
SITE VISIT: Home-Based Community Day Care and Children's Rights—The Colombian Case

By Carlos Castillo Cardona, Nelson Ortiz Pinilla, and Alejandro González Rossetti.

Summary by Frances Hitchens.

Source: *Home-based community day care and children's rights: The Colombian case*. UNICEF. Innocenti Occasional Papers. Child rights Series , No. 3, 1993.

Overview of the Project

In recent years in Colombia the changes in the structure of the family, the increasing presence of women in the labor force, and a new understanding of child development have created a more urgent need to devise ways in which to provide day care outside the home for 3- to 6-year-olds. Universal coverage in day care for this age group in Colombia has not been possible through the use of standard approaches, since these approaches require highly skilled personnel, major investments in infrastructure, and significant outlays of money for day to day operations.

In response to this situation, the Colombian Family Welfare Institute (ICBF) has undertaken a program for home-based community day care. The program has grown considerably, having served 112,000 children in 1987 when it was started, 340,000 children in 1988, 700,000 children in 1989, and 800,000 children in 1990. By 1993, its sixth year in existence, the program reached nearly one million children, or about 83% of all children living in poverty in Colombia. This adds up to an average annual growth rate of 198%. The program offers mothers training and support so that they can each care for up to fifteen children from the local community in their homes. Each mother is also offered support from a trained specialist. The program has proved to have a positive effect on the health, nutrition, and psychological and emotional well being of the children. Women have been able to dedicate more time to jobs and thus augment the family income. The educational element in the program has helped to enrich relationships between the adults and children and has generated a social and cultural environment that is supportive of the children's development.

The process to establish the day care homes has included several notable features: campaigns to mobilize families and communities in support of child care, a new leadership role for women, specifically as day care mothers, and the modification of traditional attitudes and behaviors on behalf of more balanced and harmonious relationships within families. The participation of parents and communities in efforts to improve housing, sanitary conditions, and child health have been important, as have productive initiatives founded by community members and the interest generated in the program for the sake of the progress of the community. According to one official publication, "the day care homes have planted the seed of real social development." The program has instilled a sense of pride and confidence in communities in terms of their ability to become an active part of improving their living standards. The program is proof of the

administrative capacity of communities, and has set an important example for other projects requiring administration and resource management by local populations.

The Context/Need

Colombia is located in the northern part of South America. It has a population of 33 million people (1993), most of whom live in the highlands and along the nation's two seacoasts. Despite centuries of racial mixing among Indians, Negroes and Europeans of Spanish origin, Colombia still retains a myriad of cultures. Due to rapid urbanization over the last 30 years, cities now contain 70% of the total population.

During the 1950s Colombia was plagued by an undeclared civil war brought on by conflict between the two traditional political parties. To establish peace, the two parties agreed to share power equally within the administration of government and occupy the presidency on an alternating basis for a period of 16 years. However, the violence did not end but merely took on new forms. Colombia now suffers from violence spawned by guerrilla movements, paramilitary groups, and drug cartels. It was once estimated that 30% of the population was living in a situation of armed conflict; the figure may be even higher today. Crime rates are also high, and violent death is the second major cause of death in the country. Unlike Venezuela and Ecuador, Colombia has not experienced an oil boom. Nor has it benefited from efforts to develop natural resources for the world market.

During the 1980s, when the Program for Home-based Community Day Care was inaugurated, Colombia was enjoying exceptional economic growth. Gross domestic product was rising an average 3.5% annually. Inflation fluctuated from 16.6% in 1983 to 28.1% in 1988. The boom did not last, and in response to economic recession the Government was obliged to adopt adjustment policies in 1990. The policies were aimed at reducing domestic consumption, liberalizing foreign trade, reforming the fiscal sector, privatizing many public services and decentralizing government by giving local officials more authority. In the early 1990s the Government was attempting to concentrate social spending on education, health care and income generation, while assigning priority to assistance to the poorest segments of the population. Nonetheless, the achievement of this priority has been hampered by the demands of adjustment and the struggle against drugs and violence.

During recent decades the people of Colombia have tried hard to achieve a modern economy and accelerate social development. However, despite these efforts, malnutrition and inadequate services in health care and education, along with neglect, abuse and total or partial child abandonment, are features of the socioeconomic and cultural environment in which many children under seven are living.

