

# Mid-term Review Report of Shincon's LBDCP Project

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## Background

### 1.1 Introduction

Yunnan LBDCP (2015-2019) Project aims at improving and promoting holistic development of children in Yunnan. Drawing from the results of the needs assessment and baseline survey in 2014, the project has the following objectives:

- 1) To improve children's awareness of self-value;
- 2) To promote children's participation in self-development;
- 3) To facilitate the implementation of as well as the improvements in policies and legislations related to child development;
- 4) To increase family, community and school's attention to and support for child development;
- 5) To increase social sector's attention to and support for child development;
- 6) To strengthen implementing agencies' capacity for project execution.

The target group of the project is children (particularly left-behind children and other groups of vulnerable children) and relevant adult groups including caregivers, teachers, community members, the Women's Federation and volunteers.

The project is expected to achieve these specific results by the end of 2019:

- 1) Children's competence is enhanced. They know their own value and their value are recognized;
- 2) Children participate in decision making of family and social affairs that may affect them and their opinions are respected;
- 3) The government listens to children's opinion through dialogue and implements/improves policies and legislations related to child development accordingly;
- 4) Family, community and school provides support for the establishment and operation of children's organization;
- 5) Media increases the number of reports about issues around child development and volunteers provide better service for children with enhanced competence;
- 6) Capacity of the implementing agencies to serve target groups is strengthened.

Since the start of the project in January 2015, the implementing agencies – Zhaotong Women’s Federation (ZT WF), Xishuangbanna Women’s and Children’s Legal Consulting and Aid Centre (Banna Centre) and Shincon Office in Kunming (Shincon) – have carried out many activities against the aforementioned objectives with corresponding inputs. These activities were documented in the forms of reports and records. In order to better understand and analyze the progress towards the project objectives as well as the implications of the progress, Yunnan Pioneers for Health Consultancy Centre (PFH) was employed by Shincon to conduct a mid-term review of the project. A team consisting of PFH, Yunnan Social Science Academy and NGO undertook the review in March – May 2017 and the report was based on the findings of the review.

## 1.2 Mid-term Review

**Objective:** To keep the stakeholders well informed of the project progress, its impact on child development both locally and nationally and the constraints encountered in the course of implementation and also to document project experience as reference for effective implementation at later stage.

**Scope of Work:** Project activities carried out since 2015

**Methodology:** Literature review of materials including project reports, records, media reports and publications, Qualitative research methods including individual interview, focus group discussions and field observation.

**Target groups:** Children benefited from the project, caregivers including parents, teachers, community leaders and other people who are relevant to child protection, project staff and partners.

## Findings and Analysis

Since there are big differences among the implementing agencies and the activities they carried out, the report will present the findings and analysis in four different sections: Zhaotong, Xishuangbanna, ICDP and Shincon Management Team. The findings and analysis will focus on the following aspects: the activities in which children participated and the influence and/or changes brought about by these activities on children; the activities in which caregivers participated and the influence and/or change brought about by these activities on caregivers; activities carried out by children’s clubs or schools (school leaders and teachers) and the influence and/or changes brought about by these activities on

schools, and last the influence and/or changes brought about by the project activities on local partners, government agencies and society.

## 2.1 Zhaotong

### 2.1.1 Children's Activities

As reported by 51 students at different grades of Jiangdi Primary School and Ciyuan Primary School, they had all participated in the activities organized by the schools (including those organized jointly with Zhaotong WF) about child protection, child rights, safety, self-value and life skills. Some participated in the summer camp and some attended voluntary activities in the community.

The interviews show some good aspects, including children's good interpersonal relationship with their family members, friendship and mutual help between children, children's positive attitude towards problem solving and emotion management, their common interest in study and strong interest in certain subjects, and their sense of responsibility for their study and life. However, the project did not achieve expected effect in respect of child participation in community affairs and community/school's adoption of children's opinions.

The children are keen to participate in activities organized by the schools and their confidence and competence have been improved through attending these activities. With the teachers' advice and help, the children are capable of dealing with problems encountered in school or family effectively. On the other hand, however, their needs for more broad knowledge and more recreations are not sufficiently met. It is worth noticing that some of these activities organized for children are related to the project (including those organized jointly with Zhaotong WF), for example, training of child rights, law and safety, but some are regular school activities. Therefore it is not easy to trace the direct influence of the project intervention although these activities share the same thinking.

Firstly, there are obvious differences between children at different ages in terms of changes in their awareness and life skills. To be specific, elder children are more proactive and put more thoughts in their action. There are gender differences too. Girls are less open and less expressive. Boys are able to take effective measures to deal with domestic violence (between grandparents, parents and siblings) while girls and young children at lower grades are often incapable of doing anything or can only respond improperly. Secondly, children, both young and elder, boys and girls, can manage daily routines independently and cope with difficulties in their life with courage. This may be attributable

to the absence of adults and family poverty (There is a Chinese saying “Child in poor family grows up more quickly.”). Such independence means that they may take adventure under no protection and they may not consider seeking adults’ help even when necessary. Thirdly, the problems identified before, including children’s opinions rarely adopted by adults in family, school and community and left-behind children missing their parents, still exist to different extent. Fourthly, it is obvious in children’s accounts that parents lag far behind their children in respect of child development. In a word, there is still certain gap between the actual practice and the thinking of child participation and child-centred development. Apart from this, other problems in the community such as environmental pollution, over-development and dropping social morality, should also be taken into account when establishing a child-friendly environment.

#### 2.1.2. Caregivers’ Activities

The information of caregivers mostly comes from parents, teachers and community leaders in Jiangdi as well as the leaders and teachers of Ciyuan Central Primary School. Altogether 33 people were interviewed (21 in Jiangdi and 12 in Ciyuan).

##### 2.1.2.1 Parents’ Activities in Jiangdi

As reported by the director of Jiangdi Community, the Project Office in Zhaotong organized caregivers’ training last year, once for parents and once for school teachers. The training was facilitated by Ms. Li Xiaodan and Ms. Wu Xushu. In March 2017, led by the WF and school teachers, the members of the children’s club paid visit to the lone or widowed elders in the village with some money and gifts. Later the members of the Young Pioneers formed mutual-help pairs with the elders. They would provide service for the elders continuously and send gifts to them from time to time.

The training has exerted some effects on parents. For example, the parents had never thought of the questions raised by the facilitator, “What is a child? What does child mean for a family?” The training also taught the parents how to raise children from the perspective of laws and child rights. However, we also find that although grandparents took part in the training for caregivers, they are not familiar with the contents of the training and continue with their traditional way of upbringing.

