

# **National Standards Of Child Friendly Schools in China (Draft)**



unite for children  
携手为儿童

unicef   
联合国儿童基金会

## **Table of Contents**

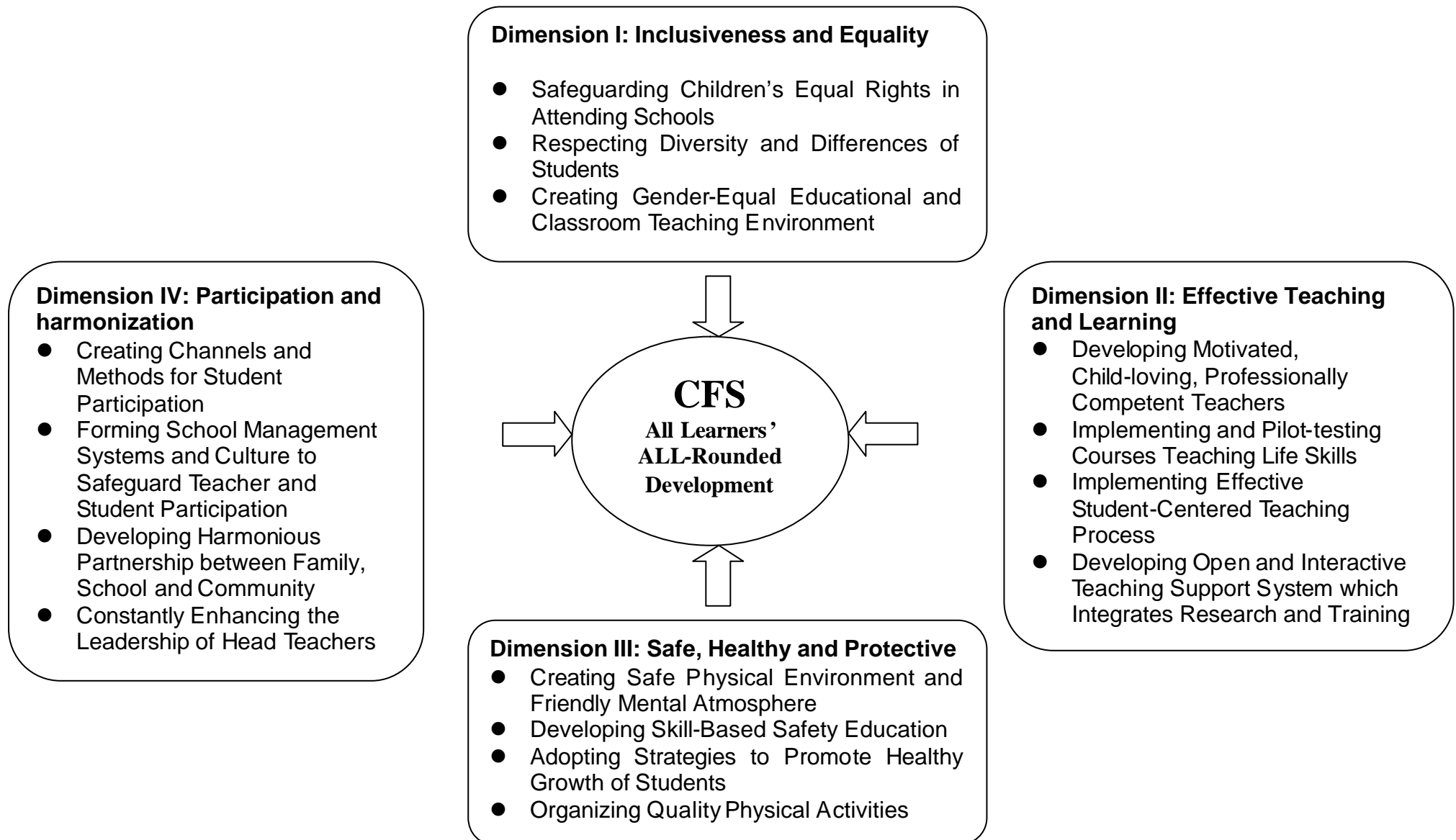
<b>1. Vision of Child Friendly Schools in China.....</b>	<b>2</b>
<b>2. Framework of CFS in China.....</b>	<b>3</b>
<b>3. Dimension I: Inclusiveness and Equality.....</b>	<b>4</b>
<b>4. Dimension II: Effective Teaching and Learning.....</b>	<b>9</b>
<b>5. Dimension III: Safe, Healthy and Protective.....</b>	<b>16</b>
<b>6. Dimension IV: Participation and harmonization.....</b>	<b>21</b>

