

# CHINA

## Education Country Specific Thematic Report

January - December 2016



Primary School students in a social and emotional learning class in a township primary school in San Jiang County, Guangxi Province. ©UNICEF/China 2016

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## Acronyms

<b>ACWF</b>	All-China Women's Federation
<b>C4D</b>	Communication for Development
<b>CFS</b>	Child-Friendly School
<b>CRC</b>	United Nations Convention on the Rights of the Child
<b>ECD</b>	Early Childhood Development
<b>ECE</b>	Early Childhood Education
<b>ELDG</b>	Early Learning and Development Guidelines
<b>EMIS</b>	Education Management Information System
<b>GOC</b>	Government of China
<b>HIV</b>	Human Immunodeficiency Virus
<b>ICT</b>	Information and Communication Technology
<b>IECD</b>	Integrated Early Childhood Development
<b>MDGS</b>	Millennium Development Goals
<b>METRU</b>	Mobile Education Training and Resource Units
<b>MOE</b>	Ministry of Education
<b>MRU</b>	Mobile Resource Unit
<b>NCET</b>	National Centre for Educational Technology
<b>NHFPC</b>	National Health and Family Planning Committee
<b>NPA</b>	National Programme of Action for Children
<b>SDGS</b>	Sustainable Development Goals
<b>SELMHE</b>	Social and Emotional Learning and Mental Health Education
<b>UNICEF</b>	United Nations Children's Fund
<b>WASH</b>	Water, Sanitation and Hygiene

## Executive Summary

UNICEF China's education programme promotes early childhood development (ECD) and basic quality education, with a focus on reaching the most disadvantaged and vulnerable children. The programme aims increase access to quality education and ECD services while also promoting new and participatory ways of learning so that children develop to their fullest potential. The key strategies are to leverage evidence and experience from UNICEF supported pilots, build technical expertise, and engage and advocate with the Ministry of Education (MoE) and other national and international partners so as to inform the development of improved national policies, standards and tools.

These efforts, together with government investments and contributions from other partners, are bearing fruit. The gross enrolment ratio for ECD services for children aged 3–6 years has increased from 56.6 per cent (2010) to 75 per cent (2016); with a national target of 90 per cent by 2020. To achieve this ambitious target will require an enhanced focus on quality, with specific targeting – given the persistent disparities between geographical regions. For instance, access in the more remote areas of western China which is much lower than the national average.

UNICEF has piloted programmes in 332 ECD centers to demonstrate models of quality ECD services that cater to the needs of children in rural areas, in migrant/urban poor populations, and among ethnic minorities. Together with the Ministry of Education, UNICEF has helped develop high quality ECD teacher training models and strategies for the national training programme, and three national ECD guidelines for children aged 3–6 years have been developed to improve access to quality services. For the 0–3 year age group, early learning guidelines are in development and two UNICEF community-based integrated ECD pilot models continue in 146 centers, bringing together interventions in health, nutrition, water, sanitation and hygiene (WASH), and education in promoting the holistic early development of children.

In the area of basic education, work has focused on refining and scaling up the child-friendly schools (CFS) model, and related innovative teaching and learning models such as WASH in schools and social and emotional learning (SEL). The UNICEF supported CFS pilots helped inform the MoE 2014 national compulsory school standards, and CFS is being further refined for replication in more disadvantaged communities. Two key successes in 2016 were plans for replication of WASH in schools and the SEL model. An ongoing impact study of CFS (to be completed by 2019) will provide key evidence on the extent to which CFSs have had an impact on improved learning outcomes.

Other notable achievements have been the launch of a national online training platform to improve the capacity of education statisticians, with over 5,000 course completions to date. For adolescents, new life skills-based education modules were introduced for use in the vocational education curriculum, and similar modules for out-of-school adolescents were disseminated and used in project counties.

UNICEF will continue supporting and developing these initiatives, with the aim of refining and improving government programmes and policies. Other critical elements of future work will be supporting the attainment of Sustainable Development Goal (SDG) 4 on education as well as South-South cooperation for education outcomes.

## Strategic Context of 2016

China's impressive accomplishments in reaching the Millennium Development Goals, focus on implementing the Sustainable Development Goals, and realizing significant achievements for children over the past decade demonstrate the robust returns on development investment in the country. With every advance, however, new challenges arise. With 56.4 per cent of the 100 million children aged 6–12 living in rural areas and 26 per cent in one of 832 designated poverty-stricken counties, China calls for ongoing investment and specialized programmes for the most vulnerable and impoverished children to have access to quality public services.

UNICEF contributes to the improvement of institutional frameworks for developing, implementing, and monitoring the status of children through both upstream policy development and advocacy work and downstream piloting and demonstration initiatives in China. Working closely with national and provincial government counterparts, the upstream work involves strengthening policies and legislations for advancing integrated and comprehensive national programmes for children. The downstream work of UNICEF entails working at the local level with children, parents and caregivers, service providers, and local governments and other partners, to demonstrate pilots that address bottlenecks and barriers to access, and trial new approaches and innovations that ensure all children can grow up safe, happy, and healthy. Once an approach has been proved to be effective, UNICEF supports the Government to replicate and scale up interventions elsewhere in China through utilizing government budgets.

The year 2016 has been the first year of the 2016-2020 country programme cycle. The new programme aims to increase the capacity of Government and other partners to deliver on the ambitious goals and targets it has set itself in the context of the government's National Plan of Action for Children (2011–2020), as well as in accordance with the Convention on the Rights of the Child, and the Convention on the Elimination of All Forms of Discrimination against Women. It has been prepared in alignment with the United Nations Development Assistance Framework 2016–2020 and responds to the principles and elements of the UNICEF Strategic Plan 2014–2017. The country programme is also aligned with relevant sectoral plans, policies and programmes in China at national, provincial and county levels and designed to contribute to China's national actions towards achievement of the SDGs. UNICEF China gives priority to equity and gender equality in all areas of its cooperation, and the programme will work towards the implementation of gender-sensitive approaches and elimination of gender discrimination and inequality at all levels.

The Government of China has articulated a strategic vision for sustainable, equitable realization of international and national development goals in its National Plan of Action on Children (2011-2020) and National Mid-long term Education Reform and Development Plan (2010-2020). Specifically, The National Mental Health Guidelines for Primary and Secondary Schools (issued by MoE in 2012) and the Guidelines on Protection of Left-Behind Children (issued by the State Council in 2016) highlight the government's commitment to improving quality and equity of education, promoting well-rounded development of students and eliminating disparities in development outcomes for the disadvantaged children in China.

This annual report details the significant progress made in 2016, in the education programme.

