
Professor Jiang Jingfan (Chongqing University of Education)
Yang Chuanli (Beijing Normal University)
Wang Chao (UNICEF China)
The SEL project was initiated by the Ministry of Education (MOE) China and UNICEF China in 2011 to create a safe, happy, inclusive and participatory living and learning environment for children, and to support them establishing positive self-awareness, gaining the knowledge and skills needed to communicate with others, face challenges, seek support and solve problems. It was piloted in five western counties which included three located in areas with predominantly ethnic minorities of Yunnan and Guangxi Province, and the Xinjiang Autonomous Region.

Through training to improve principal leadership in SEL and promote SEL teaching and learning in pilot schools, the school climate has become more inclusive and participatory which encourages ethnic minority children to engage and develop themselves. Circle times, buddy schemes, dramas, group work and art activities—these SEL teaching strategies encourage ethnic minority children to express themselves and communicate with others in a multilingualistic way (not limited to language only). This significantly improved their engagement in learning and therefore improved their performance and helped them adapt to the standard national education system gradually.
Outline of Presentation

1. What is SEL?
2. Why is SEL?
3. SEL in China
4. Project Impact
1. What is SEL?

“Social and emotional learning is the process through which children and young people … acquire knowledge, attitudes and skills to recognise and manage emotions, set and achieve positive goals, demonstrate care and concern for others, establish and maintain positive relationships, make responsible decisions, and handle interpersonal situations effectively” (Durlak & Weissberg, 2012).
The Core Value of SEL

- Inclusive
- Fair
- Harmonious
The School Vision of SEL

- To get all faculty and parents be respected, understood and supported by each other;
- To get all faculty and students to be self-confident, optimistic and positive;
- To make the school a learning community with nice environment, with harmonious interpersonal relationships and mind-healthy teachers and students;
- To provide a safe, healthy and guaranteed learning environment;
- To develop the students to be healthy and active, self-sustaining and confident, charismatic and creative citizen with prosocial collective consciousness and ability.
SEL Theoretical Framework in China

- **Self-cognition**: Self-confidence, Self-esteem
- **Self**: Self-concept, Self-confidence, Self-esteem
- **Self**: Introspection, Fortitude
- **Adjustment**: Progress
- **Social Consciousness**: Cooperate, Leadership
- **Collective**: Involvement in the collective, Maintain its honor
- **Cooperate**: Respect, Affinity
- **Transference**: Social behavior, Obey rules
- **Social Emotional Learning (SEL)**: Understand, Comprehend, Resolve Conflicts, Interpersonal relationships
- **Self**: Adjustment, Introspection, Fortitude
- **Collective**: Involvement in the collective, Maintain its honor
- **Others**: Respect, Affinity
- **Self**: Cooperate, Leadership
- **Collective**: Involvement in the collective, Maintain its honor
- **Obey rules**: Social behavior
- **Social behavior**: Obey rules, Social behavior
Social Skills of SEL

1. To be cognitive of both personal and others' emotion;
2. To be capable of managing personal strong emotion (both positive and negative);
3. To be capable of knowing the range of personal advantages and needs;
4. To be capable of listening and communicating accurately and clearly in the social group;
5. To be capable of understanding others' perspectives and feeling their feelings;
6. To be capable of respecting yourself and others, and appreciating the differences;
7. To be capable of recognizing the problems in the group;
8. To be capable of establishing positive and realistic goals (Time Management);
9. To be capable of solving, deciding and planning the issues;
10. To be capable of getting close to others and establishing positive social relationships;
11. To be capable of refusing negative peer pressure;
12. To be capable of cooperating and negotiating, and dealing with conflicts nonviolently;
13. To be capable of cooperating effectively;
14. To be capable of asking for and giving help in the social group;
15. To be capable of showing a sense of moral and social responsibility in the social group.
2. Why is SEL?

- SDG 3 – Ensure healthy lives and promote wellbeing for all at all ages

- SDG 4 – Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all
Key Global Research Findings

- Durlak et al’s (2011) meta-analysis of 213 school-based SEL programs involving 270,034 children from kindergarten through high school, compared to controls, demonstrated significantly improved social and emotional skills, attitudes, behaviour, and academic, reflecting 11% gain in achievement.