## Vision of Child Friendly Schools in China

In light of the Convention of the Right of the Child and of China's national education policy, Child- Friendly Schools ( CFS ) in China aim to develop a school-level quality education model centered on learners development and based on children's rights. CFS in China ensures *inclusive* enrolment and *equal* treatment of all school-aged children, in *safe, healthy, protective and ever-improving* environments, promotes learners' actual acquisition of relevant knowledge, capacities and attitudes through relevant life skills-integrated curriculum and *effective teaching*, and strives for democratic *participation* of all pupils, teachers, the family and the local society, making the school a *harmonious* learning community.

The ultimate aim of CFS in China is the all-rounded development of all children and the full flowering of creative human potentials of each pupil. Children at Chinese CFS will *learn to learn*, with motivation and capability of learning well; they will *learn to do*, developing problem-solving, knowledge-application and life/social skills; they will *learn to be*, developing human competencies, respecting teachers, parents, peers and others, and building moral characters and psychological as well as physical health; and they will *learn to live together*, pursuing cooperative learning, ready for helping others, and working with others in team spirit. In sum, Chinese CFS pupils shall be enabled to develop in an all rounded way, in ethical, intellectual, physical, aesthetical and life -skills dimensions.

## Framework of Child Friendly Schools in China



## Dimension I: Inclusiveness and Equality

Inclusiveness and equality is the core criterion for Child-Friendly Schools. Inclusiveness refers to that schools are proactively mobilizing and helping all school age children, especially children in disadvantageous position, to be enrolled and to benefit from school education. Equality refers to equal opportunities of enrollment and development for boys and girls, and creating a school environment with no bias or discrimination but respect to the diversity and differences of students.

- Schools work proactively to provide enrollment opportunities to all school age children and create equal conditions for their attendance, with special focus on difficulties of girls, disabled children, poor children, migrant children and left-behind children during enrollment.
- Students are able to get equal treatment during the educational process regardless of their background and capabilities to acquire the knowledge, attitude and skills necessary for their future development.
- Children diversity in culture, language, family background and experience is respected and understood in schools and a school culture which is tolerant, friendly, equal and respectful is set up
- Schools provide a non-discriminative teaching and learning environment and prepare boys and girls for equal entry into society.

The dimension is composed of three domains, respectively **(1) safeguarding children's equal rights in attending schools; (2) respecting diversity and differences of students; (3) creating gender-equal educational and classroom teaching environment.**

Domain	Standard	Indicator	
		Process indicator	Outcome indicator
1.1 Safeguarding Children's Equal Rights in Attending Schools	1.1.1 Inclusive education becomes the core rationale for running schools	<ul style="list-style-type: none"> <li>● There are contents on Child-Friendliness and inclusiveness in school motto, publicity poster boards (or columns) and agendas of important meetings;</li> <li>● Schools have measures to emphasize the equal rights of children to attend school and can implement them;</li> <li>● All teaching faculty and staff have learned the Law on Compulsory Education and CRC and know the basic content of them.</li> </ul>	<ul style="list-style-type: none"> <li>● Inclusive education become one of the basic ideas of schools to make development plans</li> <li>● More head teachers, teachers and parents know the basic contents of child rights;</li> <li>● Children show stronger awareness on their rights, responsibilities and participation when describing their school life.</li> <li>● Every student can get access to free compulsory education.</li> </ul>
	1.1.2 Schools actively mobilize and enroll every school age child.	<ul style="list-style-type: none"> <li>● The schools are active in keeping in touch with relevant government authorities including public security, civil affairs and family planning departments to get to know the amount and distribution of all school-age children in their catchments areas?</li> <li>● There are clear statements in student enrollment policies on provision of relaxed enrollment measures such as relaxed control on enrolling age, providing bilingual learning environment and care for the subsistence for children in difficult situations including orphans, children affected by HIV/AIDS, children from families with special difficulties and disabled children;</li> <li>● There are specific working procedures in schools to guarantee children with difficulties to get accepted smoothly into school;</li> <li>● Schools give focused publicity to parents on the rights of children (especially girl children) and the significance of attending schools.</li> </ul>	<ul style="list-style-type: none"> <li>● Enrollment rate, especially of school age children with special needs in the community;</li> <li>● Enrollment rate of girls</li> </ul>

