

ICDP China 2020-2024 Project Mid-term Evaluation Report

**Yunnan Pioneers for Health Consultancy Center
December 2022**

Evaluation team

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Executive Summary

ICDP China 2020-2024 Project is a new phase of child development project in Yunnan following the five-year project of “Yunnan Left-behind Children Development Project”. The project aims at enabling children, particularly vulnerable ones, to achieve their full potential through relationship with caregivers. The long-term objective of the project is that ICDP China has developed into a viable entity and children are properly cared for by their caregivers and protected from violence, abuse and neglect.. The expected results include: local partners have increased capacity to implement ICDP; ICDP China has strengthened its organizational capacity and caregivers have improved their interaction with their children.

Yunnan Pioneers for Health Consultancy Centre was entrusted by ICDP China to conduct the mid-term evaluation for the project from July 7 to August 31, 2022. The evaluation adopted qualitative methods, namely literature review, individual interviews, focus group discussions and observation. The evaluation conducted 36 individual interviews in five project sites (Baoshan, Dehong, Kunming, Lijiang and Zhaotong) , 5 FGDs with caregivers and 4 FGDs with children in four project sites (Dehong, Kunming, Lijiang and Zhaotong). 2 people in Xishuangbanna were interviewed over the phone. Altogether there are 100 respondents.

The evaluation finds that 74% of the expected target for facilitator training was achieved in 2020 and 56% of the expected target was achieved in 2021. However, the training of trainers lagged far behind due to the pandemic and the first group of trainers has not been trained until 2022. On the side of local partners, ICDP training teams have been initially established and active. Local facilitators and trainers have a high sense of involvement and commitment to ICDP. Local partners, trainers and facilitators mobilized and utilized local resources effectively. New project management style requests increasing inputs from local partners. On the side of ICDP China, ICDP China has acquired excellent training capabilities. It provides full technical and emotional support to local partners. It also encourages local partners to be innovative based on local conditions and has been actively promoting ICDP through internet. Meanwhile, the evaluation team also noticed that there is only a small number of trainers and their competences are uneven. Training quality control regulations are not sufficiently clear and detailed. Data management of the project cannot reflect the project progress and the problems encountered.

The project has covered a wide range of caregivers including teachers, social workers, public servants, child welfare home workers, full-time housewives, self-employed persons and farmers. The evaluation finds that positive changes in trained caregivers’ perceptions and behavior have

taken place. Some typical cases indicate that changes in caregivers interaction with children have improved the relationships between caregivers and children, and increased children's confidence and self-esteem. However, on the whole, children are not aware of the behavior changes yet. We also found that current approach to caregiver recruitment made it difficult for the caregivers of the most needy marginalized children to participate. Male participation has improved greatly compared with the previous phase, but there are still attitude and operation barriers. In terms of sustainability, ICDP China has made attempts to provide paid service and carry out marketing promotion, but is still facing many challenges. Participants with different background had different considerations for sustainability, but all think it is important to seek government support and at the same time believe some parents who value family education would be willing to pay. The overall EAT of the project is at Level 4.

The evaluation team concluded that although the project failed to meet the target of people trained due to the pandemic, the project has made significant progress towards all three expected results of the project — local partners have increased capacity to implement ICDP, ICDP China has strengthened its organizational capacity and caregivers have improved their interaction with their children, further expanded ICDP 's influence in Yunnan and built solid basis for the two project objectives — ICDP China has developed into a viable entity and children are properly cared for by their caregivers and protected from violence, abuse and neglect.

At the same time, the evaluation team also felt that the project still needs to make improvements in respect for training quality control, monitoring, coverage of marginalized children and male participation. The project still faces many challenges in terms of sustainability. It is unlikely for ICDP China to fully recover its costs with revenue from paid service by the end of the project.

The recommendations are:

1. Further strengthen and develop cooperation with relevant government departments and institutions.
2. Compile a management manual to improve communication.
3. Strengthen regular monitoring of the project to enable timely feedback and adjustment.
4. Prioritize caregivers of marginalized children when recruiting caregivers, particularly the most needy ones.
5. Enhance promotion of ICDP.
6. Continue exploring sustainable strategies.

Background

In 2015, Shincon Company launched a five-year project of “Yunnan Left-behind Children Development Project” in Zhaotong Municipality and Xishuangbanna Prefecture in Yunnan Province, introducing ICDP, which originated in Norway, into China as a major project strategy. In 2020, ICDP China¹ launched a new round of five-year projects aimed at enabling children, particularly vulnerable ones, to achieve their full potential through relationship with caregivers. The long-term objective of the project is that ICDP China has developed into a viable entity and children are properly cared for by their caregivers and protected from violence, abuse and neglect.. The specific objectives include:

- Local partners have increased capacity to implement ICDP.
- ICDP China has strengthened its organizational capacity.
- Caregivers have improved their interaction with their children.

The project has been in operation for over two years now. Yunnan Pioneers for Health Consultancy Center (PFH hereinafter) was commissioned by ICDP China to conduct an external mid-term evaluation of the project. The field work was carried out from July 7 to August 31, 2022. (See the itinerary in Annex.)

Methodologies and Evaluation Team

1. Purpose of the evaluation

According to the TOR, the purpose of this mid-term evaluation is to assess the current situation of the project; keeping in mind the long-term sustainability . It will assist the recipient Government, beneficiaries and the concerned co-financing partners to improve the efficiency, effectiveness, relevance and impact of the project. The evaluation was conducted around the following evaluation questions:

- Have the implementing agency and local partners improved their capacities since the start of the project? If yes, in what way? For example, mobilization, and organization, marketing, caregiver training, family education and project management ability, etc.
- How many training sessions have been organized in the past two years? How many people

¹ In this report, ICDP China refers to Kunming Zhennuo Education Information Consulting Co., Ltd. which is the ICDP-authorized company in China.

participated in the training? How many people participated in all eight courses of caregiver training (disaggregated by gender and age)? How many people have obtained the qualification for facilitator and ICDP trainer (disaggregated by gender and age)?

- What measures has the project taken to ensure the quality of training over the past two years?
- How many caregivers/children have received ICDP information and support over the past two years? In what way? Has priority been given to marginalized children?
- Have caregivers at the project sites applied ICDP concepts/skills in family education over the past two years? What is the effect?
- Has the project established a long-term network for cooperation? What about the coverage? What attempts did the project make in terms of marketing? What has been achieved from these attempts?
- In addition to training, what activities has ICDP China team carried out over the past two years? How did these activities contribute to the project objectives and expected results?
- What problems and obstacles have been encountered in the implementation of the project over the past two years? What experiences have been acquired to support the sustainable development of the project?
- According to the current situation, can the project objectives and expected results be achieved? Are there any detailed plans and considerations for this?

2. Methods

This evaluation is a qualitative study and the specific methods used are as follows (The evaluation tools are available in Chinese):

2.1 Literature review

Review project-related documents provided by ICDP China, including project proposal, monthly/annual reports, management documents and articles on ICDP China *Wechat* public account and search the Internet for relevant information.

2.2 Individual interviews and focus group discussions

The list of respondents was provided by ICDP China and local partners. The evaluation team conducted in-depth interviews with three staff members of ICDP China for several times. 36 face-to-face individual interviews were undertaken in five project sites (Baoshan, Dehong, Zhaotong, Lijiang and Kunming). Five focus group discussions with caregivers and four FGDs with children were undertaken in four project sites (Dehong, Zhaotong, Lijiang and Kunming). Two people in Xishuangbanna were interviewed through telephone.

2.3 Non-participatory observation

In Dehong and Zhaotong, the evaluation team observed ICDP China team's supervision visits.

3. Limitations

The limitations of the evaluation were mainly reflected in three aspects. Firstly, the respondents were selected and organized by the implementing agency. The facilitators, trainers and caregivers interviewed were those active in the recent stage of the project, so there was a survivorship bias. Secondly, although the interview outline and questioning technique took into account the characteristics of the child as much as possible, the effective information collected from the children was still limited. Thirdly, no field visits was paid to Xishuangbanna due to the epidemic, so information from FGDs of caregivers and children were missing.

4. Evaluation team

The evaluation was led by Professor Li Xiaoliang, Chief Advisor of PFH. Professor Li Xiaoliang is a public health expert. She has led the baseline survey, evaluation and related research of the project since ICDP was first introduced to China in 2015. She was mainly responsible for the overall design, tool development and quality control of this evaluation, and conducted some of the interviews.

PFH invited two external experts, Mr. Li Jianhua, a psychologist, and Mr. Li Jun, who has been providing professional social worker services to vulnerable children in rural areas, to join the evaluation team. They participated in the discussion of evaluation tools and conducted some interviews and observations.

Three employees of PFH — Cao Hong, Xie Weilin, and Xia Chunfang — participated in the evaluation tool discussion and completed most of the interviews.

The evaluation report was written by Xie Weilin, reviewed and fed back by other members, and finalized by Professor Li Xiaoliang.