##### 2.1.2.2 Teachers’ Activities in Jiangdi

We find through the meeting with the leaders and teachers of Jiangdi Primary School that the project is really helpful for the teachers, especially training of participatory teaching methodology. Relevant activities include training delivered by expert teachers Ms. Li Xiaodan and Ms. Shi Zhenli, seminars (for example, 40 teaching directors of the whole town attended a seminar with Shincon's expert team in September 2015), study visit (to Xishuangbanna) and inviting reputable teachers to give demonstration lessons and themed advocacy campaign organized by the WF. These activities opened eyes for the school leaders and teachers and changed their traditional concept of teaching.

The teachers also reported some problems, including parents lacking of care for children, particularly those of left-behind children or lone parent, a few parents not allowing girls to continue with education or parent's abandoning children after divorce which caused psychological trauma to children.

It is worth mentioning that Jiangdi Primary School has been accepting disabled children for schooling in recent years. At present, there are three disabled children studying in the school. They enjoy equal opportunity and treatment as other students. The teachers and students also care for them. The school leaders and teachers are willing to continue the project activities. Meanwhile, they also hope:

- 1) To increase the coverage of the project so that the teachers in mountainous areas can benefit from the training and seminar as well;
- 2) To provide more chance for communicating with Shincon experts and learning new teaching and management methods through visit to Chuncheng Primary School (where Ms. Li Xiaodan used to work) and Yunnan Normal University (where Ms. Shi Zhenli used to work);
- 3) Since there is a general lack of proper guidance for parents in rural areas on how to educate children, the WF can hold free lectures to help both parents and schools;
- 4) To organize more summer camps and puberty education activities;
- 5) To provide financial support for disabled children from poor families so that they are able to afford education in special education school.

#### 2.1.2.3 Teachers' Activities in Ciyuan

The information of caregivers in Ciyuan mainly comes from the head teacher of Ciyuan Central Primary School Mr. Zang. The core messages are:

**Completed Activities** – Some new activities took place in 2015-2016, including two two-day puberty education workshops with children at grade six, boys and girls separately, which was facilitated by Ms.

Shi Zhenli, reading class delivered by Ms. Li Xiaodan focusing on how to guide students to find core knowledge, emphasis and difficult parts of the text, child rights and child protection training delivered by Ms. Long Sihai, home visits to poor students' families and lectures held by the WF focusing on safety issues such as prevention of traffic accident, fire, drowning, drug use, trafficking as well as self-rescue and reporting to the police in these circumstances, through which the students had a systematic understanding of relevant laws. Some leaders and teachers also attended ICDP training.

**Influence of the project activities** — Most people turned to child-centred methodology and tried to make teaching more interesting. The school management approaches also have been changed. The teachers only act as the facilitator to help children's clubs develop. ICDP brought about changes in the teachers' thinking and behavior too.

**Hope or Suggestion** — Hope Shincon can provide more support for the design of school activities, more advice on teaching and more chances for study visits. Hope to integrate the theory of child development with the practice in Ciyuan more systematically.

To sum up, caregivers' activities placed more emphasis on school teachers. Changes in teachers' awareness and behavior to some extent can affect students' development. The most obvious is that some teachers changed their teaching concept and methods, thus improved the quality of teaching. Such changes are more obvious with the core teachers who participated in the project activities more often than other teachers. We can see that the school leadership has adopted the child-centred principle in the school management and has made some innovations accordingly. However, we also notice that the coverage of the project is limited. For example, only a small number of the teachers has benefited from the training and the benefits for the teachers are limited to individuals (mostly changed the teachers' way of treating their own children) Potentially, the problem is that these new activities are considered as activity only, rather than a holistic intervention important for improving teacher-student relationship. As a result, the project experience and achievements stay at the level of caregiver (that is, improvement in their skills) and have not led to reform at the school level. This is probably why the coverage of the project is limited and the project experience is not widely replicated.

The intervention and input for caregivers in the community are insufficient, so the changes or influence on them are not as effective as expected. We think their needs are not met since the training and project activities for them tend to be fragmented. They only got pieces of information from the training, which can hardly be put into practice. This indicates both a lack of participation (due to inadequate community

mobilization) and a need for better targeted and better tailored intervention. It is quite obvious in the interviews with children, with school teachers and even with parents that the parents in the community have various kinds of problems in raising children, but clearly the project intervention is weak.

### 2.1.3 Zhaotong WF's Activities

The information of Zhaotong WF mainly comes from four core members of the project office in Zhaotong. Key messages are as following:

**Completed Activities** — Holding project launch ceremony in Ludian in 2015, conducting research, training and home visits in two townships, organizing participatory training for teachers in two township primary schools, community caregivers' training, holding annual meeting of the children's club in Wenyuan Community of Zhaoyang District, organizing training of 100 volunteers on child rights, child protection and gender equality and similar training in two townships, organizing training on child rights and relevant policies as part of the WF's campaign, inviting local court and procuratorate to give lectures about relevant laws in school, attending ICDP training in Kunming and undertaking monitoring and training in Zhaotong according to Shincon's request. (The information of ICDP will be reported in a separate section) .

**Changes and influence** — As reported by the project team, "What important is communication. There won't be any problem so long as we communicate well. The process of implementation is good practice." (Jiang Ping) "Shincon is very strict with financial management, so I learnt a lot." (Fu Tianqin) All project team members stressed that they benefitted most from ICDP training. The skills and concepts learnt through the training, taking effective communication as an example, are useful for both work and family.

**Future Plan and existing problems** — Zhaotong WF will continue following up, monitoring and supporting the project implementation before its end in 2019. It will strengthen learning and experience sharing through inviting experts and organizing study visits. It will expand advocacy and increase publicity of the project experience. It will expand children's clubs and support ten trained ICDP facilitators to train more caregivers. Also, according to Child Development Plan of Zhaotong, the Women's and Children's Work Committee is responsible for establishing child friendly home. The concepts and approaches of ICDP can be adopted to establish child friendly home. However, there is a shortage of financial and human resource.

In general, the focus of Zhaotong WF's work is to make arrangements for external expert training and

to attend ICDP training. Only a very small number of WF staff has been engaged with project implementation and they have been depending on Shincon for decision making and management. We feel that Zhaotong WF has little chance for decision making and their ownership of the project is weak. This results in some problems. Firstly, the project is not well-targeted and cannot meet the diverse needs of its target group at grassroots level as the WF places the emphasis of its work on school and caregivers in town. Secondly, because the project did not fully mobilize the government at community level, the caregivers in rural communities did not actively participate in the project activities and thus did not benefit from those activities although they are more vulnerable and more important. Capacity building of caregivers as well as the expected snowball effect and sustainability of the capacity building would be affected. Mobilization and utilization of local resources would be affected as well. Also, some project activities are too closely integrated with the regular activities of the implementing agencies or the partners, so it is hard to tell the actual effects of the intervention.

