

# My Community, My School

100 RESILIENT CITIES  
**CoLab**  
20 to 22 February

## I. Context of Cali

The Municipality of Santiago de Cali was founded on 25 July 1536 by order of Sebastian Belalcázar. Cali is the third largest city in Colombia after Bogota and Medellin, extends over an area of 564km<sup>2</sup> and is strategically located in proximity to the port of Buenaventura, the main Pacific.

Geographically Cali is in the upper valley of Cauca River between West Central Cordilleras and one of the areas of greatest seismic activity within the planet called Ring of Fire. Approximately 75% of the buildings in Cali were built before 1984, at which no standards for seismic resistance required infrastructure.

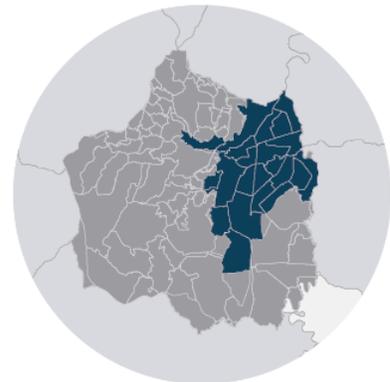
### Location



4.9% population of Colombia



51.4% population of Valle del Cauca



2'369.829 inhabitants

Source: Municipality Planning Department / 2016

Cali is comprised of 22 urban communities and rural districts 15. There are 335 neighborhoods in urban communes representing 98% of the population of the municipality, and 84 rural villages comprising the remaining 2%.

According to the National Administrative Department of Statistics (DANE) 1'391.810 people of African descent living in Cali, the second city in Latin America after Salvador Bahia in Brazil, and the first in Colombia, with 12.7% of the Afro-Colombian population. The proximity of Cali with the Port of Buenaventura and the Pacific coast, expanding farming populations of northern Cauca, the then migration earthquake Tumaco in 1979, violence and the phenomenon of displacement,



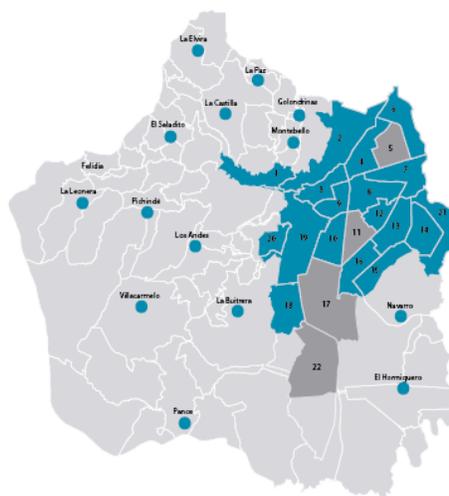
the search for better opportunities, among other factors, it caused many African came to town, bringing its cultural, culinary, artistic, musical and sporting wealth, which focuses on the preservation of the roots and customs, and vindication of rights.

Cali had been operating with a structure designed in 2000 due to a serious fiscal crisis facing the municipality, but it was updated in 2016 through administrative reform, which is given in order to update and prepare for a post-conflict scenario. Consequently, the municipality now consists of 24 bodies including 15 Secretariats 9 Administrative Departments, and 14 Decentralized Entities where the Health Networks, the Urban Renovation Company Emru, EMCALI, Metrocali, Corfecali, Special Housing Fund, among others. It is reform took effect from January 1, 2017 and is expected to this that the municipality more efficient by creating new ministries -economic development, Peace and Civic Culture, hire-restructuring existing secretariats and dependencies, having more clear and precise responsibilities.

On articulation is also important to emphasize the horizontal strategy, called territories cross social Inclusion and Opportunities (TIO), under which the team is Resiliency, which seeks to advance human development, strengthen the social fabric and increase participation and community empowerment of the most vulnerable areas of Cali.

The territories were prioritized by high homicide rates, infant mortality and malnutrition; high number of cases of dengue, Chikungunya and Zika; high dropout rates and unemployment; high number of victims of armed conflict and / or reintegration process; high percentage of people with insurance in the subsidized system (SISBEN), and low rates of coverage of sporting, cultural, educational and environmental equipment. To the date, OIT Strategy extends 92 of 335 urban districts of Cali (in 17 of the 22 Comunas) and the 15 districts of the rural area and is considered a model of inter articulation within the public administration, and between the public and private. By its results, TIO was institutionalized in the recent administrative reform and is now a Undersecretariat within the Ministry of Territorial Development and Citizen Participation.

Territories of Inclusion and Opportunities (TIO) Urban and Rural



92 de 335  
Urban Area  
Districts



15 de 15  
Rural Area  
Districts



In the municipality, according to the Department of City Planning, today, Cali's economy is characterized by economic development led by the commercial sector 30.2%, followed by manufacturing 18.8% and 10.5% real estate. The Chamber of Commerce of Cali has identified six clusters with high potential to grow and push the economic development of the region, which have been incorporated into a Cluster Platform including Bioenergy, Fashion System, Beauty and Personal Care Clinic, Excellence, Macro Snack and White Protein.

However, the unemployment rate in Cali (10.83%) is the highest among major cities in Colombia, although it has steadily declined in recent years. There is particular concern that youth unemployment rate reaches 34.1% in the districts 6, 13, 15, 18, 20 and 21 in greater concentration inhabited population called "nini" (Young that neither work nor study). When we look at the record communes more homicides tend to be the same districts 14, 15 and 20 suffering the highest unemployment rates. This lack of employment in addition to problems with the infrastructure of schools and colleges are the problems that touch the emotional chord to caleños, given that directly affect their well-being and quality of life.

## II. Context of My Community, My School

The city of Cali seeks to consolidate itself as an inclusive municipality. A city that aims to be a leader and an innovator in the pursuit of welfare for its population, which in accordance with Colombia's National Development Plan (2014 - 2018), requires the closing of social gaps as part of a strategy to achieve social equity. Thus, the disparity in the quality of education represents a gap that must be closed in Cali. Therefore, the institutional effort is mainly oriented to the promotion of education that especially benefits the most vulnerable population.

Given the shortcomings of the educational sector of the Municipality of Santiago de Cali, the Municipal Government has decided to bet on the quality and relevance of public school curricula. This program will be financed through a combination of local resources, resources from the National Ministry of Education and loans. The execution of this initiative is carried out through investment projects that are directly executed by different Municipal Agencies all responding to the goals established in the Municipal Development Plan (Cali Progresando Contigo, 2016 - 2019).

