
Expanding women's employment opportunities: Informal economy workers and the need for childcare

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The informal economy is a major source of employment for men and women in many developing countries. In general, informal employment is a larger source of employment for women than for men, and within the informal economy, women tend to be clustered in the most precarious and poorly remunerated forms of informal work. The reasons for informal economic activity are multifaceted and complex, as are proposed solutions for improving employment opportunities and working conditions of men and women. But at least part of the explanation for women's preponderance among the most vulnerable of workers lies in the social and economic relations that relegate unpaid family responsibilities to women.

In every society, women tend to spend far more hours in unpaid work than men do. That women's unpaid work constrains women's choices about whether they can participate in the labour market, for how much time, and how far from home has long been at the core of discussions about gender equality. In industrialized countries, these patterns are clearly visible in the lower labour force participation rates and higher part-time employment rates of women with young children. In developing countries, there has been less research or policy dialogue of the relationship between workers' family responsibilities and paid work. But it is clear that for many women, the lack of public and private supports for family responsibilities means that the informal economy may offer the only paid work that provides enough flexibility, autonomy, and geographic proximity to home to allow them to combine paid economic activity with family responsibilities.

Family responsibilities and the informal economy

Indeed, family responsibilities are important both for steering women toward informal employment, and for constraining their income earning activities as informal economy workers. For example, 40 per cent of mothers working informally in the slums of Guatemala City were caring for their children themselves, with lack of childcare cited as a key reason for not taking formal economy jobs where children could not accompany them.¹ In the Philippines, where more than two-thirds of all women work in the informal economy, 20 per cent of women cited family responsibilities as the reason they turned to informal rather than formal employment.² In a study of small enterprises in Bangladesh, 13 per cent of women reported family responsibilities as a reason for turning to

¹ International Food Policy Research Institute, 2003: "Guatemala City: A focus on working women and childcare", in IFPRI City Profiles, available at <http://www.ifpri.org/themes/mp14/profiles/guatemalacity.pdf>

² N.A. Verceles and S.N. Beltran, 2004: *Reconciling work and family, Philippine country study*, unpublished Working Paper (Geneva, ILO, Conditions of Work and Employment Programme).

entrepreneurial activities, compared to less than 1 per cent of men.³ In Angola, women participating in the informal economy do so, in part, for the flexible work hours that enable them to fulfil household and childcare responsibilities.⁴ Family responsibilities reportedly affect the type and location of income-generating activities that parents, particularly women, accept in Zambia,⁵ and they compel women in Costa Rica to seek domestic or other types of informal work that provide a degree of flexibility in working hours.⁶

As informal economy workers, women's family responsibilities limit the types of activities and amount of time they can spend on their paid business activities. A study of small enterprises in the Philippines, Tunisia, Zimbabwe and Bangladesh found that relative to men, women entrepreneurs tended to be concentrated in less dynamic activities within the informal economy which build on traditional domestic skills and which can be performed at home while carrying out domestic duties.⁷ In Zimbabwe, women's family responsibilities limited the ability of women entrepreneurs to search for new markets for their products. In Tunisia and Zimbabwe, women entrepreneurs were more likely than their male counterparts to work at time intervals throughout the day or to work only mornings, afternoons or evenings, given their unpaid domestic duties.⁸ In the Caribbean, women's domestic responsibilities are considered to constrain the geographic scope of their economic activities.⁹ Women in Zambia and in Tanzania reported that the time involved in registering a business was burdensome and directly conflicted with their family responsibilities.¹⁰

Childcare is a pressing concern

Childcare is among the topmost concerns for parents seeking to contribute to the economic security of their families while juggling unpaid domestic responsibilities. The

³ P.N. Marcucci, 2001: *Jobs, gender and small enterprises in Africa and Asia: Lessons drawn from Bangladesh, the Philippines, Tunisia and Zimbabwe*, InFocus Programme on Boosting Employment through Small Enterprise Development, Job Creation and Enterprise Department, ILO SEED Working Papers: Series on Women's Entrepreneurship Development and Gender in Enterprises – WEDGE, No. 58, Geneva.

⁴ Ceita 1999, cited in M. González de la Rocha and A. Grinspun, 2001: "Private adjustments: Households, crisis and work", in *Choices for the poor: Lessons from national poverty strategies*, A. Grinspun (ed.), United Nations Development Programme, New York, pp. 55–87.

⁵ JUDAI and Associates, 2005: *Work and family conflict in Zambia*, unpublished Working Paper (Geneva, ILO, Conditions of Work and Employment Programme).

⁶ A.L. Ramírez and P. Rosés, 2005: *Conciliation of work and family life. Costa Rica*, unpublished Working Paper (Geneva, ILO, Conditions of Work and Employment Programme).

⁷ P.N. Marcucci, 2001 op. cit.

⁸ op. cit.

⁹ S. Seguino, 2003: "Why are women in the Caribbean so much more likely than men to be unemployed?", in *Social and Economic Studies*, Vol. 52, No. 4, pp. 83–120.

¹⁰ P. Richardson, H.R. a. F.G., 2004. *The Challenges of growing small businesses: Insights from women entrepreneurs in Africa*, InFocus Programme on Boosting Employment through Small Enterprise Development, Job Creation and Enterprise Department. ILO SEED Working Papers: Series on Women's Entrepreneurship Development and Gender in Enterprises – WEDGE, No. 47, Geneva.

importance of childcare for workers with family responsibilities is clearly recognized in the ILO Workers with Family Responsibilities Convention, 1981 (No. 156), and Recommendation No. 165, which call upon all member States to take measures “to develop or promote community services, public or private, such as childcare and family services and facilities” (Article 5). However, childcare to meet the needs of working parents is a policy priority in relatively few countries. And in many developing countries, strong traditional views persist that care giving is the responsibility of the mother to manage privately with the assistance of their extended families or domestic workers.

In reality, dramatic social changes mean that many women cannot rely on traditional family supports for help with their care responsibilities. Urbanization, internal and international migration have ruptured extended family support networks. At the same time, the growth of single-mother households means that many women are assuming responsibility alone as the economic provider and caregiver for their children. Even when extended families are close by, the capacity of family members to help each other out is weakening, particularly among the poor where economic need compels all adult family members to engage in income earning activities.¹¹

With the erosion of traditional supports and the growth in women’s labour force participation over the last several decades, very few childcare facilities or services have emerged to address the need for care. For children below the age of 3, very few childcare services exist. Almost half of the world’s countries have no formal programmes for children under 3, and for those that do have programmes, coverage is limited.¹² For parents with pre-school aged children over the age of 3 or 4, early childcare and education (ECCE) programmes exist and are expanding in most developing countries, although these too remain uneven in their coverage with little access in particular for poor and rural communities.¹³ Even when ECCE programmes are available, they often do not meet the needs of working parents in terms of the hours and duration of programmes – most programmes run between 15 and 40 hours per week, with programmes in many countries that run less than ten hours per week.¹⁴ For parents with school age children, childcare remains a problem as the hours of primary and secondary schools are typically shorter than the usual work day, and, in many countries, include a break for lunch during which working parents must find care solutions. School holidays, during which many crèches also close, pose further challenges for working parents. Parents with two or more children can face a host of problems trying to patch together different childcare solutions for the different age-related needs of their children.