	1.1.3 There are monitoring mechanisms to control dropout rate and ensure retention.	<ul style="list-style-type: none"> <li>● Schools create personal files and change records for school attendance of all children, especially those with special needs;</li> <li>● School attendance rate and retention rate are included in the self-assessment and teacher evaluation systems in schools;</li> <li>● Students' school attendance is seriously checked and in the case where students are absent, teachers actively look for solutions;</li> <li>● Head teachers and teachers make use of community resources to block the dropout of students who are in difficult situations and help them return to campus;</li> </ul>	<ul style="list-style-type: none"> <li>● Retention rate, especially of children with special needs after they are enrolled;</li> <li>● More teachers know about children from families with special difficulties and de-motive children;</li> </ul>
1.2 Respecting Diversity and Differences of Students	1.2.1 Schools take practical and effective measures to ensure special educational needs of children are satisfied.	<ul style="list-style-type: none"> <li>● All teaching faculty and school staff have received training on inclusiveness and special education and they have made corresponding action plans;</li> <li>● Different language backgrounds of students are taken into consideration in teaching materials and classroom instruction language;</li> <li>● Schools have full-time teachers and regular training courses to instruct boarding students in daily subsistence;</li> <li>● Schools and teachers in collaboration with community provide emotional care to children whose parents work as migrant workers in cities outside their hometowns;</li> </ul>	<ul style="list-style-type: none"> <li>● School facilities and equipments cover needs of all students, especially those with special difficulties;</li> <li>● Children with learning difficulties make continual progress;</li> <li>● Teachers can give examples on telling the differences between students and applying appropriate education;</li> </ul>
	1.2.2 Schools create such campus culture as friendly, harmonious and respectful to the diversified backgrounds of students	<ul style="list-style-type: none"> <li>● Schools provide students with the opportunities to know about different cultures and customs, for example by demonstrating different languages, customs and cultures making use of school broadcast stations, poster columns, blackboards and other cultural and physical events and activities;</li> <li>● Teachers have basic knowledge on their basic rights, the socio-economy and the culture of the community they live in;</li> <li>● Teachers have awareness and actions in carrying on the ethnic cultures and folk cultures;</li> <li>● Efforts are made to enrich students' campus life and give each of the students opportunities to display and discover their unique talents;</li> <li>● Both teachers of ethnic minority and Han nationality are recruited in schools in minority inhabited regions.</li> </ul>	<ul style="list-style-type: none"> <li>● All students, especially those with learning difficulties, feel the trust and support from teachers;</li> <li>● Teachers and students are neither biased or discriminated against when speaking in their native languages or dialects;</li> <li>● Students are willing to learn and experience different cultures, languages and customs;</li> </ul>

1.3 Creating Gender-Equal Educational and Classroom Teaching Environment.	1.3.1 Schools advocate gender equality and ensure gender sensitivity exist in teaching and learning contents and in environment.	<ul style="list-style-type: none"> <li>● Entire school faculty and all staff are trained on gender equality;</li> <li>● Teachers are able to point out obvious gender-biased contents in teaching and learning materials and keep students away from being effected;</li> <li>● Schools and teachers are able to break away from influence of traditional gender bias when guiding students in future occupations or professional preferences;</li> <li>● Positive male and female role models especially those of non-traditional gender-biased occupation are demonstrated in school posters and columns;</li> <li>● Teachers do not make their in-class questions particularly easier or harder for girls or boys;</li> <li>● Boys and girls take equal responsibilities and enjoy equal opportunities in class and school issue management.</li> </ul>	<ul style="list-style-type: none"> <li>● Students can sensitively tell gender-biased and gender-discriminative speeches;</li> <li>● Both boys and girls receive no gender bias or discrimination and both feel constantly increasing confidence in study and life;</li> <li>● There is no gender, ethnic or cultural discrimination in the design of curriculum and teaching and learning materials;</li> <li>● No distinctive differences exist in career opportunities and academic performances for boy and girl students;</li> </ul>
	1.3.2 Male and female teachers enjoy equal participation in school management and opportunities of development	<ul style="list-style-type: none"> <li>● Entire school faculty and all staff are aware of gender equality as a fundamental national policy in China;</li> <li>● Female teachers feel they are given equal attention during work as their male counterparts;</li> <li>● Schools implement special favorable policy for female teachers before and after delivery according to relevant legislations in China;</li> <li>● Male and female teachers enjoy equal opportunities of external training and personal development;</li> </ul>	<ul style="list-style-type: none"> <li>● There is a gender balance of teachers;</li> <li>● Percentage of female teachers in various levels of administrative leadership positions reaches a certain level;</li> <li>● Percentage of female teachers in various levels of professional titles reaches a certain level;</li> </ul>