The Municipal Department of Education (SEM) has 91 Educational Institutions with 342 educational centers that serve a total of 165,292 students, 8,674 in the rural area and 156,618 in the urban area. Currently, SEM calculates that in these institutions there is a deficit of investment of more than USD \$ 760 million in critical aspects such as retaining walls, roofs, toilets, plumbing and electrical systems, dining rooms, enclosures and others. The institutions most affected by poor maintenance and other problems are usually found in the most vulnerable territories (TIO territories). Furthermore, there is also a problem owing to the lack of educational infrastructure in the most vulnerable territories affecting student quotas.



The Sub-Secretariat of Sectoral Planning of SEM, which manages the City's public educational infrastructure, has been making progress in adjusting educational centers in order to upkeep the existing infrastructure. However, there is still major work to be done as there are still between 80 and 100 educational centers with major structural failure that make it necessary to invest important resources to meet the needs of infrastructure and mitigate not only the immediate needs but avoid future contingencies.

In this sense, it is worth noting that most of public schools were built over 30 years ago without taking into account seismic standards and have not been adequately maintained, remodeled or modernized with the passing of years. Consequently, considerable amounts of schools do not comply with the recommended technical standards for educational infrastructure (NTC 4595, 4596 and 6199). Deficiency in school infrastructure naturally impacts the learning processes of schools.

### III. Objectives

The main objective of the *My Community, My School* initiative is to improve the quality of Education and the Educational Relevance of the Municipality, with emphasis on TIO Territories, the most vulnerable territories of Cali.

### IV. Executing Agencies

My Community, My School is executed through five municipal Departments: (1) The Department of Education, (2) the Department of Social Welfare, (3) the Department of Culture, (4) the Department of Sports and Recreation and the (5) Administrative Department of Information and Communications Technology.

### V. Structure & Components

The Initiative will be executed through the following components:

1. Cali with Early Childhood Education
2. Cali with Dignified and Safe Schools
3. Cali with Educational Quality and Pertinence
4. School and Community
5. Cali with Educational Institutions Strengthened with Technology



## Component 1: Cali with Early Education

This component seeks to strengthen the comprehensive offer of the Municipality for the population between 0 to 6 years. For this, it is intended to finance the construction and provision of Service Units (UDS), which are those instances where the early childhood population is attended in the Institutional and (8 hours a day from Monday to Friday) family modalities (1 educational meeting, 4 hours a week with caregivers), and others, in the territories with insufficient coverage.

In addition, in terms of Quality of the Education, this component will focus on the implementation of MAS+ a pedagogical accompaniment model created by the Ministry of Education (MEN). It will also focus on piloting a quantitative and qualitative evaluation tool of the quality of education imparted in early childhood centers. Cali will be the first city in Colombia to carry out this evaluation.

## Component 2: Cali with Dignified and Safe Schools

This component seeks to counteract the deficit in investment, maintenance, adjustment and reconstruction of the public educational infrastructure of Cali and to increase the number of quotas in the territories where there is insufficient coverage. Therefore, it is intended to finance the construction, replacement, adaptation, repair and/or maintenance of educational infrastructure (see details below).

## Component 3 Cali with Educational Quality and Pertinence and Component 4 School and Community

The objective of components 3 and 4 is to contribute to improving the quality of education in the Municipality, understanding that the quality and relevance of education contribute to the learning process, a peaceful coexistence, and guarantee a better quality of life.

To respond to this objective and find ways to respond comprehensively to the problems associated with the quality of education in the municipality, components 3 and 4 were designed that focus on a Comprehensive Accompaniment Strategy for Educational Institutions. The same part of three fundamental premises:

1. The center of the strategy are the children and young people of the municipality, support the construction of their life projects from the school, improve their learning and strengthen their skills looking for them to be participatory citizens.



2. If the Municipality aims that children and young people improve their learning and life skills, healthy coexistence and the sense of education in their life projects, conditions must be given from and within the educational institution as a whole (with its actors, its context and its dynamics).
3. To create or strengthen these conditions, it must accompany the educational institutions in their daily management, from the instruments that naturally accompany them, and understanding, reflecting and building with their actors strategies that allow them to advance.

## Component 5: Cali with Educational Institutions Strengthened with Technology

This component aims at the implementation of technological systems throughout the public school system to contribute to the quality of education and the integral management of schools.

## Component 2: Cali with Dignified and Safe Schools - Detailed

This CoLab will primarily focus on the activities developed under Component 2 through which the educational Infrastructure of the City will be intervened. The following table shows the different kinds of activities that will be developed under this component:

32 Educational Centers (Rebuilt) BP 02047302	7 Educational Centers (New) BP 02047306	7 Early Childhood Development Centers BP 02047304	100 Educational Centers (Adjustment) BP 02040128	Strengthening ICT in 342 Educational Centers BP 02047316
Law 21 - 27 5 Ongoing 10 in process of licensing 12 in process of feasibility  Own Educational Centers - 5 4 Ongoing 1 in process of licensing	C13- Jesús Villafañe C15- Llano Verde C18- San Gabriel** C18- José María Cabal** C21- Potrero Grande C21- Vallegrande C53- Pichindé	C1- La Balustrera C13- Pondaje C15- Llanoverde C15- Calida C20- Jaime Rentería C21- Vallegrande	2017 16 Educational Centers 2018-1 34 Educational Centers 2018-2 50 Educational Centers	342 Electrical Adjustment 342 Access to Cloud

 Ongoing  
 Process of licensing/feasibility  
 \*\* acquired



The first type of intervention, 32 Reconstructed Centers, refers to situations in which there will be total or partial demolition of educational centers in order to reconstruct them in conformity to NTC 4595 and 4596. It is worth mentioning that in some instances the educational center will still have old classroom blocks within the same school grounds.

The second type of intervention, 6 New Schools, refers to two purchases of previously private schools that will now serve as part of the public school system, and the construction of 4 new schools that will not only conform to the NTC 4595 & 4596 norms, but also the Guidance from the Ministry of Education on Model School Design. All of the infrastructure will conform to seismic regulations and the new Territorial Development Plan (POT) of Cali. Of the 6 new schools, two have already been purchased, three have been procured and are in the final design stages (Colegio Potrerograde District 21 y Colegio Llano Verde District 15, Colegio Vallegrande C21). One school, located in the rural territory of Pichindé, is still being structured for public bidding. The site for the location of this school will be part of Tuesday's Living Lab.