Evaluation Findings

1. Evaluation process and basic information of the respondents

The evaluation team conducted field visits to five project sites including Kunming, Dehong, Baoshan, Lijiang and Zhaotong. We were unable to visit Xishuangbanna due to the epidemic and only two key informants were interviewed over the phone. As shown in Table 1, a total of 100

people (including individual interviews and FGDs) were interviewed during the evaluation period, including 23 men and 77 women, with women making up a high proportion of the interviewees. There were 15 facilitators and prospective facilitators, 5 trainers and prospective trainers, 43 caregivers (among which 38 participated in focus group discussions and 5 participated in individual interviews), 22 children, 11 partners, and 3 ICDP China staff members.²

Table 1: Type and Number of Interviewees³

Interviewees	Baoshan			Dehong			Kunming			Lijiang			Xishuangbanna			Zhaotong			Total			
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	
Partners	1		1		2	2					3	3		1	1		2	2		9	9	
Caregivers				3	10	13	1	4	5	2	8	10				2	13	15	8	35	43	
Children				3	2	5	2	2	4	4	4	8				2	3	5	11	11	22	
Prospective facilitators										1	1									1	1	
Facilitators		2	2		4	4		1	1	2	2	4					4	4	2	13	15	
Prospective trainers		1	1					2	2		1	1					1	1		5	5	
Trainers														1	1		1	1		2	2	
ICDP China							1	2	3										1	2	3	
Total	1	3	4	6	18	24	4	11	15	8	19	27		2	2		4	24	28	23	77	100

2. Progress of project activities

The COVID-19 epidemic broke out right at the beginning of the project, which had a negative impact on the implementation of the project. In 2020-2021, the project was unable to carry out trainer training as planned, and training for the first batch of trainers in this phase did not begin until 2022. The facilitator and caregiver training was conducted locally, and the impact of the epidemic was relatively small. According to the ICDP China Project Annual Report, 74% of the expected target for facilitator training was achieved in 2020 (the target is 254, the actual achieved is 188) and 56% of the expected target was achieved in 2021 (the target is 681, the actual achieved is 383). The number of caregivers trained in 2020-2021 reached 74% of the expected cumulative target of the first two years (the target is 8243, the actual achieved is 6070). However, the progress varied in different project sites. The number of people who participated in the facilitator training in

² Some of the partners and ICDP China staff members also work as trainers. To avoid double counting, the number of trainers is not included.

³ M stands for male. F stands for female. T stands for subtotal.

Xishuangbanna was much higher than the expected target. Baoshan team and Dehong team basically achieved the expected targets. The number of people trained by Zhaotong team and ICDP China was far below the expected target. Lijiang only joined the project in 2021 and did not set a separate target.

The interviewees also mentioned the impact of the epidemic. Baoshan team originally planned to spread to other cities in western Yunnan, such as Dali and Nujiang, but the plan was suspended due to the epidemic. Dehong team was even unable to organize any training because of long-term lockdown of nearly two years.

3. Local partners' capacity

3.1 ICDP training teams have been initially established and active in all project sites.

As of the end of 2021, the number of facilitators trained by each project site in this phase of the project is shown in Table 2.

Table 2: Number of Facilitators Trained by Each Project Site⁴⁵

Project Site	2020	2021	total
Baoshan	25	34	59
Dehong	18	36	54
Kunming (Chuanfang+ICDP China)	68	16	48
Lijiang	-	18	18
Xishuangbanna	56	239	295
Zhaotong	21	40	61
total	188	383	535

By the end of 2021, the project had supported these facilitators to train 6070 caregivers. All the facilitators (to-be) interviewed could recruit caregivers and deliver training on eight themes of ICDP according to ICDP China's requirements. They generally showed confidence and sense of achievements in their training skills and training results. Even when they encountered some unanswered questions or problems that were difficult to solve during the training, they could adopt participatory methods under the instruction of ICDP China and trainers (to-be) and respond effectively through games, organized discussions, and case sharing, thereby reinforcing their confidence.

In addition to training for facilitators and caregivers, partners at different project sites also organized a variety of ICDP enhancement and promotion activities such as family days, lectures, evening

⁴ Data source: ICDP China

⁵ The number of facilitators trained by ICDP China includes the number of people trained in Tibet and Qinghai outside of the project.

groups, themed discussions, annual meetings and media shows.

3.2 Local facilitators and trainers have a high sense of involvement and commitment to ICDP.

The team leaders, trainers and facilitators interviewed gave high praise to ICDP. “operability”, “practicality”, “interactivity”, “experiential”, “immersive,” “participatory,” “systematic,” and “in-depth,” are high-frequency words that appear in the interviews. They believe that ICDP has made up for much of the current weaknesses of family education in China: lack of systems, lack of methods, and lack of parents’ active participation.

Currently, the situation in China is that we keep talking about parenting schools at all levels, but indeed there is no good practice in family education. The point is that there is no good theoretical system to support it. I think ICDP is a good methodology. Its theoretical system can be applied to all kinds of parent schools to provide conceptual support for parents and teachers. (Chen Ailin, Xishuangbanna Care for Next Generation Working Committee)

As far as family education in Lijiang is concerned, in fact, as far as family education in the whole country is concerned, I personally feel that there are few good resources in terms of putting family education into practice and in terms of scientific and systematic family education. ICDP happens to be family-based, and the four rights of children can be well integrated into our family education project. Through such a project, the entire upbringing of children can be promoted through the improvements of parents, and thus promote our overall work. Therefore I think ICDP solved the problem of lacking systematic, scientific and practical family education. (He Hongyun, Lijiang Yulong County Women's Federation)

I've seen several sessions of the family education lectures held in the counties and districts, all of which are organized by the government, in the form of a big lecture on knowledge, with a lot of administrative control...Just once in a county or district and it seems there is no follow-up, so I think firstly it is not very systematic, and secondly it is not in-depth... ICDP mostly uses interactive group work, which is more participatory, so parents are more motivated... In that kind of lecture style, there is only input. In this kind of participatory style, there are conceptual inputs on which one can reflect and then speak out about one's own shortcomings. (Shi Yanqin, facilitator in Baoshan)

It is particularly worth mentioning that Xu Jingmei, a prospective trainer in Lijiang, believes that ICDP “has no input of values” and “instead encourages us... to lead others according to our own values.” As a reputable expert teaching at local party school of CPC, her judgment can be taken as endorsement of the localization of ICDP.

The issue of localization which attracted a lot of attention during the previous phase of the project, is no longer seen as a prominent issue in this phase of the project. Everyone thinks ICDP is “very

flexible” and suitable for caregivers of different nationalities and cultures. Although the interviewees acknowledged that some of the technical psychological words and terms in ICDP still need to be translated into a language that can be understood by locals, especially rural and elderly caregivers with a lower level of education, they do not think ICDP has difficulties in terms of cultural adaptability. On the contrary, some people think that through ICDP training, local parenting experience has been discovered.

Let's not think that grandparents don't know how to bring up children. He/She has a lot of grievances. In fact, he/she has a lot of experience. He/She him/herself feels that he/she should be the authority on family education at home, but he/she is actually suppressed only because he/she may not go to school or read as many books as his/her son or daughter. After the training, he/she suddenly opens up his/her mind. He/she will then tell you. 'I actually thought like this, but my son and daughter didn't let me do it in my way'. I think the training went quite well. (Yan Qian, facilitator in Baoshan)

In fact, the older generation also had a lot of experience in raising children, which is quite ICDP.. Actually, they really have a lot of stuff. Maybe he/she doesn't have a theoretical system to help him/her sort it out, but there are many points that are very enlightening. He or she may not have knowledge or education, but he or she knows children, the sense of wisdom of an old person. So after that time, I'll put a lot of efforts into discovering the common (place) between traditional knowledge and ICDP. (He Liyuan, facilitator in Lijiang)

Most of the facilitators and trainers interviewed were extremely passionate about promoting ICDP.

I think it makes a lot of sense to do this. It's not about how much material wealth it can bring to me, it doesn't bring me any material (wealth), and I even invest something in it myself, but I really agree with it. I'm very willing to do this, so that parents and more people can understand and know it. I just said that for them to change 0.1 degrees is only possible if we do (trainings); if we don't do it, then there will not be 0.1 degree of change. (Ma Dongdong, trainer in Baoshan)

I want to do it at our school, even if there is no pay, I still want to do it... because currently we actually have a lot of problems with family education. Behind the (problem) children is a problem family, and then there are probably more problematic families in our school, so I think this kind of family education still needs to be strengthened. Well, in fact, our ICDP focuses more on family education, I think I should go do it. (Yang Li, facilitator in Dehong)

The facilitators and trainers' strong sense of commitment stemmed not only from their high

recognition of the ICDP philosophy, but also because they improved their relationships with children, spouses, parents/in-laws and colleagues through the practice of ICDP, improved their work skills, and some people also received professional honors during their participation in the project. For example, Xu Jingmei, a prospective trainer in Lijiang, was named “National Excellent Individual in Safeguarding the Rights and Interests of Women and Children”, “Benevolent People in China”, “Benevolent People in Lijiang”. She said, “(After ICDP training), I started using games in mental health education classes for cadre training. After I used games, my classes were particularly popular. I became quite famous in Lijiang for doing this. Actually I was inspired by ICDP.”