## 2.2 Xishuangbanna

### 2.2.1 Children's Activities

As reported by Banna Centre, the following activities took place in 2015-2016: Organizing summer camp titled "I Am Unique"(presented by 10 foreign volunteers, 9 Shincon staff members, 150 Chinese children and over 70 parents), providing RMB2000 as seed money for three children's clubs, assisting the club members to develop and implement activity plan which included reading, helping lone and/or widowed elders and communication between parents and children, establishing child support teams in two primary schools and improving children's awareness of relevant laws and life skills. In addition, Banna Centre also promotes child development based on local needs and resources.

Children's club is an important venue for children to foster hobbies and build self-confidence and self-esteem. Many children reported that they not only learnt knowledge at the clubs, but also became more confident. The basic needs of those neglected children, particularly left-behind children were met through the activities at the children's club. Those children also got chances and resources for development. The children and their clubs have achieved positive social impact. Advocacy is worth mentioning too. The children wrote a letter to local leaders about their needs, thus drew attention from decision makers to child development, especially the development of vulnerable children. With the advance of the project activities, some disabled children and orphans received timely care and



help. The information collected show that the children's confidence, independence and identification with their own ethnic culture are quite strong, but their management of interpersonal relationship is still to be improved and their awareness of self-value is still to be developed.

The research finds that children's deeper psychological needs are not met. Moreover, children's clubs established in rural communities in recent years with different resources are indeed happy land for children, but child development is not limited to recreation and being taken care of. Rather, child development should embody more elements of child rights. We feel that it still requires more thoughts to explore activities with richer embodiment of child rights. The reports of Banna Centre also reflected that adult's control of children's activities tends to be too strong. In another word, children had a lot of fun in the project activities including advocacy, but their role in decision making of children's clubs is insufficient. This may due to project strategy or due to traditional culture (the elders and adults are more authoritative than children in ethnic communities). Again, we feel that since the issue of child development in ethnic areas has drawn attention from many government agencies and civil organizations, there are many "hands" to push for the changes and there are overlaps at both micro and macro levels. It seems quite difficult to identify the input and output of Shincon's intervention.

### 2.2.2. Caregivers' Activities

The information of caregivers comes from 12 parents in Nanlanghe and Gasai, the managers of children's clubs and the community leader of Meng'a Township. Reference was made to the reports submitted by Banna Centre and a publication titled as *Stories of Caregivers*. Key messages are as following:

According to Banna Centre's list of work, various training has been organized for caregivers in the past two years covering laws, child health and safety. Study visit to Nannuoshan was organized for lone mother and leaders of women's group to learn traditional crafts like tea-making, embroidery, paper-making, vegetable planting and modern business like agritainment, countryside tourism. Banna Centre also provided support to lone father, facilitated interaction between children and caregivers, supported two children's mutual help groups in schools and pushed teachers to carry out activities.

The influence of the project includes:

The caregivers in the communities participated in the activities and improved their ability.

The managers of the children's clubs shoulder big responsibility, but meanwhile they have receive much support from different sources and developed their competence very quickly.

The participation of school teachers is weak.

To sum up, a wide range of activities have been organized for caregivers. However, training on skills to promote child development seems inadequate to meet the needs and not systematic either. It is the managers of the children's clubs and some women's group leaders that benefited most from the project and the changes on them are the most obvious. The intervention in caregivers, especially grandparents, is less effective. Meng'a Primary School has little involvement with the project. This is really a shame for a "child-centred" project. Half of the students are boarders, so the school is an important part of their life. It would improve teachers' abilities and make them more responsive to students' needs if training on psychological counseling and sex education can be organized for teachers.

Banna Centre has conducted a broad range of activities. This may result from the caregivers' diverse needs, but may also be attributable to the tasks and requirements of resources from different sources including the government at different levels, WF and the Caring for Next Generation Working Committee. Different tasks and objectives require different activities. In such circumstance, it is not easy to define Shincon's role. Moreover, more activities are targeted at caregivers, but caregiver is an encompassing role including almost all adults. Therefore, when caregivers do not perform their duty of care, it would be difficult to assess the direct influence of the project activities on child development. As for the absence of school teachers, it may be due to heavy workload of the school teachers, or may be due to lack of coordination with the school although the primary school naturally should be the most important institution directly related to child development.

### 2.2.3 Banna Centre's Activities

Banna Centre's activities in the past two years focus on four aspects: First, at the level of rural community in Meng'a, providing care and assistance to vulnerable children, pushing for the establishment of children's clubs and capacity building of caregivers. Second, at the middle level, functioning as a bridge to mobilize and coordinate all kinds of resources from various sources to serve the children and their caregivers in the community. These resources include financial assistance from the Disabled People's Federation, exemption from tuition for senior secondary

students in Menghai, financial assistance for people suffering from severe disease. Third, liaising with Shincon and other stakeholders at prefecture and provincial levels to invite expert trainers, organize summer camps and attend ICDP training. In this way, Banna Centre has renewed its understanding and approaches of child development and pass on the new concepts and skills to the partners and organizations at middle level as well as the target group at the grassroots level. Fourth, in respect for advocacy and social mobilization, Banna Centre compiled a publication titled *Stories of Caregivers* to disseminate traditional knowledge of child upbringing, publicized case study and worked with various media to draw public attention to child development. It should be noted that Shincon's input alone cannot support so many activities.

The influences of the project include changes in concepts and behavior, development of social network, optimization of resources through policy advocacy and win-win-win approach to holistic development.

As for the plan for the future, Banna Centre staff think they need to follow up with these work: To promote the participation of school and teachers and improve their competence; to strengthen skills training for children, to improve caregivers' quality of life, to push lone parents to fulfill their duty, to publish a manual for child care for ethnic women, to establish Meng'a Women's Cooperative, to maintain a functioning project team, to introduce gender perspective to the villagers and to organize study visit.