The third kind of intervention, 7 CDIs refers to the process of completing and constructing Early Childhood Development Centers for the population 0-6 years old. Of the 7 CDIs, 3 are in the process of being completed thereby being fully designed and in implementation. Four are new constructions, only one of which has been procured and is currently being designed (CDI Vallegrande in District 21). The remaining three are currently being structured for public bidding. One of these (CDI Jaime Rentería Cuna de Campeones in District 20) will be designed through an architectural contest which is currently underway.

The fourth type of intervention, Adjustment of 100 Schools, focuses on the adjustment of 100 School Center on a variety of aspects ranging from containment walls to the replacement of lavatories and electrical infrastructure. These interventions are clearly not of the same magnitude of the first three described above and they do not require construction licenses. Nonetheless, these can be useful vehicles through which critical resilience and sustainability aspects can be incorporated into educational infrastructure. To date, 16 adjustments have been carried out in 16 schools. Currently, two bids are being structured for the second group of 34 schools with infrastructure adjustments and the third group with 51 adjustments.

Finally, the fifth type of intervention, ITC strengthening of 342 Centers, refers to all those activities that will be carried out to ensure the totality of schools are connected to the cloud for the development of pedagogical activities.

## Relationship to Cali's Resilience Strategy

In 2015 Cali was selected to be part of 100RC and 2016 Cali was formally invited to join the network. The administration of Mayor Armitage began the process of building a Cali Resilient in June 2016 with the launch workshop Program "Towards an Agenda for Cali Resilience" which was attended by guests from stakeholders in the public, private sector and civil society to identify



the main challenges for the city in this area. Since then, the team Resiliency City, part of the Secretariat for Inclusion Territories and Urban Rural Opportunities, has worked with 100RC to comply with the methodology established for each city.

100RC methodology is divided into three main phases: (I) the evaluation phase, (II) the design stage and develop a strategy, and (III) the implementation phase. During Phase I, which was completed in April 2017, a Preliminary Resilience Assessment or PRA was carried out in Cali. This assessment was the result of a research process, stakeholder engagement, evaluation of perceptions, actions and infrastructure, with regards to the City's state of Resilience.

The PRA identified Cali's weaknesses and strengths in terms of resilience. The results of the PRA showed Cali has strategic weaknesses in resilience in terms of (1) security, civic and peace culture, (2) education, (3) mobility and (4) planning, coordination and data management. On the other hand, the city strengths included (1) the commitment of the Municipal Administration to boost income generation and development of the local economy, (2) information technology and communication (ICT), (3) risk management and (4) satisfaction of basic needs.

As part of the process to counteract the weakness in Education identified, the Resilience Office partnered with the Municipal Education Department to launch the creation of the My School, My Community Program described above. Furthermore, it is worth noting that as part of Cali's Resilience Strategy to be launched in May 2018, the city will focus on long term strategic goals such as the creation of a short, medium and long term construction and retrofitting plan, an asset management plan and the formulation of process and result indicators for educational infrastructure. Likewise, with regard to the Quality of Education, the city is constructing an ambitious short, medium and long term model to transform learning in public schools.

To provide additional context, the following section contains excerpts of the PRA with regard to Education.



# Excerpts of Cali's Preliminary Resilience Assessment (PRA)

## Education.

**Perceptions and Current Status.** In education, the results of the tool perception match the Socioeconomic Diagnosis of Cali, as to the great challenges in terms of relevance of the type of education offered. In this sense, first it highlighted the apparent lack of coordination between the supply of formal and technical education, and the needs of the productive sector. Second, the lack of coordination between the challenges of peace, coexistence and development of socio-emotional skills facing the city-and beyond, all Colombia- curricular approach in official educational institutions. While the former is perceived as an element affecting the competitiveness of the city, the second is identified as a strategic weakness that directly affects the ability of Cali to peacefully co-exist.

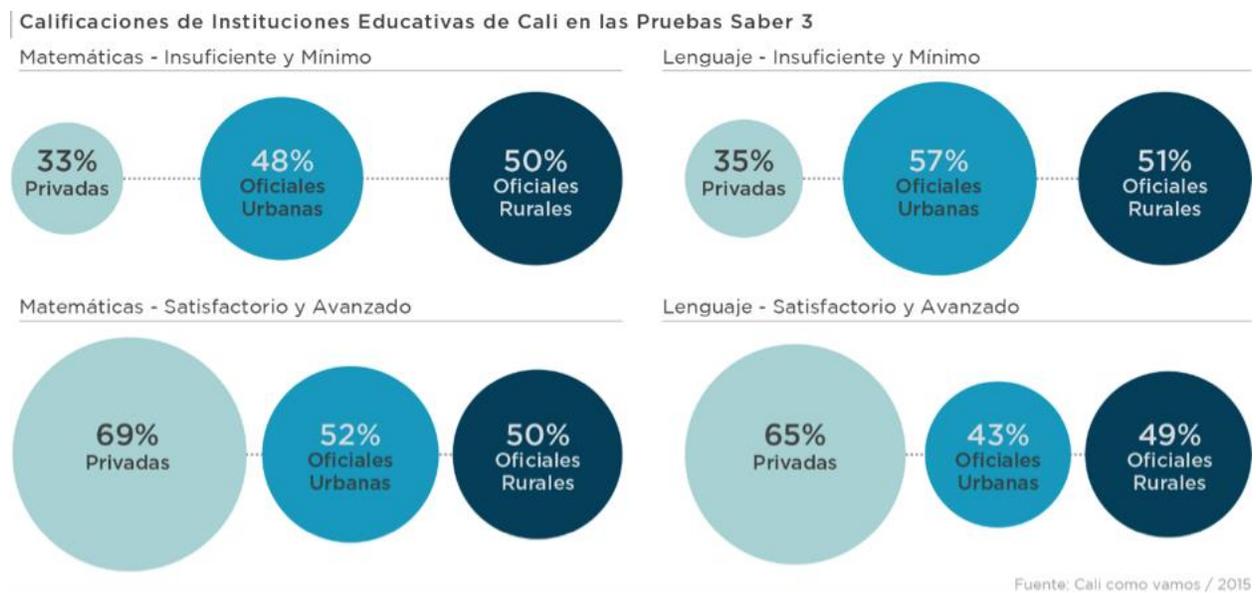
The education system, which shares responsibility for promoting the development of better citizens, is challenged by the need to develop peace, coexistence and socio-emotional skills of the younger population of the city. This need is highlighted by the results of the measurement of Citizen Culture Index 2016, which revealed that the indicator of coexistence and diversity in Cali has worsened in relation to the 2013 Index and is related to the animosity existing among neighbors from different backgrounds (intolerance). Complementing the insights mentioned in the Security, Civic Culture and Peace Section, this intolerance, is constantly begetting more violence and insecurity in neighborhoods and must be replaced by tolerance and coexistence which must be fostered at the school level.