Difficult choices and no-win solutions

Hiring domestic workers is a common solution for many families trying to cope with the lack of childcare. Domestic work provides millions of jobs throughout the world, in countries at all levels of development.¹⁵ As an individual reconciliation strategy for

¹¹ M. González de la Rocha and A. Grinspun, 2001, op. Cit.

¹² Education For All, 2007: *Strong foundations: Early childhood care and education*, 2007 Global Monitoring Report, UNESCO, Paris, p. 4.

¹³ op. cit., p. 106.

¹⁴ op. cit., p. 131.

¹⁵ ILO, 2007 : *Equality at work: Tackling the challenges*, Global Report under the follow-up to the ILO Declaration on Fundamental Principles and Rights at Work, Geneva.

work–family in the absence of public supports, this solution comes with its own problems. It contributes to the growth of informal economy employment with concerns regarding the rights, terms of employment, working conditions, and representation of domestic workers. Of equal concern is the extent to which older children, usually girls, are employed as childminders, contributing both to child labour and to girls’ lower educational opportunities and long term employment prospects. For parents, the lack of training or quality standards for caregivers provides very little assurance of the quality of care their children receive.

Providing care for their children is particularly difficult for poor families, for whom paid childcare is unavailable and/or unaffordable. With no other supports for childcare, poor families cope by leaving children home alone, by enlisting the help of an older sibling, or by taking children to work with them. For example, in Indonesia, 40 per cent of working women care for their children while working; 37 per cent rely on female relatives and 10 per cent deploy older female children to help; in rural areas, reliance on older female children for care is much higher.¹⁶ In Nairobi, 54 per cent of poorer mothers were found to bring their babies to work, whereas 85 per cent of better off mothers had house-girls.¹⁷ In Viet Nam and Botswana, one quarter of poorer parents took their children to work regularly; in the informal economy, half of parents brought their children to work with them on a regular basis.¹⁸ Leaving children alone or in the care of older siblings has clear implications for the quality of care and the health of young children, and for the long-term educational and employment opportunities of the older siblings who withdraw from school to provide care. For those parents that cope by bringing their children to work, most are likely to find informal economy or agricultural employment among their only options.

Bringing children to work may address parents’ immediate needs but does not solve their broader work–family concerns. Informal economy employment is often associated with low wages and low productivity requiring long working hours in order to achieve subsistence level earnings – detracting from time and income for workers’ families. Having children at work also diminishes from the time and investments that women can put into paid work, including training, market development, registration and expansion. Informal economy workers lack the social protection that safeguard them and their children from economic vulnerability arising from illness, job disruption or other events. In some cases, it places children in hazardous environments, for example exposing them to pesticides or extreme weather conditions in agricultural fields or to the dangers of pollution and traffic at markets. Children in the workplace can also contribute to problems of child labour as children in the workplace gradually take on work tasks as they grow. With few means for representation, informal economy workers have little chance to voice their needs and improve their lives.

¹⁶ S.B. Kamerman, 2000: “Early childhood education and care (ECEC): An overview of developments in OECD countries”, New York, Columbia University, Institute for Child and Family Policy, available at <http://www.columbia.edu/cu/childpolicy/kamerman.pdf>

¹⁷ A. Lakati et al., 2002: “Breastfeeding and the working mother in Nairobi”, in *Public Health Nutrition*, Vol. 5, No. 6, Dec., pp. 715–718.

¹⁸ J. Heymann, 2006: *Forgotten families: Ending the growing crisis confronting children and working parents in the global economy*, New York, Oxford.

Addressing workers' needs

Childcare and other supports for workers' family responsibilities are fundamental to workers', and especially mothers', ability to find decent work and to work productively. Policies and measures to support workers' family responsibilities have not kept pace with the dramatic changes in the world of work and in families of the past several decades. There are widely varying views of the appropriate roles and responsibilities of families, employers, local and national government, trade unions, religious groups and NGOs. Within the developed world, governments adopt varying positions on the role of state intervention in work–family reconciliation, with very high support provided by centrally planned economies and by countries with highly developed social welfare systems, such as France, Norway and Sweden. Other countries, such as Australia and the United States consider the family a private domain where public interventions have little role.¹⁹

Most developing countries provide little government support for workers' family responsibilities. The lack of support stems from assumptions that families can rely on each other to cope or that work–family problems are too expensive to solve and less of a priority than other pressing problems. Growing evidence suggests that families are facing great difficulties making a living and meeting their care responsibilities, with implications and long-term costs associated with poverty, informality and gender equality. Investing in targeted interventions for childcare and creating an environment that is more conducive to supporting workers' family responsibilities can provide important long-term returns to these broader development goals. Organizing school hours and early childhood education programmes in ways that make it easier for women to participate fully and productively in paid employment are examples of measures that create a more favourable environment.

The social partners have also been concerned and taken action in many countries to address work–family conflict, through advocacy, social dialogue, workplace policies and initiatives and provisions in collective bargaining agreements. Efforts by employers are often driven by concerns about worker retention and productivity as well as social corporate responsibility. Trade unions have addressed work–family conflict to respond to the priorities of women workers and as a means to make union membership more attractive to the rising number of women in the workforce.

Most of the efforts by the partners to address workers' family responsibilities do not reach informal economy workers. In large part, this is a consequence of the nature of informal economy employment, which places its workers beyond the purview of government and outside the domains of employers or trade unions. The poverty and working conditions of many workers in the informal economy also pose daunting challenges and may appear to loom much greater than any perceived benefits from childcare or other supports for workers' unpaid work. Yet, many of the current efforts to improve the economic prospects of workers in the informal economy – from improving skills training, employment opportunities, micro-credit and business services, and strengthening policy and legal frameworks for small businesses – are likely to have limited effect for women if the time and effort they have available for paid work remains so constrained by the lack of options and supports for meeting their family's basic care needs.

Encouraging childcare is an important means of promoting greater employment opportunities for women and stands to play a key role in strategies to reduce poverty and informality. To support efforts of member States to take measures to promote childcare as envisioned in the ILO Convention on workers with family responsibilities, and to build on

¹⁹ See C. Hein, 2005: *Reconciling work and family responsibilities: Practical ideas from global experience*, Geneva, ILO.

knowledge and experience in efforts to expand childcare facilities and services to informal economy workers, the ILO's Conditions of Work and Employment Programme has compiled examples of childcare initiatives from around the world which address in particular, the needs of informal economy workers. To document existing childcare initiatives, most case examples relied on interviews with the founding organization(s), the caregivers, and a selection of parents with enrolled children. Although rare, where available, this information was supplemented with any secondary supporting materials on the initiative. The goals of this effort were to understand how childcare initiatives were established and sustained, with what effects for the employment of parents and of caregivers.