## Dimension II: Effective Teaching and Learning

“Effective teaching and learning” is the core in Child Friendly Schools, which means that teachers as facilitators use their professional knowledge and skills to motivate students to learn, help students to achieve optimal learning results and promote education activities with active, all rounded and differentiated development of students..

Currently this dimension focuses on the following aspects:

- Mastering student-centered teaching methods, making full use of curriculum as resources, designing effective teaching strategies and organizing students to actively participate in class-room study;
- Developing professionally competent teaching team and implementing and pilot-testing curriculum with relevant life skills;
- Establishing an open and interactive teaching support system which combines research and training.

The dimension is consisted of four domains: **(1) Developing motivated, child-loving and professionally competent teachers; (2) Implementing and pilot-testing courses teaching life skills; (3) Implementing effective student-centered teaching process; and (4) Developing an open and interactive teaching support system which integrates research and training.**

Domain	Standard	Indicator	
		Process indicator	Outcome indicator
2.1 Developing Motivated, Child-loving and Professionally Competent Teachers	2.1.1 Teachers have professional ethics of love towards students and dedication to work;	<ul style="list-style-type: none"> <li>● Teachers respect basic rights of students and equally treat all students;</li> <li>● Teachers have awareness and skills to listen to students' opinions and to know all students, especially ethnic minority students, girls and students with learning difficulties;</li> <li>● Teachers dedicate to work and actively participate in school-based coaching research and training activities</li> <li>● Teachers maintain advanced education theories;</li> <li>● Teachers constantly engage themselves in self-reflection, collaborative learning and life-long study;</li> </ul>	<ul style="list-style-type: none"> <li>● No student suffer from any forms of maltreatment including physical punishment, scolding or mental harm;</li> <li>● Merits and progress of all students, especially disadvantaged students, are timely figured out and praised;</li> <li>● Students' views and interests are paid attention to by teachers;</li> <li>● Most students like their teachers;</li> <li>● Students' parents acknowledge the sense of responsibility of teachers;</li> <li>● Teachers can give clear description on their educational ideas and properly put them in practice;</li> <li>● Teachers are able to act as role models to students in all aspects;</li> </ul>
	2.1.2 Teachers have professional knowledge to finish all educational and classroom teaching tasks	<ul style="list-style-type: none"> <li>● Teachers master the most fundamental disciplinary knowledge and the most useful knowledge for student development;</li> <li>● Teachers know about the methods and cases of understanding, diagnosing and solving the problems and difficulties students may have during the learning process, especially strategies of helping students with learning difficulties;</li> <li>● Teachers recognize the backgrounds, learning styles and demands of students;</li> </ul>	<ul style="list-style-type: none"> <li>● Students have intensive interests in learning;</li> <li>● Students know the objectives and tasks of each class;</li> <li>● Students' learning difficulties are timely spotted and solved;</li> <li>● Students find close connections between what they learn and their real life experience;</li> </ul>

