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Addressing Childcare in the World Bank Portfolio: Approaches, Experiences, and Lessons Learned

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Key Findings on Childcare in the World Bank Portfolio

- i. Need for more analysis in project design: Formal diagnostic activities are often not undertaken to determine whether childcare services are required in a project or how they should be administered. This situation arises partly because childcare services are often not identified as a project activity in the early stages of project planning.
 - Diagnostics to determine the need for childcare services need not be overly complicated or taxing to task teams, and there are resources available to support these activities.
 - ii. Increase the focus on quality standards: Addressing or tracking the quality of childcare services remains a challenge. Among other reasons, this may be a result of not including childcare services early on in project planning (for example, when performance metrics are developed).
 - Better guidance to inform the development and implementation of appropriate quality standards is becoming available.
 - Childcare services should be piloted before going to scale to ensure quality and applicability in different contexts.
 - iii. In many projects, partnerships across government entities, as well as between government and non-governmental organizations, have been instrumental to the delivery of childcare services.
 - The private sector (whether it is employer-based or a low-cost childcare provider) can also play a role in providing childcare services.
 - iv. Few projects are costing out childcare arrangements during project preparation and implementation. Projects tend not to include a specific budget allocation for childcare activities because they are considered ancillary services in support of the project's main activities.
 - Projects should pay more attention to costs associated with childcare services, both planned and actual.
 - v. Projects conduct little monitoring of childcare activities (including activity inputs, outputs, outcomes, and impacts). Many teams revealed that they had no information as to whether the childcare activities laid out in the project appraisal document (PAD) were being implemented, let alone if the activities were achieving the intended impacts.
 - Frameworks exist to help identify potential indicators that are easy to track and can improve project implementation.
- The good-practice examples and lessons, as well as resources, highlighted in this report can address these findings and improve the quality and effectiveness of investments in childcare in the World Bank portfolio.



Photo credit: Amina Semlali

1. Introduction

Access to reliable, affordable, good-quality childcare services has a strong economic rationale. It can support improved early childhood development and associated economic benefits, and it enables families to increase access to income-generating opportunities (box 1.1). Furthermore, childcare provision can generate benefits for businesses (be they private or public) in terms of improved recruitment, retention, and worker productivity (Niethammer et al. 2017). And finally, childcare as a sector, if developed, may be a viable source of employment. These four broad pathways lead to benefits in the long term for economic competitiveness and the prosperity of societies.

Some World Bank Group lending operations include childcare as a project activity, primarily to improve the quality of women's participation in the project and the results of development initiatives. This review takes stock of the World Bank lending portfolio to synthesize the approaches and experiences to date and draw out the lessons learned for operational task teams.

The report addresses five broad domains related to childcare in project design and implementation that emerged based on the interviews conducted with the project teams. These domains are discussed in the next five chapters: analysis, quality standards, partnerships, costs, and monitoring and evaluation. In addition to the case studies within each chapter, the report contains two longer case studies that illustrate these domains in a single example.

The 69 projects and the methodology used to identify and assess them are described in appendix A. The reviewed projects had different motivations for including childcare, reflecting the multiple pathways in which benefits can accrue from improving childcare access and quality (box 1.2).

Likewise, there was a varying approach to addressing the need for childcare across projects. Most of the projects identified in this review focused on supply-side interventions.

Box 1.1. Childcare Improves Women's Labor Outcomes in Low- and Middle-Income Countries

The lack of childcare has been described as a global crisis in regard to women's work (Samman, Presler-Marshall, and Jones 2016) and a major constraint to women's participation in the labor force and access to better jobs in 15 European countries (De Henau, Meulders, and O'Dorchai 2010). In Pakistan, Peru, and 10 African countries, 40 percent of working mothers bring young children to their place of work, a practice that can have negative cognitive and health effects on small children and impede women's productivity (World Bank 2012).

A growing body of evidence establishes that the availability of childcare affects female labor supply at both the extensive margin (whether to work at all) as well as the intensive margin (how many hours, productivity, and the type of work). The vast majority of such studies are from developed countries. This literature generally finds that increasing women's access to quality, affordable childcare leads to increases in women's labor force participation (Bick, 2016; Givord and Marbot 2015).

Although there are fewer studies in low- and middle-income contexts, the evidence is growing. There are a number of rigorous studies in the Latin American region (as discussed in more detail in Mateo Díaz and Rodriguez-Chamussy 2016). In Brazil, center-based care increased the probability of mater-

nal employment by 44 percentage points, enabled mothers to work full time, and increased mothers' work in the formal sector (Sanfelice 2018). Similarly, in urban Argentina, public preschools increased the likelihood of maternal employment by 7 to 14 percentage points (Berlinski and Galiani 2007). In rural Colombia, community-based childcare centers more than tripled women's probability of employment and increased their hours worked by 75 hours per month (Attanasio and Vera-Hernandez 2004).

Similar results have emerged from other regions. Preschools in Mozambique allowed caregivers (primarily mothers) to increase participation in the labor market (Martinez, Naudeau, and Pereira 2012). Enrolling children three to five years of age in preschools in Togo resulted in women being 37 percent more likely to work outside the home (Tabbert 2009). In Vietnam, childcare expansion resulted in increased wage and formal sector employment compared to self-employment, longer hours, and higher income (Dang, Hiraga, and Nguyen 2019).

Access to childcare can affect male labor market outcomes as well as female labor supply. Publicly provided childcare in Mexico not only increased female labor force participation and earnings, but also enabled men to spend time searching for better-paid jobs (Calderon 2014).

- **Childcare Service Delivery:** Thirty-five projects proposed to support the delivery of childcare services. The review identified several examples of financing of childcare services through public works. The vast majority of projects focused on community-based care in the form of crèches; however, the review also identified some examples of center-based care services.
- **Infrastructure:** Seven projects focused on building new infrastructure or upgrading existing infrastructure. These projects were mainly Community-Driven Development (CDD) projects led by Social, Urban, Rural, and Resilience Global Practice (GSURR).
- **Employment in the Care Sector:** Three efforts (two skills training projects in Ghana and Liberia and an employment development policy loan, or DPL, in Tunisia) focused on supporting women in entrepreneurship and employment opportunities within the care sector.
- **Policy Reform:** Five DPLs addressed the efficiency of public service delivery.

Demand-side interventions were more common in public works and training projects and mainly focused on addressing cost barriers.

- **Subsidies to Parents:** Nine projects provided a subsidy to parents (mainly the mother) to offset the cost of childcare. One project was a Conditional Cash Transfer (CCT) that included a child allowance.
- **Stipends to Women or Project Participants:** The remaining eight projects provided a stipend to project participants or a designated caregiver. In some instances a stipend was provided to all women; in other cases it was provided only to women with children; in a few cases a stipend was paid to both men and women, but the stipend was higher for females.

The 69 projects with childcare activities are encouraging. However, this review also identified the need for a more strategic and concerted approach to childcare in order to maximize potential benefits.

Box 1.2. The Rationales for Addressing Childcare in World Bank Projects

Increasing Female Participation in Project Activities: The majority of projects (34) considered childcare as a strategy to increase women's participation in the project activities. Most of these projects were skills training, public works, or agriculture projects that aimed to reach women. In addition to the aim of increasing female participation in the project, a handful of public works projects (4) expressed the rationale for childcare as one of improving the delivery of public services.

Improving Public Service Delivery: Nine other projects anchored the rationale solely in improving public service delivery. These projects were mainly infrastructure or Community Driven Development (CDD) projects that recognized childcare as a public service in which communities could opt to invest.

Improving Labor Market or Economic Outcomes for Women: In 16 projects, the rationale for childcare focused on improving the women's labor market or economic well-being. These were mainly employment and entrepreneurship projects, as well as a few energy and transport projects that aimed to improve women's employment in those sectors. One project (a DPL in Poland) addressed childcare to improve labor market and economic outcomes for women *and* to improve public and private service delivery.

Improving Child Development or Education Outcomes for Children: Five projects (four education projects and one cash transfer project) focused on childcare from the standpoint of improving outcomes for the children. Only one project in the review, an early childhood development (ECD) project in Sri Lanka, addressed childcare to improve development outcomes for poor children *and* labor productivity for women.

Safeguards Compliance: Four projects referenced childcare in the project appraisal document (PAD) with a rationale focused on safeguards compliance. In several of these instances, childcare was mentioned in relation to resettlement plans. The review found that among these four projects there was no evidence of follow-up during implementation or tracking of childcare activities, however.

2. Analysis

Analysis should underpin the design of project activities, drawing on a range of evidence. Analysis underlying childcare components of projects should reflect the rationale for the childcare, consider different aspects of the demand for and supply of childcare to establish the care needs and preferences of project beneficiaries, and review the existing childcare landscape, including service options. Specifically, the analysis should assess the following, as relevant:

- Intra-household allocation of care work and its effect on women's participation in productive activities;
- Societal norms and parental preferences around childcare arrangements;
- Current supply of childcare services available in the project context;
- Quality of existing childcare services (for example, standards, licensing);
- Barriers to a household's access to existing childcare services;
- Legal frameworks and the role of government in providing childcare services, including existing government regulation, policies, or programming; and
- Role of private sector in providing childcare services.

This portfolio review finds that only 25 percent of the projects included in this review report have conducted or taken into consideration some type of formal diagnostic related to gender and care during the project cycle:

- Childcare services are often not identified as a project activity in the early stages of project planning (when a gender analysis or other diagnostic activities may be taking place). Only after implementation has begun and it is noted (for example, through informal channels or evaluation activities such as a midterm

Box 2.1. Examples of Good Practice in Embedding Childcare Analysis within Gender Assessments

Liberia—P110571.

Sector: Education (FY 2008–2017)

The Economic Empowerment of Adolescent Girls and Young Women (EPAG) project was launched in 2008. The project aimed to increase the employment and income of 2,500 young Liberian women (ages 16–24) in urban and peri-urban Monrovia by providing vocational or entrepreneurship training, life-skills training, business advisory services, and job placement to facilitate their transition to work. During the preparation phase of the project, the World Bank conducted a Girls' Vulnerability Assessment to inform the design. The objective of this assessment was to identify the risks that limited girls' and young women's successful participation and performance in training and other activities provided by the project. The assessment indicated high levels of vulnerability and family responsibilities that would likely limit their participation in the training program and future economic activities. Based on this, the project design incorporated various strategies intended to maximize the participation of the young women, including (i) flexible and part-time training options (afternoon or morning sessions); (ii) training centers located in the communities where the women were based; and (iii) free, on-site childcare (nearly 70 percent of EPAG trainees had one or more children).

Argentina—P161306.

Sector: Social Protection and Labor (FY 2017–18)

Launched in 2017, the Gender-Smart interventions in employment project in Argentina aimed at closing or reducing gender gaps and discrimination against lesbian, gay, bisexual, transgender, and intersex (LGBTI) people in the national youth

employment program. A diagnostic was carried out in each of the municipalities to identify barriers to participation and challenges faced by stakeholders. Based on these diagnostics, municipal employment offices (MEOs) designed and piloted specific interventions to address the needs and barriers to participation of women. One of the four areas included childcare support through either the provision of on-site childcare services or stipends for childcare services.

Papua New Guinea—P114042.

Sector: Social, Urban, Rural, and Resilience (FY 2011–2018)

The Urban Youth Employment Project (UYEP) is helping disadvantaged youth by providing them with income from temporary employment and training to increase their employability. In 2014, the World Bank supported a Gender Assessment as part of the project's mid-term review activities, to address how the UYEP could further strengthen outcomes for women. The assessment found several childcare-related challenges faced by female participants, including high costs associated with childcare, feeling guilty about neglecting their children and families, and concerns about the safety of their children in childcare. Many beneficiaries reported using part of their UYEP stipends to pay for childcare (this is not something that the male participants reported), and others brought their children to training and work activities. Although there was not an opportunity to introduce childcare provision midway through the UYEP implementation, in an expanded version of the project the team is considering childcare models such as providing childcare stipends to cover costs or supporting beneficiaries with self-organized childcare provisions.

review) that not having access to childcare may be a barrier to achieving project outcomes is it potentially introduced as an additional support to the project. At this late stage of implementation, teams are less likely to conduct formal diagnostics. In these cases, childcare activities are designed and offered on an ad-hoc or case-by-case basis to support the specific beneficiaries that need it.

- Project teams may face limited capacity or ability to conduct formal research into the demand or supply of childcare services. Project teams may be facing competing priorities, as well as pressures to implement projects under tight timelines with limited resources. In these instances, project teams may choose to rely on more informal methods of understanding local context, such as discussions with government partners or other stakeholders.

Although the majority of projects included in this portfolio review did not analyze the gender dimensions of care work, three promising approaches were identified, described here in turn. Three good-practice examples are also presented (box 2.1).

Analysis Main Message #1: Consider childcare constraints during project preparation and embed inquiries into the gender analysis

Teams should explore childcare constraints during project preparation as part of a broader gender analysis. This approach can help project teams obtain the information they need to effectively diagnose care constraints and design activities to respond to those constraints before implementation begins. Childcare diagnostics in Liberia and Argentina were conducted early on, which resulted in the projects being able to design appropriate childcare interventions that responded to beneficiaries' needs. By contrast, in Papua New Guinea, the UYEP Gender Assessment was conducted as part of the project's Mid-Term Review (MTR), and although the assessment identified childcare as a service that should be offered to beneficiaries the project was unable to do so midway through implementation. An earlier assessment might have increased the feasibility of including childcare services within the project and thus strengthened the project impacts on young mothers.

Analysis Main Message #2: Diagnostic activities do not need to be time- or resource-intensive

Childcare diagnostics need not be overly complicated or taxing to task teams. Informal assessments, such

Box 2.2 Example of Good Practice in Leveraging Existing Information for Analysis

Nicaragua—P160359.

Sector: Transportation and Digital Development (FY 2017–2022)

The Rural and Urban Access Improvement project team was able to leverage the findings of the *Roads to Agency* study (Casabonne, Jiménez Mota, and Müller 2015). This report included an assessment of effects as well as details about enablers of and barriers to women's participation in rural roads projects. Because the project team was able to incorporate existing findings into program design efforts, no additional diagnostic activities needed to be conducted. Based on the findings, the Nicaraguan Ministry of Transport and Infrastructure and the Ministry of Family have allocated US\$100,000 to support the enhancement of women's participation in the rural roads project. This will be done through the launch of a pilot model providing on-site childcare services for women employed in two Community Modules of Adoquines (MCAs), in coordination with the ministries and participating municipalities. Models being considered include (i) provision of childcare services with the support of existing formal and community preschool centers and (ii) establishing crèches near the work sites that are staffed by women with childcare experience who are paid at the same rate as road workers. The project's monitoring and evaluation plan will include an assessment of the implementation and results of the pilot.

as consultations with beneficiaries and stakeholders, can often provide enough information to determine whether and how the project needs to respond to childcare. If well planned, even more in-depth analyses do not need to be burdensome to the project preparation. In Liberia, the EPAG (Economic Empowerment of Adolescent Girls and Young Women) project's Girls' Vulnerability Assessment was conducted by a single consultant over 25 days, at a cost of about US\$10,000. Importantly, both Liberia and Argentina were able to leverage trust fund resources to support their diagnostic activities.

Analysis Main Message #3: Leverage existing analyses and partnerships to gather relevant information without duplicating efforts

In many countries, past projects and research have created a foundation of evidence that can be leveraged. Prior to starting new diagnostic activities, teams should take stock of existing analyses (including those conducted or financed by other organizations) and build upon what has already been done (box 2.2). Teams may find that the information they need to consider to design childcare services already exists.

3. Quality Standards

The quality of childcare services is clearly important for the health, safety, and development of the child. Experience from high-, middle-, and low-income countries alike demonstrates that if quality is too low, child outcomes may not improve (Bouguen et al. 2013; Richter and Samuels 2018). Moreover, the quality of services can affect parental decision making and the demand for services. Many factors shape individual and family choices about childcare, including economic opportunities, individual preferences and values, social norms, as well as the accessibility, availability, affordability, and quality of childcare services. Surveys show that lack of quality and trust in the service are among the reasons children do not attend formal childcare in Latin America (Mateo Díaz and Rodríguez-Chamussy 2016). Lack of trust in the quality of care has also been documented as a key challenge for childcare service take-up in the Democratic Republic of Congo (Donald et al. 2018).

There is emerging consensus—particularly among early childhood development (ECD) experts—on the most important principles of a quality environment for childcare and early learning provision. There are common elements of service quality that are generally accepted across countries.

The World Bank’s Systems Approach for Better Education Results (SABER) ECD framework groups the elements of quality into four main categories:

- Structural variables: Adult-child ratios, group size, physical environment, and availability of equipment and pedagogical material
- Caregiver variables: Initial education, training, mentoring/supervision, and wages
- Program variables: Program intensity, parental involvement, language of instruction, curriculum, daily routine, and health/nutrition inputs
- Process variables: Observable caregiver-child and child-child interactions (Elder et al. 2011)

Quality provision can look very different across types of settings and does not necessarily require high levels of investments or resources to provide. For example, a very low resource setting can still provide quality childcare service if children are safe; the caregiver is engaging with them in a warm, stimulating, and en-

couraging manner; and the children have simple (locally made) materials to manipulate or play with. In contrast, a high-cost setting with an impressive set of materials and furniture is not high quality if the caregiver interactions are poor.

However, despite growing agreement on broad principles, the exact parameters vary significantly by country and by type of provision. Even within countries, there may be widely different opinions among stakeholders on quality provisions—for example, a common challenge with early learning provision is parents pushing for practices (such as an academic-focused curriculum, homework, and limited use of mother-tongue languages) that may be deemed unsuitable by childcare experts.

