

Terms of Reference for Institutional Contracts to conduct

Baseline Survey for ‘Community-based support for early learning and responsive care for children aged 0–6 years in China’ project

1. Background, Problem Statement

The first six years of life are crucial to a child’s development. Age-appropriate early childhood learning and care interventions are critical for cognitive, social, emotional and physical development. They can help reduce inequalities between urban, rural and migrant children, and enable all children to begin school on a more equal footing. The nature and quality of these interventions are understood to be one of the strongest predictors of positive development both for children themselves and for the societies in which they live.

Children in China face inequalities from the very beginning. Many young children are deprived of the best possible start in life, especially those who live in remote parts of rural China or are affected by migration. Numerous studies have found high rates of developmental delay among children in rural western and central China, with wide urban–rural ECD gaps and among children affected by migration. In China, around 6.6 million¹ children aged 3 and 4 have poor cognitive and/or socio–emotional development. Many of them live in ethnic minority communities and are affected by poverty and/or migration (either left behind by migrating parents or migrating with their parents), and consequently face major educational, health and economic disparities. These disparities have long-term impacts, as individuals who experience poor early development are estimated to suffer a loss of about a quarter of average adult income per year.

Caregivers, families and communities play the most important role in the early years of a child’s life, but they often lack the knowledge, skills and resources to best support their child’s development. Studies suggest that key contributors to higher rates of developmental delays among these populations in China include an unstimulating home environment, limited parental understanding of how to fully meet their child’s needs, and little interactive parenting (such as playing with children, reading and storytelling). Caregivers and the ECD community remain largely focused on physical, cognitive and linguistic development, with a traditional Chinese focus on rote learning and limited understanding of the importance of the social and emotional skills that encourage holistic child development.

However, with the right support, caregivers and families can develop skills and access resources to help them provide their children with the best possible start in life. The impacts of nurturing a child’s development from the earliest age are far-reaching. It helps children acquire the skills they need to navigate a complex and rapidly changing world and lays the foundations for Learning through Play (LtP). There is also the potential to reduce disparities by giving all children an equal footing as they begin school, sowing the seeds for reducing intergenerational poverty in the long term.

Demand for early learning and care support services is high, but access is limited by availability and affordability, disproportionately affecting the most disadvantaged children. Through increased political and financial commitments, the Government of China has acknowledged the importance of early childhood education for children aged 3–6, and of maternal and child health (MCH) services for children aged 0–3. However, much less attention has been paid to enhancing and expanding family support programmes for early learning and responsive care, and there is no nationwide public service.

¹ McCoy, D.C., et al., ‘Early Childhood Developmental Status in Low- and Middle-income Countries: National, regional, and global prevalence estimates using predictive modeling’, PLOS Medicine, vol. 14, no. 1, 2016.

Community-based family support services play an important role in filling this gap. In general, they aim to provide caregivers and families with guidance and information on how best to support their children’s development. This is especially important for children aged 0–3, as caregivers and families are the ones who primarily foster young children’s development. Community-based family support (CBFS) services are also vital for children aged 3–6 who do not attend preschool.

However, these services operate within an unregulated environment and access, quality and affordability are therefore highly variable. The few services that are available are often poorly resourced, especially in disadvantaged communities, and run by unqualified personnel who themselves have a limited understanding of ECD and have little access to professional development opportunities. While some support is available on the ground, there are no coordinated systems in place to develop quality, sustainable services that are needed to foster significant behavior change among caregivers to better nurture child development. A sustainable support system is thus urgently needed, especially in light of the high demand for guidance on early learning and positive parenting. However, this guidance is often unavailable to families in central and western China who live in remote rural regions or are affected by poverty and/or migration because affordable, high-quality services rarely exist. Unfortunately, the families and children who would most benefit from these support services are usually the least likely to be able to access them.