This report summarizes some of these initiatives, highlighting the innovative ways that government, employers, and workers have made childcare available for vulnerable groups of workers in the informal economy as well as agriculture (informal and formal). The examples come countries in Africa (Kenya and Mozambique), Asia (India and Thailand) and Latin America (Chile, Costa Rica, Guatemala). They cover a variety of settings where different stakeholders – ranging from national (Chile) and local governments (Guatemala and Mozambique), trade unions and workers (Costa Rica and India), employers (Kenya) and NGOs (Thailand) – have established childcare for working parents for parents that work as street sellers, cart-pullers, waste recyclers, domestic workers, formal, casual and seasonal labourers in agriculture, migrants workers in fisheries and seafood-processing, and home-based workers.

Most of these childcares provide care to correspond to the working hours of the parents, and many take children even from a very young age (e.g. see Peñalolen childcare in Chile, SEWA childcare in India, and SOCFINAF's childcare in Kenya). Many provide meals and health services to the children, reducing families' costs of food and health care, which in poor income families can account for a significant proportion of their basic budget. Such services are also important for reducing children's risks of malnutrition and chronic diseases that are symptomatic of and contribute to poverty. These services alone contribute to families' economic and social security.

Working parents found childcare instrumental to their economic activities. Most of the parents interviewed were mothers, who were more likely than men to be responsible for dropping off and collecting their children before and after work, and who had more interaction with the childcare staff and caregivers. Women reported that childcare enabled them to work more productively, with fewer interruptions to attend to children's needs and fewer concerns about children's safety. In several cases, women reported their earnings had increased (e.g. see Ofofa Maringo Day Nursery in Nairobi and the childcare centres for seasonal agricultural workers in Chile). The importance of consultation with parents in designing childcare services was highlighted in the example of the Santa Clara centre in Guatemala. The location of childcare is often a key determinant of whether workers will use childcare services. In this case, workers preferred having childcare near the worksite and pointed out the advantages that this decision had offered them. In other cases, however, workers may prefer not to subject their children to long commutes, traffic and pollution. To best adapt childcare to workers' needs and preferences, consultation and involvement of workers in the design of childcare facilities and services is indispensable.

The working conditions of caregivers is a dimension often overlooked in the establishment of childcare. Extending childcare services can offer important opportunities for employment generation. However, as an extension of the care work that women routinely perform without pay, childminding is often poorly remunerated with little social protection and few chances for professional development. Ensuring that childcare is established in ways that meet the needs of all workers – as parents of enrolled children and as caregivers – is a key challenge. Considerations for decent working conditions and remuneration of caregivers must be incorporated into the design and establishment of

childcare facilities and services. Caregivers in our examples often reported wages at or above the minimum wage and some social protections, but several voiced concerns about low wages, unpaid hours of overtime, delayed payments of wages, understaffing and challenging working conditions.

As everywhere in the world, childcare is costly, and for vulnerable groups in particular, beyond the contributory capacity of working parents. The case studies here show that medium- and long-term sustainability is a frequent worry. These childcare initiatives varied in whether they relied partly on parents' contributions (e.g. the Ofofa Maringo Day Nursery in Nairobi, the community childcare in Maputo, SEWA's childcare in India, the Santa Clara centre in Guatemala) or offered services for free (e.g. the SOCFINAF childcare in Kenya; the Learning Centre in Thailand provides free tuition, but parents pay transportation costs). In no case, did childcare rely entirely on parents' contributions. The Solidarity Childcare centre for own-account informal economy workers in Costa Rica had closed down for lack of funds, although the needs of the parents for childcare had not changed and demand for the services was much stronger than capacity. In Thailand, the future of the Learning Centre for the children of Burmese migrant workers in the fishing industry is contingent upon continued contributions by an international donor. In the case of the SOCFINAF childcare for coffee plantation workers, SOCFINAF as the employer pays the full cost of the childcare as part of its corporate social responsibility commitments, but also sees the increased productivity and well-being of the workers as a full return on its investments. In some cases, the long-term viability of childcare has rested on multi-sectoral partnerships. The childcare for seasonal agricultural workers in Chile is a perfect example of partnership in action: national government offers finance, oversight and standards, local government contributes building space, national professional foundations and associations provide nutritional, educational, and health services and materials, and other actors contribute supplementary funds and resources.

In sum, existing evidence and insights gained from these initiatives suggest that childcare is a pressing need for workers in the informal as well as formal economy, with benefits for children and for the employment, and economic security of working parents, especially mothers. Without supports for workers' family responsibilities, the demands of unpaid work constrain the employment opportunities and outcomes of working parents, particularly mothers. There is growing attention to the role of women's domestic responsibilities for steering women to informal economy activities and to limiting their potential once there. The lack of supports for unpaid family responsibilities may force many women, particularly poor women, to accept the low wages and poor working conditions typical of the informal economy, but as a survival strategy, such employment does not meet the broader aspirations of the working poor for economic security and freedom from poverty. Much is being and can be done to improve the prospects of rural and informal economy workers for decent work; this paper suggests that current strategies incorporate unpaid family responsibilities into their analyses and frameworks, and childcare and other supports into their solutions.

Case studies

Country	Initiating partner	Beneficiary workers
Chile	National state institution	Domestic workers, sellers in commercial centres and supermarkets
Chile	National state institution	Seasonal agricultural workers, mobile population
Costa Rica	Trade union	Own-account informal workers, many migrants
Guatemala	Local government	Workers in the informal recycling sector, mostly migrants
India	Trade union	Informal economy workers, working as home-based workers, vendors, manual labour and service providers, producers
Kenya	National and local government	Workers in the urban informal sector and domestic workers
Kenya	Employer	Coffee plantation workers (formal), many migrants
Mozambique	Local government	Street sellers and domestic workers
Thailand	NGO	Burmese migrant workers in the fisheries and seafood processing firms

Case 1. Chile: Childcare centres for seasonal agricultural women workers' children (CAHMT) (state institution)

Every season, between 250,000 and 400,000 workers are employed as seasonal agricultural workers for an average period of four months; 160,000 of them are women. In this context, the State recognized the need for childcare centres for these workers. Through their trade union, seasonal agricultural women workers had long demanded childcare centres appropriate to their occupations. In 1991, the women's national machinery for equal opportunities, SERNAM coordinated with other public and private actors to create two childcare centres for seasonal agricultural women workers' children (CAHMT). A trade union was involved in the initial diagnostic research. An advisory Committee, comprised of the trade union, local government, employers and SERNAM, was created in order to oversee the process. Today, the childcare services cover 17,693 children.