- 61.3 of every 1,000 infants born to the poorest Colombians die when they are still under the age of one.
- There are 5.7 million children in Colombia under 7 years of age (1993). Of these, 43% are living in poverty and 24% are living under especially miserable conditions.

- The infant mortality rate fell from 74.1 deaths per 1,000 live births in 1971 to 39.6 per 1,000 in 1990.
- The overall rate of child malnutrition declined from 19.4% in 1980 to 13.1% in 1990.
- Incidence of preventable disease has dropped. Vaccination coverage has increased to between 82% (measles) and 95% (tuberculosis).
- Infant mortality rate is 35.1 per 1,000 live births among the relatively more well off. Among the poor segments of the population it is 56.3 per 1,000 live births.
- 76% of the beneficiaries of the program earn incomes per capita that represent less than one third of the minimum wage.
- 21% of the families in the program have incomes above the value of two adults on the minimum wage, 51% have more than three dependents, and fewer than 30% of the heads-of-household have regular job contracts.
- One-fifth of the families served by the program are headed by women. 37% of the heads-of-household are illiterate.
- Among the homes of the families the program serves, 14.5% lack indoor plumbing, 18% have dirt floors, and 51% live in extremely crowded conditions.
- 52% of the mothers supply more than half of the incomes received by their households, and 64% assume some economic responsibility for the home.

Given this historical context and the clear social needs of children under seven years of age the Government decided to create a new program that would serve several purposes. In February 1987 the ICBF was given responsibility to establish a new system for preschool day care. This was to be the Program for Home-based Community Day Care. It was the first time that a non-formal but wide-ranging service of this sort had ever been planned in Colombia. Previously, the ICBF had attempted to use more formal approaches to child care programs; but these did not succeed due to limited coverage and high costs. The day care "homes" represented a new weapon in the war on poverty, and the program rapidly became a top Government priority. Its aim was to meet the needs of children and their families living in poverty, and to attempt to end the violence associated with poverty.

Process, Goals, and Objectives

In 1987 the ICBF was given the task of designing an effective preschool day care system. Previously the ICBF had established Comprehensive Preschool Care Centers (CAIPs). These offered day care, health care and schooling within a traditional kindergarten model. However, they were not serving the needs of many of the poorest children in the country.

Starting in 1988, with the assistance of UNICEF, community-based methods of preschool care were tested. In many cases mothers and other local residents in various communities throughout Colombia participated in ICBF-sponsored programs. Though these initiatives were limited in coverage, they demonstrated the conceptual, methodological and operational advantages of community participation in program management. They had a relatively positive political, social

and economic impact and provided the ICBF with a proving ground for many important features of the Program for Home-based Community Day Care. During the first year the service reached 122,000 children. Most of the parents of these children were employed in the informal sector of the economy. According to a 1991-92 study, the incomes of more than 70% of the families in the program came from the informal sector. Thus, the initiative succeeded in reaching those most in need.

The ICBF also drew on experiences from other countries, for example the Venezuelan day care program implemented in the late 1970s, and the work done in Ecuador with home day cares and the training of care givers. In 1989 the Government drafted and passed the National Code on Minors. This law was inspired by versions of the United Nations Convention on the Rights of the Child that were available before the final approval of the convention by the UN General Assembly. In 1991 a campaign to publicize and protect child rights was launched by the office of the president of Colombia in cooperation with government ministries and the private sector.

Approach/Program Description

The Beneficiaries

The overall goal of the day care homes is to offer extremely poor under-7-year-olds an opportunity to develop harmoniously. By this the program means balanced emotional and psychological growth, proper nutrition and good health care. This can be achieved through steady concern for the needs of the child and through the existence of a family and community environment which nurtures such concern.

The program benefits not only the children but also the local community. Community members become key players in the success of the program. Community participation reduces government paternalism by allowing local people the chance to play their proper role and to accomplish objectives in conjunction with the state. It strengthens the foundations of democracy, bolsters institutional legitimacy, renders decentralization feasible, and helps social programs achieve broader coverage. Community participation responds to the right of people to make decisions that affect their lives.

The Structure

The Government initiated Home-based Day Care program is organized and implemented by the Colombian Family Welfare Institute (ICBF). The ICBF is a public agency of the Ministry of Health. It has administrative independence and manages its own assets. The ICBF is charged with protecting minors and improving living standards among families. With regional offices in Colombia's 33 departmental and provincial capitals, the ICBF serves the entire country. These offices are supported by "zone centers", which provide training, planning, management, and supervision for the day care homes. Prior to the creation of the ICBF, all public and private sector enterprises with more than 50 employees were required by labor laws to provide day care or kindergarten facilities for their workers. Most companies failed to meet these requirements due to high costs of quality care, thus the majority of the children of workers (especially in the informal

sector) had no access to day care. Few children could be cared for through the limited programs that the ICBF was able to finance using Government allocations.