We can see from the aforementioned information that the project has promoted child development in Xishuangbanna in various ways. The achievements are obvious in two aspects. First, the caregivers' changes and improved capacity of the partners (the WF at different levels). Second, improved social environment for child development. At the same time, we can see that the project activities are of such big scale and such wide range that the achievements should be attributed to the whole Centre and all its work instead of Shincon project alone (The funding provided by Shincon only accounts for 10% of Banna Centre's total funding.) Of course, Shincon project is an important part of Banna Centre's work.

Given that there are various agents pushing for the changes, it is a problem how to differentiate and assess the inputs, outputs and impact of an individual project. Also, some interviewees said that some concepts and skills of ICDP were similar to those of traditional culture. Apparently, there is overlap which potentially can be problematic. Would this affect the caregivers' interest and participation in Shincon project? Or affect their identification with the child upbringing concepts and

approaches promoted by the project? The interviews with the children indicate that their ability to manage daily routines and interpersonal relationship independently is not weak, but such ability may be attributable to their living environment and other projects too. It would be a potential problem to identify children's real needs and corresponding solutions. Currently, more inputs were made as financial assistance.

From the perspective of project management, it may be necessary to link inputs with outputs, not only input in the form of funding, but also input in other forms. If this is necessary, appropriate model and flow of project management should be designed. If this is not necessary, the evaluation and indicators of Shincon project should be adjusted.

### 2.3 IDCP

ICDP is a popular tool for parenting skills training. To implement the project, it was introduced to China in 2015 and has been promoted in a top-down manner since then. According to Shincon's report, cascading training of ICDP has been completed by the end of 2016. In Kunming, currently 18 people are being trained as senior facilitators (will get the certificate at the end of the year) and 32 people have obtained certificate of junior facilitator. In Zhaotong, the first training of junior facilitator is on the way and 15 people are being trained as junior facilitators. In Xishuangbanna, the training of caregivers has also been completed as required. Altogether, 379 caregivers have been trained in three locations, including 153 managers and/or staff of children's clubs and 10 managers and/or teachers of kindergartens. 6000 children directly and indirectly benefited from the training. (Source: Training Reports) ICDP is an important component of the project. It requests a lot of inputs in terms of funding, time and energy because the trainers come from abroad and there is a set of strict procedures and criteria for enrollment, selection, assessment and monitoring of the trainees. Altogether 30 people in three locations were interviewed.

#### 2.3.1 Full Recognition of ICDP

Almost all participants of ICDP think they have got a lot of inspirations and help from the course and give a lot of compliments. According to the interviewees in the city, they can learn from ICDP's procedures and approaches of promotion as well as its contents. The practicality of ICDP means that the participants can benefit from various aspects and attain broad knowledge in the whole process. In general, the interviewees' accounts about the training they received, the training they delivered and

their practice in interaction with family members and community members all demonstrate that they have grasped the concepts and approaches of ICDP. ICDP is helpful for improving their interpersonal relationship, especially the relationship with their children. At the project site, there are many problems with family education. Traditional child upbringing is no longer sufficient for meeting the needs. Therefore ICDP is useful indeed.

### 2.3.2 Constraints / Problems and Potential Needs

As this is the first time that ICDP is being promoted in China, some interviewees also reported some constraints/problems with its contents, course arrangement and promotion.

**Content:** — Trained facilitators sometimes make innovations in their practice, but they still feel that ICDP is after all introduced from abroad, it is still not adequately localized and integrated with practical work/life. Also, the facilitators cannot respond properly when there is new case or new problem in project locations.

**Training Aids** — The interviewees feel that training aids lack materials. The PPTs were not provided until the second workshop, but the translation was not good. The pictures provided did not match with the content either. The facilitator's manual is not user friendly, but the facilitators are not allowed to add or reduce any content. It would be better if some videos can be provided.

**Course Arrangement** — It takes a long time to complete ICDP training. Many participants cannot spare time to continue. This is a constraint for both caregivers in rural and migrant communities and school teachers.

**Management** — Some participants were dismissed or failed to get the certificate because they did not attend all training. This is actually a loss for both the individual concerned and the project. It would be difficult to attract more teachers to the training if the school leadership is not supportive. There will not be enough facilitators for next round of training. In fact, many parents want to learn family education, but how to match what we want to supply and can supply with what they demand most still need research and analysis.

**Quality Assurance** — It requests strategic planning to assure good quality of cascading training. It would be impractical to rely on Shincon alone to do the monitoring. Skills such as communication skills have been stressed, but child rights and child participation, which is the core of ICDP, cannot be fully understood by all participants. It should be stressed that improvement in skills cannot replace improvement in awareness of child rights. Also, ICDP should take into account the social and cultural environment in which child is living. This is in fact a question relating to localization of ICDP. Good audio and visual materials should be developed to ensure effectiveness of the training.

The interviewees mentioned that ICDP is easier for elites, but for parents in marginalized and rural communities, there are still constraints. The participants from ethnic areas reported that they found that some contents of ICDP have been in practice in their villages. For example, kid follows the

grandparent to fetch firewood, or bring daughter to the farmland to learn how to do farming and observe crops growing. This raises the question whether ICDP can really complement what is lacking or meet the real needs of parents in ethnic communities. In a word, there are still many questions to be discussed in the following two years regarding ICDP's content, time input, tuition and monitoring, particularly for parents from rural, ethnic or migrant communities.

### 2.3.3 Suggestions for Future Promotion

**Publicity** — There are many kinds of parenting skills training now, but few people know ICDP. It is suggested that media should be utilized to increase publicity of ICDP and draw attention from the education authority, WF and the Committee for Women's and Children's Work at provincial, prefecture and county levels. New media such as Wechat group or APP can be used too. Face-to-face communication of the trained facilitators and caregivers can be effective too. (Actually most participants said they had already been promoting ICDP.)

**Organizational Structure** — The promotion can be done through different organizational structures: First, through the government, that is, to work with children's clubs established by the government and carry out systematic training under the government structure. Second, through NGO, that is, to carry out training as part of a project. The organization of the training can be more flexible, either systematically or ad-hoc training followed by scale-up when appropriate. Third, through licensed training agency, that is, to authorize training agency to carry out training so long as the agency complies with the model of ICDP. Fourth, through senior facilitators, that is, senior facilitators organize training on their own. A technical support centre can be set up to provide supervision and consultation to all kinds of training programmes.

**Fundraising** — This is actually an issue of resource optimization. For example, many government agencies including the provincial committee for women's and children's work, the provincial WF, the civil affairs and the education department, all have funding for training, especially for rural and border areas. There are also projects targeting children and the project funding can be used for both infrastructure improvement and training. Funding can be raised from commercial companies too. Excellent facilitators can make charge for his/her training. Rich parents in the city can pay for poor parent. Poor parents can also initiate fundraising campaign online. Training agency can seek chance for government procured service to serve parents and children in rural and migrant communities.