3.3 Local partners, trainers and facilitators mobilized and utilized local resources effectively.

ICDP China has different types of partners at different project sites, including government agencies, civil organizations, universities, and religious groups. Different types of partners mobilize different government departments and agencies when implementing the project and “graft” ICDP into existing work or programs. (Table 3)

Table 3: Local Resources Mobilized and Utilized at Different Project Site

Project Sites	Type of partner	Departments/agencies mobilized	Work/programs with which ICDP were combined
Baoshan	university+civil organization	Civil Affairs Bureau, Community	Teaching of social work students College Students Bring Culture, Science&Technology and Health to the Countryside Human Resources Development for Social Work in Poor Remote Areas, Border Ethnic Areas and Former Revolutionary Bases Community-based social worker station
Dehong	social organization	Women's Federation	Expert Pool for Family Education Government-procured general social services Protection for girls Social work station development
Kunming	religious groups	-	-
Lijiang	social organization	Women's Federation, Civil Affairs, Media,	Government-procured social services for vulnerable children

		Community	Family Education Lecturers Group “Do something good for the public” Guardianship Guidance for Guardians (planning)
Xishuangbanna	Government agencies	Education and Sports Bureau	Parents school Family Education Lecturers Group
Zhaotong	Government agencies	Education and Sports Bureau, Organizational Working Committee	Family Education Lecturers Group (planning)

In the process of mobilizing and utilizing local resources, partners use a variety of policy language flexibly to seek support and entry points for the project. In Xishuangbanna, the Care for Next Generation Working Committee used ICDP to train core teachers for parent schools in primary and secondary schools throughout the prefecture. At the same time, it added the contents of the “Law on Family Education Promotion”, “Law on Minors Protection”, and “Rules for Disciplining Students at Primary and Secondary School”, so that ICDP can be quickly replicated in all schools throughout the prefecture. Chen Ailin, the deputy director of the Care for Next Generation Working Committee, said in an interview that ICDP training has now covered all kindergartens, primary and secondary schools in Menghai County, and there are only two townships left in Jinghong City that have not yet done it. Furthermore, in Lijiang, emphasis is placed on children's rights and the National Plan for Children’s Development; in Baoshan, ICDP was integrated with teaching of social work theory . These have also proven to be effective strategies which facilitated understanding and acceptance of ICDP among different government agencies concerned with family education.

Through the above resource mobilization and networking, ICDP training covers a wide range of caregivers. This will be elaborated in the “Changes in caregivers” section below.

3.4 There is only a small number of trainers and their competences are uneven.

It has been 7 years since ICDP was introduced to China in 2015, but so far there are only 9 trainers, and the distribution is uneven. Of these, 4 are in Kunming, 2 each in Xishuangbanna and Zhaotong, and 1 in Baoshan. There are 14 more being trained in 2022.

We learned through the interviews that trainers take all responsibilities for training of facilitators, including delivering training, providing advice for facilitators when they make preparation for caregiver training, listening to facilitators’ teaching plan and giving feedback, observing and complementing for facilitators’ training and various post-caregivers-training activities such as consulting, meeting reviewing and group supervision. The development of facilitators team is

actually also the process of promoting ICDP and reaching out to caregivers. Therefore trainers are the key to promoting ICDP, and this is the consensus of the team leaders and (prospective) trainers interviewed. However, with the exception of ICDP China's employees, the trainers are not full-time, and their time invested in ICDP promotion cannot be fully guaranteed.

Ma Dongdong of Baoshan also pointed out that a certain number of trainers (and facilitators - by writer) was necessary because there were "*limitations to thinking*" if there was only one trainer, and the resources that one person could mobilize were limited, which was not conducive to project development.

In addition to the small numbers, the trainers also have uneven competencies owing to the length of participation in the project and the time invested in ICDP training. For example, although Zhaotong was the first site to which ICDP was introduced to, the team in Zhaotong still relies on ICDP China to provide training. A local interviewee said frankly that the deep understanding of "*the essence of ICDP*" by local trainers was still "*somewhat lacking*." The team leader in Lijiang He Juhua is being trained to be trainers. She suggested that 3 days of intensive training was not enough. Without backup from psychological and pedagogical theories, it would take a lot of time to study and reflect on your own to become a qualified trainer.

3.5 New project management style requests increasing inputs from local partners.

In this phase of the project, ICDP China made some changes to its funding support in order to encourage local partners to raise funds in various ways and explore strategies for sustainability. The project only provides a few subsidies for trainers and facilitators (specific standards vary from place to place), does not support local partners' staff salaries. However, the coordination and continuous follow-up of the project requires a lot of time and effort, which puts a lot of pressure on He Juhua, the team leader in Lijiang. She felt that if the project supported human resource costs, they could have staff member designated for management, promotion and quality assurance of ICDP, and be able to focus more on service.

Zhang Qin, the team Leader in Dehong, also mentioned that they had to reallocate resources from other projects because ICDP China did not support staff salaries, but meanwhile, ICDP gave them a chance to exhibit their competencies, which was helpful for them to apply for other projects.

4. ICDP China's capacity

4.1 ICDP China has acquired excellent training capabilities.

Qin Yuanqiu, head of ICDP China, won everyone's respect for her deep understanding and clear

expression of the ICDP philosophy. In the interviews, many people mentioned that it was Qin Yuanqiu's training that answered their long-standing confusion about family education and let them accept ICDP. In addition, the textbook translated and compiled by ICDP China was well received. The prospective trainers and facilitators thought it was quite useful. The games manual, which was developed particularly for local teams, was popular. Some interviewees even said it opened their minds and expanded their teaching methods.

The evaluation team observed ICDP China's on-site supervision in both Dehong and Zhaotong. Although the time was short, we were still able to experience the skillful and vivid training skills of ICDP China trainer Qin Yuanqiu and trainer-to-be Lin Gu, their deep understanding of ICDP and their good relationship with the participants.

4.2 ICDP China provides full technical and emotional support to local partners.

The team leaders at project sites and (prospective) trainers interviewed expressed their satisfaction with the support given by ICDP China. As long as local partners request it, ICDP China always tries its best to provide on-site support to them, and “*always appears as a whole team*”, which makes the trainers feel “*backed up*”. When it was not possible to come to the site, ICDP China gave guidance and response at any time via phone or WeChat. “*They will be there even on weekend, give on-line support at any time if we have any question*”, and “*reply our question no matter how late*”. Dehong team leader Zhang Qin's feelings are very representative:

Her support has two components, one is technical and the other is emotional. In the past, when we did health projects, the experts just came to inspect, never gave us any recognition. Teacher Qin, pays attention to the problems we encountered. Her monitoring is more about activating you to think more. This is their method. The support given is both technical and emotional, and I am very comfortable with it.

Other interviewees also felt that the support they received satisfying and high quality technical support from ICDP China. Other support options include WeChat public accounts, *WeChat* groups, evening groups, themed discussions, annual meetings, and recommended resources. The annual meeting was particularly popular. It gave partners, trainers and facilitators from different regions an opportunity to communicate. The participants were impressed by the thoughtful organization of ICDP China.

The strategies and measures adopted by ICDP China ensured good quality of ICDP training and this was the core of ICDP's sustainable development. We analyzed the results of the FGD of caregivers and found that all the caregivers who had completed ICDP training were strongly impress by the conceptual framework of ICDP. When being asked “What did you learn from the training”, they

named the themes of ICDP without any effort to think and described how they used these themes after the training. In addition to the changes listed in Table 4, the caregivers also think that the training “*started a journey for self growth*”, “*learnt to reflect*” and “*redefined child*”.

Table 4: Caregivers’ Self-evaluation of Parent-child Relationship Before and After the Training(Scoring at 1-5)

Description	Dehong		Kunming		Lijiang		Zhaotong	
	Before	After	Before	After	Before	After	Before	After
Respect child			1.8	2.7			2.4	3.9
Listen to child	2.5	3.7	2.6	3.9			2	3.9
Accompany child	1.9	3.5	3.0	4.3			4.2	4.5
Set rules with child	2.0	3.5	1.5	3.1			2.8	4.1
Understand child’s needs	2.0	3.5	2.2	4.1	3.9	3.9		
Empathy with child	2.0	3.2	1.8	3.5	2.6	3.6	2.6	4.2
Express love	2.1	3.9			3.8	4.0	3.7	4.3

The scoring shows that the caregivers had positive changes after the training. This proved the good outcome of the facilitator’s training, their effective communication of the knowledge and contribution to behavioral changes. However, since most of the caregivers interviewed had completed training recently, it is hard to tell whether these changes would last in longer term.

4.3 ICDP China encourages local partners to be innovative based on local conditions.

As mentioned earlier, ICDP China has many types of partners in various areas, and their ideas for project development are not the same. ICDP China encourages all partners to find suitable project strategies based on their capacities and resources, and fully trust the partners.