	<p>2.1.3 Teachers have professional capability for scientific teaching plans, effective class management and good organization of in/out-of-classroom activities;</p>	<ul style="list-style-type: none"> <li>● Teacher are trained in application of various teaching and management methods;</li> <li>● Teachers grasp the skills of making students actively participate in school teaching and learning (including design of teaching plans, use of resources and organization of collaborative learning, based on students' situations);</li> <li>● Teachers have the capability of motivating students to participate in class management and other extra-curriculum activities;</li> <li>● Teachers have the capability of organizing co-curriculum activities and social practices according to students' interests and needs;</li> <li>● Teachers have fostered the capacity of individualized instruction to students and managing participatory classes.</li> </ul>	<ul style="list-style-type: none"> <li>● Students are given a range of colorful, interesting and optional extra-curriculum activities and take active part in them;</li> <li>● Parents have channels to know about students' study and school life;</li> <li>● Parents regard students' habits and behaviors as improved.</li> <li>● Teaching methods advocated in new curriculum are reflected in teachers' teaching practice.</li> </ul>
	<p>2.1.4 Teachers have professional skills of using educational evaluation tools in a scientific way and giving timely feedback.</p>	<ul style="list-style-type: none"> <li>● Teachers apply multiple evaluation methods covering both processes and outcomes based on students' performance and corresponding situations;</li> <li>● Teachers keep improving their teaching based on feedbacks from all parties, especially those from students;</li> <li>● Teachers set up individual files for students on their comprehensive quality development as basis for students' individualized development;</li> <li>● Teachers respect students' privacy during evaluation and feedback and make good use of evaluation as catalyst for students' growth.</li> </ul>	<ul style="list-style-type: none"> <li>● Feedbacks from students stimulate improvement on educational and teaching initiatives by teachers and schools;</li> <li>● Students perceive improvements of themselves from teachers' evaluation and feedback on them, thereby develop self-confidence;</li> <li>● No students receive bias or discrimination due to difficulties in study or other things;</li> </ul>

2.2 Implementing and Pilot-testing Courses Teaching Life Skills	2.2.1 All courses have integrated education on emotion, ethics, value of life and spirit of innovation.	<ul style="list-style-type: none"> <li>● All courses emphasize the fostering of basic values of life such as honesty, self-confidence, love, respect and sense of responsibility.</li> <li>● All courses emphasize the fostering of ethics, value and socio-psychological capabilities;</li> <li>● Skills of exploration are trained in science classes and activities;</li> <li>● Skills on expression, communication and collaboration are taken into consideration in all courses;</li> <li>● Schools provide students with opportunities to learn the diversity and complexity of society and encourage students' critical thinking of subjects;</li> <li>● Teachers drawn spirits from basic life values reflected in folk culture to develop relevant teaching resources or school-based courses.</li> </ul>	<ul style="list-style-type: none"> <li>● Students show interests and actively participate in learning activities in units of teams or classes;</li> <li>● Students successfully adapt themselves to living and learning environment in schools;</li> <li>● Students display capacity in critical things and innovation;</li> <li>● Students are self-confident, able to handle inter-personal relationship in and outside school and adaptable to society.</li> </ul>
	2.2.2 All courses train students on problem-solving capacity, life skills and practicing what have been learnt.	<ul style="list-style-type: none"> <li>● All courses have integrated good living habits;</li> <li>● The class in labor and skill appropriately teach students some locally useful practical skills and labors;</li> <li>● All courses emphasize students' practice in society of what have been learnt in school.</li> </ul>	<ul style="list-style-type: none"> <li>● Schools have courses on special life skills for students;</li> <li>● Students have improved their capability of applying school-learnt knowledge to solve problems;</li> <li>● Students have formed the capacity as well as the habits of living safely and with good personal hygiene.</li> </ul>
2.3 Implementing Effective Student-Centered Teaching Process	2.3.1 Teachers take into full consideration of students' experience, real life practice and needs when preparing for lessons and during class.	<ul style="list-style-type: none"> <li>● Events and curriculum arranged in schools are consistent with children's needs;</li> <li>● Schools organize teachers to prepare lessons in collaboration;</li> <li>● Classroom decoration is suitable to children's age. For example, pictures and characters hung on classroom walls comply with students' interests and capacity of understanding;</li> <li>● During preparation of lessons, teachers fully take into consideration students' real life practice and experience;</li> <li>● Teachers actively collect students' feedbacks on teaching and make timely adjustment to the teaching process.</li> </ul>	<ul style="list-style-type: none"> <li>● Students can follow teachers in their classroom teaching process;</li> <li>● The academic performance of students with special needs has been improved;</li> <li>● Teachers make flexible use of the stratum teaching strategy;</li> <li>● The basic skills of boys and girls in reading, writing and calculating have been improved.</li> </ul>