**Sustainability** — A structured training network should be established by the end of the project,

including training of trainers and continuous support to trained trainers to help them improve competence. As for training aid, on one hand, the quality of the original materials should be maintained, on the other hand, localized contents and materials should be developed to cater for diverse needs of parents. Meanwhile, sustainability requests for more flexible and more innovative models of management. It would be difficult for Shincon alone to promote ICDP. It needs the assistance of the government and other NGOs.

To sum up, a team of senior and junior facilitator has come into being through ICDP training and the objective of this stage has been reached. The facilitators' practice in communities further prove ICDP's effectiveness and impact, both in the number of trainees (The number has exceeded the original target.) and the quality of training. The interviewees' accounts also demonstrate such effectiveness. Their reflection and thinking in the process of being trained and training others as well as the questions and suggestions they raised all reveal positive impact of ICDP.

Since ICDP is still at the initial stage, it requests further discussion and analysis about whether the content, training aid, course arrangement and management of ICDP should be adjusted. The following points need to be discussed. First, at present most of the senior and junior facilitators are from city and some are researchers and government officials. It won't be easy for these facilitators to conduct systematic training for most needy parents and children in rural communities due to constraints of time, distance and social status. This will definitely affect the intensiveness and extensiveness of ICDP training. In fact, weak promotion of ICDP in rural communities has exposed this problem. Second, probably owing to the problem with training management, reflection and wrap-up exercise of ICDP training mostly focus on facilitator's interaction with his/her own child. This unintentionally weakened facilitator's role as duty bearer for child development and made facilitators passive in responding to broader needs of children and parents. Third, the focus of the training is placed on communication skills and changes in interpersonal relationship while child rights embodied in the skills are rarely stressed. For those participants who are not familiar with child rights, their understanding of ICDP concepts and skills may be superficial.

The suggestions made above for future promotion of ICDP are based on the reality in China. However, for Shincon, any of the suggested work would be a separate project. Such heavy workload requests for more resources and broader alliance and cannot be done overnight. In this regard, Shincon's strategy to prioritize may be appropriate. For example, to establish ICDPCHINA and operate as a social enterprise

under this brand. Now some agencies have asked Shincon to provide training. In the future, Shincon may make charge for its training and manage all facilitators in the same platform. ICDPCHINA can establish contact training agencies interested, arrange facilitator and carry out other activities including publication depending on partnering agency's initiative. Another possibility is to establish a model which can be replicated by local partners like Zhaotong Education Bureau which has funding and can replicate the training to more schools or newly established NPO. For some people like migrant workers who can hardly spare 7-8 days to attend training, short course may be more practical to teach them basic parenting skills.

No matter which suggestion is to be adopted, the most important questions are: Who will be the most reliable and most practical partner – either individual facilitators, senior facilitators in particular, or agencies and institutions? What will be the responsibilities and tasks of each party? What to define the promotion strategy? What to define the target group as there are big differences between urban and rural children and parents? If the target group is in urban areas, how to compete with others in an oversupplied market? If the target group is in rural areas, there will be more difficulties. In a word, the key issue is to identify common interest that can motivate both parties.

#### 2.4 Management (Shincon Kunming Office)

According to the interview with Shincon's main staff members and the information collected from other stakeholders, Shincon Kunming Office set different objectives, strategies and activity plans for Xishuangbanna and Zhaotong based on two locations' conditions and needs. Shincon also conducted monitoring and oversight of the project implementation. As both participant and facilitator, on one hand, Shincon Kunming Office arranged expert trainers to visit project sites and provide training / technical support in response to the partners' needs. On the other hand, it organized training and learning activities for the partners. Moreover, it is the organizer of ICDP training. In general, these activities have reached expected results and achieved expected effects. Major activities are as following:

<p><b>Participatory Management of Project Implementation</b> — At the stage of project development, Shincon pushed the partners in two project sites to establish project preparation committee to discuss feasibility of the project and make plan with the stakeholders. The committees in two sites have different models of operation. At the stage of implementation, Shincon discussed the specific objectives, activities and budget with the partners. This year Shincon is planning to translate the</p>
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project plan template into Chinese and let the partners to fill in the template on their own.

**Liaison and Communication**—— Shincon functions as a bridge between the donor and the implementing agencies to improve mutual understanding between the supply side and demand side. Shincon's communication with the Norwegian donor includes learning about its requirements for the project, implementing the project activities accordingly and providing timely feedback about the project sites to the donor. Its communication with the two project sites includes responding to its needs, arranging experts to provide technical support, overseeing the project activities at community level and establishing a platform for sharing and learning through annual meetings. Shincon also studies provincial and national child development policies and pays attention to similar projects carried out by other organizations.

**Standardization of Financial Management and Relevant Training** – Shincon made changes to the financial management systems of the two partners and trained their financial staff as prevention of corruption. Shincon also requests the project management staff in the project sites to comply with the financial management regulations and submit financial report on time.

**Technical Support through TOT** – Shincon has strategic consideration when it arranged experts to visit the project sites. It wants the experts to introduce an approach, a model which can inspire local WF, schools and government agencies to think whether they can follow the model with local resources.

**Summer Camp** – Shincon puts a lot of efforts and resources in organizing summer camp. It is the most popular activity among the children. Though the activity is short, they were quite impressed by it.

**Implementing ICDP** —— ICDP is a tool for improving parenting skills. It is an important component of the project with a lot of inputs from both Norwegian donor and Shincon. This activity was popular among the participants and has achieved some good results.

The management of Shincon is characteristic in two ways. One is adherence to the principle of participatory cooperation and another is the role of bridging. Three models of management have been developed for Xishuangbanna, Zhaotong and ICDP respectively. To be specific, community-based model in Xishuangbanna and school-based model in Zhaotong. Xishuangbanna used to have its own model, but they realized after the visit to Zhaotong that government support was quite important, so they started to cooperate with the WF and used specific cases to mobilize the resources of the civil affairs. At the same time, Zhaotong also learnt from Xishuangbanna that case work was quite helpful for individual child concerned, so they also started case work. Since Shincon has built trust with the two partners over a long period of cooperation and adopted participatory methods in the whole process of the project, the partners could have more autonomy and flexibility to make innovation and thus mobilize local resources. For example, in Xishuangbanna, Banna Centre used specific case to draw attention from the government to the children who did not have household registration. Now the government of Menghai county has issued an official document to allow these

children to register. Such way of policy dialogue through “child’s story” has been followed by other counties in Xishuangbanna. Banna Centre also advocate for child development through Wechat, media report and video. Similar efforts have been made in Zhaotong too.