## Results in the Outcome Areas

The education and child development programme has two outcomes covering children aged 6-18 years (Outcome 3) and children aged 0-6 years (Outcome 4). This section provides an update on the progress made and results achieved in 2016 against eight outputs under these two outcomes.

### **OUTCOME 3: Child-Friendly, Equitable and Quality Basic Education**

**Outcome statement: By 2020, more girls and boys in China, particularly the most vulnerable children aged 6 to 18 years, have improved equitable access to and complete child-friendly, equitable and quality basic oriented education.**

UNICEF's education programme seeks to increase the number of vulnerable children who can attend child-friendly, equitable, and quality basic education. This outcome has two distinct focus groups – children aged 6–16 years enrolled in basic education and in-school and out-of-school adolescents up to age 18. The overarching approach of going from pilots to policy and finally scale up informs programme strategies.

On basic quality education, work focused on scaling up while further refining the CFS model, and related innovative teaching and learning models such as WASH in schools and SEL. The CFS model encompasses all four dimensions of (1) inclusion and equality, (2) effective teaching and learning, (3) safe, healthy and protective environment, and (4) participation and harmonization. In the last decade, UNICEF CFS pilots have informed MoE's 2014 national compulsory school standards, and through the current pilot programmes models are being further refined so as to inform replication in more

disadvantaged communities. Two key successes in 2016 were plans for replication of the WASH in schools model as well as the SEL model.

To inform UNICEF advocacy for replication of the CFS model so more vulnerable children access high quality child-friendly schools, robust evidence is required to demonstrate the extent to which implementing the child-friendly 2014 national compulsory school standards bring about improved learning outcomes. This data will also inform parents, who are very concerned about learning outcomes in light of the serious competition in China to perform well in the end of secondary school (*gaokao*) examinations, taken by 9.45 million children in 2015. The four-year CFS impact study to be completed by 2019 will provide this key evidence; phase two of this study was started in 2016.

Critical to improving education equity and quality are accurate statistics to inform effective planning. MoE requested UNICEF support to improve education statisticians' capacity and in implementing a monitoring system. This has led to the development of a national online education statisticians' training platform launched via a website and WeChat in August 2016. Over 5,000 statisticians have already completed this course online.

Considerable progress was made in the joint work with MoE to promote life skills-based education for adolescents. New modules for students and teachers accompanied by manuals were introduced for use in the vocational education curriculum. Life skills modules for out-of-school adolescents were disseminated and used in project counties. Due to limitations in UNICEF funding, the activities were taken forward under government funding, a clear expression of national support. A strong gender focus underscored the emphasis given to meeting the needs of adolescent girls in and out of school.

Strong advocacy efforts in both focus areas ensured the above work was promoted amongst decision-makers and partners, including through presentations at nine prominent global and national conferences and workshops, and successful media campaigns on adolescents, youth and the SDGs with 80 million social media hits to date.

China, with UNICEF support, is moving ahead on SDG 4 and recently announced its implementation plan. This plan was lauded during an Asia-Pacific meeting on education development, especially the inclusion of SDG 4 in the national 13<sup>th</sup> Five Year Plan (2016–2020). UNICEF together with UNESCO is supporting MoE host a major Eastern Asia and Pacific Regional South-South SDG 4 meeting in early 2017, to learn from China's SDG work on implementation planning, indicators and national policy alignment. To support South-South cooperation, UNICEF is working closely with the Government on organizing a meeting between MoE staff from China and select Africa countries to inform China's engagement in education activities in Africa.

#### **Output 1.2: Social emotional learning and mental health education (SEL-MHE)**

**Output Statement: Comprehensive model of social and emotional learning and mental health education (SEL-MHE) developed and tested to support the implementation of national standards and guidelines, with focus on disadvantaged populations.**

The SEL-MHE model which began in 2012 continues to be implemented in 250 pilot rural primary schools in western provinces currently benefiting 120,000 students and 6,000 teachers. There are also plans now in place to extend the SEL model in 11 new counties in 2017 across an additional 275 schools covering an additional estimated 200,000 students and 130,000 teachers.

The goal of the SEL-MHE model is to improve the education environment through a comprehensive approach which includes supporting disadvantaged children (affected by migration, poverty and ethnicity issues) develop essential social and emotional skills to thrive in schools and the future job market; and enabling teachers, education administrators, caregivers and communities members to be more responsive and supportive to children.

The technical capacity of national, provincial and county level SEL experts has greatly improved since 2012 when UNICEF-MoE introduced SEL in China. Through UNICEF support, about 100 experts now have the capacity to provide ongoing technical support, training, field monitoring, on-site guidance, and to oversee documentation and reporting.

Key progress in 2016 are as follows:

- (1) Almost 900 teachers and principals were helped to have a deeper understanding of SEL-MHE concepts, theories, the framework, and improve SEL-MHE model implementation through a whole school approach. This was done through 12 training sessions delivered in 2016 either directly by national experts or by local project experts with technical support from national experts.
- (2) SEL-MHE resources were finalized for schools to use and were packaged and distributed to all project schools and training participants so as to extend SEL to new areas including:
  - a. The SEL-MHE training manual, which was refined and finalized by the SEL national expert team, complemented with a series of training reference materials to ensure that cascade training yields satisfactory results. This built on the preparatory work including model design, literature research, field survey, and international consultation that contributed to the first draft of the SEL training manual during 2012-2014.
  - b. The SEL-MHE Principal Manual for school leadership and SEL-MHE Teaching Manual for teachers were finalized. Devised by national and international experts, these provide operational guides which target project implementation bottlenecks at the school-level and respond to the needs of teachers and SEL school leaders.
  - c. A new edition of the SEL-MHE curriculum material, which comprises 10 SEL textbooks (one for each school grade) was revised and restructured to better fit the educational context and practice in Chinese primary schools. The textbooks have been designed, printed and distributed to project counties in 2016 and is expected to be used by all pilot schools in 2017.
- (3) One national and five provincial inception meetings were held to review progress and challenges and devise 2017 implementation work plans, with an enhanced focus on guiding and monitoring school-level activities. Each of the pilot schools now have an implementation plans to integrate SEL-MHE lessons into the school curriculum, with designated class time to learn about SEL-MHE and regular SEL-MHE themed activities throughout the year. The plans comprehensively cover four dimensions of (a) school management, (b) teaching and learning, (c) ethos and culture, and (d) school-family collaboration for improving the overall educational environment and making it more child friendly, inclusive, supportive and participatory. Different kinds of family and community engagement activities such as school open day were also planned to encourage involvement of caregivers and community members in SEL teaching and learning.
- (4) School on-site support was provided by all SEL-MHE project experts to support and monitor project implementation in a specific school district. Each expert conducted at least one field trip to provide on-site support in his/her school district with 60 in total in 2016.
- (5) Extending the SEL-MHE pilot to new areas: A key achievement was to extend the SEL-MHE pilot to 11 new areas (including two new provinces). Training on SEL-MHE concepts and methods on how to replicate, extend and manage this model were conducted for 84 school administrators, principals and teachers from these new areas. Implementation plans have been drafted on how to begin the SEL-MHE pilot in these new areas in 2017.
- (6) Documentation of best practices and advocacy materials, including five videos, were prepared and disseminated to drive advocacy. Work began on developing a WeChat SEL app for parents/caregivers of rural left-behind children, with support from international and national institutes and Tsinghua University Global Innovation Center for Children. The aim is to raise awareness and disseminate knowledge of social and emotional competency among migrant parents, caregivers and the general public. Selected SEL-MHE experts also attended two key international conferences where they presented the China SEL-MHE model and learned about the latest global SEL developments.