We discuss how to do it and design courses together (with ICDP China). Relatively speaking, we have some autonomy, so we can do it according to our actual situation here. (Chen Ailin, Xishuangbanna Care for Next Generation Working Committee)

(The cooperation is) based on a basic level of trust and the project progress has been relatively smooth in all aspects. I can say that. So if I go through the checklist here and think these people can get a certificate, Teacher Qin will give a certificate based on my judgment... Basically they are quite approving of the list I submitted. Let me see, have they ever said no to any of the submitted lists? None. (Baoshan Team Leader Ma Dongdong)

Communication costs are very low, very efficient, and we love it. If there is any unexpected change, time schedule and annual budget can be adjusted immediately, which is a great time saver for us. (Lijiang Team Leader He Juhua)

4.4 ICDP China utilizes the Internet to expand the impact of ICDP.

One of the major features of this phase of the project is that ICDP China has strengthened its promotion on the Internet. This is not only a last resort under the pandemic, but also a competitive requirement and trend in the Chinese family education market. The “Scan of the Current Family Education in China” study previously conducted by PFH has found that the Internet is one of the main channels for Chinese parents to learn about family education information. Several trainers mentioned that today's parents, especially urban parents, are used to obtaining family education knowledge from the Internet. A facilitator from Lijiang, who is also the director of the Future Ivy Parent College in Lijiang, said, *“If ICDP rely solely on this kind of offline promotion, I think it would be difficult.”*

ICDP China's online promotion mainly relies on its WeChat public account, and the contents include articles, audio and video programs. Some people comment on ICDP China's public account like this:

The characteristics of their public account is specially poking, can wake you up. The topic they choose is very small, but very specific. It does not lecture you, but will poke you. (He Liyuan, facilitator in Lijiang)

Right in the middle of this evaluation, ICDP China also began using its *WeChat* video account for webcasting. This is an innovative action for ICDP China, because as ICDP China Leader Qin Yuanqiu said before the first live webcast, “ICDP has always insisted on not going online.”

In addition to the WeChat public account, ICDP China also has its own website where you can find information about trainers, but information updates are lagging behind, and you can also find resources such as game videos and blog posts.

This evaluation did not get complete data on readings, views, and clicks. After reviewing the articles posted on the ICDP China WeChat account from June to August 2022, it was discovered that ICDP posted a total of 6 articles during these three months. Among them, the most read was the Father's Day special contribution *“Dad is Air”*, which was read by 1060; the least read was *“Facing Emergencies with Kids”* posted on August 31, with 269 readings. In contrast, ICDP China first livestreamed on its video account on August 8, 2022, and then livestreamed 5 times in August alone. Of these, the first live broadcast had 640 views, the highest in the month, and the lowest number of views was 246. It can be seen from this that ICDP China is gradually increasing its promotion efforts through webcasting. The live webcast keeps the relaxing and natural style of ICDP training. Bullet screen comments are responded to in a timely manner during the live webcast, and there is frequent interaction with viewers. Some people commented happily on the bullet screen: *“The live webcast is so hi-tech that you can watch the playback at home even if you can't come in person.”*

4.5 Quality control of facilitator needs further improvement.

To ensure sustainability, the project needs to have a sufficient number of qualified facilitators and continuously recruit new persons to the training course and make sure they successfully acquire the certificate.

We learned through the evaluation that ICDP China has developed a complete workflow of facilitator training and also stipulates in its *Plan for Facilitator Training in China* that participation in facilitator training requires at least one of the following three conditions:

- ✓ Those engaged in social work relating to children;
- ✓ Those with a background in psychology or medicine and engaged in related work;
- ✓ Those who have at least 3 years of experience participating in activities organized by ICDP China or working with children.

However, we noticed that local partners have different requirements for facilitator recruitment and the number of trainees varied greatly. This may lead to difficulties and obstacles for quality control. For example, the team leader in Baoshan teaches at college and it is quite convenient for him to recruit students for facilitator training, but the students, apparently, do not meet the criteria above. Although he provided an introductory course to the students before the first facilitator training and only enrolled those who were motivated and interested to the training, the outcome still may not be satisfying and not many students could finish the whole training.

In Xishuangbanna, the partner exerted government power to recruit the school and kindergarten teachers to the facilitator training. Such practice can recruit a large number of trainees at once, but not all trainees were motivated by their own needs. Some may just followed the school authority's order. Therefore, only a small number of these trainees could keep practicing and pursue further training. Moreover, once the number of participants exceeded 30-40, it would become quite challenging for participatory training and the outcome would be affected.

The evaluation also finds that the team leaders in different sites only have a vague understanding of the criteria for facilitator recruitment. Some people remember that ICDP China did not require caregiver training to participate in facilitator training. Some people think that anyone must complete caregiver training in order to participate in the facilitator training. This potentially can be a barrier to facilitator recruitment and facilitator training.

Meanwhile, quality control measures for facilitators are too simple and lacking of effectiveness analysis. In the words of a prospective trainer, "*there's really no standard*". ICDP advocates being bold and letting facilitators practice in his/her own way. She calls it "*a doctrine of Action First*." Currently, there are two main methods for quality control: training log and supervision. The training log, as another prospective trainer said, lists "*simple questions*" and more like a "*reminder and*

note-taking.” Because of this, ICDP China is particularly reliant on supervision. This prospective trainer believes that the fear of losing control over the quality of training is one of the reasons why ICDP is spreading relatively slowly in China.

In addition, how caregivers use what they learnt at the training is an important indicator of the quality of training for facilitators and a key factor for measuring the effectiveness of the project, but the project currently is not tracking and monitoring this. There are no relevant methods and tools either.

4.6 Data management of the project cannot reflect the project progress and the problems encountered.

ICDP China now collects output data for each project site only at the end of each year in accordance with the donor’s requirements. The evaluation team originally wanted to assess the progress of the project up to August 2022, but was eventually told that accurate data for 2022 could not be provided since it had not yet reached the end of the year. It can be seen from this that local partners did not collect and calculate data in a timely manner after each project activity, nor did they regularly track and record the outputs of the training conducted by the facilitators.

There are also cases where ICDP China's feedback to partners is not timely. The Lijiang team leader He Juhua reported that they had filled in the pre and post assessment form for caregivers’ training, but had not received the results. They did not know either whether the post-intervention assessment would be done in the later stage, and whether a comparative analysis would be conducted.

The data sheet that ICDP China requires each project site to fill in is relatively simple. The indicators include caregivers participating in the training, new facilitators, people directly involved in the project work, people with influence on decision-making at the project site, children directly benefited from the project, children benefited from the project, volunteers and local partners participating in the project. The indicators other than child beneficiaries and local partners require gender disaggregated data and the number of ethnic minorities among them. The indicators of caregivers, facilitators and volunteers require a note on their job. The evaluation team originally wanted to analyze the composition of caregivers and facilitators by occupations, but the data sheet only gave a general note, and no exact number of people by occupation.

It is worth noting that Xishuangbanna's partners counted trained teachers as caregivers. The interview also made it clear that only 15 of these teachers were qualified as facilitators because teachers were required to do a certain number of home visits and parents committee training after training before they were eligible to apply for facilitators. ICDP China counted all of these teachers

as facilitators in its annual report though. This indicates that the criteria of different categories of trainees are not consistent at different levels of project ,management.

5. Interactions between caregivers and children

5.1 The caregivers trained in the project are quite diverse.

This phase of the project takes a school-based approach, so teachers are a key group at all project sites, and the teachers trained by the project cover all levels of school. In addition, social workers (including social work students), civil servants from relevant departments, welfare home workers, media professionals, full-time mothers, self-employed persons and farmers are all involved.

5.2 Caregivers of the most needy marginalized children are not prioritized for caregivers training.

Marginalized children is a key target group in this phase of the project. As defined in the project proposal, marginalized children include children of migrant workers, children of minority people groups, children in cross-cultural families, children with disabilities, and other children at risk. The project sites have more or less reached marginalized children through caregiver training. (Table 5)

Table 5: Marginalized Children Covered at Project Sites

Project Sites	Types of Marginalized Children Covered
Baoshan	Orphans, abandoned children Disabled children Stateless children Children of ethnic minorities Rural children/left-behind children
Dehong	Children of ethnic minorities Migrant children Children in low-income families
Kunming	Migrant children Disabled children Children of ethnic minorities
Lijiang	Children of ethnic minorities Children in rural areas Migrant children
Xishuangbanna	Children of ethnic minorities Children in rural areas
Zhaotong	Children of ethnic minorities

	Rural children/left-behind children
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However, the partners did not consider caregivers of marginalized children as a priority according to the interviews. Neither did ICDP China make it mandatory to prioritize caregivers of marginalized children except when the partners prepared the activity plan ICDP China mentioned this requirement. The evaluation team asked the facilitators and trainers at different sites about their criteria for choosing caregivers. Judging from their answers, convenience is the major consideration and some facilitators paid more attention to those children who had psychological problems or difficult parent-child relationship. Hardly anyone mentioned caregivers of marginalized children. The facilitators / trainers in Baoshan and Lijiang said the parents in rural areas are in bigger need for training and they also made some attempts to train rural parents, but the transportation costs were too high and the rural parents could not afford the time to complete the full course either. Wu Xushu, the team leader in Zhaotong, admitted that ICDP China had requested that 70% of the caregivers trained should be the caregivers of left-behind children, but actually only reached 30% and those left-behind children were in families which “*one parent migrated for work and one parent stays at home to care for children*”. She said that Zhaotong Women’s Federation organized a caregivers training at its poverty-alleviation site, but in the end only the staff of community office finished the training and the local residents did not come back after they attended the training on the first theme. “*(They) could no longer continue*”, “*Some people couldn’t follow even if they did come. Only those with education could follow.*” The evaluation team did not get the accurate data of the proportion of marginalized children’s caregivers among those who received caregiver training.