Regarding data management, the Ministry of Education of Colombia administers the SABER standardized tests that are annually conducted among students in third, fifth, ninth, and eleventh grades, with the goal of contributing to improving the quality of education and monitoring the development of the student population. The Ministry shares the results of the tests with educational institutions and the Municipal Department of Education for the reorientation of teaching guidelines accordingly. The Municipal Department of Education also monitors the status of the educational infrastructure and student attendance, among others. The Ministry of Education also provides detailed information on school attendance to the national program of conditional cash transfers, *Familias in Accion*, to help evaluate how families are receiving financial support to ensure the healthy development and permanence of their children in the school system. Even so, educational data is limited and not updated, creating a big problem for informed decision making both in terms of the quality of education and educational infrastructure.

With regard to the quality of education, the study of *Cali Cómo Vamos* shows the contrast in the performance between private and public schools where the Saber 3 standardized tests were applied. While 50% of students tested in official institutions received inadequate or insufficient



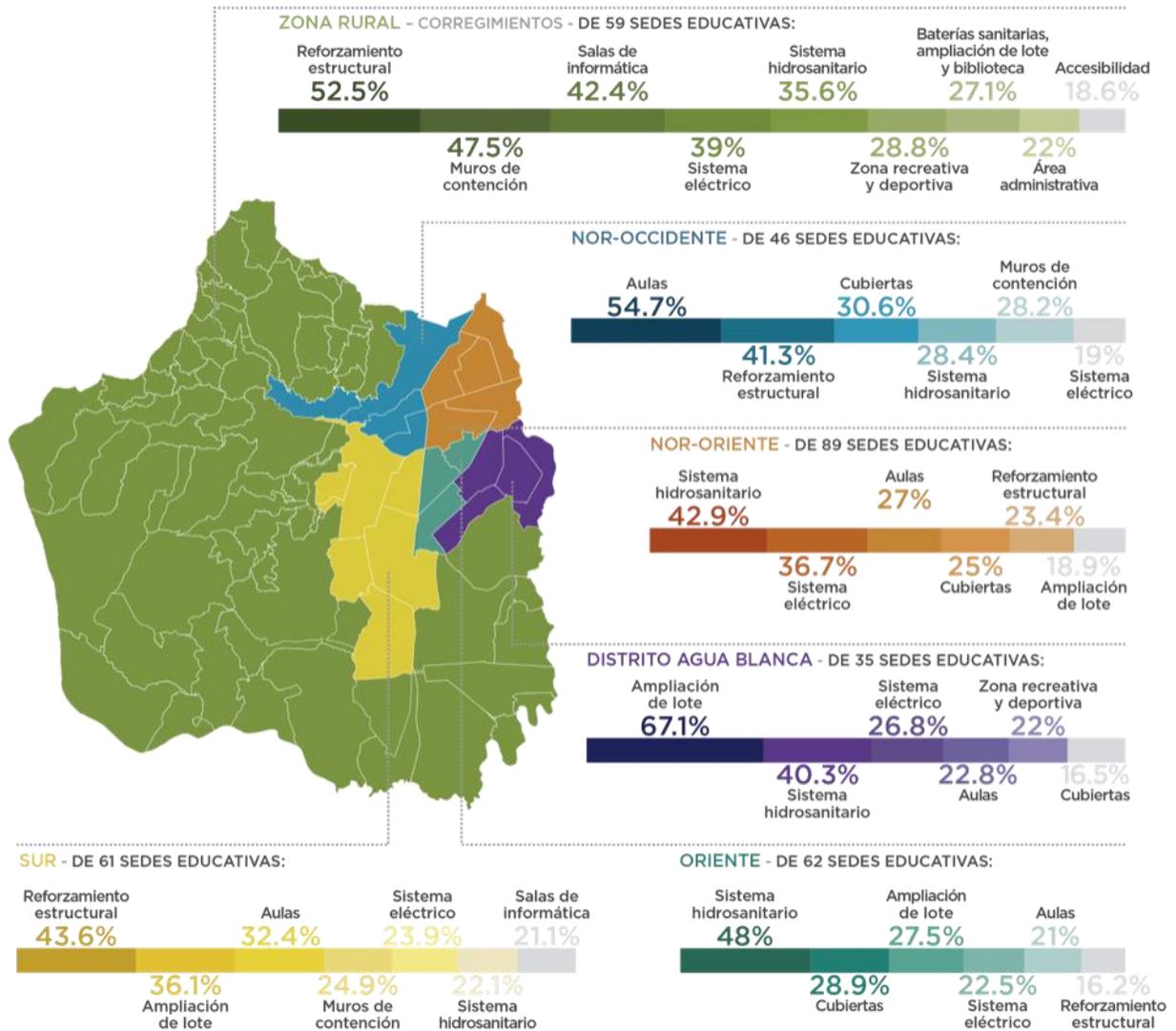
scores only 34% of private schools received similar grades. These results not only show the great inequality between the public and the private system, but emphasize the social divide between Cali's poorer population that primarily attends public schools and the City's middle and higher class which favours private education.



**Educational infrastructure.** Apart from the aforementioned weaknesses, education in Cali suffers from deterioration and lack of educational infrastructure. According to the results of the Asset and Risk Tool, four of the five infrastructure components classified as vulnerable in the city are related to educational and cultural infrastructure. Cali's Socioeconomic Diagnosis also emphasized the results of the tool mentioning that the main problems identified by community leaders affecting education are poorly maintained and inadequate educational infrastructures. The Municipal Department of Education estimates that of the 342 educational centers managed by the municipality, most require repairs of the hidro-sanitary systems, require structural reinforcement, and partially or completely fail to comply with NSR 10 (seismic regulation) and national technical standards NTC 4595, among other needs. The Secretariat also estimates that if the current trends continue, over the next few years, 11 of the 22 communes and rural areas will suffer from a shortage of school infrastructure, clearly demonstrating the need to expand coverage.