2. Description of the ‘Community-based support for early learning and responsive care for children aged 0–6 years in China’ project

To ensure that all children – particularly the most disadvantaged in China – are given equal opportunities in the earliest, formative years of life; the proposed project seeks to engender positive behavior change among caregivers to better support child development. This includes LTP, and the development of sustainable systems for scalable CBFS services. In partnership with the All-China Women’s Federation (ACWF), and building on past project work and learnings from the LEGO Foundation-supported projects, the project will entail working closely with local government, university experts, childcare service providers, communities and families to improve CBFS services. It will employ a sustainable capacity development model, whereby cascade training and on-line support will be provided to practitioners, combined with the provision of play materials and online demonstration and mini classes to guide local practitioners.

Community-based implementation will focus on children and their caregivers in 200 disadvantaged rural communities and communities with a high proportion of children affected by migration across 10 provinces and autonomous regions: Gansu, Guizhou, Hebei, Hubei, Hunan, Inner Mongolia, Jiangxi, Shanxi, Sichuan and Yunnan. These project CBFS centres will operate as demonstration models and help to build an evidence base to support wider advocacy efforts for possible national scale-up. As a result of the project, an estimated 20,000 children aged 0–6 years and their 40,000 caregivers across the 200 communities will benefit directly from access to better-quality CBFS services, improved parenting practices and behaviors and use of age-appropriate play materials. An estimated 50,000 children aged 0–6 years old and 95,000 caregivers will indirectly benefit through access to improved quality of CBFS services at non-project ACWF ECD centres in project provinces.

Detailed project geographic coverage is as below:

- 146 previous UNICEF-project centres , 24 existing ACWF centres, and 30 newly established CBFS centres:
- Five provinces in which UNICEF has previously worked on CBFS services with ACWF (Hebei, Hubei, Hunan, Shanxi and Guizhou Provinces)
- **Five additional provincial-level administrative areas (Gansu, Jiangxi, Sichuan and Yunnan Provinces and Inner Mongolia Autonomous Region), which the new 30 sites will be selected from these five provinces.** Expanding into these provinces will provide an opportunity to demonstrate the model in a wider range of contexts, which will help advocacy for nationwide scale-up.

Expected results of the proposed project:

- Resource development: Package of resources to support early learning and responsive care (ELRC) at the community level developed and available for replication and potential scale-up.
- Building sustainable national and provincial support systems for CBFS services: National and provincial expert teams have improved knowledge of and competencies in ELRC to promote LTP.



- Strengthened family-support services in communities: Service providers in selected communities are better able to provide quality ELRC support to children aged 0–6 and their caregivers, including by helping caregivers improve their playful parenting skills.
- Advocacy for replication and scaling-up: Documented evidence and lessons learned are disseminated to influence decisions for wider scale-up and contribute to the development of national family education legislation.

The project will demonstrate a model for effective community-based support to drive behavior change among caregivers. The model and evidence from it will subsequently be leveraged to advocate for enhanced awareness of scientific early childhood development (ECD) with LtP and provision of CBFS services at scale. In doing so, it will nurture advocates at community, county, provincial and national levels and generate evidence to support wider-scale government-led change to ensure ECD services are available to all children, particularly the most disadvantaged and vulnerable. This project was designed based on UNICEF-ACWF’s previous experiences, a strong component of developing buy-in and ownership across multiple levels is by working with ACWF as an implementing partner, and CNCC as a national technical supporting agency and using its existing network structure and government influence to strengthen CBFS within China and influence government decision-making through its government advisory and policy implementation support role.

3. Purposes and objectives of the survey

The purpose of conducting this baseline survey is to help UNICEF and counterparts understand the initial situation and present a point to measure progress, and building on it to take appropriate measures for course correction, learn from its overall experience to improve future programming and contribute to the evidence base in the broader ECD sector and family support service provider and policy makers. Baseline survey findings will also be documented and shared through different platforms with relevant stakeholders, further contributing to the policy making, budget allocation and other advocacy works. The main objective of the baseline survey is to collect baseline data in newly selected 30 project villages/communities of 11 project cities or counties of five provinces, against selected indicators at desired state, and output level as outlined in the project framework (Annex 1). Data collected at the baseline survey from these 30 new project sites will then be compared with end-line situation to assess project progress and results achieved. A comparison group of non-project sites will also be selected for relevant comparisons. More specifically, it is to collect data on:

- The Knowledge, Attitude and Practice (KAP) of parents/caregivers, volunteers and community women’s cadre, community leaders and local government official in understanding of early learning and responsive care for children aged 0-6 in five new project provinces of Gansu, Jiangxi, Sichuan and Yunnan Provinces and Inner Mongolia Autonomous Region.
- The status or availability of 0-6 aged children’s early learning and family support services in five new project provinces of Gansu, Jiangxi, Sichuan and Yunnan Provinces and Inner Mongolia Autonomous Region.
- Local social and economic situation.