5.3 There have been positive changes in caregivers' perceptions and behaviour, but children are not aware of it yet.

Caregivers who participated in FGD were almost all proficient in using ICDP terms such as “*slow down,*” “*empathy,*” “*express love,*” and “*scaffolding,*” and many were able to explain ICDP's main concepts in their own words. Caregivers themselves report obvious changes in emotional management, empathy, and respect for children.

I was not very patient with my children before. Now I sometimes still scold them, but I can control myself mostly. (Caregiver in Lijiang)

I have a short temper. I used to beat my child when he did something wrong. I used to beat my child more often, but it will come one day that I could not beat him any more. Now I respect him more, as long as his opinions and ideas are reasonable and do not violate principles, I can accept. (Caregiver in Kunming)

My husband and I used to have strong control over our kid. Later, when I joined ICDP, I would give him a choice. Now he'll tell us his idea or even just directly make a his own plan for a day. We just follow him. (Caregiver in Lijiang)

Before learning (ICDP), I thought this didn't matter. Suppression is my way: Why didn't you listen to me? After learning, it became clear that it was normal for him not to listen to me. If you learn ICDP, you'll be better able to accept children, and they need to be respected and loved just like us. (Caregiver in Kunming)

That is to say, you shouldn't always point at your child, just say he is wrong or something even before he says anything. You should let him speak first. Even if he's not right, you know where he's wrong. Listen to the voice of the child, Let him speak out first - what he did, what he didn't do and why, Then I give him recognition. This is my way now. (Caregiver in Zhaotong)

The facilitators and trainers also observed changes in caregivers. Yan Qian, the facilitator in Baoshan, discovered that after training the nursery staff at the welfare home learned to express love to the child in a variety of ways, such as gently saying, “Baby, you two hug each other first, wait for me.” when the child wanted them to hug him/her, tell the child she “was *very beautiful*.” They have also learned to establish rules for communicating with children. They no longer take care of children mechanically, and feel that their work is “*much easier and more meaningful*.” Yang Huiling, a prospective trainer in Baoshan, met a grandmother and her grandson when she was serving at a social work station in the community. The grandmother would “*kissed her grandson and called him ‘baby’ ‘darling’ when she was in good mood, but beat him when she was in bad mood.*” The child was also angry and would beat and cursed his grandmother. Yang Huiling took this child as a case client and used ICDP caregiver training themes to perform case tracking services 8 times. Now the grandmother and child only occasionally have verbal conflicts. Yang Li, a facilitator in Mangshi, noticed that a student in her class whose academic performance was bad had made great progress in her last exam. Her concentration during class increased, and the student's mother also reported that the child was “*getting more and more intimate*” at home. She felt that this was because the child's mother spent more quality time with her after attending ICDP training. She would accompany her to the library on weekends, and her communication with the child also improved. When her child was depressed and could not continue schooling, one mother trained by Xu Jingmei, a prospective trainer in Lijiang, suspended the child from school for half a year in accordance with the concept of “*children are independent people and follow their children's initiative*”. After half a year of rest at home, her child went back to school and were admitted to university afterwards.

However, these positive changes in caregivers were not well echoed in the interviews with children. Apart from some children who said their parents “*yelled less*” and “*used to beat but stopped*,” the

vast majority of the children interviewed did not clearly feel the changes after their parents attended ICDP training. There was even a middle school student who said that her mother would “*lecture me*” after attending the training, “and *even more difficult to understand.*” The reasons for this may be:

- It is difficult for young children (which accounted for a bigger percentage) to understand the questions and purpose of the interview.
- The child is unaware of the parents' participation in the training.
- Knowledge input is easy but behavior change is difficult, and caregivers may not be able to use the knowledge continuously and effectively.
- Caregivers have been practicing ICDP only for a short time.

5.4 Some typical cases indicate that changes in caregivers interaction with children have improved the relationships between caregivers and children, and increased children's confidence and self-esteem.

Case 1 is from a facilitator in Kunming. She serves children with special needs. She participated in the facilitator training in 2020.

Slow down, be aware of the child' needs, follow the child's initiative

A is a special education teacher. The agency she works for serves children with autism spectrum disorder and also supports parents. After attending ICDP caregiver training in 2020, there were some changes in the way she treated the children, and she was pleasantly surprised by the child's changes. What shocked A the most was the change in a new girl in her class.

When a new child comes to the class, teacher should set appropriate course goals and tasks after observation and evaluation. A noticed that the girl was interested in her own hands and often looked down and focused on scratching her fingers. After watching the girl for two or three weeks, A confidently designed the course tasks for her. However, after starting the course for over a month, the little girl didn't make any progress, and still kept her head down and immersed herself in her hands. Each lesson A had to take a lot of effort to attract her attention and could only briefly attract her to the course tasks. This state of affairs makes A very painful.

This depressing state was suddenly broken one day. On this day, the little girl came to class alone because the other children in the class asked for leave. According to the course design, A had to sit down with the girl face to face without a table in the middle, and then give her course tasks step by step through nursery rhymes, picture book stories, cards, etc. When the little girl sat down, A felt that she was in good mood, thinking that no other children would interfere today, the course should

have progressed well, and the girl might make significant progress. A started playing nursery rhymes. After a while, the girl completely pulled out again and entered her own world, keeping her head down and picking her fingers. A used toys and cards to make every effort to get the attention of the girl. A thought she herself was acting like an actor going crazy, but the girl only glanced at her and then focused on her hands. At that moment A felt very tired. She obviously felt the little girl sat down in a good state, why it still went like this then?

There was no one else in the classroom, just A and the little girl. A was tired, embarrassed, and in tears. At that moment, a voice in her heart said, "Why don't you be quiet? You just take a few seconds to look at her. You try to see what she wants to do. She's actually being dragged along by you to do the tasks you designed, and you just see what this little kid is up to, what she's picking at. She doesn't want to read all the cards you have anyway, and it won't take long to just sit there and watch." At this time, A suddenly realized that she had never looked carefully at what the little girl was picking on her hands. A put the card aside and leaned in to see what she was picking. The little girl had thin nails; she was tearing off her thin nails. A leaned over to take a look, but said nothing. The little girl may feel curious: Why the loud voice just now disappeared? Her attention suddenly shifted from picking her nails to glancing at A.

A's professional training tells her: When a child pays attention to you, it's the perfect time to give instructions and tasks, because when a child looks at you at this time, it shows that the child is willing to listen and be able to listen. However, this time A didn't quickly say, "What do you think this is?" She didn't give the little girl a task. When the little girl looked at A, she was not interested in A, but took the initiative to notice A. At this time, A didn't have a card on her hand. Her whole person was sitting across from the little girl. She had no task for the little girl any more.

When the little girl looked at A, A clearly felt a strangeness or curiosity that had never appeared before. At this point, A also looked at the little girl with curiosity. Then the girl took her eyes back, and then she turned her eyes back from her fingernails and glanced at A. A also glanced at her. When the little girl lowered her head again, A leaned over to see what she was doing. When the girl raised her head for the third time, she put her hands down and stopped picking. A was shocked. This was an effect that she didn't achieve by training her many times, by constantly teaching her or even keeping pulling her hands away. A thought: When the girl looked at her for the second time, she might be curious about what happened. She might feel pressured to make eye contact with A, so she

took her eyes back. When she looked up for the third time, she let go of her hands completely, would she also want to know what A was doing?

The little girl raised her little hand, stretched, probably to ease her embarrassment, and then lifted her whole face to A, keeping her eyes on A. At that moment, A thought not to give the girl a task, looked at her and told her: “You're so cute.” “Why are you so cute.” “Your smile is so nice.”... A never said anything like this to her students in a formal class. She thought that class was just class. Words of love like “You're so cute, you're awesome” should be said during interaction and play. For the first time, A did this kind of self-deemed unprofessional output in a formal classroom.

That's how the breakthrough happened. Since that day, the number of times the little girl took the initiative to find A has doubled, and the number of times she looks at A has doubled. This was an effect that A had been struggling to train little girls over the past month, but had not been able to achieve it. The girl would often take the initiative to see what A wanted to do and what they wanted to have fun with.