- Ashdown and Barnard (2012) found a reduction in problem behaviours (externalising, internalising, and hyperactivity problems) and an increase in reading achievement (decoding text) for the lower achieving grade students.
Key Global Research Findings

- Longitudinal data analysis in 9 OECD countries confirms research suggesting social and emotional skills can help individuals improve education, labour market and social skills. Barnard (2012) found a reduction in problem behaviours (outcomes enhancing certain socio-emotional skills generally outperform impact of raising cognitive skills, as behaviours and lifestyle changes shape socio-economic outcomes) (OECD, 2015).
## Education tradition and reform in China

<table>
<thead>
<tr>
<th>Moving Away From …</th>
<th>Moving Toward …</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam-oriented model</td>
<td>Quality-oriented model</td>
</tr>
<tr>
<td>Cognitive, physical and language development</td>
<td>Cognitive competencies</td>
</tr>
<tr>
<td></td>
<td>Interpersonal skills</td>
</tr>
<tr>
<td></td>
<td>Intrapersonal skills</td>
</tr>
<tr>
<td>Repetitive and mechanistic rote learning</td>
<td>Increased student participation, real-life experience, capacity in communications and teamwork, and an ability to acquire new knowledge and analyze and solve problems</td>
</tr>
<tr>
<td>Screening and selective functions of assessments</td>
<td>Formative and constructive functions of assessments</td>
</tr>
</tbody>
</table>
3. SEL in China

250 schools
130,000 students
7000 teachers
Progress of SEL in China

2012
- Set up the best international and local technical expert teams
- Strengthen the project understanding and implementation capacity for Chinese experts
- Devise a theoretical framework for the Chinese-context to guide and implement SEL in Chinese schools
- Confirm pilot sites

2013
- Baseline survey

2014
- Devise training materials for trainers (TOT)
- Develop a set of thematic curriculum materials
- Provide ongoing technical support to provincial and county expert teams from international and national experts
- Devise analytical assessment tool for school self review
- Hold an international seminar to share experiences and learn from international experience
Refine project resources
Devise generic SEL teaching tips
Develop simplified tips for school principals
Devise parenting app for parents to help them understand SEL
Improve and continually train school principals and teachers
Strengthen the implementation of school-based curriculum in schools

Conduct periodical evidence-based monitoring and evaluation
Help schools self review and improve themselves
Pilot and scale up to promote on-going project implementation
Project Implementation Strategy

- Ministry of Education
- Provincial Education Bureaus
- County level Education Bureaus

Three-level management system

Three-level technical support system

- International expert team
- National expert team
- Provincial expert team
- County level expert team

- Principals
- Teachers
- Parents
- Students

Four target groups

Four key implementation components

- Teaching and learning
- School Climate
- Parents and school cooperation
- Rule system building
Target Groups

- Principal SEL image demonstration
- Teacher SEL literacy structure
- Parent SEL capacity building

Impact

The vision of student’s SEL development

Training, Monitoring, evaluation and reflection
### Two Paths:
- SEL curriculum
- Integrated into national curriculum

### SEL Teaching features
- Theme-based
- Spiral

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Main Contents</th>
</tr>
</thead>
<tbody>
<tr>
<td>New beginning</td>
<td>Blending in a group; empathy; sense of self; social skills</td>
</tr>
<tr>
<td>Quarrel and reconciliation</td>
<td>Understand yourself and sympathize for others; empathy and emotion management; resolve conflicts and build friendship</td>
</tr>
<tr>
<td>Say “No” to bullying</td>
<td>What is bullying; how do victims feel about it; why do people bully others; how to stop and respond to bullying</td>
</tr>
<tr>
<td>Advance towards the goal</td>
<td>Students’ cognition of self-education; establish learning goals, make and carry out learning plans, willpower reflected in learning; control of negative emotions</td>
</tr>
<tr>
<td>Good to be me</td>
<td>Know yourself and build up confidence; understand emotion, relaxation and expression; make self-introspection and progress</td>
</tr>
<tr>
<td>Interpersonal relationship</td>
<td>Know people important to me; know when I am cared, when I care for others’ emotions; understand jealousy and arrogance and the way to avoid both</td>
</tr>
<tr>
<td>Make changes</td>
<td>Be aware of your changes, looking forward to and positively make changes; understand feelings and reactions of different people when facing changes; adopt measures to deal with changes emotionally</td>
</tr>
</tbody>
</table>
Theme Content:

- Warm up activities
- Theme navigation
- Exploration and experiencing
- Wrap-up and reflection
The various teaching and learning methods will provide the ethnic minority children opportunities to express themselves and communicate with others in a multilingual way, not limited to language.