Please note: end-line survey was conducted at the previous 5 project sites/provinces in 2019, which will serve as the baseline for their project phase of March 2021-February 2024, and findings from 2019 survey will be used to compare with end-line of this LEGO supported project.

4. Scope of work and Expected Deliverables

A third-party survey team will be selected through public bidding process to design and conduct the baseline survey. And the Survey will be conducted in a participatory manner and should collect and analyze both quantitative and qualitative information through focus group discussions, in-depth desk review, and interviews with key stakeholders, the scope of the work should include:

- ✓ Desk review of all documents related to the CBFS 0-6 ELRC pilots including proposals, reports, and previous review or study findings, model lessons, field trip reports, etc. The desk review will not be limited to UNICEF documentation but will take the external environment of the ECD sector into account, and will also include the review

of publications produced by other actors, evaluations and documentation of similar projects implemented by other organizations in China and other countries and global guidance related to ECD.

- ✓ Qualitative inquiry on CBFS 0-6 pilot implementation at the community level: focus group discussions and/or key informant interview with 0-6 caregivers/families and CBFS center volunteers/women's cadres, review of local reports and interviews of committee members, parents/caregivers, government representatives and other stakeholders (local NGOs and community-based associations involved in the project). Necessary tools such as focus group guides, interview protocols, and questionnaires will be developed. Scenarios for focus group discussions, questionnaires, and interview outline will be designed by the research team and reviewed by and discussed with UNICEF, CNCC, and ACWF.
- ✓ Survey for children, parents/caregivers, and other stakeholders to collect quantitative and qualitative information of the situation of the CBFS 0-6 ELRC family support services on children, families, and communities will be designed and implemented.
- ✓ Meetings and consultations with CNCC, ACWF and UNICEF key project management staff, provincial Women's Federation and its member agencies at county/township level, as well as other partners/actors at (sub-) national levels.

Triangulation of information and data through different methods and sources is considered fundamental to collect evidence-based information, conclusions and recommendations. Methodology design should identify opportunities to ensure that various stakeholders and social groups (including all community members who have or have not accessing services), in particular children, parents/caregivers, community members and decisions makers at local and central levels, will be reached and their voices heard, and again, take into account the ethical considerations, gender perspective, local cultural and Human Rights Based Approach.

Adherence to the UNICEF Procedure on Ethical Standards in Research, Evaluation, Data Collection and Analysis (2021) is required, and wherever reasonable, 'The UNICEF Pledge of Ethical Conduct in Evidence Generation' is expected to be signed by the research team.² Please also refer to the section "Structure of the Technical Proposal" below on elements for inclusion in the proposal.

Information and data from non-pilot townships/communities/villages should also be collected for possible relevant comparisons at the end of the project.

The following parts should be attached at the end of the baseline survey report:³

- Endnotes, if any
- References
- Appendices, including:
 - ✓ Data collection tools with reliability and validity analysis
 - ✓ List of participant project community 0-6 CBFS centers' volunteers/women's cadre, and list of non-project sites and interviewees by province.
 - ✓ List of CBFS centers selected for data collection for this review

The e-version of the narrative report in WORD and primary data collected for this survey should be submitted to UNICEF. The raw dataset should be provided in a commonly readable file, cleaned, and clearly formatted and labelled. UNICEF reserves the right to request secondary data sets used for analysis.