It should be pointed out that participation should be incorporated to every step of project management, not only in project design, decision making about activity planning and implementation, but also in monitoring , evaluation and institutionalization. The latter is harder and the project did not do well in this respect either. Shincon has difficulty in managing the project. For example, since local resources were integrated to the project in both project sites. These local inputs should be taken into account in the financial report. The Norwegian donor also requested for report of co-financing (not only in the form of money, but also in the form of training and time). Another example is that Shincon encourages Banna Centre to seek more partners because the Centre is good at community work and advocacy. That is why it got funding from both government and commercial companies. Moreover, since there are more needs in Xishuangbanna and Banna Centre has its standard for project activities, more activities have been carried out with mobilized local resources. Shincon accepts the situation so long as “the activities can contribute to the overall goal of project”. However, the overall goal is overarching and the progress towards the goal cannot be seen easily in the middle of the project. If Shincon monitors the project implementation with this view in mind, it would be difficult to collect concrete information. Actually, all incidents and changes concerning child development locally can contribute to the overall goal of the project. If the project takes credit for such incident or change, it is not convincing. For example, the recent returning of migrant workers has led to reduction in the number of left-behind children. This can be attributable to many factors, including favorable policies encouraging migrant workers to return home, targeted loan for poor farmers, difficulty in seeking job and rising living costs in city. This is also the problem we encountered when doing the review. Shincon also noticed that sometimes there were problems with communication. Under such circumstance, Shincon cannot play its role as a bridge with ease. When participatory mechanism is not established, the real needs of the target group may be replaced by the needs of the partnering agencies, or different needs of partnering agencies are not streamlined although the mandate and mission of all partnering agencies are around child development. In addition, Shincon only has a very small number of staff (one staff left due to poor health) , but the workload has increased (ICDP takes a lot of heavy and detailed work). This is probably one reason why Shincon gave more autonomy and flexibility to the partners. It is quite obvious that the partner in Zhaotong has been

slow in caregivers' training and even lost its strength in advocacy and publicity due to the change in Shincon's project personnel and local project team leader. The implementation of ICDP needs more inputs. The need for more project staff in Shincon should be discussed.

### 3. Conclusion and Recommendation

#### 3.1 Conclusion:

Based on the aforementioned findings, analysis, discussions and reflections on the set objectives of the project, we make the following conclusion:

##### 3.1.1 Children's Activities

Many activities have been carried out for children in both project sites. In Zhaotong, children's activities were carried out in Jiangdi Primary School and Ciyuan Primary School while in Xishuangbanna children's activities were carried out in community-based children's clubs. However, the original plan is that the project should engage with both school and communities in both locations. In another word, in Zhaotong, community-based child development activities did not go well while in Xishuangbanna school-based child development activities did not go well. There are differences in the content of activities too. In Zhaotong, there were more activities integrating with regular interest/hobby development activities in school while in Xishuangbanna the activities tended to be more diverse. The children in the project locations did not fully understand the concepts of child rights. There are progresses towards the objective, "improve children's awareness of self-value" and "promote children's participation in self-development" and also improvements in the children's ability to manage daily routines and deal with interpersonal relationships independently, but the mid-term review finds it is difficult to identify the actual causes of such progresses and improvements. It is not straightforward whether this is the result of family poverty and social environment or the result of the project intervention or both. However, it is still fair to say that the project intervention has at least promoted positive aspects already existing among children. Generally speaking, the children are confident, healthy and positive. They have the sense of social responsibility and the ability to tell right from wrong. In Jiangdi, Zhaotong, a few children in extremely difficult circumstance need more attention, for example, disabled children. In Xishuangbanna, some children's needs request extra efforts (those without household registration and those needing psychological intervention) It should also be noticed that girls' awareness of self-value and self-confidence are weaker than those of boys, particularly the girls at higher grades.

In Xishuangbanna, the progress towards the objectives “facilitate implementation of and improvement in policies and legislations related to child development” and “increase family, community and school’s attention to and support for child development” has been remarkable which even influenced the surrounding areas to follow suit. The establishment of children’s clubs is a joint effort of the project and the task stated in *Yunnan Provincial Strategic Plan for Child Development*. The result shows that this is a win-win approach. In comparison, such joint effort in community is weak in Zhaotong, but in school, the benefits, interests and needs of the children have increasingly become important in school agenda and the relationship between the teachers and the students is friendlier and more intimate than the relationship between the parents and the children. The plan to integrate the project activities with the WF’s campaign did not take much effect except safety education. Similar to Xishuangbanna, it is hard to identify whether such changes are the results of the education authority’s regular requirements or the results of the project intervention.

### 3.1.2 Caregivers’ Activities

The progress towards the objective “Family, community and school provide support for the establishment and operation of children’s organization” is not as good as expected. In both locations, the lectures given by experts and ICDP training have been organized. In Zhaotong, the lectures for caregivers in community did to achieve obvious effect, but the lectures for school teachers achieved good effects and the messages were disseminated. In Xishuangbanna, there were more lectures for caregivers in community, so parents’ attention to child development has been increased, but little activity has been done for school teachers. It should be noted that according to the children’s reports, there is no obvious positive change in parents’ awareness and behavior in both sites. Probably the parents still stick to the parenting model they are used to, or they still have subjective and objective obstacles to apply what they learnt to practice.

ICDP training has made remarkable progresses. Both the number of participants and the number of beneficiaries have exceeded the expectation. Trained caregivers did obtain a new perspective to child development. However, the majority of the facilitators are from city and a significant proportion are researchers and government staff. Only a very small proportion are most vulnerable and most needy caregivers from rural communities. This may bring about some potential problems: 1) More urban children than rural children will be the target of the facilitators’ intervention. This does not align with the project objective. Also, the facilitators are more interested in their own or their relatives’ children when practicing ICDP concepts and skills. Little attention was given to their social

responsibility for overall child development, indicating that ICDP did not sufficiently stress this responsibility. 2) The social status of these future facilitators – researchers and government staff – to certain extent may constrain further dissemination of ICDP because they may not be able to spare time and energy to ensure good quality of ICDP training due to their own work. It would be difficult to manage these people too and thus reduce the effectiveness of team effort. 3) At this stage there is still no case of parent-child interaction using ICDP concepts and skills in poor rural areas. This is a shame for the localization of ICDP. ICDP is supposed to transcend class and region, but how it would adapt to the complex and diverse social cultural context of China remains unresolved. The answer to this question should have been explored at this stage.