Services offered	Who uses the facilities/services?	Caregivers working conditions	Results/impact and lessons learned	Funding/sustainability/replicability
<p>Duration: Monday to Friday, January and February (and other peak harvesting months).</p> <p>Opening hours: 11 hours per day.</p> <p>Coverage: 17,693 children were under care in these centres between 2005 and 2006, and approximately 10,000 women benefited from the programme.</p> <p>Location: Close to families' homes, usually in schools during vacation periods or other available public facilities.</p> <p>Children's age: from 2 years to 12 years old (divided into two age groups: 2 to 5, and 6 to 12).</p> <p>Services: Meals and a pre-primary education programme targeting children from the rural areas.</p> <p>Requirements: A minimum of 50 children is needed in order to justify opening a centre.</p>	<p>Seasonal agricultural workers.</p> <p>Seasonal agricultural workers work, often without a contract, between eight and 14 hours each day, sometimes reaching up 16 hours per day. Their wages vary between 0.7 times the minimum wage when they don't have a contract to 0.9 times the minimum wage when they do (70 per cent of workers in big companies and 15 per cent in medium enterprises). 43.3 per cent live under the poverty line.</p> <p>25 per cent of mothers are heads of households.</p> <p>Women seasonal workers without this option of childcare could not engage in paid work. They would need to hire a child minder, which sometimes is not the best and most affordable option for children care. Other coping strategies include leaving children at home alone or in a neighbour's care.</p>	<p>Human resources: Two pre-school education technicians for every 35 children.</p> <p>Teachers' salary: Teachers receive 1.25 times the minimum wage.</p>	<ul style="list-style-type: none"> ■ A positive impact on seasonal workers' working conditions, in terms of reduction of stress and better concentration. ■ Workers experienced an increase in their productivity and income. They also can save the cost of private child minders. ■ While coverage increased over the years, the number of available positions for children in these centres does not yet match the demand. ■ Sometimes the location of the facility (far from both the workplace and their residence) can represent a serious obstacle in accessing the service. 	<p>Parents' contributions: Not specified.</p> <p>The programme operates under a partnership scheme financially supported by the Ministry of Finance, which allocates an annual budget to multiple public institutions that provide support according to their specific competencies. Other partners, such as employers and parents participate:</p> <p>The National Board for Pre-Schools (JUNJI) and INTEGRA Foundation monitor the programme, hire personnel, offer pedagogic and recreational material and food for children under 6 years.</p> <p>The National Board for School Assistance and Grants (JUNAEB): is responsible for the nutrition programme of children between 6 and 12 years old.</p> <p>The National Institute of Sports (IND) offers support for physical education professionals and sportive materials.</p> <p>Municipalities often provide the buildings.</p> <p>Employers: In some cases hire additional professionals and make donations. They receive tax exemptions/benefits to do so.</p> <p>Women workers can donate a voluntary amount for recreational activities.</p> <p>The state support, together with an additional network of actors, guarantees the sustainability of the programme.</p>

Case 2. Chile, “Peñalolén” Childcare Centre, Peñalolén District. Santiago. INTEGRA Foundation (state institution)

In Chile the rate of female participation in the labour market is the lowest in Latin America (38.2 per cent). This rate decreases to 19 per cent for women with children less than 5 years old. Women experience higher difficulties than men to access formal employment: 43,7 per cent of all employed women in the urban areas work in the informal sector (compared to 23,8 per cent of men), with the highest share working as domestic workers. While childcare for less-than-two year olds is still marginal, there has been an increase in access to pre-school education for children under 6 years (35,1 per cent in 2003). But it is primarily high-income families that enjoy access. This example highlights services targeted to lower income families.

Services offered	Who uses the facilities/services?	Caregivers working conditions	Results/impact and lessons learned	Funding/sustainability/replicability
<p>Duration: All year, Monday to Friday.</p> <p>Opening hours: 8:30 until 16:30, with possibility of extended hours until 19:30 (Extended Hours Programme).</p> <p>Location: Peñalolén District, Santiago.</p> <p>Capacity: 240 children.</p> <p>Children’s age: 3 months old to 5 years.</p> <p>Services: Three meals, custodial care, pre-primary education.</p> <p>Requirements: Selection is based upon socio-economic indicators of the families: income per capita, number of members, family headship, state subsidies received, etc.</p>	<p>72 per cent of the beneficiary children come from families where the mothers do remunerated work, mostly in the informal economy, or are looking for a job.</p> <p>All service-user mothers belong to the two lowest income quintiles of Chilean population.</p> <p>Among them, 20 per cent are heads of households and 62 per cent perform paid work. Among working mothers, 60 per cent are domestic workers (either hired in someone else’s household or in private companies), 20 per cent are sellers in commercial centres and supermarkets.</p>	<p>Human resources: 2 pre-school teachers (professional level), 18 personnel of support (technical level).</p> <p>Training: This Centre links child care with pre-school education according to the norms and principles set by the Ministry of Education. As such, pre-school teachers and personnel must meet certain qualifications.</p> <p>Teachers’ salary: The pre-school teachers (university level) receive 1.85 times the minimum wage, technical personnel receive 1.25 times the minimum wage.</p>	<ul style="list-style-type: none"> ■ Some women who use this service could not work in remunerated employment if this childcare service were not available. ■ Trust is highly important, and the Centre has gained the trust of women using the services. Trusting that their children are well cared, women are better able to concentrate and work productively in their remunerated work. ■ This Centre, as all Centres under INTEGRA, focuses its support to low-income and household-head women. This targeting criteria provides an important safety net, with positive effects on vulnerable families at risk of social and economic exclusion. 	<p>Parents’ contributions: No tuition fees are required.</p> <p>The centre is part of a network of childcare centres managed by the INTEGRA Foundation, a not profit institution created in 1990, which benefits from an economic contribution from the Ministry of Education. The Ministry finances wages, basic services and educational material. The Municipality supports the Centre with an amount for equipment, small infrastructure, cleaning materials, etc.</p> <p>INTEGRA’s activities are part of the National Policies for Childhood. This aspect, along with the financial support jointly provided by the Ministry of Education and the Municipality, makes this programme solid and sustainable.</p>

Case 3. Costa Rica: The CMTC – FECOTRA “Solidarity Childcare Centre” for own-account informal workers of San José (trade unions)

In 2002 the Costa Rican Trade Union CMTC (Central del Movimiento de Trabajadores Costarricenses) started a childcare facility in partnership with its informal workers’ branch, the Federación Costarricense de Trabajadores Autónomos (FECOTRA), in the framework of its policy aimed at supporting the needs of workers in the informal economy. CMTC is affiliated to the International Trade Union Confederation (ITUC) and represents 108,000 workers in Costa Rica, 40 per cent women and 60 per cent men, from a broad variety of sectors, ranging from the public sector to agriculture and informal sector. In Costa Rica, 20 per cent of the population lives in poverty. In 2003 informal employment accounted for 30 per cent of total employment. 60 per cent of women work as self-employed (informally).