ICBF staff, staff from other institutions, representatives from parent associations, the mothers and fathers of the children involved in the program, the "day care" mothers and their assistants, volunteers from NGOs, and the children themselves are the main participants in the program. Each day care "home" is the house of a local mother who, assisted by an assistant, provides care for 15 neighborhood children. These "community mothers" have been specially trained and receive loans to adapt their dwellings to the needs of child care. Every day each child is given one meal and two snacks that together supply 50 to 60% of average daily nutritional needs. The activities that take place in the home are designed to foster social maturity, the formation of healthy personalities, and intellectual and cerebral-motor development. Health workers visit the homes regularly to monitor the health and development of the children. The homes are open for day care every weekday during the eight hours when parents are at their jobs.

Neighborhood parent associations have been formed in order to organize and supervise the day care homes. These associations administer the financial assistance of the ICBF for the homes, organize the purchase of food for the daily meals and snacks, remain in close contact with the day care mothers in order to monitor the homes, and plan other activities of benefit to local residents. The associations also receive special instruction in child care and development. Parents pay a monthly fee (no more than 25% of the daily minimum wage) and are required to perform volunteer clerical work for the day care service through the parent associations. The parent associations use the Government financial support to meet the costs of food and the allowances and home-improvement loans for the day care mothers.

Parent associations play a key role in the organizational structure of the day care home. They usually hold monthly meetings to evaluate their work, adopt decisions and plan activities. The participation of parents guarantees that the program provides high quality day care that is appropriate to local needs. The main tasks of the associations are:

- Follow the policies and achieve the goals of the program.
- Pass, amend and observe bylaws.
- Direct and supervise the program.
- Appoint managing and supervisory committees composed of people who do not sit on boards of parent associations.
- Establish support committees consisting of other community members and representatives from the local organizations. Their role is to ensure that the homes function properly, improve local economic and social conditions, and lend support to program management.
- Review and approve the report of the managing board on the activities of the parent association.
- Identify the projects and activities to be developed by the managing board in pursuit of the goals of the associations.

- Determine the fees to be paid by families, fix the contributions to be paid by the communities, and devise a system for the collection of these fees and contributions.

Since their first appearance, the day care homes have benefited greatly from their links with public agencies and programs. The benefits have included lower direct costs and the availability of the experience garnered in the community-based projects of many institutions. For example, the National Vocational Training Service has produced materials and offers special training courses for participating day care mothers and their communities. The Ministry of Education has played a role in several program initiatives in the area of the psychological and emotional development of the child. The Ministry of Health is responsible for furnishing preventative care and basic health care in day care homes. Through its child health monitoring project, called 'Growth and Development', it is directly involved in the homes.

Through formal and informal agreements with the ICBF, non-governmental organizations participate in various facets of the Program for Home-based Community Day Care. Many of these agreements involve initiatives at the local level. Under ICBF planning, non-governmental organizations (NGOs) have become an important factor in the decentralization of management. Prior to the creation of the day care homes, many of these organizations had already gained recognition and acceptance within communities thanks to their projects. Some had become involved locally and had only to incorporate the program into local projects.

Most of the non-governmental organizations take part in the program by providing supervision or technical help to the homes. The ICBF assures that any outside management entity maintains predetermined levels of coverage and quality. Non-governmental agencies, in essence, work as intermediaries between the ICBF and communities in many parts of Colombia. In certain areas NGOs have also taken on the role of providing food and supplies and developing technical material. Non-governmental organizations have played a key role in the success of the Home-based Community Day Care program.

NGOs have:

- supported and promoted the program in local communities
- helped guarantee a high degree of efficiency and quality
- played a key role in the organization and expansion of the program
- absorbed a large portion of the costs for administration, personnel and infrastructure that the ICBF would otherwise have to bear.