Problemas Itinerantes en la Infraestructura de Sedes Educativas Públicas



Fuente: Elaboración Propia en Base a Matriz; Estado de Sedes Educativas Infraestructura / 2017

**Actions.** Cali weaknesses in education are ample and urgent. For this reason, Mayor Armitage created an ambitious USD 170 million dollar program called *My Community, My School*, which seeks to improve the quality and pertinence of Cali’s public educational system, prioritizing the territories that are part of the Strategy for Inclusion and Opportunities (TIO). The program has five different components that focus on (1) strengthening the supply of early childhood education (education of children aged 0 to 6 years), (2) adjusting and repairing education infrastructure, (3) improving the quality of education, (4) developing the emotional skills of children, and (5) strengthening institutions through ICT tools. It is important to note that the component four, which develops emotional skills of children, aims at supporting the development of a civic culture that promotes peace, tolerance and safety. It should also be noted that improving the quality of education is improving the human capital of the city, which boosts economic growth and help



reduce unemployment. This program is currently in its preparatory stages and would greatly benefit from the strategic support of both quality of education and infrastructure experts.



# Living Lab Description

Tuesday, February 20th 2018

## Introduction

During the Living Lab we will be visiting two public schools in Cali, both located in the vulnerable territories that are part of the TIO Territories. One of these institutions is located in the urban zone of Cali (John F. Kennedy) and the other is located in the rural area (IEO Inmaculada Concepción). We will also visit an Early Childhood Development Center (CDI) where the population 0-6 years old receives integral care.

## Dress Code

The living lab will be extensive, starting at midday and going all the way to 18:00 hs. For this reason, and owing to Cali's climate and the conditions of the terrain it is imperative to wear COMFORTABLE clothes. The use of sports shoes or boots is highly recommended, as well as wearing repellent (the rural area has aggressive mosquitos), hats, sunglasses, and light clothing that protects you from the sun but is adequate for warm temperatures. Bear in mind that the average temperature in Cali in this season ranges from 21 to 31 degrees celsius.

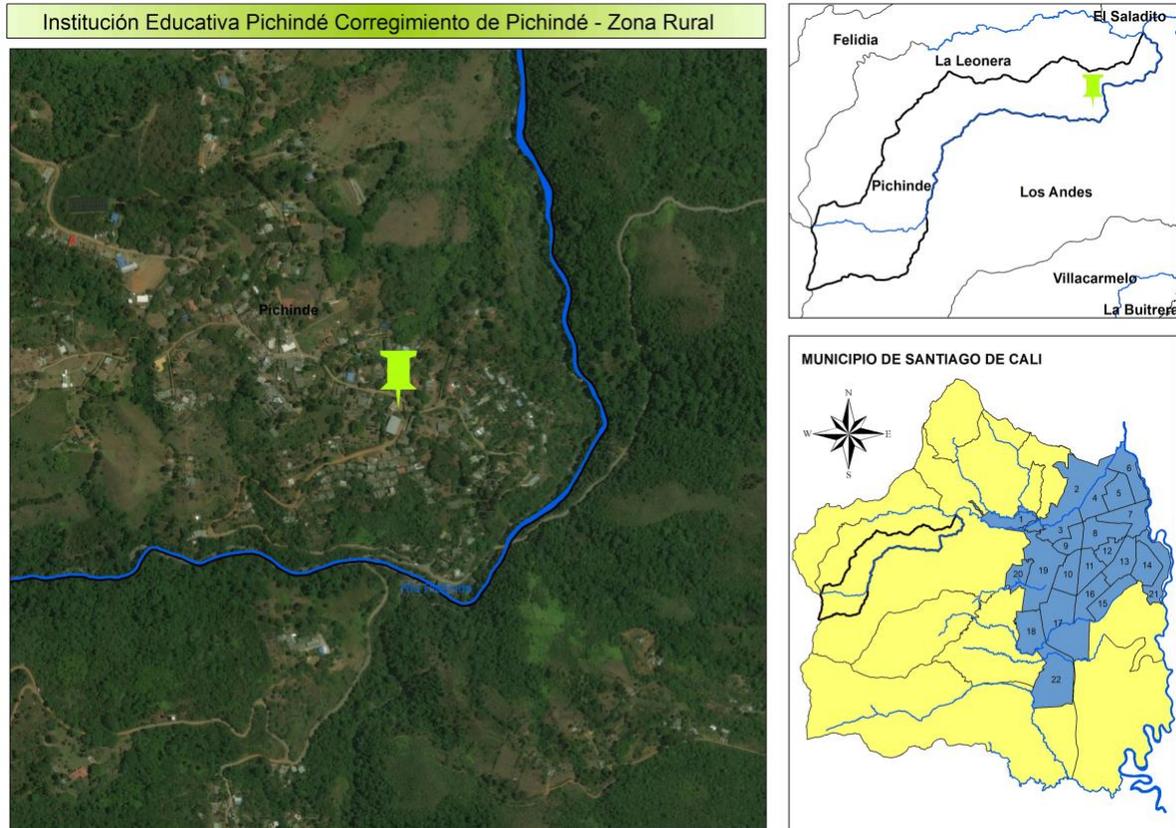
## Agenda

Departure	Arrival	Territory	Institution
12:15	13:15	Pichindé - Rural Area	Site where new school will be constructed
14:15	15:00	District 18	John F. Kennedy School
15:45	16:15	District 18	Early Childhood Development Center Altos de Santa Elena



# 1. Educational Institution La Inmaculada Concepción, Pichindé - Rural Zone

## New School



The first visit will be to the terrain destined for the construction of the Educational Institution La Inmaculada Concepción. It is located in the rural area of Pichindé, a zone that is part of the TIO territories, the most vulnerable territories of Cali due to its socio-economic indicators.

The Educational Institution La Inmaculada Concepción belongs to the Pichindé Educational Institution. The terrain of the school was donated in 1950 but the school did not start its operation until 1956. Since its beginning, it has served an approximate population of 200 students (all of the rural area). The school served the male population in a facility called Sergio Cantillo and the female population at the Educational Institution La Inmaculada Concepción. Eventually, the Sergio Cantillo Educational moved to the Immaculate Concepcion, causing the loss of coverage. This problem was solved later when the teachers of the sector decided, in accordance with the community, to move again to the Educational Institution Sergio Cantillo.

In 2005, the Pichindé Educational Institution was officially created, consisting of three venues: Sergio Cantillo, La Inmaculada Concepción and José Holguín Garcés (main Educational

Institution). It is worth mentioning that all this time, the Educational Institution La Inmaculada Concepción operated in a rented property. In December 2016 the property was returned to the owners leaving the institution without a place to operate since then. For this reason, in 2017, the Municipal Education Department bought an adjacent property to the educational center Sergio Cantillo with an area of 12,000m<sup>2</sup> for USD \$ 228,000 to build its own educational institution for La Inmaculada Concepción. This work is part of the construction of new schools of the initiative *My Community, My School* under component 2.