Services offered	Who uses the facilities/services?	Caregivers working conditions	Results/impact and lessons learned	Funding/sustainability/replicability
<p>Duration: Monday to Saturday. All year.</p> <p>Opening hours: 6:00 to 19:00, tailored to address mother’s working needs in the informal economy.</p> <p>Location: Opened in 2002, it was located near to San José Central Market, close to parent’s workplace.</p> <p>Capacity: 68 children, 40 boys and 28 girls.</p> <p>Children’s age: 0 to 10 years. There is a high drop-out rate in primary-school age children, because even if education is free, the cost of transportation, materials and food is too expensive for families.</p> <p>Services: Nutrition, custodial care, pre-primary school education; regular health check-ups and vaccination.</p> <p>Requirements: Children’s parents must be workers in the informal economy and affiliated to the trade union.</p>	<p>Most women with children in the centre are young (between 17 and 25 years old) and single mothers (only approximately 15 per cent of them have a partner) with two children on average. Extended family networks are not available since many women are immigrants from Nicaragua.</p> <p>They usually work as street vendors in the city centre for periods of ten to 12 hours each day, throughout the seven days of the week. Work usually starts at 7 a.m.</p> <p>They are not covered by any system of social security, either public or private.</p>	<p>Human resources: Direction: 1 director, 2 teachers, 1 cook, 1 cleaner and night security personnel, cleaners, volunteers.</p> <p>Training: Teachers had previous experience in childcare and attended training course promoted by the National Professional Training Institute.</p> <p>Teacher–child ratio: 1:20.</p> <p>Working time: 48 hours per week.</p> <p>Teachers’ salary: 158,000 ¢ per month (approximately US\$330), which stands for around 1.25 times the minimum wage.</p> <p>Other entitlements: Full social protection.</p>	<ul style="list-style-type: none"> ■ When childcare was not available, these workers used to bring their children at the workplace or left them alone at home when sick. ■ With the childcare, mothers have maintained and/or strengthened their dedication to remunerated work. ■ Families improved their living standards and saving ability through reduced expenditure in children’s food and health. ■ Mothers improve their mental health, reducing considerable level of stress at work, since their children were being well looked after. ■ Physical and educational development of children improved (better nutritional standards, school qualifications). ■ Children were withdrawn from hazardous workplaces (pollution, traffic, sexual abuse) and protected from the risk of child labour. ■ The Centre supports mothers and fathers to transform unequal gender practices at home. ■ The process of consultation with users on the location of the facility was crucial in setting up the service. In this case proximity to mother’s working place was perceived as a highly advantageous factor. ■ Informal workers need specific childcare programmes, fitting with their work requirements and contributing capabilities. 	<p>Parents’ contributions: Free of charge for parents.</p> <p>This initiative was taken on by a very strong demand of women informal workers. The demand was considerably larger than the offer provided by the centre (150 children in waiting list).</p> <p>The main trade union promoter of the childcare centre (CMTC) was the main financial actor supporting the initiative, together with the users’ contribution for the running of the centre.</p> <p>Additional support was provided by the National Institute for Social Assistance (IMAS), the Christian Federation of Trade Unions in Holland and ILO/IPEC.</p> <p>The centre closed in 2005 when support from partner organizations ended. CMTC highlighted the need for broader support by the state and other national stakeholders in order to guarantee the sustainability of the service.</p> <p><i>“The experience of ‘Solidarity Crèche’ shows that with joint efforts this is possible. We hope that our example could generate new commitments and partnerships around the world to support informal workers’ needs.”</i> (CMTC management)</p>

Case 4. Guatemala, Santa Clara Childcare Centre in the landfill of Zone 3 of Guatemala City (municipality)

The Municipality of Guatemala supports an early childhood care and education (ECCE) programme targeting vulnerable families in Guatemala City's marginalized urban areas. The Municipality is currently running five municipal ECCE centres, benefiting more than 1,000 children from 0 to 6 years. The Centres were created after research identified main needs of working mothers in the area, and found among them, childcare. The research also assessed the socio-economic conditions of the families and their level of social vulnerability and the contributory capacity of parents, which varied according to the inhabitants' income-level in the areas where the centres were opened.

Services offered	Who uses the facilities/services?	Caregivers working conditions	Results/impact and lessons learned	Funding/sustainability/replicability
<p>Duration: Monday to Friday. All year, closed during school holidays.</p> <p>Opening hours: 8:00 until 16:00, (with possibility to receive the children from 7:00).</p> <p>Location: The centre was opened in 1990 and is located beside the women's workplace, the municipal landfill of Guatemala City.</p> <p>Capacity: 321 children; 170 girls and 151 boys.</p> <p>Children's age: 0–6 years old.</p> <p>Services: Nutrition, custodial care, early stimulation, pre-primary school education; regular health check-ups and vaccination, hygiene and psychological assistance. In addition, the centre offers several awareness-raising and training programmes for parents, such as the Parents' School and one training scheme set up through an agreement with the national institute for professional training (INTECAP).</p> <p>Requirements: For children of mothers working in the landfills. A birth certificate is required.</p>	<p>80 per cent of children's parents work in the informal recycling sector, namely collecting, classifying and selling recycled materials in the landfill; the streets or their households. Some mothers work as domestic workers.</p> <p>Most families live in situation of poverty and high vulnerability, some of them extreme poverty and with poor and unhealthy housing situation in the landfill.</p> <p>Most families are single-parent families with women heads of the household. Nuclear families are a small percentage. Domestic violence is a deep-rooted phenomenon.</p> <p>60 per cent have indigenous ethnic origin (Maya) and migrated from the rural areas of Guatemala.</p>	<p>Human resources: 1 director, 11 teachers, 17 child minders, 1 social worker, 1 psychologist, 1 nutritionist, 1 nurse, 3 cooks, 2 security personnel, 6 cleaners, volunteers. 80 per cent of staff members are women.</p> <p>The director is the only professional who has a contract of unlimited duration. The rest of the staff working in the centre has fixed-term contracts (one-year period).</p> <p>Training: Staff members are qualified and experienced in their respective area of work. They receive frequent training.</p> <p>Working time: 8 hours per day.</p> <p>Teachers' salary: Not specified but reported by the Municipality as equivalent to the minimum wage.</p> <p>Other entitlements: Full social protection, even for fixed-term workers. Lunch and snack during working hours are provided.</p> <p>Personnel work in a good environment, but pointed out problems of understaffing and the need to have specific training for the type of families they work with.</p>	<ul style="list-style-type: none"> ■ Mothers used to bring their babies or toddlers to the landfill, since no alternative care solution was available. ■ Prevention of one of the worst forms of child labour, since children do not get involved in parents' work since early age. ■ Women have been enabled to increase paid working hours with fewer logistic problems with childcare. ■ Mothers can work uninterrupted and with a peaceful state of mind ■ Older sisters and brothers have been released from obligations to care for younger siblings. ■ Improvement of social and physical development of children in situation of high vulnerability. ■ Mothers pointed out the proximity of the service to their workplace as an important advantage. 	<p>Parents' contributions: 15 Quetzals (around US\$2.20) per month.</p> <p>The Municipality, through the Secretary of Social Affairs of the Mayor's Spouse, is responsible for funding, managing, monitoring, hiring personnel for the early childhood care and education programme. The Municipality allocates around 1.4 per cent of its annual budget to the Secretary for running the programme.</p> <p>It also fundraises from other stakeholders in order to guarantee its sustainability. Employers also make voluntary donations to support the programme.</p> <p>This Centre has developed cooperation mechanisms with other institutions and organizations such as the Welfare Department of the Presidency Office, Ministry of Education, two local health centres, the Rotary Club, national and international NGOs and volunteers as part of internship programmes of different national universities.</p> <p>Sustainability and increased coverage, in order to respond to the high demand for the service, could be strengthened through the elaboration of a local policy for ECCE. That would ensure the programme's running and funding beyond changing local governments' administrations.</p>