Most countries have established standards for early childhood care and education (ECCE) quality. Among 57 countries (including 21 countries from the Organisation for Economic Co-operation and Development, or OECD) considered in a recent review of national standards for ECCE quality, only three (Liberia, Sierra Leone, and Tajikistan) did not have any type of quality standards (Anderson et al. 2017). The review also noted substantial variation in the content of the standards across countries, as well as in whether and how the standards were monitored. Little attention has been paid to the development and implementation of standards across different types of childcare (for example, institutional or center-based care versus residential or home-based care). As a result, implementation of these standards is lagging and uneven both across and within countries.

This stocktaking finds that addressing or tracking the quality of childcare services remains a challenge for World Bank project teams since childcare activities were mainly conceived of as supportive activities (at times even small, marginal, or ad hoc) rather than primary activities with a direct link to the project development objective. In that sense, many of the specifics in terms of the design and implementation of the care services—including quality assurance mechanisms and quality monitoring—were not prioritized by task teams when weighed against the demands of the overall project. Many task teams reported that this was not an aspect

of the operation in which the World Bank engaged heavily, and that they relied on the governments to ensure the quality of the services.

At the same time, many teams expressed that this is an area that can and should be improved upon in future lending. Improving this area going forward will necessitate developing childcare-specific expertise in both the World Bank as well as government counterparts.

Quality Standards Main Message #1: Accord with national policies and regulatory frameworks; in their absence, define basic standards to ensure a minimum level of quality in childcare services

Prior to designing childcare activities, project teams should do their due diligence to understand the national policies and regulatory frameworks governing

childcare service provision. This can be done by reviewing pertinent policies and legislation and consulting with government partners and stakeholders. Projects should align with national standards where they exist, but in contexts where such national policies and frameworks are absent or inadequate teams have a responsibility to ensure that childcare services include basic health and safety standards to protect children (box 3.1). This may mean having a more advanced set of standards, building on the national standards, or developing new standards.

Quality Standards Main Message #2: Pilot childcare services before scale-up

Piloting childcare services among a smaller group of beneficiaries can provide an opportunity to test the quality in a controlled environment. Project teams can then make refinements and improvements prior

Box 3.1. Examples of Good Practice in Quality Standards

Philippines—P127741.

Sector: Social, Urban, Rural, and Resilience (FY 2014–2019)

The Kalahi-CIDSS (otherwise known as the Kapit-Bisig Laban sa Kahirapan-Comprehensive and Integrated Delivery of Social Services) National Community-Driven Development Project (NCDDP) in the Philippines was launched by the Department of Social Welfare and Development (DSWD) in 2014 with the goal of empowering communities in 477 poor, rural, and typhoon-affected municipalities by improving communities' access to services and participation in more inclusive local planning, budgeting, and implementation of local development projects. If communities choose to invest in day-care services, the project provides financial support for upgrading existing facilities or construction of new facilities and ensures that infrastructure improvements meet the technical and quality standards set by DSWD (the national authority that sets guidelines).

Ethiopia—P151712.

Sector: Social Protection and Labor (FY 2016–2021)

Launched in 2016, the Urban Productive Safety Net Project (UPSNP) includes the following arrangements to address childcare responsibilities of women participating in public works: (i) provision of temporary unconditional transfers for pregnant and lactating women; (ii) establishment of temporary childcare centers or community crèches at project sites, staffed by caregivers who are participants in the public works; and (iii) construction of childcare centers as eligible subprojects for public works.

A working group defined basic quality and technical standards for childcare facilities, covering issues such as adequate protection from sun and rain, a safe and comfortable place for mothers to breastfeed, safe play materials and equipment, handwashing supplies, safe means for disposing of feces, and a recommended caretaker-to-child ratio. The guidelines also

defined six principles for a child-friendly space: a secure and safe environment for children; a stimulating and supportive environment for children; a facility built on existing structures and capacities within a community; a participatory approach for design and implementation; providing or supporting integrated services and programs; and an inclusive and nondiscriminatory environment.

In addition, a guidelines document defines a system for quality assurance. The system includes a working group at the city level to follow implementation progress. Caregivers are consulted to share challenges and lessons learned, and public works leaders, social workers, and health extension workers are engaged to supervise and support the provision of childcare services. Monitoring and evaluation (M&E) of childcare services is integrated within the project's regular M&E processes.

Liberia—P110571.

Sector: Social Protection and Labor, then Education (FY 2008–2017)

As mentioned in the Analysis section, the Liberia EPAG project established on-site childcare to address one of the barriers to participation. The project team consulted with NGOs that specialize in child development, as well as with the project's beneficiaries (young women), to write childcare guidelines that defined the package of care services and established some basic quality standards. The childcare guidelines were documented in the project operations manual and integrated into the contracts for the NGO service providers. The project also developed a term of reference for the childcare providers, requiring a background or minimum training in first aid or nurse aid. EPAG's quality monitors made routine, unannounced monitoring visits to ensure that the NGO service providers were complying with the quality standards.

to expansion. For example, in Burkina Faso, the Youth Employment and Skills Development project experimented with mobile crèches at a small scale at select public works sites. The project team is testing the quality and efficacy of the childcare and plans to use the lessons learned from the pilot to inform the scale-up. More details about this project can be found in Case Study A: Youth Employment and Skills Development in Burkina Faso.

Quality Standards Main Message #3: Solicit input and feedback from parents and the community

Quality standards should be discussed with parents and the broader community up front, when services are being designed. During implementation, feedback mechanisms should be put in place to capture parents' input on a regular basis and help project teams to determine whether services are meeting the general needs or if they need to be improved. Project grievance redress mechanisms (GRMs), or organizational systems put in place to receive and address concerns about a project, should be designed to reach childcare users, such as mothers or parents of young children. Encouraging ongoing parental engagement with caregivers (for example, through scheduled check-ins) is also important for both quality of service and child development. Parental involvement can also be encouraged through formal mechanisms—for example, by involving parents in the governance structure of the services.

Quality Standards Main Message #4: Learn from the body of evidence on early childhood development practices

A large and growing base of evidence (including impact evaluations, longitudinal studies, cost-benefit analyses, and so forth) on ECD practices can be leveraged by project teams when designing childcare services. In particular, much can be learned from the ECD literature on the appropriate quality standards to ensure children's

Box 3.2. Useful World Bank ECD Resources

Specific resources for quality

- *Global Solutions Group (GSG) ECD intranet*—"What does quality look like?" A quick guide to the most important aspects of quality, what to look for in a quality early childhood education program, and key minimum standards. <https://worldbankgroup.sharepoint.com/sites/gsg/ECD/SitePages/Detail.aspx/Documents/mode=view?Id=22&SiteURL=/sites/gsg/ecd&search=yes&val=&SiteScope=ThisSite>
- *GSG ECD intranet*—Quality assurance resources <https://worldbankgroup.sharepoint.com/sites/gsg/ECD/Pages/FocusAreas/Quality%20and%20Measurement.aspx?&tab=focusareas&page=managecontentadmin>

Broader ECD resources

- *GSG ECD intranet home page*—Links to key resources to support ECD work, including guidance notes, resources across a range of topics, and operational examples <https://worldbankgroup.sharepoint.com/sites/gsg/ecd/pages/home.aspx>
- *PowerPoint on the importance of investing in early childhood education (ECE)* that can be drawn from for presentations with clients or other needs <https://worldbankgroup.sharepoint.com/sites/gsg/ECD/SitePages/Detail.aspx/Documents/mode=view?Id=54&SiteURL=/sites/gsg/ecd&subject=ECE%20general%20slide%20deck>
- *Investing in the Early Years (IEY) initiative*—Operational examples from a range of countries shared during community of practice knowledge-sharing sessions <https://worldbankgroup.sharepoint.com/sites/wbsites/iey/Pages/index.aspx>

physical, cognitive, linguistic, and socio-emotional development. Experience indicates that even simple quality standards in childcare programs can dramatically improve childhood development outcomes (box 3.2). Some quality enhancements that teams can consider include improvements to learning materials available at a childcare center, training of caregivers and teachers on activities that promote children's development, and the provision of guidance to parents on healthy childcare practices (for example, nutritious meal preparation).

4. Partnerships

Designing and delivering high-quality childcare requires a high degree of buy-in and support from local partners, including childcare users, government agencies, private sector entities, and community organizations. Working collaboratively with partners can lead to a greater impact when designing and implementing childcare activities. Specifically, such relationships can:

- Increase project teams' understanding of a local context, including the regulatory and policy landscape, community needs, past and current activities, as well as barriers to implementing childcare;
- Help project teams better understand the needs of childcare users and gain insight into varied viewpoints about childcare practices, childhood, and development;

- Enhance project efficiency by leveraging existing arrangements (for example, childcare centers, child support policies) that may already be in place;
- Build the implementation capacity of clients and reduce obstacles; and
- Support the scale-up of successful initiatives (Niethammer et al. 2017, Pascal 2009, World Education Forum 2001).

On a global scale, partnerships play an important role in bringing together diverse organizations to collaborate on a single cause. The Early Childhood Development Action Network, for example, includes representation from international organizations, global foundations, NGOs, and regional and private sector partners, all working together to support early childhood development.

Box 4.1. Examples of Good Practice in Leveraging Partnerships

Ethiopia—P151712.

Sector: Social Protection and Labor (FY 2016–2021)

As mentioned in the Quality Standards section, the Urban Productive Safety Net Project (UPSNP) in Ethiopia is promoting women's participation in public works and has included the establishment of temporary childcare centers at public work sites. The promotion and coordination of these centers has been incorporated into the responsibility of the Gender and Social Development Working Group, which was set up by the project to provide technical advice and support to address gender and social issues during the implementation. It includes representatives from the Ministry of Women's and Children's Affairs (Chair), Ministry of Labor and Social Affairs (Co-Chair), Urban Job Creation and Food Security Agency (Co-Chair), Ministry of Youth and Sport, Ministry of Health, Ministry of Education, World Bank, and other development partners (community-based organizations, faith-based organizations, and NGOs). By convening different partners, the working group intends to reinforce the project's positive impacts across different dimensions such as women's participation and empowerment and children's health and development and to reduce risks of child labor, women's exclusion, and violence against women and children during project implementation. The UPSNP includes a specific budget for its operational costs (about US\$3,600 for the first year). The working group also uses project budget earmarked for the implementation of specific actions addressing gender and social issues.

Chile—P114774.

Sector: Social Protection and Labor (FY 2002–2012)

In 2002, the Government of Chile introduced the *Chile Solidario*

io program, which aimed to tackle extreme poverty and build a strong national system of social protection. To expand this social protection system to include young children, the Government launched the *Chile Crece Contigo* program in 2009. Leveraging the coordination mechanisms in place from *Chile Solidario*, the program involved a high degree of collaboration among the ministries of health, education, and social protection to ensure that all children received the package of services they required. This included an integrated social information system, drawing together 60 databases from 46 institutions and covering 80 percent of the Chilean population. By coordinating with the public health system, the Government was able to target and monitor 75 percent of Chile's children from prenatal development through entering school (at age 5).

The World Bank designed a Social Protection Technical Assistance Loan to support the efforts of the government of Chile and increase the efficiency of the social protection system. The project focused resources on key features to strengthen the functioning and coordination of the national system: better targeting and reduced program overlap; better program analysis; and better monitoring and evaluation mechanisms. It supported the progress made by the government of Chile in moving from the provision of isolated interventions to a coherent, connected portfolio of programs under a systems approach.

As a result of a strong, coordinated service delivery system and the commitment of program partners— including the government of Chile, the World Bank, and others—the *Chile Solidario* and *Chile Crece Contigo* programs were effective in providing social protection to nearly 600,000 families by the end of 2012.

Box 4.2. Examples of Good Practice in Partnering with NGOs and the Private Sector

DRC—P152903.

Sector: Social, Urban, Rural, and Resilience (FY 2016–2020)

The Reinsertion and Reintegration Project in the Democratic Republic of Congo is supporting the socioeconomic reintegration of demobilized ex-combatants and dependents through a support package to households that includes reinsertion sensitization, life-skills training, and basic livelihood training. During project design, the project team identified the need to include on-site childcare services to support women's participation in trainings, especially considering that many of the potential beneficiaries are young women with children.

The project team is contracting 10 NGOs for the delivery of the support package based on their experience of reintegration, their context knowledge, and their capacity to engage at the community level. This plan will also allow effective provision of supplementary activities such as the on-site childcare by facilitating the engagement and collaboration with parents to provide this service. NGOs, in collaboration with participating parents, identify suitable rooms or spaces for childcare within the training centers. Then, NGOs recruit and train experienced caregivers. Responsibility for the provision of equipment and meals is shared by NGOs and parents.

Pakistan (Punjab)—P155963.

Sector: Finance, Competitiveness, and Innovation (FY 2016–2021)

The Punjab Jobs and Competitiveness Program for Results aims to improve Punjab's industrial competitiveness. To address regulatory and physical constraints to women's employment in industry, the program is supporting labor law reforms in line with eight International Labor Organization (ILO) Conventions.

The project is supporting the development and upgrading of industrial infrastructure, including provision of childcare with Punjab Industrial Estates, by awarding subsidies to public-private partnerships (PPPs). Project support to PPPs is conditional on improved environmental and social practices, including measures to encourage women's labor force participation such as childcare facilities and safe transport.

The review found that, in many projects, partnerships across government entities as well as between government and nongovernmental organizations have been instrumental to the delivery of childcare services.

Partnerships Main Message #1: Map out existing childcare arrangements and delivery partners

It is important for task teams to leverage the experience of partners who are engaged in the delivery of child services, particularly services for the youngest age group (0–3 years). To identify potential partners,

as well as gaps in the existing landscape, teams are encouraged to conduct scoping activities at the onset of project design efforts and map out existing services and partners. Such activities can help project teams to better understand:

- Key ministries, public officials, associations, and research institutes;
- Relationships between stakeholders;
- Community champions and advocates; and
- Childcare sector structure, existing childcare providers, and activities.

Partnerships Main Message #2: Work with delivery partners to build on existing systems and promote long-term sustainable solutions

When possible, project teams should look to build on existing systems and institutional structures. This approach will help build long-term sustainable systems, as opposed to short-term project-level interventions. Moreover, building on existing systems can also help ensure that a single project does not become overburdened. For example, the government of Chile launched the *Chile Solidario* program in 2002 to build a strong national system of social protection. Since then, it has expanded this program, introducing the *Chile Crece Contigo* program in 2009 to include young children. *Crece Contigo* leveraged existing coordination mechanisms between the ministries of health, education, and social protection, including an integrated social information system (box 4.1).

Partnerships Main Message #3: Explore partnership opportunities with nongovernmental organizations and the private sector

Partnering with specialized NGOs and community service providers can support service delivery, given their close connection to communities and beneficiaries. These actors often have a deeper understanding of local norms and can promote community participation and empowerment in ways government cannot.

Operations are encouraged to engage with local NGOs and community organizations, particularly those with firsthand experience providing childcare services (box 4.2). Some questions to investigate when identifying partners to support design or delivery of childcare services include:

- How much experience does the delivery partner have in early childhood development or education activities?
- What type of licensing and accreditation does the delivery partner hold (if currently providing childcare services)?
- Does the delivery partner adhere to any quality standards when providing childcare services? Do these align with the national legal and regulatory framework?
- Do staff and caregivers within these organizations have adequate training and qualifications?
- Does the delivery partner have existing working relationships with government agencies, international organizations, or other relevant stakeholders that can be leveraged?

Likewise, the private sector should be viewed by project teams as a key partner in childcare activi-

ties, especially to support those working in the formal sector. In some countries, employer-supported childcare is mandated, but even when it is not some companies are investing in childcare services to increase business productivity. When employers choose to invest in childcare activities, this not only supports their employees but also generates benefits for the company itself (Niethammer et al. 2017). Specifically, providing childcare support can allow a company to hire and retain talented people and reduce absenteeism. Low-cost private sector childcare is also an increasingly important player in ECD (including preschool) provision, as many governments lack the necessary resources to finance universal coverage.

By leveraging resources for employer-supported childcare, World Bank Group project teams can focus their efforts on providing services to more vulnerable groups.



Photo credit: Amina Semlali

5. Costs

A range of studies show that the cost of childcare is a key factor in parents' decisions about whether to utilize care services. For example, in Kenya, high childcare costs discouraged the use of formal childcare facilities and negatively impacted women's labor force participation (Lokshin, Glinskaya, and Garcia 2000). In Sri Lanka, discussions with working women who had quit their jobs found that they did so primarily because of an inability to get childcare support (Madurawala 2009). In Turkey, a study of childcare found that although childcare services were available at the hours and for the ages of children that working mothers needed, take-up was low because the cost of care was perceived as too high compared to the potential earnings of mothers (World Bank 2015). In the United Kingdom, more than 40 percent of surveyed mothers of children under age 10 said that the cost of childcare was the biggest barrier for them to work at all or work the number of hours they wanted to (Cory and Alakeson 2014). Across 27 EU countries, roughly 25 percent of women who have young children and do not work (or work part-time) report that childcare is unavailable or unaffordable (Mills et al. 2014). High costs can act as strong deterrents for employment, especially for women (Budig and England 2001; Adema, Clarke, and Thévenon 2016).

In OECD (Organisation for Economic Co-operation and Development) countries, childcare costs make up an average of 15 percent of the net income of an employed single parent or dual-earner couple. In the United States, costs for a single parent can account for over half of net income, and in Ireland costs can equal 42 percent. In the United Kingdom and New Zealand, couples can spend approximately one-third of their income on childcare.