### **Output 1.3: Teaching and learning models**

**Output Statement: Innovative teaching and learning and teacher training models developed and demonstrated to inform national professional standards and training programmes and**



**implementation of national plans [GoC National Educational Informatization Plan], especially in the most disadvantaged areas.**

Work began on developing three innovative teacher-training models in disadvantaged areas. The first is a training programme on generic teaching and learning strategies through digital video vignettes, using research-based best practices that all teachers, with focus on rural teachers, can use. The second is support to improve the capacity of physical education teachers, with a new focus on soccer and athletics. Training of 350 physical education teachers and teacher trainers in 175 schools across six counties was completed and will impact approximately 20,000 children. The third is the further development of mobile educational training and resource units (METRU) which will pilot the use of the innovative on-site roving resource teacher training model to support child-friendly schools, with a focus on improving teaching and learning in 250 schools in disadvantaged Western provinces.

A key partnership with the architect of the Programme for International Student Assessment (PISA) - Professor Zhang Minxuan (MoE and Shanghai Normal University), and the Teaching and Learning International Survey (TALIS) in Shanghai was developed (Shanghai topped PISA international league tables in 2013 and 2016, and TALIS in 2013). This will help support METRU and play a seminal role in improving teacher quality and methodology.

To support national plans, two key interventions took place. A study to assess the situation of ICT education in county schools was conducted and is near completion. This will inform the development of an ICT-supported online learning community for rural teachers, which is included in the National Educational Informatization Plan 2010–2020. Secondly, to support the MoE national teacher training programme, UNICEF acted as a third independent evaluator of the Government's special post teacher policy, which has recruited over 500,000 teachers to rural schools since 2006. This will inform continued policy implementation, to impact 15 million children in rural areas.

#### **Output 1.4: WASH in schools**

**Output Statement: Models and evidence base developed to promote inclusive and gender sensitive water and sanitation facilities and effective WASH practices in schools, with focus on the most disadvantaged areas/ populations.**

Replication began in Chongqing of the UNICEF-supported WASH in schools model piloted in 300 schools (200 are CFSs) in five provinces. The Chongqing Education Commission issued three provincial level policies to scale-up this model in its 40 counties, to strengthen school WASH management and safe drinking water, sanitation and health education.

Work began on an impact study of WASH in 50 pilot schools. This will help investigate and substantiate the benefits of gender-sensitive and inclusive WASH in schools and links with health, nutrition, absenteeism and possibly learning outcomes.

Based on the national WASH in schools standards and guideline, UNICEF supported 35 pilot schools gain gender-sensitive and inclusive WASH hardware and software, surpassing the original target of 15 schools. UNICEF leveraged the opportunity to integrate inclusive and gender-sensitive WASH in schools into the Government's Healthy China 2030 concept and development agenda. This was done by drafting an indicator and monitoring plan to inform the final components and standards of MoE and National Health and Family Planning Committee (NHFPC)'s Healthy School initiative which is to be issued nationally and replicated in all provinces.

UNICEF promoted gender-sensitive and inclusive WASH in schools by supporting the national level training on health management in schools. Fifty participants from 14 prefecture education administrations were trained and a follow-up training is planned for 2017, benefiting more than 100 counties. The training focused on WASH management in schools, hygiene promotion and school nutrition.

A joint WASH and school nutrition intervention was carried out in Zhong County of Chongqing, including school drinking water and food safety education, management and maintenance of WASH facilities and canteens, nutritious food provision and handwashing before meals. County-level training helped build capacities of school management and canteen operation teams to standardize schools'



nutrition and food provision; and an assessment of canteen management food provision facilities in 193 schools was conducted.

#### **Output 1.5: Life skills modules**

**Output Statement: Gender-sensitive life skills modules for in-school and out-of-school (OOS) adolescents developed and implementation package tested for adoption in relevant curricula.**

As part of UNICEF cooperation with CAST for out-of-school adolescents, six gender-sensitive life skills modules were finalized, including 1) social emotional learning, 2) financial education, 3) life skills for girls, 4) self-management, 5) communication, and 6) career guide and development. These modules are being scaled up in 24 CAST project counties of the 12 pilot provinces. National level teacher training was organized to orient 60 teachers from 12 provinces on life skills education. In addition, an adolescent girls' app was developed with CAST that covers topics including gender role models, positive communication, self-protection against harassment and violence, adapting to urban life, career and development, and sexual and reproductive health. It was piloted with approximately 2,000 users.

For vocational education, as part of MoE efforts to incorporate life skills modules into their vocational education curriculum, UNICEF supported the development of two life skills modules on self-awareness and problem solving respectively. The draft modules in student and teacher versions were tested, reviewed and revised by vocational education experts and finalized. A students' manual was completed, and a teachers' manual is being developed.

To further promote gender and other closely related issues with adolescents, UNICEF used different opportunities to advocate for children's rights. This included wide dissemination of the evidence generated through comprehensive case study documentation of the out-of-school adolescent life skills education programme (2011–2015), which was finalized and published in early 2016. Another key advocacy initiative was the sharing of positive experiences of life skills education, including from the perspective of six underprivileged adolescents at a highly publicized Manchester United football tournament in Shanghai in July. The campaign achieved wide media coverage, with the live video broadcast on social media viewed around 8,000 times, and the topic page receiving 1.2 million views.

#### **OUTCOME 4: EARLY CHILDHOOD DEVELOPMENT (ECD)**

**Outcome statement: By 2020, girls and boys aged 0-6 years, particularly the most disadvantaged, have improved access to affordable, quality early childhood care and development services.**

Key national guidelines on ECD and Early Learning and Development Guidelines (ELDGs) are being developed to improve access to quality ECD services, and implementation of ECD pilots will be used to generate evidence and models to inform policies and practices.