One day the course ended and the girl's mom came, and she was supposed to go find her mom. The special education teacher's training for children includes helping the child sort out a question and then helping them answer it. For example, when the mother comes to pick up the child, the teacher will first ask the child, “What are you going to do at this time?” Then let the child say to him/herself, “I'm looking for mom.” The girl's mom was waiting for her that day. She stood and put on her shoes, and A crouched down and asked her, “What are you going to do now?” She came over all of a sudden and kissed A on the face! A was shocked because the girl had never had this kind of social interaction, and A had never trained her to do this. A was very happy, and her mom was also pleasantly surprised. Although this was just a small simple move, it was already a big breakthrough for children with autism.

After seeing the changes in the little girl, A slowly began to adjust the way she accompanied and trained the other children. A felt that her relationship with her children had broken through. She believes that teachers should still set goals and course tasks according to the child's level, but there should be a space outside of the tasks where children can spontaneously generate feedback. Just like for that little girl, A didn't realize it before. She stopped and didn't give the girl a task but just watched her and stared at her. It was also a kind of love for her. The girl may not be able to express it in words, but she made eye contact with A. Looking at A over and over again is a kind of feedback

because A feels that she is being loved by the girl. A found that when she stopped, she was more aware of the feedback from the child.

Parents of special children need to spend more energy, and often some parents look very tired. A and her colleagues felt that ICDP would be helpful for parents of special children by encouraging parents to spend quality time with their children. They organized parent groups to train parents as ICDP caregivers. While parents were learning ICDP, some parents and children also changed. What impressed A was a dad and a grandmother.

This dad is very special. He is one of the few dads that accompanies his kids. When attending ICDP training, this dad listened very seriously and often took notes, but rarely spoke. It wasn't until the course talked about how personal values affect children that he shared it.

Once he was watching his son, he discovered that he actually wanted to lose his temper, but he just couldn't express it. He observed that his son's emotions were even a little violent, but it seemed that because the dad was around, his son suppressed that slightly violent thing. Although the dad did not use violence or repression against his son, he realized that he put some pressure on the child just being with his son, which might make the child feel like he had to be trained in front of his dad. The child would have the feeling of being tight to complete the task, the state of being ready to complete the task. After the dad made adjustments, he discovered that his son's relationship with him had a subtle change, and the son might be able to guide the dad in turn. In the past, the dad had a very clear attitude about what his son could and could not do, so his son was very obedient. He had to pass by a fountain on his way to send his son to class. Every time they passed by, he could feel that his son wanted to play with the water in the fountain. He could see how his son tried hard to restrain. One day, they passed the fountain again. His son directly walked to the fountain and play with the water without even asking him for approval. If it were before, he would stop his son and not let him play in the water. At that moment that day, he discovered that wasn't just a child's initiative? I've always been looking for professional training for my son. Isn't the purpose of the training just the child's initiative? My son just wants to have fun on his own. That's his initiative. Instead of stopping his son, he walked over and played with his son. After playing for a while, the son took the initiative to say, "Dad, let's go." He was shocked. His son never took the initiative to say such a thing to him.

Parents of autistic children are more likely to be anxious. They seem to think that what their

children do is not regular or normal, so they always say “Don’t ...”. Children's grandmothers, in particular, often talk about this kind of thing, and often pull children back from what they do. The grandson of a grandmother likes to put the tableware in the disinfection cabinet, and then close the cabinet door. As soon as the child takes the tableware, Grandma can't stand it, and she says, “Don't take it anymore, don't play with the tableware.” If the grandson didn't listen, the grandma might beat him. When ICDP training talks about following the child's initiative, A encouraged the grandma to go back and try. Instead of saying anything to her grandson, she observed what he was up to. In the next lesson, Grandma shared that she actually went to see what her grandson was going to do that day and found out that her grandson liked to put these small things together. He didn't just want to be naughty. He wanted to put these bits and pieces - small spoons, forks, knife, chopsticks - neatly into the cabinet and he thought that the disinfection cabinet was a place to tidy up. When he closed the door of the disinfection cabinet, the whole person is relaxed and he felt very good. 自助 grandma said, “Aw, he likes this, I see. “ Right after that, the grandma came up with a solution herself, which was to prepare a special small box for the child and ask him to pack those pieces of cutlery in after each dish was washed. This not only allows the child to do household chores, but also makes the child feel satisfied.

Case 2 comes from the ICDP experimental class at Huayu School in Zhaotong. This school joined the project when ICDP was first introduced to China in 2015. In this phase of the project, one class at Huayu School was selected as a pilot class in order to regularly track the changes of caregivers and children.

Mother in the eyes of children, mother in the eyes of themselves

Two children and their mothers were interviewed separately. JY, a 13-year-old girl, and ZH, a 14-year-old boy, are both students in the ICDP experimental class at Huayu School. They will start their second year in junior high school in September. Their moms have all attended ICDP caregiver training organized by their class teacher, and they have participated in an ICDP events themselves. In their eyes, moms have changed, and moms feel like they have changed.

JY says

My mom and I don't have much of a generation gap, and now she treat me nearly the same as before, but there are still some changes. Now if I want to buy a novel, she won't be as opposed as she used to. When the two of us are joking, she won't be reluctant to talk to me like she used to. I

used to joke, but she would say, “Go away, I don’t mean to joke with you.” For example, if she says she wants to lose weight, I’ll joke with her and say, “Look, you’ve lost two years and haven’t lost a single pound.” Now she won’t yell at me for saying that. We’ll joke around with each other and become more and more like friends.

In the past, my sister was still young, and my mother focused most of her energy on her. My parents are also quite busy, and they don’t communicate very much with me. Now when I go home for the weekend, we usually make jokes and talk about other things, and she stays with me at home. In the past, she would make arrangement and just ask me if I would go or not, but now she will let me talk about my plan first.

My mother is really impatient sometimes. I can’t cook. She would give me a lesson if I overcooked the rice. When my mom watched me cooking, she said, “Leave it, your way of cook seems like you want to embroider it.” So I didn’t have a chance to practice. I’m really not good at cooking, but I can make desserts.

If I do something well, I want my mom to recognize it. Not necessarily a hug. Just give me a verbal compliment.

I can decide what I wear. My mom said that I should be independent when I grow up, and I think it’s okay. I think what my mom expects from me is that I can support myself. Whatever I want to do in the future, I will discuss with my parents. I want to take the art exam and had discussed it with my parents, they agreed.

JY’s mom says

I have two daughters. JY is the elder one. She is extremely introverted and hardly talks to strangers. She wore sandals in the summer. Her classmate stepped on her feet and injured her feet, but she didn’t dare to say anything. My character is a bit stronger, so I am very anxious: What will happen to her when she grows up? What would she do if she get bullied?

Because our class teacher, Ms. Dong, studied psychology, she recommended that we read some books, and later let us participate in ICDP training. I gradually changed some of my methods of communication. I feel that my relationship with my kids has changed a lot. JY, I used to think, “JY, you are so timid. You were bullied, but you dare not say. You should just tell me, I will help you, or you yourself just fight back.” That’s what I thought before. After learning these methods, I gradually

became able to communicate with her, that is, ask her exactly what happened from her perspective, and feel it from her scenario at the time. I Feel that she is wronged, at least I should comfort her first, and then slowly tell her what to do. Look at my JY, she is very cheerful now. She loves to talk and is cheerful. Her personality has changed dramatically.

She likes to read novels after reaching puberty, that is, romance novels. In the past, I didn't really recommend her to read them because we didn't think the ones they read were interesting, so we thought you had heavy study tasks, and you still read these novels every day. What's more, the whole family are high myopia, our eyes are not good, but you still read novels all day long. I objected to her, but I felt that the more I opposed her, the more she wanted to do it. Later, I also recalled that when I was in middle school, I also read novels behind parents' eyes. We also read martial arts novels and romance novels at that time. At that time, the teacher did not let me read them, and the parents did not let me read them. I also learned some of the methods taught by the teacher, and then I thought I could understand her, so I wouldn't object any more. I let her read the novels as long as she had free time. My principle is that after the study task is completed, she can read it, and I don't object. Now there are a lot of novels in our family.

So I have changed a lot, and I have not been like this before. If any problem happened, I wanted to push the child down, not to let bad thoughts and bad signs rise up. I have a strong personality, and I have to win anyway, even when facing her father. But not anymore, no more chasing after her father and arguing. Now it seems like mostly moms take care of the kids, and dads don't care much about them. You see, there are basically moms who came to ICDP training. In the past, I would be very entangled. I think I am studying. You are a father, why don't you study? This child is not mine alone, Why don't you care? Now I don't think that way anymore. I'll still learn even if you don't learn and I'm not interested in persuading you. I'll start by changing myself. In fact, slowly I discovered that JY's dad had also changed. He is also in the parents WeChat group. He had blocked the news in the group before. It has nothing to do with him, and he doesn't know anything. Now he will take the initiative to ask questions. For example, for today's interview, he asked me "Should you go or I'll go?" I think he must have seen a change in me. I'm no longer struggling,, but he eventually feels that he should also change and fulfill his responsibilities as a dad.