### **Work Program**

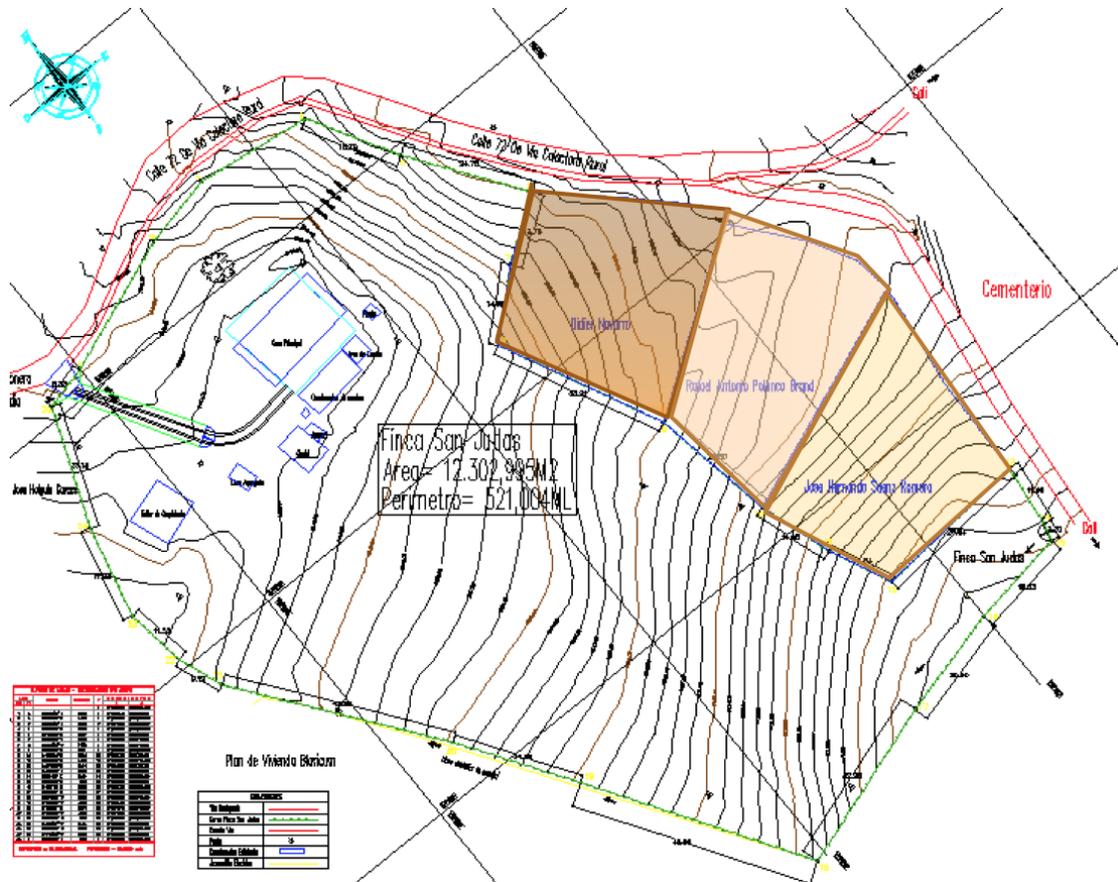
The Educational Institution offers the following academic programs in its three locations:

- Early childhood, preschool (Daytime)
- Basic primary, first to fifth grade (Daytime)
- Technical media, offered in agreement with the EI CASD (Daytime Workshop)
- Adult literacy and education programs (Night)

In the lot, there is an existing building that does not comply with the necessary regulations to work as a classroom. The construction project of the Educational Institution includes the recovery of this building. Figure 1 below shows the topography of the land.