Curriculum/Program Activities

In pursuit of the goal, to offer extremely poor under-7-year-olds an opportunity to develop their social, emotional, physical and cognitive development, several approaches have been adopted in the program:

1. Sound psychological and social development is encouraged in the child through educational activities designed to stimulate the child's awareness and foster better relations among the children, the family, and the community.
2. Good nutrition among under-sevens is spurred through the distribution of food supplements which supply 50 to 70% of the daily allowance of vitamins recommended for this age group; growth monitoring is encouraged, and the program suggests alternatives for better diets.
3. Health care is bolstered by bringing children into programs of the national health system and other relevant agencies.
4. Day care is provided for the children of working parents, thus helping the latter become better integrated into the labor force.
5. The educational and social environment of children is reinforced by strengthening the family, raising the capacity of parents, and the community in general, to deal with the learning processes involved in activities in which the children participate, improving the living conditions of the families associated with the program, supporting community participation, and assisting families in boosting their incomes.

The Day Care Homes are responsible for carrying out special activities with the children. These activities are called "educational moments" and are designed to stimulate child development. They are not part of a strict routine, but the day care mothers are trained to seek opportunities to introduce them. The ICBF encourages the mothers to be creative. The "educational moments" are:

- Welcome Time: children tell each other about recent happenings at home
- Let's Play: day care mothers supervise free playtime or other recreation
- Let's Explore: outings to places where the children encounter new experiences
- Let's Eat: this occurs after a short recess and involves preparing the food, clearing the space and setting the tables
- Let's Create: includes painting, clay-modeling, and other art projects during which children are encouraged to work in groups
- Nap Time: usually for an hour after lunch
- Let's Go Home: children are reminded of what they have learned in the day and are offered suggestions on how to behave at home

Training

Community-based action would not be feasible without the help of institutions furnishing training for the day care mothers. Any program of this scope and complexity in which community participation is so important must provide intensive training. This program relies on several

techniques to guarantee on-going instruction. These techniques are based on direct, on-site teaching methods and employ teaching aids such as primers and video presentations. Training is carried out in several ways:

1. Women wishing to become day care mothers must attend a 40-hour workshop directed by staff from the ICBF zone centers. These workshops cover the main concepts in child health care, nutrition, development and community participation. Only the most promising candidates are selected to serve as day care mothers; others are picked to become day care assistants. The parent associations participate in the selection process. This kind of training is based on discussions of topics examined in "The Comprehensive File", a study guide containing information on the major steps in child development. The topics include the characteristics and needs of children at various stages of growth and development, the emotional relationship between children and adults, a child's perspective on objects, the role of adults in child development, organizing and running activities, managing time and space, preparing educational materials, community organization, and good health and nutrition.
2. "Work-study" groups have been created through the program. These groups consist of day care mothers, parents and ICBF staff. The groups meet every 15 to 30 days to analyze and discuss the situation in nutrition, health and psychological and emotional development, and local problems in caring for and supervising children. Each meeting is planned and conducted by a staff member of the local ICBF zone center. This staff member is known as the "community education agent".
3. Workshops are held so that day care mothers can exchange ideas and experiences. Seminars and conferences are arranged for those interested in acquiring a more in-depth understanding of issues relevant to child survival and development. There is no systematic plan or schedule for activities of this type. The themes are varied and the selection of topics hinges on the concerns of the day care mothers and the initiatives of ICBF staff.

Knowledge Creation and Dissemination

Because of Colombia's regional and cultural diversity, the program relies on special tools and guides for training and management to boost coverage and maintain proper organization. The ICBF has developed a wide range of manuals and guides for use nationwide. In some regions additional program manuals have been produced that are adapted to the local social and cultural conditions. The program materials fall into several categories:

1. Twelve training manuals have been developed through an agreement between the ICBF and the National Vocational Training Service (SENA). These manuals cover a variety of topics, including the identification of the needs of children, on-going training and instruction, methods for organizing day care homes, community participation and organization, the creation of a parent association, health care and good nutrition, accident prevention, food management, growth monitoring, and activity planning for under-two-year-olds and for two-to six-year-olds. Special videos are also available on clay modeling, making toys with waste material, and children's rhymes and songs.

2. Program manuals have been published on the nature and goals of the day care homes and the structure and operation of the parent associations.
3. Additional manuals have been prepared on other subjects, including child development, education projects in communities participating in the ICBF, children and cities, and the promotion and practice of breast-feeding.
4. Manuals also exist for ICBF staff. These publications offer guidelines in areas such as establishment and day-to-day management of emergency assistance centers, child care in special "open" environments, the structure and operation of auxiliary day care homes, and the organization and administration of special institutions for the protection of minors.