As the key ECD partner for MoE, UNICEF supported increased access to quality early childhood care and development for the most disadvantaged children, with different intervention settings for children aged 0–3 and 3–6 years. The target of 75 per cent gross enrolment ratio in pre-primary education for children aged 3–6 was reached, up from 70 per cent in 2014 and 50 per cent in 2010. The Government has a national target of increasing access to quality ECD to 90 per cent of children aged 3–6 years by 2020. The need to focus on quality and targeting the most disadvantaged will be critical to achieving this, as access in the more disadvantaged western China areas is much lower than average.

UNICEF worked with MoE to develop models and strategies to address equity and quality issues to inform MoE policy and practice. UNICEF piloted programmes in 332 ECD centres to demonstrate models through which quality ECD services cater to the needs for children aged 3-6 years in rural areas, migrant and urban poor children, and ethnic minority children. These projects begin with comprehensive baselines to enable ongoing monitoring, and will be finally evaluated in 2019 to provide evidence that can be used to inform policy and advocacy, and in cases where models have proven to be effective, be potentially adopted by MoE for further scale-up.

The Government invests heavily in training of ECD teachers. However, this has not yet resulted in improved quality. To address this, UNICEF continued to support MoE develop high quality teacher training models and strategies for ECD to be used in their national training. In addition, UNICEF supported the development of three national ECD guidelines for the 3–6 years age group to improve access to quality services.

UNICEF worked closely with MoE to shift more attention to children under the age of three. Important work is underway on developing ELDGs for this age group. This combined with two UNICEF community-based Integrated Early Childhood Development (IECD) pilot models for the 0–3 years age group focusing on early stimulation/education and parental education in 146 centres have helped push the agenda forward. One pilot model is led by NHFPC and the other is supported by the All-China Women's Federation (ACWF); the largest women's group in the world. Advocacy and policy engagement further complemented this work, with the Lancet ECD launch and the presentation of the two ECD models to the influential State Council's Leading Group Office of Poverty Alleviation and Development (LGOP) in September being standout achievements.

Overall advocacy on ECD for the 0–6 year age group, especially for the most disadvantaged children, continued with twin objectives of raising awareness amongst the general public and promoting scientific child-rearing knowledge and skills amongst parents and caregivers. Social media campaigns throughout the year, the broadcast of parenting knowledge mini-talks (with over 430,000 subscribers and 714,831 views), successful media campaigns receiving at least 38 million hits, the annual ECD advocacy month in May/June and participation and presentations at five prominent global and national conferences contributed to raising the profile of ECD.

#### **Output 2.1: National Guidelines**

**Output Statement: National Guidelines for ECD 0-3 and 3-6 years developed and tested to inform nationwide adoption and implementation by government.**

To improve access to quality ECD services for the 3–6 years age group, MoE is currently developing three national guidelines: kindergarten quality assessment guidelines, national early childhood education (ECE) programme supervision guidelines, and teachers' professional competency assessment tools. UNICEF, as MoE's key technical partner, continued to support this work to ensure that the guidelines are informed by the best international research and expertise:

- Progress is on track with drafting the kindergarten quality assessment guidelines. Consultations and regular workshops have taken place, as did a study tour to the US by the Director of ECD in MoE to learn about kindergarten quality assurance and accreditation.
- On national ECE programme supervision guidelines, work began through the drafting of a framework and tools. A supervision inception meeting and consultancy workshops were held with participation from China National Institute of Education Research, provincial supervision departments and other experts.
- Progress continued towards developing ECE professional competency assessment tools and training resources. Based on international experience, tools were drafted through several workshops, and 330 teachers from Shandong province, representing a spectrum of levels, were selected to participate in the validation process with experts interviewing and collecting feedback.

UNICEF also continued to support MoE on ECD for the 0–3 years age group, working with a cross-sectoral team on developing ELDGs. As this is a new initiative, and given the complexities of China and disparities between provinces, this work is significantly informed by UNICEF and UNICEF-supported national and international technical experts. The desk review report and outline was finalized, and a validation plan will be drafted and supported by an international team.

#### **Output 2.2: Models & strategies for 3-6 years**

**Output Statement: Models and strategies developed and piloted to promote quality ECD services for 3-6 years, with a focus on disadvantaged groups.**

Progressing as planned, with concerted efforts focused on ECE rural teacher-training and planning pilots to address specific needs of migrant, urban poor and ethnic minority children.

Models and strategies for quality ECD services were promoted with a focus on rural ECE, specifically teacher-training strategies and materials; and targeted pilots to address the needs of migrant children, urban poor and ethnic minority children.

Rural ECE teacher-training was undertaken for 109 out of the total 214 child-friendly kindergartens in 2016, with national ECD experts' providing technical support to provincial and county level experts in five disadvantaged counties. Approximately 779 ECD teachers were trained, through several workshops and on-site support, benefiting 20,566 children. A review of the effectiveness of training guidelines and strategies took place and will inform planning for the roll-out of 100 new child-friendly kindergartens in early 2017, which will also include provision of training, learning materials, toys and books. A mid-term review of the project was also initiated to further inform the roll-out.

For migrant children, efforts focused on six ECD centres in Chongqing with a view to refining strategies to meet their specific needs. A key gap identified was the need to build capacities of the local supervision team and teachers of these ECD centres, and this was addressed through a national training. The national and local supervision teams provided regular support supervision to all ECD centres, in which daily child-centred play-based activities are provided for children aged 0–6 years. These ECD centres are based in child friendly spaces, thereby also providing services for vulnerable older children.

Two new pilot projects were initiated to address the specific needs of migrant and urban poor children (12 large ECD centres in Guizhou province) and ethnic minority children (100 ECD centres). The planning of the ECD project for migrant and urban poor children was finalized and the pilot for ethnic minority children began late in the year. The ethnic minority project will focus especially on language and culturally sensitive approaches.

### **Output 2.3: Models for 0-3 years**

**Output Statement: Models and strategies of community-based integrated ECD 0-3 years for disadvantaged children, including children affected by HIV, piloted and assessed to inform scale-up at national level.**

Integrated ECD was promoted through two models in 146 pilot sites across six provinces. Model 1, led by NHFPC with involvement of the Ministry of Civil Affairs (MCA), focuses on education, health, child protection and social policy in 80 village sites (40 villages with ECD centres and 40 villages using home-based playgroups). Model 2, initiated by ACWF, provides early stimulation and parental education services through ECD volunteers, and leverages health and protection services at community level (66 pilot sites, 26 of which were new in 2016). Both models offered centre-based services to a total of 47,696 children, home-based services through 13,592 home visits and outreach services through Mobile Resource Units (MRUs).

In model 1, four MRUs operated for 333 days, providing early stimulation and check-up services to children 8,770 times, follow-up services for children at risk of developmental delay 1,918 times, and social assistance/referral services for 62 children.