Less information has been collected on childcare costs in lower- and middle-income countries. One study finds that even in lower-income countries, households spend a significant percentage of their income (roughly 17 percent of women's average earnings) on childcare services (Clark et al. 2017).

Childcare cost categories generally include investment and operational costs. Investment costs are those associated with one-time capital investments (for example, the initial construction or rehabilitation of childcare facilities). Operational costs are those as-

sociated with inputs required for the ongoing delivery of services and are usually recurring (for example, salaries, supplies, and rent).

Different models of service provision have different costs (Putcha and Van der Gaag 2015). On-site childcare facilities may face higher start-up costs, but potentially have more cost-effective returns in the long run. On the other hand, providing childcare subsidies or vouchers may be more cost-effective and predictable up front, but this approach assumes that there is an existing supply of quality services and costs may fluctuate based on market rates.

Unfortunately, reliable cost data on childcare services that is comparable across countries is scarce. Part of the complexity is that early childhood development (ECD) programs tend to range widely in program objectives, design, intensity, quality, age of beneficiaries, and so on, compared to primary education programs, for which it is much more straightforward to make direct comparisons across settings (Elder et al. 2011). Although it is not necessarily comparable, some useful benchmarking data on childcare costs can be drawn from the literature.

For example, a study by Araujo, López-Boo, and Puyana (2013) provides a comprehensive overview of 28 ECD programs in Latin America and the Caribbean, including a comparison of annual costs per child. Although this research is helpful in gaining a baseline understanding of potential costs, the wide range demonstrates the difficulty of generalizing about the costs of childcare services, even within the same country. More comprehensive services, such as including meals, higher quality standards, much more stringent teacher qualifications, lower teacher-to-child ratios, and increased hours of supervision can all result in higher costs per child. Costs can also be higher for center-based care than for community-based care.

This portfolio review found little evidence of projects costing out childcare arrangements during project preparation and implementation. Projects tended not to include a specific budget allocation for childcare activities because they were considered ancillary services in support of the project's main activities. Additionally, many project teams reported that they lacked sufficient information to estimate the cost for such services during project preparation. Not including a specific budget for childcare arrangements usually

resulted in project teams not tracking incurred costs for childcare activities during implementation.

Nevertheless, lessons can be derived from the experience of a few projects that did track some level of detail about their costs, either at the project design stage or during implementation (box 5.1).

Cost Main Message #1: Plan up front, conducting advance work to estimate costs, and consider the differences between direct and indirect provision of childcare

The cost of childcare services varies greatly across contexts. Project teams should plan up front and work to estimate expected costs prior to designing or implementing such activities by:

- Reviewing different models of childcare services (for example, using supply-side assessments and cost-benefit analyses) to understand the cost implications of each approach. Building new childcare facilities may require large capital investments, for example, whereas stipends, benefits, or direct financing of private sector providers may be more cost-effective where feasible. Using this analysis, project teams are better equipped to utilize a childcare model that best aligns with their objectives, while ensuring cost effectiveness and longer-term sustainability.
- Exploring opportunities to build on existing provisions (such as infrastructure and facilities) and resources (such as trained care providers and existing ECD curriculum) to generate cost savings.

Box 5.1. Examples of Costs for Direct and Indirect Provision of Childcare

Direct provision

Liberia—P110571. Sector: Social Protection and Labor, then Education (FY 2008–2017)

The EPAG project (see the Analysis section for the project description) opted to include on-site childcare at all skills training centers, to be delivered by its training partners. These designated childcare rooms were located near to training classrooms (to accommodate lactating mothers) but kept separate from training activities.

Project documents indicate that the total cost of childcare services during the four-month training period was approximately US\$17,500. The per-student cost of childcare was US\$17.50 for the entirety of the training. The monthly cost was US\$4,375, and the monthly per-student cost was just US\$4.38. These costs were budgeted directly into contracts with training service providers and included the caregiver's stipend; supplies such as snacks, mattresses, blankets, towels, and toys; facilities such as a childcare venue rental; and basic sanitation and first aid supplies.

Democratic Republic of Congo—P152903. Sector: Social, Urban, Rural, and Resilience (FY 2016–2020)

The Reinsertion and Reintegration Project in the Democratic Republic of Congo is supporting the socioeconomic reintegration of demobilized ex-combatants and dependents through training. The project team is contracting 10 NGOs to deliver the training and is requesting the same NGOs provide on-site childcare services in collaboration with participating parents. These partners are responsible for identifying suitable space for childcare provision in the training centers and for recruiting and training experienced caretakers. The project team estimates a cost of US\$50 per child for the six months of the training. This cost would also include some contribution toward the equipment for the childcare space, depending on the quality of existing equipment in the zone of provision.

Indirect provision

Dominican Republic—P147213. Sector: Social Protection and Labor (FY 2015–2019)

The Integrated Social Protection and Promotion Project in the Dominican Republic is providing training to approximately 40,000 young people from poor households in 14 provinces. All participants are provided with a stipend for the duration of the training to address the potential exclusion of low-income participants. For young mothers with children under five years old, the project is providing an additional stipend to offset the cost of childcare services. The project team is working with the Office of Social Policy Coordination (*Gabinete de Coordinación de Políticas Sociales*) to leverage existing childcare services where possible. Young mothers with children under five years old receive an additional stipend of US\$0.40 per child/per day during the 45-day training period. The total cost for the additional stipend is US\$18 per child. This amount is intended to cover food and transportation costs to attend ECD centers, or to contribute to the cost of alternative childcare services (for example, informal arrangements); however, the project is not tracking how the stipends are used.

Rwanda—P162646. Sector: Social Protection and Labor (FY 2018–2021)

As mentioned earlier, the Strengthening Social Protection Project in Rwanda is including access to home- or community-based childcare to improve participation in the public works program. The project is not directly responsible for the implementation of the childcare facilities but does contribute to the costs. The project team provides wages for those in caregiving roles. The caregivers receive the same wage as other participants in the public works program, or roughly US\$11 (RF10,000), to be paid for 10 workdays per month for 12 months. In addition, the project team contributes to up to 30 percent of the direct non-wage costs of childcare services, including food, toys, and books for home- and community-based childcare centers, as well as minor refurbishments such as latrine construction and minor infrastructure improvements. The project is also financing the contracting of service providers, trainers, and supervisors to manage and monitor childcare activities.

Direct provision of childcare services (either on site or contracted)

If a team chooses to provide childcare services to beneficiaries, they can do so either by (i) developing and providing the service to beneficiaries (for example, through the provision of on-site childcare) or (ii) contracting delivery partners or service providers to deliver the service.

- i. If a team chooses to provide childcare services itself, costs would include the direct costs for the provision, including any capital costs for infrastructure (such as construction of facilities, upgrading of existing facilities, or rent) and equipment (such as materials or food), wages of caretakers hired to provide the service, additional costs for caretakers' training, and so on. The range of costs can vary, depending on what specific services are provided to beneficiaries—for example, the provision of food would greatly increase daily operating costs.
- ii. In situations where childcare provision is outsourced to an external party, a project team may face a different set of costs. Whereas the project would realize cost savings from not paying capital costs, it may still face overhead on top of the expected costs of paying its partners, such as costs for the development of standards and terms of reference for contractors, or costs to manage or monitor the service. In certain cases, teams that choose to outsource childcare activities may be able to leverage the service providers responsible for the delivery of the project services. For example, in a skills training project the cost for childcare provision can be included as an add-on to the total cost paid for the training services, sometimes generating savings for project teams.

Indirect provision of childcare, through stipends or cash transfers

Several projects in the portfolio review used stipends to incentivize participation in skills training activities. This approach is most effective in contexts where there is an existing supply of childcare service providers. Project teams can work with these providers—as well as other local partners—to determine an appropriate stipend amount to cover childcare costs for beneficiaries. A decision also needs to be made as to who should receive the stipend. For example, some projects provide stipends to all female project participants, allowing them to use it for childcare services or

other supports as required. In other projects, teams give stipends only to female project participants who identify that they have children of eligible age. In the case of one project, the team provides stipends more broadly to caregivers, recognizing that it may not always be the mother who is responsible for childcare.

The review has revealed that costs for such arrangements are usually defined as salaries or benefits (amount per child/per day or per month) in the design stage. While the actual number of those benefiting from this measure could in theory be tracked at the closure of the project, project teams have not usually tracked whether these stipends have been used for childcare services.

Cost Main Message #2: Consult with stakeholders and explore cost-sharing options

Engaging closely with delivery partners will help project teams assess different options for financing childcare services. This interaction may also give project teams opportunities to partner and share costs (through public assistance, social insurance, tax breaks, and so on) where applicable, or to link beneficiaries to existing subsidies or publicly provided services. In some contexts, project teams may find opportunities to partner with private sector entities that are interested in providing childcare services to their employees. (See Niethammer et al., 2017, for examples of private sector companies around the world paying for or subsidizing the cost of childcare services.)

Cost Main Message #3: Consider making caregivers a track with a training or public works program

Many public works projects hire women from within the same public works program as caregivers (as in the example of Rwanda in box 5.1). By integrating childcare and caregiving duties as a type of work stream, beneficiaries who may not be able to participate in more traditional, labor-intensive activities (because they are pregnant, elderly, or sick, for example) are now able to remain involved in the project and earn wages in a more suitable or flexible capacity. Caregiving activities can be remunerated in the same manner (that is, at the same daily or monthly rate) as other public works activities. It is important to ensure that these caregivers are provided with specialized training. Costs associated with staffing, training, systems, and monitoring and evaluation will vary across contexts.

Cost Main Message #4: Track the costs of childcare during implementation

Results from this portfolio review revealed that teams often do not track cost information within their projects, even if they are implementing childcare services. This occurs more often when childcare services are added after a project has commenced, or if they have been included on an ad-hoc or case-by-case basis. Other times, project teams report not having the ca-

capacity to track and report on costs. Projects that incorporate a caregiver track in a public works program seldom report and track these costs separately.

Moving forward, there is an opportunity for project teams to build evidence on childcare costs. Efforts to undertake costing activities or analyses should be documented as part of a project's accounting and reporting processes, so that there is a foundation of such data available to guide childcare planning in the future.



Photo credit: Amina Senglali

6. Monitoring and Evaluation

Monitoring and evaluation (M&E) of childcare activities is critical (as it is for any project component) to examine efficiency, effectiveness, impact, and sustainability. Childcare monitoring is especially important because child well-being is at stake. There is a range of potential indicators (table 6.1) that project teams may consider when monitoring and evaluating their childcare activities.

The review found that projects had very little monitoring of childcare activities. This held true across all levels described in table 6.1 (activities, outputs, and outcomes). Many teams revealed that they had no information as to whether the childcare activities laid out in the project appraisal document (PAD) were being implemented. Even basic activities and outputs such as the number of community crèches established under a project were often not being tracked. Only one project included an output indicator related to the childcare activities in the project results framework (box 6.1).

Project teams cite that this is because childcare activities are often added to a project on an ad-hoc basis, once implementation has begun (sometimes even two or three cycles in). Because these activities have not been captured in the design of the program (or

the results framework), they are not formally tracked as the project progresses. Additionally, childcare activities are often included in a project to support key development objectives (such as female participation in activities or female labor market participation). As such, project teams—particularly those facing resource or time constraints—may not measure their impact, so long as the project’s priority objectives are being met. Teams may assume that if a project’s key development objectives are being met, then the childcare activities are adequate and do not need to be modified or improved upon.

Only a very few projects included in this review have undertaken, or are planning for, any monitoring and evaluation of childcare activities (box 6.1). The experiences of these projects are summarized below.

M&E Main Message #1: Projects should improve monitoring of childcare inputs, activities, outputs, and outcomes

Improving the monitoring and evaluation of childcare activities within the World Bank portfolio is important for ensuring the well-being of children and the satis-

Table 6.1. Examples of Indicators for Childcare Activities

Level	Description	Illustrative Indicators
Activities	Actions taken or work performed	<ul style="list-style-type: none"> • ECD practitioners recruited and trained • Childcare facilities rehabilitated or established • Community orientation conducted • Curriculum developed • Quality standards developed (if necessary)
Outputs	The goods and services that result from an intervention	<ul style="list-style-type: none"> • Number of ECD practitioners trained (and demonstrating good or improved skills) • Number of childcare services established (and meeting quality standards) • Number of female project beneficiaries using the childcare provision • Number of children enrolled • Percentage of beneficiaries satisfied with the childcare services
Outcomes	The likely or achieved short-term and medium-term effects	<ul style="list-style-type: none"> • Increased female participation in project activities • Increased female labor force participation • Increased weekly earnings of women • More equitable attitudes toward care responsibilities • Improved child development outcomes

Note: ECD = early childhood development.

faction of parents, as well as for basic accountability— that is, knowing how project funds are expended and with what results. Moreover, better M&E of these activities is needed to capture knowledge and lessons and improve learning within and across projects.

For example, if the project intends to establish community crèches, then the project should track the inputs used to create those crèches (and the costs of those inputs), the steps or activities taken, and the outputs, such as the number of crèches established.

In this portfolio review, only one project (in Bangladesh) included a childcare-related indicator in its results framework. Moving forward, project teams should monitor childcare activities and include metrics in the results framework. Projects with more sophisticated M&E, including rigorous impact evaluation, could measure the impact of quality childcare services on child development and women’s labor market outcomes.

M&E Main Message #2: Solicit feedback from parents and the broader community to improve the quality of childcare services over time

Project teams should prioritize the collection and analysis of feedback from childcare users (namely, parents). Putting in place mechanisms that can adequately capture this type of feedback on a regular basis can help teams understand the experience of project beneficiaries and make course corrections during project implementation. Beneficiaries should also have access to the project’s grievance redress mechanism (GRM) and understand that they can use the GRM to register any complaints related to the childcare services. Parental engagement in the provision is also a key component to quality. Parents can enhance child outcomes by engaging in their learning and development and advocating for higher quality services.

Box 6.1. Examples of Good Practice in Monitoring and Evaluation

Liberia—P110571. Sector: Social Protection and Labor, then Education (FY 2008–2017)

EPAG provided on-site childcare at all training centers, implemented by the NGO training service providers. EPAG’s monitoring plan required that service providers collect and report data on all project activities and outputs, including the childcare activities. Attendance at the training and use of the childcare services was closely tracked. EPAG quality monitors made routine unannounced monitoring visits to verify the reports from the service providers. The quality monitors ensured that the NGOs complied with all of their contractual obligations, including following the EPAG Childcare Guidelines that set the basic quality standards. An indication of outcomes and impacts was captured through qualitative exit poll focus group discussions, which asked EPAG participants about their satisfaction with the childcare services and the impact it had on their abilities to partake in and benefit from the project.

Bangladesh—P156242. Sector: Finance, Competitiveness, and Innovation (FY 2016–2021)

The additional financing (AF) Private Sector Development Support Project (PSDSP) in Bangladesh aims to facilitate private investment and job creation and promote compliance with international standards in targeted economic zones (EZs). The project explicitly aims to attract and retain women in jobs in the EZs, particularly in the ready-made garment sector that tends to be dominated by female migrants who often relocate with their children. This labor influx can place excessive pressure on the social infrastructure around the zones. During preparation, the project identified several interventions to relieve these pressures and improve the quality of employment for women, including supporting the provision of childcare facilities within or near the EZs.

The results framework includes a specific intermediate result indicator to monitor the output of this activity, including a baseline and a target for the end of the project: percentage of new operational EZs with childcare facilities (baseline 0 percent; target 100 percent, or 15 EZs). This indicator is expected to contribute to achievement of the program development objective (PDO) indicator (outcome): percentage of jobs facilitated by PSDSP for female workers (baseline 28 percent; target 30 percent).

The project envisions the Bangladesh Economic Zones Authority/Bangladesh Hi Tech Park Authority in the role of ensuring the adequate functioning and quality service of the childcare facilities and periodically monitoring the facilities to review their compliance with international standards.

Case Study A: Youth Employment and Skills Development in Burkina Faso

Burkina Faso—P130735. Sector: Social Protection (FY 2013–ongoing)

Background: Launched by the World Bank Group in 2013, the Youth Employment and Skills Development Project is working to help Burkina Faso fight poverty and increase social stability by giving 46,000 unemployed and underemployed young people, who have had little or no education, opportunities for temporary work and skills training. The Labor Intensive Public Works (LIPW) component recruits people for six months at a time.

Childcare rationale: Although childcare provisions were not originally included in the design of this project, they have been incorporated as a key component since then. During the project implementation phase, the team observed that many women were bringing their young children to work sites and caring for them (often on their backs) while they worked. In other cases, women self-organized ad-hoc arrangements (for example, arranging for one mother to watch all the children under a nearby tree). This was identified as potentially dangerous for young children, particularly near construction sites. The project team therefore piloted a childcare solution to encourage women's participation in project activities, while also allowing young mothers to have their children nearby (allowing them to nurse). This would potentially motivate mothers to continue working, with a guarantee that their children were being given the necessary care.

Project design: The team piloted the concept of mobile childcare (crèches) or “garderie ambulante” to follow women as they moved from work site to work site. Full coverage tents offer an environment designed specifically for children, with added protection from the sun, dust, inclement weather, and potential accidents. ECD developmental content was also included (with content previously developed and used in the World Bank Group's Burkina Faso Social Safety Nets project) to

encourage stimulating activities and further enhance child development. The Ministry of National Education refined the preschool curriculum to account for children ages 0–6 under the technical leadership of regional ECD specialist Professor Oumar Barry. Toys were bought that complied with the Burkinabe standard toy list for preschools. Lastly, given that participants may use this childcare service for up to six months at a time (given the standard work term), the project team also put in place mechanisms to (i) monitor the health of children and follow up with mothers, (ii) vaccinate children, (iii) provide nutritional supplements, and (iv) provide mothers with education and training on childcare and nutrition.