Program Costs and Funding

The *direct financial costs* of the program embrace all the recurrent expenditures incurred by the ICBF in carrying out program initiatives, including outlays for administration and for human resources at the national, regional and local levels. Also included are direct transfers from the ICBF to communities to buy food for the children, the allowances for day care mothers, and other operating expenses.

The *indirect financial costs* are incurred in two areas: health care and special training for program participants. These indirect costs account for 13% of the total financial cost.

The average total cost per child at a day care home is \$298.18 per year, or \$24.85 per month. The total program cost may seem excessive, but it is really quite low compared to the cost of similar programs. Although the total cost is high, the fact that only about 43% is represented by Government outlays is positive (as is the fact that within that the managing agency, the ICBF, is responsible for only 38% of the total cost). The rest (57%) is absorbed by entities (e.g., community groups, health centres, etc.) which can use their installed capacity (facilities that already exist) to support the program. The added cost attributable to the participation in the program of these other entities is very low. The day care homes are thus optimizing the use of what exists and expanding the access to services, such as public health care, which existed but were under-utilized before the program.

In 1991 the direct and indirect financial contributions of the government to the program amounted to \$10.76 per child per month, or \$129.11 per child per year, and accounted for 43.31% of the total economic value of the program. International cooperation represented 0.19% of the total and the remaining 56.5% was supplied by the participating communities. During the 1991 fiscal year the direct cost of the program to the ICBF was \$9.44 per child per month, which is equivalent to \$113.29 per child per year. ICBF's contribution represented 38% of the economic value of the program but 87% of the financial cost.

Communities furnish volunteer labor, non-money goods and some infrastructure. Because of its nature, and because it does not constitute a Government outlay, virtually no accounting records exist on the community contribution. Estimations and analyses calculate the community

contribution to be \$14.04 per child per month. These contributions pay for the human resources, specifically the day care mothers, their assistants and the parent associations.

A number of *international organizations* have lent their support to the program.

UNICEF backing, approximately \$1.5 million over five years, has been used primarily to implement and enhance the program. *UNICEF* has also played a key role in providing technical assistance, expediting the transfer of technology from other countries, backing the non-formal approach to child care, carrying out evaluations, and maintaining pilot projects. *UNICEF*'s contributions to the efforts in training, management and monitoring have been substantial.

The *Netherlands* has given technical support and has financed the construction of a regional training center. This support has been provided through Government bilateral cooperation and the Bernard van Leer Foundation.

The World Bank: The ICBF incorporated \$1,026,000 from the World Bank loan into its budget for 1990 in order to meet the requirements of the home-improvement component of the program and to undertake studies on the Comprehensive Preschool Care Centers and the dietary supplement known as "bienestarina". In 1991 over \$6 million were earmarked for these same areas, as well as for the expansion of the information system of the program and for improvements in the training of day care mothers, the managing boards of parent associations, and communities at large.

The ICBF is planning an educational program on child development that will be aimed at parents and will rely on the media. *UNICEF* is supporting this project. Ideas will be used from the highly successful Family Program (1979-1983) implemented in Venezuela.

Program Quality, Impact, and Effectiveness

Staff of the ICBF zone centers represent the key mechanism for monitoring and evaluation. Monitoring consists of visits to the day care homes as well as frequent meetings and interviews with the day care mothers and parents of the children in the programs. Throughout the country monitoring is not consistent due to differing levels of commitment and technical capacity.

Several tools are used by the ICBF to monitor and assess the health, nutritional status and development of the children who participate in the program. The data supplied are not, however, always used to improve the program. There are plans to create an information technology system for more consistent and intensive monitoring and evaluation. This system will be used to enhance program capacity and efficiency.

Various outside studies have been carried out in order to gauge the operation and impact of the day care home program. Every year a program evaluation is conducted, although these are not always extensive. In general these evaluations have highlighted the need for greater participation on the part of beneficiary families, higher quality training for day care mothers, improved

monitoring and support, and a need for a functioning information system. Some of the key areas that evaluations have focussed on in the last five years are:

- overviews of child health in the programs (morbidity rate/vaccinations/dental care).
- progress in child nutrition—developing role of parents in the child's nutrition and health.
- psychological and social development—findings in a 1992 evaluation support the fact that children who spend more time at the day care homes are exhibiting more evidence of normal development than do children of the same age and family situation who are newcomers to the program.
- child care—day care mothers interviewed in 1989 felt that the most important result of the program was the fact that children no longer have to be locked up and left alone at home while their parents work.
- learning and social environment—evaluations in 1989 looked at the close correlation between the opening of the day care homes and parents increased understanding and commitment to playing with their children at home.