In the overall structure of ICDP, I don't know which one to use first and which one to use. Anyway, I keep one purpose: How do I get along with my friends, I will get along with my kids the same way.

I treat my child as one of my favorite friends. In this process, if she made a mistake but it wasn't a mistake of principle, I would give her some support. I can play and interact with her. When she goes over the edge, I'm like, "You know what? Don't do that. Let me tell you what would happen if you do it that way" instead of saying "don't do this" as before. I felt my daughters were more receptive to me. Maybe it's because I hurt her for too long before, and she wasn't able to get to the point I wanted her to change all of a sudden. Anyway, I slowly saw that she has a very good personality now, and would also joke with me. Last night she grabbed my shoulder and said, "Mom, you're not as tall as me." She didn't dare to do that before. We used to live in the same space, but there was a big distance, but that's not the case now.

I have two girls, so I pay special attention to sexual assault. Every mother is worried about these issues. When I see such news, I'll show it to her, then I'll ask her opinions and I'll discuss it with her. We talk like a chat, and she'll say what she thinks, and I think some of her ideas are pretty good. I think I'll talk to her a lot about these things. When she grows up, she's going to college in the future, and will live on her own, I don't want her to be a silly girl when she come across this. I just want her to be independent.

My JY doesn't really like stir-fry dishes. She likes to grill an egg tart or something and makes that kind of dessert because she loves these things. She was afraid that the oil would splash on her body and it hurt. I didn't teach her cooking before. She can do it at her will. Now the school also has requirement. These household chores must be included in the curriculum, so I intentionally or unintentionally ask her to help me when I cook. She doesn't like stir-fry dishes, so she helps me wash and pick vegetables. In the beginning, she didn't want to cut vegetables, and was afraid of cutting her fingers. I taught her how to hold the knife, how to hold the food with this hand, how to cut with the knife. She does well now. Every time I cook, she takes the initiative to help me wash the dishes, help me cut the vegetables, and do what she can.

I can feel the child's expectations of me. She wants me to speak softly to her and not lose temper, to be more understanding and more tolerant, and not give her too many "prohibitions."

ZH says

My mom used to beat and yell when I did something wrong, but now she can talk nicely. When I did something wrong, I tried to tell her what I thought, but she wouldn't listen. She just beat me. Now

she listened to me more often than before and also communicate with me. 7-8 times out of 10 times she would listen to me.

My mom now interacts with me more. For example, when I go swimming in a reservoir because she asks me to do physical exercise, I used to ask her to go down and swim, but she wouldn't. Now if I ask her to swim, she would go, If she couldn't go down to the water, she would explain the reason.

I attended an ICDP event, and my views of my parents have changed a lot since then. I can think from their perspective: How they think about me? Take cooking as an example. I like to do one thing and then another. She taught me to do various things at the same time to save as much time as possible. I didn't understand it and used to take a lot of time to cook noodles. But now I can make it in ten minutes.

Now I'll be scolded by my parents if I do something wrong. I accept that, but I still want to be comforted. After I went to middle school, when I did something good, they didn't hug me like before. They don't express love by action but by words, I accept it.

My mom and dad have always cared about my interests. Like the previous teacher who recommended me to learn hip-hop, they also supported it. My leg hurt a bit when I was in sixth grade. I discussed it with my mom. First, I had leg problems. Second I was going to middle school and wanted to focus on my studies, so I wanted to stop hip-hop, my parents also supported me. They also teach me how to do things, because we often go to climb mountains, they'll tell me everything I need to bring, how to protect myself when I go out, and everything I need to be careful about.

I'm not really interested in studying. I like doing practical things. I don't know anything about college, so I try to listen to my parents' opinions so long as schooling is concerned. My father's expectation for me was to go to high school and university, and to have a good job in the future. I just want to try my best to get into a mid-level college.

ZH's mom says

After the first ICDP class, all the parents chatted together. I felt bitter in my heart. Every time I talked about or thought about it myself, I really wanted to cry. What have I done before? I am very sorry for my children. I feel that I am very ignorant. I was reluctant to face my old self. When I recalled some of the ways I used to treat my children, I felt that I was totally immature. When I first discovered this problem, I cried as soon as I got on the car and cried all the way home for two hours.

What I used to do with my kids and now are two extremes. In the past, I was able to guarantee that my child had enough food and clothing, including his study and hobby classes. As long as he wanted to go, I would satisfy him. Then the child always gave up, always like this. It didn't take long before he gave up and started something different.

After coming into contact with the methods recommended by Teacher Dong and learning about ICDP, I felt that my previous education method was simply not about education. Those practices were what I wanted him to do, not what he wanted to do himself. For example, for the hobby classes he chose before, he actually chose my ideas. In the past, I thought that since you chose, you should learn it seriously. So while he's learning, I supervised him, even though I didn't understand it, I wanted to monitor him. I had to interfere in the learning process, and I had to interfere though I didn't understand it. He felt disgusted. Now I find out why my child could not persist and had no perseverance. Because I interfered at that time, because I had to interfere 100% in the process of his learning. Only now do I know that it was completely wrong for me to have done this. In the past, my education method was not to allow child to make mistakes, no matter what the circumstances were. For example, when you walk, you should walk well. If you fall down while walking, I will not help you. If you get up by yourself, I will scold you for not looking at the road. I just asked myself, what kind of situation is this kid living in? So as soon as I mentioned these things, I thought I was a bit perverted before.

Before I went to ICDP, I had realized I wasn't right, and I was really bad. When I heard Teacher Dong said there was ICDP training, I wondered whether ICDP was the ultimate solution to children's problems, so I wanted to come to learn quickly. I've more or less begun to change before, but I just can't express whether it's the methods I've learned before or ICDP. I dare not to say that the knowledge I've learned can be fully applied to my life. I can only compare what I'm learning now and think back on how I treated my kids before to find the right method from ICDP, and slowly change myself.

ZH is my elder son. His father and I could tolerate anything the younger daughter did before, but couldn't tolerate whatever the elder son did. ZH can't make any mistakes. Now it seems we're treating both of them equally. The elder son has entered puberty. It seems that we actually put him as a priority. I feel I owe him too much.

Speaking of cooking, when he was in the fourth grade of primary school, I told him to make

effective use of time. Instead of wash vegetable only after you finish fry a dish, you can pick vegetable when the rice is being cooked . Now he can appreciate this.

Aside from electronic gadgets, ZH's favorite thing to play with is the various things he can participate in and put his hands on. His hands-on ability is good. For example, if an appliance is broken, he would ask, 'Mom, do you still want this? 'I sat,' No. What do you want it for? 'He says,' Can I open it? 'He likes to do this and it seems to me to be a wild idea. I just let him do it. Anyway, I don't want it if it's broken.

I'm curious to know if my changes will be helpful for him after this period of studying.

6. Male Participation

Increasing male participation is one of the priorities of this project, and efforts have also been made to this end. For example, Baoshan organized a caregiver training session specifically for single dads. ICDP China also hosted event for dads.

According to ICDP China Annual Report, out of the 6070 caregivers trained in 2020-2021, 2,428 were men, or 40%, which is a very good percentage. However, according to the interviews, only in Xishuangbanna men accounting for about 60-70% of teacher training. All other project sites reported difficulties in recruiting men. The barriers to male participation are mainly attitude as men still consider parenting as women's business. There are also operational barriers too. For example, only one parent could be spared to participate if the family has no grandparents to help take care of child,. If both men and women were recruited in the same course, men are more likely to quit because there were few men and they felt embarrassed and found it difficult to communicate with women.

We also noticed in the interview that in some cases that when the mother was not available for training, the father would take her place. That is say, the couple completed the 8 themes with joint efforts. This shows that some young parents have changed their attitude and the male's willingness to share parenting responsibilities has increased.

There are different voices about male participation in the interviews. One prospective trainer think that women's role in assisting husband and educating children is a Chinese culture and women can push men to change, so there is no need to worry about male participation. A couple of female caregivers think that men don't have women's parenting anxiety, "*know it by nature*", so don't need to learn.

7. Sustainability

7.1 In- and out-of-system actors have different considerations for sustainability.

When being asked whether they could keep carrying out ICDP training without the support from the project, the interviewees' considerations vary by their background and occupations. Participants in the government system incline to seek government policy and financial support when considering project sustainability. The paths mentioned in the interviews include:

- Push the education authority to organize ICDP training for teachers.
- Organize ICDP training for young college student working as village heads, village officials, female deputy directors, and deputy party secretaries through the Women's Federation.
- Seek the support of the Care for Next Generation Working Committee, the Women's Federation, and the Propaganda Department to identify children with psychological problems through school screening and provide their parents with out-of-pocket ICDP caregiver training.
- The Women's Federation funds parent education for children aged 0 to 6 in the community.
- Integrate ICDP training with various training at schools organized by the education authority.
- Integrate ICDP training with social work service projects.
- Take the opportunity of "Family Education Lecture Group Coming to the Community Campaign" to carry out family education training.