Besides increasing women's ability to engage in public works activities, the mobile crèche pilot has also created a new LIPW stream that is paid the same wages as other beneficiaries. Pregnant beneficiaries who are unable to participate in heavy manual labor are now able to provide the childcare.

Progress to date: Located in Manga, the mobile crèche pilot has been implemented for three cohorts of projects (each of them six months in duration) since June 2017, reaching 108 children (out of a potential 129 children).

Insights across the five domains

Analysis: Having noticed that women were bringing their young children to work sites, the team conducted a diagnostic to better understand the extent of the situation and potential solutions. The team conducted focus groups and interviews with project participants and analyzed the results.

Quality standards: Because the project operates in accordance with the concept of “Recherche Action,” quality standards will be developed through an iterative process consisting of open dialogue with proj-

ect participants and partners and adjusted through lessons learned. The project team has already put in place mechanisms to improve the quality of the ECD developmental content provided to children that aligns with the national curriculum. Additionally, the project team is emphasizing the importance of training to strengthen the capacity of caregivers on an ongoing basis. Noting that many caregivers hold very basic levels of education, the project team has developed a system of ongoing training and support. Provided by a local early childhood specialist (employed by the government), the training teaches caregivers about caregiving techniques and content.

Partnerships: To implement this pilot and maximize outcomes, the World Bank Group is working closely with local partners such as the Ministry of Education, Ministry of Health, Ministry of Women, Social Affairs and the Family, UNICEF, and NGOs. For example, childcare workers are trained by government specialists in curriculum and parenting content. Government partners are able to provide assistance with technical services (such as social services, education, and health) to support in the training of caregivers and monitoring of activities. Additionally, local authorities (town halls) are supporting the childcare pilot with logistical facilitation, such as creation of communal committees to support the activities.

Costs: Funding for this pilot is being provided through the World Bank Group project budget, specifically the Early Learning Partnership (ELP), with logistical and organizational support being provided by local part-

ners. Additional costs so far have been extremely low because much of the provision rests on existing public service providers from education, health, and social protection. The Youth Employment Project has spent about US\$18,000 on activities and equipment in Manga.

Monitoring and evaluation: The project team is supervising the mobile childcare pilot alongside the implementation of the overall project. Quality of the childcare provisions is monitored through regular field missions—a government-employed safeguard specialist visits work sites to ensure compliance. The project team is also considering add-ons to these visits, such as the inclusion of local pediatricians to monitor health outcomes. Toward the end of the funding period, the project team will conduct a qualitative evaluation of the mobile crèches. This will focus on childhood development outcomes as well as households' experience with the mobile crèche, including the potential benefits and opportunities it offers to the participants and their children. Lessons learned from this pilot will be used to help guide future scale-up efforts.

Lessons learned: Early lessons from the mobile crèche pilot indicate that it can be replicated in different contexts (such as agriculture projects, refugee camps, and outdoor work sites in general). Service integration can be achieved with limited financial resources. The concept has been shared, with multiple pilots initiated in Cameroon in the fall of 2018. The government of Madagascar also has expressed interest in this model.

Case Study B: Addressing Gender Equality and Child Development in Rwanda's Social Protection System

Rwanda—P151279, P155024, P158698. Sector: Social Protection and Labor (FY 2015–2017)

Background: Since FY 2009, the World Bank has been supporting the government of Rwanda (GoR) in the establishment of a structured social protection system (SPS) in collaboration with other development partners. During FY 2015–2017, the World Bank supported a series of three development policy operations (DPOs)—SPS-1, SPS-2, and SPS-3—to improve the efficiency, accountability, and coverage of the SPS, including gender- and child-sensitive policy reforms for the Vision 2020 Umurenge Programme (VUP), the main social protection program in Rwanda, launched in 2008. The VUP has four components: labor-intensive public works (PWs), direct support to the poorest households unable to supply labor to PWs, financial services to facilitate investment in income-generation and entrepreneurial activities, and sensitization and skills development.

Childcare rationale: Under the sector working group (SWG) and with World Bank support, analytical work was conducted to assess the gender- and child-sensitivity considerations of VUP, especially focusing on VUP public works (first component). This study was conducted in close coordination with UNICEF and with support from the rapid social response trust fund. In addition, the Early Learning Partnership program, in partnership with the Harvard School of Public Health, funded all of the development of the ECD content and home-visiting program. The assessments identified two main issues: (i) some eligible households were self-selecting out of the PWs because the program did not meet their needs or could not be combined with care responsibilities and (ii) there were potential negative impacts on the quality of care if children were left at home with inadequate care or came to the work sites, which lacked suitable facilities (Ayliffe 2015).

Project design: Building on these findings, the DPO series (FY 2015–2017) with the Ministry of Local Gov-

ernment (MINALOC) identified a set of policy options to improve the gender- and child-sensitivity of the program. As a first step, UNICEF Rwanda piloted the following options (UNICEF 2017):

- A new set of expanded public works (EPWs) specifically targeting mothers and other primary caregivers of children 0–36 months old, as well as extremely poor households with only one worker and caring responsibilities. The new EPWs demanded less labor, allowed for flexible working hours and days, and gave the participants the option to work closer to home. In addition, the EPWs included job opportunities in home-based early childhood development (ECD) and as support workers in ECD centers.
- For those participating in Classic Public Works (CPWs), mobile crèches were provided at public works sites for children ages 0–24 months.
- VUP public works beneficiaries were linked to other national programs (such as nutrition programs).
- Training in financial literacy and income-generating activities was provided to participants in the EPWs.

Way forward, from a policy to an operational approach:

A new World Bank Social Protection project, the Strengthening Social Protection Project, in Rwanda (IPF. P162646, FY 2018) aims to improve the effectiveness of the VUP for targeted groups. The project design builds upon the results of the DPO series and the UNICEF pilot by including options to improve the impacts of the VUP for children in extremely poor and vulnerable households and to promote equal participation of men and women in public works. It will include:

- The adoption of the new EPWs model, targeting 75,000 households with care responsibilities
- Parenting and childcare services for vulnerable families in targeted communities (including ECD and nutrition as well as quality enhancement and supervision to community- and home-based EPWs)

- Direct support to one-worker households with a child under the age of two (estimated 68,000 households) when no maternity leave or childcare services are provided

Insights across the five domains

Quality standards: The project is currently supporting the GoR in setting guidelines for the implementation of the home- or community-based childcare centers under the EPWs model, including a set of minimum standards for the facilities serving as childcare centers. A first draft of the guidelines includes the following standards for available equipment at the facilities: (i) a safe and clean latrine, (ii) handwashing facilities with soap and water, (iii) drinkable water, (iv) safe and age-appropriate play and learning equipment, and (v) a covered outside play area. According to the guidelines, the EPWs model will also provide a start-up kit for childcare centers including (i) a hands-free tool for handwashing; (ii) general equipment (such as crayons, notebooks, and pens); (iii) sleeping mats; (iv) kitchen equipment; (v) a tarpaulin to cover the outside play area; (vi) an initial supply and future refurbishments of soap, toilet paper, matches, and paper for drawing; and (vii) an ongoing supply of food for nutritious meals for children.

Partnership: The project builds on the work and results of the SWG, which has provided technical and financial support for the establishment and consolidation of the social protection system in Rwanda. The project is incorporating policy options identified by the MINALOC, piloted through the support of the SWG, and will ensure coordination and consultation among development partners for their implementation. In addition, the project will reinforce partnership and coordination with other development partners, especially considering that the project is building on the links between the social protection sector and the ECD, nutrition, and health sectors. In this case, the project will ensure coordination with the Ministry of Gender and Family Promotion, the Ministry of Agriculture, and the Ministry of Health, among others.

Costs: The project will cover the wages of eligible households employed on EPWs. All EPWs participants will be paid the same amount, regardless of the type of employment. A monthly wage of about US\$11 (RF10,000) will be paid for 10 workdays per month for 12 months. In addition, the project will cover direct non-wage costs of EPWs (not exceeding 30 percent of total direct costs), including goods, tools for road

maintenance, and food or toys and books for home- and community-based childcare centers. For quality enhancement and supervision of community- and home-based EPWs childcare centers, the project will cover the costs of recruiting service providers, trainers of trainers, and supervisors providing support to and supervision of parents at the community level and caregivers in each home- and community-based care setting.

Monitoring and evaluation: The project will ensure supervision in coordination with the Ministry of Gender and Family Promotion (MIGEPROF) and the Ministry of Health (MINISANTE), and with the support of hired service providers and a network of part-time trainers and local supervisors. In addition, the EPWs model will be evaluated during the implementation to draft lessons and inform future scale-up.

The results framework includes the following intermediate results indicators:

- Number of community- or home-based childcare PWs supervisors trained
- Number of community- or home-based childcare groups operational
- Percent of eligible households in Ubudehe 1 with children less than two years old receiving child-sensitive cash transfer grants (such as a nutrition support grant or PWs participation plus home-based childcare).

Lessons learned: This case study shows the importance of implementing a two-pronged approach at policy and operational levels. This childcare plan seems to be a replicable model in other contexts, especially for Social Protection projects where links with gender equality, ECD, and nutrition sectors have been demonstrated. Specific insights:

- A proper mechanism of coordination (such as the SWG) is essential for integrated planning, management, and monitoring of the support provided and to avoid overlapping.
- The two-pronged approach (policy and operational levels) may incentivize continuous feedback, allowing systematic analysis and dialogue between policy makers and implementing partners.
- Analytical work is crucial to identify links among sectors.
- Piloting initiatives at project level may serve as a first step to implement and monitor policy options and successively inform policy formulation.

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Appendix A. Portfolio Review Details

Across the eight years, 69 unique operations were identified (additional finances are not counted separately).

The portfolio review was conducted by searching a database of all gender-informed¹ projects between FY 2010 and FY 2017 (including closed as well as ongoing projects). In addition, the review has included a project approved in FY 2018 (P162646) based on its relevance for the scope of this stocktaking. The following search keywords were applied: “childcare,” “child care,” “day care,” “nursery,” “nurseries,” and “crèche.”

In addition, the review included a search of the following World Bank trust funds: the Japan Social Development Fund (JSDF), Development Impact Evaluation (DIME), the Strategic Impact Evaluation Fund (SIEF), the Early Learning Partnership (ELP), and the Umbrella Facility for Gender Equality (UFGE). Review of the trust fund portfolios was done by first searching the

websites and available reports, and then contacting the trust fund managers for verification.

After identification of the projects, key documents in the operations portal were reviewed. These included the project appraisal documents (PADs), results frameworks (RFs), operations manuals (OMs), implementation status and results reports (ISRs), and implementation completion and results reports (ICRs). Second, an interview guide was developed (appendix B) and pre-populated with the information collected in the desk review. Then interviews were conducted with task teams to verify and supplement the information collected in the desk review. All task teams were contacted up to three times to schedule an interview, after which it was assumed that the team was not available. Ultimately interviews were conducted with 47 project teams. Interviews were conducted in person or by phone. In a few cases the questions were sent to task teams via e-mail.

¹ Used under IDA17, the gender flag measured whether a project met three requirements: having a gender analysis, having at least one action, and incorporating a sex-disaggregated indicator in the results framework. Although this system raised awareness of gender among World Bank task teams, it primarily captured the number of projects rated as “gender informed” rather than the quality of the intervention and the results the projects were aiming to achieve.

Table A.1. Portfolio Review

1	Program Development Objective	Childcare Arrangements:
Project Number: P110571	To improve employment and increase incomes for adolescent girls and young women in Greater Monrovia and Margibi County.	On-site care was provided at all training centers after the first round of training demonstrated that uptake of services was higher when childcare was provided on site. The designated childcare rooms were near the training classrooms (to accommodate lactating mothers), but not in the same room in which the training was conducted.
Project Name: Economic Empowerment of Adolescent Girls Project		
Year: 2009		
Global Practice: Social Protection		
Region: Africa		
Country: Liberia		
Approach: On-site childcare		
Status: Implemented and tracked		
2	Program Development Objective	Childcare Arrangements:
Project Number: P110693	To develop an autonomous research-based university to demonstrate a new policy framework on governance, financing, and quality in Vietnam's higher education system.	Component 3.1: Designing, building, and equipping a new campus and its facilities. Convenience area: This central arcade building shall provide space for a supermarket, pharmacy, medical offices, childcare, shops providing office supplies, and other facilities needed on the campus.
Project Name: IPF. New Model University Project		
Year: 2010		
Global Practice: Education		
Region: East Asia and Pacific		
Country: Vietnam		
Approach: On-site childcare		
Status: Not implemented		
3	Program Development Objective	Childcare Arrangements:
Project Number: P112712	To demobilize members of armed groups of Rwandan origin and members of the Rwandan Defense Forces and provide socioeconomic reintegration support to said members following demobilization, with a particular focus on the provision of such support to female, child, and disabled ex-combatants.	C. Social and Economic Reintegration. During the training, childcare will be provided to facilitate the active participation of female ex-combatants and spouses of male ex-combatants.
Project Name: ERL. Second Emergency Demobilization and Reintegration Project		
Year: 2010		
Global Practice: Social, Urban, Rural, and Resilience		
Region: Africa		
Country: Rwanda		
Approach: On-site childcare		
Status: Implemented; not tracked		
4	Program Development Objective	Childcare Arrangements:
Project Number: P113036	To improve the delivery of local infrastructure services by local authorities (LAs) in the Northern and Eastern provinces of Sri Lanka in an accountable and responsive manner.	Component 1: Infrastructure Service Delivery. The objective of this component is to improve the quantity and quality of public goods delivered and maintained by LAs. These may include rural roads, drains, culverts and bridges, public buildings, markets and fairs, waste disposal, rural water supply, parks, recreation facilities and libraries, nursery schools, playgrounds, and dispensaries.
Project Name: SIL. North East Local Services Improvement Project (NELSIP)		
Year: 2010		
Global Practice: Social, Urban, Rural, and Resilience		
Region: South Asia		
Country: Sri Lanka		
Approach: Infrastructure upgrading		
Status: Implemented and tracked		

<p>5</p> <p>Project Number: P114774</p> <p>Project Name: TAL. The Scaling-Up of the Social Protection Technical Assistance Project</p> <p>Year: 2010</p> <p>Global Practice: Social Protection</p> <p>Region: Latin America and the Caribbean</p> <p>Country: Chile</p> <p>Approach: Conditional cash transfers (demand side); improving public service delivery (supply side)</p> <p>Status: Implemented and tracked</p>	<p>Program Development Objective</p> <p>To support the efforts of the Borrower to implement Chile Solidario and lay the basis for a national system of social protection, now including the subsystem for young children.</p>	<p>Childcare Arrangements:</p> <p>Proposed Changes to Chile Solidario:</p> <p>For those identified as vulnerable or with risk factors, additional services are guaranteed, such as home visits, childcare, a child allowance (for the bottom 40 percent as identified by the proxy means instrument), as well as access to Chile Solidario, with additional referrals possible for activities related to adult education and employment, among others.</p>
<p>6</p> <p>Project Number: P117666</p> <p>Project Name: DPL. Employment, Entrepreneurship and Human Capital Development Policy Program</p> <p>Year: 2010</p> <p>Global Practice: Macroeconomics, Trade, and Investment</p> <p>Region: Europe and Central Asia</p> <p>Country: Poland</p> <p>Approach: Analytical and advisory assistance: assessment of plans to encourage and regulate childcare facilities for children under age 3 to improve incentives for women to participate in labor market</p> <p>Status: Implemented; not tracked</p>	<p>Program Development Objective</p> <p>To (i) mitigate the social cost of the economic slowdown, (ii) strengthen public finance, and (iii) pursue structural reforms.</p>	<p>Childcare Arrangements:</p> <p>Social Assistance: The World Bank is also supporting the preparation of the government's plans to encourage and regulate childcare facilities for children under the age of 3. This collaboration entails a case study of existing childcare facilities in Poland and a review of international experience with policies to increase labor force participation of women through an expansion of childcare facilities.</p>
<p>7</p> <p>Project Number: P117440</p> <p>Project Name: SIL. Income Support and Employability Project</p> <p>Year: 2010</p> <p>Global Practice: Social Protection</p> <p>Region: Latin America and the Caribbean</p> <p>Country: El Salvador</p> <p>Approach: Creating employment opportunities for women</p> <p>Status: Implemented; not tracked</p>	<p>Program Development Objective</p> <p>To (i) provide temporary income support to the urban vulnerable poor, (ii) improve the coverage of labor intermediation and training services to the urban vulnerable poor, and (iii) improve the institutional capacity of the Borrower to develop an integrated social protection system.</p>	<p>Childcare Arrangements:</p> <p>Component 1: Support the Design and Implementation of the Temporary Income.</p> <p>The Temporary Income Support Program (PATI) is implemented through subprojects at the municipality level that include community and training activities. Most PATI community activities would be related to social and community services (such as childcare, sports and youth activities, improvement of public spaces), and would not involve any substantive infrastructure activities.</p>