² <https://www.unicef-irc.org/files/documents/d-4165-Final%20Procedure%20Ethical%20Standards%20Evidence%2004%202021.pdf>

³ https://unicef.sharepoint.com/:w:/r/teams/CHN-PME/_layouts/15/Doc.aspx?sourcedoc=%7B3FD947BD-EB55-4C04-BC43-04855CEC1AC4%7D&file=EN20210901%20UNICEF%20Booklet%20for%20RSE.docx&action=default&mobileredirect=true&wdLOR=cB7AF31A5-3BCE-4F29-8A43-8DED95B69634&cid=8c72bf59-7f88-4179-8783-6847873574f5

UNICEF strongly promotes the sharing and further use of knowledge generated through the studies that it supports and facilitates this to the extent possible. **However, materials and products are not permitted to be published, extracted, rewritten, further analyzed or shared with a third party without the prior written permission of the implementing partner (ACWF for this study) and UNICEF.** Particularly where submissions are being considered for peer-reviewed publications based on data or written materials from UNICEF-supported studies, it is important for UNICEF to be notified, and appropriately engaged in advance.

Description of Assignment:

Tasks by Phase	Expected Products/Deliverables	Timeframe (Deadlines)
<p>Phase I: Desk review, survey protocol design and survey tools development</p> <ul style="list-style-type: none"> Based on the consultancy TOR (the current document), conduct desk review of available documents. Meet with relevant UNICEF staff and national counterparts as needed to get a good understanding about the context of the study. Refine survey proposal and update/modify the test tools. Pilot, modify, and finalize tools and interview questions. Consult with UNICEF to fine tune the survey design and tools. 	<p>Survey proposal including an analytical framework and budgets Detailed survey workplan with timetable and assigned person for each province for coordination Updated sampling framework, methods, and survey tools</p>	1 month
<p>Phase II: Data collection</p> <ul style="list-style-type: none"> Train data collectors and data analysts. Develop the field trip plan and consult with UNICEF and ACWF for facilitating the field trip in five project provinces. Implementation of field data collection Key informant interview through telephone (and/or face to face) at each provincial or county level 	<p>Data collected Report on field work with details of challenges and solutions</p>	2.5 months
<p>Phase III: Data analysis</p> <ul style="list-style-type: none"> Clean, process, and analyze data. Lay out framework of baseline survey report. Present preliminary findings. Consult with UNICEF and other key stakeholders to verify findings. 	<p>Preliminary findings and framework of baseline survey report</p>	1 months
<p>Phase IV: Draft baseline survey report with executive summary. Present draft of review report to UNICEF to seek feedback.</p>	<p>Draft of baseline survey report with executive summary in both English and Chinese</p>	1 months

Tasks by Phase	Expected Products/Deliverables	Timeframe (Deadlines)
Phase V: Finalize report with executive summary, based on UNICEF’s feedback on the draft report. Submit final report and executive summary to UNICEF, along with cleaned database, tools used for the survey and other supporting documents.	Final report and executive summary in both Chinese and English	2 weeks

5. payment schedule:

Proposed payment schedule is as below:

1. 20% payment after received the analytical framework, methods, survey tools and workplan with timetable and assigned person.
2. 50% payment after received draft of baseline survey report with executive summary in both English and Chinese.
3. 30% payment after received final report and executive summary, along with cleaned database, tools used for the survey and other supporting documents.

The payment of Institutional Contracts fee is dependent on the satisfactory completion of deliverables by phase, as indicated in the Section of Description of Assignment. (*Fees are to be paid in local currency. UNICEF will not bear bank charges for transferring hard currency abroad for int’l consultants/contractors)

6. Content of technical proposal

Structure of the Technical Proposal

The Technical Proposal should include but not limited to the following:

- Background review, particularly description of the CBFS 0-6 ELRC services in China, and elaboration of research questions based on the objectives of the base line survey. (2 pages), Questions should at least include: 1) what’s the current situation and needs of community-based 0-6 ECD, especially early learning services available op support family and caregivers? 2) what is situation of knowledge’s and practice skills among caregivers in support 0-6 children’s development? 3) how about current development status of 0-6 aged children in the selected project site?
- 4) what is the current level of knowledges and skills of volunteers and community women’s cadre on ECD, and the needs of support? 5) what is the awareness and attitudes of community leaders and local government officials in understanding of ECD, especially in early learning and responsive care for children aged 0-6 in selected project area?
- Detailed methodology/approach to project demonstrating how you meet or exceed UNICEF requirements for this assignment, including a) sampling framework and sampling methods to select CBFS centres for 0-6 ELRC, caregivers (parents and grandparents), volunteers, women’s cadre and community/village leaders for this review; b) data collection techniques, including tools for collecting data for above-mentioned objectives; c) plan for data analysis including statistical methods to be used; d) quality assurance processes; and e) description of the limitations of the chosen methodology. (6 pages, maximum)
- Detailed description of the bidding institution’s own ethical review procedures in compliance with UNICEF’s ethics standards, or willingness to specifically include such

