

## The Scientific Parenting and Child Development Program - Yunnan Tengchong



June 1, 2024 to  
31 December 2024

**6 months project progress report**

## 1. Project overview

The Scientific Parenting and Child Development Program, supported by the Evergreen Education Foundation, spans two years from June 2024 to May 2026. The project aims to explore support models suitable for the growth and development of children aged 1-4 in rural areas, promoting scientific parenting concepts and knowledge to local families and governments, thereby positively impacting children's growth. The project has established two parent-child activity centers in Xinglong Village and Sanlian Village, Mazhan Township, Tengchong City, Yunnan Province. These centers are equipped with furniture, toys, books, and activity materials to aid child development, and have each hired activity center PPI.

Preparatory work took place from July to September 2024. The project carried out a needs assessment, recruitment and pre-service training of activity center PPI, as well as material procurement. The Xinglong and Sanliand parent-child activity centers officially opened on September 14, 2024. The centers operate four days a week, five hours a day. By the end of December 2024, they had been open for 120 days, totaling 605 hours. Fifty children participated in the center activities, with a total of 1,258 participatory events by the children.

## 2. Key Commitment Indicators - Completion Status as of December 2024

Commitments		Total commitments	Unit	# planned	# completed	% completed	Completed this period
1	2 community children's activity centers running in 2 administrative villages	2	Individual	2	2	100%	2
2	Needs assessment survey	1	Event	1	1	100%	1
3	Hardware configuration of the activity center	1	Event	1	1	100%	1
4	Activity center open with activities 4 times a week	656	Times	112	120	107%	120
5	Daily opening hours: 5 hours a day, 4 days a week,	3280	Hours	560	605	108%	605

6	Activity center management: cleaning/disinfecting 4 /mo.	168	Event	32	30	94%	30
7	Activity center management: Material inventory: 1/month	42	Event	8	8	100%	8
8	Number of children covered by 2 activity centres	60	Children	60	50	83%	50
9	Parent trainings: (4 times/ week/ center)	656	Event	112	116	104%	116
10	Home visits: 40 families visited every month starting in September 2024	840	Visits	160	160	100%	160
11	Monthly training for administrators: 9 times in year 1; 10 times year 2	19	Event	3	3	100%	3
12	Pre-service training for administrators: 1 (7 days)	1	Event	1	1	100%	1
13	Regular supervision: 11 times per year for each activity center	44	Event	8	8	100%	8
14	Quarterly meetings: 4/year	8	Event	2	2	100%	2

### 3. Project Activities

During this reporting period, the project carried out the following activities, described in more detail below.

- 1) Conducted a needs assessment and completed the site selection for parent-child activity centers.
- 2) Recruited activity center management staff - PPI.
- 3) Allocated activity center materials.
- 4) Provided training for PPI.
- 5) Officially opened parent-child activity centers and began activities.
- 6) Conducted home visits.
- 7) Conducted on-site supervision by project staff.
- 8) Completed child and parent assessments.
- 9) Project staff attended quarterly training meetings.

### 3.1 Needs Assessment and Site Selection for Parent-Child Activity Centers

After the project launch, project staff D. and Y. conducted a needs assessment with the support of the Tengchong Women's Federation and Mazhan Township Government to determine the locations for the parent-child activity centers. From July 16 to August 13, 2024 they visited the villages of Baojia, Xinglong, Yunhua, Dayun, and Sanlian in Mazhan Township, conducting surveys and questionnaires and introducing the purpose and model of the community parent-child activity centers to village committee leaders and villagers. After assessing the needs and conditions of each village, project staff decided to establish community parent-child activity centers in Xinglong Village and Sanlian Village, Mazhan Township. The Mazhan Township Government warmly welcomed the project, and the Xinglong and Sanlian Village Committees strongly supported the establishment of the parent-child activity centers, believing it would provide better growth opportunities for the village children.

The Xinglong and Sanlian Village Committees also helped find suitable activity rooms for the centers based on the project's site selection criteria: (1) a venue area of at least 35 square meters; (2) convenient transportation, with a concentration of villagers and at least 20 households with children aged 0-4 years within 1 kilometer; (3) a safe venue with sufficient water and electricity, a bathroom, and no damage to the building or walls; (4) suitable candidates available as Play and Parenting Instructors (PPI); and (5) the venue can be used free of charge.