8	Project Number: P118036	Program Development Objective To support the government's anti-crisis plan to protect the social gains made in the past decade and reinforce the framework for economic recovery.	Childcare Arrangements: Policy Area 2c: Protecting Income of the Poor. The Temporary Income Support Program types of activities: Social and community services such as childcare, sports and youth activities; improvement of public spaces; and specific training modules to enhance employability of participants. Note: Analysis of the Temporary Income Support Program or PATI Program has been captured above (P117440)
Project Name:	DPL. Sustaining Social Gains for Economic Recovery		
Year:	2010		
Global Practice:	Macroeconomics, Trade, and Investment		
Region:	Latin America and the Caribbean		
Country:	El Salvador		
Approach:	Creating employment opportunities for women		
Status:	Implemented; not tracked		
9	Project Number: P114042	Program Development Objective To provide urban youth with income from temporary employment opportunities and to increase their employability.	Childcare Arrangements: The project will adopt measures to ensure that female youth are included in the works activities. To encourage women to participate, in the project will permit up to 20 percent of all groups to comprise women only and will provide crèches or childcare services at work sites.
Project Name:	IPF. Urban Youth Employment Project		
Year:	2011		
Global Practice:	Social, Urban, Rural, and Resilience		
Region:	East Asia and Pacific		
Country:	Papua New Guinea		
Approach:	On-site childcare		
Status:	Not implemented (cost and liability reasons)		
10	Project Number: P117161	Program Development Objective To improve active labor market programs, labor intermediation, and the information base for guiding employment policies.	Childcare Arrangements: Policy Action 1: Tap New Source of Job Creation. The Ministry of Vocational Training and Employment (MVTE), together with other concerned ministries, is preparing pilot active labor market programs (ALMPs) for community childcare. The pilot scheme would include 350 satellite centers (providing home-based and community-based care), reaching approximately 3,500 to 4,200 children in five poor urban areas of Tunisia (average of 10 to 12 children per center). Poor, unemployed women with relevant skills would be trained to provide childcare in their own childcare enterprises, and a conditional cash transfer (CCT) would help beneficiary families to cover the childcare costs.
Project Name:	DPL. Employment Development Policy Loan		
Year:	2011		
Global Practice:	Social Protection		
Region:	Middle East and North Africa		
Country:	Tunisia		
Approach:	Creating employment opportunities for women		
Status:	Planned; not implemented		
11	Project Number: P118112	Program Development Objective To improve demand-driven skills development and increase adoption of new technologies in selected economic sectors.	Childcare Arrangements: Subcomponent 3.1: Skills Development Fund. Potential Categories—Supportable training programs can be categorized into the following broad areas: Technical Services Skills—Skills covered under this training area include transportation, logistics-related skills, telecommunication skills, finance/banking skills, hotel/catering skills, travel-related skills, cleaning services, marketing/sales, accounting/auditing skills, safety-related skills, healthcare, social services, childcare, and so on.
Project Name:	SIL. Ghana Skills and Technology Development Project		
Year:	2011		
Global Practice:	Education		
Region:	Africa		
Country:	Ghana		
Approach:	Childcare training		
Status:	Not implemented		

<p>12</p> <p>Project Number: P120265</p> <p>Project Name: SIL Urban Governance and Development Program: Emerging Towns Project</p> <p>Year: 2011</p> <p>Global Practice: Social, Urban, Rural, and Resilience</p> <p>Region: South Asia</p> <p>Country: Nepal</p> <p>Approach: Infrastructure upgrading</p> <p>Status: Not implemented</p>	<p>Program Development Objective</p> <p>To improve delivery and sustainable provision of basic services and priority infrastructure in participating municipalities.</p>	<p>Childcare Arrangements:</p> <p>The following municipal infrastructure sectors will be eligible for financing:</p> <ul style="list-style-type: none"> • Social and community infrastructure. Examples of possible projects include basic health care, community centers, childcare centers, public toilets, green spaces, and slum upgrading. • Utility and urban infrastructure. Examples include water, sewerage, solid waste, and municipal roads. • Commercial and revenue-generating infrastructure. Examples include markets, eco-tourism parks, parking spaces, and shopping centers.
<p>13</p> <p>Project Number: P126094</p> <p>Project Name: DPL Governance and Opportunity</p> <p>Year: 2011</p> <p>Global Practice: Macroeconomics, Trade, and Investment</p> <p>Region: Middle East and North Africa</p> <p>Country: Tunisia</p> <p>Approach: Policy reform</p> <p>Status: Not implemented (heavy regulation, social norms, and preferences in Tunisia)</p>	<p>Program Development Objective</p> <p>To support a set of core measures envisaged by the interim government in the areas of governance, the financial sector, employment, and social policies. The measures focus on (i) improving transparency and accountability in a visible way to respond to the aspirations of the population and to signal to investors that Tunisia is creating a level playing field for private sector-led growth and (ii) taking immediate actions to relieve the plight of the unemployed and the poorest and most vulnerable families.</p>	<p>Childcare Arrangements:</p> <p>IV. Social Sectors.</p> <p>The primary measures to be taken in this area are: Issue a circular establishing a program to provide a package of social services in the health, education, and social protection sectors, including a system of periodic evaluation in order to overcome geographical obstacles to access to public services (maternal and childcare, preventive care, and regular follow-up visits by social workers to vulnerable families) in the disadvantaged regions.</p>
<p>14</p> <p>Project Number: P117764</p> <p>Project Name: IPF Decentralized Community Driven Services Project (APL I)</p> <p>Year: 2012</p> <p>Global Practice: Social Protection</p> <p>Region: Africa</p> <p>Country: Benin</p> <p>Approach: On-site childcare</p> <p>Status: Implemented; not tracked</p>	<p>Program Development Objective</p> <p>To improve access to decentralized basic social services and to mainstream the community development delivery approach for such services.</p>	<p>Childcare Arrangements:</p> <p>Component 2: Pilot Safety Net Program.</p> <p>This pilot would test a safety net program to increase income and improve the ability to cope with shocks among targeted vulnerable population groups. The program will be composed of two elements: (i) a basic unconditional cash transfer to all targeted households and (ii) labor-intensive public works to provide the opportunity to earn an additional transfer during the agricultural lean season.</p> <p>Women are expected to make up at least 40 percent of public works beneficiaries. As such, childcare may be organized at the work site to facilitate participation of women with young children, and some women can be tasked with childcare and paid at the same rate as other workers.</p>
<p>15</p> <p>Project Number: P122764</p> <p>Project Name: IPF Women Entrepreneurship Development Project</p> <p>Year: 2012</p> <p>Global Practice: Finance, Competitiveness, and Innovation</p> <p>Region: Africa</p> <p>Country: Ethiopia</p> <p>Approach: Research studies</p> <p>Status: Not implemented</p>	<p>Program Development Objective</p> <p>To increase the earnings and employment of SME owned or partly owned by the participating female entrepreneurs in targeted cities.</p>	<p>Childcare Arrangements:</p> <p>Subcomponent 3d: Impact Evaluation.</p> <p>Complementary quantitative or qualitative studies may be conducted selectively in order to investigate project components or features that are identified as having decisive influence on the impact of the Women Entrepreneurship Development Project (WEDP). The research focus of this component will further expand to potential pilot interventions within WEDP. Examples for such pilot interventions explicitly designed as trials may include compulsory training courses; training with sole focus on innovation, such as business idea competitions; and crèches or nurseries offered to full-time female entrepreneurs.</p>

16	Program Development Objective	Childcare Arrangements:
Project Number: P124905	To reduce vulnerability to soil erosion in targeted sub-watersheds.	Compensation under the World Bank's Involuntary Resettlement Policy (OP/BP 4.12) will be available exclusively to people whose land is taken by project interventions. Under this policy, tenants may be granted resettlement entitlements along with owners or they may be given a subsidy to find a new rental property. Entitlements shall include transitional support such as moving expenses, assistance with food and childcare during a move, and other needed support.
Project Name: IPF. Nigeria Erosion and Watershed Management Project		
Year: 2012		
Global Practice: Environment and Natural Resources		
Region: Africa		
Country: Nigeria		
Approach: Resettlement provisions		
Status: TBD		
17	Program Development Objective	Childcare Arrangements:
Project Number: P122735	To support the Borrower to (i) reduce flooding in the catchment of the Colombo Water Basin and (ii) strengthen the capacity of local authorities in the Colombo Metropolitan Area (CMA) to rehabilitate, improve, and maintain local infrastructure and services through selected demonstration investments.	Childcare provisions are captured within the project's resettlement framework—under its social management framework (SMF)—to ensure social sustainability in post-resettlement sites and special provisions for vulnerable groups across gender and age. Specific gender considerations in the SMF include (i) provision of title of the alternative house in the joint name of spouses, and in the name of the mother in case of deceased husband; (ii) special attention to women-headed households with livelihood restoration support; (iii) equal provision of employment training opportunities for male and female youths; (iv) gender-sensitive provision of facilities in resettlement sites including women and day-care centers; and (v) ensuring women's participation in the condominium management process.
Project Name: IPF. Metro Colombo Urban Development Project		
Year: 2012		
Global Practice: Social, Urban, Rural, and Resilience		
Region: South Asia		
Country: Sri Lanka		
Approach: Resettlement provisions		
Status: TBD		
18	Program Development Objective	Childcare Arrangements:
Project Number: P124045	To create a comprehensive, efficient, well-targeted, productive social safety net system for the poor and vulnerable segment of the Tanzanian population.	Subcomponent 1B: Labor Intensive Public Works Plus. Childcare may also be organized at the workplace to facilitate participation of women breastfeeding young children, and some women will be tasked with childcare and paid at the same rate as other workers.
Project Name: IPF. Productive Social Safety Net Project (APL I)		
Year: 2012		
Global Practice: Social Protection		
Region: Africa		
Country: Tanzania		
Approach: On-site childcare		
Status: TBD		
19	Program Development Objective	Childcare Arrangements:
Project Number: P126372	To expand coverage of improved early child education (ECE), create conditions more conducive to learning in fundamental education, and improve municipal public management, all within the Borrower's territory.	Component 1: Expand Coverage of Improved ECE and Create Conditions Conducive to Learning in Fundamental Education. Subcomponent 1(a): Rehabilitate ECE centers, including crèches, preschools, and Municipal Early Child Education Centers (Centros Municipais de Educavdo Infantil [CMEIs]), which combine crèche and preschool provision. The project would support emergency and priority rehabilitation of up to 75 ECE centers, representing the MOR's entire ECE network, consisting of 54 crèches, 10 preschools, and 11 CMEIs.
Project Name: IPF. Recife Education and Management Project		
Year: 2012		
Global Practice: Education		
Region: Latin America and the Caribbean		
Country: Brazil		
Approach: Infrastructure upgrading		
Status: Implemented and tracked		

20	Program Development Objective	Childcare Arrangements:
Project Number: P126791	To assist the Borrower in (i) strengthening its capacity in managing public policies and public service, (ii) improving the efficiency of social protection spending through an integrated monitoring and targeting system, and (iii) improving the income and employability of the vulnerable population through temporary employment and training programs.	Component 4: Support Active Labor Market Programs (ALMPs). Trainee stipends and financing: The project will pay each trainee a modest stipend to provide minimum income support for the trainee to undertake the training and offset the cost of, for example, transportation and childcare, in order to participate. During the life skills and technical training, the stipend will be EC\$20/day (equivalent to US\$7.44/day). For the internship phase, the LD will sign a contract with each beneficiary.
Project Name: SIL. Public and Social Sector Transformation (PSST) Project		
Year: 2013		
Global Practice: Social Protection		
Region: Latin America and the Caribbean		
Country: Antigua and Barbuda		
Approach: Stipend or benefit for all trainees (paid directly to centers)		
Status: Project canceled		
21	Program Development Objective	Childcare Arrangements:
Project Number: P126875	To strengthen the capacity of the government of Tanzania to develop (i) the natural gas subsector and (ii) public-private partnerships (PPPs) for the power-generation sector.	Component C: Education and Skills Development. The capacity-building activities under this component are expected to increase the availability of vocational training capacity for the gas subsector of Tanzania in alignment with the projection of employment growth in the public and private parts of the subsector. Although this component primarily addresses increasing availability of capacity-building, development of these programs will work to promote gender-equitable access to programs, for instance through scheduling accommodations, providing childcare options, and design of scholarships for women.
Project Name: IPF. Energy Sector Capacity Building Project		
Year: 2013		
Global Practice: Energy		
Region: Africa		
Country: Tanzania		
Approach: On-site childcare		
Status: TBD		
22	Program Development Objective	Childcare Arrangements:
Project Number: P126964	To increase access of the poor to youth employment opportunities, social services, and strengthened safety net systems in participating states.	Component 2: Public Workfare Program. The public workfare (PWF) scheme will ensure that women benefit from the program with appropriate implementation guidelines and work site arrangements. A minimum 40 percent quota will be earmarked for women in public works-generated labor opportunities. Pregnant and lactating women will be given appropriately light work and their work hours will be allotted so as to not interfere with their role as caregivers for their children. Flexible work hours and the possibility of working half-days will be offered to women. Childcare facilities will also be organized at work sites to enable women to breastfeed their babies. Some women will be given the job of providing this childcare and paid at the same rate as other workers.
Project Name: IPF. Youth Employment and Social Support Operation (YESSO)		
Year: 2013		
Global Practice: Social Protection		
Region: Africa		
Country: Nigeria		
Approach: On-site childcare		
Status: Planned; not implemented (delays)		

<p>23</p> <p>Project Number: P127245</p> <p>Project Name: IPF. Strengthening Public Sector Management—Technical Assistance Project</p> <p>Year: 2013</p> <p>Global Practice: Macroeconomics, Trade, and Investment</p> <p>Region: Latin America and the Caribbean</p> <p>Country: Brazil</p> <p>Approach: Quality assessment and monitoring system</p> <p>Status: Planned; not implemented (delays)</p>	<p>Program Development Objective</p> <p>To support institutional capacity strengthening in the municipality of Rio de Janeiro to enhance public service delivery, including in health, education, and environmental management.</p>	<p>Childcare Arrangements:</p> <p>Component 2.2: Innovating in Education Service Provision.</p> <p>(c) Rio Crèche Monitoring System: SME is putting in place one of the first systems in Brazil for regular monitoring of the institutional quality of early childhood development (ECD) centers (crèches). The program would support the design of the Rio Crèche Monitoring System through consultant assistance for i) finalizing the instrument; ii) baseline application; iii) design of the template for regular feedback reports to each crèche; and iv) design and implementation of a comprehensive crèche monitoring system, which will integrate the crèche quality assurance data with system financial and human resources data.</p> <p>Additionally, SME will seek consultant assistance to develop and implement an integrated database on early childcare services provide by Rio municipality.</p>
<p>24a</p> <p>Project Number: P129524</p> <p>Project Name: IPF. Social Protection Project</p> <p>Year: 2013</p> <p>Global Practice: Social Protection</p> <p>Region: Africa</p> <p>Country: Mozambique</p> <p>Approach: On-site childcare</p> <p>Status: Not implemented</p>	<p>Program Development Objective</p> <p>To provide temporary income support to extremely poor households and to put in place the building blocks of a social safety net system.</p>	<p>Childcare Arrangements:</p> <p>Component 2: Labor-Intensive Public Works.</p> <p>Participation of women: Projects will be implemented taking into consideration the special needs of women. It is expected that more than one in three beneficiaries will be women. Lactating women will be given lighter jobs. The timing and location of work will also be arranged so as to not interfere with their role as caregivers, with such women being offered flexible working hours and the possibility of working half-days.</p> <p>Childcare will also be organized at the workplace to enable women who are breastfeeding young children to participate in the program. The childcare will be provided by other women working on subprojects who will be paid at the same rate as other workers.</p>
<p>24b</p> <p>Project Number: P161351</p> <p>Project Name: IPF. Social Protection Project (Additional Financing to Parent Project P129524/FY13)</p> <p>Year: 2017</p> <p>Global Practice: Social Protection</p> <p>Region: Africa</p> <p>Country: Mozambique</p> <p>Approach: Financing childcare through public works</p> <p>Status: TBD</p>	<p>Program Development Objective</p> <p>To provide temporary income support to extremely poor households and to put in place the building blocks of a social safety net system.</p>	<p>Childcare Arrangements:</p> <p>Appraisal Summary</p> <p>Social Analysis.</p> <p>The adoption of a new modality of public works (inclusive public works, funded by a Rapid Social Response Trust Fund) substituting infrastructure-oriented public works by the implementation of community services has had very good results in terms of female participation (more than 90 percent of beneficiaries were women) and services directly benefiting vulnerable women (community day-care centers, nutrition and vaccination campaigns, family planning and birth delivery in clinics, and so on). The government and the World Bank agreed to integrate this modality of inclusive public works under the restructuring, which is likely to reduce gender inequalities further.</p>