- procedures for the assignment⁴. (1 page)
- Project implementation and work plan showing the detailed sequence and timeline for each activity and number of days necessary for each proposed team member. (1 page)
- Corporate profile highlighting the bidder’s qualifications and experience in implementing the assignment, please include details of specific experience with similar assignments in the past five years. Bidders are requested to back up their submissions by providing:
 - Evidence in the form of job completion certificate, contracts and/or references.
 - Details of the proposed team for the assignment including the following information:
 - Title/designation of each team member on the project
 - Educational qualifications and professional experiences
 - Experience in working on similar project and assignment – List all similar projects they worked on and their roles on those projects.

The format shown below should be used in preparing the price schedule. The format includes specific expenditures, which may or may not be required or applicable but are indicated to serve as examples.

Price Schedule				
Description of Activity/Item		Number of Staff	Unit Rate	Estimated Amount
1	Services/consultation			
2	Travel (including per diem allowance)			

⁴ Specifically, proposals should:

- a. Identify any potential ethical issues and explain how these will be addressed, including:
 - Identify any conflicts of interest
 - Justify why it is being done (inclusions and exclusions)
 - Note any potential harms and benefits
 - Note the methods or practices to be adopted to ensure no harm and minimize stress
 - Highlight the presence and development of protection protocols (and any relevant details)
 - Note ethical issues related to dissemination and the mechanisms or approaches to be adopted to address or mitigate against these issues
 - Identify the likely nature of informed consent
 - Identify the likely mechanism to protect privacy of participants
 - Identify the means to secure storage of data
 - Identify and justify the likely nature of any payment of compensation.
- b. Describe the process for ethical review and oversight of data collection and analysis.
- c. Indicate that data collectors and others involved in the study will have completed basic ethics training before the commencement of activities. (UNICEF China can provide information and suggestions for basic ethics training.)

3	Reproduction and reports			
4	Other items			

7. Duty station: The workplace of the research team.

8. Duration: 6 months after contract signed

9. Travel Required: Field trips to the project sites for piloting tools and for data collection.

10. Support Provided by UNICEF: UNICEF will provide technical support.

11. Supervisor: Chen Xuefeng, Education Specialist, UNICEF China

12. Type of Supervision Required: Regular review of progress and technical advice.

13. Documents/Information Available to Candidates:

- ✓ Proposals for Community-based support for early learning and responsive care for children aged 0–6 years in China
- ✓ End-line review of the 0-3 community based ECD project (2016-2018)
- ✓ Annual and progress reports of the 0-3 community based ECD project (2013-2018)
- ✓ UNICEF Ethical Guidelines
- ✓ Tools and materials developed by the above-mentioned project
- ✓ List of project sites

14. Qualification or Specialized Knowledge/Experience Required for the Assignment:

- ✓ Department or research team affiliated with university or research institute
- ✓ Leading researcher(s) and team members with degree in early childhood development/education, preferably advanced degree
- ✓ Leading researcher(s) with 10 years of applied research experience in ECD, in particularly experiences in children aged 0-6 ECD field are as asset, including designing and leading qualitative and quantitative research, collecting and analyzing data, and preparing report
- ✓ Leading researcher(s) and team members with appropriate computer skills, competence in using statistical software (e.g. SPSS), MS Office especially EXCEL, and Internet
- ✓ Leading researcher(s) and team members familiar with the child rights based and gender sensitive approach to applied research
- ✓ Previous experience working with UNICEF (UN) and/or with local governments is an asset
- ✓ Fluency in Chinese and working proficiency of English required, fluency in English an asset

15. Evaluation criteria

The evaluation procedure will focus on both technical and financial suitability. The weights of 70% and 30% shall be applied for technical and financial compliance respectively. Only organizations scoring at least 70% of the maximum score during technical evaluation will be considered for financial evaluation.