In model 2, 24 of the 66 ECD centres commenced outreach services, following an assessment of the quality and capacity of their volunteers. Eighty-four outreach visits reached 1,412 children aged 0–3 years and their parents/caregivers through knowledge-building sessions and practical support for games and reading activities.

The technical capacities of MRU and national and provincial experts were strengthened, and one national level training of trainers and six provincial training activities built capacities of 442 volunteers and women's cadre/county women's federation workers. The continuation of 38 rounds of on-site technical support and supervision in all 146 pilot sites helped ensure quality services.

Preliminary results from a cross-sectional IECD survey conducted in both intervention and comparison counties show promising results, particularly on parameters such as communication, gross and fine motor skills, language, and social and emotional skills. Advocacy through visits to ECD sites, a press conference, blog posts and a parenting portal website all helped raise awareness.

## Financial Analysis

Available funds contributed to the results in the outcome area as detailed above, where thematic resources helped to fill in gaps in support to project implementation and capacity building.

**Table 1: Planned budget by outcome area for 2016**

<b>Education</b>		
<b>Output</b>	<b>Funding Type</b>	<b>Planned Budget</b>
3.1: Child-friendly schools	RR	300,000
	ORR	1,000,000
3.2: SEL & MHE	RR	100,000
	ORR	600,000
3.3: Teaching and learning models	RR	100,000
	ORR	900,000
3.4: WASH in schools	RR	150,000
	ORR	400,000
3.5: Life skills modules	RR	350,000
	ORR	600,000
4.1: National guidelines	RR	500,000
	ORR	100,000
4.2: Models & strategies 3-6 years	RR	50,000
	ORR	800,000
4.3: Models for 0-3 years	RR	50,000
	ORR	600,000
<b>Total</b>		<b>6,600,000</b>

**Table 2: Country-level thematic contributions to outcome area received in 2016**

<b>Outcome area: Education</b>		
<b>Donor</b>	<b>Contribution Amount</b>	<b>Programmable Amount</b>
Lee Jong Suk 李钟硕	87,039.78	82,895.03
<b>Grand Total</b>	<b>87,039.78</b>	<b>82,895.03</b>

**Table 3: Expenditures in the Outcome Area**

<b>Outcome area: Education</b>				
<b>Organizational Targets</b>	<b>Other Resources: Emergency</b>	<b>Other Resources: Regular</b>	<b>Regular Resources</b>	<b>Grand Total</b>
05-01 Early learning	-	1,907,615	289,046	2,196,661
05-02 Equity # focus on girls# and inclusive education	-	9,941	57	9,998
05-03 Learning and child-friendly schools	-	880,711	77,986	958,697
05-04 Education in emergencies	65,881	66,234	505	132,620
05-05 Education # General	97,362	1,790,572	1,725,528	3,613,462
<b>Grand Total</b>	<b>163,243</b>	<b>4,655,073</b>	<b>2,093,122</b>	<b>6,911,438</b>

**Table 4: Thematic expenses by programme area**

<b>Outcome area: Education</b>	
<b>Programme Area</b>	<b>Expense</b>
05-01 Early learning	208,835
05-02 Equity # focus on girls# and inclusive education	1,535
05-03 Learning and child-friendly schools	122,780
05-05 Education # General	339,508
<b>Grand Total</b>	<b>672,658</b>

**Table 5: Expenses by Specific Intervention Codes**

<b>Education</b>	
<b>Specific Intervention Codes</b>	<b>Expense</b>
05-01-01 National policies on early learning and school readiness	633,721
05-01-03 Institutional pre-schools	444,173
05-01-04 Community-based child development and early learning	746,083
05-01-05 Parenting education and school readiness	38,161
05-02-01 Out of School Children Initiative (OOSCI)	9,419
05-03-01 Education materials for learning and teaching including classroom technology	38,113
05-03-02 Child Friendly Schools # Education	817,608
05-03-03 Multilingual education and mother tongue language	21,143
05-03-04 Learning assessment systems	2,555
05-04-01 Risk assessments and risk informed programming (DRR and CCA)	53,496
05-04-02 Peacebuilding education	1,743
05-04-04 Education # cluster coordination in humanitarian action	24,140
05-04-06 Education - Emergency response	3,670
05-05-01 Education -Systems	237,412
05-05-02 Teacher development and deployment	321,401
05-05-06 Education Management Information System	11,157
05-05-07 Adolescent development # building assets and skills	477,539
05-05-08 Education -technical assistance to regional and country offices	1,722,178
08-01-01 Country programme process	239,248
08-02-01 Situation Analysis or Update on women and children	1,202
08-02-06 Secondary analysis of data	2,806
08-02-07 Data dissemination	2,225
08-02-08 Monitoring # General	220,578
08-03-01 Cross-sectoral Communication for Development	189,556
08-04-02 Community based child care	107,291
08-04-03 Early Childhood Development # General	9,418
08-05-01 Supply # General	46,133
08-08-01 Gender programming not classifiable by sector	5,317
08-09-01 Innovation activities	9,033
08-09-06 Other # non-classifiable cross-sectoral activities	103,280
08-09-07 Public Advocacy	9,950
08-09-08 Engagement through media and campaigns	731
08-09-09 Digital outreach	6,451
08-09-10 Brand building and visibility	429
10-07-02 Management and Operations support from RO	4,382
10-07-12 Management and Operations support at CO	4,874
12-02-01 Private sector fundraising (Offset budget)	310,763
7921 Operations # financial and administration	34,060
<b>Grand Total</b>	<b>6,911,438</b>

## Future Work Plan

UNICEF Chin has completed its 2010-2015 five-year programme cycle and a new country programme began in 2016. UNICEF China continues to support the Government of China and MoE in realizing its education strategy in the following priority areas:

- improve the quality and relevance of education, especially the competence of teachers;
- promote educational development in rural area and undeveloped regions;
- mobilize resources to address the challenge of more than 100 million rural migrants; and
- use ICT, including the big data and cloud calculation technology, to improve the quality, equity and governance of education.

Future work plans will follow the new 2016-2020 Country Program Action Plan and build upon the existing achievements and lessons learnt. The aim is to meet the planned outcomes and outputs, with on-going consultation and collaboration with implementation partners to support the sustainability and scale of the UNICEF China-Government of China initiatives.

UNICEF will continue to use technical expertise, evidence from pilots, and its strong relationship with MoE to inform improved national policies and standards, while continuing to support implementation of pilots that will help increase equitable access to quality education for the most vulnerable children under 18 years of age. Critical elements of future work will be continuing the support for SDG 4 implementation in China and South-South cooperation between China and select African countries.