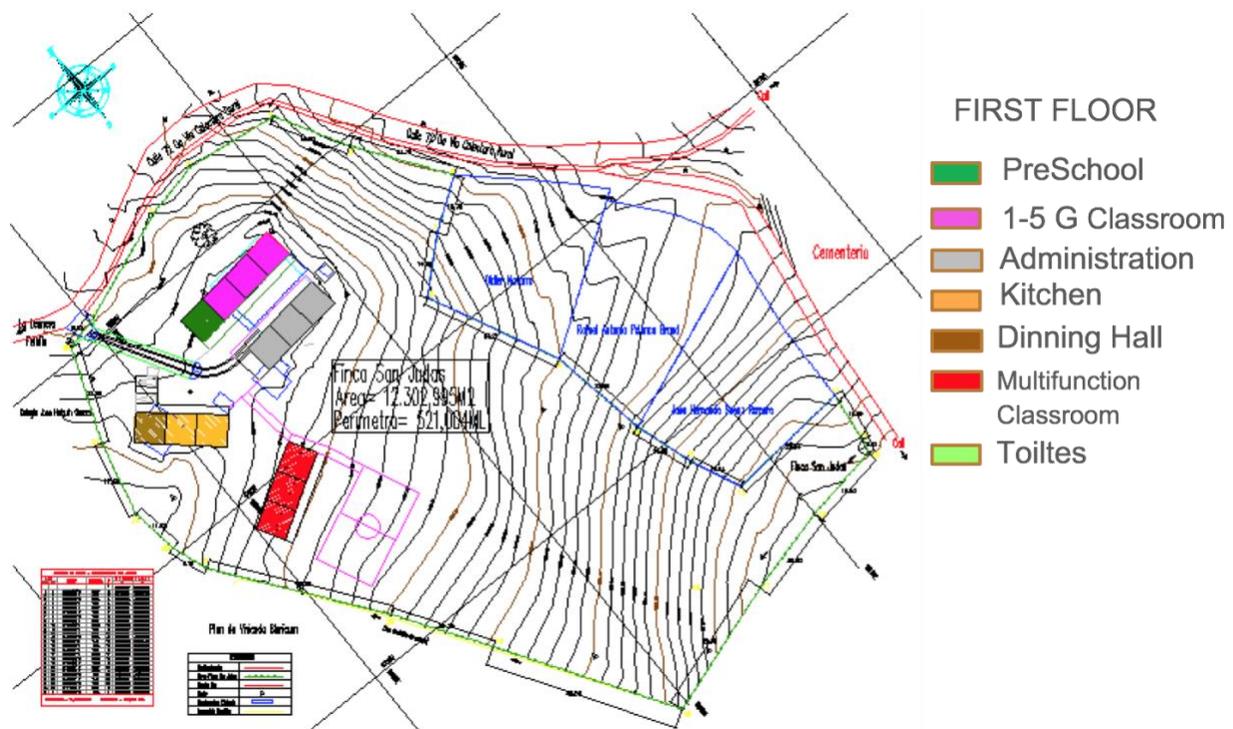
**Figure 1.**





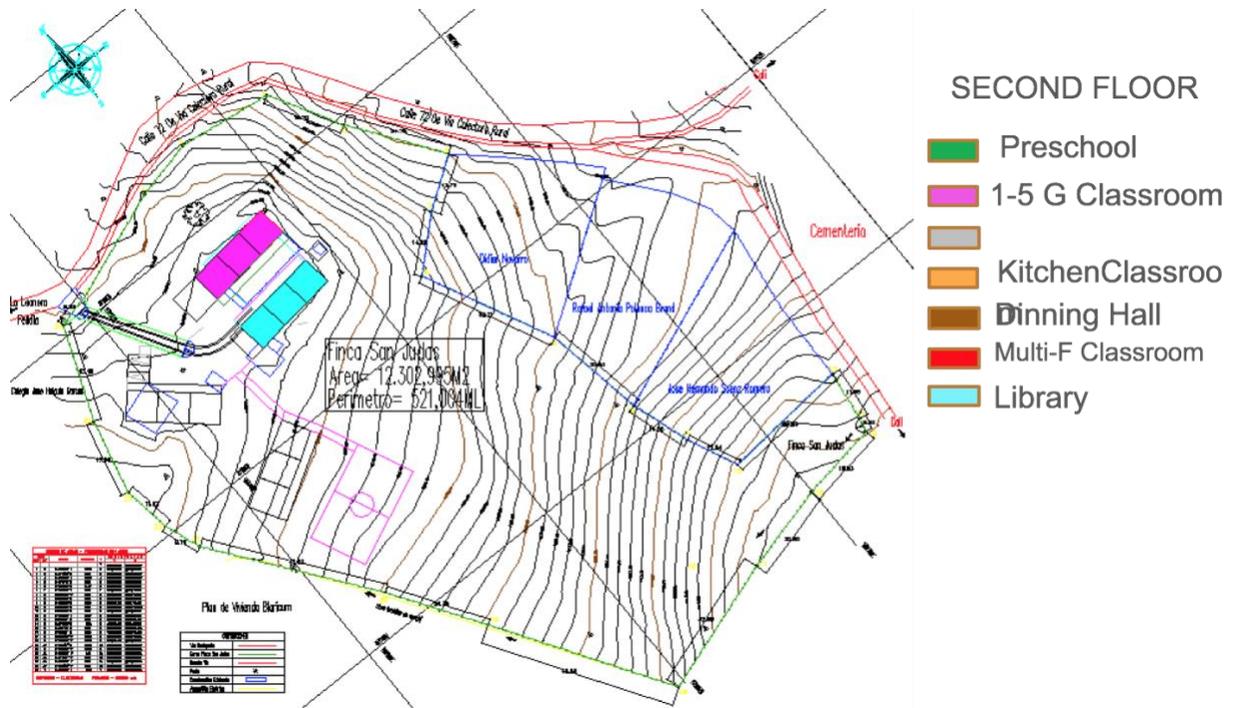
Figures 2 and 3 below show the proposed implementation and zoning of the property according to the regulations required for this school.

Figure 2.



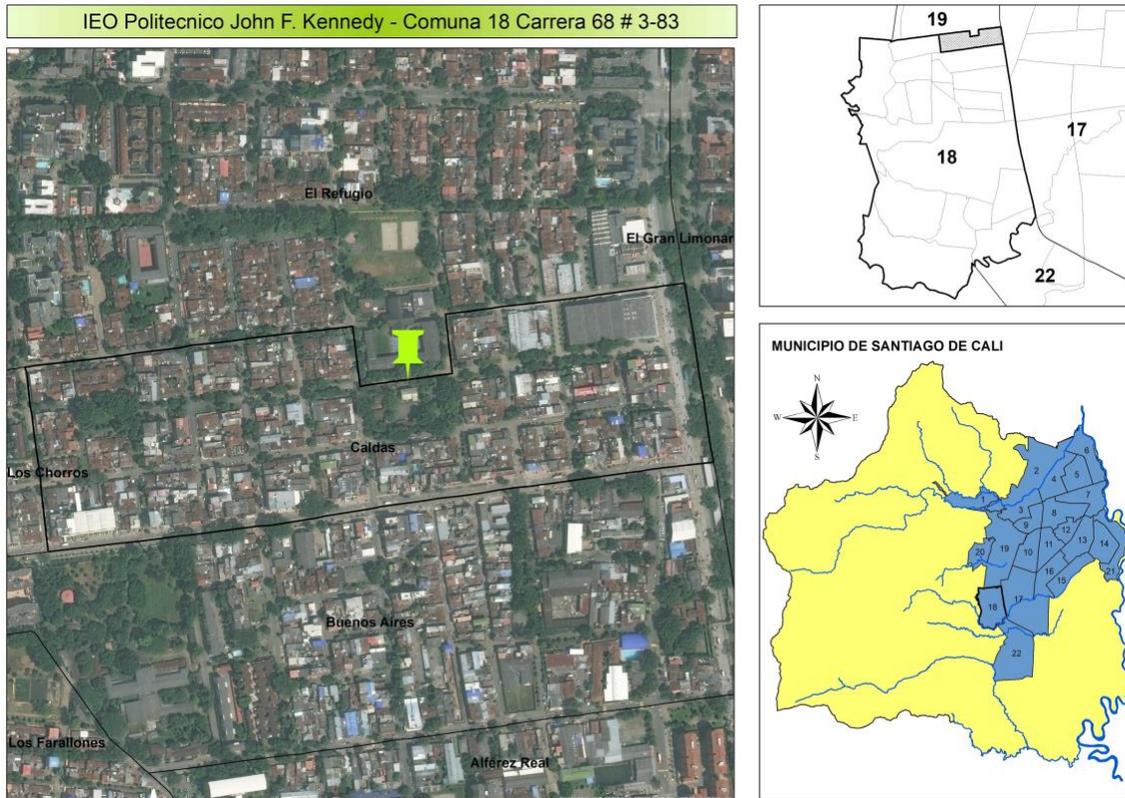
It is important to bear in mind that the expected enrollment for the institution is 300 children. However, it is possible that because this institution will be a practically new, it will attract the students of the two neighboring locations (Sergio Cantillo and José Holguín Garcés). In addition, it is expected that in the flat land of the terrain, where there will be no building, the orchards, productive projects and other central elements will be developed to the curriculum of a rural educational institution.