Right: The Mazhan Township Deputy Mayor and Women's Federation Vice Chair assisted in selecting the activity center venue.

### 3.2 Recruiting Staff - PPI

After determining the locations for the parent-child activity centers, the project recruited PPI from August 15 to 28, 2024. The village committees promoted the recruitment through meetings and community WeChat groups. Z. and Zh. were successful applicants and became the PPI for the Sanlian Village and Xinglong Village parent-child activity centers, respectively. Both women are stay-at-home mothers in Mazhan Township with backgrounds in preschool education and 1-2 years of experience as kindergarten teachers. During the interviews, they enthusiastically shared their experiences and insights in parenting, such as actively interacting with children through singing and storytelling. They possess a modern awareness of early childhood education and have love and patience for children, making them well-suited for the role of PPI.



Project staff interviewing candidates for PPI.

### 3.3 Allocation of Materials to Activity Centers

In August 2024, the project procured and installed 37 types of equipment and toys for the Xinglong and Sanlian parent-child activity centers, including developmental toys, picture books, sensory motor materials, slides, tables and chairs, and bookshelves. The procurement process adhered strictly to HPP's financial management system, ensuring quality and cost-effectiveness. Project Leader D. delivered the equipment to the Xinglong and Sanlian activity centers on September 11-12, with the assistance of village committee members in installation and organization. The village committee members also shared photos of the new activity center equipment in village group chats to promote the project and inform villagers about the parent-child activity centers.



Materials procured for the Xinglong and Sanlian parent-child activity centers.



Xinglong Village parent-child activity center after equipment installation and venue setup.



The Sanlian parent-child activity center after equipment installation and venue setup.



Village committee members assisting project staff in introducing the center's activities to villagers.

### **3.4 Training of PPI**

The activities and game designs at the children's activity centers are based on the "Guidelines for Health and Parenting Care for Children Under 3 Years Old (Trial)" issued by the National Health Commission, aiming to improve children's health and promote early childhood development. The project follows children's growth and development patterns, integrating early learning into the entire parenting process. Through parent classes, parent-child activities, and follow-ups, the project guides families in scientific parenting concepts and knowledge. The project provides pre-service, monthly, and external exchange training for PPI to enhance their scientific parenting concepts, knowledge, and skills, better serving the target population. During this reporting period, the project conducted one 7-day pre-service training and three monthly training sessions for the PPI.

### **3.4.1 Pre-Service Training**

The 7-day pre-service training was conducted in two phases:

(1) From September 3 - 6, 2024, the Project Manager conducted training for the two PPI at the Tengchong project office, covering a project introduction, the importance of early childhood development education, basic qualities of early childhood teachers, group game activities, and the use of educational toys and project tools (guidance manuals, home visit manuals, etc.). On the third day of training, the two PPI visited the Bawai parent-child activity center in Puchuan Township for on-site learning, observing the activities organized by the PPI and learning about environmental setup, activity organization, and daily activity arrangements. They also visited three families in the Bawai community to understand their attitudes to their children's education and to learn to communicate with parents.

(2) From November 11 - 13, 2024, the project organized a 3-day study trip for the two PPI to the Kunming College Affiliated Kindergarten Nursery Center. The Nursery Center designed demonstration courses for the two PPI. Through on-site observation and participation in teaching discussions, the PPI learned about environmental setup and activity design for children's activity centers focusing on language, movement, cognition, emotional-social interaction, and adaptability, enhancing their professional skills and daily teaching and activity organization abilities.



On-site learning at the Bawai parent-child activity center.



On-site learning at the Kunming College Affiliated Kindergarten Nursery Center.



The two PPI participating in teaching and research activities at the Kunming College Affiliated Kindergarten Nursery Center.

### 3.4.2 Monthly training

The project conducted three monthly training sessions for the PPI - in October, November, and December 2024. The training sessions were held at the Tengchong Teacher Development Center and had the following main contents:

The October training was held from October 18-19, inviting Du., Principal of Tengchong Red Yellow Blue Parent-Child Center, to conduct the training. Principal Du. has eight years of experience as a parent-child center principal and rich knowledge of parenting theories and activity organization. Principal Du. shared her knowledge of setting-up morning exercises, energizing babies, points to note during activities, and how to provide responsive care to babies in detail.