Work will continue to support the development of national guidelines and pilots to improve the quality of ECD services. The focus on integrated ECD for the 0–3 years age group will be further strengthened with the development of a project with ACWF to establish 50 community based ECD 0–3 model centres; five centres in each of the 10 provinces. This together with trained provincial expert teams will facilitate further replication. Ongoing advocacy, which is key to changing mind-sets, will be a key strategy for the work on ECD.

UNICEF implements its advocacy and policy-related programmes at the national level. Pilot and project sites include locations in the provinces of Hebei, Henan, Hubei, Hunan, Inner Mongolia, Gansu, Guizhou, Guangdong, Guangxi, Ningxia, Qinghai, Shaanxi, Shanxi, Yunnan, Xinjiang, and the municipality of Chongqing.

**Table 6: Planned budget for 2017 from Annual Work Plan**

<b>Education</b>	
<b>Planned Budget for 2017</b>	
<b>Outputs</b>	<b>Planned Budget</b>
<b>Output 3 – Basic Education</b>	
3.1: Child-friendly schools	2,030,000.00
3.2: Social and Emotional Learning & Mental Health Education	1,270,000.00
3.3: Teaching and learning models	1,783,750.00
3.4: WASH in schools	600,000.00
3.5: Life skills modules	540,000.00
<b>Output 3 subtotal</b>	<b>6,223,750.00</b>
<b>Output 4 – Early Childhood Development</b>	
4.1: ECD National guidelines	270,000.00
4.2: Models & strategies 3-6 years	1,350,927.00
4.3: Models for 0-3 years	1,270,563.00
<b>Output 4 sub-total</b>	<b>2,891,490.00</b>
<b>Total</b>	<b>9,115,240.00</b>

The key outcomes and outputs for the 2016-2020 programme include:

## **OUTCOME 1: CHILD-FRIENDLY, EQUITABLE AND QUALITY BASIC EDUCATION**

By 2020, more girls and boys in China, particularly the most vulnerable children aged 6 to 18 years, have improved equitable access to and complete child-friendly and “suzhi jiaoyu” oriented education.

### **Output 1.1 Child Friendly Schools (CFS)**

Model for operationalizing national child friendly schools-informed standards and guidelines developed and tested in disadvantaged counties and used to inform implementation at national level.

In 2017, the priority for this output will be:

- UNICEF team work with the American Institutes for Research, Beijing Normal University and Shanghai Academy of Educational Science through technical exchange, meeting, study visit, and the pilot CFS counties and schools to finalize the CFS baseline tools and key learning subject assessment indicators;
- Support MOE's expert team to devise climate change teaching and learning materials and teacher training resource package that is based on environment and climate change aspects of current curriculum.
- Devise various advocacy materials and activities for climate change education;
- Work with experts and MoE to finalize national guidelines for schools on implementing their compulsory school management standards (using UNICEF CFS piloted strategies to inform);
- Support MoE in monitoring the SDG 2030 Agenda for Education;
- Provide technical support, from UNICEF team members and a study visit, for expert team members who are drafting school supervision guidelines on promoting creative teaching and learning;
- Work with the National Center for Educational Technology to upload various CFS related teacher training and teaching/learning materials on MoE cloud;
- Support China-Africa education engagement activities

### **Output 1.2: Social and Emotional Learning & Mental Health Education**

Comprehensive SELMHE model developed and tested to support the implementation of national standards and guidelines, with focus on disadvantaged populations.

In 2017, the priority for this output will be:

- Revise the parenting SEL App content; launch the app and develop an advocacy plan for widest possible dissemination;
- Support BNU and SEL experts to refine and finalize materials, including project handbook, SEL curriculum and learning materials and school electronic self-review tools;
- Further build the capacity of national, provincial and county level experts through organizing high-level national/international seminars, workshops, exchange meetings and study visits when necessary;
- Continue relevant and progressive SEL training to support the implementation in pilot areas, including at classrooms, in schools and counties;
- Support extended training of SEL in more non-pilot counties and provinces;
- Support BNU to develop and manage a website to facilitate information-sharing, knowledge management and experience exchange among project counterparts at all levels;
- Support documentation, evidence-based reporting and advocacy through strengthening intra- and inter-project experience exchange, collection of human interested stories and videos.

### **Output 1.3: Teaching and learning models**

Innovative teaching and learning and teacher training models developed and demonstrated to inform national professional standards and training programmes and implementation of national plans [GOC National Educational Informatization Plan], especially in the most disadvantaged areas.

In 2017, the priorities for this output will be to:

- Set up METRU PLUS in five pilot counties, as well as some additional sites;
- Devise generic teaching skills for all teachers - teaching tips app, materials for MoE cloud, digital platforms, video vignettes programme;
- Technical support to development of national professional standards for teachers;



- Advocacy on why teachers' should focus on improving their teaching and learning, which implements national curriculum;
- Devise programme on using ICT to support bilingual teaching and begin pilot in at least 50 schools;
- Support setting up of experts and their work in devising a final set of PE resource materials and the provision of at least 1,000 teachers in 600 schools initial training on PE, including a focus on football and local games and cultural activities.

#### **Output 1.4: WASH in schools**

Models and evidence base developed to promote inclusive and gender sensitive water and sanitation facilities and effective WASH practices in schools, with focus on the most disadvantaged areas/ populations.

In 2017, the priority for this output will be:

- Establish coordination mechanism on WASH in Schools – inception meeting, coordination workshop among MoE (Planning department and Health department) and NHFPC;
- Research on WASH in Schools contributions to children's health and education performance;
- Indicator system development on national initiatives of "beauty school" & "healthy school";
- Support more WASH indicators integrated into national Education Management Information System;
- Support for more WASH facilities demonstrated after local adaptation;
- Capacity building on WASH in Schools education, awareness raising on WASH in project areas.

#### **Output 1.5: Life skills modules**

Gender-sensitive life skills modules for in-school and out-of-school (OOS) adolescents developed and implementation package tested for adoption in relevant curricula.

In 2017, the priority for this output will be:

- Supported by UNICEF, strong expertise of experts (long-term technical support) from multi-fields will contribute to research and life skills curricula development, which involves numerous writing workshops, revisions with China expert teams, and eventual adoption;
- International perspectives and experiences (study tour, international seminar, consultants) will be introduced and organized by UNICEF team to develop expertise of national and provincial adolescent life skills and vocational education experts, and to develop a wider platform for learning and discussion;
- International consultancy and workshop on skills based education and modern vocational education system building;
- Local knowledge and experiences (workshop, meetings, conducting research, advocacy and communication) will be provided by UNICEF team to lead and facilitate changes.

### **OUTCOME 2: EARLY CHILDHOOD DEVELOPMENT (ECD)**

By 2020, boys and girls aged 0-6 years, particularly the most disadvantaged, have improved access to affordable, quality early childhood care and development services.