Figure 3.



It will be explained in greater detail the scheme of implementation and zoning of the lot and the context of the Educational Institution during the visit.

## 2. Educational Institution John F. Kennedy, Urban Zone



The Educational Institution Politecnico Municipal de Cali was created by the City Council Agreement No. 8550 of September 2nd, 1957 under the administration of the Mayor Dr. Carlos Garcés Córdoba, who appointed Dr. Josué Ángel Maya as the first Principal. He began his work at that time with 287 students.

On May 30th, 1962, the Government of the United States through its *Alianza para el Progreso* program, in agreement with its counterpart from Colombia, delivered the physical plant of the school that would bear the name of the president of the United States at that time: John F. Kennedy.

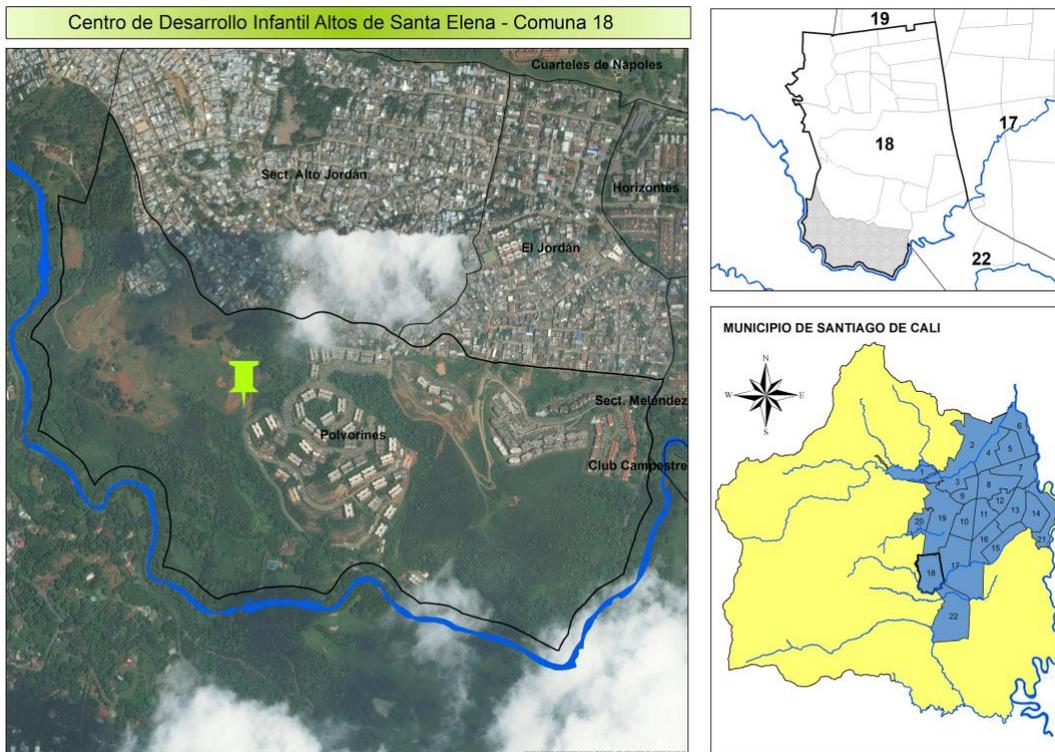
The facility includes 3 one-level blocks, built in a concrete frame system with cement tile roofs supported on metal trusses. This type of construction is representative of 65% out of the total buildings present in the educational institutions of the city of Santiago de Cali, which were built between the 60's and 70's. These structures have not been upgraded in accordance with the Seismic Construction Regulation in Colombia (NSR-10) or with construction parameters of the Colombian Technical Standard NTC 4595 of 2006.

As response to the need to expand the coverage of the school, a two-level structure was built in 2008, designed in accordance with the regulations at that moment. The structure is based on a concrete frame system.

At present, the Educational Institution offers the academic programs of Early Childhood (preschool) and Basic Primary (first to fifth) divided in two types (morning and afternoon), with a total of 594 enrolled students.



### 3. Early Childhood Development Center - Altos de Santa Elena, Urban Zone



The Early Childhood Development Center Altos de Santa Elena is located in the 18th district on the hillside of Cali. It was inaugurated in 2015 within the framework of the TIO Strategy. Its infrastructure is distributed in two floors that includes educational areas, classrooms, bathrooms and storage spaces, as well as complementary services such as kitchen, multiple classroom, administration, nursing, sanitary batteries, as well as large areas of circulation, parking and recreation all in compliance with the National Standard NTC 6199 of Comprehensive Early Childhood Care.

Currently, the Early Childhood Development Center serves a total of 300 girls and boys (maximum quota) with comprehensive care (8 hours a day from Monday to Friday) and pregnant and lactating mothers in family mode (1 weekly educational meeting of 4 hours with caregivers).

In the family modality, attention is directed to pregnant women, lactating women, children under 5 years of age or until they enter kindergarten. Support is given to families and caregivers that require support to strengthen their care and upbringing processes at home, but that they cannot have their children in an Early Childhood Development Center daily. Therefore, the family modality seeks to strengthen the affective bond of children with their families, prioritizing access for children under 2 years of age. They are developed through training and accompaniment processes for families and caregivers, with the purpose of strengthening their skills of care, nurturing and joint construction of tools for the harmonic and integral promotion of development in weekly sessions of 4 hours.



For integral attention, the Early Childhood Development Center has a nursery, 6 educational environments for boys and girls from 24 to 36 months of age, and 8 educational environments for boys and girls from 37 to 60 months of age, each one with its own bathrooms and space for storage. For the family modality, the Early Childhood Development Center has a multipurpose room, warehouses for food, a kitchen and its own bathrooms.

This project had an investment of approximately USD \$ 1.8 million and has a built infrastructure of 1,927 square meters. Its construction and provision was due to an alliance between the public and private sectors and international cooperation, with resources from the Club Campestre Foundation of Cali and the Embassy of the People's Republic of China in Colombia, among others. The operation of this center is outsourced with the Fe y Alegría Foundation, but it is co-financed with resources from the Cali Mayor's Office and the Colombian Family Welfare Institute (ICBF), an entity that is responsible for early childhood care at the national level.