Case 5. India, childcare cooperatives for informal workers: the Self Employed Women's Association (SEWA) (trade union).

SEWA was founded in 1972 to represent women workers in the informal economy, and today represents around one million women workers in eight Indian States. Childcare was one of the women workers' earliest demands and SEWA responded by developing a childcare cooperative that now runs 147 centres. Since November 2006 SEWA affiliated to the International Trade Union Confederation (ITUC).

Services offered	Who uses the facilities/services?	Caregivers working conditions	Results/impact and lessons learned	Funding/sustainability/replicability
<p>Duration: Monday to Saturday. All year.</p> <p>Opening hours: 7:00 until 19:00, the service is tailored to address mothers' working hours.</p> <p>Coverage: Roughly 6,000 children in 147 centres in five districts of Patan, Surendranagar, Kheda, Kutch and Ahmedabad City.</p> <p>Children's age: 0–6 years old.</p> <p>Services: Two meals a day, custodial care, early child development, pre-primary education, regular health checks and vaccinations.</p> <p>Children with disabilities are integrated into the programme. Experts, who have been identified for referrals are available to guide the teachers on specific procedures and strategies.</p>	<p>About half of SEWA's members work in the State of Gujarat. The four major categories of SEWA's member workers are: (1) home-based workers, (2) vendors, (3) manual labour and service providers in agriculture, construction, etc, and (4) producers, e.g. crafts, salt manufacturers, etc.</p> <p>Most of the parents earn less than US\$1 per day. Some of them living in the urban areas earn between US\$1– 2 per day. This amount is below or just above minimum wages.</p>	<p>Human resources: 350 teachers in 121 centres. 2 childcare teachers per centre and 1 supervisor for every 5 centres.</p> <p>Training: Teachers are recruited among the mothers and receive in-service training systematically. New recruits are placed in an internship model, under a senior teacher</p> <p>Teachers' salary: Teachers receive a steady and fair income through the crèche. They earn an average of 2,000 rs (US\$50) per month. They find their income is more secure than the seasonal income they received as labourers. In addition, they are considered leaders within the village and receive respect for their roles.</p> <p>Other entitlements: Health insurance and pension scheme.</p>	<ul style="list-style-type: none"> ■ The immediate benefit of the crèche service is that mothers can go to work at ease and with peace of mind. ■ When childcare is provided according to their working needs, women increase their working hours and, as a consequence, their earnings from 50 to 100 per cent. ■ When childcare is organized for their younger siblings, older children, especially girls, start going to school for the first time. Crèches free girl children from childcare responsibilities and encourage school-going. In SEWA 100 per cent of crèche "graduates" enrol into primary school. ■ The crèche programme has helped the strengthening of trade union's work and action because of its outreach to women workers. Childcare also serves as useful channel for dialogue and negotiation on other issues, such as salary. ■ Recruiting caregivers from the community has proved to be an advantage in the organization of the service, also for the social and cultural proximity between service providers and users. 	<p>Parents' contributions: Parents make a contribution of a nominal monthly fee of US\$0.5 1 per child. This does not cover the full costs of care.</p> <p>National and state governments provide considerable support for the child care centres.</p> <p>Community actors are requested to give something in cash or kind. This gives a sense of ownership to the community, which in turn provides the social linkages for the centre. Other wings of SEWA, like the Milk Cooperative and the Health Cooperative do support the child care activities with their services or materials.</p> <p>International donor agencies, particularly the Aga Khan Foundation and the Bernard van Leer Foundation have provided support.</p>

Case 6. Kenya, Nairobi City Council's Day Nursery Schools: Ofofa Maringo Day Nursery (local government)

Kenya enjoys a long tradition of early childhood care and education (ECCE), the first pre-primary schools having started in the late 1940s. Parents relied on a “Mama Uji”, a community caregiver, to care for 3–6-year-olds. By 2006, there were around 30,000 ECCE centres in the country, 80 per cent of these were public (EFA 2007: 132). Only 35 per cent of children aged 3–6 years have access to ECCE services. In the Arid and Semi-Arid Land areas this share decreases to 9 per cent. In 2006, the Ministry of Education of Kenya launched the National Early Childhood Development Policy Framework. Its overall goal is to expand access to ECCE in order to guarantee that every child aged 4–5 years will have access to/attend a reception class by 2010. The traditional principles ruling Kenya’s ECCE policy are partnership with multiple stakeholders (in particular parents and the communities) and decentralization. It is estimated that parents and local communities started and manage more than 75 per cent of the ECCE centres in the country.