#### **Output 2.1: National ECD guidelines**

National guidelines for ECD 0-3 and 3-6 years developed and tested to inform nationwide adoption and implementation by government.

In 2017, the priority for this output will be:

- Workshops, seminars, field visits to discuss and draft kindergarten supervision guidelines and instruments
- UNICEF ECD team members and external experts, which UNICEF will identify for MoE, will provide ongoing technical support at the various writing workshops to produce the draft guidelines and tools

- Group interviews, questionnaires, workshops to validate ELDG 0-3 validation in content and workshops to revise in content
- Workshops, small scale pre-tests to develop items and scales of kindergarten teacher 's competency assessment instrument
- Study trip on Kindergarten quality assessment guidelines and tools
- Revision of UNICEF-MoE parenting App to enrich content with latest research development and additional components about child protection

### **Output 2.2: Models & strategies for 3-6 years**

Models and strategies developed and piloted to promote quality ECD services for 3-6 years, with a focus on disadvantaged groups.

In 2017, the priority for this output will be:

- Ongoing technical support from UNICEF MoE team and some external experts in developing the capacity of ECD expert teams in pilot provinces and counties.
- Work with MoE's expert team in finalizing the rural teacher training packages for qualified and unqualified teachers, print and upload on MoE cloud.
- Support piloting of the following ECD pilots through ongoing monitoring and evaluation at project sites, providing technical guidance to county and provincial ECD experts, and working with and through county education bureaus:
  - child friendly ECD pilot in 5 counties
  - ECD for ethnic minority children
  - ECD for migrant children
  - ECD in child friendly spaces
- Advocate adoption of quality ECD 3-6 years' models and strategies in MoE's national teachers' training programmes
- UNICEF team provide technical support to MoE on national ECD teachers' training to ensure that our piloted models and strategies and materials inform MoE national ECD teacher training
- Capacity building of ECD principals and teachers (through workshops, support supervision at ECD centers provided by county ECD expert teams, using online ECD materials)
- Begin planning for evaluation of the four ECD pilots
- Ongoing video documentation of the child friendly kindergarten pilot to demonstrate progress

### **Output 2.3: Models for 0-3 years**

Models and strategies of community-based integrated ECD 0-3 years for disadvantaged children, including children affected by HIV, piloted and assessed to inform scale-up at national level.

In 2017, the priority for this output will be:

- Train local ACWF staff to expand 20 new sites and manage community-based ECD centers in the community-based IECD 0-3 model supported by mobile resource units. Carry out refresher training for the previously established ECD centers in this project (both IECD and ECD).
- Conduct baseline survey for 0-3 children and families to understand current situation, who are participating in the community based ECD pilot programme.
- Review/revise and provide basic training materials and resources for referral services (health, nutrition, protection, HIV prevention, etc.)
- Share materials produced online
- Share materials and programme with other countries, through RO and HQ, and through participation in conferences and hosting a booth with our materials and videos
- Devise with MoE, advocacy materials and videos for ECD advocacy month
- Work with ACWF on roll-out plan and devise funding proposal to support training of expert teams to support the rollout in 2017/2018.

## **Expression of Thanks**

UNICEF China would like to express its sincere gratitude to Lee Jong Suk for support to the education and development of children in China. Thanks to his generosity, the UNICEF Office for China has

been able to leverage thematic funds to consolidate and integrate its various activities, especially the SELMHE project through pilot implementation and capacity building, thereby contributing to expanding the breadth of educational interventions as well as enhancing the sustainability of our work for children.

## Annex 1. Introduction to Social and Emotional Learning in China



*Note: Please view separate PDF document for this pamphlet (Annex 1)*

## Annex 2. Human Interest Stories and Communication Materials

### 1. If there is a class that teaches how to say no to bullying...

- By Wang Chao, Education Officer, UNICEF China

September 24 2016, Ms. Li Xiaoxue, a teacher in Guyi Central Primary School in San Jiang county, Guangxi province was facilitating a role playing game in a class on Social and Emotional Learning (SEL) class. Students were asked to recreate a scenario in real life where they were bullied or marginalized, so that they can better identify bullying and understand its consequences based on their personal experience. At the end of the class, Ms. Li concluded:

*“This is a group game that helps you understand how every single member of the group counts and is equally important, not just to you, but also to others. People depend on each other. You can make your peers feel safe, relaxed and happy in the group – just as you can make them feel lonely, frustrated and helpless. Bullying can cause serious consequences when people deliberately use force to make others feel sad; it is not just a quarrel or fight, not you being rude to others when in a bad mood. Bullying is an intentional behavior that makes people feel sustained pain and miserable over a long period of time.”*

“Say No to Bullying” is just one of the themes included in the SELMHE school curriculum, designed as a ‘spiral curriculum’ where key concepts are introduced in early grades and covered repeatedly, with increasing degrees of complexity, throughout the later grades, which systematically helps students develop core social and emotional competencies and establish confidence, sense of responsibility and interpersonal relationship to deal with pressure and challenge.

Pan Pan (alias) is a student of Ms. Li who transferred to her class in grade 3. She lost both her parents and lives with her grandma and her younger brother in a dark, shabby cottage. Tiny for her age with a freckled face, Pan Pan was not a popular figure in her new class and kept everything to herself. Few

people liked to hang out with her. One day when she finally built up the courage to volunteer in a performance at a school art event, a boy mocked her, “you have neither a specialty nor a pretty face, why bother? You don’t even have parents!” Furious Pan Pan picked up a water bottle, threw it at the boy and hit him hard on the head.

Ms. Li learned about this incident afterwards and thought that she should use this case for teaching SEL to help Pan Pan and her classmates understand about emotions and how to deal with negative feelings. She discussed the idea with fellow SEL teachers in school and asked Pan Pan for her permission to use her case in the SEL class. To Ms. Li’s surprise, Pan Pan agreed to the idea immediately and said that she too wanted classmates to understand that she did not mean to hurt the boy, just suddenly lost control of herself.

In the SEL class, Ms. Li asked a group of students to recreate the incident and guided the whole class in understanding the feeling of Pan Pan in the situation. Then she encouraged the class to name a few of Pan Pan’s merits. After a short silence, students started talking and found merits they don’t have on themselves such as being diligent, taking care of younger brother and helping with house chore. The boys and girls ran up to the stage and hugged Pan Pan. Ms. Li was the last who held her in arms and wiped off her happy tears from her face decorated with cute freckles.

Pan Pan has become a lot more open to others since then and had more playmates at school. One day she entered into Ms. Li’s office and handed her an orange, said: “I just accidentally dropped Li Qiang’s (alias, who used to bullied Pan Pan a lot) pencil box to the ground. I was so afraid. But he only picked it up and told me to be careful next time. How amazing!”