In a word, the project has conducted a lot of activities, but at current stage the benefits of these activities for children are still not clear. The children have better understanding of child development than their caregivers.

### 3.1.2 Implementing Capacity and Social Sector's Investment

As for the objectives - “increase social sector's attention to and support for child development” and “strengthen implementing agencies' capacity for project execution”, the capacity of the partners in two sites have been strengthened, partly because of the participatory decision making mechanism adopted by Shincon as well as relevant sharing, learning and training activities. The common improvements include more standard progress and financial reports, more familiarity with management procedures and higher efficiency. Relatively speaking, Banna Centre has made better improvements in respect of social mobilization, optimization of social resources and policy advocacy while the partner in Zhaotong has increased community participation and made innovation in optimizing educational resources in school. The capacity of Zhaotong WF is not weak, but its strength in advocacy has been weakened due to personnel change. Therefore little activity has been done to mobilize the society to pay attention to child development. More resources were put in organization of ICDP, but ICDP mostly contributed to improvement in individual participant's ability and has not become an institutional strength for the implementing agency. The situation in Xishuangbanna is quite similar.

The capacity of the implementing agency at village level needs to be strengthened since their ownership of the project and initiative to make decision are still weak. They mostly depend on the implementing agency at higher level. Also, the capacity building activities for implementing agencies at grassroot level mainly benefited individuals or a small group of people instead of

improving the overall capacity of the agencies. We checked the activity records at the village level and found the record incomplete and not standardized.

In recent years, the Chinese government has gradually increased investment in child development, including the latest *Strategic Plan for Child Development* which requests for the establishment of children's club and the reform to develop child-centred education system. These changes work to the project's advantage. The objective "increase social sector's attention to and support for child development" aims at pushing the government to better target its resources at most needy children and parents. In this respect, the partners in both sites have made some achievements. Comparatively speaking, the partner in Xishuangbanna has mobilized more resources from a wide range of sources. This is probably because Zhaotong is poorer. Anyway, we can see clearly that the input and support of social sector would be increased so long as the implementing agency has the adequate capacity. However, all implementing agencies are weak in avoiding duplication of resources/activities, promoting optimization of effectiveness and equalization of beneficiaries.

As one of the implementing agencies, Shincon also improved its capacity through managing the activities in Zhaotong and Xishuangbanna as well as organizing ICDP training. It has developed participatory concepts and approaches and has built rich experience in cooperating with the partners in different locations. It is evident that Shincon has strong capacity given that it has been pushing for the implementation of a project with ambitious goal and heavy workload despite a very limited number of staff. However, Shincon is still weak in systematic participatory management. It is not able to institutionalize a participatory monitoring and evaluation mechanism or an organic system which ensures both bottom-up and top-down project operation.

To sum up, to ensure that the project can achieve its set objectives in the next two years, we have the following thoughts:

**Improve children's awareness of self-value and their value is recognized** —— Both children's awareness of their self-value and wide community recognition of child's value should be based on child rights rather than the community's traditional thinking of child's value.

B) Promote children's participation in decision making of all matters affecting them in family and in society and children's opinion is respected.—— This really depends on adults' understanding and protection of child right to participation. It is easy to provide chance for superficial participation, but quite hard to provide chance for meaningful participation and make it a new social practice. More

importantly, children's autonomy and initiative should be developed in the process of participation and such participation should not be superficial or manipulated by adult.

- C) Government listens to children's opinion through dialogue and take measures to implement and improve relevant legislations and policies accordingly. — More research needs to be done to firstly better understand children's needs and thus make a convincing case for the policy dialogue and secondly to better understand relevant legislations and polices and thus explore suitable child-led policy advocacy activities.
- D) **Families, communities and schools provide support for the establishment and operation of children's organizations.** — This depends on the fulfillment of A) and B) . That is, there is children's organization led by children and the organization has plan for organized activities, so that families, communities and schools can provide support. Currently, most children's organizations are small groups based on specific interest/hobby. The support provided mainly includes venue, stationery and recreational facilities. This may not be considered as the expected benefits that the project brought about.
- E) **Media increase promotion of child development and volunteers serve children with improved capacity.**— Nowadays the development of social media has provided very good channel for promotion. What needs to be improved is the competence to use social media effectively and to break off from traditional format and content of news report. It is also helpful to disseminate ICDP through social media and improve volunteers' abilities. However, it remains a potential challenge to explore proper strategy to target the most vulnerable and most needy children, rural children in particular.
- F) **Implementing agencies' capacity to serve target groups is strengthened.**— So long as the above objectives can be met, the capacity of the implementing agencies will naturally be strengthened.

## **3.2 Recommendation**

We have actually put forward many thoughts in other sections, which can be considered as recommendations too. Here we would like to present some complementary suggestions for both implementing agencies. (Shincon Kunming Office, Xishuangbanna and Zhaotong).

### **3.2.1 Shincon Kunming Office**

To ensure that the project can achieve its expected results and meet its objectives by the end of 2019, we

suggest that Shincon should take the following steps around child development, caregiver's capacity building and management effectiveness improvement:

First, to improve children's and parents' understanding of child rights so that they can identify cases of violation of child rights, discuss how such violation takes place, what its potential negative effects as well as the responsibilities of different duty bearers including parents, community, school, government and children themselves. Gender sensitivity should be built into children's education to avoid stereotyped gender roles and stress protection of girls and give them more resources and opportunities for development. To conduct sex education for older children. This can make children's activities more colorful as well.

Second, to strengthen or develop children's leadership skills. This would facilitate the establishment of children's organization or group and also help children participate in activities that would affect them in family, community and school which in turn would further explore children's potentials and creativity. Moreover, there are different kinds of activities aiming at child development, the children who have developed leadership skills through the project can disseminate the concepts and approaches of the project to other activities.

Third, to hold a children's forum at appropriate time (for example, at the end of the project). If possible, make it an activity presented by both Norwegian and Chinese children (could be expanded from the summer camp in plan). This activity would strengthen advocacy of child rights in Yunnan and at the same time present the concepts and approaches of child development that the project wants to promote. In this way, the project may draw more attention from the government, academia and media in Yunnan and also attract organization which is interested in ICDP. Thus more resources to disseminate project achievements can be found.