The various teaching and learning methods will also inspire ethnic minority children to participate in the class and therefore improve their performance and help them adapt to the standard national education system gradually.
Demonstration of good teaching case at Chongqing county-level training in Zhong County, 28 December, 2015 © UNICEF China 2015

Student group work on the demonstration class at Chongqing county-level training in Zhong County, 28 December, 2015 © UNICEF China 2015

Micro-teaching at Chongqing county-level training in Zhong County, 29 December, 2015 © UNICEF China 2015

Model lesson at Chongqing county-level training in Zhong County, 30 December, 2015 © UNICEF China 2015
Supportive school climate

- Physical environment: safe and belonging
- Learning environment: encouraging and participative
- Social environment: trusting and harmonious
- Emotional environment: confident and respective
- External environment: cooperative and communicative
• Physical environment

- Equipment and space for all students to learn and play together
- Space for students to resolve their conflicts
- Show information on bulletin board about how to protect themselves from bullying
- A good school layout will help all students to have a sense of belonging
Physical environment preliminary improved:

School environment in project schools are child friendly and demonstrate a focus on children’s welfare and mental health.
• Learning environment

• Trust every child
• Encourage and praise every child especially those disadvantaged children including ethnic minority children, left-behind children, backward students etc.

• Encouraging
• Help all students participate in the classroom learning
• Provide opportunities for every student to participate in classroom management

• Participative
- Respect the difference between children
- Understand each child
- Interact with children
- Encourage & praise
- Fair

- Respect
- Help & support each other
- No bullying
- Empathy
- Cooperate

- Guide the parents to establish a kind of equal and harmonious parent-child relationship
- External environment

- Respect the difference between families;
- Encourage all parents to participate in the school SEL teaching and management;
- Provide parents particular guidance that they need to direct them to promote all-round development of their children.
4. Impact of Project
Evaluation Model

**Input**
The process of implementation.

**Output**
School climate

**Impact**
Student's SEL skills
## Sampling

<table>
<thead>
<tr>
<th>Areas</th>
<th>Time</th>
<th>Student</th>
<th>Principal</th>
<th>Teacher</th>
<th>Parent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sanjiang, Guangxi</td>
<td>Baseline</td>
<td>1031</td>
<td>10</td>
<td>115</td>
<td>312</td>
</tr>
<tr>
<td></td>
<td>Evaluation</td>
<td>2334</td>
<td>10</td>
<td>144</td>
<td>330</td>
</tr>
<tr>
<td>Zhong, Chongqing</td>
<td>Baseline</td>
<td>2105</td>
<td>9</td>
<td>326</td>
<td>486</td>
</tr>
<tr>
<td></td>
<td>Evaluation</td>
<td>3173</td>
<td>17</td>
<td>261</td>
<td>684</td>
</tr>
<tr>
<td>Jianchuan, Yunnan</td>
<td>Baseline</td>
<td>1406</td>
<td>10</td>
<td>155</td>
<td>283</td>
</tr>
<tr>
<td></td>
<td>Evaluation</td>
<td>1799</td>
<td>-</td>
<td>166</td>
<td>178</td>
</tr>
<tr>
<td>Nayong, Guizhou</td>
<td>Baseline</td>
<td>3479</td>
<td>10</td>
<td>310</td>
<td>315</td>
</tr>
<tr>
<td></td>
<td>Evaluation</td>
<td>4662</td>
<td>14</td>
<td>290</td>
<td>394</td>
</tr>
<tr>
<td>Shule, Xinjiang</td>
<td>Baseline</td>
<td>1371</td>
<td>10</td>
<td>162</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>Evaluation</td>
<td>2567</td>
<td>2</td>
<td>166</td>
<td>334</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>Baseline</td>
<td>9392</td>
<td>49</td>
<td>1068</td>
<td>1396</td>
</tr>
<tr>
<td></td>
<td>Evaluation</td>
<td>14535</td>
<td>43</td>
<td>1027</td>
<td>1920</td>
</tr>
</tbody>
</table>
Effect of school climate

- Surroundings
- Home climate
- Teacher-student relationship
- Peer relationship
- School-home connection
- School climate

项目对学校氛围的效果值

- Surrounded
- 家庭环境
- 师生关系
- 同伴关系
- 家校合作
- 学校氛围
Self-awareness

Self-management

Group-management

Group-awareness

Others-awareness

Others-management

Pre-testing

Post-testing
Physical environment preliminary improved:

School environment in project schools are child friendly and demonstrate a focus on children’s welfare and mental health.
Impact of Project

Change of the School culture
Change of curriculum in class

Topic “Good to be me – recognising my strengths” Taught by a principal of a Primary School
The Emotional Changes from the Children's Drawings

To be the Best Me

New Beginning

Helping Each Other

The Most Important Person for me
The Change of Interpersonal Relationship in School
We will continue our SEL work and reflections and further explore innovative SEL practices for children’s improved learning, better quality of life and brighter futures. We welcome your expertise and guidance.