Figure 1 Teacher and students in an SEL class. ©UNICEF/China 2016

The SEL curriculum should not be lectured to children nor using adult’s rules on them. It should be facilitated from children’s perspective through participatory activities like games, stories and dramas to help children observe, feel and explore the feeling and emotion of persons concerned, understand that negative feelings and behaviours are harmful, develop empathy and learn how to act and react when falling into similar situation. For older children, teachers should also encourage them to analyse the underlying cause of negative behaviours like bullying and find their own solution. Eventually, a safe and supportive class environment will be created with clear rules against negative behaviours and every member of the collective should be committed to uphold the class rules.

## 2. Reinforcing SEL in subject teaching

– By Li Li, teacher in Shunxi primary school, *Zhong County*

Supporting students in cultivating successful character traits and developing key competencies is one of our most important responsibilities of educators. After the SELMHE project was implemented in our school, I gradually realized that SEL should be caught rather than taught. Children need to master the knowledge and skill through personal experience.

When I was planning a lesson on “In Memory of my Mother” written by Ji Xianlin, a famous Chinese writer, for Chinese literature class, I felt that since the author wrote his story several decades ago, it could be difficult for primary school students to truly understand the feelings of the author lived in a totally different era. Then an activity themed “People who are close to me” caught my eyes when I was studying the SELMHE curriculum. So I decided to use it in my Chinese literature class.

After introducing the topic and objectives of the class, I asked my students to close their eyes and think about five closest family members or friends and write down their names on a piece of paper. I told them that no matter how much we love these people, they won’t be with us forever, then I asked them to cross off the names one by one meaning that they would never be able to see these people *again* in the rest of their lives. While doing so, they could write down several words which best described their feeling at the moment. My students seemed to be pretty excited about this game. First choices did not bring much difficult to most of them.

But after I told them that what if this was not just a game? What if it truly happened in your lives? I saw hesitation, struggling and sadness. When it came to the third and fourth name to be crossed, silence took over the classroom. Children became agitated. They pointed their pens at a name and then switch to



Figure 2 A girl in class. ©UNICEF/China

*another*. Some of them threw the pen away and refused to continue. One girls raise her head with tears in her eyes and said, “No! *I cannot* live without *my* father. He is *the* whole world to me!”

The practice seems to be a bit cruel? Maybe. But educating students is not just imparting knowledge *and* technical skills. As *teachers*, we have to help them understand that there are a lot of things we cherish in this world and in our lives. Family, friends, peers, their support is so important to us *and* vice versa. I was very confident that after this practice, every word in the article written years ago would create a resonance in my students’ hearts. In this class, they learnt not only to understand their passion *for* others, but also the way to express it in words.

I believe that reinforcing SEL in subject teaching has great potential in improving quality of teaching and learning.



### 3. Every child should be treated equally well

- By Wu Xunci, SEL provincial expert, Guangxi Normal University

I still remember the first time I went to San Jiang County for conducting an SEL baseline survey in a township central primary school. About 40 minutes after I distributed questionnaires, some of the 4<sup>th</sup> grade students were finishing the last few pages of the questionnaire when a boy caught my attention because he did nothing but stared at the second page with his teary eyes. “There were still a dozen of pages to go, wasn’t this boy too slow?” I said to myself. The class teacher also noticed him and told me that this boy was just transferred from a rural school. His test score can be easily counted with two hands.

Apparently the boy overheard the teacher’s whisper, buried his face in arms and started crying. I knew he was badly hurt by the simple truth came out of his teachers’ mouth in front of a foreign expert who came from the provincial capital. Before I found an appropriate way to warn the teacher, she had already asked my permission to replace the boy with student from another class because he was slowing down the interview process. I signalled the teacher silently and approached to the boy. He raised his head and said “I am afraid I cannot finish this in time” with a voice that I could barely hear.

Although it was just a baseline study before project implementation, I thought this was the right moment to start SEL, from building confidence in this boy and demonstrate empathy among educators. So I squatted down in front of the boy and told the boy: “I am sure you can do it. I have confidence in you. Let’s work on this together.” I read the questions one by one, and explained to him if he could not understand the statements. At first, he paused quite a while on each of the questions struggling between choices, but was able to pick up his speed a few pages later.

When we came across a question asking “What will you do when your teacher criticized you in front of the class?” He marked “I accept it”. I pointed at the answer box which says “I feel angry” and asked him: “You don’t feel angry at her?” He looked at me in the eyes: “No I don’t. I know I did not do well in tests. She yelled at me only because she cares about me, just like my grandma did.” My guts told me that this was not just an answer to please his teacher in front of strangers but a genuine one from his heart.



Figure 4 Ms. Wu Xunci helping a student answer the survey questionnaire. ©UNICEF/China 2016

Although he lagged behind academically, the boy showed good qualities of understanding, empathy and self-control. When we finished the task, he asked me with a smile, “Are you a government leader?” I said “No. I am a college teacher. Do you want to go to college?” He appeared a bit shy and nodded, “I certainly do.”

I talked to the teacher in private after everything was done and suggested that she make this little boy her assistant when teaching SEL class in her school.

Every child has merits and should be treated equal. Everyone can benefit from and contribute to the project, children, teachers, parents, community and education administrators.

## Annex 3. Donor Report Feedback Form

UNICEF is working to improve the quality of our reports and would highly appreciate your feedback. Kindly answer the questions below for the above-mentioned report. Thank you!

**Name of Report:** UNICEF China 2016 Education Thematic Report

**PBA reference number:** SC/2014/9905

**SCORING:** 5 indicate “highest level of satisfaction” while  
0 indicates “complete dissatisfaction”

1. To what extent did the narrative content of the report conform to your reporting expectations? (For example, the overall analysis and identification of challenges and solutions)

5

4

3

2

1

0

If you have not been fully satisfied, could you please tell us what we missed or what we could do better next time?

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2. To what extent did the fund utilization part of the report meet your reporting expectations?

5

4

3

2

1

0

If you have not been fully satisfied, could you please tell us what we missed or what we could do better next time?

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3. To what extent does the report meet your expectations in regard to the analysis provided, including identification of difficulties and shortcomings as well as remedies to these?

5

4

3

2

1

0

If you have not been fully satisfied, could you please tell us what we could do better next time?

--



4. To what extent does the report meet your expectations with regard to reporting on results?

5

4

3

2

1

0

If you have not been fully satisfied, could you please tell us what we missed or what we could do better next time?

--

5. Please provide us with your suggestions on how this report could be improved to meet your expectations.

--

6. Are there any other comments that you would like to share with us?

--

**Thank you for filling this form!**