<p>25</p> <p>Project Number: P130528</p> <p>Project Name: SIL Urban Infrastructure Project</p> <p>Year: 2013</p> <p>Global Practice: Social, Urban, Rural, and Resilience</p> <p>Region: Latin America and the Caribbean</p> <p>Country: Plurinational State of Bolivia</p> <p>Approach: Infrastructure upgrading</p> <p>Status: TBD</p>	<p>Program Development Objective</p> <p>To improve access to basic services for the poor in Bolivia's major cities through targeted infrastructure investments and the provision of technical assistance to municipalities in the planning, expansion, and sustainability of urban service delivery.</p>	<p>Childcare Arrangements:</p> <p>Component 1: Urban—Upgrading in the Municipality of La Paz.</p> <p>1C: Physical Infrastructure—The subcomponent would finance a package of demand-driven local investments at the neighborhood level in 24 additional neighborhoods under the Barrios y Comunidades de Verdad (BCdV) Program, comprising ... (g) community recreation facilities including community services and childcare.</p>
<p>26</p> <p>Project Number: P130735</p> <p>Project Name: IPF Youth Employment and Skills Development Project</p> <p>Year: 2013</p> <p>Global Practice: Social Protection</p> <p>Region: Africa</p> <p>Country: Burkina Faso</p> <p>Approach: On-site childcare</p> <p>Status: Implemented and tracked</p>	<p>Program Development Objective</p> <p>To increase access to temporary employment and skills development opportunities for out-of-school youth.</p>	<p>Childcare Arrangements:</p> <p>Labor Intensive Public Works.</p> <p>Gender Aspects: The nature of the work, often with physically demanding tasks, although an effective targeting instrument, may also lead to discrimination with regard to women. Work sites will have amenities catering to the specific constraints faced by women, including arrangements to organize local childcare facilities run by senior women experienced in childcare.</p>
<p>27a</p> <p>Project Number: P130788</p> <p>Project Name: IPF Third National Fadama Development Project (FADAMA III)</p> <p>Year: 2013</p> <p>Global Practice: Agriculture</p> <p>Region: Africa</p> <p>Country: Nigeria</p> <p>Approach: On-site childcare</p> <p>Status: Implemented; not tracked</p>	<p>Program Development Objective</p> <p>To increase income for users of rural lands and water resources within the Fadama areas in a sustainable manner throughout the Recipient's territory.</p>	<p>Childcare Arrangements:</p> <p>Component 4: Support to the Agricultural Development Programs, Sponsored Research, and On-Farm Demonstrations.</p> <p>Nutrition Education: The project will support developing a nutrition module to be integrated into the extension agent training. To improve the utilization and demand for nutritious foods in households, the project will explore opportunities (such as on-site mobile crèches) for farm laborers to breastfeed their babies for the first six months of age.</p>
<p>27b</p> <p>Project Number: P158535</p> <p>Project Name: IPF Second Additional Financing to the Third National Fadama Development Project. (Additional Financing to Parent Project P096572/FY09)</p> <p>Year: 2016</p> <p>Global Practice: Agriculture</p> <p>Region: Africa</p> <p>Country: Nigeria</p> <p>Approach: On-site childcare</p> <p>Status: TBD</p>	<p>Program Development Objective</p> <p>To increase the incomes for users of rural lands and water resources in a sustainable manner and to contribute to restoration of the livelihoods of conflict-affected households in the selected area in the northeast of the Recipient's territory.</p>	<p>Childcare Arrangements:</p> <p>Subcomponent 7.5.1: Cash-for-Work. The subcomponent will support a cash-for-work program in which the beneficiaries get cash in exchange for labor and participation in rehabilitation of community-led actions like tree planting and soil conservation.</p> <p>33. The cash-for-work program under the small-scale labor-intensive repair and rehabilitation works. The project would ensure active women's participation through facilitating for women to select subprojects that would reduce their burden and facilitate improvement in their livelihood and arrangements for taking care of children at the project site.</p>

28	Project Number: P132500 Project Name: IPF. National Community Driven Development Project Year: 2013 Global Practice: Social, Urban, Rural, and Resilience Region: East Asia and Pacific Country: Myanmar Approach: Infrastructure upgrading Status: Implemented and tracked	Program Development Objective To enable poor rural communities to benefit from improved access to and use of basic infrastructure and services through a people-centered approach, and to enhance the government's capacity to respond promptly and effectively to an eligible crisis or emergency.	Childcare Arrangements: Component 1: Community Block Grants. Subproject eligibility: During the first year of operation in each township, only a "positive list" of subprojects will be eligible. The project will focus on capacity development of the village implementation committees and village tract development forums as a first priority. This list will include community recreation centers (such as rehabilitation or minor extension of existing facilities, including childcare centers, telecommunication centers).
29	Project Number: P130580 Project Name: TAL. Early Childhood Care and Development in the Poorest and Most Vulnerable Urban Districts of La Paz and El Alto Project Year: 2013 Global Practice: Education Region: Latin America and the Caribbean Country: Plurinational State of Bolivia Approach: Improve and increase coverage of ECD services Status: TBD	Program Development Objective To reduce childcare constraints for unemployed or precariously employed young mothers and promote the healthy development of their children in the selected districts.	Childcare Arrangements: Component 1: Improving the Quality of Early Child Development (ECD) Services. Improve the quality of existing municipal ECD services, moving from a childcare service to an integrated and comprehensive early childhood education for children from low-income families. Component 2: Expanding Coverage of ECD Services. Increase coverage of ECD services in selected districts according to the assessments carried out under Component 1 through, among other things, (i) the establishment of new ECD centers and (ii) the remodeling of existing communal spaces. Component 3: Strengthen Institutional Capacity and Community Empowerment and Participation. Strengthen fundamental support mechanisms in ECD, including young mothers, their communities, and municipal governments.
30	Project Number: P143302 Project Name: IPF. Competitiveness and Job Creation Project Year: 2014 Global Practice: Finance, Competitiveness, and Innovation Region: Africa Country: Ethiopia Approach: On-site childcare Status: Planning to implement	Program Development Objective To contribute to job creation by attracting investments and improving the competitiveness of enterprises in the targeted industrial zones (IZ) and their linked domestic enterprises.	Childcare Arrangements: Subcomponent 3.1: Skills Development Centers (US\$2.2 million). We assume that with a limited workforce and high concentration of firms, enterprises will compete for skilled workers, resulting in higher salaries. In addition, workplace conditions matter, especially considering that 70 percent of the workforce are women. The project will address this issue by providing childcare facilities.
31	Project Number: P128628 Project Name: IPF. Republic of Congo Skills Development for Employability Project Year: 2014 Global Practice: Education Region: Africa Country: Republic of Congo Approach: Differential stipend for all girls (not targeting young mothers) Status: Implementing	Program Development Objective To improve job and entrepreneurship skills for vulnerable urban youth in order to improve their labor market insertion and earnings.	Childcare Arrangements: Subcomponent 1.1: Skills training, job insertion, and entrepreneurship support for vulnerable youth. Young women who have children prior to entering the program will instead be paid CFAF 2,000 per day to help offset their costs of childcare.

32	Program Development Objective	Childcare Arrangements:
Project Number: P127209	To support inclusive development of the cashew agribusiness sector and to promote entrepreneurship in other sectors of the economy.	Subcomponent 2.1: Launching young start-ups (US\$1.2 million). Business plan training and competition (US\$200,000). In order to minimize the likelihood of female applicants dropping out of the training sessions, special coaching sessions will be offered to women during the full process and special childcare arrangements may be offered for those needing them to participate in the business plan training sessions.
Project Name: IPF. Private Sector Rehabilitation and Agribusiness Development		
Year: 2014		
Global Practice: Finance, Competitiveness, and Innovation		
Region: Africa		
Country: Guinea-Bissau		
Approach: On-site childcare		
Status: Implemented; not tracked		
33	Program Development Objective	Childcare Arrangements:
Project Number: P132667	To improve access to employment skills and employment opportunities for underemployed youth in Benin.	Subcomponent 1.3: Support for girls in apprenticeships (US\$500,000 original project funding). Encouraging girls to join nontraditional trades would need to be combined with support to ensure retention of girls in such apprenticeships, such as childcare, sensitization of masters, and other measures. The impact evaluation may be used to help generate the evidence needed to identify efficient solutions. Component 2: Developing Small Business Skills (US\$15 million original project funding). Specific activities to increase female participation in the program will be carried out. These may include interventions to relax some specific constraints, for example providing free childcare at the training center.
Project Name: IPF. BJ-Youth Employment		
Year: 2014		
Global Practice: Social Protection		
Region: Africa		
Country: Benin		
Approach: Stipends or benefits for caregivers (household members)		
Status: Implemented and tracked (only under Component 2)		
34	Program Development Objective	Childcare Arrangements:
Project Number: P133352	To (i) support the development of the Centre Artibonite Loop region, primarily by enhancing all-weather connectivity and logistics for producers and the region's resilience to climate change, and (ii) support the Recipient's capacity to respond promptly and effectively to an eligible emergency, as needed.	Social (including safeguards). Improvements may include sanitary facilities for live and slaughtered livestock, childcare in markets, drinking water and sanitation facilities along the roads, and so on. Environmental and Social (including safeguards). In terms of beneficial social development impacts, the proposed project is expected to provide better access to all-weather roads, better access to services and markets, better social conditions for vendors and customers in markets through improved accessibility, provision of sanitary facilities, childcare facilities.
Project Name: IPF. HT Center and Artibonite Regional Development		
Year: 2014		
Global Practice: Transport and Digital Development		
Region: Latin America and the Caribbean		
Country: Haiti		
Approach: On-site childcare		
Status: Not yet implemented (facilities such as childcare centers will be provided only if communities request them)		

<p>35</p> <p>Project Number: P143995</p> <p>Project Name: IPF. Improving Employability and Labor Income of Youth Project</p> <p>Year: 2014</p> <p>Global Practice: Social Protection</p> <p>Region: Latin America and the Caribbean</p> <p>Country: Plurinational State of Bolivia</p> <p>Approach: Differential stipend</p> <p>Status: Planning to implement (delays)</p>	<p>Program Development Objective</p> <p>To improve employability and labor income of poor youth by supporting the expansion of the skills development programs in selected cities.</p>	<p>Childcare Arrangements:</p> <p>Subcomponent 1.1: Improving and expanding the Mi Primer Empleo Digno Program (MPED) in selected cities (IDA: US\$10.6 million).</p> <p>MPED Stipends. This subcomponent will finance a daily stipend equivalent to Bs 400 per beneficiary per month during the training phase, which will be increased by Bs 100 for women with children less than six years old. That amount should be sufficient to cover meals, transportation costs, and the day care of children during the time of training.</p> <p>Subcomponent 1.2: Implementing the pilot Micro-Entrepreneurs Skills Training and Technical Assistance Program (MESTTA) in selected cities (IDA: US\$1.2 million).</p> <p>Micro-Entrepreneur Stipends. The proposed project will finance a daily stipend equivalent to Bs 400 per beneficiary per month during the training phase, which will be increased by Bs 100 for women with children less than six years old. That amount should be sufficient to cover meals, transportation costs, and the day care of children during the time of training.</p> <p>Subcomponent 1.3: Implementing the pilot Remedial Secondary Education in selected cities (IDA: US\$4.0 million).</p> <p>Student Stipends. The proposed project will finance a daily stipend equivalent to Bs 200 per month for a maximum period of three school years (10 months per calendar year), which will be increased by Bs 75 per month for women with children less than six years old. That amount should be sufficient to cover transportation costs and the day care of children during the time of training.</p>
<p>36</p> <p>Project Number: P129267</p> <p>Project Name: IPF. Gabon Investment Promotion and Competitiveness Project</p> <p>Year: 2014</p> <p>Global Practice: Finance, Competitiveness, and Innovation</p> <p>Region: Africa</p> <p>Country: Gabon</p> <p>Approach: On-site childcare</p> <p>Status: Intent to implement (no planning)</p>	<p>Program Development Objective</p> <p>To contribute to the improvement of the investment climate and to foster enterprise development in the Borrower's territory.</p>	<p>Childcare Arrangements:</p> <p>Subcomponent 2.1: Support to enterprises (IBRD: US\$1 million).</p> <p>The project will finance the following activities of the third Department of ANPI-Gabon:</p> <p>ii) the Women's Business Center will offer flexible and extended business hours for women who are otherwise employed during the day, in-house childcare during training and consultation sessions.</p>

<p>37</p> <p>Project Number: P129920</p> <p>Project Name: IPF. Rural Electricity Transmission and Distribution (T&D) Project</p> <p>Year: 2014</p> <p>Global Practice: Energy</p> <p>Region: South Asia</p> <p>Country: Bangladesh</p> <p>Approach: On-site childcare</p> <p>Status: TBD</p>	<p>Program Development Objective</p> <p>To reduce system losses and enhance capacity in the rural distribution network of primarily the eastern part of Bangladesh.</p>	<p>Childcare Arrangements:</p> <p>VI. Appraisal Summary</p> <p>G. Gender Responsive Social Assessment.</p> <p>A gender responsive social assessment was conducted by a consultant team as part of project preparation. The assessment provided various recommendations including:</p> <p>introducing provision for overtime allowance, transport allowance, and day-care facilities for employees. Implementation of these recommendations is expected to take place in phases, which will be followed up during project implementation.</p>
<p>38</p> <p>Project Number: P127741</p> <p>Project Name: IPF. Philippines National Community Driven Development Project</p> <p>Year: 2014</p> <p>Global Practice: Social, Urban, Rural, and Resilience</p> <p>Region: East Asia and Pacific</p> <p>Country: Philippines</p> <p>Approach: Infrastructure upgrading</p> <p>Status: Implementing</p>	<p>Program Development Objective</p> <p>To empower communities in targeted municipalities to achieve improved access to services and to participate in more inclusive local planning, budgeting, and implementation.</p>	<p>Childcare Arrangements:</p> <p>Component 1: Barangay (Community) Subgrants for Planning and Investment.</p> <p>Second, investment grants will support community subproject investments and activities (community-based public infrastructure and services such as roads, bridges, schools, day-care centers) that respond to community-identified priorities.</p>
<p>39</p> <p>Project Number: P127463</p> <p>Project Name: PforR. Strengthen Service Delivery for Growth, Poverty Reduction and Environmental Sustainability in the State of Cearà</p> <p>Year: 2014</p> <p>Global Practice: Finance, Competitiveness, and Innovation</p> <p>Region: Latin America and the Caribbean</p> <p>Country: State of Cearà, Brazil</p> <p>Approach: Infrastructure upgrading</p> <p>Status: TBD</p>	<p>Program Development Objective</p> <p>To support the government to improve public service delivery particularly in the areas of skills development, family assistance, and water quality.</p>	<p>Childcare Arrangements:</p> <p>B. Scope of PforR Program.</p> <p>1. Skills development</p> <p>2. Family assistance</p> <p>The construction of day-care centers, preschool facilities, and vocational training centers will be dispersed evenly and it is unlikely that any single municipality will receive more than one of any single type of investment.</p>
<p>40</p> <p>Project Number: P146243</p> <p>Project Name: DPL. First resilience and growth development policy loan</p> <p>Year: 2015</p> <p>Global Practice: Macroeconomics, Trade, and Investment</p> <p>Region: Europe and Central Asia</p> <p>Country: Poland</p> <p>Approach: Policy reform</p> <p>Status: TBD</p>	<p>Program Development Objective</p> <p>This is the first in a series of two DPLs structured around three pillars:</p> <p>(i) enhancing macroeconomic resilience by reducing the general government fiscal deficit and debt levels toward the medium-term objective (MTO) and bolstering macro-prudential oversight; (ii) strengthening labor market flexibility and employment promotion; and (iii) improving private sector competitiveness and innovation.</p>	<p>Childcare Arrangements:</p> <p>DPL1 Prior Action #6: Enact amendments to the Law on Early Childcare to facilitate return of parents to the labor market.</p> <p>Amendments to the Law on Early Childcare are aimed at facilitating the creation of early childcare facilities to increase access and help parents return to work. In particular, the law: (i) provides for financial support to municipalities to open early childcare facilities; (ii) enables private individuals to run early childcare facilities; and (iii) provides opportunities for joint financial, administrative, and organizational operation of early childcare facilities with existing schools or other educational institutions.</p>

<p>41</p> <p>Project Number: P147213</p> <p>Project Name: IPF. Integrated Social Protection and Promotion Project</p> <p>Year: 2015</p> <p>Global Practice: Social Protection</p> <p>Region: Latin America and the Caribbean</p> <p>Country: Dominican Republic</p> <p>Approach: Differential stipend</p> <p>Status: Implementing</p>	<p>Program Development Objective</p> <p>To improve access of the Borrower's poor citizens to an integrated package of social protection and promotion opportunities including, in particular, human capital, enhanced employability, and housing improvements in selected provinces.</p>	<p>Childcare Arrangements:</p> <p>Social Dimensions of the Integrated Social Protection and Promotion Project.</p> <p>Inclusive arrangements and measures were agreed upon to address the key potential barriers linked to income and gender that were identified during preparation.</p> <p>Stipends will be provided to address opportunity, including transportation and childcare costs, for low-income female participants with children ages 0–5 years.</p>
<p>42</p> <p>Project Number: P151916</p> <p>Project Name: IPF. Early Childhood Development Project</p> <p>Year: 2015</p> <p>Global Practice: Education</p> <p>Region: South Asia</p> <p>Country: Sri Lanka</p> <p>Approach: On-site childcare</p> <p>Status: Planning to implement</p>	<p>Program Development Objective</p> <p>To enhance equitable access to and improve the quality of early childhood development (ECD) services.</p>	<p>Childcare Arrangements:</p> <p>Subcomponent 1.3: Improving the quality of ECD services in the Plantation sector (estimated cost US\$10.0 million).</p> <p>As many of the mothers of young children in the Plantation community are engaged as Plantation workers, the centers in Plantations serve as both childcare facilities and ECD centers. Hence, project support for the Plantation sector through the Plantation Human Development Trust (PHDT) is treated as a separate subcomponent of the project.</p>
<p>43a</p> <p>Project Number: P151279</p> <p>Project Name: DPO. Social Protection System Support (SPS-1)</p> <p>Year: 2015</p> <p>Global Practice: Social Protection</p> <p>Region: Africa</p> <p>Country: Rwanda</p> <p>Approach: Policy reform</p> <p>Status: Implemented</p>	<p>Program Development Objective</p> <p>To support the government of Rwanda to improve the efficiency, accountability, and coverage of its social protection system.</p>	<p>Childcare Arrangements:</p> <p>MINALOC has developed and identified a set of policy options to increase the gender and child sensitivity of social protection programs, in line with national mandates and policies. The range of (nonexclusive) options identified by the government of Rwanda include ... (iii) establishing mobile crèches or childcare services at public works sites to ensure the safety of children during the caregiver's work and to make public works more accessible for mothers.</p>
<p>43b</p> <p>Project Number: P155024</p> <p>Project Name: DPO. Second Social Protection System Operation (SPS-2)</p> <p>Year: 2016</p> <p>Global Practice: Social Protection</p> <p>Region: Africa</p> <p>Country: Rwanda</p> <p>Approach: Policy reform</p> <p>Status: Implemented</p>	<p>Program Development Objective</p> <p>To support the government of Rwanda to improve the efficiency, accountability, and coverage of its social protection system.</p>	<p>Childcare Arrangements:</p> <p>Under SPS-1, MINALOC developed and identified a set of policy options to increase the gender and child sensitivity of social protection programs, in line with national mandates and policies. The range of (nonexclusive) options identified by the government of Rwanda include ... (iii) establishing mobile crèches or childcare services at public works sites to ensure the safety of children during the caregiver's work and to make public works more accessible for mothers.</p>