Technical Evaluation Criteria

1. Overall response - 10 points
 - 1.1 Completeness of response - 5 points
 - 1.2. Overall concord between RFP requirements and proposal - 5 points

2. Proposed methodology and approach - 30 points
 - 2.1 Relevance and quality of proposed methodology - 20 points
 - 2.2 Project timelines and workplan - 10 points

3. Experience and qualifications of organization and key personnel - 30 points
 - 3.1. Organization profile (establishment, facilities, personnel, financial capacity) - 5 points
 - 3.2 Experience in similar projects - 15 points
 - 3.3. Relevance of qualifications & expertise of proposed team of consultants - 10 points

Total technical: 70 points

16. Award Criteria

The following methodology will be used for evaluation of price proposals and contract award. Only price proposals of the technically responsive Offerors will be opened and evaluated.

The price should be broken down for each component of the proposed work. The total amount of points allocated for the price component is 30. The maximum number of points will be allotted to the lowest price proposal that is opened and compared among those invited organizations/institutions which obtain the threshold points in the evaluation of the technical component. All other price proposals will receive points in inverse proportion to the lowest price, e.g.:

$$\text{Score for price proposal X} = \frac{30 * \text{Price of lowest priced proposal}}{\text{Price of proposal X}}$$

All prices/rates quoted must be exclusive of all taxes as UNICEF is a tax-exempt organization.

The proposal obtaining the overall highest score after adding the scores for the technical and financial proposals is the proposal that offers best value for money.

UNICEF will award the contract to the vendor whose response is of high quality, clear and meets the project goals. The price/cost of each of the technically compliant proposals shall be considered only upon evaluation of the above technical criteria.

Annex 1: Project Framework (see below page)

Desired State⁵	More parents/caregivers provide early learning (including LtP) and responsive care for children.	
Deliverables/ Outputs⁶	Key project deliverables/ outputs by Feb 2024:	
	<ol style="list-style-type: none"> 1. Package of resources to support ELRC at the community level developed and available for replication and potential scale-up 2. National and provincial expert teams have improved knowledge of and competencies in ELRC to promote LtP 3. Service providers in selected communities are better able to provide quality ELRC support to children aged 0–6 and their caregivers, including by helping caregivers improve their playful parenting skills 4. Documented evidence and lessons learned are disseminated to influence decisions for wider scale-up and contribute to the development of national family education legislation 	
Deliverables/ Outputs 1:	Package of resources to support ELRC at the community level developed and available for replication and potential scale-up	
Key Indicators	Reporting Frequency	Means of Verification
CBFS service standards and management protocol developed, tested and refined for distribution	Annually	Documentation and annual report by partner
Availability of training tools/materials and methodologies to support the expert team and volunteers.	Annually	Documentation and annual report by partner
Number of learning materials (including play kits) and integrated learning materials (e.g. nutrition and protection) for caregivers identified and developed to support caregivers;	Annually	Documentation and annual report by partner
Play kits app designed and used by local government	Annually	Annual report by partner
Data collected and analyzed on the use of play kits from 200 communities/villages:	End project report	Endline survey report
Major Activities	Inputs/ description	