Services offered	Who uses the facilities/services?	Caregivers working conditions	Results/impact and lessons learned	Funding/sustainability/replicability
<p>Duration: Monday to Friday, nine months per year.</p> <p>Opening hours: 8:00 (with possibility to receive the children after 7:00) until 17:00.</p> <p>Location: Ofofa Maringo Day Nursery is located in Makadara Cluster, a Nairobi sub-urban area, around 10 km far from the city centre. It was opened in the 1950s.</p> <p>Capacity: 143 children.</p> <p>Children’s age: 2½ years up to 6 years.</p> <p>Services: Three meals, health checks, custodial care, early child development and pre-primary education.</p> <p>Requirements: A vaccination certificate and living in Maringo area.</p>	<p>Most of the parents are between 25 and 35 years old, mainly workers of the urban informal sector, such as street vendors and street service providers, but also domestic workers. An important share of single mothers is reported.</p> <p>Most families live in situation of poverty. Parents report to work long hours in both unpaid and paid work in the informal sector (even 20 hours per day). Daily earnings range between 100–200 KES (around US\$1.50–3). Parents also experience extremely long commuting time (up to two hours, sometimes by foot).</p> <p>Job instability, lack of social protection and extremely difficult living conditions, exacerbate work-family conflict.</p>	<p>Human resources: 10 permanent staff: 6 teachers, 1 head teacher, 1 deputy teacher, and 2 support staff (cook and cleaner). Periodically, ECCE trainees support teachers’ work as a part of their traineeship.</p> <p>Training: Pre-school teachers fulfil the qualification levels and training standards set out by the Ministry of Education. Most held an ECCE Certificate offered by the Ministry of Education or other recognized institutions and have long ECCE experience.</p> <p>Working time: 8 hours per day, 5 days/week for 9 months per year.</p> <p>Teachers’ salary: 11,000–15,000 KES per month (around US\$164–224). Overtime is not remunerated nor compensated with extra leave.</p> <p>Other entitlements: Full social protection and house allowance.</p> <p>While they are very motivated about their work with children, interviewed teachers would like to see an improvement of their working conditions, in particular their salary, which is lower than other public service staff.</p>	<ul style="list-style-type: none"> ■ The service supports parents’ caring responsibilities, enhancing women’s possibilities to engage in paid work. ■ It increases parents’ paid working hours, in particular women’s. For workers in the informal sector, it means improved earning capabilities. ■ Childcare provides an important safety net, reducing families’ expenditure in nutrition, health care and informal domestic work. ■ Prevention of child labour, as children do not have to be looked after during mothers’ working time, with the related risk of participating in their work or being affected by multiple hazardous factors. ■ Parents are favourable to an increased duration of the service, to cover their full working time and school holiday periods. 	<p>Parents’ contributions: A monthly fee of approximately US\$9. Parents play a fundamental role in funding and managing the school through the Parents–Teachers Association (PTA), which is made up by parents and teachers representatives.</p> <p>According to the partnership and decentralization principles, local governments, such as the Nairobi City Council (NCC), are the main service providers at the local level. The NCC is responsible for the management and financing of 21 pre-school education nurseries in the Kenyan capital, including the Ofofa Maringo Day Nursery. The NCC provides for teachers’ salaries, while facilities, running costs, food and materials are covered by parent’s school fees and other possible external donors. These funds are managed by the schools’ Parents–Teachers Associations.</p>

Case 7. Kenya, SOCFINAF Childcare Programme for coffee plantation workers in Ruiru: Maendeleo crèche in Mchana Estate (employer)

SOCFINAF Co. Ltd is an export coffee producer in Kenya, which provides childcare services to its employees in the framework of its corporate social responsibility policy. SOCFINAF is a member of the Kenya Coffee Growers' and Employers' Association (KCGEA), which is an affiliate body of the Kenya Federation of Employers (KFE). SOCFINAF has nine coffee estates and employs around 1,450 permanent workers. During the peak harvest season, the total number of SOCFINAF workers can reach up to 10,000 people, adding up casual workers. Crèches in SOCFINAF are as old as the company itself, having being established in the early 1950s. In line with the tradition of the "Mama Uji", the crèches started as a feeding and playing facility that SOCFINAF inherited and gradually developed, adding up the education component. In July 2007, the company had a total of nine childcare centres, one in each coffee plantation. The services combined assist 631 pre-primary school children, divided among the crèche programme, for children between 3 months and 4 years, and the nurseries, for children between 5 and 6.5 years. 52 caregivers are employed to look after the enrolled children.

Services offered	Who uses the facilities/services?	Caregivers working conditions	Results/impact and lessons learned	Funding/sustainability/replicability
<p>Duration: Monday to Saturday. All year.</p> <p>Opening hours: 06:45 until 17:00; caregivers wait until all children are collected, even beyond the official hour.</p> <p>Location: Maendeleo Crèche is located in Mchana Estate, and it is one of the two childcare facilities serving the needs of agricultural workers living on this particular plantation.</p> <p>Capacity: 58 children.</p> <p>Children's age: 3 months up to 6.5 years.</p> <p>Services: Two meals; health checks and medical treatment in SOCFINAF dispensary and district hospitals; custodial care, early child development and pre-primary education.</p> <p>Requirements: Childcare is open only to children of permanent workers. Vaccination certificate required.</p>	<p>SOCFINAF permanent agricultural workers living in Mchana plantation. In serious cases of abandonment, due to lack of childcare, the programme has enrolled 30 children of poor parents from the surrounding community on an exceptional basis.</p> <p>It is estimated that around two-thirds of workers migrated from the furthest and most economically-depressed areas of the country, such as the Arid and Semi-Arid Lands, where extended families are located.</p> <p>The minimum wage for a coffee plantation worker is 4,774 KES (around US\$71) (CBA-based).</p> <p>Single-parent families represent more than a third of the working community.</p>	<p>Human resources: 1 nurse, 1 assistant nurse, 1 ECCE teacher, 2 caregivers and 1 or 2 casual support staff, hired when required.</p> <p>Training: To promote employment of women in the community, SOCFINAF hires local women as caregivers, with the main requirement of having completed secondary education. They receive periodic training organized by the Human Resources Department. SOCFINAF also supports the participation of teachers in ECCE training programmes organized by the Ministry of Education.</p> <p>Working time: 46 hours per week.</p> <p>Caregivers' salary: Since they are hired with the status of permanent workers, caregivers' working conditions are regulated by the Coffee Industry CBA. They receive the minimum wage for agricultural workers, 4,774 KES up to 6,336 KES (around US\$95). Overtime is remunerated.</p> <p>Other entitlements: Full social protection, house and all CBA allowances.</p>	<p>According to HRD data and parent reports:</p> <ul style="list-style-type: none"> ■ More efficiency in the workplace and increased productivity. ■ Reduction of absenteeism (unplanned or unpaid leave due to sick child). ■ Good industrial relations within the company. ■ Reduction of turnover and attraction of quality workers from outside. ■ Reduction of workplace injuries. ■ Enhanced workers' earning capabilities and women's possibility to access to paid work. ■ Improved women's working conditions: reduction of stress and possibility to fully enjoy labour rights, in particular annual leave. ■ Strengthened families' social and economic security and improved living standards. ■ Prevention and elimination of child labour and support to children's education. ■ Holistic service for integrated assistance and early child development. 	<p>Parents' contributions: Childcare is completely free of charge for parents. SOCFINAF group is entirely responsible for managing, funding and running the childcare programme. The company allocates a percentage of its annual Labour and Welfare budget to cover staff salaries, food, a basic infrastructure, materials, medical care and transportation to district hospitals and running costs of nine crèches and nurseries.</p> <p>The average annual cost of the programme for all nine centres covering 631 children is around US\$20,000. This annual budget represents 0,15 per cent of SOCFINAF annual turnover and 1.6 per cent of its results in 2006.</p> <p><i>"The company has a committed social responsibility policy towards the community and the environment where it is located. One can do nothing with nothing, but one can do plenty with little. Childcare is an inexpensive but at the same time a pivotal part of SOCFINAF workers' welfare policy. It's our way of functioning. We could not conceive our work in a different way."</i> (SOCFINAF General Manager).</p>

Case 8. Mozambique, Community Childcare of the Women and Social Action Department of the Municipality of Maputo (local government)

The community centre programme was stated by the Women and Social Action Department of the Municipality of Maputo in 1991. Currently, there are 76 community schools with a capacity of 3,540 children (1,794 are female and 1,768 are male). The caregivers working for the community schools number 227 of which 121 received a three-month training provided by the Department of Women and Social Action.