The November training was held from November 18-20, focusing on key points of organizing activities for young babies. The PPI learned that activity design should

emphasize fun and interaction, starting from familiar scenes and objects for babies. The training also included observation and discussion at the Bingnong Village parent-child activity center: from welcoming babies and parents daily and creating a warm atmosphere, to carefully designing activity content around babies' developmental needs, organizing parent-child games, and other aspects.

The December training was held from December 15-17, led by the Project Manager. The training supported the PPI in developing standard daily routines, writing parent-child activity plans, and designing rich classroom games through collective lesson preparation, allowing the PPI to learn from each other and improve.



Project staff D. led the PPI in preparing lessons.



Exchange and learning at the Bingnong Village parent-child activity center.

### **3.5 Opening of Parent-Child Activity Centers and Start of Activities**

On September 14, 2024, with the support of local government departments and community (village committee) members, the Xinglong Village and Sanlian Village parent-child activity centers in Mazhan Township officially opened. The opening was attended by Tengchong Women's Federation Vice Chair, Women and Children Director, Mazhan Township Deputy Mayor and Women's Federation Chair, Deputy Mayor, Mazhan Township Women's Federation Vice Chair, as well as Xinglong and Sanlian village committee members, and representatives from FAIHPP Yunnan Representative Office. Vice Chair emphasized that early childhood education is a livelihood project, hoping that the city, Women's Federation, village committees, and villagers would work together to contribute to early childhood education in rural areas. Village committee leaders introduced the significance of the parent-child activity centers in promoting early childhood development to parents, pointing out that

children's education should start early, and encouraged villagers to actively bring their children to the centers and participate in the activities.

The parent-child activity centers operate four times a week, five hours per day. By the end of December 2024, the Xinglong and Sanlian Village parent-child activity centers had been open for 15 weeks, totaling 120 days and 605 hours. Fifty children participated in the center activities 1,258 times.

The daily activities at the parent-child activity centers are based on the "0-3 Years Old Childcare Course Design," with PPI skillfully integrating courses for different age groups based on children's developmental needs, achieving significant results. The activities effectively promoted children's social interaction and parents' independent parenting abilities.

A young girl from a neighboring village who had language development issues and could not attend kindergarten was brought to the parent-child activity center by her grandmother after learning about the project. Initially shy and unwilling to play with other children, the Parenting Guide encouraged her grandmother to bring her regularly. Gradually, the girl opened up, happily playing games with other children and making many friends.

The parent-child activity centers also conduct four parent training sessions each week, covering topics such as pediatric disease care, child nutrition, iron-rich complementary foods, and increasing parent-child interaction, thus greatly improving rural parents' knowledge and abilities in child care. For example, after attending child nutrition training, parents began to pay more attention to their children's dietary combinations, with some adding iron-rich complementary foods, leading to healthier children. During this reporting period, the two parent-child activity centers conducted 116 parent training sessions.



Xinglong Village parent-child activity center opening ceremony



Sanlian Village parent-child activity center opening ceremony and plaque presentation



PPI leading children in group games



Conducting parent training

### **3.6 Conducting Home Visits**

PPI at the parent-child activity centers established strong interactive relationships with children and their parents through home visits, which helped them better understand the children's family environments and parents' daily care methods, and promoted early education knowledge. By the end of December 2024, the PPI at the two parent-child activity centers had conducted 160 home visits. During the visits, the PPI communicated with parents and interacted with children to understand their developmental levels, teach parents how to read picture books and engage in interactive games with their children, improving parents' abilities to support early childhood development and encouraging parents who had not yet brought their children to the centers to participate.



Mother plays with child using toys shared under Parenting Guide home visits

### **3.7 On-Site Supervision by Project Staff**

After the parent-child activity centers officially opened in September 2024, project staff conducted monthly supervision of each center, totaling eight supervisory

sessions during this reporting period. The supervisions included checking the centers' hygiene and safety, observing and providing feedback on the PPI' activity organization, communicating with Guides and parents, understanding difficulties in conducting activities, collecting relevant project data, and assisting Guides in home visits. For example, during supervision in the 2 centers, the project staff found that the activity venue setup and toy placement were not optimal and worked with the PPI to redesign the venue layout, categorizing toys to make it easier for children to find their favorite toys and improving the venue's safety and tidiness.



Project staff demonstrating picture book storytelling during a supervision



Project staff communicating with parents during a supervision

### 3.8 Child and Parent Assessments

The project plans to conduct three assessments for children and parents during project implementation - at the start, mid-term, and conclusion of the project. The assessments include the Child Development Quotient (CDQ) test for children and an assessment of parents' knowledge of early childhood education to verify the project's impact and effectiveness.

**Child Assessment:** From November 21-22, 2024, the project team conducted the first child assessment at the Xinglong and Sanlian parent-child activity centers. The assessment used the "0-6 Years Old Child Developmental Behavior Assessment Scale" issued by the National Health and Family Planning Commission, covering five domains: gross motor skills, fine motor skills, language, adaptive abilities, and social behavior. The assessment sampled 50%<sup>1</sup> of the children, with 10 children selected

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<sup>1</sup> The project evaluation requires a sample of 25% of the children but given unstable factors including as the possibility of child loss in the next two years, this evaluation utilized a sample of 50% of the children.

from each activity center, totaling 20 children assessed. Due to the time dedicated to the preparation of assessment tools and personnel training, the assessment was conducted relatively late. Additionally, the data analysis and report writing for the child assessment are highly specialized and require expert assistance. As a result, the project has completed the data entry for the assessment questionnaires but has not yet finalized the assessment report. The project team is currently in contact with the Preschool Education College at Kunming University, to assist in completing the assessment report.

**Parent Assessment:** In October 2024 the project conducted the first parent assessment. Project staff and PPI conducted one-on-one household surveys in Xinglong and Sanlian villages to understand parents' current knowledge of child feeding, child growth and development, common childhood illnesses and their prevention, and early interactive behaviors. A total of 20 parent assessment questionnaires were completed. Subsequently, the project team entered and analyzed the questionnaire data and prepared a report on the parent assessment. Through this assessment, the project team gained a clear understanding of current levels of parents' knowledge in these areas, as well as existing gaps and deficiencies. For example, in terms of child feeding knowledge: although all 20 surveyed parents reported that their children could eat three meals a day (100%), only 4 parents (20%) provided their children with all six types of food - rice, vegetables, eggs, meat, fruits, and milk - daily, indicating that most parents still lack knowledge about child nutrition and food combinations. Additionally, 45% of families had late dinner times, resulting in children going to bed without digesting food, which not only leads to fat accumulation but also affects sleep quality.



Conducting child assessments in Sanlian Village

### **3.9 Quarterly Training Meetings**

The project places great emphasis on the capacity building of its implementation teams and regularly conducts quarterly training sessions for project staff. During this reporting period, project staff member D. attended two quarterly training meetings in Kunming in July and October 2024, each lasting five days. During the quarterly meetings, project advisors discussed project progress, financial status, indicator completion, child and parent assessments, and project sustainability with project managers. They also proposed solutions to some of the challenges and issues encountered in project implementation and guided project managers in developing quarterly work plans.

During the quarterly meetings, project managers from other projects also shared project updates and experiences. Also organized was capacity-building training for project staff, covering topics such as early childhood education knowledge, project

management, data collection, report writing, and financial knowledge.



D. exchanging experiences with project staff during the quarterly meeting

#### 4. Feedback from Stakeholders

Stakeholders had the following feedback about the program:

**PPI:** Z., the Parenting Guide at the Sanlian Village parent-child activity center, said: "As both a mother and a Parenting Guide at the activity center, I am thrilled to be able to engage in such meaningful work in a field I am passionate about. I am happy to serve the children and families in the village and hope to continue learning and following the project's direction to do a good job in early childhood education and contribute to the development of my hometown."

**Community residents:** Villagers reported that the project has provided a shared activity space for the village children, where parents can exchange parenting experiences, discuss daily challenges, learn parenting knowledge and strengthen

community cohesion. Grandparents who bring their children to the center have also begun to shift away from traditional parenting concepts, realizing that raising children involves more than just providing food and clothing—it also includes developing children's abilities through toys and games.

**Mazhan Township Government:** Township government leaders stated: "The project is of great significance to rural revitalization and the development of women and children. The township government fully supports the project's implementation and hopes that through the project, the comprehensive quality of women and children will be improved, promoting family development and social harmony."

## **5. Next Steps**

- (1) Strengthen cooperation with various stakeholders to secure more resources and continuously improve the physical facilities and services of the activity centers.
- (2) Continue to provide training for PPI to enhance their professional skills and service quality, offering higher-quality early education services to children.
- (3) Continuously optimize activity course designs and enrich activity content based on the needs of parents and children, increasing the attractiveness and participation rate of the activities.