Although they also acknowledge that full-time ICDP facilitators and trainers need income, participants in the government system are wary of marketing and fee charging, believing that this is "impure" and unwilling to "play with" people with commercial purposes. Under the current policy, the staff of government departments and institutions cannot engage in second occupations, nor can they take advantage of their official jobs to provide fee-based services. This is also the concern of participants in the government system.

Participants outside of the government system — ICDP China, Hexin in Yulong and Ruili Center are considering "walking on two legs," that is, not only to seek government procurement, but also to try marketing approach. In terms of government procurement, the thinking is basically the same as that of participants within the government system.

7.2 Attitude and opinions about paid service

The evaluation team inquired about local partners' opinion about paid service. Although the respondents at all project sites had not attempted to charge fees, they feel that there will be some

local parents who value family education and are willing to pay for training. Regarding the cost standard, most people think that for caregiver training it is 50-100 yuan per theme, no more than 800 yuan for 8 themes, and for facilitator training it is between 3000 and 4000 yuan, based on their knowledge of local income and local people's attitude towards family education. There is still a gap between this and the cost standards set by ICDP China — 2,400 yuan for caregiver training and 5,000 yuan for facilitator training.

7.3 ICDP China's attempts to provide paid services

ICDP China said that paid service was the core of their sustainability strategy and they have made a lot of efforts. So far, ICDP China has provided two paid services. One is to train workers in social organizations in Tibet and Qinghai, and the other is to provide group counseling for young delinquents in Xishan district of Kunming. Both services are commissioned by institutions, not paid by end users. ICDP China's annual report shows that in 2020, paid services covered 3% of the total costs of ICDP in China; in 2021, it covered 1% of the total costs. In other words, the current revenue from services is far from maintaining the operation of ICDP in China.

ICDP China has also collaborated with several commercial training institutions in Kunming to carry out promotional activities, but there has been no follow-up.

7.4 Challenges for sustainability

For ICDP China, there are the following challenges in terms of sustainability:

First, “*walking on two legs*” means balancing public welfare and commerce, but the two do not share the same target group. The government-procured service focuses on the underprivileged while the target market for commercial promotion gives priority to the middle class with a certain affordability. The needs of the two are different too and may even be in conflict. Shi Henglei, a facilitator in Lijiang, felt that using the method of training left-behind women in rural areas to train highly educated people, the latter would feel it “*too shallow*”.

Second, ICDP's overseas background is not conducive to seeking government procurement, nor is it conducive to promote ICDP within the government system.

Third, family education market in China is fiercely competitive and there are many actors with different philosophies. ICDP is not widely recognized and current promotional materials are not sufficient to make people realize the value of ICDP. In Shi Henglei's words, “*It's impossible for people to be willing to spend money just for the sake of this (ICDP) house*”.

Forth, training capacity is inadequate, both in terms of quantity and competence.

Fifth, The time cost of ICDP training is high, which would make a large number of parents hesitant;

Sixth, the content of the training also needs to be further localized, including localization of textbooks and localization of case studies, in order to better fit the reality of Chinese families.

8. EAT

Table 6 shows the evaluation team's assessment of the EAT of the project.

Table 6: EAT of the Project

Thematic areas of results	Degree and level of empowerment				
	Level 1 output Individual or community	level 2 output Individual or community	Level 3 outcome Individual or community	level 4 outcome Community and / or society	Level 5 impact Community / society / structural
Strengthening civil society					X
Improving child care/Good health and quality education				X	
Gender equality				X	
Total assessment of project				X	

The project reaches Level 5 in the thematic area of Strengthening Civil Society. Talking about resources, ICDP China has been providing technical and financial support to more partners and covering a bigger part of Yunnan compared with the previous phase. Noticeably, the partners included not only government-supported organizations like the women's federation, but also religious group and local civil society organizations. As for agency, all local partners took initiative to mobilize local resources independently and effectively in their respective sites and they have also formed a group of ICDP advocates. The achievements are remarkable too because the partners have integrated ICDP concepts and methods with existing programs and practices. In Xishuangbanna, ICDP has been mainstreamed in teacher training program funded by the government.

The project reaches Level 4 in the thematic area of Improving Child Care, which we believe contributes to both Good Health and Quality Education. By providing ICDP training to an increasing number of care-givers and encouraging them to practice, the project has changed the caregivers' perceptions and behaviors. More importantly, having taken into account the reality of left-behind children, migrant children and boarders students in the rural areas, the project selected a wide range of caregivers both within and outside of families, teachers in particular, thus improved children's well-being, no matter they live with their families or are under institutional care.

The project reaches Level 4 in the thematic area of Gender Equality. Drawing from the previous phase in which male participation was lacking, the project put emphasis on increasing male participation and has recruited a much bigger percentage of male participants in training. For women who participated in the project, ICDP training gave them a sense of belonging, a community

of family education enthusiasts. Those who are interested and capable have the opportunity to become ICDP trainer and explore potential career. Some even increased their professional skills and reputation.

The overall assessment of EAT is Level 4.

Conclusion and Recommendations

Based on the above findings, the evaluation team found that although the project failed to meet the target of people trained due to the pandemic, the project has made significant progress towards all three expected results of the project — local partners have increased capacity to implement ICDP, ICDP China has strengthened its organizational capacity and caregivers have improved their interaction with their children, further expanded ICDP 's influence in Yunnan and built solid basis for the two project objectives — ICDP China has developed into a viable entity and children are properly cared for by their caregivers and protected from violence, abuse and neglect.

At the same time, the evaluation team also felt that the project still needs to make improvements in respect for training quality control, monitoring, coverage of marginalized children and male participation. The project still faces many challenges in terms of sustainability. It is unlikely for ICDP China to fully recover its costs with revenue from paid service by the end of the project.

Based on this conclusion, the evaluation team recommended:

1. Further strengthen and develop cooperation relevant government departments and institutions.

ICDP China and its partners should increase contacts with government agencies at all levels including women's federation, education, civil affairs, Care for Next Generation Working Committee and more, particularly at provincial level.

2. Compile a management manual to improve communication.

ICDP China could put its basic concepts, definitions, standards and regulations for training, finance, reporting and certification application in the manual to make it easy for partners to check and facilitate project management.

3. Strengthen regular monitoring of the project to enable timely feedback and adjustment.

The specific measures may include practical tool to track caregiver's practice which can be one criterion for facilitator's certification, more disaggregated data on data sheet, quarterly or bi-annual report from local partners, timely updates of the website and good record-keeping.

4. Prioritize caregivers of marginalized children when recruiting caregivers, particularly the most needy ones.

ICDP China can modify its budget to encourage facilitators to train more caregivers of marginalized children, for example, reimburse transportation costs for caregivers conducting training in rural areas and increase their allowance. Where possible, the partners can integrate ICDP training with other service or developmental projects to cover more marginalized children. ICDP China also can set a percentage limit (for example, 20-30%) for caregivers of marginalized children among those who attend caregiver training.

5. Enhance promotion of ICDP.

ICDP should be promoted as an international programme rather than a foreign programme, for example, emphasizing it has been registered with WHO and was developed by 35 experts from different countries. ICDP China should adopt a multi-platform (Tiktok, Kwai, Wotobue, Weibo and Himalaya) strategy in its web-based promotion. Typical beneficiary stories (both caregivers and children) can be collected to develop more attractive promotional materials with prior approval from the beneficiaries.

6. Continue exploring sustainable strategies.

ICDP China should establish a marketing team or pay a marketing company to conduct a feasibility study to learn about the public's consumption habit, willingness to pay and market price. Based on the results of the feasibility study, service packages can be developed for paid service. ICDP China should also encourage local partners to pilot paid service and analyze its cost-effectiveness. Agreement should be negotiated with the partners about using the intellectual rights of ICDP. Further studies on constraints in the Chinese context may be needed in order to decide on the core target group in the future.

Annex: Schedule for Evaluation

ICDP 2020-2024 Project Mid-Term Evaluation Schedule

Dates	Locations	Activities
July 7	Kunming	Interview with ICDP China team leader
July 24-26	Dehong	Individual Interviews: facilitators, partners, caregivers Focus group discussion: caregivers, children Observe ICDP's on-site supervision
July 27-28	Baoshan	Individual interviews: facilitators, prospective trainers, partner
August 1 - 3	Lijiang	Individual interviews: facilitators, partners, caregivers Focus group discussion: Caregivers, Children
August 7-9	Zhaotong	Individual interviews: facilitators, partners, caregivers Focus group discussion: caregivers, children Observe ICDP China's supervision and webcast
August 22-23	Kunming	Individual interviews: facilitators, partners, caregivers Focus group discussion: caregivers, children, ICDP China leaders and staff members
August 30-31	Xishuangbanna	Individual interviews by phone: partner, trainer