<p>43c</p> <p>Project Number: P158698</p> <p>Project Name: DPO. Third Social Protection System (SPS-3)</p> <p>Year: 2017</p> <p>Global Practice: Social Protection</p> <p>Region: Africa</p> <p>Country: Rwanda</p> <p>Approach: Policy reform</p> <p>Status: Implemented</p>	<p>Program Development Objective</p> <p>To support the government of Rwanda to improve the efficiency, accountability, and coverage of its social protection system.</p>	<p>Childcare Arrangements:</p> <p>The government of Rwanda has introduced reforms that are currently being piloted to (i) provide VUP public works opportunities that are more gender-sensitive, particularly less labor intensive opportunities for pregnant and lactating women, including ... (ii) establishing mobile crèches or childcare services at public works sites to ensure the safety of children during the caregiver's work and to make public works more accessible for mothers.</p>
<p>44</p> <p>Project Number: P126507</p> <p>Project Name: IPF. Ho Chi Minh City Green Transport Development Project</p> <p>Year: 2015</p> <p>Global Practice: Transport and Digital Development</p> <p>Region: East Asia and Pacific</p> <p>Country: Vietnam</p> <p>Approach: On-site childcare</p> <p>Status: Planning to implement</p>	<p>Program Development Objective</p> <p>To improve the performance and efficiency of public transport along a high-priority corridor in Ho Chi Minh City.</p>	<p>Childcare Arrangements:</p> <p>The technical facility at Thu Thiem, moreover, will be adjacent to the proposed rail station and Metro Rapid Transit (MRT) Line 2 station, thus generating an integration node that will positively impact accessibility. This facility will also have office space and a day-care center for children of Bus Rapid Transit (BRT) drivers and others associated with project implementation and operation.</p>
<p>45</p> <p>Project Number: P147984</p> <p>Project Name: DPL. Strengthening fiscal management and promoting better and more inclusive service delivery</p> <p>Year: 2015</p> <p>Global Practice: Macroeconomics, Trade and Investment</p> <p>Region: Latin America and the Caribbean</p> <p>Country: Brazil</p> <p>Approach: Policy reform</p> <p>Status: Implemented (no direct support to childcare)</p>	<p>Program Development Objective</p> <p>To improve fiscal management and the policy framework for territorial planning and tailor selected public services to the needs of women, Afro-descendants, and minorities.</p>	<p>Childcare Arrangements:</p> <p>The State Policy for Entrepreneurship among Afro-descendants and Women (PENM) supports a variety of interventions tailored to the needs of women and Afro-descendants. Apart from traditional instruments such as business training, technical assistance, facilitated access to credit, and conditional productive grants, the policy also foresees a number of nontraditional interventions, such as gender- and race-sensitive training methodology emphasizing individual and community empowerment, soft-skills training, and mobile and group-based day-care to enable the participation of mothers of small children.</p>
<p>46</p> <p>Project Number: P151844</p> <p>Project Name: IPF. Emergency Youth Employment and Skills Development (Additional Financing to Parent Project P122546/FY12)</p> <p>Year: 2015</p> <p>Global Practice: Education</p> <p>Region: Africa</p> <p>Country: Côte d'Ivoire</p> <p>Approach: On-site childcare</p> <p>Status: TBD</p>	<p>Program Development Objective</p> <p>To improve access to temporary employment and skills development opportunities for young men and women in Côte d'Ivoire's territory.</p>	<p>Childcare Arrangements:</p> <p>Targeting and gender aspects.</p> <p>Particular care will be taken to include tasks that are more suited to women's abilities, and work sites will have amenities catering to the specific constraints faced by women, including arrangements to organize local childcare.</p>

<p>47</p> <p>Project Number: P152903</p> <p>Project Name: IPF. Reinsertion and Reintegration Project</p> <p>Year: 2015</p> <p>Global Practice: Social, Urban, Rural, and Resilience</p> <p>Region: Africa</p> <p>Country: Democratic Republic of Congo</p> <p>Approach: On-site childcare</p> <p>Status: Implementing</p>	<p>Program Development Objective</p> <p>To support the socioeconomic reintegration of demobilized ex-combatants.</p>	<p>Childcare Arrangements:</p> <p>Gender.</p> <p>All training and benefits granted to men will be offered to women.</p> <p>Vocational training will be sensitive to potential female interest and needs. In order to ensure that differentiated needs of women are addressed, dedicated facilities and targeted activities will be provided and undertaken. These will include childcare support during activities.</p>
<p>48</p> <p>Project Number: P133129</p> <p>Project Name: IPF. Argentina Youth Employment Support Project</p> <p>Year: 2015</p> <p>Global Practice: Social Protection</p> <p>Region: Latin America and the Caribbean</p> <p>Country: Argentina</p> <p>Approach: On-site childcare</p> <p>Status: Implemented; not tracked</p>	<p>Program Development Objective</p> <p>To improve access of vulnerable youth population to labor markets, increasing their employability by supporting the expansion and strengthening of government employment programs.</p>	<p>Childcare Arrangements:</p> <p>Subcomponent 1.1: Labor orientation workshops and training courses.</p> <p>Many participants will be recommended to enroll in an employability workshop (EW), a 64-hour program designed to remove barriers (such as lack of basic employability skills, low communication skills, and self-esteem) and ensure access to other benefits, such as childcare, to close gaps between youth and access to the labor market.</p>
<p>49</p> <p>Project Number: P153987</p> <p>Project Name: IPF. Micro, Small, and Medium Enterprise Development for Inclusive Growth (Additional Financing to Parent Project P132314/FY13)</p> <p>Year: 2015</p> <p>Global Practice: Finance, Competitiveness, and Innovation</p> <p>Region: Middle East and North Africa</p> <p>Country: Jordan</p> <p>Approach: Finance for micro, small, and medium enterprises (including childcare centers)</p> <p>Status: TBD</p>	<p>Program Development Objective</p> <p>To contribute to the improvement of access to finance for micro, small, and medium enterprises in Jordan.</p>	<p>Childcare Arrangements:</p> <p>D. Environment (including safeguards).</p> <p>The list of proposed subprojects, as well as the screening process and monitoring and reporting arrangements, will remain the same as the parent project. Financed activities in the parent project included small commercial shops (selling pastries and sweets, dairy products, household goods, bedding, car accessories, used female clothes, and fabrics), carpentry, commuter vans, child day-care centers, small-scale chocolate production, and restaurants.</p>
<p>50a</p> <p>Project Number: P146883</p> <p>Project Name: IPF. Productive Safety Nets Project 4 (PSNP 4)</p> <p>Year: 2015</p> <p>Global Practice: Social Protection</p> <p>Region: Africa</p> <p>Country: Ethiopia</p> <p>Approach: On-site childcare and financing childcare through public works</p> <p>Status: TBD</p>	<p>Program Development Objective</p> <p>To increase access to safety net and disaster risk management systems and complementary livelihood services and nutrition support for food-insecure households in rural Ethiopia.</p>	<p>Childcare Arrangements:</p> <p>V. Appraisal Summary</p> <p>B. Technical.</p> <p>To improve implementation of gender and social development (GSD), a Gender Action Plan has been prepared for PSNP 4. It includes establishment of day-care centers at PW sites.</p>

<p>50b</p> <p>Project Number: P163350</p> <p>Project Name: IPF. Productive Safety Nets Project 4 (Additional Financing to Parent Project P146883)</p> <p>Year: 2017</p> <p>Global Practice: Social Protection</p> <p>Region: Africa</p> <p>Country: Ethiopia</p> <p>Approach: On-site childcare and financing childcare through public works</p> <p>Status: TBD</p>	<p>Program Development Objective</p> <p>To increase access to effective safety net and disaster risk management systems and complementary livelihood and nutrition services for food-insecure households in the Recipient's rural areas.</p>	<p>Childcare Arrangements:</p> <p>Under PSNP 4, the government agreed to implement a gender action plan (GAP) to ensure that gender equity is at the fore of design and implementation. To date, implementation of the GAP has been successful at ensuring that the focus on gender is not overtaken by other priorities, confirming that PSNP 4 is more systematically addressing gender than earlier phases of the program.</p> <p>For example, an assessment of gender dynamics in lowland areas was undertaken to strengthen the design and implementation of the gender provisions in these areas, and minimum standards for temporary childcare centers were developed.</p>
<p>51</p> <p>Project Number: P146827</p> <p>Project Name: IPF. Liberia Youth Opportunities Project</p> <p>Year: 2016</p> <p>Global Practice: Social Protection</p> <p>Region: Africa</p> <p>Country: Liberia</p> <p>Approach: On-site childcare</p> <p>Status: Planning to implement</p>	<p>Program Development Objective</p> <p>To improve access to income generation opportunities for targeted youth and strengthen the government's capacity to implement its cash transfer program.</p>	<p>Childcare Arrangements:</p> <p>To achieve better results, the project will have the following areas of emphasis: a strong focus on gender, specifically through (i) identifying and analyzing female and male gender issues at the county level; (ii) facilitating access to informal childcare arrangements.</p>
<p>52</p> <p>Project Number: P151712</p> <p>Project Name: IPF. Urban Productive Safety Net Project</p> <p>Year: 2016</p> <p>Global Practice: Social Protection</p> <p>Region: Africa</p> <p>Country: Ethiopia</p> <p>Approach: On-site childcare and financing childcare through public works</p> <p>Status: Planning to implement</p>	<p>Program Development Objective</p> <p>To support the government of Ethiopia to improve income of targeted poor households and establish urban safety net mechanisms.</p>	<p>Childcare Arrangements:</p> <p>Subcomponent 1.1: Conditional cash transfers.</p> <p>Public works that increase the productivity of urban work—such as building market sheds for self-employment retailers, provision of childcare, or prepared food—will be encouraged.</p> <p>Subcomponent 2.2: Financial support and training for livelihood development.</p> <p>Under the wage employment track, livelihood grants can cover a stipend to attend training to build skills for a wage job (ETB 40 per day stipend; training fees will not be covered by the livelihood grant but will be paid separately by the project); an allowance to travel to job interviews until a job is secured; and/or an allowance to travel to work or cover the ancillary costs of employment such as childcare expenses.</p> <p>Safety net transfer integrated with livelihoods.</p> <p>Some of the PWs such as the construction of market sheds and workshops and provision of childcare services will support the livelihood activities of the beneficiary households. Conditional transfers will require participation in PWs that could range from small-scale infrastructure to provision of beneficial services to communities in urban areas including childcare.</p>

<p>53</p> <p>Project Number: P151831</p> <p>Project Name: IPF. Kenya Youth Employment and Opportunities</p> <p>Year: 2016</p> <p>Global Practice: Social Protection</p> <p>Region: Africa</p> <p>Country: Kenya</p> <p>Approach: On-site childcare</p> <p>Status: TBD</p>	<p>Program Development Objective</p> <p>To increase employment and earnings opportunities for targeted youths.</p>	<p>Childcare Arrangements:</p> <p>Subcomponent 2.1: Support for the self-employed.</p> <p>The project will aim to provide flexibility of schedules in business development services (BDS) training and include provisions for childcare services (either through higher stipends for women with children or through direct contracts with service providers).</p>
<p>54</p> <p>Project Number: P155097</p> <p>Project Name: IPF. Strengthening Social Protection and Inclusion System</p> <p>Year: 2016</p> <p>Global Practice: Social Protection</p> <p>Region: Latin America and the Caribbean</p> <p>Country: Panama</p> <p>Approach: Differential stipend</p> <p>Status: Not implemented (restructuring)</p>	<p>Program Development Objective</p> <p>To increase the efficiency of the social protection system and improve the income generation capacity of the poor and vulnerable.</p>	<p>Childcare Arrangements:</p> <p>Payment of Stipends.</p> <p>The Ministry of Social Development (MIDES) will pay each training participant a stipend to provide minimum income support for the participant, facilitate participation in the training, and offset the costs related to participation, such as childcare and transportation.</p>
<p>55</p> <p>Project Number: P155963</p> <p>Project Name: PforR. Punjab Jobs and Competitiveness Program for Results</p> <p>Year: 2016</p> <p>Global Practice: Finance, Competitiveness, and Innovation</p> <p>Region: South Asia</p> <p>Country: Pakistan</p> <p>Approach: On-site childcare</p> <p>Status: Planning to implement</p>	<p>Program Development Objective</p> <p>To improve the investment climate and promote investments and jobs in more inclusive and sustainable industrial estates in Punjab.</p>	<p>Childcare Arrangements:</p> <p>In establishing rating criteria for public-private partnerships (PPPs) in industrial estates, the program will support capacity-building in the Department of Industry (and the Punjab Industrial Estates Development and Management Company/Faisalabad Industrial Estates Development and Management Company [PIEDMC/FIEDMC]) to promote economic, social, and environmental sustainability (in addition to financial viability that the process already advocates for). These criteria will also include enabling conditions to encourage women's labor force participation (for example, childcare facilities).</p>
<p>56</p> <p>Project Number: P156242</p> <p>Project Name: IPF. Private Sector Development Support Project (Additional Financing to Parent Project P120843/FY11)</p> <p>Year: 2016</p> <p>Global Practice: Finance, Competitiveness, and Innovation</p> <p>Region: South Asia</p> <p>Country: Bangladesh</p> <p>Approach: On-site childcare</p> <p>Status: Planning to implement</p>	<p>Program Development Objective</p> <p>To facilitate private investment and job creation and promote compliance with international quality standards, building codes, and good social and environmental practices in the economic zones (EZs) supported by the Private Sector Development Support Project (PSDSP) to stress the spatial focus (that is, EZs) and compliance with higher standards.</p>	<p>Childcare Arrangements:</p> <p>Component 3: Strengthening Skills Formation, Building Safety, and Sustainable Social and Environmental Standards.</p> <p>(ii) Zone with childcare facilities to help women with young children to go to work.</p>

57	Program Development Objective	Childcare Arrangements:
Project Number: P149323	To support the government in increasing the access of extremely poor households to safety net services and in laying the foundations for a social protection system.	Subcomponent 1.1: Establishing a productive safety net program (US\$14.7 million). 14. Direct transfers will be provided to labor-constrained households with no conditionalities. The program aims to enroll households with able-bodied members to participate in labor-intensive cash-for-work activities. However, some very poor households may be labor constrained (that is, they may not have any household member who is able to work). This includes the elderly, the disabled, some female heads of households, and people with chronic illnesses. The program will offer direct transfers to these poor, labor-constrained households, and these transfers will not be conditional on their participation in the cash-for-work activities. The percentage of labor-constrained households to receive direct transfers in each of the selected communities has been fixed at 20 percent, based on the experience of previous cash-for-work activities.
Project Name: IPF. Social Safety Net Project		
Year: 2016		
Global Practice: Social Protection		
Region: Africa		
Country: Madagascar		
Approach: On-site childcare and financing childcare through public works		
Status: Planning to implement		
58	Program Development Objective	Childcare Arrangements:
Project Number: P160359	To (i) improve safe and sustainable access to markets and services in targeted rural and urban areas of the Recipient and (ii) in the event of an eligible emergency, provide immediate and effective response to said eligible emergency.	Component 3: Institutional Strengthening and Implementation Support (US\$3.375 million). This component seeks to continue building the Ministry of Transport and Infrastructure's (MIT's) and Road Maintenance Fund's (FOMAV's) capacity, through the following activities ... (g) Provision of support for the enhancement of women's participation in the road works (US\$100,000). This support will aim to remove barriers for women to participate in the Community Modules of Adoquines (MCAs) through ... (ii) piloting a model to provide childcare services for female employees with children. Gender-targeted activities supported under Component 3: ... (iii) introduction of childcare provision to women employed by the MCAs in coordination with MIT, the Ministry of Family, and participating municipalities.
Project Name: IPF. Rural and Urban Access Improvement Project		
Year: 2017		
Global Practice: Transport and Digital Development		
Region: Latin America and the Caribbean		
Country: Nicaragua		
Approach: On-site childcare		
Status: Planning to implement		
59	Program Development Objective	Childcare Arrangements:
Project Number: P158434	To increase commercialization of agriculture value chain products selected under the project.	The project will help to close gender gaps in productivity and women's access to agriculture inputs and services. It will also seek innovative ways to reduce women's work burden (such as through labor-saving technologies and childcare arrangements).
Project Name: IPF. Malawi Agricultural Commercialization Project		
Year: 2017		
Global Practice: Agriculture		
Region: Africa		
Country: Malawi		
Approach: TBD		
Status: TBD		

60	Project Number: P154253 Project Name: IPF. Human Development Service Delivery Project Year: 2017 Global Practice: Social Protection Region: Latin America and the Caribbean Country: St. Vincent and the Grenadines Approach: Differential stipend Status: TBD	Program Development Objective To strengthen the quality of service delivery in education, improve efficiency of social protection systems, and improve effectiveness of labor market systems in St. Vincent and the Grenadines.	Childcare Arrangements: Specifically, the project will benefit at least 1,200 poor and unemployed persons in St. Vincent and the Grenadines through improved access to skills training. To support gender equity, at least half of those receiving training are expected to be women, and a supplemental childcare stipend will be provided to at least 400 parents of young children to prevent dropout.
61	Project Number: P159522 Project Name: PforR. Economic Opportunities for Jordanians and Syrian Refugees Year: 2017 Global Practice: FCI Region: Middle East and North Africa Country: Jordan Approach: Differential stipend Status: TBD	Program Development Objective To improve economic opportunities for Jordanians and Syrian refugees.	Childcare Arrangements: In addition to addressing the business environment, other important areas that will require significant improvement as part of the implementation of the compact include ... (iii) transportation and childcare (core issues for women's employment).
62	Project Number: P156479 Project Name: IPF. Chad Safety Nets Project Year: 2017 Global Practice: Social Protection Region: Africa Country: Chad Approach: On-site childcare and financing childcare through public works Status: Planning to implement	Program Development Objective To pilot cash transfers and cash-for-work interventions to the poor and lay the foundations of an adaptive safety nets system.	Childcare Arrangements: To facilitate women's participation in the program, childcare services will be provided and paid at the same rate as daily cash-for-work activities.
63a	Project Number: P159053 Project Name: IPF. Yemen Emergency Crisis Response Project Year: 2017 Global Practice: Social Protection Region: Middle East and North Africa Country: Republic of Yemen Approach: On-site childcare and financing childcare through public works Status: Implementing; not tracked	Program Development Objective To provide short-term employment and access to selected basic services to the most vulnerable, and to preserve implementation capacity of two service delivery programs.	Childcare Arrangements: The community contracting approach and youth employment for service delivery entail design parameters that ensure women are provided an equal opportunity to benefit from the employment opportunities (for example, targeting female-headed households, allowing flexibility in work hours, and providing on-site childcare).

