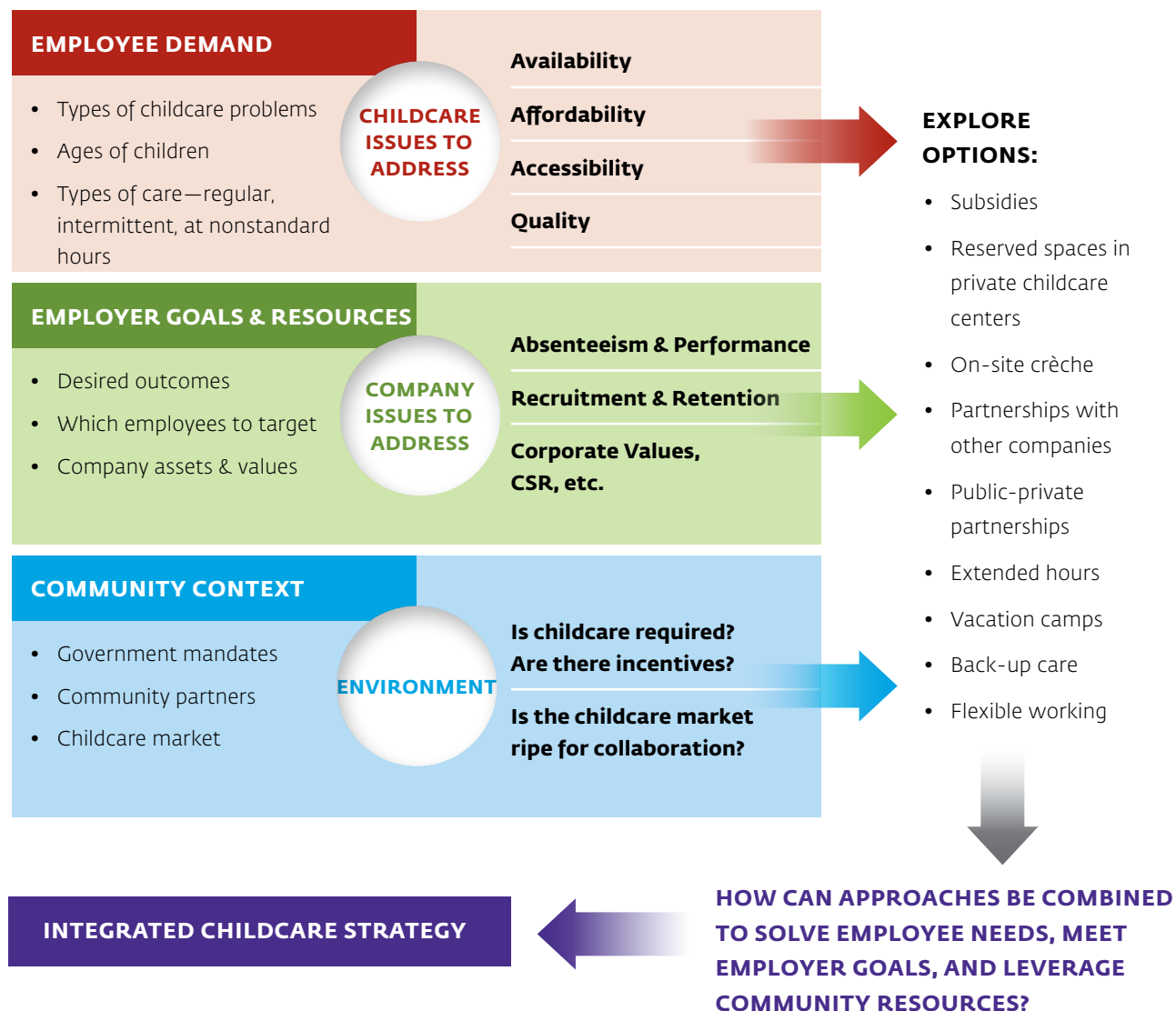
- Organizations of workers with a sufficiently large membership could take many of the steps outlined in the guide to establish childcare services, as exemplified by SEWA (Self Employed Women's Association) in India.
- Government subsidies or financing through social protection programs could support community-based or worker-organized childcare as well as employer-supported childcare services.
- Employers of informal workers, including construction workers or domestic workers, and employers who include homeworkers in their supply chains could still support childcare. For example, employers could offer assistance by providing physical spaces or contributing to the cost of operating expenses—as demonstrated for over 50 years of operations by Mobile Creches in India—or by financing voucher programs.

Providing support for informal workers who need childcare can deliver the same triple-win of benefits to employees, employers, and the economy that support for workers garners in the formal economy. The WIEGO Childcare and Informal Workers Initiative explores these issues in more detail.

SOURCE: CHILDREN'S INVESTMENT FUND FOUNDATION WITH INFORMATION FROM SEWA, MOBILE CRECHES, AND WOMEN IN INFORMAL EMPLOYMENT: GLOBALIZING AND ORGANIZING (WIEGO).

Most importantly, employer-supported childcare should be informed by the needs of employees and should be offered to all employees. The types of care support needed by employees often depend on several variables, including how far from work employees live, their ability to pay, their children's ages, their working conditions and hours, the challenges they face regarding childcare, and their own values, needs, and preferences about childcare.

**FIGURE 1.6** IFC's Firm-Level Decision-Making Model for Companies Exploring Childcare Solutions



SOURCE: IFC, 2017.

### BOX 1.7 | CASE STUDY

## IBM in Chile: Convenient Childcare When It's Needed Most

As a participant in the Gender Equality Seal in Chile, IBM Chile established a childcare center to respond to the work–life needs of its staff. Before opening the center, the company ran a survey and focus groups to determine the needs and requirements of its employees. Analysis of the results led the company to institute a regular nursing service and initiate three programs:

- Back-up care for children on specific days
- After-school “hourly” care for girls and boys between 5 and 12 years old
- After-hours care for children between the hours of 6:30 and 10:30 p.m.

The center is in front of the IBM Chile building in Santiago. Although access is a priority for the children of employees, the center is also open to the community.

SOURCE: UNDP-SUPPORTED GENDER EQUALITY SEAL NATIONAL CERTIFICATION PROGRAMME, 2019.

NOTE: The Gender Equality Seal program in Chile is an initiative promoted by the Ministry of Women's Affairs and the National Service for Women, with the support of the United Nations Development Programme.

### KEY THINGS TO KEEP IN MIND WHEN DECIDING HOW TO SUPPORT CHILDCARE



**Customize the childcare solution** to meet the needs of employees, resting on the foundation that addressing employees' work–life needs is a shared social and corporate responsibility.



**Link the childcare solution** to a comprehensive corporate strategy, objectives, and values of fostering diversity, inclusion, and gender equality, all viewed as drivers of company performance and growth.



**Understand community context**, including the supply of childcare, and meet regulatory requirements, which may impact cost, level of effort, and scope.



**Consider all options**—for example, the company could contract with a local care provider or families may prefer support closer to home rather than an on-site childcare facility.



**Offer options to all parents** and support a culture change and modification of social norms, which are critical to the success of such programs and work–life integration.



**Ensure quality** because good outcomes depend on the quality of services provided. Continuity of care provided by responsive teachers is a key element of quality. Teachers' remuneration and working conditions affect their retention, job satisfaction, and the quality of care they provide.



**Make childcare affordable** and accessible to all workers to prioritize inclusion.



**Strengthen company culture** by going beyond childcare and offering complementary family benefits.



**Monitor and evaluate** implementation and results so the offering can be improved.

For employers establishing a childcare service for the first time or wishing to strengthen an existing service, key elements of a step-by-step process are set out here. In the following chapters, the guide provides resources on understanding policy, ensuring quality, making childcare affordable and accessible, offering complementary family-friendly benefits, and measuring results.

## STEP 1

### Get started

Answer questions such as, “Why are we doing this?” “What are our goals?” “What are the needs of our employees?”

Common answers include:

- There is a strong business case for us to offer childcare and family-friendly policies.
- We are legally mandated to do this.
- Our employees face multiple care challenges that result in business challenges such high absenteeism that childcare could help fix.
- We, including our leadership, are committed to building a reputation as a family-friendly employer of choice.



PHOTO: COURTESY OF BRAC-LED AND LEGO FOUNDATION

## STEP 2

### Get clarity on legal requirements

Get familiar with the legal requirements around employer-supported childcare in your location and the provision of childcare more broadly. This step is important in countries where employers are legally mandated to provide childcare solutions. Legal requirements may include licensing and registration, quality and safety standards, tax and non-tax benefits, and issues around liability and insurance. In many cases, there is limited national-level guidance available, in which case employers can consider following international guidelines.

## STEP 3

### Choose the kind of service you can offer

- Decide which childcare solution is feasible, including complementary family-friendly benefits such as paid leave.
- Research demand: Engage with employees to determine cost, quality, demand, access, scope, and eligibility. For example, conduct a childcare needs assessment using a survey tool, interviews, polls, or focus groups.
- Research supply: Understand what childcare options are already available in the market. For example, the availability, quality, and affordability of existing programs and how easily they can be accessed.
- Calculate the estimated costs of preferred options, develop a budget, and identify income sources.
- Develop a simple theory of change or a business model and strategy to ensure goals, solutions, and expected outcomes are aligned and guide the process. Set a baseline and establish key performance indicators (KPIs).

## STEP 4

### Activate your program

- Choose a feasible childcare option and complementary family solutions—such as flexible work, breastfeeding support, and paid leave—to pilot, and offer them to all parents.
- Identify and vet potential public, private, or civil society providers to partner with, while prioritizing quality.
- Designate a department or task force to lead the implementation process.
- Seek help when needed (support from networks and other professionals).
- Communicate often with all stakeholders to continuously improve the options.
- Monitor and evaluate frequently, measure progress against the baseline, and adjust the approach as needed.
- Document the business case and share success with others.



## 1.7 ADDITIONAL RESOURCES

### In the tool box

- Questions to consider when setting up an employer-supported childcare program (A.1)
- Conducting a workplace needs analysis (establish demand) (A.2)

### For further reading

Aletheia Donald, Francisco Campos, Julia Vaillant, and Maria Emilia Cucagna. 2018. "Gender Innovation Lab: Investing in Childcare for Women's Economic Empowerment." World Bank, Washington, DC. <https://openknowledge.worldbank.org/bitstream/handle/10986/30273/129432-BRI-Investing-In-Childcare-PUBLIC.pdf?sequence=1&isAllowed=y>.

*Provides insight on the factors to consider when designing effective interventions aimed at increasing women's agricultural productivity.*

Boston College Center for Work and Family. 2015. "The New Dad: Recommendations for Employers." Boston College, Chestnut Hill, MA. [http://www.thenewdad.org/recommendations\\_for\\_employers](http://www.thenewdad.org/recommendations_for_employers).

*Recommendations for employers to create a workplace culture that supports mothers and fathers include getting to know your working fathers and their needs, fully embracing flexible work arrangements, including part-time work, understanding and creating a family-friendly workplace, recognizing that culture needs to change to encourage men to use family leave policies.*

IFC (International Finance Corporation). 2017. Tackling Childcare: The Business Case for Employer-Supported Childcare. Washington, DC: IFC. [https://www.ifc.org/wps/wcm/connect/topics\\_ext\\_content/ifc\\_external\\_corporate\\_site/gender+at+ifc/priorities/employment/tackling\\_childcare\\_the\\_business\\_case\\_for\\_employer\\_supported\\_childcare](https://www.ifc.org/wps/wcm/connect/topics_ext_content/ifc_external_corporate_site/gender+at+ifc/priorities/employment/tackling_childcare_the_business_case_for_employer_supported_childcare).

*IFC's flagship report on employer-supported childcare discusses how companies can analyze their workforce to identify the type of childcare support they can offer to their employees that best suits their needs. Case-based report, with multiple examples of employer-supported childcare solutions.*

ILO (International Labour Organization) and UNDP (United Nations Development Programme). 2009. Work and Family: Towards New Forms of Reconciliation with Social Co-responsibility. Santiago: ILO and UNDP. [https://www.ilo.org/wcmsp5/groups/public/---ed\\_protect/---protrav/---travail/documents/publication/wcms\\_travail\\_pub\\_55.pdf](https://www.ilo.org/wcmsp5/groups/public/---ed_protect/---protrav/---travail/documents/publication/wcms_travail_pub_55.pdf).


*This report provides public policy proposals and recommendations for how different social actors can respond to promote a better balance between work and family life, incorporating a gender perspective. It stresses that, no single intervention will, on its own, be sufficient.*

ReadyNation. 2019. "Want to Grow the Economy? Fix the Child Care Crisis." Council for a Strong America, Washington, DC. <https://www.strongnation.org/articles/780-want-to-grow-the-economy-fix-the-child-care-crisis>.

*A study exploring the economic impacts of the U.S. childcare crisis on working parents, employers, and taxpayers (with wider applicability). The verdict: in the United States, there is an annual economic cost of \$57 billion in lost earnings, productivity, and revenue.*

ReadyNation. 2015. "Business Leader Actions to Support Early Childhood: A Global Imperative; A Local Opportunity." ReadyNation, Washington, DC. <https://www.readynationinternational.org/documents/5>.

*Guidance to employers on how to best support early childhood in a way that is feasible for their organizations, organized in four areas: actions that primarily (a) benefit communities, (b) support employees, (c) educate key decision makers, and (d) influence public policies. Includes examples of employers' initiatives from around the world.*



UNDP (United Nations Development Programme) and the Spanish Government. 2013. "Shared responsibilities in the workplace: A guide on labour actions for reconciliation with social co-responsibility". [http://americalatinagenera.org:8080/indica/assets/downloads/guia\\_responsabilidades\\_EN.pdf](http://americalatinagenera.org:8080/indica/assets/downloads/guia_responsabilidades_EN.pdf).

*A guide for businesses to promote conciliation between work, family and personal lives with shared social responsibility.*

UNICEF (United Nations Children's Fund). 2019. "Evidence Briefs: The Benefits of Family-Friendly Policies." Redesigning the Workplace to be Family-Friendly website. <https://www.unicef.org/early-childhood-development/family-friendly-policies>.

*UNICEF has launched a series of evidence briefs on the benefits of family-friendly policies, including childcare, paid leave, and breastfeeding support and on the impacts of family-friendly policies on businesses and women's economic empowerment.*

# Policy and Regulatory Requirements

**T**he national childcare policy environment is different in each country. While few governments have policies in place that are specific to employer-supported childcare, offering childcare services is mandatory for certain businesses in 26 of 189 economies studied by the Women, Business and the Law program (World Bank, 2019a). Hence, one of the first steps toward exploring childcare options is to identify the related legal requirements, rules, and benefits in their specific context.

Employers seeking to invest in childcare will need to understand local or national requirements for establishing and licensing a facility. Meeting the baseline requirements for licensing is a starting point for ensuring good quality in childcare. With or without a licensing requirement, companies could consider how to manage any liabilities and risks that may be associated with the care of young children. Risk mitigation need not be onerous if addressed from the outset by:

- **Adhering to health and safety requirements** and follow local standards from inception or follow international standards in the absence of local guidance.
- **Providing continuous training** for childcare staff to ensure quality and compliance with regulations (partner with government, training providers, or a local or international NGO).
- **Establishing consistent communication** practices with all stakeholders, including parents.
- **Carrying business liability insurance** that covers staff, children, and the employer, under the counsel of a professional.

## 2.1 GOVERNMENTS' RESPONSIBILITIES REGARDING CHILDCARE SERVICES

The 2030 Agenda for Sustainable Development, unanimously adopted by the 193 United Nations member states, commits governments to universal access to early childhood services (Barnes, 2019). Despite this commitment, investments in childcare across and within many countries are insufficient (Devercelli and Saavedra, 2019), leaving parents to meet the cost of care. The key to achieving the SDGs lies in mobilizing resources and facilitating partnerships between the state, NGOs, and the private sector (box 2.1). Employers, whether mandated by legislation or not, can play a critical role in the expansion of childcare services through employer-supported options for employees and their young children.



PHOTO: COURTESY OF PLAN INTERNATIONAL

### BOX 2.1 A Childcare Center for the Children of Transport Workers in Uruguay

Uruguayan law promotes universal childcare services. During a collective bargaining process in the transportation sector, the need for childcare support for families of transport workers became evident. The families of drivers, who often stay away from home on work assignments for one or two months at a time, are particularly affected by a lack of affordable, quality childcare.

Transportation companies, the trade union Sindicato Único del Transporte de Carga y Ramas Afines (SUTCRA), and the government (through the national care system) came together to address this issue in a concerted manner. What was originally envisioned as a solution targeted at the families of drivers grew to become a broader initiative. The partnership led to the creation of a childcare center that provides social and educational services, primarily in the area of early childhood development. In this example of shared responsibility between families, businesses, workers, and the government, the companies provide the location for the center, the trade union manages the center through an engagement with a civil society organization, and the national care system provides financial resources for day-to-day operations. This model has been supported by UNDP's Social Protection and Care Programme as well as the Gender Equality Seal led by the Women's National Institute INMUJERES.

SOURCE: UNDP-SUPPORTED GENDER EQUALITY SEAL NATIONAL CERTIFICATION PROGRAMME; SUTCRA, 2019.

**Employers can partner with the government to support childcare at political, policy, and budgetary levels.**

### 2.1.1 Varying policy landscape

Over the past two decades, as countries have increasingly recognized their responsibilities to provide early childhood care and education (ECCE) services, ECCE policies and regulations have also evolved. In any country, the regulatory environment has implications for how employers select and implement childcare benefits.

Employers must therefore familiarize themselves with specific requirements to ensure that at a minimum, they comply (figure 2.1). Of course, choosing to go beyond compliance can be a smart business strategy for employers to consider.

### 2.1.2 Policy and regulatory frameworks

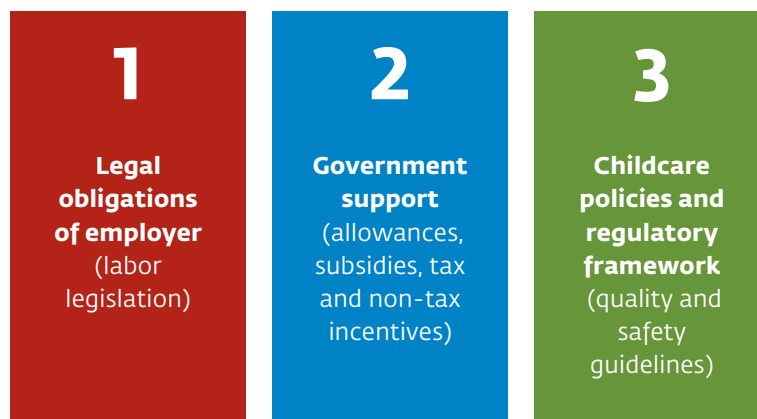
By establishing policy and regulatory frameworks for employer-supported childcare services, governments can build public-private partnerships and regulate the environment, set national priorities for childcare, address funding gaps, and establish systems for quality management.

The World Bank Group's Women, Business and the Law program (World Bank, 2019a) identified 26 economies that require employers to provide or support childcare. Table 2.1 shows the economies and under what circumstances employers need to comply.<sup>1</sup>

Policies that support the implementation of childcare programs tend to serve two purposes:

- Incentivize parents and potential providers to either use or deliver services.
- Ensure all services offered comply with a set of standards, especially regarding health and safety. In many countries, this requirement often unlocks government subsidies for childcare provision.

**FIGURE 2.1** Three Legs of the Childcare Policy Landscape



**TABLE 2.1** Economies That Require Employers to Offer Childcare Services

Trigger of obligation	Economies
Number of female employees	Bangladesh, Brazil, Cambodia, Chile, Arab Republic of Egypt, Guatemala, Iraq, Jordan, Kuwait (50 women), Libya, Nepal, Panama, Saudi Arabia, Sri Lanka, Syrian Arab Republic, Turkey, Ukraine, and Vietnam
Number of employees regardless of gender	Ecuador, India, Kuwait (200 employees), Paraguay, and Taiwan, China
Number of children of employees	Islamic Republic of Iran
No explicit trigger	Afghanistan, Japan, and the Netherlands



Figure 2.2 offers examples of countries that mandate employer-supported childcare and their requirements. Box 2.2 provides an example of Paraguay's effort to create an overall framework to support children.

## 2.2 EMPLOYERS' LEGAL OBLIGATIONS WHEN SUPPORTING CHILDCARE SERVICES

### 2.2.1 Meeting standards to become a licensed provider

Most national and local governments require childcare programs to be registered in order to be licensed to operate. Public management, regulation, and licensing of childcare services establish baseline requirements (standards). These

**FIGURE 2.2** Country Examples of Childcare Mandates for Private Employers



### BOX 2.2 Paraguay Establishes a National Regulatory Framework

Paraguay is one of 26 of 189 economies that requires employers to offer childcare support to employees. A series of legal instruments, starting with the country's constitution, guarantees the rights of pregnant women, parents, and young children. A regulatory framework on the protection of maternity, support for breastfeeding, and for the establishment of childcare facilities in the workplace has been in place since the 1990s and is still evolving. It requires employers with more than 50 employees, regardless of their gender, to offer childcare facilities for children under two years of age while their parents work. The Ministry of Public Health and Social Welfare offers childcare to children ages 4 months to 5 years of employed parents (as well as a program for poor children under five), which is complemented by the employers' mandate and private provision. The country also guarantees 18 weeks of paid maternity leave. Under the leadership of the Ministry of Labour, Employment and Social Security, a Care Policy is being designed by an inter-institutional roundtable group, Grupo Impulsor de Políticas de Cuidado (GIPC), with participation from civil society.

SOURCE: OFFICE OF THE PRESIDENT OF THE REPUBLIC OF PARAGUAY, 2019.

requirements generally mandate staffing requirements, children's safety, physical health, and development (box 2.3). Basic requirements emphasize the protection of children from the spread of disease, fire in buildings, and other structural safety hazards, personal injury, child abuse or neglect, and impairment of development (NAEYC and NAECS/SDE, 2002). To receive national or local government funding for childcare provision, providers often are required to meet government standards.