Forth, to make different activities for different caregivers together with the partners because caregivers are diverse are complex. More diverse activities can be organized for caregivers, particularly rural parent, to improve their competence. For example, workshop, parents meeting, interactive picture book reading, parent-kid party and home party. Correspondingly, tailored training materials need to be developed. In a word, at the later stage of the project, better targeted capacity building activities should be organized for caregivers, especially the parents and school teachers in project villages.

Fifth, Shincon has had some thoughts about the dissemination and promotion of ICDP. Feasibility study can be conducted to better understand the relevant needs and market. Meanwhile, it is urgent to improve ICDP's dissemination and impact in rural communities. We suggest that in addition to existing



partners and trained facilitators, more partners should be identified for the second round of TOT, For example, the civil affairs which is responsible for establishing children's club, parent's school or parents association jointly with the education bureau at prefecture level, or even at county and township levels to set up a network. ICDP will not get the attention and support from the government until it plants seeds in the rural communities and make impact.

Sixth, to improve the participatory project management system to ensure better interaction with the partners. We suggest that Shincon should set standards before giving the partners the autonomy for project activities to avoid a situation in which the implementing agencies' needs surpass the target groups' needs and to ensure that the target groups' needs are collected in participatory manner and a plan is made for participatory monitoring and evaluation. Such ME plan should clearly present the optimization of resources, that is, inputs and outputs (both quantity and quality). Another strategy is that Shincon can make a guideline or reference indicators against the objectives to be achieved by the end of 2019 along with corresponding ME questions. In this way, the project activities can have clear direction and keep its uniqueness. It can be the reference when discussing necessary adjustment with the partners. It also can push the implementing agencies to establish a regular participatory working mechanism with the relevant government agencies, especially with the stakeholders at township and village levels. The operation of this mechanism should be included in the quarterly and annual reports.

### **3.2.2 Banna Centre**

Given Banna Centre's existing experience, network and resource, we suggest that Banna Centre can take the following actions to ensure that the expected results can be achieved by the end of 2019:

First, to push the schools in Meng'a to actively participate in the project and assess the specific needs of the teachers and students using participatory methods jointly with the school or education authority. Innovative activities can be designed to promote child development based on these needs. To develop the leadership skills of the children, girls in particular, and then facilitate the establishment of children's groups and support them to actively participate in social activities promoting child friendly community, including advocacy of child rights.

Second, to provide targeted and tailored capacity building for rural caregivers. On one hand, trained ICDP facilitators can deliver training in the village and provide service for children there. On the other hand, more practical local knowledge should be explored and integrated with the concept of child rights. More systematic workshop and training should be organized for rural caregivers to enhance their

recognition of children's value on the basis of child rights. Children's groups, which are yet to be established, can influence parents to improve their parenting knowledge and skills. Existing children's homes can be utilized to improve parent-kid relationship.

Third, based on the experience of current activities, Banna Centre needs to: 1) Further clarify the purpose and use of case collection to ensure more villagers can get inspiration to increase their sense of responsibility as well as competence for parenting. At the same time, Banna Centre should consider how ICDP can be accepted and adopted by the villagers in their daily life. 2) Mobilize media to pay attention to issues around child development and also use social media to disseminate knowledge and skills regarding child development. 3) Consider placing children's clubs under the management of the village and motivate more people to participate and share the responsibility, so more children can benefit from it. 4) Summer camp is quite popular, but it is very difficult to be replicated and the coverage is quite small. Probably some regular activities can be designed to complement the summer camp. 5) Project management staff needs to improve their understanding of community-based project work. Besides material and legal assistance, other forms of help can be provided for children in the community to better participate in self-development.

Forth, to document Banna Centre as a case study to present how the idea of establishing child-friendly environment and promoting institutionalized child development became a project engaging multi-sectors and how these sectors continuously coordinate with each other to form a cooperative network. Last, to assist Shincon to develop a template which can show clearly the inputs and corresponding outputs of the project, including overlapping and non-overlapping inputs, reflect how these inputs complement and support each other to meet common needs and specific needs of the target groups and how these inputs achieve or not achieve the objectives. The template can be a reference to appraise whether such multi-sectoral coordination is a win-win approach.

### **3.2.3 Zhaotong WF**

Given Zhaotong WF's existing experience, network and resource, we suggest that the partner in Zhaotong can take the following actions to ensure that the expected results can be achieved by the end of 2019:

First, to strengthen the project team. Apparently, Zhaotong WF did not put sufficient human resources in the project implementation, especially at township level. Such situation should be improved through allocating more resources to township and village levels and push the county WF staff to become more

involved with the management and monitoring of the activities at township level. Zhaotong WF should also consider broadening its partnership with relevant government agencies such as the education and the civil affairs.

Second, to increase publicity of the project and increase the teachers' and students' awareness of the project in Jiangdi and Ciyuan. To better understand children's specific needs with participatory methods. Innovative activities can be designed to promote child development based on these needs. To develop the leadership skills of the children, girls in particular, and then facilitate the establishment of children's groups and support them to actively participate in social activities promoting child friendly community, including advocacy of child rights. Sex education can be provided for children at proper age.

Third, same as in Xishuangbanna, to provide targeted and tailored capacity building for rural caregivers. On one hand, trained ICDP facilitators can deliver training in the village and provide service for children there. On the other hand, more practical local knowledge should be explored and integrated with the concept of child rights. More systematic workshop and training should be organized for rural caregivers to strengthen their recognition of children's value on the basis of child rights. Children's groups, which are still to be established, can influence parents to improve their parenting knowledge and skills.

Existing children's homes can be utilized to improve parent-kid relationship.

Forth, the mid-term review finds that the children in Ciyuan Primary School has a strong sense of social Responsibility which should be valued. The project should organize enthusiastic students to undertake activities in the community. On one hand, they could influence the caregivers to improve their parenting knowledge and skills. On the other hand, they could advocate for child rights. A platform can be set up for children to have dialogue with media or relevant persons to express their discontent with environmental destruction or disruptive noise . This would win recognition from the adults in the community of children's value.

Fifth, to document project experience and continue exerting its strength in publicity and advocacy.

Zhaotong WF can learn from Banna Centre to identify and mobilize various resources from government at different levels, including policies and projects that are helpful for addressing the difficulties of the children in extremely difficult circumstances. In this way, Zhaotong WF not only can help parents to solve problems using existing resources, but also can motivate the adults in the community to actively participate in the project activities.

Sixth, to better integrate the WF campaign with the project activities. For example, anti domestic violence campaign, parent's education, establishing children's clubs. With well-designed activities, the

WF not only can achieve the project objectives, but also can fulfill the WF's mandate and complete the tasks assigned to the WF by the government.

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