Services offered	Who uses the facilities/services?	Caregivers working conditions	Results/impact and lessons learned	Funding/sustainability/replicability
<p>Duration: Monday to Friday. All year, closed during school holidays.</p> <p>Opening hours: 7:30 until 16:00. Some parents come to pick up their children at 19:00 or even later.</p> <p>Location: Created in 2000, the centre is located in a peri-urban area of Maputo (Benfica). Families usually live close to facility and drop children before going to work.</p> <p>Capacity: 70 children, 38 girls and 32 boys.</p> <p>Children's age: 2 years to 5 years.</p> <p>Services: Two snacks and lunch, custodial care, vaccination campaigns.</p> <p>Requirements: Parents are required to attend parent-teacher meetings every three months.</p>	<p>Mothers usually work in the informal economy, mainly as street sellers and as domestic workers.</p> <p>They usually work from 7:00 to 18:00.</p>	<p>Human resources: 3 educators and 1 cook. They are all women between 20 and 30 years old.</p> <p>Training: Caregivers are recruited from among unemployed mothers in the community. They attend a three-month course organized by the Ministry of Women and Social Action that costs around US\$100 per person paid for by the women.</p> <p>Working time: 8.5 hours per day, but since they have to wait until all children are picked up, they sometimes work up to 11.5 hours per day. Overtime is not compensated.</p> <p>Caregivers' salary: 1.800.000 MTC a month (approximately US\$60), coming from parents' fee. It is equivalent to 1.10 times the minimum wage. Payments are not always regular.</p> <p>Other entitlements: No additional entitlements are provided.</p>	<ul style="list-style-type: none"> ■ Before the centre was set up, there were no childcare options in the area. Mothers used to bring children to work or relied older siblings, extended family or neighbours. Sometimes children were left alone at home unattended. ■ Women have been enabled to develop or increase remunerated activities with fewer logistic problems associated with childcare. ■ Older sisters and brothers and other family members who were caring for younger children have been released from their obligations and can attend school. ■ Mothers and families have become more conscious about children's needs for education and care. ■ Social and physical development of children improved through nutrition, health and education programmes. ■ In Mozambique, especially in the rural areas, social traditions, which see women as the main responsible for child rearing, represent a barrier to greater development of childcare facilities and to their use by women workers. 	<p>Parents' contributions: A monthly fee of 400 MTC (US\$20 approximately). Families sustain teachers' salaries.</p> <p>The Department of Women and Social Action of the Municipality of Maputo is responsible for supervision and teacher's training.</p> <p>The owner of the community school, one of the educators, is responsible for the management, administration, monitoring and hiring personnel for the centres.</p>

Case 9. Thailand, Learning Centres for Burmese Migrant Children in Samut Sakhon Province – Raks Thai Foundation (NGO)

The 700 plus fisheries and seafood processing factories of the port province of Samut Sakhon, (36 km. south of Bangkok), attract a large number of unskilled workers, many of them migrants from Myanmar. It is estimated that there are 200,000 migrant workers in Samut Sakhon, but only 40 per cent of them are registered or “documented” migrants.

Services offered	Who uses the facilities/services?	Caregivers working conditions	Results/impact and lessons learned	Funding/sustainability/replicability
<p>Duration: Monday to Friday. All year.</p> <p>Opening hours: 7:00–15:30.</p> <p>Location: Started in 2004 from a small supporting activity, there are now centres in four communities of Muang district, Samut Sakhon province: Krok Krak, Fish Market, Pong Thip and Tha Chalom.</p> <p>Capacity: 297 children in four centres.</p> <p>Children's age: 3 years up to 14 years.</p> <p>Services: Custodial care, informal education and early stimulation (in Thai, Burmese, Mon, English), periodic health checks, hygiene, vaccination and food supplementary to all children identified with malnutrition and one meal a week to all children.</p> <p>The learning centres organize a monthly parents' meeting to discuss children's education needs and other issues.</p>	<p>Most parents are Burmese migrants working in the fisheries and seafood-processing in the areas. Many of them have a status of “undocumented” workers, which exclude them and their families from access to health care, education, freedom of mobility. The lack of civil, political and social rights aggravates their condition of economic vulnerability.</p> <p>They mostly work as shrimp-peelers or fish-cleaners. They usually work from 3.00 a.m. to 10 a.m., earning 100–200 bahts per day according to seafood volume (minimum wage in the province is 197 baht per day, around US\$6). The salary can rise up to 250–300 baht a day in peak seasons.</p> <p>Most parents cannot rely on extended family support for childcare. Children are woken to accompany parents to work, where they continue sleeping until the centre opens. Parents take them to the learning centre and return to work.</p>	<p>Human resources: 9 full-time paid teachers: 5 females, 4 males, 4 are Burmese and 5 Thais. One educator is also employed to supervise and support the overall learning activities. Burmese volunteers are called when teachers are absent. The ratio per student is 1:23.</p> <p>Training: All teachers have teaching experience and finished at least high school; two have a degree in education and the other two have degree in other fields (i.e. computer science). Some training workshops are provided to both Thai and Burmese teachers.</p> <p>Thai regulations do not provide working permission to Burmese migrant teachers so they face some problems.</p> <p>Working time: 7.00–17.00. Extra hours during weekdays and some weekends may be required for home visits and event preparation.</p> <p>Teachers' salary: 6,000–7,500 baht per month (around US\$190–236).</p> <p>Other entitlements: Social protection benefits for full-time employees.</p>	<ul style="list-style-type: none"> ■ The service supports parents' paid work. They report increased concentration at work and improved working capabilities. ■ Prevention of child labour, as teachers estimated that, without the learning centres, about 80 per cent of the students would have been with their mothers at the factories, where some would have ended up helping their parents making ends meet. ■ Prevention of sexual abuse and accidents in and close to parents' workplace. ■ Only 60–70 per cent of enrolled children attend the learning centres regularly. Reasons for absences include working, raising younger child, cooking and catering food for working parents. ■ The centre's opening hours are not completely compatible with parent's working hours, with related inconveniences for both children and the parents. 	<p>Parents' contributions: Tuition is free, parents pay full or half costs of transportation.</p> <p>Contributions from parents are limited by the low wages of most parents.</p> <p>Sustainability is an issue of concern as the learning centres currently run on a short-term funding from foreign aid (CARE USA and PHAMIT project), although funding extension is possible on a yearly basis.</p> <p>The learning centres have been quite successful in reducing “cultural” obstacles to access to public schools for migrant children, although there is still a concern about affordability of public education system for migrant children.</p> <p>Establishing partnerships with local education authorities will be crucial to make the Raks Thai Foundation's childcare project sustainable.</p>