Obtaining a childcare provider's license may include the following:

1. Obtain a copy of the relevant licensing regulations from the state licensing office or relevant government department.
2. Work through the requirements for licensing, such as:
  - a. Pass building inspections from relevant authorities to ensure that basic requirements regarding sanitation, hygiene, fire, and zoning are met.
  - b. Address the topics in box 2.3.

Even when licensing is not required, many aspects of childcare are often regulated (box 2.4). If necessary, employers might consider enlisting the assistance of a specialist who is familiar with the processes and requirements. In cases in which there is no regulation, or there is regulatory ambiguity, companies may look to international standards and guidelines provided by the International Labour Organization (ILO), WHO, and UNICEF to guide their efforts (see resource box at the end of this chapter).

### 2.2.2 Creating child-safe environments

As noted, a core element of childcare service delivery, registration, and licensing is to ensure the health and safety of children and staff (see box 2.5). Child-friendly places are environments where children

## BOX 2.3 Regulations Often Associated with Licensing Requirements

A childcare license shows that a program has met country or local standards for operating a childcare program. Licensing covers standards such as health and safety, safe sleep practices, teacher-to-child ratios, group size, food preparation and serving, staff training requirements, sanitation, emergency preparedness plans, and background checks for staff. While choosing a childcare provider, employers can give priority to consider only licensed providers where possible. Standards that childcare programs often must follow include the following:

- ✓ **Local zoning ordinances**, which control where childcare programs may be located.
- ✓ **Building, fire, and safety codes**. In some countries this requirement may include protection against earthquakes and volcanoes; with the increasing impacts of climate change, storms, flooding, and other hazards may also be covered.
- ✓ **Health and safety regulations**, teacher credentialing standards, adult-to-child ratios, and program parameters.
- ✓ **Civil rights laws** that provide specific protection or emphasize the rights of certain groups of children, including refugees, certain language groups, or children with special needs or disabilities.
- ✓ **Public health and safety laws** may set immunization and other health-related requirements, including for water and sanitation on site.

feel safe, respected, valued, and encouraged to reach their full potential. Key principles to follow to ensure a safe environment include the following (Government of South Australia, 2012):

- Adopt a preventive, proactive, and participatory approach to child protection issues.
- Help children build skills that will assist them in keeping themselves safe from harm.
- Focus on the protection of children and take actions to protect them from harm.
- Provide parents, guardians, and teachers with evidence of policies and procedures that keep environments safe for children.
- Train staff to uphold the principles of a child-friendly, safe environment and to implement relevant policies and procedures.

## **BOX 2.4** Regulation of Quality Standards for Childcare Services

In 2018, the Women, Business and the Law (WBL) project examined laws and regulations of 100 economies on some areas of quality standards, including price caps, child-to-teacher ratios, licensing and renewal of license requirements, number of children required to obtain a license, inspections, reporting mechanisms, and penalties for noncompliance with the law. WBL found that more economies regulate quality standards for the three- to five-year-old age group than for the one- to two-year-old age group, except for high-income economies of the Organisation of Economic Co-operation and Development and of the Middle East and North Africa region. Most economies in South Asia have little or no regulation on health and safety in childcare centers for children who are one to two years old, for example. In such cases, employers can advocate and lobby for minimum standards, which could help protect them from reputational or litigation risks.

SOURCE: WORLD BANK, 2019A.



PHOTO: COURTESY OF KIDOGO

### 2.2.3 Managing liability and risks

Managing liability and risks associated with the care of young children often ranks high among the concerns that employers express regarding the decision to provide employer-supported childcare. Childcare operators can be held liable for accidents, personal injury, child abuse, and other incidents involving children in their care. In certain cases, employers who sponsor childcare programs may be held jointly responsible with the service provider. In addition to general liability, civil penalties may result from licensing violations. Risk assessments can help manage the health, safety, and welfare of children, employees, and visitors. All staff have a role to play in dealing with risk; however, managerial staff hold the primary responsibility for ensuring proper risk management policies and procedures are in place (box 2.6). The following tasks will help employers manage risk:

- Adhere to all health and safety requirements and other regulations.
- Ensure that staff are adequately trained and receive ongoing professional development opportunities in managing risks, including to child safety and health.
- Establish clear and consistent communication practices with parents and make policies and procedures publicly available.
- Adopt and implement relevant preventive and protective policies, procedures, and programs, such as a child protection policy (see tools A.3, A.4, and A.5 in the Appendix).
- Carry business liability insurance, which usually includes general and professional liability.

### BOX 2.5 Child Safeguarding Procedures for Early Years Services in Ireland

In 2018 Ireland enacted a legal requirement that all preschool childcare service providers adopt a child safeguarding policy that outlines the principles and procedures for how a child enrolled and participating in a specific program will be kept safe from harm. The policy statement must be circulated to all staff and be publicly displayed and available to all parents and guardians. The policy statement must include a written assessment of risk of harm to children participating in the service and procedures for managing those risks. The regulations list several specified procedures for

- The management of allegations of abuse or misconduct against workers or volunteers,
- The safe recruitment and selection of workers and volunteers to work with children,
- Provision of and access to child safeguarding training and information, including the identification of the occurrence of harm,
- Reporting of child protection or welfare concerns to the relevant authorities, and
- Maintaining a list of the individuals (if any) in the relevant service who are “mandated persons”—that is, person required to report concerns that a child has been subject to abuse.

The policy also includes a sample child protection policy and procedure template.

SOURCE: DUBLIN CITY CHILDCARE COMMITTEE'S EARLY YEARS CHILD PROTECTION PROGRAMME, 2018.



## BOX 2.6 | CASE STUDY

### Childcare at Mindtree's Little Critters Center: "It's an Informed Risk"

In India, employees working at information technology company Mindtree's Bangalore headquarters can have their children cared for at Little Critters, a custom-built childcare center that caters to children from age six months to eight years and that offers full-time daycare for preschool children and aftercare for older children. Regarding risk management, the company's associate vice president for people function said, "There are always risks, but you have to do something. We follow our usual due diligence procedures with Little Critters, and we involve the stakeholders, the parents. They can all see the steps that we take to ensure safety. It's an informed risk."

SOURCE: IFC, 2017.

Employers may also want to obtain further clarity on issues of risk and liability from the company that already manages their insurance risk profile and to seek council on increasing company coverage to include their childcare program. These steps are also relevant for companies involved in transporting children to and from a childcare location.

## 2.3 ADDITIONAL RESOURCES

### In the tool box

- Plan International checklists for ensuring children's health, safety, and active play and learning (A.3)

### For further reading

Administration for Children and Families. 2015. "Caring for Our Children Basics: Health and Safety Foundations for Early Care and Education." U.S. Department of Health and Human Services, Washington, DC. [https://www.acf.hhs.gov/sites/default/files/ecd/caring\\_for\\_our\\_children\\_basics.pdf](https://www.acf.hhs.gov/sites/default/files/ecd/caring_for_our_children_basics.pdf).

*This report shares minimum health and safety standards that experts believe should be in place where children are cared for outside of their homes.*

California Childcare Health Program. 2018. "Health and Safety Checklist for Early Care and Education Programs." University of California, San Francisco, School of Nursing. [https://cchp.ucsf.edu/sites/g/files/tkssra181f/HS\\_Checklist.pdf](https://cchp.ucsf.edu/sites/g/files/tkssra181f/HS_Checklist.pdf)

*Comprehensive checklist covering key aspects of health and safety in childcare settings.*





Head Start Early Childhood Learning and Knowledge Center 2018. "Active Supervision Toolkit." <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/active-supervision-toolkit.pdf>.

*The toolkit is designed to help early care and education program leaders, teachers, and family childcare providers use available resources to strengthen their active supervision policies and practices. It elaborates what active supervision is and explains six key strategies to achieve safety for children in childcare settings.*

Maquila Solidarity Network. 2016. "Bangalore, India: Initiatives Promoting Quality Workplace Childcare." Maquila Solidarity Network, Toronto, February. [https://www.maquilasolidarity.org/sites/default/files/attachment/Childcare\\_Bangalore\\_Feb\\_2016.pdf](https://www.maquilasolidarity.org/sites/default/files/attachment/Childcare_Bangalore_Feb_2016.pdf).

*This summary of studies and initiatives on compliance with workplace childcare regulations in the garment export sector in Bangalore, India, is a resource for organizations working on this issue.*

National Center on Early Childhood Health and Wellness. 2019. "Caring for Our Children: National Health and Safety Performance Standards/Guidelines for Early Care and Education Programs." Caring for Our Children website. <http://nrckids.org/CFOC>.

*Caring for Our Children is a collection of U.S. national standards representing best practices, based on evidence, expertise, and experience, for quality, health, and safety policies in early care settings.*

National Resource Center for Health and Safety in Child Care and Early Education. 2015. "A Parents' Guide to Choosing Safe and Healthy Child Care." University of Colorado Anschutz Medical Campus. <https://drfiene.files.wordpress.com/2018/04/parents-guide-2015-final.pdf>.

*A brochure directed at American parents but useful beyond this segment, offering guidance and a checklist on key health and safety features of childcare centers.*

U.K. Department for Education. 2017. "Statutory Framework for the Early Years Foundation Stage: Setting the Standards for Learning, Development and Care for Children from Birth to Five." [https://www.foundationyears.org.uk/files/2017/03/EYFS\\_STATUTORY\\_FRAMEWORK\\_2017.pdf](https://www.foundationyears.org.uk/files/2017/03/EYFS_STATUTORY_FRAMEWORK_2017.pdf).

*This document provides a useful overview of one country's approach to the mandatory requirements for all registered providers offering early years services.*

UNICEF Care for Child Development Package. 2015. UNICEF website. [https://www.unicef.org/earlychildhood/index\\_68195.html](https://www.unicef.org/earlychildhood/index_68195.html).

*The Care for Child Development Package guides health workers and other counselors as they help families build stronger relationships with their children and solve problems in caring for their children at home. Care for Child Development recommends play and communication activities for families to stimulate the learning of their children.*

World Health Organization, UNICEF, and World Bank Group. 2018. "Nurturing Care for Early Childhood Development: A Framework for Helping Children Survive and Thrive to Transform Health and Human Potential." Geneva: World Health Organization. <https://nurturing-care.org>.

*Nurturing care for early childhood development: a framework for helping children survive and thrive to transform health and human potential.*



PHOTO: COURTESY OF KIDOGO

# Quality in Childcare Provision

This chapter explores the key markers of childcare quality. Ensuring the quality of employer-supported childcare is critical because poor quality can harm children's well-being and result in reputational risks for employers. High-quality childcare programs provide children with a safe, nurturing environment that promotes the physical, social, emotional, and cognitive development of the children while responding to the needs of their families, according to the National Association for the Education of Young Children (NAEYC).

### **At the very least, high-quality childcare programs include the following seven actions:**

1. Create a **safe learning environment** and physical setting that stimulates learning.
2. Recruit and retain a **stable, qualified workforce** that is supported by good working conditions that enable nurturing interaction between teachers and children.
3. **Engage caregivers** (mothers and fathers) as key actors in their child's development and learning.
4. Ensure that **child-to-teacher ratios** are conducive to good child development.
5. Provide holistic, developmentally appropriate, and interactive **learning opportunities** that use play-based pedagogy and achieve a balance of indoor and outdoor activity.
6. Implement procedures that **track children's development** and provide regular feedback to parents.
7. Adhere to proper health and water, sanitation, and hygiene (WASH) **procedures linked to nutrition.**

### 3.1 WHY IS QUALITY IMPORTANT?

Quality of childcare is critical for the well-being and development of young children. Successful employer-supported childcare programs pay close attention to quality, whether or not their country has specific legislation on the topic. Perceptions about quality can also influence parents' decision to send their children to childcare (OECD, 2017).

For example, a lack of quality and trust are cited among the main reasons children in Latin America do not attend formal childcare in large numbers (Díaz and Rodríguez-Chamussy, 2016). To thrive, young children need holistic care and support from their caregivers. Nurture, nutrition, health care, and stimulation are key elements of this care and support. As children grow, mature, and learn, their development needs change. Quality childcare services can account for changes in the abilities and needs of young children and support their ongoing development.

What quality childcare provision looks like varies depending on resource availability, cultural norms, location, and type of care. But growing consensus acknowledges the key features of quality described in the following sections (figure 3.1):

**FIGURE 3.1** Seven Key Actions of Quality Childcare



Create a **safe learning environment** and physical setting that stimulates playful learning.



Recruit, train, and retain a stable, **qualified workforce** that is supported by good working conditions that enable nurturing interaction between teachers and children.



Engage caregivers (mothers and fathers) as key actors in their child's development and learning.



Ensure that **child-to-teacher ratios** are conducive to good child development.



Provide holistic, developmentally appropriate, and interactive **learning opportunities** that use play-based pedagogy and achieve a balance of indoor and outdoor activity.



Implement procedures that **track children's development** and provide regular feedback to caregivers.



Adhere to **proper health** and water, sanitation, and hygiene (WASH) procedures and link them to nutrition.





### 3.1.1 Safe learning environment and physical setting

Childcare environments are being increasingly recognized as the “third teacher” (Strong-Wilson and Ellis, 2009). A safe learning environment and physical setting that stimulate learning are essential to children’s well-being and development. In such an environment, children, including those with special needs, are at the minimum able to play free from harm, have access to water for drinking and washing, have hygienic toilet and handwashing facilities, and receive nutritious food.

In addition to providing safety and good hygiene, high-quality childcare environments are designed to enhance children’s holistic development. Young children thrive in settings that are suited to their needs, interests, and development stages. How and where materials are placed in the environment influence children’s use of those materials, their interactions with each other, and how much they explore, solve problems, and engage creatively. Everything—including safety, equipment, furnishings, heating, and lighting—can influence outcomes (Barrett and others, 2019).



### 3.1.2 A stable, qualified workforce

A stable, qualified workforce supported by good working conditions makes providing quality childcare possible (box 3.1). High-quality childcare programs provide young children with stable, sensitive, and stimulating interactions (Shonkoff and Phillips, 2000).

The training and qualifications of staff as well as their working conditions and remuneration are the foundations of high-quality care (ILO, 2018a). Research shows that unfavorable working conditions, poor wages, and low levels of skill (not necessarily qualifications) both impair how staff relate to the children in their care and lower staff retention rates (Torquati, Raikes, and Huddleston-Casas, 2007). Making sure staff are content at work, are skilled, and have the right dispositions to provide nurturing care for young children is critical. Engaging a diverse caregiving workforce, including male teachers, can also help break gender stereotypes and occupational sex segregation while exposing children to gender equality early on.

Employers who opt for on-site childcare will have direct oversight of the hiring, remuneration, and working conditions of childcare staff. In community-based childcare settings, employers can ensure that their service providers meet basic requirements in this regard.



PHOTO: COURTESY OF BRAC-IED AND LEGO FOUNDATION

## BOX 3.1 EMD Serono: Caring for the Carer

Embracing Carers is a global initiative led by Merck KGaA, Darmstadt, Germany. It is a collaboration with leading caregiver organizations around the world designed to increase awareness, discussion, and action about the often-overlooked needs of caregivers. Embracing Carers seeks to build connections and implement practical solutions to fill that void. Embracing Carers is built around the idea that caregivers spend so much time taking care of someone else that they often do not seek out help and support.

SOURCE: EMD SERONO, 2019.





### 3.1.3 Engaged caregivers

Parental and family involvement is critical to child development. Quality childcare programs promote opportunities for parents, families, and the broader community to support children's development. One way to encourage this involvement is that childcare providers offer regular feedback on children's progress and obtain input from parents and caregivers (UNESCO, UNICEF, Brookings, World Bank, 2017).

Involving caregivers as partners in their children's learning and development benefits the child, the family, and the teacher. Deepening caregivers' understanding of the importance of investments in children's learning, health, and safety can contribute to increased demand for childcare services.



### 3.1.4 Child-to-teacher ratios

Appropriate child-to-teacher ratios can maximize children's learning potential and ability to interact with and learn from their teachers and peers. Child-to-teacher ratios and the size of the classes children are grouped into determine the amount of time, attention, and quality of relationship that a teacher can build with each child. Assigning a dedicated teacher to each child promotes this caring, interactive relationship. According to the Organisation for Economic Co-operation and Development (OECD, 2017), the child-to-teacher ratios should not be over 1:3 for children up to 12 months and 1:5 for children up to three years old.

Table 3.1 provides similar ratio suggestions for childcare settings. While regulations on this topic vary from country to country and sometimes are under the

**Involving caregivers as partners in their children's learning and development benefits the child, the family, and the teacher.**

**TABLE 3.1** Suggested Teacher-Child Ratios for Childcare Settings

Age of children	Teacher-to-child ratio	Maximum group size (ideal)
Infant (Birth -12 months)	1:4	8
Toddlers (13-23 months)	1:4	8
2-year-olds	1:4-6	12
3-year-olds	1:4-9	18
4- to 5-year-olds	1:4-10	20
6- to 8-year-olds	1:4-12	24

SOURCE: TABLE BASED ON NAEYC ACCREDITATION STANDARDS AND CHILDCARE AWARE'S CHILDCARE CENTER CHECKLIST

jurisdiction of states or cities, and while child-to-teacher ratios significantly affect costs, employers should keep in mind that the children's relationships with their teachers is important to their development and that success is facilitated by assigning smaller groups of children to each teacher. Ultimately, conditions that make children thrive dictate the success of an employer-supported childcare program.



### 3.1.5 Interactive learning indoors and outdoors

Quality teaching in early childhood settings is child centered, encouraging the child's sense of belonging, curiosity, persistence, attentiveness, cooperation, participation, and active engagement. Every child, regardless of ability, develops independence, gross motor skills, and cognitive abilities by being physically active.

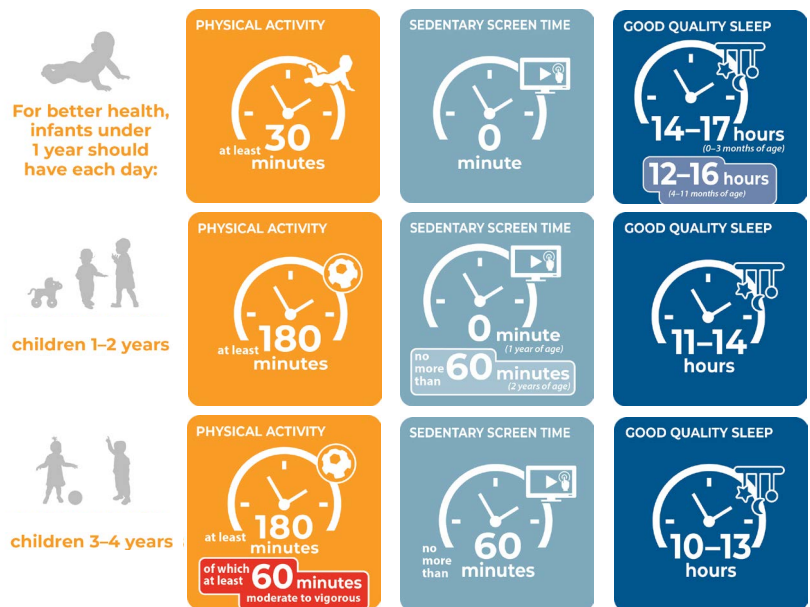
Childcare programs must ensure that children's daily schedules are balanced to maximize time for learning and development. Programs should be designed to provide children with opportunities both to play freely and to participate in organized play and instruction; the amount of time for each should depend on the age and development needs of the child. The schedule also needs to provide every child with enough sleep to optimize health, development, and learning.

A day at a childcare center should include physical activity, time for sleep, and sedentary time. Most countries do not regulate how much physical activity and sleep time are included in an early childhood program, but WHO offers useful guidelines for children from birth to five-years-old (figure 3.2). For toddlers, WHO suggests at least 180 minutes of physical activity (using large muscle groups) spread throughout each day (WHO, 2019).



PHOTO: SPEEDKINGZ/SHUTTERSTOCK

**FIGURE 3.2** Activity Guidelines for Children



SOURCE: WHO, 2019.



### 3.1.6 Tracking children's development

Children's development can be better supported by teachers who know and understand each child's individual needs. Childcare centers and programs should track or assess children's development in the core learning domains: cognitive, social, physical, emotional, and language (figure 3.3).

Thus, it is recommended that childcare centers and programs institute a system for providing regular feedback to parents on their children's learning and development, set up parent-teacher forums, and provide support for families and parenting programs through the center, program, or preschool. Employers could also track the overall progress of employer-supported childcare services by getting regular feedback on children's overall development.



### 3.1.7 Health, water, sanitation, hygiene (WASH), and nutrition

There is strong evidence that childcare programs that combine nutrition, health, and hygiene as well as early stimulation improve children's developmental outcomes in the short and long term (Bhutta and others, 2013).

The full benefits of investment in childcare cannot be realized without nutritional well-being. Undernutrition is directly caused by insufficient food, disease, or both, and is indirectly related to factors such as contaminated drinking water and poor sanitation and hygiene. Proven, simple interventions exist to combat undernutrition (box 3.2), such as exclusive breastfeeding, micronutrient supplements where needed, handwashing with soap, and use of hygienic latrines or toilets (WHO, UNICEF, and USAID, 2015).

## FIGURE 3.3 Measures of Young Children's Development

Key domains to be considered when measuring young children's development:



**Cognitive:** This includes pre-literacy, problem solving, measurement and comparison, analytical thinking, memory, and early mathematical and number sense.



**Language:** This includes children's knowledge and use of words to communicate thoughts, express ideas, and share feelings. It includes the use of books, stories, and oral language.



**Motor development:** This includes fine and gross motor skills and measures a child's capacity to control his or her body movements to perform everyday tasks, such as walking, running, or jumping, as well as drawing, writing, holding utensils, and picking up objects.



**Socio-emotional:** This includes a child's awareness of his or her own feelings and those of others. It also measures children's social interactions and how children manage their behavior.



**Executive function/self-regulation:** This includes self-control (inhibition and delaying gratification), persistence, and the ability to initiate action and sustain attention.

SOURCE: WORLD BANK EARLY LEARNING PARTNERSHIP (ELP), 2016

### BOX 3.2 Exito Group's "Gen o" Program: Nourishing the Children of Colombia

Through its corporate foundation, retail company Exito Group is implementing a program called "Gen o" aimed at achieving the first generation of children without chronic malnutrition in Colombia by 2030. The program comprises three components: (a) complimentary nutritional packages for pregnant or lactating mothers and children below five years old and their families; (b) the active promotion of breastfeeding, and (c) complimentary programs, such as those that provide nutritional care to "kangaroo newborns" (who weigh less than 2,500 grams or are born before the 37th week); reading and music programs; opportunities for employees to volunteer in child nutrition

activities; and efforts to develop the capacities of subnational governments to eradicate chronic malnutrition. Exito Group contributes more than 50 percent of the annual investment (of US\$6 million in 2018). A big part of the contribution stems from the donation of tons of recyclable materials sold and recycled by the foundation, the donation of textiles and faulty products, and in-kind donations. Close to 25 percent of the program is funded with donations from customers of Exito Group's supermarkets, either through Goticas or "little drops," which are a sort of ticket with a determined value to be donated, or from the change left after a purchase.

SOURCES: UNDP-SUPPORTED GENDER EQUALITY SEAL NATIONAL CERTIFICATION PROGRAMME AND EXITO FOUNDATION ANNUAL MANAGEMENT REPORTS (2018 AND 2017).

NOTE: THE GENDER EQUALITY SEAL PROGRAM IN COLOMBIA IS AN INITIATIVE PROMOTED BY THE MINISTRY OF LABOUR AND THE COUNSELLOR'S OFFICE FOR THE EQUALITY OF WOMEN, WITH THE SUPPORT OF THE UNITED NATIONS DEVELOPMENT PROGRAMME.



PHOTO: ALVAREZ



## 3.2 ADDITIONAL RESOURCES

### In the tool box

- Additional information on five aspects of quality childcare provision (A.6)
- Employers' Checklist: Key Aspects of Architecture for Young Children (A.8)
- Checklists for choosing quality including one on the basic elements of quality early childhood centers (A.7, A.10)
- Checklist on human resources for childcare programs (A.9)

### For further reading

Barbara Janta, Janna van Belle, Katherine Stewart. 2016. "Quality and Impact of Centre-Based Early Childhood Education and Care." Policy brief, RAND Europe Corporation, Santa Monica, CA, and Cambridge, U.K. [https://www.rand.org/content/dam/rand/pubs/research\\_reports/RR1600/RR1670/RAND\\_RR1670.pdf](https://www.rand.org/content/dam/rand/pubs/research_reports/RR1600/RR1670/RAND_RR1670.pdf).

*This guide discusses the understanding and impact of quality in childcare provision in the European Union (EU). Specifically, this brief looks at the dynamics of how quality is understood and measured and at the landscape of certain quality indicators across EU member states.*

Department of Health, South Africa. 2016. Guidelines on Nutrition for Early Childhood Development Centres. Pretoria: National Department of Health. [http://ilifalabantwana.co.za/wp-content/uploads/2016/12/Nutrition-guidelines-for-ECD-centres\\_Draft-2\\_30-September-2016.pdf](http://ilifalabantwana.co.za/wp-content/uploads/2016/12/Nutrition-guidelines-for-ECD-centres_Draft-2_30-September-2016.pdf).

*Recognizing the importance of good nutrition and its impact on all other elements of early development, this resource provides guidance for the planning and implementation of optimal food services in early childhood development facilities.*

ILO (International Labour Organization). 2014. "ILO Policy Guidelines on the Promotion of Decent Work for Early Childhood Education Personnel." Meeting of Experts on Policy Guidelines on the Promotion of Decent Work for Early Childhood Education Personnel, Geneva, November 12–15, 2013. ILO, Geneva. [https://www.ilo.org/wcmsp5/groups/public/---ed\\_dialogue/---sector/documents/normative\\_instrument/wcms\\_236528.pdf](https://www.ilo.org/wcmsp5/groups/public/---ed_dialogue/---sector/documents/normative_instrument/wcms_236528.pdf).

*These guidelines set out principles for the promotion of decent work for early childhood education personnel as a means of ensuring universal access to high-quality services.*

ISSA (International Step by Step Association). 2016. A Quality Framework for Early Childhood Practice in Services for Children under Three Years of Age. Leiden, the Netherlands: ISSA. [https://www.issa.nl/sites/default/files/pdf/epubs/ISSA\\_Quality\\_Framework\\_o-3/PDF/ISSA\\_Quality\\_Framework\\_o-3\\_e-version\\_screen.pdf](https://www.issa.nl/sites/default/files/pdf/epubs/ISSA_Quality_Framework_o-3/PDF/ISSA_Quality_Framework_o-3_e-version_screen.pdf).

*"This Framework articulates a definition of quality services for young children, it also recognizes that 'quality' is a term laden with cultural values—one that is constantly evolving and under negotiation. As a policy framework document, it provides a platform for professional discussions at international and national levels, connecting policies around services for children under three and their families."*

Kimberly A. Gordon Biddle, Ana Garcia-Nevarez, Wanda J. Roundtree Henderson, and Alicia Valero-Kerrick. 2013. Early Childhood Education: Becoming a Professional, chap. 10, "Play and Learning Environment." Newbury Park, CA: SAGE. [https://www.sagepub.com/sites/default/files/upm-binaries/53567\\_ch\\_10.pdf](https://www.sagepub.com/sites/default/files/upm-binaries/53567_ch_10.pdf).

*This resource explores why the physical environment is important for children's learning. It offers insight on characteristics of play, why play is important to children's development, and how teachers can facilitate it.*



The LEGO Foundation. 2017. "What We Mean By: Learning through Play." The Lego Group, Billund, Denmark. [https://www.legofoundation.com/media/1062/learningthroughplay\\_leaflet\\_june2017.pdf](https://www.legofoundation.com/media/1062/learningthroughplay_leaflet_june2017.pdf).

*The guide explains how playful experiences support children in developing the skills to serve them, their communities, and society through a lifetime. Also, it features a brief description of the five characteristics of playful experiences and the five skills of holistic development.*

NAYEC. National Association for the Education of Young Children. (n.d.). "Overview of the 10 Standards." NAYEC website. <https://www.naeyc.org/accreditation/early-learning/interested>.

*Ten standards of quality used by NAYEC to accredit early learning providers in the United States, useful for reference purposes. It covers relationship; curriculum; teaching; assessment of child progress; health; staff competencies, preparation, and support; families; community relationships; physical environment; and leadership and management in early-learning settings.*

New South Wales Department of Planning and Environment. 2017. "Child Care Planning Guideline Delivering Quality Child Care for NSW." NSW government, Sydney, August. <https://www.planning.nsw.gov.au/-/media/Files/DPE/Guidelines/child-care-planning-guideline-2017-o8.pdf>.

*This guideline demonstrates the link between the design of early learning facilities and the safety, health, and overall care of young children. Its aim is to help facilities achieve a high level of design that is practical and aligned with the National Quality Framework in NSW Australia.*



PHOTO: WORLD BANK





PHOTO: COURTESY OF THE LEGO FOUNDATION

# Affordable and Accessible Childcare

Employees benefit from employer-supported childcare the most if childcare is accessible for all. Thus, employers need to address the barriers to access for children and their families. Some key considerations for employers as well as parents include:

- **Accessibility** (convenience). When childcare programs are far from places of work (or employees' homes), travel to and from the childcare location adds an additional layer of complexity and stress to the work day.
- **Affordability**. This is often the biggest barrier. In many parts of the world, childcare is one of the highest monthly expenses in families' budgets.
- **Flexibility**. Childcare services often do not match work hours or cater only to regular office hours rather than to shift workers' schedules.
- **Quality**. Demand from parents will be limited if services are not of sufficient quality and do not assure parents that their children will be well cared for and stimulated.
- **Diversity of options**. More than one option may be needed to appeal to family values and individual preferences about what is in the best interests of the child.

Childcare solutions will only be feasible and sustainable when they are affordable in relation to earnings, flexible and accessible in terms of location and hours, and dependable in offering high quality and good child outcomes. These supply-side provisions can often help stimulate demand and take-up from parents.

## 4.1 ACCESS—MAKING PROGRAMS INCLUSIVE

To maximize the benefits and returns on investment in employer-supported childcare, employers should identify the financial means and the needs of their employees. Childcare services should be inclusive, which can include prioritizing access for those children who have special needs, are marginalized, differently abled, and affected by poverty. It may also mean providing additional support, based on need, to enable children's full participation.

Employers can maximize access and participation by matching the services they provide to the needs of their employees by ensuring that programs cater to children's holistic development through a focus on nutrition, health, and early learning and, where needed, by helping with transport to ensure physical access to centers, including for mobility-impaired children.

## 4.2 BREAKING THE COST BARRIER FOR FAMILIES

There is a link between the use of formal childcare and family income. Mothers often cite the cost of childcare as one of the main obstacles preventing them from seeking paid work. Affordability is a barrier especially for low-income and single-parent families. Employer-supported childcare services should be affordable for all employees who need it; otherwise, the services will not have the desired uptake and impact. Low cost is not necessarily synonymous with poor quality. Even in low-resource environments, it is possible to offer meaningful low-cost programs if key aspects of quality are addressed (figure 4.1).

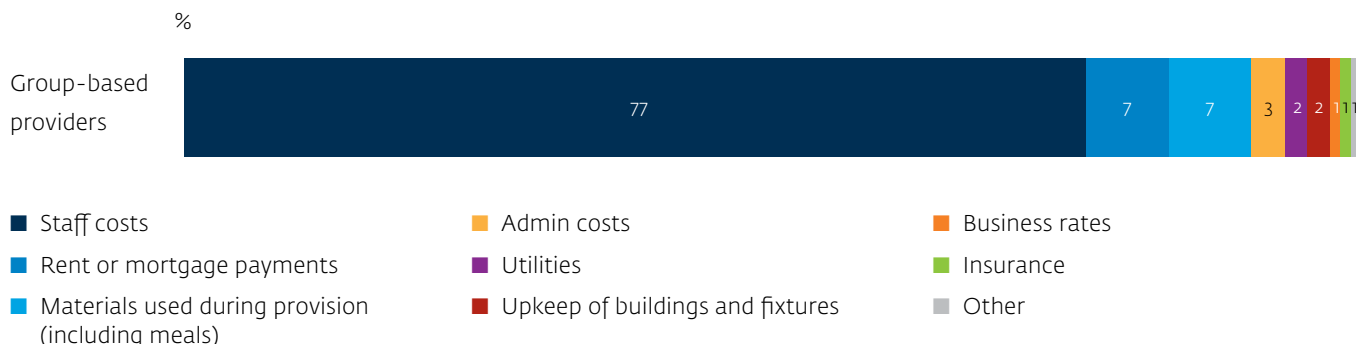
**Inclusion describes the practice of including children with disabilities in a childcare setting with typically developing children of similar ages, along with specialized instruction and support when needed. Employers setting up childcare support should determine if employees' families have children with impairments or chronic illnesses and how best their needs may be met, either within the envisaged program or through alternative support (or a combination).**

**FIGURE 4.1** Options for Making Childcare Affordable for All

**Employers who aspire to expand access to childcare may choose from multiple options to achieve affordability for all, especially the lowest income earners.**

- Employers could **build on data collected** from needs assessments as well as from sources like the local government to inform key decisions about affordability and demand. Services must be affordable for parents at all income levels.
- Employers could help make fees affordable by offering **full or partial subsidies**. Any statutory regulations on fees must be followed.
- A **"sliding scale" structure** based on means could help ensure affordability and accessibility for all employees.
- Employers could **provide stipends** to disadvantaged families to help them secure childcare spots or give subsidies directly to providers with a specific mandate to accept children from their company (reserved seats).

**FIGURE 4.2** Example of Costs for Childcare Facility, by Percentage



SOURCE: BRIND, NORDEN, AND OSEMAN, 2012

NOTE: THE ABOVE IS AN EXAMPLE FROM THE UNITED KINGDOM. COSTS MAY VARY.

### 4.3 COSTING CHILDCARE SOLUTIONS FOR EMPLOYERS

Using employer-established on-site childcare centers for company employees can often be cheaper for parents than enrolling their children in private daycare centers, especially in bigger cities. Company-provided daycare can potentially open access to families who might not have been able to afford private provider costs. But running a childcare center can be costly. Employers need to identify the affordability price point for employees if they expect employees to contribute to the costs. Employers are also encouraged to undertake a cost-benefit analysis to establish the most viable options for them and their employees.<sup>2</sup>

Cost categories generally include investment (start-up) and operational costs. Investment costs are those associated with one-time capital investments such as the initial construction, renovation or upgrading of childcare facilities, registering to join a childcare consortium with other companies, or entering into an agreement, or a tie-up, with a local provider. Operational costs are those associated with inputs required for the ongoing delivery of services and are usually recurring (Naudeau and others, 2011). These costs may differ from one context to another (box 4.1). Figure 4.2 is based on a study done in the United Kingdom and shows that the greatest cost driver (and a key determinant of quality) for childcare is staffing, which is strongly associated with paying adequate wages. The study also covers costs related to building a professional workforce, such as training and mentorship (Brind, Norden, and Oseman, 2012).



#### BOX 4.1 | CASE STUDIES

## Cost Examples of Employer-Supported Childcare

Costs of childcare services vary depending on the type of services and the context. A few examples of how employers have tackled the cost of employer-supported childcare are shared here. IFC's Tackling Childcare report offers additional information on the 10 companies featured in the report.

**Safaricom**, a telecommunications company in Kenya, has two on-site crèches in Nairobi. All employees may use the free crèches. Both sites are open to children from three months to seven years. Parents bring their own food, clothes, and diapers for infants. Both crèches are operated by Children's World, a qualified, external provider of crèche, play, and childminding services, under Safaricom's overall management. In 2016, the combined direct operating cost of both crèche facilities was US\$33,300, plus incidental maintenance and repair costs. Safaricom pays Children's World directly for the childcare services. The provider's prices are based on a formula combining the costs of space, staff, food, materials, and overhead, and child participation (drop-in or full time). When Safaricom established one of its crèches, it learned that charging employees for its use was not feasible. The company subsequently offered free crèche services, which led to increased demand and a reduction in childcare-related absenteeism and workplace disruptions.

**Pandurata Alimentos Ltda. (Bauducco)**, one of Brazil's leading producers and distributors of baked goods, partners with a local childcare center to offer free spaces for its employees' children up to the age of six. The childcare center that Pandurata Alimentos Ltda. (Bauducco) partners with is a 15-minute walk from its São Paulo factory, provides infant and early care, and is accredited to provide preschool education for four- and five-year-old children. In 2016, 12 children of employees were enrolled in the center, which allows employees to drop their children off at 5:15 a.m., in time for the parents to start the 6 a.m. shift. The company pays R\$400 (US\$120) per month per child directly to the childcare center. With 12 children enrolled, this translates into R\$57,600 (US\$17,500) per year. Because of the company's long-standing relationship with the childcare center, and because the center is an accredited preschool, the company's staff spends only a few hours of administrative time per month to provide the benefit. The company also provides (a) assistance with negotiating reduced rates at other childcare centers and schools, (b) health advice and support during pregnancy, and (c) distribution of "starter packets" for new parents and for parents of children entering primary school. Each maternity pack costs the company R\$300 (US\$90) and the school starter packs, R\$102 (US\$31).

SOURCE: IFC, 2017.

## 4.4 LEVERAGING GOVERNMENT CHILDCARE INCENTIVES

Employers may not have to bear the entire cost of employer-supported childcare. To stimulate growth in the childcare sector, governments in some countries provide incentives that enable parents to meet the costs of care and that encourage private sector employers, investors, donors, entrepreneurs, and NGOs to enter the space of childcare provision (boxes 4.2 and 4.3). Incentives may be in the form of tax exemptions, government grants, subsidies, land allocations, and so on and are designed to reduce costs and make investments attractive to potential providers (box 4.4). Employers who wish to provide or support childcare services for their employees can establish whether such support is available in their country. Where such provisions do not exist, employers may consider collectively advocating for them to be established as a way of stimulating socio-economic development.

**Employers may not have to bear the entire cost of employer-supported childcare.**

## **BOX 4.2** Government Incentives for Parents

### **Allowances**

Allowances to parents vary from cash benefits to support for children under the age of 18 years to allowances specific for the use of childcare services. In several economies, the type of childcare allowances depends on variable factors. All economies in Europe and Central Asia and most high-income member economies of the Organisation for Economic Co-operation and Development provide this type of allowance.

### **Tax benefits**

This is a common form of government support. In some economies, tax benefits are granted on the basis of income only (means-tested), while in other cases benefits depend on the number of children. Governments can also incentivize childcare by providing tax deductions for childcare fees that are paid by parents. For example, in Spain there is a tax deduction for expenses on education. The total amount of the deduction cannot exceed €400 per child, or €900 per child if the school fees deduction applies.

### **WHERE DO YOUR EMPLOYEES STAND?**

- Do your employees qualify for any allowances or tax benefits?
- If so, are they aware of them and making use of them?

Employers can provide this information to their employees and help them use any available government-offered childcare benefits.

SOURCE: WORLD BANK, 2019A.

## **BOX 4.3** Government Incentives for Employers

### **Non-tax benefits**

Governments can provide non-tax support (monetary or nonmonetary support) to employers to incentivize them to support childcare. Employers are then able to offset the cost of establishing and providing childcare. Granting government benefits to employers is the least common form of support, according to research by the World Bank's Women, Business and the Law project.

### **Tax benefits**

In a minority of economies where employers are legally required to provide childcare, such as Bangladesh, Cambodia, Guatemala, India, Turkey, and Vietnam, governments may provide tax benefits to help employers cover expenses. For example, governments may offer corporate income tax deductions or credits or financial or non-monetary support.

### **WHERE DOES YOUR COMPANY STAND?**

- Are there non-tax benefits in your country that you could access?
- Are there tax benefits you could access to support your care and education program?
- Find out more if you don't know.

Employers can use these incentives to expand their childcare services. They could also use their business networks to advocate for and leverage greater government investment or a more enabling environment for company-led childcare initiatives.

SOURCE: WORLD BANK, 2019A.

Often, instead of federal governments, local governments and municipalities provide care infrastructure, capacity-building initiatives, fiscal incentives, and advice to help companies supplement the provision of childcare. Municipalities may also have their own quality and safety standards, guidelines, and licensing and registration requirements. In these instances, employers can partner with municipalities to expand childcare provisions.

## 4.5 BUILDING PARTNERSHIPS WITH MUNICIPALITIES AND SERVICE PROVIDERS

Employers do not have to take on the delivery of on- or off-site childcare services by themselves. Solutions can involve partnerships with providers (see boxes 4.5 to 4.7) as well as:

- Offering space or opportunities for early years entrepreneurs looking to set up a facility, thereby supporting microenterprise development;
- Working with a franchise or a social franchise childcare model to provide an on- or near-site facility;
- Choosing an existing childcare center that meets the company's criteria and then subsidizing participation (or negotiating a preferred rate) in the center's existing services;
- Establishing a childcare consortium with other employers in the sector or location to provide childcare in, for example, special economic zones, industrial zones, and information technology parks;
- Partnering with the state might also be an option in certain countries. For example, in Pakistan the Punjab provincial government established the Punjab Day Care Fund Society to provide grants to private and public sector organizations to set up daycares. Similarly, in Jordan and Turkey, the governments have programs in place to help employers set up operations and daycares in rural areas and in organized industrial zones, respectively.

### BOX 4.4 Government of Fiji Prioritizes Access to Childcare

The early childhood care and education sector remains largely unregulated in Fiji, especially for children below age five. Further, few government incentives are available to support the establishment of early childhood care and education (ECCE) centers or to encourage parents to use such services. As a result, the quality of those services that do exist varies widely, and for many parents the centers are cost prohibitive. Low- to middle-income working parents often struggle to find a solution to the need for someone to mind their young children when they are at work. Recognizing the widespread benefits that can flow from improving access to childcare services, and in response to the findings of IFC's 2019 report, *Tackling Childcare: The Business Case for Employer Supported Childcare in Fiji*, the Fijian government has established a Taskforce on Early Childhood Care and Education as a subcommittee of the National Coordinating Committee on Children, to be led by the Ministry of Women, Children and Poverty Alleviation, which will be responsible for reforming the country's ECCE policy framework. The government has also allocated funds under its 2019–20 national budget to support interagency consultation for the establishment of childcare centers.

SOURCES: REPUBLIC OF FIJI, 2019–20 BUDGET KIT; NARAYAN, 2019.

## 4.6 INNOVATIVE MODELS

### **BOX 4.5** The Supply Side: Kidogo's Innovative Model for Community- Based Childcare

Kidogo is a social enterprise in Kenya that supports women entrepreneurs (or mamapreneurs) in starting or growing a childcare microbusiness in their local communities. Using an innovative social-franchising model, Kidogo provides training and mentorship, support with facilities and learning materials, and ongoing quality assurance to franchisees to ensure young children get quality, affordable care. The Kidogo Way Approach includes safe and supportive environments, nurturing caregivers, links with health and nutrition programs, and play-based learning activities. Over the past two years, Kidogo has begun to partner with leading companies in East Africa to provide on-site or near-site childcare for their lower-income employees in factories, offices, and plantations leveraging their cost-effective franchising model.

SOURCE: KIDOGO, 2019.

### **BOX 4.6** BRAC Play Lab Project Offers Play-Based Learning

BRAC Play Lab Project is a partnership between the LEGO Foundation, BRAC International in Uganda and Tanzania, BRAC USA, and the Center for Play at BRAC University's Institute of Educational Development in Bangladesh. Together, they are developing and testing an affordable, high-quality, play-based early childhood program for children ages three to five years. The aim of the Play Lab is for children to participate in early learning activities to develop their cognitive, emotional, linguistic, and numerical capabilities. The children learn to communicate, socialize, and prepare for school, all through a structured curriculum that takes 10 months to complete. Parents also get involved and are encouraged to interact with their children through talk, singing, reading, and drawing together, using recycled, low-cost, and innovative materials.

SOURCE: THE LEGO FOUNDATION, 2019.

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### **BOX 4.7** Plan International's Community-Led Action for Children

Plan International's Community-Led Action for Children approach has been implemented in more than a dozen countries in East Africa and Asia (including Ethiopia, India, Indonesia, Kenya, Mozambique, Myanmar, Timor-Leste, Uganda, Vietnam, and Zambia). It includes a parenting program that aims to improve knowledge, confidence, and practical skills for child health, development, learning, and protection. In addition, it provides a low-cost, high-quality play-based early learning program that is managed by the community and encompasses playgroups for younger children and center-based activities for older children. The program aims to support the children's holistic development and increase their school readiness.

SOURCE: PLAN INTERNATIONAL, 2019.

## 4.7 ADDITIONAL RESOURCES

### In the tool box

- A budget template developed from a social franchise childcare model that could serve as a starting point for employers to determine the feasibility and sustainability of a childcare solution (A.11)
- Childcare Center Financial Model (monthly and annual) (A.12)
- List of investment and operational costs (A.13)

### For further reading

Emily Gustafsson-Wright, Izzy Boggild-Jones, and Sophie Gardiner. 2017. *The Standardized Early Childhood Development Costing Tool (SECT): A Global Good to Increase and Improve Investments in Young Children*. Washington, DC: Center for Universal Education at Brookings. <https://www.brookings.edu/wp-content/uploads/2017/09/standardized-eed-costing-tool.pdf>.

*This report has relevance to funders, governments, program implementers, and researchers. It reviews efforts from across the world to cost early childhood development services and describes the gaps it fills. It provides an overview of the utility component of the tool and summarizes lessons and results of five pilot costing exercises.*

EPIC (Executives Partnering to Invest in Children). (n.d.). "Early Childhood Development Toolkit for Employers: Taking Advantage of Child Care Related Tax Benefits." EPIC website. <http://epicemployertoolkit.org/taking-advantage-of-the-tax-benefits.html>.

*Executives Partnering to Invest in Children is a Colorado (U.S. state) coalition of business leaders, nonprofits, and foundations committed to making early childhood care, education, health, and parenting a priority for the state's public and private investments. The toolkit focuses on four areas: increasing access to quality childcare, supporting affordable childcare, developing child-friendly policies and procedures, and optimizing tax benefits.*

Marito Garcia and Clark Matthews. 2012. "Costing and Financing Early Childhood Programs." PowerPoint presentation, World Bank, Washington, DC. [https://olc.worldbank.org/sites/default/files/Session\\_6B\\_Costing\\_and\\_Financing\\_Early\\_Childhood\\_Programs\\_Feb\\_6\\_2013\\_1\\_O.pdf](https://olc.worldbank.org/sites/default/files/Session_6B_Costing_and_Financing_Early_Childhood_Programs_Feb_6_2013_1_O.pdf).

*A useful set of slides that set out key considerations for costing and financing early childhood development programs. Applicable to national contexts but provides useful pointers for program or implementation levels.*



PHOTO COURTESY OF BRAC-IED AND LEGO FOUNDATION



# Complementary Family-Friendly Policies

**F**amily-friendly workplaces are work environments that give employees enhanced opportunities to achieve work–life integration. Employers who wish to support work–life integration and boost their bottom line could design parental leave options and consider the following:

- **Gender-neutral, job-protected**, fully funded leave that facilitates parents' return to the same employer and promotes talent retention and career progression.
- **A progressive approach to leave**, according to the ILO: Start with and ensure 14 weeks for all women, then 14 weeks for all men (nontransferable), and then 25 weeks for all women and men. The approach ensures a minimum of 14 weeks of maternity leave and works progressively toward 25 weeks.
- Opportunity to **use this benefit intermittently** and prenatally to prevent complications during pregnancy and recovery.
- Both **paid maternity and paternity leave**, over and above the mandated norm, also applicable when adopting a child.

In addition to parental leave and childcare support, and taking into consideration employees' different life circumstances and needs, employers could offer other family-friendly policies and programs such as the following:

- **Flexible work arrangements**—these include flex time, flex time off, and flex location.
- **Flexible roles**—these include job-sharing arrangements, moving workers from front office to back office during pregnancy, or moving from production to administrative support upon return to work.
- **Additional care services, because not all employees have young children**—such services include more targeted support such as back-up care, after-school or summer programs, or eldercare.
- **Breastfeeding** and lactation rooms and support.
- **Safe transport** (pick-up and drop-off service) to and from work for employees (and for their children when the daycare center is on-site).

## 5.1 IMPLEMENTING A “PACKAGE” OF FAMILY-FRIENDLY POLICIES

Childcare support at work is a significant step toward family-friendliness, but it is most effective when combined with a package of family-friendly workplace benefits and family care support (box 5.1).

Opting for an integrated, needs-based package of benefits can have a profound effect on employees’ lives, thus improving the workplace culture. Table 5.1 provides a menu of options for creating family-friendly workplaces. Leading employers around the world combine a variety of benefits to meet the needs of their employees and businesses. For example, Unilever Sri Lanka Ltd. follows global good practice and offers six months of maternity leave, three weeks of paternity leave, and extended career breaks, flexible working options, and agile work programs. Standard Chartered Bank Sri Lanka, which has been operating a crèche since 2008, provides two weeks of paid paternity leave to new fathers, among other benefits (IFC, 2019b).

Examples of companies in Chile, China, and Pakistan that have implemented family-friendly workplace policies and practices are provided in boxes 5.2–5.5.

### BOX 5.1 A Continuum of Care: Enabling Access to Comprehensive Family-Care Support

Family care needs often go beyond childcare and include prenatal care, childbirth, postnatal care, and care for sick children, children with special needs, and sick or infirm parents or family members, including those who are elderly or disabled. Eldercare is an area of care that is expanding as a priority in many countries where lifespans are getting longer, for example, in Japan, Sri Lanka, and Vietnam. A growing number of families, and women in particular, have to provide care not only for children but also for aging family members and are often “sandwiched” between the dual demands of childcare and eldercare. Given the prediction that caring for the elderly will continue to become more significant for families in the years ahead, employers are encouraged to consider adopting comprehensive approaches to caregiver support that address eldercare.

NOTE: SEE AUSTRALIAN HUMAN RIGHTS AND EQUAL OPPORTUNITY COMMISSION, 2007, CHAP. 8, AND BCRW, 2007.

**TABLE 5.1** Options of Family-Friendly Workplace Policies Employers May Support

<b>Leave policies</b>	Employers can provide a range of job-protected and paid family leave options for all employees, including men and adoptive and surrogate parents. Options include maternity, paternity, and parental leave; medical leave; childcare leave; family leave to care for an elderly, disabled, or ill family member; and long-term and emergency leave.
<b>Flexible working arrangements</b>	Flexible work arrangements give employees the option to choose when and where they work. Arrangements might include flextime, reduced working hours, job-sharing, temporary or permanent switches to part-time work, and telecommuting options.

**Table 5.1** continued

<b>Care policies</b>	Employees may have a range of care needs depending on their family circumstances. Care policies can include on-site or off-site childcare or financial support to parents so that they can choose their own childcare facility; back-up care to help parents when regular childcare arrangements break down; subscriptions to online care platforms such as Care.com and UrbanSitter.com; after-school care, school-holiday programs or holiday camps for older children; and eldercare, particularly through resources and referrals as well as subsidies for such care, especially in aging societies.
<b>Breastfeeding and lactation support</b>	A supportive breastfeeding environment enables exclusive breastfeeding for the first six months and gives the option to continue as long as desired. It includes paid lactation breaks during working hours to allow parents to breastfeed and express milk at work, as determined by the parent. It also includes a private, hygienic, and well-equipped lactation space with a sink, refrigerator, and high-quality breast pumps as well as professional lactation management services and support.
<b>Transportation services</b>	Employer-provided transportation services can help employees overcome security and mobility concerns, defray logistics costs, or simplify commuting arrangements. It can also help transport employees' children to and from an on-site or near-site childcare center. It can enable female labor force participation in certain contexts.
<b>Other types of family-friendly support</b>	<p>Employees may provide additional support to employees depending on their needs:</p> <ul style="list-style-type: none"><li>• Seminars and workshops on parenting, mental health, and other topics.</li><li>• Counseling services and support groups for employees, including new parents.</li><li>• Information and placement services to help employees with family responsibilities to re-enter and stay in the labor force.</li><li>• Resource and referral services to provide parents access to high-quality, affordable, and accessible childcare.</li><li>• Family-oriented events that build a family-friendly workplace culture and allow time for family bonding. Such events may include company picnics, end-of-year parties, bring-your-child-to-work days, and family appreciation events.</li><li>• Employee and family health benefits. Such benefits may include an on-site doctor and nurse, adequate health and dental insurance, on-site fitness and wellness centers or subsidies for joining a gym, and health-and-fitness-oriented programs for employees and their families that include sexual and reproductive health and rights training and resources, breast cancer screenings, and domestic and gender-based violence prevention policies and resources.</li></ul>

SOURCE: ADAPTED FROM THE CENTER FOR COMMUNITY HEALTH AND DEVELOPMENT, 2018, CHAP. 25; AND ILO, 2010.

## BOX 5.2 | CASE STUDY

### Enel in Chile Promotes Work–Life Integration

Since 2008, Enel has developed a series of business practices to promote work–life balance:

- **Flexible work arrangements.** The beginning of the daily workday can be shifted up to one hour, either before or after what is established in the work contract, without altering the total number of worked hours by day. This practice is voluntary and can be used, depending on personal needs, with prior verbal or written agreement of the supervisor.
- **Benefits for working mothers.** Pregnant women receive complimentary nutritional packages that continue until the newborns are 18 months of age.
- **Gradual return.** After giving birth, women may return to work gradually, working until 2 p.m. when the newborn is between 85 and 115 days old, until 3 p.m. when the child is between 116 and 146 days old, and until 4 p.m. when he or she is 147 to 180 days old.
- **Telecommuting.** Depending on the nature of the work, and with prior agreement of the supervisor, a working mother could opt for telecommuting 100 percent of the time when the newborn is between 85 and 135 days old and working half of the work day in the office and half telecommuting when the newborn is between 136 and 180 days.
- **Paternity leave.** Fathers receive up to six days of paid leave after the child is born.
- **Nursing subsidies.** Male and female workers with children below 2 years old receive a monetary subsidy to pay for nursing services.

SOURCE: UNDP-SUPPORTED GENDER EQUALITY SEAL NATIONAL CERTIFICATION PROGRAMME IN CHILE; ENEL, WORK-LIFE BALANCE POLICY, 2019.

NOTE: THE GENDER EQUALITY SEAL PROGRAM IN CHILE IS AN INITIATIVE PROMOTED BY THE MINISTRY OF WOMEN'S AFFAIRS AND THE NATIONAL SERVICE FOR WOMEN, WITH THE SUPPORT OF THE UNITED NATIONS DEVELOPMENT PROGRAMME.

## BOX 5.3 | CASE STUDY

### InterContinental Hotels Group Addresses Employees' Eldercare Responsibilities in China

InterContinental Hotels Group (IHG) recognizes the importance of work–life balance for its employees and offers support in times of need. In China, many employees, particularly women, who work in IHG-branded hotels face pressure to balance their work with their elder care responsibilities. In 2015, IHG reported that more than half of its 55,000 employees in China were nonlocal, compared with 29 percent of its employees worldwide, and that 80 percent of colleagues wished to return to their hometowns in one to five years. Against this backdrop, the company launched its Best Offers from Hometown program to enable staff to find new positions in IHG hotels in or close to their hometowns when they need to care for their parents. Since the program's inception in 2015, more than 3,500 employees have participated, enabling them to meet family commitments while continuing to work in one of IHG's 391 hotels in China.

SOURCE: OXFAM AND UNILEVER, 2019.

#### BOX 5.4 | CASE STUDY

### ICTI Ethical Toy Program's Family-Friendly Spaces

In China, millions of children are growing up in the countryside while their parents migrate to find work many miles away in China's big cities. The domestic migrant factory workers have to live apart from their children and may see them only once a year. ICTI Ethical Toy Program's Left-Behind Children Program has piloted Family-Friend Spaces (FFS) and Migrant Parents Training workshops to support domestic migrant workers with left-behind children in China. FFS reunite domestic migrant workers with their left-behind children through safe, secure, and well-equipped spaces at factories at which children may learn and play while their parents work. The program strengthens worker well-being and delivers business benefits for participating factories. Since 2016, FFS have driven positive change at more than 18 toy factories in China through 30 FFS that accommodates over 1,200 children.

SOURCE: ICTI ETHICAL TOY PROGRAM, 2019

#### BOX 5.5 | CASE STUDY

### Addressing Local Barriers to Female Labor Force Participation in Pakistan

Mobility is often a key barrier to labor force participation for women in Pakistan. Hosiery manufacturer Interloop, for example, has factories in Faisalabad and Lahore that are in industrial zones far from residential areas. Interloop provides door-to-door pickup and drop-off service for its female employees. To guarantee women's safety, the company specifically introduced smaller cars to pick up women employees living in remote areas that are not connected to the main road and not accessible to minivans.

Similarly, Packages Limited provides an on-site childcare center and door-to-door pickup and drop-off service for its female employees. This service was introduced in 2018 to address the lack of mobility and safe transport in the country. Packages Limited's head of organizational excellence noted, "If we want to change the image of the male-dominated Pakistani manufacturing industry, if we want to be competitive and capture the global market, then we need to actively go out to the untapped reservoirs of female talent rather than wait for them to come to us."

SOURCE: IFC, 2018B.



### 5.1.1 Maternity protection and parental leave policies

Maternity protection and parental leave benefits can help reduce child and maternal mortality, improve child health and attachment, and support maternal health and well-being, gender equality, and business productivity (UNICEF, 2019). The latest medical and academic research suggests that paid parental leave should be offered to all parents, not just women, and encompass the following characteristics (ILO, 2016):

- **Job protection and fully funded paid leave.** This is needed to encourage employees to use their parental leave benefits. In the absence of adequate pay, women are likely to leave the labor force and men are less likely to take leave and be involved in family care. Research from the United States indicates that the fear of losing a job or inability to make ends meet prevents families from taking time off. The MenCare campaign recommends that paternity leave should be nontransferable.
- **Gender-neutral parental leave.** Once maternity protection is assured, parental leave helps encourage caregiving by all parents, healthy attachment by the children, and redistribution of care work at home. (See box 5.6.)
- **Paid maternity leave duration should be set at a minimum of 14 weeks** according to the provision of the most up-to-date ILO Maternity Protection Convention 2000 (No. 183), paid at least at two-thirds of previous earnings to ensure basic maternal and infant health needs. The ILO Maternity Protection Recommendation, 2002 (No. 191) calls for at least 18 weeks paid at 100



PHOTO: DOMINIC CHAVEZ/INTERNATIONAL FINANCE CORPORATION

**Success depends on ensuring that all parents (women and men, including same-sex partners) who go on leave are supported so they can return to work and that measures are in place to retain them through professional development opportunities.**

**Companies around the world are addressing this task with innovations such as these:**

- **Returnship programs to help mothers return to work after maternity leave or a long career break.**
- **Safe, clean, and private spaces in which to breastfeed with pumps and refrigeration and breastfeeding breaks as well as flexible work time arrangements.**
- **Mentorship and buddy programs for new mothers and fathers to offer them parenting support as well as career coaching and development.**
- **Apps to support mothers before, during, and after leave, such as Mindtree India's MiLady App and the Bank of Tokyo-Mitsubishi UFJ Ltd.'s online portal for mothers on maternity leave.**

percent of previous earnings. Leaves longer than a year, when exclusively taken by women, often discourage companies from hiring women, and make it more difficult for women who leave to re-enter the labor force after the birth or adoption of a child.

- **Opportunity to take parental leave intermittently and prenatally.**

Such policies can prevent complications during pregnancy and recovery. Parents should also be allowed to take their time simultaneously. Further, support for breastfeeding should be provided, including breaks and space conducive for breastfeeding or pumping milk.

- **Health protection at the workplace** is important to promote a healthy and safe environment for pregnant and nursing workers and prevent and address workplace risks to the safety and health of the pregnant or nursing woman and her child. Workplace assessments and adjustments are useful tools to help women work safely and productively until the beginning of maternity/parental leave.
- **Inclusive coverage of maternity protection to all employed women without discrimination**, even those in atypical forms of work, such as part-time work, temporary or seasonal work, self-employment, casual work, and working in the home.

When planning for maternal protection and parental leave, employers must answer the following questions:

- Do employees know about this benefit?
- Are women and men encouraged and supported to take parental leave?
- Is there a system in place to ensure a healthy and safe environment for pregnant and breastfeeding workers? Are reasonable accommodations in place to enable women to work safely and productively until the beginning of leave?
- How long is the leave and who is it for? (Employees who adopt children should be covered as should same-sex partners.)
- Can employees stay connected while on leave?
- Is there any mentorship or succession planning before employees go on parental leave? Are plans in place to provide support or coaching to ensure a smooth return from parental leave?
- How is the leave financed? Can it be financed through government resources—for example, social insurance?

## BOX 5.6 Incentives for Men to Take Parental Leave

When men take paid leave, they are more likely to understand their young children and get involved in caring for them. Research from Iceland and Quebec stresses a need for extra incentives for the second parent (usually fathers) to take leave and reduce the stigma around men being involved in family care work at home. Through such “use it or lose it” or “daddy quota” provisions, couples receive extra leave when both parents take time off. Making the leave compulsory has been proven efficient to boost men’s uptake of leave (Huerta and others, 2013).

Senior female and male leaders can initiate a culture change by taking parental leave and making the message clear to employees that taking leave is not only accepted but expected.

A senior director at EMD Serono, a 350-year-old family-owned pharmaceutical company operating in the United States and Canada, said, “We know that even when we have good policies, taking leave is hard. People are not always aware of the benefits or feel able to use them. We need a cultural shift legitimizing the use of care leave” (Gammage, Sultana, and Kes, 2019).

In the United Kingdom, for example, insurance company Aviva offers 12 months of parental leave, including 26 weeks at full pay. New dads have been taking advantage of this policy in significant numbers, indicating that companies can incentivize men to take leave and help address the cultural norms and other barriers that prevent men from taking on and enjoying more childcare responsibilities (Oxfam and Unilever 2019).

### 5.1.2 Flexible work arrangements

Options for flexible and part-time work are also helpful to allow working parents to re-enter the workforce as seamlessly as possible. These options may enable parents to be more engaged in caring for their children while simultaneously fulfilling their professional responsibilities. It is important that employers guarantee these arrangements without a wage or benefit penalty for workers, especially in the case of part-time work.

Flexible work policies have been shown to benefit not just working parents but employees in different stages of their lives and careers. Giving an employee the opportunity to work from home, work flexible hours, and pick up and drop off their children at school without repercussions could help a company retain its employees and keep them happy and satisfied. Flexible work arrangements are also appreciated by employees who do not have children. It shows employees that their work-life integration is important to their employer, and that their work ethic is trusted. Ways in which flexible hours could be supported are outlined in figure 5.1. Also see box 5.7.

### 5.1.3 Additional care services: Back-up or emergency childcare

Finding last-minute back-up care for children when they are sick, when school is closed unexpectedly, or when a regular childcare arrangement is unavailable can be stressful for employees and result in absenteeism and productivity losses. Many employers have begun to include a back-up childcare plan as part of their family-friendly work policies to cater to such eventualities. The multiple ways employers could put a back-up plan in place include the following:

- For unexpected emergencies, structure existing on-site, near-site, or community-based services to provide emergency back-up care for employees who do not regularly use employer-provided childcare.

### BOX 5.7 Key Considerations for Family-Friendly Working Arrangements

- What are the different options available for flexible working arrangements?
- Are these options also being offered to men and nonparents? Are men and non-parents taking advantage of flexible options?
- What about workers working on production lines?
- In case an on-site or near-site health clinic is not offered, is paid time offered to employees to attend health care appointments with dependents?
- Are paid nursing breaks provided? Is it possible to aggregate the time allotted for daily nursing breaks to instead reduce the work schedule at the beginning or end of the working day?

**FIGURE 5.1** Flexible Work Arrangements for Employees

Flex Time	Flex Time Off	Flex Location/Roles
<ul style="list-style-type: none"><li>• Compressed work week</li><li>• Flexible hours</li><li>• Banking work time</li><li>• Swap shifts</li><li>• Share shifts/job share</li><li>• Temporary reduction of job responsibilities</li></ul>	<ul style="list-style-type: none"><li>• Extra vacation and personal days</li><li>• Long-term time off</li><li>• Reduced hours (part-time) with same pay</li><li>• Paid daily nursing breaks</li></ul>	<ul style="list-style-type: none"><li>• Telework or telecommuting</li><li>• Temporary remote work for caring purposes</li><li>• Job sharing</li><li>• Change of role/responsibility</li></ul>

- Reserve extra places in nearby childcare centers so that in an emergency, employees can send their children to another childcare service without excessive stress or extra cost.
- Provide an in-home care option whereby the company works with a third-party provider that can send a trained childcare worker (professional or paraprofessional) to the home of an employee who needs back-up childcare. Depending on the country, many childcare companies offer these types of services. The care providers are prescreened and able to supply care on short notice.
- Provide a dedicated space and a teacher. This option enables parents to bring their children with them to work if they need to. It could also be provided for children after school as a space where they can be supervised, do their homework, and interact with other children in a safe place.

## 5.2 EXAMPLES OF OTHER FAMILY-FRIENDLY WORKPLACE INITIATIVES

Employers have been creative in finding ways to make their workplaces family friendly. Some initiatives that have been implemented follow. Also, see boxes 5.8–5.10.

- **Offer workplace campaigns.** Opportunities for all employees to participate in workshops, seminars, trainings, and events that promote key messages about early childhood development. Sessions about, for example, the benefits of quality childcare programs, the role of men in childcare, positive parenting, stimulating your child, and good nutrition can raise awareness among parents about good childcare practices and can increase demand for employer-supported childcare.
- **Account for the changing nature of families.** Families around the world are changing. There is no “standard” family type. For workplace family-friendly policies to meet the needs of all families, they must evolve. This includes making allowance for same-sex marriages and adopted children.
- **Promote fathers’ engagement in childcare.** Support the role of men as caregivers, allow them to take time off to participate in prenatal visits, hire men to work in childcare centers with adequate training and risk mitigation measures in place, equip caregivers to challenge gender stereotypes and share unpaid work, and encourage paternity leave as standard practice together with the take-up of other family benefits (Nepomnyaschy and Waldfogel, 2007).
- **Support access to high-quality primary, reproductive, and mental health care.** A workplace package that supports work–life balance will

**There is no “standard” family type. For workplace family-friendly policies to meet the needs of all families, they must evolve.**



PHOTO: WORLD BANK

## BOX 5.8 | CASE STUDY

# Patagonia Combines Traditional and Innovative Approaches to Support Working Parents

Patagonia, an outdoor and sports apparel and equipment company present in more than 50 countries, has comprehensive family-friendly policies, including paid parental leave and childcare support. Travel care and innovative leave opportunities are two of the company's most unusual family-friendly arrangements. When primary caregivers travel for work, Patagonia's travel plan enables them to have a care provider travel with them. Patagonia provides travel support to any mother who is breastfeeding and to mothers and fathers who have a dependent child who is bottle-fed, up to age one.

Patagonia also has a program to address coworker needs when someone is on parental leave or dependent leave. Individuals can apply to cover the posts of employees on parental leave and use this coverage as an opportunity to develop new skills or occupy a different position or rank within the company.

"We have programs in place to provide coverage during parental leave. These are employee development positions. An individual will take an abbreviated form of the role, and this allows it to be a development opportunity for someone else in the organization. This provides opportunities for employee growth and learning," says the company's senior director of human resources support.

SOURCE: GAMMAGE, SULTANA, AND KES, 2019.

support the holistic well-being of families, including their health:

- Prenatal, childbirth, and postnatal care are vital to ensuring the health and well-being of mothers and children. Ensuring sexual and reproductive health and rights is an important component of this care.
- Mental health for families during and after pregnancy is important to the well-being of adults and children. This includes support that addresses the high rate of maternal depression as well as other mental health issues that could be exacerbated by added parental responsibilities and unpaid work.
- Workplace benefits could include time to attend medical consults. Employers could also consider providing on-site health clinics or partnering with near-site providers.

- **Create workplaces that are free from harassment:** Gender-based harassment at the workplace is still prevalent. While it disproportionately affects women, men may also experience harassment, especially when taking parental leave or other family-friendly benefits. Family-friendly work environments are harassment-free zones with clear and accessible mechanisms to provide protection, address concerns, receive training, offer support, and undertake remedial action.



#### BOX 5.9 | CASE STUDY

### BKS Bank in Croatia Organizes Family Day

The BKS Bank in Croatia, a member of the MAMFORCE club of companies, began organizing an annual Family Day to introduce children to their parents' professional lives. This program was initiated as a part of the bank's MAMFORCE Action Plan as a measure to make the workplace better suited to working parents and to further establish BKS Bank as a family-friendly employer. Other measures promoted by the company include maximum tax-exemption payments for parents of newborns and a special gift for the infant, support for the cost of summer camps during school holidays, and other organized activities for the children of employees.

SOURCE: UN GLOBAL COMPACT NETWORK CROATIA, 2019.

#### BOX 5.10 | CASE STUDY

### Comprehensive Family Support Package Offered by Sompo Japan Nipponkoa Holdings

Insurance company Sompo Japan Nipponkoa Holdings supports employees through a number of workplace family-friendly initiatives to help them achieve a work-life balance. These policies include the following:

- Support during pregnancy, after childbirth, and with childcare. The company provides various types of leave, such as maternity leave and childcare leave, and flexible work options, such as reduced working hours for parents and a telecommuting system. Parents can take advantage of shorter working hours until the child completes the third grade of elementary school. In addition, employees are entitled to select short-term leave due to a child's illness or disability until the child is 18 years old.
- Support for employees on childcare leave. A forum is organized in Tokyo, Nagoya, Osaka, and Fukuoka every year to support employees who have taken childcare leave in their return to work. Employees returning from leave, their supervisors, and colleagues attend the forum to address their concerns about returning to work and create a smooth transition. Support tools are available for the supervisors of the returning employees to create a functioning work environment for all.
- Support for employees engaging in long-term nursing care. Long-term nursing care has become a common issue because of Japan's aging population. To help employees balance their work and care responsibilities, long-term family care leave can be extended to a total of 365 days. Employees are also entitled to nursing leave, shifting work for nursing care, and reduced working hours.
- On-site daycare center. In 2018, Sompo Japan Nipponkoa opened an on-site daycare facility, SOMPO Kids Park, at the headquarters in Tokyo. The company has also introduced a direct communication system between the parents and childcare workers through their smartphones.

SOURCE: UN WOMEN, 2019.

## 5.3 ADDITIONAL RESOURCES

Best Start Resource Centre. 2012. "Step by Step: Engaging Fathers in Programs for Families." Best Start Resource Centre, Toronto. <https://resources.beststart.org/wp-content/uploads/2019/01/J12-E.pdf> (English version) and <https://resources.beststart.org/wp-content/uploads/2019/01/J12-F-1.pdf> (French version).

*This guide helps employers plan and implement strategies for engaging fathers and suggests, for example, creating programs just for dads. Examples of dads-only programs include activities for dads and their kids, drop-in programs, conferences, parenting groups, prenatal classes for dads, and father discussion groups. Dads can also be integrated into existing family-friendly programs. Ideas for communicating with dads and keeping them engaged are also provided.*

Families and Work Institute. 2014. "Employer Lactation Toolkit—For Employers." Website. <https://www.familiesandwork.org/employer-lactation-toolkit-for-employers>.

*This online workplace lactation toolkit encourages employers to go beyond compliance and establish successful workplace lactation programs that work for all, including lower-wage and hourly employees.*

Heilman B., R. Levtoy, N. van der Gaag, A. Hassink, and G. Barker. 2017. State of the World's Fathers: Time for Action. Washington, DC: Promundo, Sonke Gender Justice, Save the Children, and Men Engage Alliance. [https://sowf.men-care.org/wp-content/uploads/sites/4/2017/06/PRO17004\\_REPORT-Post-print-June9-WEB-3.pdf](https://sowf.men-care.org/wp-content/uploads/sites/4/2017/06/PRO17004_REPORT-Post-print-June9-WEB-3.pdf).

*This report provides a global view of the state of men's contributions to parenting and caregiving around the world. The report provides recommendations for governments, employers, and individuals to promote involved fatherhood and caregiving.*

ILO (International Labour Organization). n.d. "Maternity Protection." Web portal. <https://www.ilo.org/global/topics/equality-and-discrimination/maternity-protection/lang--en/index.htm>.

ILO. 2016. Promoting Diversity and Inclusion through Workplace Adjustments: A Practical Guide. Geneva: ILO. [https://www.ilo.org/wcmsp5/groups/public/---ed\\_norm/---declaration/documents/publication/wcms\\_536630.pdf](https://www.ilo.org/wcmsp5/groups/public/---ed_norm/---declaration/documents/publication/wcms_536630.pdf).

*This guide for employers explains what reasonable accommodation is (including for pregnant workers and workers with family responsibilities), the process of providing it, and support available for employers.*

Oxfam and Unilever. 2019. "Business Briefing on Unpaid Care and Domestic Work: Why Unpaid Care by Women and Girls Matters to Business, and How Companies Can Address It." Oxfam GB, Oxford, U.K. <https://oxfamilibrary.openrepository.com/bitstream/handle/10546/620764/bp-unpaid-care-domestic-work-business-040619-en.pdf;jsessionid=6163D57061D96123DAC92750F470034D?sequence=3>.

*This Oxfam/Unilever business briefing shares complementary learning and insights gleaned from efforts regarding unpaid care and domestic work with communities and consumers around the world, and with businesses and brands to share emerging good practice and evidence.*

UNICEF (United Nations Children's Fund). n.d. "10 Ways Companies Can Be More Family-Friendly: How Employers Can Help Parents Give Their Children the Best Start in Life." UNICEF website. <https://www.unicef.org/early-childhood-development/10-ways-companies-can-be-more-family-friendly>.

*Short article listing ways in which businesses can create a family-friendly environment for employees.*

UN Women. 2019. Progress of the World's Women 2019 – 2020: Families in a Changing World. New York: United Nations. <http://www.unwomen.org/-/media/headquarters/attachments/sections/library/publications/2019/progress-of-the-worlds-women-2019-2020-en.pdf?la=en&vs=3512>.

*This report advocates for governments, civil society, and the private sector to recognize the diversity of families and to work together to implement the proposed policy agenda to advance women's rights and ensure that all families can flourish.*

World Bank. n.d. "Having Children: Evaluating Laws Affecting Women's Work after Having Children." Women, Business and the Law website. <http://wbl.worldbank.org/en/data/exploretopics/having-children>.

*Data on 187 economies list whether there is paid leave of at least 14 weeks available to women, whether the government pays 100 percent of maternity leave benefits or parental leave benefits (where maternity leave is unavailable), whether there is paid paternity leave, and whether dismissal of pregnant workers is prohibited.*



PHOTO: DOMINIC CHAVEZ/INTERNATIONAL FINANCE CORPORATION

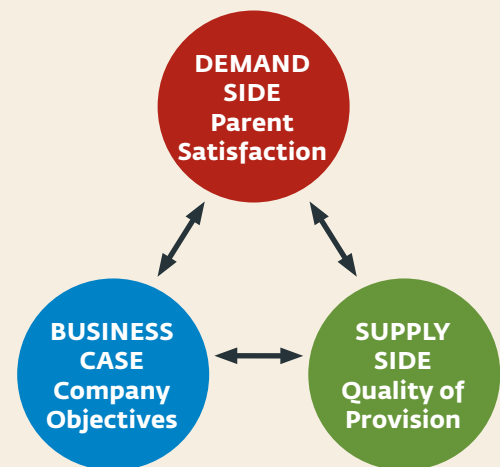
# Monitoring and Evaluating Implementation and Results

**E**mployers may want to know if the investments they are making in childcare are effective. This chapter provides a systematic approach to program design that includes ideas for assessing childcare programs.

The design of an employer-supported childcare program should include ways to track or monitor the results. The business case strategy for the childcare program needs to outline inputs, costs, activities, and desired outcomes. This process can include the following:

- **Obtain feedback from parents.** Measure the employees' satisfaction with their access to childcare, cost, quality, convenience, and impact of the services provided.
- **Assess the childcare provided.** Determine whether the health, hygiene, and safety standards and staffing are sufficient, whether high quality of relationships, nutrition and feeding, equipment and facilities, and child-friendliness are being maintained, whether the program is benefiting children's development, and whether the provider honors contractual obligations.
- **Measure the business case.** Collect evidence on the impact of the childcare benefit on parents and on key performance indicators to ensure that the investment is leading to desired results for all (conduct a cost-benefit analysis).

Monitoring program implementation to assess inputs against overall achievements provides an opportunity to learn from successes and mistakes, to adjust and improve policy and practice, and to quantify the business case for employer-supported childcare. This information will enable the employer to make decisions about the long-term sustainability of the efforts.





## 6.1 START WITH A SIMPLE THEORY OF CHANGE

A theory of change is the equivalent of a business model and implementation strategy (Brown, 2016). It identifies the problem or challenge, the change that needs to happen to address the challenge, and a plan for how to make it happen.

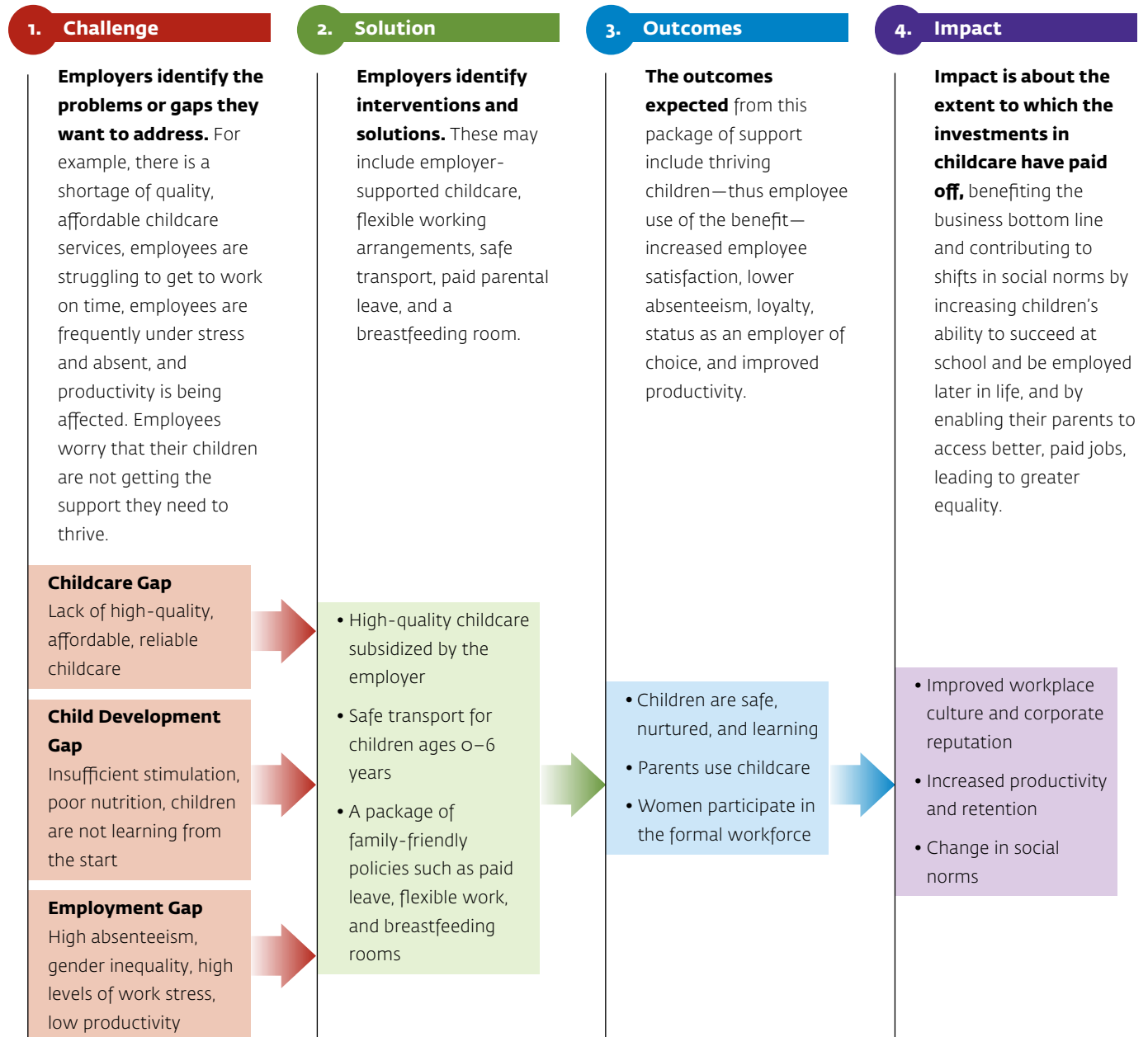
A simple theory of change for a childcare program—as well as for other family-friendly benefits—can help employers align their program objectives and activities with their business plan to lead to desired outcomes for employees, their children, and the business. Having a theory of change is foundational to the design of a monitoring system. A theory of change for a childcare program could focus on the following (figure 6.1):

**Having a theory of change is foundational to the design of a monitoring system.**



PHOTO: DOMINIC CHAVEZ/WORLD BANK

**FIGURE 6.1** Diagram of Theory of Change for a Childcare Program



SOURCE: IFC GENDER BUSINESS GROUP, 2019.

## 6.2 MONITORING PROGRESS AND OUTCOMES: FEEDBACK FROM PARENTS

As employers monitor and evaluate the implementation and results of their childcare benefit, obtaining information from parents is fundamental. Questions should be specific, allowing parents to address the quality, hygiene, safety, and other metrics evaluating the childcare service, what is working, and what could be improved. It also would be useful to hear from parents who have chosen not to enroll their children in the employer-supported program. Anonymous surveys (online and hard copies) and focus group discussions can be useful tools for this purpose.

### 6.2.1 Using technology to keep employers and parents updated

Employers may want to consider investing in technology to monitor and evaluate their program. Technology can aid with quick and efficient collection, management, and analysis of data, and it can enhance communication with parents. Several applications, such as Brightwheel, have been designed for use in center-based childcare.

These tools could be used to collect data on enrollment, attendance, child development, and teacher practices. When used efficiently, these tools can reduce time and administrative costs and improve the quality, processing, and reporting of data.

### 6.2.2 Monitoring progress and outcomes: Assessing the childcare provider(s)

When employers partner with childcare providers, either for on-site or near-site provision, periodic evaluation of the childcare provider is warranted. Employers could follow their regular procedures for evaluating service providers or might customize their procedures. Employers will likely want to look at the quality of childcare provision, the employer-provider relationship, contractual obligations, responsiveness to feedback from parents, and so on. Mindtree in India changes providers every three years through a competitive evaluation and selection process.

### 6.2.3 Monitoring progress and outcomes: Measuring the business case

Employers likely will want to determine whether their investments in childcare and family-friendly policies are enhancing their business. A set of key performance indicators based on the theory of change can be developed and tracked.

Evidence collected about the impact of the childcare benefit on parents and the business can be both qualitative and quantitative. Relevant information could include data on recruitment, retention (absenteeism and turnover), employee

satisfaction, stress levels, commitment to the company, motivation, psychosocial health of working parents, employee productivity, quality and timeliness of output, diversity and inclusion, company reputation, customer retention, community relations, access to markets, and so on.

IFC's 2017 *Tackling Childcare* report includes a list of sample questions that employers can consider as they monitor and evaluate their childcare solutions:

#### SINCE THE LAUNCH OF THE CHILDCARE PROGRAM:

1. Have there been changes in workforce issues such as:
  - i. recruitment and retention?
  - ii. absenteeism?
  - iii. gender diversity?
  - iv. work-life integration?
  - v. employee engagement and productivity?
2. Are employees using the program? Is it used by the types of employees it was intended to help (such as line employees with high turnover)?
3. Is there a balance of women and men using the service? If not, is it possible to more actively support working fathers?
4. Are employees aware of the services? Are prospective employees informed about it by recruiters? How do new employees learn about it? If take-up is lower than expected, why is that the case?
5. How can the take-up of the service be increased? Are employees using the services satisfied:
  - i. with the responsiveness of teachers?
  - ii. that the toys and activities are appropriate and safe for the children?
6. Are line managers aware of the business advantages of childcare benefits? Do they have the information and training to support parents at work?

## 6.5 ADDITIONAL RESOURCES

### In the tool box

- Sample form to collect feedback on childcare services from parents (A.14)
- Data sheet to development baseline for evaluating the impact of a childcare facility (A.15)
- Sample survey: Impacts of Childcare Issues on Employment for Parent/Guardian Caregivers of Children under Age Three (A.16)

### For further reading

Dana H. Taplin and Hélène Clark. 2012. "Theory of Change Basics: A Primer on Theory of Change." ActKnowledge, New York. [http://www.theoryofchange.org/wp-content/uploads/toco\\_library/pdf/ToCBasics.pdf](http://www.theoryofchange.org/wp-content/uploads/toco_library/pdf/ToCBasics.pdf).

*This is a practical and user-friendly guide on developing a theory of change.*

ECD Measure Group. n.d. "What is MELQO: What Is Included in MODEL and MELE?" website. <http://ecdmeasure.org/about-melqo/what-is-melqo/>.

*Measuring Early Learning and Quality Outcomes (MELQO) is a set of tools—developed for use in low- and middle-income countries—that can be used to (a) assess young children's development (the MODEL tools) and (b) assess the quality of early learning environments across the different quality aspects described in the MELE tools. The MELE tools could be used by the childcare provider to periodically assess the service against key quality standards. An online version is available.*

National Forum on Early Childhood Program Evaluation. 2007. "Early Childhood Program Evaluations: A Decision-Maker's Guide." Center on the Developing Child, Harvard University, Cambridge, MA. [https://46y5ehm1fhgw3ve3ytpwxt9r-wpengine.netdna-ssl.com/wp-content/uploads/2015/05/Decision\\_Guide.pdf](https://46y5ehm1fhgw3ve3ytpwxt9r-wpengine.netdna-ssl.com/wp-content/uploads/2015/05/Decision_Guide.pdf).

*This report provides policy makers and civil society leaders (including business) with knowledge to evaluate the quality and relevance of their program efforts. It is designed to prepare decision makers to answer five key questions related to quality, cost, and impact.*

Theresa M. Sull. 2001. "Guidelines for Self and Program Improvement: Program Evaluation for Child Care Professionals." Child Care Information Exchange. [http://srjstaff.santarosa.edu/~chaverin/pda-pdfs/SIMPLE/Program\\_Evaluation\\_for\\_Child\\_Care\\_Professionals.pdf](http://srjstaff.santarosa.edu/~chaverin/pda-pdfs/SIMPLE/Program_Evaluation_for_Child_Care_Professionals.pdf).

*Tool for choosing a focus and planning an evaluation. Includes an evaluation planning sheet.*





PHOTO: DOMINIC CHAVEZ/WORLD BANK



# Appendix: The Employer-Supported Childcare Toolkit

This guide is focused on the practical implementation of employer-supported childcare solutions. This section provides a set of checklists and templates.

## CHAPTER 1

### **A1: Choosing the Best Employer-Supported Childcare Solution**

Questions and recommendations for employers to consider when establishing an employer-childcare program.

### **A2: Understanding Employee Childcare Needs: Conducting a Needs Analysis**

A sample survey tool that employers can adapt to assess what services employers should provide to meet the childcare needs of their employees.

## CHAPTER 2

### **A.3: Plan International checklists for ensuring children's health, safety, and active play and learning**

This set of checklists developed by Plan can be used to monitor and strengthen the structural quality of childcare provision to ensure it meets policy and regulatory requirements.

### **A.4: Checklist for Safety in the Classroom/Care Environment**

This tool focuses on the management of a childcare center/classroom with pointers to maintaining safety.

### **A.5: Instructions for Hygiene and Nutrition for Young Children**

Access to water, sanitation and hygiene (WASH) is fundamental to children's health and to quality childcare provision. This tool provides guidance on ensuring proper hygiene and nutrition.

## CHAPTER 3

### **A.6: Basic Elements of Quality Early Childhood Care and Education**

Ongoing school-level support, supervising and monitoring are essential. This tool is meant to provide a quick guide to support expansion of center-based early learning and to answer key questions about quality of provision.

### **A.7: Three Ingredients for a Great Childcare Center**

This tool provides a quick, practical guide to establishing a quality childcare environment.

### **A.8: Employers' Checklist: Key Aspects of Architecture for Young Children**

This tool outlines some of the key features of childcare environments necessary to safeguard children (and staff) and support their holistic development.

### **A.9: Staffing a Childcare Program with a Qualified Team**

Employing staff to work with young children in a childcare center is one of the most important steps to providing a quality service. This checklist addresses important issues employers should consider.

### **A.10: Managing the Environment: Using Positive Discipline**

Relationships in the early years are key to children's learning. Responsive, respectful relationships are important to good child outcomes. This includes the use of positive forms of discipline. This checklist provides pointers to managing the childcare environment.

## CHAPTER 4

### **A.11: Making Childcare Affordable and Accessible**

A budget template developed from a social franchise childcare model that could serve as a starting point for employers to determine the feasibility and sustainability of a childcare solution.

### **A.12: Childcare Center Financial Model (monthly and annual)**

This simple, adaptable tool can be used to estimate the cost of a childcare program.

### **A.13: List of Investment and Operational Costs**

Separated into two cost categories that cover initial and ongoing expenses, this list helps identify the costs associated with offering childcare solutions.

## CHAPTER 6

### **A.14: Keeping Track: Monitoring Implementation and Results IFC Tackling Childcare Data Sheet**

Getting feedback from parents is an important part of monitoring program success. This template can be used to find out more about what parents appreciate about the employer-supported childcare and what can be improved.

### **A.15: Workforce data for establishing baseline for evaluating impact of childcare solution**

This tool can be used to collect data from employees about work-place childcare support to assess the impact of family focused workplace policies.

### **A.16: Excerpts from a Survey from ReadyNation/Council for a Strong America Impacts of Childcare Issues on Employment for Parent/Guardian Caregivers of Children under Age Three**

This survey tool collects basic data about demand for childcare service and the impact of a lack of childcare on working parents.

## A.1 Choosing the Best Employer-Supported Childcare Solution

Employers should consider the following issues and recommendations when setting up an employer-supported childcare program.

Issues to Consider	Recommendations
<b>Who is eligible?</b> Adopted children, stepchildren, extended family? Should services be available only for children of female employees or also male employees? What about children with disabilities and children from low-income families?	<ul style="list-style-type: none"><li>• Available to all children of all employees, prioritizing lower-income families, if needed.</li><li>• Fees/subsidies on a sliding scale to support children of lower-paid workers.</li><li>• Available to all children in a community, with priority to children of employees.</li></ul>
<b>Should employers provide safe transportation?</b> For parents and children to and from the worksite and childcare center? Who is held responsible and what is the course of action in case there is an accident?	<ul style="list-style-type: none"><li>• Transportation should be provided, if possible, or some financial support could be offered for use of existing transportation systems to increase access to and demand for employer-supported childcare.</li><li>• Adequate safeguards will need to be in place to assure safe transport of children.</li></ul>
<b>What hours should childcare be offered?</b> To support employees working in multiple shifts and varied workday durations, could the provider match the hours of the childcare facility to the employer's business hours? What about companies with 24/7 operations?	<ul style="list-style-type: none"><li>• Hours of operation should reflect the working hours of the employees, but some limits should be put on the number of hours that children can be in a care setting and the number of hours worked by teachers.</li><li>• Consider providing referrals to off-site childcare facilities that are clean and safe when on-site facilities are not feasible.</li><li>• Offering meals on-site could help to create a more holistic a one-stop solution for working parents.</li></ul>
<b>Could a 24/7 program be staffed?</b>	<ul style="list-style-type: none"><li>• Labor and safety regulations such as minimum wage, number of work hours and availability of rest periods for childcare staff, and availability of emergency support are some of the factors that need to be considered in case of extended coverage.</li></ul>

Issues to Consider	Recommendations
<p><b>Do plans ensure an inclusive model is adopted?</b> How will the business ensure that the facility, environment, pedagogy, space, and infrastructure are accessible to children from different ethnicities, religions, genders, abilities, and so on?</p>	<ul style="list-style-type: none"> <li>• Accommodate parent visits during workdays over lunch or for breastfeeding purposes.</li> <li>• Offer parent support programs and workshops to increase awareness about child development and uptake of childcare services.</li> <li>• Take note that parents of children with disabilities will need additional support because the children are largely underserved by childcare programs and early learning services.</li> <li>• Plan to handle issues of diversity in terms of religious practices, language, and so on because failure to provide for all children could constitute a barrier to participation and demand.</li> </ul>

SOURCE: IFC GENDER BUSINESS GROUP, 2019.

## A.2 Understanding Employee Childcare Needs: Conducting a Needs Analysis

The following is a sample survey that employers could use to assess what services employees need.

### 1. How many children do you have in the following age groups?

0–1 year:	3–4 years:	9–12 years:
1–2 years:	4–5 years:	Over 12 years:
2–3 years:	6–9 years:	

### 2. If the company offered an on-site childcare service, how likely would you use it?

☐ Very likely    ☐ Quite likely    ☐ Not likely

If you chose “not likely,” please share why. Thank you for your assistance. That ends the survey.

### 3. If you chose “very likely” or “quite likely,” please tick the boxes for the provision you would find most useful. (Choose one for each option.)

	Now	In future	Never
Full day crèche/nursery school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Play group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Drop-in center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parent-toddler group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
After school/homework club	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School holiday support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Back-up childcare	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 4. Other, please specify: \_\_\_\_\_



**5. How often do you think you would use the service?**

- ☐ Everyday    ☐ Three times a week    ☐ Twice a week    ☐ Once a week

**6. Mark which days of the week you would use the service.**

- ☐ Monday    ☐ Tuesday    ☐ Wednesday    ☐ Thursday    ☐ Friday    ☐ Saturday    ☐ Sunday

**7. What operating hours would be most helpful to you?**

Preferred start times	Preferred end times
<input type="checkbox"/> 7:30 a.m.	<input type="checkbox"/> 5:00 p.m.
<input type="checkbox"/> 8:00 a.m.	<input type="checkbox"/> 6:00 p.m.
<input type="checkbox"/> 8:30 a.m.	<input type="checkbox"/> 6:30 p.m.
<input type="checkbox"/> 9:00 a.m.	<input type="checkbox"/> 7:00 p.m.
<input type="checkbox"/> 9:30 a.m.	<input type="checkbox"/> 7:30 p.m.
Other: Please specify _____	Other: Please specify _____

**8. How much would you be willing to pay for this service?**

- ☐ Taka 0
- ☐ Taka 1–5,000
- ☐ Taka 5,000–10,000
- ☐ Taka 10,000–15,000
- ☐ Taka 15,000–20,000
- ☐ Taka 20,000–25,000
- ☐ >Taka 25,000

**9. What parental benefits would be most useful to help you better manage work and family responsibilities?**

**Select all that apply:**

- ☐ Lactation room
- ☐ Flexible work schedule
- ☐ Emergency/ back-up childcare
- ☐ Health support (such as child immunizations)
- ☐ Parental information sessions
- ☐ Resource groups
- ☐ Transport
- ☐ Other \_\_\_\_\_

SOURCE: IFC GENDER BUSINESS GROUP, 2019.

## A.3 Meeting Policy and Regulatory Requirements:

### Checklists for Monitoring the Structural Quality of Early Childhood Care and Education Centers and Preschools



These checklists have been developed by Plan International to help in planning, designing, constructing, equipping, maintaining and

supporting the staffing of community-based early childhood care and education (ECCE) centers or formal public preschools. They can also apply to privately-supported childcare services. These checklists also are useful when conducting monitoring visits for assessing how the buildings are being used and how they are being maintained.

The checklists look at the following “structural quality” dimensions, each of which are important for ensuring children’s health, safety, and active play and learning:

- Planning, design, and construction of the ECCE center/preschool: (1) Site selection, (2) Architectural Design, (3) Water Sanitation and Hygiene (WASH), (4) Structural design, and (5) Construction.
- Operation, maintenance, hygiene, and general safety provisions for the ECCE center/preschool: (1) maintenance and operations planning, (2) health and hygiene provisions, and (3) general safety provisions.
- Organization of the playrooms and furnishings.
- Resources for play and learning, indoors.
- Organization of the outdoor play area.
- Characteristics of the children and staff in the ECCE center/preschool.

The checklists draw on standards in common use for the infrastructure and equipping of constructions that provide children a safe and healthy space to play and learn and for educator training and professional development. They also draw on “Guidance Note: Measuring the Quality of Early Learning Programs” (World Bank, 2016), which considers structural quality and process quality dimensions.

Although the checklists are designed to be as relevant as possible, considering the different contexts in which they will be used, employers are advised to use the existing standards and regulations from the community and country where the childcare center is located. The following should be seen as suggested minimum standards. Employers adapting the list to the local context must at a minimum ensure that the spaces provide young children with a safe and healthy place to play and learn.

#### Notes on using the checklists for monitoring and evaluation:

Ensure that all staff using the checklist have a common understanding of what each question (“item”) means / is referring to, and therefore how each question will be assessed. This is important to ensure that the results of the assessment are not influenced by the individual perceptions of the particular assessor. One way to improve the reliability of the results is to train together the people that will be using the checklist, using the following progression:

- Explain and discuss the checklist with the group of people;
- Take the different assessors to the same ECCE center/preschool and ask each of the assessors to assess the center using the checklist;
- Reconvene to discuss each assessor’s results and comments, discuss differences that arise and agree on what the outcome of the assessment should have been.

## PLANNING, DESIGN, AND CONSTRUCTION OF THE ECCE CENTER/PRESCHOOL

The Key for the checklists is as follows:

No = Not present    Inad. = Inadequate    Adeq. = Adequate    Exc. = Excellent    N/A = Not applicable

	No	Inad.	Adeq.	Exc.	N/A	Comments
<b>1. SITE SELECTION</b>						
<b>The location of the site has been identified with and approved by community representatives and relevant local government officials.</b> This is to avoid or limit conflict over the location of the site. The preference is for the site to be on public land, where possible. If the site is on private land, there is a legally binding agreement in place confirming voluntary land contribution and / or the right to build on and use the land for the intended purpose—i.e., an ECCE center/a preschool.						
<b>The site is as centrally located in the community that will be served by the ECCE center as far as is reasonably possible.</b> This is to minimize the distance that young children have to walk in order to attend the ECCE center.						
<b>The site is located away from steep slopes.</b> Steep slopes are vulnerable to landslides, rock-fall, erosion, and rapid water run-off. Buildings will be affected by these issues if they are built on or below a steep slope (more than 10% incline). Steep slopes also suffer from access issues.						
<b>The site is not likely to be affected by high winds.</b> Exposed locations (e.g., hilltops or escarpments) have been avoided, and existing wind-breaks (e.g., trees and raised ground) are used, where necessary.						
<b>The site is not likely to be affected by flooding.</b> Flooding may result from an overflow of water-bodies (e.g., rivers, lakes, etc.) due to a combination of heavy rains and poor drainage. Sites should have a slope of 2% to 4% to facilitate natural drainage.						
<b>The site is not likely to be affected by waterlogging.</b> A waterlogged site may cause problems during construction as well as settlement of the resulting building(s) over time. Drainage of water from the proposed land, raising the land, excavating a suitable drainage canal at lower level, etc., are examples of possible land treatment methods in the case of water-logged sites.						

	No	Inad.	Adeq.	Exc.	N/A	Comments
<b>The site is located away from major roads with heavy traffic and railway lines.</b> Sites adjacent to important transport infrastructure expose children, students, staff, and their families to noise and air pollution, as well as an increased risk of accidents. Where it is not possible to avoid these totally, ensure that measures are put in place that mitigate these risks (e.g., overpasses, clearly signaled crossings, etc.)						
<b>The site is located away from large bodies of stagnant water, such as marshes and swamps.</b> This is to prevent the spread of vector-borne diseases.						
<b>The planned buildings are located away from high-tension electricity lines and transformers.</b> These can cause harm.						
<b>The soil characteristics at the site make it suitable for the designed ECCE center/preschool buildings.</b> Clay soils are generally the most suitable, where available. Avoid loose sandy soils that may not remain intact around foundations. Installing foundations in rocky soils can be very time consuming and expensive. Geologists or geotechnical engineers should investigate local site conditions.						
<b>There is adequate access to, and sufficient external space around, the site for both construction and everyday operations.</b> It is important to have space for play areas, queuing, emergency evacuation areas, site office, and storage of construction materials, possible future expansion, etc.						
<b>There is a detailed site plan in place, signed and approved by the structural engineer.</b> The site plan clearly shows how the proposed location relates to other facilities, water sources, drainage, latrines, topography, trees to be felled/left and the community in general. It also includes proposed landscaping such as planting, pathways and outdoor furniture to ensure an environment conducive to learning.						

## PLANNING, DESIGN, AND CONSTRUCTION OF THE ECCE CENTER/PRESCHOOL

### 1. Site selection *continued*

	No	Inad.	Adeq.	Exc.	N/A	Comments
<p><b>There is a record of a meeting with key stakeholders, ensuring that all of the above issues have been reviewed.</b> The records describe the different options considered and the reasons for selecting the proposed site. The following stakeholders should be involved in the process:</p> <ul style="list-style-type: none"> <li>• Structural engineer</li> <li>• ECCE/education sector project lead</li> <li>• ECCE center management committee</li> <li>• Children/Staff/Parents and other user groups—ensuring that children are also consulted</li> <li>• Line ministry representatives</li> <li>• Water ministry representatives where a new water source is being developed.</li> <li>• Community representatives</li> <li>• Local contractors/artisans (or the implanting contractor where appointed)</li> </ul>						
<p><b>There is a schedule of residual risks and issues associated with the chosen site in place.</b></p>						
<b>2. ARCHITECTURAL DESIGN</b>						
<p><b>The functionality of the ECCE center has been adequately considered at the design stage.</b> The architectural shape, layout, and materials chosen will determine the extent to which the ECCE center/preschool provides an environment that is safe, welcoming for all children, and supportive of their emotional and intellectual growth, and which builds a connection between the ECCE center and the wider community.</p> <p>For instance, centers should ideally allow 4.5–5.5 square meters of space per child, with a minimum of 3.8 square meters per child. A larger classroom improves programmatic flexibility and provides children with space to move around and engage in concurrent quiet and active play.</p>						
<p><b>The building has been designed for safe evacuation.</b> Clear passageways and exits, doors that open outward, and stairways with sturdy hand railings can help children and staff evacuate quickly and safely.</p>						



	No	Inad.	Adeq.	Exc.	N/A	Comments
<p><b>The ECCE center buildings have been designed to ensure that they are accessible to persons with disabilities.</b> Examples of possible measures include providing wheelchair access ramps, wider doors (1,000 millimeters), and adequate corridor space in which to maneuver a wheelchair and avoiding plinths or doorsteps obstructing entrance to classrooms. Also, removing obstructions from the ECCE center grounds and providing well-maintained circulation paths and routes.</p>						
<p><b>The planned ECCE center buildings have been designed to be climatically comfortable.</b> The measures that will need to be taken depend on the context and climatic conditions throughout the year. Possible measures include</p> <ul style="list-style-type: none"> <li>• Selecting size and location of door and window openings to maximize natural light and ventilation (the window area should be—at a minimum—equivalent to 20% of floor area, irrespective of climate);</li> <li>• Orienting buildings to minimize glare (direct light) and reflection (indirect light) or maximize natural light;</li> <li>• Orienting buildings to minimize the effect of strong prevailing winds or maximize natural ventilation;</li> <li>• Extending roof overhangs to provide shade from direct sunlight, glare, and reflection, and protection from torrential rain;</li> <li>• Using materials of high density to act as a heat sink and naturally regulate temperature.</li> </ul>						
<p><b>A fence enclosing the center/preschool is included in the design specifications.</b> This is important to stop children running out of the school outdoor area—for instance into traffic—as well as to stop animals entering the school area. The fencing materials should not be potentially injurious to the children (i.e., no barbed wire/spiny plants)</p>						
<p><b>The design specifies that areas used by the young children are on the ground floor.</b> When this is not the case (for instance in raised buildings constructed in areas prone to flooding) the doors and windows are screened/barrd to prevent the children falling out and any stairs or terraces/verandas above ground-level have guard-rails through which children will be unable to fall.</p>						

## PLANNING, DESIGN, AND CONSTRUCTION OF THE ECCE CENTER/PRESCHOOL

### 2. Architectural Design *continued*

	No	Inad.	Adeq.	Exc.	N/A	Comments
<p><b>The design includes a power source to provide light, connectivity for communications equipment (e.g., computers, etc.), and other devices.</b> Where alternative power sources—such as solar energy—are feasible, these have been considered. Climate-smart interventions should be leveraged to enhance water and energy security—for example, rainwater harvesting, solar panels, and school gardens.</p>						
<p><b>The design specifies the use of light, bright colors that reflect local cultural preferences to paint concrete walls.</b> Painted murals with educational content can be used—for instance, in hand-washing areas.</p>						
<p><b>The flooring materials proposed for the ECCE center are smooth, durable, non-slip, and easy to keep clean.</b> Cement floors should be “trowel burnt/burnished” so that they are non-abrasive. This is particularly important in ECCE spaces/preschools where children will often sit on the floor as they play and learn and may run around barefoot.</p>						
<p><b>Separate space is provided for administrative staff/ head teacher, if the center has these:</b> This gives privacy to children and teachers and maximizes the use of classroom space, enabling staff to work separately from students. Proximity between classrooms and administrative offices is recommended to monitor students’ activities and create “safety through transparency.”</p>						
<b>3. WASH</b>						
<p><b>The design includes the most relevant system to ensure an adequate supply of fresh potable water.</b> 3 Liters of potable water per child per day is considered to be an adequate supply. Options to ensure this supply may include (1) piped, (2) borehole/well, or (3) rainwater harvesting where there is adequate rainfall throughout the year.</p>						

	No	Inad.	Adeq.	Exc.	N/A	Comments
<p><b>The design includes an adequate number of child-friendly toilets or latrines for girls and boys.</b></p> <ul style="list-style-type: none"> <li>• In some contexts, it may be possible for girls and boys to share latrines; in others, separate latrines will be necessary.</li> <li>• A recommended ratio is 1 latrine/toilet to every 20 children attending.</li> <li>• All toilets, toilet seats, latrines, and urinals are child size. For instance, toilets would usually be at around 30 centimeters in height. Where larger toilets are used, there is a step in front and an additional cover with a smaller hole to reduce children's fear of falling in.</li> <li>• All latrines and toilets have a door to guarantee privacy. The door preferably has (1) an opening at eye level so the children can look out and (2) an opening so that the educator can reach inside and unlatch the door, if a child accidentally locks themselves in.</li> <li>• Latrines are well-enough lit to inspect for cleanliness and have at least two ventilation openings to reduce odors.</li> <li>• Bathrooms/nappy-changing areas can be accessed easily and quickly from the playroom (and the building should be designed such that the caregiver/educator in one area can see what is happening in the other).</li> </ul>						
<p><b>The center/preschool has adult-sized toilets/latrines for educators and parents/visitors.</b> Separate latrines/toilets for women and men should be constructed—this is also important to promote that the space is male-inclusive.</p>						
<p><b>The design includes a separate space with hand-washing facilities.</b></p> <ul style="list-style-type: none"> <li>• Any sinks, taps, etc., are child-sized, at the right height (45–55 centimeters for sinks).</li> <li>• A recommended ratio is 1 hand-washing station to every 20 children.</li> </ul>						
<p><b>The design includes systems for the adequate treatment of gray water.</b> Adequate drainage systems are put in place to prevent collection of gray water (water used for hand-washing, washing dishes, cleaning—where there is no risk of fecal contamination) and to support the recycling of gray water where relevant (for instance by being used to water the garden or flush toilets).</p>						

	No	Inad.	Adeq.	Exc.	N/A	Comments
<b>4. STRUCTURAL DESIGN</b>						
<b>The design for the site adopts a multi-hazard approach and responds to the specific hazards/emergency profile of the local area.</b> This is to ensure the building's ability to withstand all known and relevant natural and man-made hazard events to minimize danger to occupants, which takes precedence over all other considerations.						
<b>The design of the ECCE center builds on local construction practice, using construction materials from the local market and using locally available skills.</b>						
<b>The design of the planned ECCE center buildings is in compliance with national building codes and structural design guidelines and with Ministry of Education (MoE) regulations.</b> Where national codes do not address local materials or are known to be insufficient for on-site hazards, the design should be in compliance with internationally accepted building codes, guidelines, and good practice. Note that even with international guidelines, testing the strength of local materials may be necessary.						
<b>In terms of the building's performance objective, the ECCE center has been designed to be, at a minimum, "life safe" in the event of a known potential hazard occurring.</b> This means that the building is designed in such a way that it will not collapse and that nonstructural elements will not cause injury or death, even if a severe event causes heavy damage to the structure. An ECCE center considered "life safe" may still need substantial repair before it can be reoccupied. If the ECCE center is also to be used as a shelter during emergencies, the building will need to be designed to a higher standard.						
<b>The design of the planned ECCE center buildings has considered the soil conditions.</b> A design check has been carried out.						
<b>Where template designs are used, these have been modified to suit the local site conditions.</b> This has been achieved with direct input and sign-off from a professional structural engineer, confirming that performance objectives have been met. The template designs have also been approved by the MoE, as appropriate.						

	No	Inad.	Adeq.	Exc.	N/A	Comments
<p><b>The planned ECCE center buildings have been designed to be resistant to seismic activity.</b> Areas prone to earthquakes require appropriate designs. A structural engineer with the necessary expertise has been consulted and the buildings have been designed to the appropriate recognized standards. In addition, it has been ensured that the center is located a safe distance from surrounding buildings that may collapse.</p>						
<p><b>The planned ECCE center buildings have been designed to be resistant to high winds.</b> Areas prone to high wind events such as hurricanes and cyclones require appropriate designs. A structural engineer with the necessary expertise has been consulted and the buildings have been designed to the appropriate recognized standards.</p> <p>In addition, the center is located a safe distance from tall trees that may break/uproot as a result of high winds and cause damage/harm.</p>						
<p><b>The planned ECCE center buildings have been designed to be resistant to flooding.</b> Elevating buildings on top of piles or columns, or building on top of compacted earth, can raise the building above damaging floodwaters. Where elevation is not possible, using materials that can get wet is the next best option.</p>						
<p><b>The design for the site includes a drainage plan specific to the site that incorporates natural drainage and drainage infrastructure.</b> A new building will affect water-flow patterns during heavy rain, and this has been adequately addressed at design stage. Also, any roof run-off is discharged in safe drainage channels and does not compromise neighboring structures or land users</p>						



## PLANNING, DESIGN, AND CONSTRUCTION OF THE ECCE CENTER/PRESCHOOL

### 4. Structural Design *continued*

	No	Inad.	Adeq.	Exc.	N/A	Comments
<p><b>There are detailed construction drawings, bills of quantities (BoQ) and specifications in place.</b> These set out the detail of how the finished buildings should appear, and include precise construction details and exact descriptions of the materials and workmanship that is required to ensure the quality and safety of the design.</p> <p>These documents also technically underpin the contractual agreement and allow Plan International to hold contractors to account. Ideally these documents are easy for the local contractor to follow and enable the ECCE center management committee to monitor or take part in construction. This is particularly important when those involved in construction need to use unfamiliar hazard-resistant techniques.</p>						
<b>5. CONSTRUCTION</b>						
<p><b>Construction tenders clearly and transparently communicate Plan International's requirements.</b> This is essential to ensure that potential bidders are bidding on the basis of a sound knowledge of the construction risks. This requires a tender package that communicates the design and specification in detail along with site constraints identified in the site selection process. Ideally, a pre-tender clarification meeting is held where the details of the project are clearly explained (and contractors have the opportunity to ask questions) as this will greatly improve the quality of bids received and Plan International's ability to identify competent contractors.</p>						
<p><b>Construction tenders facilitate local procurement, where possible.</b> Construction is generally best procured as close to the location of the works as possible while still ensuring the necessary quality and financial compliances. This supports local livelihoods. Local procurement can be encouraged through careful stipulation of the selection criteria. The hiring of local staff can be one of the stated selection criteria in the invitation to tender.</p>						

	No	Inad.	Adeq.	Exc.	N/A	Comments
<p><b>Construction contracts have been written specifically for purpose and include clauses that describe all key contract management processes.</b> Where a construction contract exists that is standard in the local contexts this should be the first choice of contract. For locations where this does not exist, or the contract is not satisfactory, a contract based on the International Federation of Consulting Engineers (FIDIC) contract for small works should be used. A typical construction contract will include the following clauses:</p> <ul style="list-style-type: none"> <li>• Payment schedule;</li> <li>• Advance bank guarantees;</li> <li>• Insurances;</li> <li>• Variations clauses;</li> <li>• Termination;</li> <li>• Completion and retention release.</li> </ul>						
<p><b>Appropriate health and safety procedures are in place to protect construction workers and the wider community.</b> Children are not engaged in work at any stage of the construction process. The construction site is properly secured (fenced) and guarded to ensure community members, especially children, cannot injure themselves. Construction materials are safely stored to protect people and to ensure materials do not deteriorate or go missing. Workers are provided with and wear personal protective clothing and receive training on health and safety risks so that they understand and practice health and safety procedures. Safety inspections are carried out periodically, ideally on a daily basis.</p>						

## PLANNING, DESIGN, AND CONSTRUCTION OF THE ECCE CENTER/PRESCHOOL

### 5. Construction *continued*

	No	Inad.	Adeq.	Exc.	N/A	Comments
<p><b>A qualified technical expert is monitoring the ECCE center at key stages in the construction process.</b> Ideally, technical monitoring is conducted by a third party without financial or other ties to the construction team. Important inspection milestones include</p> <ul style="list-style-type: none"> <li>• Site and foundation preparation to ensure the buildings are set out according to plan, and that utilities and foundations have been properly laid;</li> <li>• Post-foundations: to ensure foundations have adequate strength and appropriate depth;</li> <li>• Wall or framing: to ensure material strength, that dimensions meet design specifications, and that walls and framing are properly anchored to foundations;</li> <li>• Roofing: to ensure specified weatherproofing and that roof structures is properly secured to walls or frames;</li> <li>• Completion: to ensure that all aspects of construction are complete, and the ECCE center is safe for occupancy.</li> </ul> <p>Sign-off on each milestone is carried out prior to proceeding to the next stage and includes an inspection of the works against the drawings and the materials/workmanship specifications defined in the BoQ.</p>						
<p><b>Capacity building of local workers is carried out as far as possible.</b> The Construction Stage provides a rare opportunity to invest in developing local construction skills through on-the-job training. Skilled tradespeople and unskilled laborers may lack experience of specific hazard-resistant techniques and, as such, will benefit from training programs that build their knowledge of hazard-resistant construction and enhance their ability to put these techniques into practice, as well as a broader orientation on hazard-resistant design principles so they can connect their technical construction techniques with the broader goals of safer construction.</p>						
<p><b>Snagging [punch list] is completed prior to preparation of final payment.</b> In the final stages of completion, a detailed snag list—a list of defects and incomplete works—is filled out that covers all outstanding work required to comply with the contract. This is to ensure that areas that still require completion or remediation are clearly communicated to the contractor. Completion of the snagging list by the contractor requires further inspection and sign off prior to final payment of retention.</p>						

## A.4 Checklist for Safety in the Classroom/ Care Environment

A well-managed environment in which potential hazards are removed or addressed allows children to move and play freely and safely. It also frees the teachers to spend more time in nurturing and caring activities.

Safety Checklist	
<b>Drop-off and pick-up protocols</b>	<p>A childcare provider can only release a child into the care of either a parent or legal guardian, or a person authorized by the parent/legal guardian. This is straightforward on paper, but it can get tricky when parents are not married, have separated, or are divorced. Childcare centers should keep in their files:</p> <ul style="list-style-type: none"><li>• Emergency card with information about health, emergency contacts, and insurance.</li><li>• Authorization card with names and photographs of people allowed to pick up a child.</li><li>• Copies of any court-ordered custody agreements.</li></ul>
<b>Entrance and exit</b>	<ul style="list-style-type: none"><li>• Steps and ramps should have rails.</li><li>• Doors opening to the outdoors should be unlocked or have panic bars.</li><li>• Hallways should be clearly lighted and uncluttered.</li></ul>
<b>Windows</b>	<ul style="list-style-type: none"><li>• Glass should be of a high-quality safety standard.</li><li>• Child safety locks on windows that open should be considered, as should mosquito or fly nets.</li><li>• Windows that open should have barriers or panels to prevent children from falling out.</li></ul>
<b>Floors</b>	<ul style="list-style-type: none"><li>• Floors should be free of debris or tripping hazards.</li><li>• Rubber backing should be put on rugs to prevent slipping.</li><li>• Floors should be regularly inspected for small items (that can go into the mouth), protruding nails, splinters, and so on.</li></ul>
<b>Walls</b>	<ul style="list-style-type: none"><li>• Electrical outlets should be child-proofed with coverings or safety plugs or should be placed at a height that cannot be reached by children.</li><li>• Pictures and wall decorations should be lightweight and securely fastened.</li><li>• Hot pipes or radiators that can burn children should be removed or secured.</li></ul>
<b>Ceilings</b>	<ul style="list-style-type: none"><li>• Lights should be well secured, with no loose wiring or hazardous cords.</li><li>• Mobiles and other objects hanging from the ceiling should be lightweight.</li></ul>

Safety Checklist	
<b>Furniture</b>	<ul style="list-style-type: none"> <li>• Child-friendly furniture, lightweight with rounded edges, should be chosen.</li> <li>• All furniture should be checked for loose parts, protruding screws, nails, and other hazards.</li> <li>• Moveable furniture should be well secured.</li> <li>• Electric appliances, TVs, and radios with cords should be kept out of children's reach.</li> </ul>
<b>Cribs</b>	<ul style="list-style-type: none"> <li>• Cribs can have several hazards and should be well inspected regularly.</li> <li>• To prevent strangulation, there should be no more than 2 3/8 inches between slats.</li> <li>• Corner posts should not protrude more than 1/16 inch.</li> <li>• Cribs should not have cut-out areas or carved wood or plastic on the headboard or footboard.</li> <li>• Mattresses should be firm and should fit snugly within the crib frame, and sheets should fit tightly without risk of coming loose.</li> <li>• Heavy blankets, pillows, or stuffed toys should not be placed in the crib.</li> <li>• Cover cribs and sleeping spaces with mosquito nets in countries where there is a prevalence of mosquito-borne diseases.</li> </ul>
<b>Toys and supplies</b>	<ul style="list-style-type: none"> <li>• Blocks and other toys should be checked for rough or sharp edges, splinters, chipping paint, or other signs of wear.</li> <li>• Broken toys should be repaired, if possible, or thrown away.</li> <li>• Toys should be checked for small or loose parts or parts that can be broken off—young children can easily choke on small pieces.</li> </ul>
<b>Poison prevention</b>	<ul style="list-style-type: none"> <li>• There are many items that can lead to childhood poisoning. Plants in or around the classroom should be safe (nonpoisonous).</li> <li>• Art supplies should be nontoxic (have a "nontoxic" label).</li> <li>• Chemical and cleaning agents should be stored out of reach and in a locked cabinet, preferably in a room away from the children and away from food supplies.</li> <li>• Medications must be stored out of reach and in a locked area.</li> <li>• If a national or local poison center exists, have its contact information easily available.</li> </ul>
<b>Storage</b>	<ul style="list-style-type: none"> <li>• Storage closets, garages, workshops, and outer buildings can contain a multitude of hazards. Be sure these areas are always inaccessible to children. Don't rely on supervision; install a lock.</li> </ul>



Safety Checklist	
<b>Bathrooms</b>	<ul style="list-style-type: none"> <li>• If possible, bathrooms should have child-sized fixtures. If not, then sturdy stools with wide, nonslip bases may be needed.</li> <li>• Teachers should have access to doors that open from the outside.</li> <li>• Children's skin burns easily, so the hot water temperature should not exceed 120 degrees Fahrenheit (approximately 49 degrees Celsius).</li> <li>• Water spills should be cleaned up immediately.</li> <li>• Areas such as under sinks should be checked for toxic or dangerous items. Toilet bowl cleaner can be deadly, for example.</li> </ul>
<b>Kitchens</b>	<ul style="list-style-type: none"> <li>• Children should not have access to kitchens, and certainly not when hot foods are being prepared. As a precaution, all knives and other sharp objects should be stored well out of children's reach; electrical cords should be out of reach on counters; stoves, refrigerators, and appliances should be securely positioned on the floor to prevent tipping over.</li> <li>• Don't rely on child safety latches because children can often open them.</li> </ul>
<b>Outdoor play</b>	<p>Outdoor play is important for children's healthy development. Most children love being outside and should be encouraged to do so each day as part of their care program. Guidelines for keeping children safe while outdoors should include</p> <ul style="list-style-type: none"> <li>• Always supervise children while they play.</li> <li>• Allow children to play only on equipment suitable to their age and developmental stage.</li> <li>• Check that all play equipment is in good condition.</li> <li>• Make sure that safety features are an integral part of play equipment whether in public places or when purchasing them. For example, have a safety net on trampolines, obtain helmets for cycling, and so on.</li> <li>• Outdoor areas should include opportunities to interact with the natural environment. Examples include water and sand play and chances to nurture plants and grow vegetables.</li> <li>• Purchase good-quality play equipment. Ensure that it has a recognized safety symbol, if one exists for the country, and that it has no sharp edges sticking out and can be safely secured to the ground.</li> <li>• Properly assemble and secure play equipment, following the manufacturer's instructions, and install all the necessary safety features.</li> <li>• Locate play equipment in a safe area of the outdoors not too near walls, trees, or hard surfaces such as tarmac, decking or paths, or near places that children might try to jump onto or off.</li> <li>• When installing play equipment, ensure that the ground clearance around it is adequate for the child to be able to play on it without hitting anyone or another object or structure. It is also important to ensure that if children jump or fall off, they won't crash into anything that could hurt them.</li> </ul>

SOURCE: HENDRICKS, 2008.

## A.5 Instructions for Hygiene and Nutrition for Young Children

### 1. HEALTH AND HYGIENE

- A. Clean, sanitary drinking water should be readily accessible in indoor and outdoor areas throughout the day. Infants should not be given water, especially in the first six months of life.
- B. All staff, volunteers, and children should abide by the following procedures for hand washing:
- **Wash with soap and clean water before**
    - Preparing food or beverages;
    - Eating, handling food, or feeding a child;
    - Brushing or helping children brush their teeth;
    - Giving medication or applying a medical ointment (such as for sores, cuts, or scrapes)
    - Playing in water (including swimming) that is used by more than one person; and
    - Diapering.
  - **Wash with soap and clean water after**
    - Using the toilet or helping a child use a toilet;
    - Handling bodily fluid (mucus, blood, vomit);
    - Handling animals or cleaning up animal waste;
    - Playing in sand, on wooden play sets, and outdoors; and
    - Cleaning or handling the garbage.
  - Situations or times that children and staff should perform hand hygiene should be posted in all food preparation, diapering, and toileting areas
- C. Daily cleaning of the childcare center should include mopping floors, wiping and sanitizing toys and door knobs, and so on.

### 2. NUTRITION AND FEEDING

Healthy nutrition improves the well-being and learning ability of children. Evidence shows positive links between children who are well-nourished and improved learning, attendance, behavior, and child-teacher relationships. Good nutrition fosters mental, social, and physical well-being and contributes to increased self-esteem and positive body image. Childcare staff will need to be involved in feeding of young children. Policies and procedures for this will need to be set to the highest standard to ensure children's health (Hurley, Yousafzai, Lopez-Boo, 2016).

- Safely storing, preparing, and serving foods is just as important in childcare programs as offering a balanced diet. Many children and adults get sick from eating foods that are not properly handled. Guidelines for food safety begin with purchasing food and continue through storing, preparing, serving, and cleaning up afterward.
- Food safety protocols will have to be set according to the age group of children. For example, in work-based childcare programs, mothers may come and breastfeed their children on-site or store breast milk for feeding during the day. Regulations for keeping a kitchen where meals are prepared for children will need to be strictly followed, as will menus (often regulated). Where children bring their own snacks, policies to ensure these are healthy should also be negotiated with parents.

#### **Preparing, feeding, and storing human milk**

Procedures for the preparation and storage of expressed human milk to ensure the health and safety of all infants must be followed (Academy of Breastfeeding Medicine Protocol #8; Revision 2010). The bottle or container should be properly labeled with the infant's full name and the date; the milk should be given only to the specified child.

### Sources and other useful materials:

Hurley, K.M., Yousafzai, A.K. and Lopez-Boo, F., 2016. Early child development and nutrition: a review of the benefits and challenges of implementing integrated interventions. *Advances in nutrition*, 7(2), pp.357–363.

Rosenbaum, Julia. 2019. "Focusing on the H in WASH: New Insights into Why Handwashing and Hygiene Are Key for Child Health and Growth." Global Handwashing Partnership website. <https://globalhandwashing.org/focusing-on-the-h-in-wash-new-insights-into-why-handwashing-and-hygiene-are-key-for-child-health-and-growth>.

Southern New South Wales (Australia) Local Health District. 2015. "Encouraging and Supporting Breastfeeding in Childcare Resource Kit." <http://thespoke.earlychildhoodaustralia.org.au/wp-content/uploads/2015/11/EncouragingSupportingBreastfeedingInChildcareResourceKit.pdf>.

WHO, UNICEF, and USAID. 2015. "Improving Nutrition Outcomes with Better Water, Sanitation and Hygiene: Practical Solutions for Policies and Programmes." Geneva: WHO. [https://www.unicef.org/media/files/IntegratingWASHandNut\\_WHO\\_UNICEF\\_USAID\\_Nov2015.pdf](https://www.unicef.org/media/files/IntegratingWASHandNut_WHO_UNICEF_USAID_Nov2015.pdf).

## A.6 Basic Elements of Quality Early Childhood Care and Education

### STRUCTURAL QUALITY

#### Adult-child ratio

- ✓ Ideally for preschool children (ages 3–6), the preferred ratio is 1:15, but in many countries the ratio is closer to 1:40 or higher. One solution is to hire an assistant to help the classroom teacher.

#### Physical environment

- ✓ Safe construction and ventilation should be provided (no sharp edges; adequate airflow and light).
- ✓ Preschool classes should be large, with a mat for class gathering and room for children to move.
- ✓ Toilets should be sized for small children and separate from toilets for older children.

### PROGRAM QUALITY

#### Program intensity and daily routine

- ✓ Ideally, children should attend at least 12 hours per week. Half-day programs are common.
- ✓ Young children need unstructured playtime (ideally, 30 minutes per 3 hours of structured class time).

#### Health, hygiene, and nutrition

- ✓ Children need nutritious food—ideally a morning snack, lunch, and an afternoon snack. Food may be provided by parents, depending on the context and preferences.
- ✓ Sanitation is important. Classrooms need to be clean. Children should learn to wash their hands regularly.
- ✓ Water quality is important. Testing the water before use and obtaining water purifiers may be important in certain contexts.

#### Curriculum, materials, and language of instruction

- ✓ Curricula should be activity based and encourage inquiry-based learning and play. Children should be developing pre-literacy and pre-numeracy skills—not drilled to write their names.

- ✓ Materials are needed but can be low cost and locally made from recycled materials (items such as rocks, corn husks, bottle tops, and so on).

- ✓ Children learn best in their home language.

### Community/parent engagement

- ✓ Parents should be engaged through regular communication on children's progress, ideas for home activities, and through volunteer opportunities or social events.

## QUALITY OF TEACHER

- ✓ Preschool teachers should have specialized training in early child development and should understand young children's physical, socio-emotional, and cognitive development.
- ✓ Training should combine pre-service (with practicum) and in-service experience, with mentoring and continued support and opportunities for professional development. Even a short pre-service experience (less than a month) can deliver good results with continuing support and development.
- ✓ Conditions of employment, including wages, need to be set to make the profession attractive enough to recruit talent and prevent turnover while still being placed within fiscal constraints.

## PROCESS QUALITY

**This item can be the least tangible aspect of quality but is perhaps the most critical.**

- ✓ Teachers should engage children in discussions using open-ended questions, encourage children to solve problems, share ideas, express opinions, and engage freely with materials.
- ✓ Teachers should ask children questions individually and engage in back-and-forth conversations.
- ✓ Children should interact with peers through play-based activities and not be idle for long periods.
- ✓ Teachers should display warmth, encouragement, and positive discipline.

## SYSTEM EFFECTIVENESS: SUPERVISION, MONITORING, AND EVALUATION SYSTEM

- ✓ Ongoing school-level support, supervising, and monitoring are essential. Rigorous, locally contextualized tools should be used to monitor quality of provision and child outcomes.

SOURCE: WORLD BANK ELP, 2019.

## A.7 Three Ingredients of Great Childcare Programs and How to Implement Them



**DG MT** Imagine a South Africa where every person has the opportunity to fulfil their potential...

**Three ingredients for great ECD centres and ways to support them:**

- 1 A secure, yet stimulating physical environment.**

A secure environment has:	A stimulating environment has:
<ul style="list-style-type: none"><li>• Clean &amp; safe drinking water</li><li>• Safe, clean &amp; hygienic toilet spaces</li><li>• A place for washing hands</li><li>• A bucket of sand in case of fires</li><li>• A basic first aid kit</li><li>• Fences with a lockable gate</li><li>• A visible list of emergency numbers</li></ul>	<ul style="list-style-type: none"><li>• Areas for play indoors and outdoors</li><li>• Varied opportunities for play</li><li>• Resources for play</li><li>• Well-thought-through daily routines</li></ul>
- 2 Well-trained adult facilitators who are warm and loving.**
- 3 Good nutrition, nutrition guidelines and menus for the week.**

**Ways to support...**

- Making the environment safe and secure – providing first aid kits, fencing the property, buying buckets and cleaning products, putting in toilets, etc.
- Making the environment stimulating – setting up indoor play areas with resources/equipment, setting up outdoor areas with resources/equipment, providing books, reading to children.
- Ensuring well-trained (and sufficient) adult facilitators – sponsoring the salary of a facilitator, sponsoring the training of a facilitator.
- Ensuring adequate nutrition for the children – sponsoring the salary of a cook, sponsoring the training of a cook, giving nutrition advice, drawing up weekly menus, shopping for weekly menus, bulk buying for a number of crèches.



SOURCE: DGMT, 2018.

## A.8 Employers' Checklist: Key Aspects of Architecture for Young Children



Physical settings—both indoors and outdoors—should enable children to play, explore, and learn safely. Employers designing a childcare facility or selecting service providers for an employee childcare support initiative should ensure the following requirements to safeguard children (and staff) and support children's holistic development:

- *Health and safety are nonnegotiable.* Although there is room for variation in the details of quality in childcare settings, the first priority should always be health and safety. Risk should be minimized (usually covered in licensing standards) and opportunities for warm, playful interaction maximized.
- *Attention must be given to disaster risk reduction and climate change adaptation.* This requirement includes recognizing children's particular vulnerabilities and planning for their needs. Programs should pay attention to early warning systems, to being prepared for emergencies, and to mitigation by building centers in ways that reduce structural risks.
- *Ensure engaging, developmentally appropriate equipment and materials are provided.* The learning environment should support children's different stages of development, promoting independence and exploration. For example, infants learn through interacting with their environment in a physical way, investigating cause-and-effect relationships by looking at, touching, and feeling objects. Older children, however, need space to play freely, make choices, and interact with other children.
- *Aim to provide access to outdoor space where children can move and engage with the natural world.* Evidence shows that children who play outside on a regular basis are healthier, have lower stress levels, show increased respect for themselves and others, and have more active imaginations.



## QUESTIONS TO CONSIDER

- ✓ Is the architecture interesting and engaging? Is the building designed from a child's imaginative perspective as well as that of an adult?
- ✓ Is the architecture visible to its users? If children can see how the building is put together; the very act of discovery can elicit greater awareness of their surroundings.
- ✓ Is the building designed with the scale of a child in mind? There should be child-oriented features at the correct height for young children to feel comfortable and own the environment.
- ✓ Is there enough space? Is there enough lighting? Is the environment sufficiently ventilated and heated when the weather is cold?
- ✓ Do the children have a range of spaces that will support different activities—from boisterous physical activities to quiet contemplative ones? The spaces must be designed specifically to support the needs of the children and their curricula.
- ✓ Are the routes through the building clear and uncluttered? Children should understand how different spaces are connected within the building and be able to use them safely.
- ✓ Is outdoor space available and readily accessible?
- ✓ Do children feel safe and secure? Is the building welcoming and friendly yet secure from unwanted visitors? There may be a need for security between different zones of a building.
- ✓ Is the architecture flexible and extendible? It may need to change and evolve with the program.

SOURCE: CHARLTON, 2017.

## A.9 Staffing a Childcare Program with a Qualified Team

Relationships matter throughout life. In the early years, relationships are especially important to children's development and well-being. Studies tell us that children learn through warm, engaged interaction with significant adults in their lives. Along the continuum of child development, starting at birth, children need different types of input and support to thrive.

In some countries, it might not be possible to ensure that every teacher has a formal qualification. Thus, providing ongoing

professional development for staff to ensure they can manage the safety, health, playful learning, and development of the children in their care should be a priority. Making sure staff are well paid and enjoy good working conditions, just as in any business, can enable quality. Also, maintaining high training and workplace standards is associated with obtaining high-quality services. Having a diverse childcare staff, including men, is also important for inclusiveness and to help change social norms.

### Checklist for Staffing a Childcare Program

<b>Staff Training</b>	Staff should participate in in-service training. Training in basic safety practices equips early care providers and educators with the skills to keep children safe during their daily routine and in emergency situations. Training should include first aid and cardiopulmonary resuscitation (CPR), including infant CPR, safe sleep practices, prevention of shaken baby syndrome, and emergency preparedness. Training should go beyond initial lessons in health and safety and include nurturing, responsive caregiving, appropriate pedagogical practices, and so on.
<b>References and Background Checks</b>	To keep children safe from abuse, all early childhood teachers and support staff, men and women, must provide a reference and undergo background checks. In some countries, this includes checking social service records for previous child abuse convictions. People with sex offender records cannot be employed to work with children.
<b>Establishing Conducive Working Conditions</b>	<p>The childcare sector is often characterized by poor working conditions, including inadequate benefits and protections, low wages, and limited or no opportunities for training and career progression. These conditions contribute to high turnover rates, low job satisfaction, and shortages of qualified staff (ILO, 2012). Staff should be paid fairly for their work and supported in the workplace. Their right to a work–life balance should be valued. Employers can</p> <ul style="list-style-type: none"><li>• Ensure that working conditions, remuneration, and benefits are comparable to those in the public sector or in other occupations that require similar qualifications.</li><li>• Provide appropriate shifts, overtime pay, and rest breaks, especially during 24-hour operations.</li><li>• Provide paid social security coverage for staff, including short-term staff, ensuring that workers are protected in the national social security system on terms comparable to other employees.</li></ul>

*continues on next page*

## Checklist for Staffing a Childcare Program *continued*

Establishing Conducive Working Conditions	<ul style="list-style-type: none"> <li>• Limit work hours to 40 hours per week to ensure a healthy work–life balance, prevent excessive workload leading to stress, and support family responsibilities. Hours of work scheduled should consider the many responsibilities of childcare personnel, including preparation and planning, assessment, parent consultations, and professional development.</li> <li>• Offer paid leave—annual leave, sick leave, maternity, paternity, and parental leave, family leave, and professional development leave. These may be legally mandated and contribute to the recruitment and retention of qualified personnel.</li> </ul>
<b>Protecting Childcare Staff</b>	<p>Health and safety protocols in the childcare and education sector usually focus on children rather than on the staff. The Occupational Safety and Health of teachers, depending on the location of the childcare facility and the nature of the business, is linked to the safety of children in the facility. In childcare centers, the emotional and physical well-being of teachers is essential to their capacity to support children's learning and development. Prevention, assessment, and management of risks to personnel and children visiting or using the premises is critical to employers. Staff may face certain biological, chemical, physical, and psychosocial hazards.</p> <ul style="list-style-type: none"> <li>• <i>Biological hazards.</i> Children and childcare workers are under a higher risk of infectious disease compared with children and adults not in a childcare setting.</li> <li>• <i>Chemical hazards.</i> Teachers may be exposed to disinfectants and sanitizers, which contain chlorine. This compound is known to irritate the skin and eyes.</li> <li>• <i>Physical and musculoskeletal hazards.</i> Childcare workers perform a variety of physically demanding tasks and are at a high risk for musculoskeletal disorders. Activities that can cause musculoskeletal strain include lifting and carrying children, pushing and pulling strollers, carrying diapers and garbage bags, and moving furniture and play equipment.</li> <li>• <i>Childcare workers are often underpaid and undervalued.</i> Childcare positions often offer low wages and no benefits and can require unpaid overtime. Although childcare workers are often highly motivated, these factors may result in low job satisfaction, burnout, and a high turnover rate</li> </ul> <p>Zoning requirements can help ensure that, depending on the production process or line of business, the childcare facility and its personnel are not exposed to any hazards and risks.</p>
<b>Gender Diversity and Inclusion</b>	<p>Women constitute the majority of the childcare workforce in almost every country. Discrimination and undervaluing the role of women and their work can contribute to low levels of remuneration and discourage qualified individuals from entering the profession, with implications for the quality of childcare and early learning. Childcare programs should be clear about their intention to build equality both through the provision of their services and the way they empower their staff. Attracting men to the profession can be a strategy to raise the status and working conditions in the profession while modeling gender equality for children.</p>

SOURCE: SUH, 2016.

## A10. Managing the Environment: Using Positive Discipline

Young children who have a warm, engaging, and stable relationship with their care provider and teachers are more likely to learn well (Reynolds, Magnuson, and Ou, 2006) and develop important socio-emotional skills and healthy self-esteem. Teachers can set an example of positive, respectful relationships by the way they engage the children and each other.

Positive discipline, unlike punishment, is kind and firm. The following actions can help care providers create an environment in which children feel emotionally and physical safe:

- Set simple rules that everyone, including the teacher can follow.
- Help children to develop their own internal ability to self-regulate.
- Proactively plan activities to keep children engaged and redirecting energy and emotion when needed to create positive environments and prevent challenging situations. This includes basing expectations of children on their developmental level.
- Respond to children's needs both physically (nutrition, hygiene, stimulating and engaging indoor and outdoor environment) and emotionally (listening, talking, following their lead) while maintain a healthy learning environment. Positive relationships between children are important and bullying should be addressed proactively with anti-bullying strategies.
- Use positive language and encourage and praise children. Abusive behaviour (verbal and physical) must be prohibited in a childcare program. It is damaging to the development of children in the short and long term. Many countries have anti-corporal punishment legislation, but not all do.

Harsh, abusive behaviour toward children includes the following and must be prevented at all times.

- The use of corporal punishment, including, but not limited to:
  - Hitting, spanking, shaking, slapping, twisting, pulling, squeezing, or biting;

- Demanding excessive physical exercise, excessive rest, or strenuous or bizarre postures;

- Compelling a child to eat or have in his or her mouth soap, food, spices, or foreign substances.

- Isolating a child in an adjacent room, hallway or any other area where a child cannot be seen or supervised.
- Binding, tying to restrict movement, or taping the mouth.
- Using or withholding food or beverages as a punishment.
- Toilet learning and training methods that punish, demean, or humiliate a child.
- Any form of emotional abuse, including rejecting, terrorizing, extended ignoring, or isolating.
- Any abuse or maltreatment of a child.
- Abusive, profane, or sarcastic language or verbal abuse, threats, or derogatory remarks.
- Any form of public or private humiliation, including threats of physical punishment.
- Physical activity or outdoor time taken away as punishment.
- Placing a child in a crib for a time-out or for disciplinary reasons.

### Sources and other useful materials

Florida Department of Families and Children, 2017.

National Resource Center (NCR) for Health and Safety in Childcare and Early Education <https://nrckids.org/CFOC/Database/2.2.o.6>

Positive Parenting Connection: Positive Discipline, A collection of on-line resources Available at <https://www.positiveparentingconnection.net/positive-discipline>

## A.11 Making Childcare Affordable and Accessible

The following budget template, adapted from South Africa's GROW with Educare Centres' social franchise childcare model, covers the basic costs and can serve as a starting point for employers to understand more about the feasibility and sustainability of their proposed childcare solution.

### COMPANY OWNERSHIP

#### Banking Details

Bank and Account Name: \_\_\_\_\_

Account Number: \_\_\_\_\_

### FINANCIAL SUMMARY

Item	Details	Cost
<b>Income</b>	Fee income	
	Other income	
<b>AVERAGE TOTAL MONTHLY INCOME</b>		
<b>Expenses</b>	Salary	
	Rent	
	Food	
	Other Monthly Running Costs	
	Franchise Fee per Month	
<b>AVERAGE TOTAL MONTHLY EXPENSES</b>		
<b>TOTAL MONTHLY RESERVES</b>		

#### Income

	Ages	Number of Children	Fee Per Child	Total
<b>Fee Income</b>	1 to 2			
	2 to 3			
	3 to 4			
	4 to 5			

#### Salary Expenses

	Staff	Position	Salary
<b>Salary Expenses</b>	Principal		
	Teacher		
	Childcare Assistant		
	Cook		
	Driver		
<b>TOTAL SALARY EXPENSES</b>			

#### Additional Expenses

	Item	Costs
<b>Other monthly running costs</b>	Electricity	
	Telephone	
	Water	
	Cleaning materials	
	Transport	
	Provisions	
	Insurance	
	Bank Charges	
<b>TOTAL ADDITIONAL EXPENSES</b>		





PHOTO: DOMINIC CHAVEZ/WORLD BANK



## A.12 Childcare Center Financial Model

### CHILDCARE CENTER FINANCIAL MODEL (Monthly)

This is a simplified financial model / budget to help you estimate the costs of running an on-site childcare center at your company.

#### Key Metrics

##### Quality Levels

- Child:Caregiver Ratio
- Child:Room Ratio

##### Finances

- Monthly Cost \$
- Annual Cost \$
- Annual Cost/Employee Served \$

#### Key Assumptions

##### Number of Children

- How many children do you expect in the center on average?

##### Fees

- \$ Do you expect parents to contribute a monthly fee? If so, how much?
- \$ TOTAL REVENUE (Monthly)

##### Facility

- How many rooms (classrooms) do you intend to set up?
- \$ Will you have to pay any rent for these rooms? If so, how much?
- \$ How much will you spend monthly on cleaning (outsourcing or in-house staff)?
- \$ Any other facility costs expected (utilities, licenses etc.)?

##### Staff

- How many staff do you intend to employ in the childcare center?
- \$ How much will each staff be paid (on average)?
- \$ FIXED COSTS (Monthly)

##### Food

- Do you expect parents to bring food? If Yes, skip to **Supplies**
- \$ If No, how much do you expect food costs to be per child / month?
- \$ If you are preparing meals on-site, any other costs (licenses, cook)?

##### Supplies

- \$ How much will you spend monthly on learning & play materials per child?
- \$ Any other miscellaneous expenses (diapers, soap, etc.)? (Per Child)
- \$ VARIABLE COSTS (Monthly)

- \$ TOTAL EXPENSES (Monthly)

SOURCE: KIDOGO, 2019.

CHILDCARE CENTER FINANCIAL MODEL (Annual)

This is a more complex monthly financial model / budget to help you estimate the costs of running an on-site childcare center at your company. Use this version if your company experiences significant monthly / seasonal fluctuations that may impact an on-site childcare center.

Assumptions		Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Annual
Revenue	Fee per child (monthly)	# of children (monthly)												
	\$													\$
Total Revenue														\$
Expenses														
	Fixed Costs													
	Facility Costs													
	\$	Facility Rent (Total)	# of Rooms											
	\$	Cleaning Costs (Total)												
	\$	Utilities/Licenses (Total)												
	Staff Costs													
	Variable Costs													
	\$	Staff Salary (Average)	# of Staff											
	Food Prep													
Variable Costs (Monthly)	\$	Food Cost (Per Child)	Food prep. (Total)											
	\$	Learning & Play Materials (Per Child)												
	\$	Other Miscellaneous Costs (Per Child)												
	Other Misc.													
Total Expenses														\$
PROFIT/LOSS														\$

Key Metrics

Quality Levels

Child: Caregiver

Ratio

Child: Room Ratio

Finances

Average Monthly Cost

Annual Cost

Annual Cost/Employee Served

SOURCE: KIDOGO, 2019.

## A.13 List of Investment and Operational Costs

Childcare cost categories generally include investment and operational costs. Investment costs are those associated with one-time capital investments, such as the initial construction or rehabilitation of childcare facilities. Operational costs are those associated with inputs required for the ongoing delivery of services and are usually recurring. They include salaries, supplies, and rent.

Investment Costs (one-time) may include the following expenses:

- Personnel to plan and implement project start-up (including salaries for staff, contract services and consultants, fringe benefits, taxes)
- Occupancy (such as construction, initial refurbishment, purchase of a site)
- Equipment and furniture (such as tables, chairs, mats, blackboards, computers, and electrical equipment)
- Office and training supplies (such as office and training materials, stationery)
- Transportation and travel (such as vehicle rentals, maintenance, fuel)
- Overhead costs (including licensing, insurance, bank fees)

Operational Costs (recurring) may include the following expenses:

- Personnel (such as salaries for administrative and classroom staff, fringe benefits, taxes)
- Occupancy, utilities, building insurance, repairs
- Ongoing pedagogical materials and equipment (such as books, toys, art supplies)
- Administrative supplies (such as telephones, printing, accident insurance)
- Ongoing staff development (including workshops, training, library facilities)
- Health, wellness, mosquito nets, water purifiers, and nutritional items (such as hygiene products and meals)

SOURCE: NAUDEAU AND OTHERS, 2011.

## A.14 Keeping Track: Monitoring Implementation and Results

Sample form to collect feedback on childcare services from parents

### A. Please provide a short response to the questions below

1. How old is your child?	
2. How long has he/she been at the childcare center?	
3. Does the service offered by the childcare center help you to be economically active?	
4. Do you think the service you receive from the childcare center offers you value for your money?	

### B. Please answer the questions below by placing a X in the appropriate column

	ALWAYS	SOMETIMES	NEVER
<b>Quality of Service</b>			
5. My child is happy at the childcare center			
6. My child is learning new things everyday			
7. The teacher provides me with regular feedback on my child's progress			
8. I know how to contact the childcare center if I am worried about my child			
9. I would recommend the childcare center to others			
10. Give a reason for your answer above			

### Parental Engagement

11. I read to my child at home			
12. I play with my child at home			
13. I tell my child stories			
14. I sing songs with my child			

**If there is anything else you would like to say about your experience as a parent/caregiver using the childcare center, please do so in the box below.**

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## A.15 Workforce Data for Establishing a Baseline for Evaluating Impact of a Childcare Solution

### IFC TACKLING CHILDCARE DATA SHEET

Baseline data for Year X (or most recently available year)

#### 1. Workforce statistics\*

- Overall numbers of workers (separately by gender)
  - Indicate how many are part time, if relevant (separately by gender)
  - Indicate how many are temporary, if relevant (separately by gender)

*\*If available, it would be helpful to have these data broken down by type of staff:*

- Managers (separately by gender)
- Supervisors (separately by gender)
- Administrative staff (separately by gender)
- Operational workers (separately by gender)

#### 2. Working parents

- Numbers of workers with children (separately by gender) (birth to age at which compulsory schooling ends)
- Number of women with children younger than four years of age, ideally broken down by
  - Women with infants (under age one)
  - Women with toddlers (between age one and two)
  - Women with young children (ages two and three)

#### 3. Maternity/paternity/parental leave

- Number of women who went on maternity leave
- Number of women who returned from maternity leave and were still employed a year later

- Number of men who went on paternity/parental leave
- Number of men who returned from paternity/parental leave and were still employed a year later

#### 4. Absenteeism

- Number of days lost/absenteeism rate for
  - All employees (separately by gender)
  - All women with children younger than four (or younger than start of compulsory primary school education), ideally broken down by
    - Women with infants (under age one)
    - Women with toddlers (between age one and two)
    - Women with young children (ages two and three)

#### 5. Employee turnover

- Number of employees (separately by gender) who resigned/voluntarily left the company
- Number of women with children younger than four who resigned/voluntarily left the company

#### 6. Recruitment

- Total number of job applicants (separately by gender)
- Total number of job applicants with children under age four
- Number of job applicants who say they have heard of the new crèche
  - How important was the crèche to their decision to apply for a job at this company?

## CHILDCARE-SPECIFIC COSTS (WORKPLACE CRÈCHE)

### 7. Time and resources spent on developing the crèche

- Staff time for planning and supervising construction of the crèche
- Costs of crèche construction:
  - Architect firm
  - Building and materials
  - Furnishings and equipment
  - Licensing process
  - Consultants and lawyers
  - Other direct costs

### 8. Costs of crèche operations

- Salary costs for childcare center staff
- Meals
- Books
- Transport
- Insurance
- Electricity and water



## A.16 Excerpts from a Survey

### from ReadyNation/Council for a Strong America on the Impacts of Childcare Issues on Employment for Parent/Guardian Caregivers of Children under Age Three

Survey of parents or guardians who are the caregiver (not paid) of at least one child currently under three years of age [or whatever the specified age range is]. Note: Other surveys could cover a broader age range or ask different questions about the childcare context.

#### SURVEY

##### 1. What is your gender? \*

- a. Female
- b. Male
- c. Other/prefer not to specify

##### 2. What is your age?

- a. 18 or under
- b. 19–24
- c. 25–29
- d. 30–34
- e. 35–39
- f. 40–45
- g. 45–49
- h. 50+

##### 3. What is your current marital status?

- a. Married
- b. Single and living without a partner
- c. Single and living with a partner
- d. Divorced
- e. Separated
- f. Widowed

##### 4. Which of the following best represents where you live?

- a. Large city (100,000 or more)
- b. Small city (less than 100,000)
- c. Suburbs
- d. Rural area
- e. Not sure

##### 5. In your household overall, on balance, for your children under age 3, please check one: \*

- a. I am the primary caregiver
- b. Another person is the primary caregiver
- c. Caregiving is shared equally across caregivers in our household

##### 6. For how many children under 3 years of age are you the primary caregiver?

Zero (End survey), 1, 2, 3+

##### 7. Over the past *three months*, because of childcare issues, have you:

Zero times, 1–3 times, 4 or more times

- a. Missed a full day of work
- b. Been late for work
- c. Left work earlier than normal
- d. Missed part of the middle of a work shift
- e. Been distracted to the point of being less productive at work

**8. Since your children under age 3 were born/adopted, have you experienced any of these work-related issues because of problems with childcare?**

- a. Been let go or fired
- b. Been demoted or transferred into a less desirable position
- c. Had your pay or hours reduced
- d. Been reprimanded by a supervisor
- e. Had problems participating in work-related education or training

**9. Since your children under age 3 were born/adopted, did you have to take any of these actions because of problems with childcare?**

- a. Turn down a new job offer
- b. Turn down a job promotion or reassignment
- c. Turn down an opportunity to pursue further education or training
- d. Change from full-time to part-time work
- e. Reduce your regular work hours
- f. Quit a job

**10. What type of childcare do you use for each child? (ask for each child under age 3, starting with oldest)**

- a. Center-based childcare facility
- b. None, I am at home with my child(ren)
- c. None, my significant other stays home with my child(ren)
- d. Home-based relative care other than stay-at-home spouse/partner
- e. Home-based nonrelative care
- f. Care in your own home by a nanny
- g. Multiple arrangements
- h. Informal childcare (care through a family member or friend)
- i. No childcare arrangements on a regular basis

**11. Generally speaking, how satisfied are you with your current childcare arrangements?**

- a. Very satisfied
- b. Somewhat satisfied
- c. Somewhat dissatisfied
- d. Very dissatisfied
- e. Not sure

**12. Which of these challenges regarding access to childcare do you face? (Check all that apply)**

- a. Finding care that is affordable
- b. Finding care that is high quality
- c. Finding care at a convenient location
- d. Finding care that has open slots (not filled up)
- e. Finding care that matches a work schedule outside Monday–Friday daytime hours
- f. Finding care that can be flexible to accommodate changing work shifts
- g. Finding care on an emergency/back-up/sick child basis
- h. Finding care for a special needs child
- i. None

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## Endnotes

- 1 Kuwait appears twice on the list because it has two triggers of obligation: number of female employees (50 women) and number of employees regardless of gender (200 employees). A growing body of research, for example in Chile, shows that laws that mandate employers to provide or support childcare based on female employment thresholds can perpetuate gender discrimination, transfer the cost of childcare to female employees in the form of lower wages, create and perpetuate a gender pay gap, and create disincentives for hiring women.
- 2 A cost-benefit analysis measures a project's impact in monetary terms by calculating the financial benefits and subtracting the costs. Cost-effectiveness analysis measures the incremental impact(s) relative to the costs. Cost-effectiveness can be calculated using relative outcomes in cases in which impacts cannot be wholly monetized (such as in health care).



## Contact Information

IFC  
2121 Pennsylvania Avenue, NW  
Washington, DC 20433 USA

☎ +1 (202) 458-2262

@ BMurti@ifc.org

i www.IFC.org/gender

🐦 @WBG\_Gender

[ifc.org](http://ifc.org)



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