Develop CBFS service standards and management protocol for local government adoption	The development of the standards and management protocol for the community-based parenting support model will support local governments to further invest in and scale up and set up incentives-based mechanism and technical support for the parenting. The CBFS service standards and management protocol will include criteria for setting up a CBFS center, the qualifications of volunteers to provide services, the services included, data management and maintaining the condition of the service environment.	
Develop, test, refine and distribute Play kits and the matching app to community CBFS pilots to promote playful parenting skills	A dynamic play kit resource pool will be established to support experts, workers, and caregivers to be encouraged to invent their own play-based activities which will be considered for integration into the resource pool as examples for others to learn from. An app (either stand-alone or integrated within WeChat, a popular social media app) will be designed to complement the play kits and be field-tested in pilot centres. It will: (1) provide caregivers with ideas and guidance on how to organize play-based activities at home as well as information on ELRC; (2) support frontline workers to manage play kits; (3) be used to collect data for analysis and adjustment; and (4) be an experience and knowledge-sharing platform for experts, workers and parents/caregivers, and will include guides and videos.	
Develop, test and refine training tools to support local CBFS workforce and develop criteria for the qualification of community service providers on ELRS care and promoting LtP	By the end of this project, a module will be developed for national/provincial experts for use in the training of the CBFS workforce on how to conduct play-based activities in centres and caregiver education. The module will be developed based on an understanding of the existing capacity of frontline workers in relation to children's development and learning, and will include knowledge of child development, the concept and value of LtP, and how to engage with caregivers to promote LtP and holistic development in the home.	
Develop learning materials to support caregivers on nutrition, protection and positive parenting	While the CBFS support caregivers to improve their daily practices and interactions with their children to help children learn through play and children's holistic development in the center, the learning material for caregivers will be designed for caregivers to further practice their interaction with children in the home setting.	
Deliverables/ Outputs 2:	National and provincial expert teams have improved knowledge of and competencies in ELRC to promote LtP	
Key Indicators	Reporting Frequency	Means of Verification

⁵ This project will contribute to UNICEF Country Programme 2021-2025 Education Output 2: By 2025, national and selected provincial governments and other partners have strengthened capacities to deliver community-based early learning and responsive care services at scale for more girls and boys aged 0-6, especially those left behind.

⁶ The deliverable/outputs will contribute to UNICEF 2021-2025 CPAP (Country Programme Action Plan) indicators on: Capacity building system in place to support quality ECE service delivery (Level 1-3)

National expert team formed, and number of provincial expert teams established and functioned	Annually	Annual report by partner
Number of trainings conducted for provincial expert teams and volunteers;	Annually	Attendance register and annual report by partner
Number of on-site technical support and parents' class conducted.	Annually	Attendance register and annual report by partner
Percentage of volunteer's and women's cadre who have improved knowledge and skills on ELRC and delivered services;	Annually	Knowledge test pre and post intervention activities and training End line survey report
Percentage of caregivers who express satisfaction with the services provided	End-project report	Endline survey report
Major Activities	Inputs / description	
Support the establishment and functioning of the provincial-level government and community coordination mechanisms	Each project provinces will set up an expert team, and the team members should include personnel from the follow sectors - education, children health and social work; the ToR for the provincial expert team will be developed and as part of the management protocol, the team will be coordinated by the local women's federation	
Provide basic training materials and resources for different levels of staff and volunteers and information on referral services	Training the local expert team for testing the use of the training materials, included training of trainers (TOT) for the provincial expert team, social workers and local MCH workers.	
Train ACWF provincial personnel to coordinate and facilitate community-level training	Local experts will test the training material to a) train village women's cadre in management skills for the CBFS centres; b) train 200 community volunteers in ELRC, and practical skills in organizing activities in CBFS centres;	
Regular on-site technical support to CBFS centres by the local expert teams	The national expert team will conduct annual monitoring trips to the selected provinces and the local expert team will provide on-site technical support every quarter.	
Deliverables/ Outputs 3:	Service providers in selected communities are better able to provide quality ELRC support to children aged 0–6 and their caregivers, including by helping caregivers improve their playful parenting skills	
Key Indicators	Reporting Frequency	Means of Verification