Sustainability

After several years of experience, the ICBF has set itself the task of not only expanding the Program for Home-based Community Day Care, but also implementing a more well-rounded strategy in the provision of preschool care. This strategy is based on offering care which is tailored to the income levels of families and the age, the need for supervision, and surroundings of the children. It calls for the creation of a system of child care services that relies on several forms of care, makes efficient use of efforts and resources, and reaches children living in poverty. The success of the home-based day care has opened the way for plans for an even more ambitious strategy.

The ICBF wants to guarantee that the Comprehensive Preschool Care Centers (CAIPs) continue to fulfil their technical role. At one time the Government was considering closing these centers due to the fact that expenses were twice as high as in the day care homes. However, in many regions of Colombia the CAIPs have played an important role in the development of day care homes by assisting with the selection of day care mothers and day care homes, as well as offering support in training, planning, monitoring and the provision of technical support. The new aim for the CAIPs is to have their principle function be to assist day care homes, and other non-formal projects, in planning, training and development of technical skills.

The ICBF acknowledges that day care homes are not the answer for all children. It is diversifying its approaches to child care. For children under two, (who often lacked proper supervision in the day care homes with older children), a new program has been created called the Child and Family Care Program (FAMI). This program has achieved substantial coverage in a very short time. Other alternative models for child care have been embraced by ICBF in response to a clearer understanding of the importance of local community needs.

Lessons Learned

A single approach with local variations has been adopted. The program attempts to improve local conditions while respecting cultural differences. The day care homes represent a unified approach. The application of this single approach throughout the country has not been easy due to cultural and socioeconomic variations. Adaptations have been made at the local level to specific social and cultural conditions in regions and at the municipal level. This shift has enriched the program sustainability as it better meets the needs of a diverse population. Program differences usually relate to the kinds of recreational activities, foods and menus offered, and the way participation of the parent associations is organized.

A good example of the way in which facing difficulties has allowed the program to grow and change are the issues encountered when implementing the program among Native American communities. Indians constitute slightly more than 1% of the population of Colombia and represent a wide variety of cultures and ethnic backgrounds. The family structures, child rearing patterns and needs in child care within these communities do not always coincide with the basic approach of the program. Plans to employ the program for the benefit of certain native cultures have had to be canceled, and the ICBF has developed special approaches for these communities.

The diverse methods encouraged to reach the objectives and principles of the program create a challenge in terms of coherence at a national scale. It has been found that the media (radio / television / press) can play a key role in building public awareness and support for the programs and building the public's knowledge of child development.

The day care homes represent an ambitious approach in terms of coverage, the participants it attracts, the areas of child development it affects, the resources it assembles, and the complexity of the planning, implementation and monitoring it involves. Much of the success has been due to the confidence and respect with which people have gradually come to view the program over the years. However, up to now this credibility has been generated because of the rapid pace at which the program has been expanded. This rapid growth has provided the visibility and inspired the confidence necessary to assure the social mobilization required for continued progress. Without this support this national effort to improve the provision of child care for children under seven might not have been such a success.

Highlights

During its six year history the Program for Home-based Community Day Care has clearly had both a direct and indirect impact on the living conditions of poor children and has mobilized public opinion in favor of improving the situation of children under seven in Colombia.

The importance of community involvement in the financing of the program is unquestionable. The total cost is shared almost equally between the Government (43.3%) and the participating communities (56.5%). The program therefore represents a good example of an effort at co-financing by a government and the citizens of a country. It is important that those capable of

providing resources be active in the design, direction and management of such a program. This has been the case with those business and labor leaders who have acquired a sense of commitment to the home-based day care program and who have come to identify with its goals.

Three crucial goals were set for the program: (1) the optimum use of resources to assure broader coverage at lower cost, (2) the expansion of efforts to educate parents and communities so that the impact of education is greater and longer lasting, (3) and the transformation of the social environment for the benefit of children. This program has shown that these goals are reachable and that the Program for Home-based Community Day Care can act as a model for other contexts, with an understanding that every setting is unique and will need its own structure and goals.

Early Childhood Counts: Programming Resources for Early Childhood Care and Development.
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