<p>63b</p> <p>Project Number: P161806</p> <p>Project Name: IPF. Emergency Crisis Response Project (Additional Financing to the Yemen Emergency Crisis Response Project P159053)</p> <p>Year: 2017</p> <p>Global Practice: Social Protection</p> <p>Region: Middle East and North Africa</p> <p>Country: Republic of Yemen</p> <p>Approach: On-site childcare and financing childcare through public works</p> <p>Status: Implementing; not tracked</p>	<p>Program Development Objective</p> <p>To provide short-term employment and access to selected basic services to the most vulnerable, and to preserve implementation capacity of two service delivery programs.</p>	<p>Childcare Arrangements:</p> <p>The component entails design parameters that ensure women are provided an equal opportunity to benefit from the employment opportunities (for example, targeting female-headed households, allowing flexibility in work hours, and providing on-site childcare).</p>
<p>64</p> <p>Project Number: P157233</p> <p>Project Name: IPF. Reinsertion of Ex-Combatants Project</p> <p>Year: 2017</p> <p>Global Practice: Social, Urban, Rural, and Resilience</p> <p>Region: Africa</p> <p>Country: Mali</p> <p>Approach: TBD</p> <p>Status: Intent to implement (no planning)</p>	<p>Program Development Objective</p> <p>To support the socioeconomic insertion of demobilized ex-combatants within local communities.</p>	<p>Childcare Arrangements:</p> <p>All training and benefits granted to men will be offered to women.</p> <p>In order to ensure that differentiated needs of women are addressed, dedicated facilities and targeted activities will be provided and undertaken. These will include childcare support during activities.</p>
<p>65</p> <p>Project Number: P160272</p> <p>Project Name: IPF. Reintegration of Ex-Combatants Project</p> <p>Year: 2017</p> <p>Global Practice: Social, Urban, Rural, and Resilience</p> <p>Region: Africa</p> <p>Country: Central African Republic</p> <p>Approach: TBD</p> <p>Status: Intent to implement (no planning)</p>	<p>Program Development Objective</p> <p>To support the social and economic reintegration of demobilized ex-combatants and improve access to socioeconomic infrastructure and economic opportunities for host communities.</p>	<p>Childcare Arrangements:</p> <p>All training and benefits granted to men will be offered to women.</p> <p>In order to ensure that differentiated needs of women are addressed, dedicated facilities and targeted activities will be provided and undertaken. These will include childcare support during activities.</p>
<p>66</p> <p>Project Number: P157395</p> <p>Project Name: PforR. Upper Egypt Local Development Program</p> <p>Year: 2017</p> <p>Global Practice: Social, Urban, Rural, and Resilience</p> <p>Region: Middle East and North Africa</p> <p>Country: Arab Republic of Egypt</p> <p>Approach: On-site childcare</p> <p>Status: Activity not being tracked</p>	<p>Program Development Objective</p> <p>To improve the business environment for private sector development and strengthen local government capacity for quality infrastructure and services delivery in select governorates in Upper Egypt.</p>	<p>Childcare Arrangements:</p> <p>The workers' centers should also provide special facilities to the women workers in the industrial zones (day-care centers for children, awareness classes, and so on). These measures are meant to encourage women's participation in the jobs that will be created in the industrial zones.</p>

67	Program Development Objective	Childcare Arrangements:
Project Number: P160279	To improve the delivery of quality assurance services to enterprises in the targeted sectors.	Box 7.1. Gender Considerations for Ethiopia National Quality Infrastructure Development Project.
Project Name: IPF. Ethiopia: National Quality Infrastructure Development Project		Component 1: Strengthening Institutional Capacity for NQI Development.
Year: 2017		(e) Ensure that infrastructure is gender responsive—having separate men’s and women’s ablution points; providing crèche facilities within the NQI buildings.
Global Practice: Finance, Competitiveness, and Innovation		
Region: Africa		
Country: Ethiopia		
Approach: On-site childcare and Infrastructure upgrading		
Status: Intent to implement (no planning)		
68	Program Development Objective	Childcare Arrangements:
Project Number: P161306	To strengthen the capacities of the municipal employment offices (MEOs) as well as other involved agencies to implement “gender-smart” approaches in the provision of employment services and other interventions to youth in order to enhance their participation in the activities of the Youth Employment Program, paying special attention to discriminated groups (LGBTI).	Compensatory services: i) provision of on-site childcare services and ii) stipends for childcare services for young mothers and for transport services for isolated participants.
Project Name: Advisory Services & Analytics. Gender-smart interventions in employment programs for NEET youth		
Year: 2017		
Global Practice: Social Protection		
Region: Latin America and the Caribbean		
Country: Argentina		
Approach: On-site childcare and differential stipend		
Status: Implemented and tracked		

69	Program Development Objective	Childcare Arrangements:
Project Number: P162646	To improve the effectiveness of Rwanda's social protection system, notably the flagship Vision 2020 Umurenge Program (VUP), for targeted vulnerable groups.	<p>Component 1: Improving coverage, adequacy, and effectiveness of the Vision 2020 Umurenge Program (VUP) cash transfers—SDR 48.51 million (US\$68.5 million).</p> <p>(c) Major extension of gender- and child-sensitive expanded public works (EPW) model. EPW offers year-round, multiyear, flexible, part-time work opportunities to moderately labor-constrained households, often single-headed households with caring responsibilities.</p> <p>Community- and home-based childcare will be launched as a new type of EPW scheme in FY2018/19: EPW participants will be employed as childcare givers and trained and supervised by appropriate cell- and sector-level staff, with resultant synergies to nutrition and early childhood development (ECD) objectives. Local Administrative Entities Development Agency (LODA) will finalize and approve this new EPW childcare model, in collaboration with all relevant social protection and ECD stakeholders, including the Ministry of Gender and Family Promotion (MIGEPROF).</p> <p>In addition to wages of eligible households employed on EPW, the project will cover direct non-wage costs of EPW, which will not exceed 30 percent of total direct costs and will consist mainly of goods, including tools for road maintenance, food, and equipment. Minor refurbishments essential to the provision of quality community- and home-based childcare (such as latrine construction and minor infrastructure improvement required according MIGEPROF's guidelines) will also be funded but not counted as part of the 30 percent cap.</p> <p>Component 2: Enhancing access to human capital and economic inclusion services—SDR 4.61 million (US\$6.5 million).</p> <p>Activities to be supported by this component will include the following: ... (b) Improving parenting and childcare services for vulnerable families in targeted communities. The project will provide the following: ... (ii) quality enhancement and supervision to community- and home-based EPW childcare subprojects. Substantial capacity-building will be needed for this activity.</p>
Project Name: IPF. Strengthening Social Protection Project		
Year: 2018		
Global Practice: Social Protection		
Region: Africa		
Country: Rwanda		
Approach: On-site childcare and financing childcare through public works		
Status: Planning to implement		

Note: DPO/DPL = development policy operations/loans; ERL = economic recovery loan; IBRD = International Bank for Reconstruction and Development; IDA = International Development Association; IPF = Investment Project Financing; PforR = Program-for-Results; SIL = specific investment loan; SME = small and medium enterprises; TAL = technical assistance loan.

Appendix B. Interview Guide for Task Team Leaders and World Bank Teams

Project Profile

Project number and name		Global Practice	
Task Team Leader		Country	
Program Development Objective			
Rationale and childcare arrangements			
Additional info (monitoring and evaluation, budget, and so on)			
National policies / requirements			

Objectives and questions

1. Understanding the rationale behind the inclusion of childcare provision

a. What were incentives to bring childcare components in (for the project team, for the client)?

- How are childcare components aligned with national policies and systems for provision of care?

For example, Bangladesh Labour Act 2013 states that factories with more than 50 workers are required to provide suitable rooms for the use of children under the age of six years.

b. What arguments/rationale were used to make the case for these activities?

2. Outlining the design arrangements

- a. Was a needs assessment, feasibility study, childcare market and regulatory framework analysis, and a cost-benefit analysis conducted to make an informed decision about which childcare solution should be applied?
- Did the project team conduct an analysis to learn about which national and international standards to adhere to?
-

- b. Who are the stakeholders involved in the delivery of the services?
- Include public, private, and community-based stakeholders.
-

- c. What are the implementation arrangements? What are the contracting arrangements (including licensing, registration, certification requirements)?
-

- d. What is the cost per beneficiary of the childcare service? What does this amount include?
- Start-up costs:
- Personnel: salaries for staff to plan and implement start-up, fringe benefits, taxes, and so on
 - Contract services and consultants: subcontractors, renovations contractor, childcare consultants and mentor support, capacity-building with partners, trainings and workshops, per diem allowances, and so on
 - Occupancy: training venue rental, utilities, and so on
 - Equipment and furniture: computer, router, camera, printer, generator, tables, chairs, blackboards, and so on
 - Office and training supplies: office and training materials, stationery, renovation, and so on
 - Transportation and travel: fuel, vehicle rental, vehicle maintenance, and so on
 - Overhead costs: licensing, insurance, bank fees, and so on
- Operational costs:
- Personnel: salaries for administrative and classroom staff, fringe benefits, taxes, and so on
 - Occupancy: rent or mortgage, utilities, building insurance, repairs, and so on
 - Training supplies: books, toys, art supplies, and so on
 - Administration supplies: telephone, printing, accident insurance, and so on
 - Staff development: workshops, library, and so on
 - Other expenses: consultants, special events, banners, and so on
-

- e. What are the financing arrangements (who pays for the service)?
- Are there users' fees? If so, how was the amount set?
 - Do these financing arrangements seem sustainable for the project?
-

- f. What methodology was used to identify the demand for the services and the beneficiaries?
- How many beneficiaries are served (including information on the age range of children served)?
 - How were the selection criteria for beneficiaries set? (How many children per woman or household?)
-

3. Outlining quality standards

- a. How did the project team set quality standards for childcare provision (national and international standards) in terms of basic requirements?
- How did the project team ensure standards are applied in a country where quality and safety standards are lacking or inadequate? How did the project team decide which standards to apply?
 - Suitability of site/room for the proposed facility.
 - Playground and floor space requirement.
 - Caregivers' qualifications (training and experience) and required services.
 - Number of children per staff person.
 - Accreditations and licensing (comply with government licensing and registration procedures).
 - Health and safety practices.
 - Management and administration of the facility to ensure quality. (How is the facility run: owned by employer/community-based or owned/run independently/NGO?)
-

- b. How did the project team set quality standards for childcare provision (national and international standards) in terms of services provided? (For example, conducting a survey of potential beneficiaries.)
- Period of operation: a full-day or half-day childcare service, to suit women's working hours.
 - Childcare scope of coverage: what type of care services to provide.
 - Procedures: describe the steps, information requirements, and approvals required.
-

4. Understanding monitoring and evaluation (M&E) arrangements

- a. What are the quality assurance mechanisms?
- How are the above-stated quality standards monitored?
 - What quality monitoring indicators are collected? How? At what frequency?
-

- b. Do you consider that the results and benefits of childcare provision are meeting or have met the expectations?
- Is there any result or benefit the project team would highlight as either expected or unexpected?
-

4.1 Projects with indicators in a results framework (RF)

- How did you decide to include that specific indicator?
 - What type of monitoring data is collected on childcare provision?
 - At what frequency is monitoring data collected?
 - Do you consider the M&E arrangements (indicators) appropriate to monitor outputs and results?
-

4.2 Projects without indicators in RF

- Did you consider whether to include a specific indicator in RF?
 - Why did you decide to not include it?
-

4.3 Projects including an impact evaluation (IE)

- What are the key evaluation questions, methodology, treatment, comparison group, and so on?
- What were the incentives to include an IE (for the project team, for the client)?
 - How will this IE contribute to the knowledge base on childcare (specifically, what are you testing and what do you hope to learn from this evaluation)?
 - What is the timeline for the evaluation (when will you have results)?
-

5. Identifying lessons, challenges, and recommendations

- a. Is there anything the project team learned or would like to have done better in the design of the childcare provision?
- Would you follow the same process and design again?
-
-

- b. Was the implementation in line with the design or what was planned in terms of arrangements, timeline, quality standards, services provided, or other considerations?
-
-

- c. What are the aspects or conditions that make childcare provision replicable or scalable?
-
-

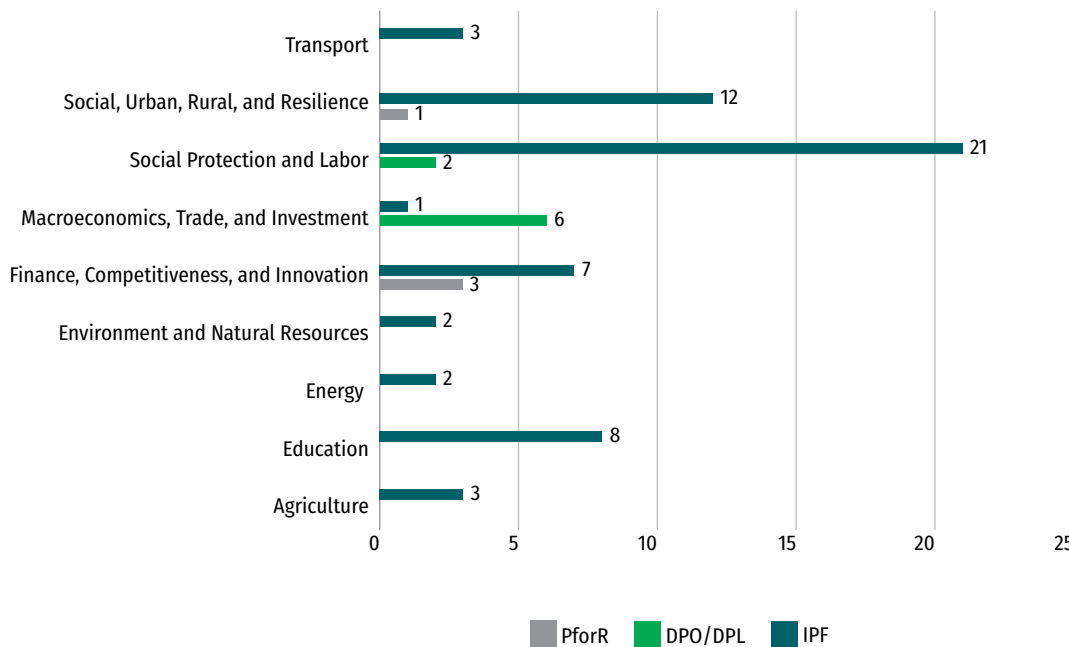
- d. Any specific recommendation on how to design and include childcare in lending operations?
-
-

Appendix C. Portfolio Review Results: Number and Type of Projects

The review identified 69 operations (see appendix A) that had one or more of the keywords in the project appraisal document (PAD). Considering the spread of the 69 projects across the World Bank's Global Practices, the majority (25) came from Social Protection and Labor, followed by Social, Urban, Rural, and Re-

silience (SURR) (12) and Finance, Competitiveness, and Innovation (FCI) (10) (figure C.1). The vast majority (47) of the projects identified by the review were investment project financing (IPFs), along with 7 Development Policy Operations or Loans (DPOs or DPLs) and 4 with Program-for-Results (PforR) financing.

Figure C.1. Portfolio Review by Global Practice and Lending Instrument



Note: DPO/DPL = development policy operations/loans; IPF = Investment Project Financing; PforR = Program-for-Results



Photo credit: EPAG Project,
Liberia Ministry of Gender, Children
and Social Protection