Percentage of caregivers with an improved understanding of early learning and responsive caregiving	End-project report	Knowledge test pre and post intervention activities and training through end-line survey
Percentage of caregivers who have increased reading time with their children;	End-project report	Endline survey report
Percentage of caregivers who have increased playing time with their children;	End-project report	Endline survey report
Percentage of caregivers who have exhibiting positive attitudes to LtP.		Endline survey report
Percentage of fathers spending more time with their children (e.g. reading, playing, etc.)	End-project report	Endline survey report
Number children accessed CBFS center	Annually	Attendance register and Annual report by partner
Number caregivers accessed CBFS center	Annually	Attendance register and Annual report by partner
Major Activities	Inputs / description	
Equip 30 newly established CBFS centres in five new provinces with learning materials and equipment	Provide necessary children's books, toys, furniture, and equipment for 30 centres. Ensure safe and child-friendly structure and facilities in community-provided facilities, including outdoor play equipment, furniture, and water/sanitation facilities.	
Provide CBFS services to promote LtP and responsive care through community-based centres in project sites (including operational costs for 200 centres)	The CBFS centers provide free services for young children and their caregivers: open five days a week with at least 2-3 ELRC sessions, and at least one parents-focused group discussion;	
Organize community volunteer, social worker and health worker outreach/home visits, parents' classes and coordinate home-based playgroups	Women's cadre and volunteers carry out home visits and door to door services for those families having difficulty going to the center (at least once every two weeks); provide free borrowing of books and toys. Coordinating experts for parenting classes, child rearing counselling and referral services.	
Organize provincial, county and community-level sensitization initiatives to promote LtP and the use of CBFS services (including those in nearby communities - i.e. indirect beneficiaries)	Conducting provincial/county advocacy activities (2-3 times per year), and community mobilization activities in project community/villages and the nearby communities to promote LtP	

Deliverables/ Outputs 4:	Documented evidence and lessons learned are disseminated to influence decisions for wider scale-up and contribute to the development of national family education legislation	
Key Indicators	Reporting Frequency	Means of Verification
Number of missions with ACWF and local government counterparts to oversee and quality assure the functioning of the provincial teams and ECD centres;	Annually	Government/NWCCW/ ⁷ ACWF ⁸ reports
Base-line survey conducted for the newly selected project site	2021 report	Base-line survey report
End-line survey conducted, and report shared with ACWF and the local government;	2024	End-line survey report
Number of policy briefs documents on models compiled and shared at national and international conferences	2024	Documentation and annual partner report
Project launch meeting conducted, and roadmap developed	2021	Documentation and annual partner report
Number of advocacy activities to promote ELRC and LtP conducted by national and local women’s federation and government	Annually	Annual report by partner
Major Activities	Inputs / description	
Launch project and select 30 new project sites in five provinces	Criterion for selecting the project site will be developed and UNICEF China will work together with ACWF and provincial women’s federation to select the sites.	
Undertake baseline and end-line assessments of the impact of community-based ECD on parents and caregivers’ practices and behavior change; and community perceptions and attitudes towards early learning (including LtP) and responsive care practices	A third-party survey team will be selected through a public bidding process to design and conduct the baseline and end-line survey , and it will be conducted to compare and demonstrate the effectiveness of the project on CBFS workforce’ knowledge and skills and caregivers’ awareness, knowledge and behavior change. This will provide evidence of a working and costed CBFS model for policymakers backing the importance of CBFS within the emerging ECD legislative and policy environment, and to support scale-up. Data collected from studies and from the play kit app will be analyzed and used to support advocacy.	

⁷ National Working Committee for Children and Women

⁸ All China Women’s Federation

<p>Document project practices and develop policy briefs on the impact of community based ECD for children aged 0-6 in China</p>	<p>Development and dissemination of communication materials (posters, public service announcements, web-based public information materials etc.) based on a strategy. E.g. A <i>policy paper</i> will be developed based on the findings of the end-line study for policymakers and advocacy. A roadmap will be developed following a UNICEF–Government co-creation workshop at the beginning of the project. This will help identify the most valuable policy support needs that the project can contribute to in terms of the scale-up of ELRC and will help integrate government feedback into the development of the project’s approach. Government engagement and buy-in from the beginning of the project will also help boost the project profile and support more effective, targeted advocacy efforts.</p>
<p>Organize one event to share the CBFS experiences with policymakers, academia, and other stakeholders</p>	<p>A high-level event is planned towards the end of this project with the aim to promote ‘community-based parenting support model’ and to disseminate the end line survey findings and sharing experiences.</p>
<p>Share project experiences and policy briefs at national and international conferences to advocate for the further replication and scale-up of early learning (including LtP) and responsive care practices</p>	<p>Over the duration of the project, focused activities will be carried out to support wider advocacy efforts and will include: building a strong team of experts and influencers; developing case studies to summarize programme experience and learning for policy advocacy and scaling-up strategies; and disseminating research and the CBFS model, including to national and provincial authorities, among others.</p>