



**Knowledge hub**  
-  
**Collection of best practices**

**Summary of the best practice**

1. Title of the best practice (e.g. name of policy, programme, project, etc.) \*

ACTAsia, Caring for Life

2. Country or countries where the practice is implemented \*

China, Pakistan

3. Please select the **most relevant** Action Track(s) the best practice applies to \*

- Action Track 1. Inclusive, equitable, safe, and healthy schools
- Action Track 2. Learning and skills for life, work, and sustainable development
- Action Track 3. Teachers, teaching and the teaching profession
- Action Track 4. Digital learning and transformation
- Action Track 5. Financing of education

#### 4. Implementation lead/partner organization(s) \*

ACTAsia

#### 5. Key words (5-15 words): Please add key descriptive words around aims, modalities, target groups etc. \*

Character Education, social and emotional learning, wellbeing, soft skills, national curriculum, all primary school children, pedagogy, left-behind children, migrant children

#### 6. What makes it a best practice? \*

ACTAsia's Caring for Life children's education and professional education is SDG specific, scalable and replicable and ready to be used in primary education to support development of emotional intelligence and responsibility. The curriculum spans the six year primary education and supports teachers to learn new skills in teaching inquiry led and collaboration, also weeks to empower teachers and their profession.

## Description of the best practice

#### 7. Introduction (350-400 words)

This section should ideally provide the context of, and justification for, the practice and address the following issues:

- i) Which population was affected?
- ii) What was the problem that needed to be addressed?
- iii) Which approach was taken and what objectives were achieved? \*

ACTAsia CFL focuses on character education by developing student emotional intelligence relating to the core qualities of empathy, responsibility and discerning thinking. These qualities, in turn, nurture the well-being of our children. Later in life, these skills and values result in kindness and respect and translate a more rewarding, compassionate lifestyle.

The project was started in 2012 and has reached over 113,000 children through a network of Pioneer schools. Based on the UNESCO "Four Pillars of Education" CFL consists of 60 lessons over 6 years of primary grades. Each lesson has the embeds SDGs and makes them applicable and understandable to children.

The curriculum embeds the SDGs into lessons delivered by teachers and fosters open discussion, critical thinking and inquiry led learning. The potential for this intervention to be scaled up and integrated into the national curriculum makes it exceptionally relevant to the SDGs as this would ensure inclusivity for all children who attend school.

## 8. Implementation (350-450 words)

Please describe the implementation modalities or processes, where possible in relation to:

- i) What are the main activities carried out?
- ii) When and where the activities were carried out (including the start date and whether it is ongoing)?
- iii) Who were the key implementation actors and collaborators? (civil society organizations, private sector, foundations, coalitions, networks etc.)?
- iv) What were the resources needed (budget and sources) for the implementation? \*

The CFL project is planned annually in line with a 5-year strategy. The Pioneer Network is nurtured and relationship built to ensure cooperation from the Principal and teachers to ensure the curriculum will be well received and advocated for. A teacher training programme and webinar support is offered to Pioneer schools to support with common teaching knowledge gaps such as formative assessment and inquiry led learning techniques. The teachers then go on to deliver the curriculum within lesson time allocated for this subject. Activities. Lessons within our Pioneer Schools start and end within the academic year. Teacher training is planned around summer holiday training days and then bimonthly, school support is offered through online training and a dedicated trainer who is also the ACTAsia point of contact for the school.

Monitoring. CFL is monitored through our CFL Project Manager in China. They remain in touch with the Principals and teachers of the Pioneer Schools and hold the Quality Improvement Plan for the network which sets targets for the school to increase their capacity for delivering CFL at a suitable pace and quality of facilitation. Data is collected each term and feedback at each bimonthly webinar.

Independent research by the City University of New York, is in place each academic year to collect data on prosocial behaviour, empathy, attitudes to animals and the environment. The results have been published in their own right and demonstrate the curriculum has positive impact in these key areas.