	<p>2.3.2 There is effective interaction between teachers and students and active participation from students in class;</p>	<ul style="list-style-type: none"> <li>● There have formed the privacy of communication between teachers and students;</li> <li>● Teachers encourage and guide students in paying attention and showing care to their companions;</li> <li>● Teachers provide guidance to students and arrange proper activities to promote students' critical thinking and inspiration to each other;</li> <li>● Teachers make full use of class space and persons as resources to create learning opportunities and activities;</li> <li>● Teachers assign individualized homework which requires utilization of school and/or community resources.</li> </ul>	<ul style="list-style-type: none"> <li>● Students are able and willing to skillfully communicate with others in forms of person-to-person, small groups, big groups and teams;</li> <li>● The majority of students receive effective attention from their companions and marginal students receive care and help from companions;</li> <li>● Basically, main objectives of each lesson are achieved and proved through evaluation;</li> <li>● Individualized learning results are achieved, expressed and demonstrated.</li> </ul>
	<p>2.3.3 There are timely feedbacks and appropriate assessments on students' learning performances.</p>	<ul style="list-style-type: none"> <li>● Teachers help students make constant improvement by such a variety of methods as marking students homework and making comments on them;</li> <li>● Teachers keep friendly communication with parents on students' learning performances and offer timely feedback information;</li> <li>● Teachers set aside special time after class to answer students' questions;</li> <li>● Teachers use multiple ways including creating files for students to conduct learning assessments on students;</li> </ul>	<ul style="list-style-type: none"> <li>● Students get timely feedbacks and effective instruction through assessments;</li> <li>● Students acquire improved capabilities in solving problems;</li> <li>● Students acquire confidence and make improvements after getting the feedbacks from teachers;</li> <li>● Schools establish and put into use information management systems of students.</li> </ul>

2.4 Developing Open and Interactive Teaching Support System which Integrates Research and Training	2.4.1 Teachers and students have easy access to teaching and learning support and can share quality education resources.	<ul style="list-style-type: none"> <li>● There are professional books and necessary teaching and learning aids in schools, as well as the regularly updated teaching materials and aids;</li> <li>● The opening hours and the management measures in school libraries and computer rooms are convenient for teachers to conduct teaching and research;</li> <li>● There are venues in schools where students like to sit and read and books and magazines students like to read;</li> <li>● There are policies and measures in schools to encourage teachers and students to use digital education resources during teaching and learning and in-and-out of school activities;</li> <li>● Schools integrate various educational resources to preliminarily establish a resource database to support education and teaching;</li> </ul>	<ul style="list-style-type: none"> <li>● Teachers have easy access to teaching materials downloaded from distance education network and other resources provided by schools, such as opening hours of and resource attainment from libraries;</li> <li>● Teacher use multiple resources to develop school-based resources including electronic teaching plans, coursewares, in-class records and students' electronic works.</li> </ul>
	2.4.2 Teachers' diverse teaching needs are met;	<ul style="list-style-type: none"> <li>● Teachers in village schools and teaching sites have channels to acquire information on training resources;</li> <li>● There are suitable channels and conditions for female teachers (who are in breast-feeding period) to receive training;</li> <li>● The living habits, cultures and training needs of ethnic minority teachers are respected;</li> <li>● New teachers receive timely instructions by specially assigned staff during their teaching process;</li> <li>● Learning resource centers are established and improved for teachers</li> </ul>	<ul style="list-style-type: none"> <li>● There are diversified teacher training resources, including bilingual education, special education and duplex education;</li> </ul>
	2.4.3 ICT equipments in schools generally meet the demands of teachers and students;	<ul style="list-style-type: none"> <li>● There are sound equipment management and maintenance procedures in schools;</li> <li>● The information and communications equipments in schools are able to be kept at good working conditions;</li> <li>● There are specially assigned staff responsible for equipment maintenance and providing instructions to teachers and students who use the equipments.</li> </ul>	<ul style="list-style-type: none"> <li>● Teacher are capable of applying ICT to prepare lessons and using multimedia classrooms for class education;</li> <li>● The ratio of computers over students in the school reaches the average level of the whole country or its province;</li> <li>● Teachers and students are able to realize remote teaching and learning through campus network.</li> </ul>

	<p>2.4.4 Teachers and students can make full use of ICT equipments and resources with a sense of responsibility to support effective teaching and learning;</p>	<ul style="list-style-type: none"> <li>● