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| **Work Assignment Overview** | | | |
| Tasks/Milestone: | Deliverables/Outputs: | Timeline |  |
| **1. Early childhood monitoring scale up** |  |  |  |
| **1.1. Review draft instructions and guidelines in early childhood monitoring and provide contributions and recommendations for further improvement, with focus on equity, quality, inclusion, and gender equality transformation (February-May 2024)** | | | |
| 1.1.1. Review and provide comments to the draft Guide (brief instructions) in Russian for specialists in monitoring the development of young children (from 0 to 7 years old)  1.1.2. Review and provide comments to the draft instruction in Russian for ECD monitoring service providers in capacity development and measuring the knowledge change in parents and caregivers.  *Estimated 15 days* | * 1. – 1.2. Contributions and recommendations are provided to:  1. draft Guide (brief instructions) in Russian for specialists in monitoring the development of young children (from 0 to 7 years old); 2. draft instruction for ECD monitoring service providers in capacity development and measuring the knowledge change in parents and caregivers.   *Comments are provided in the form of three brief analytical reviews (each 3-5 pages long), tracked changes in the draft document and/or tables (depending on the format agreed with counterparts), approved by UNICEF* | March -May 2024 | |
| **1.2. Provide support to sustaining and scale up of capacity development courses on early childhood monitoring and early childhood interventions (February – June 2024):** | | | |
| 1.2.1. Review the educational course prepared by UNICEF’s partner organization on awareness-raising and inter-personal communication (IPC) with parents/caregivers on developmental monitoring to ensure school readiness, social inclusion and wellbeing, and to work with parents are in the best interests of the child. This should include a gender sensitive lens and promote gender equality in parenting  1.2.2. Work with UNICEF partner organization and quality assure the adapted and digitalized family-based early childhood monitoring course on the learning passport platform  1.2.3. Support UNICEF partner organisation in design of the post-course assessment tools to measure the relevant progress indicators on the increase in knowledge and skills of trained service providers/professionals (patronage nurses, social workers, teachers, psychologists, NGOs, etc.) and parents/caregivers in monitoring child development to deliver and get an access to quality, inclusive, child-centered preschool education, and health services (disaggregation by location, and rural/urban)  1.2.4. Work with UNICEF partner organization to collect data from trained trainers on their progress in parents’ outreach and preparing an analytical report on the results of training courses attended/delivered  1.2.5. Draft infographics statements based on the findings and recommendations of the report  *Estimated 20 days* | 1.2.1. Reviewed and improved course content on 1) early intervention services to monitor and address child needs in development of a child at the age of 0-6/7 y.o; 2) awareness-raising and inter-personal communication (IPC) with parents/caregivers on developmental monitoring to ensure school readiness, social inclusion and wellbeing, and to work with parents are in the best interests of the child  1.2.2. quality assured adapted and digitalized family-based early childhood developmental monitoring course on the learning passport platform  1.2.3. the post-course assessment tools to measure the relevant progress indicators on the increase in knowledge and skills of trained service providers/professionals (patronage nurses, social workers, teachers, psychologists, NGOs, etc.) and parents/caregivers  1.2.4. data from trained trainers on their progress in parents’ outreach and an analytical report on the results of training courses are quality assured  1.2.5. draft infographics statements based on the findings and recommendations of the report | March – May 2024 | |
| **1.3.Contribute to design and roll out of SBC products and materials on early childhood monitoring scale up in the regions.** | | | |
| 1.3.1. Review the IEC (informational and educational communication) materials (videos, infographics with the key messages, and provide the feedback to designers and implementing partners;  1.3.2. Review and provide comments to the draft guide for parents/caregivers on monitoring the development of young children “Growing and developing together” developed in Russian. The guide will be provided by UNICEF Kazakhstan.  1.3.3. Contribute to preparation and delivery of advocacy events on ECDM and ECI  *Estimated 15 days* | 1.3.1.Recommendations for improvement of IEC materials on ECDM  1.3.2.Draft guide for parent on ECDM in Russian language is reviewed and finalized.  1.3.3.Support to preparation and delivery of advocacy events on ECDM and ECI | March 2024 – January 2025 | |
| **2. Support planning, delivery, validation of ECI-related research and studies, dissemination and implementation of recommendations** **(May-December 2024) – subject to availability of funding:** | | | |
| 2.1. Develop and finalise the TOR for conducting ECI situation analysis in Kazakhstan covering cross-sectoral approach and using UNICEF guide[[1]](#footnote-2)  2.2. Compile the documents and reference materials for the desk review for the ECI situation analysis in Kazakhstan  2.3. Help with launching and conducting the ECI situation analysis in cooperation with the selected research company  2.4. Support in validation of the findings and recommendation of the study  2.5. Cooperate with WHO to advance the delivery and validation of ECD situation analysis’ recommendations  *Estimated 18 days* | 2.1. the TOR for conducting ECI situation analysis in Kazakhstan  2.2. folder with the documents and reference materials for the desk review  2.3. calendar with the implementation of the research, contacts and interviews with government and non-government actors in collecting data  2.4. the findings and the recommendations from the research are reviewed, commented and validated  2.5. WHO led ECD situation analysis’ recommendations are reviewed, and comments are provided  *Comments are provided in the form of document (3-5 pages long), tracked changes in the draft document and/or tables (depending on the format agreed with partners), approved by UNICEF* | May – December 2024 | |
| * 1. **Provide support to sustaining and scale up of capacity development course on early childhood interventions (March – July 2024)** | | | |
| 2.2.1. Review the educational course prepared by UNICEF’s partner organization on early intervention services to monitor and address child needs in development of a child at the age of 0-6/7 y.o; This should include a gender sensitive lens and promote gender equality in parenting  2.2.2. Work with UNICEF partner organization and quality assure the adapted and digitalized family-based early childhood intervention (ECI) course on the learning passport platform or any other platform that is used by the regional or country offices  2.2.3. Support UNICEF partner organisation in design and validation of the post-course assessment tools to measure the relevant progress indicators on the increase in knowledge and skills of trained service providers/professionals (patronage nurses, social workers, teachers, psychologists, NGOs, etc.) and parents/caregivers in ECI to deliver and get an access to quality, inclusive, child-centered preschool education, and health services (disaggregation by location, and rural/urban)  2.2.4. Work with UNICEF partner organization to collect data from trained trainers on their progress in parents’ outreach and preparing an analytical report on the results of training courses attended/delivered  2.2.5. Draft infographics statements based on the findings and recommendations of the report  2.2.6. Review and provide comments to the draft instruction for ECI service providers in capacity development and measuring the knowledge change in parents and caregivers  *Estimated 20 days* | 2.2.1.Reviewed and improved course content on early intervention services to monitor and address child needs in development of a child at the age of 0-6/7 y.o; This should include a gender sensitive lens and promote gender equality in parenting  2.2.2.Quality assured adapted and digitalized family-based early childhood intervention (ECI) course on the learning passport platform or any other platform that is used by the regional or country offices  2.2.3. Designed and validated post-course assessment tools to measure the relevant progress indicators on knowledge change and professionals and parents/caregivers  2.2.4. Data is collected and analytical report is prepared  2.2.5. Infographics statements are prepared in line with the findings of the report  2.2.6. comments to the draft instruction for ECI service providers in capacity development  *Comments are provided in the form of document (3-5 pages long), tracked changes in the draft document and/or tables (depending on the format agreed with partners), approved by UNICEF* | March – July 2024 | |
| **2.3.Build common vision and concept for new gender transformative parenting programmes using digital applications (October 2024 – January 2025):** | | | |
| 2.3.1.Develop a short visionary concept note on gender transformative parenting programmes (adapted Parenting for Life Long Health, Mellow parenting, Let’s grow up together, Caring for the Caregiver, CST, etc) using digital applications (Bebbo, Ozim, ECD app)  2.3.2.Coordinate with education stakeholders at the national and local levels on the feasibility and further implementation of this transformational vision.  *Estimated 12 days* | 2.3.1. draft short visionary concept note on gender transformative parenting programmes  2.3.2. plans with the education stakeholders include the implementation of this transformational vision  *Final products (concept note / plans) to be approved by UNICEF* | October 2024 – January 2025 | |
| **3. Contribute to the preparation of investment cases stemming out of UNICEF’s early childhood initiatives in Europe, CIS, Central Asia, adjusted to Kazakhstan’s context for testing, fundraising, scale-up and sustainability (August – November 2024):** | | | | |
| 3.1.Draft three investment cases on:   1. development of early intervention services in Kazakhstan 2. capacity development of frontline workers in roll out of early childhood monitoring and early intervention support 3. gender transformative parenting programmes using digital applications   3.2.Consult with key national-level stakeholders during the preparation of investment cases and the policy recommendations, finalise and support advocacy work with the national counterparts using the investment cases and the policy recommendations  *estimated 16 days* | 3.1. finalized three investment cases on:   1. development of early intervention services in Kazakhstan 2. capacity development of frontline workers in roll out of early childhood monitoring and early intervention support 3. gender transformative parenting programmes using digital applications   *Each investment case is up to 3 pages long, approved by UNICEF*  3.2. at least three consultations with key national-level stakeholders are held | July-September 2024 | | |
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1. <https://www.unicef.org/eca/media/28481/file/Methodological%20guide:%20Research%20for%20national%20situation%20analyses%20on%20early%20childhood%20intervention.pdf> [↑](#footnote-ref-2)