Resources. The CFL project costs annually include: salary for the four project officers and one project manager. The team is responsible for the production of support materials/updating to remove barriers to delivery and support teacher training.

## 9. Results – outputs and outcomes (250-350 words)

To the extent possible, please reply to the questions below:

- i) How was the practice identified as transformative? (e.g., impact on policies, impact on management processes, impact on delivery arrangements or education monitoring, impact on teachers, learners and beneficiary communities etc.);
- ii) What were the concrete results achieved with regard to outputs and outcomes?
- iii) Has an assessment of the practice been carried out? If yes, what were the results? \*

113,000 children participated in CFL. Research papers published; migrant students in cities do better in their scores and gain higher improvements in all areas compared with non-migrant children. Left-behind children benefit from an e-learning application where an adapted curriculum is taught online and shared with remote rural schools reaching 30,000 so far. Our research shows that students who participated in the program displayed significantly greater gains in prosociality than similar students who didn't. Our research also demonstrates significantly stronger increases in their attitudes to environmental issues when following the CFL curriculum.

## 10. Lessons learnt (300 words)

To the extent possible, please reply to the following questions:

- i) What were the key triggers for transformation?
- ii) What worked really well – what facilitated this?
- iii) What did not work – why did it not work? \*

Teachers training is required support inquiry-led learning. If we were to restart the project elsewhere we would seek government cooperation with a view to the curriculum being adopted into the national curriculum. As an NGO we are limited to how many schools we can support and children we can reach. Children, Teachers, Parents and Communities of Schools that deliver the curriculum all benefit from the programme in China, Pakistan and soon to join, Greece. Partnerships are integral and support capacity building of NGO's and schools through training and support to develop high quality education programmes within formal settings that spillover to the families and communities is seen anecdotally once this curriculum is embedded.

## 11. Conclusions (250 words)

Please describe why may this intervention be considered a "best practice".

What recommendations can be made for those intending to adopt the documented "best practice" or how can it help people working on the same issue(s)? \*

**Sustainability:** once teachers are trained and CFL is embedded into the schools' curriculum the project can maintain itself. Social media groups maintain teacher interest and act as support to new teachers and schools delivering CFL. Enrichment lesson plans support extension of CFL into key subjects.

**Replicability:** The curriculum is available in English and Chinese accessible for schools to adapt to their cultural situation and translate. In 2019 ACTAsia shared the curriculum with Join Hands and Sindh Education Foundation in Pakistan, they are in the planning, translation and adaptation process in readiness to start delivering.

The curriculum is flexible, to subjects taught as long as the learning objectives are in place and met the subject areas ensure the content is valid and robust. Our aim is to identify future partnerships which include local or central governments so that they can adopt or integrate Caring for Life into their national curriculum, for every child.

## 12. Further reading

Please provide a list and URLs of key reference documents for additional information on the "best practice" for those who may be interested in knowing how the results benefited the beneficiary group/s. \*

<https://www.sciencedirect.com/science/article/abs/pii/S0883035518305809?via%3Dihub>

[https://www.researchgate.net/publication/343194123\\_A\\_World\\_of\\_Good\\_A\\_Humane\\_Education\\_Program%27\\_s\\_Effects\\_on\\_Lower-Elementary\\_Students%27\\_Environmental\\_Behaviors](https://www.researchgate.net/publication/343194123_A_World_of_Good_A_Humane_Education_Program%27_s_Effects_on_Lower-Elementary_Students%27_Environmental_Behaviors)

[https://www.dropbox.com/s/6sd6zwmwjyskomfc/Migrant\\_and\\_Non-Migrant\\_Children\\_Report.pdf?dl=0](https://www.dropbox.com/s/6sd6zwmwjyskomfc/Migrant_and_Non-Migrant_Children_Report.pdf?dl=0)

<https://www.actasia.org/news/caring-for-life-first-officially-accredited-ngo-curriculum-for-higher-education-in-the-world/>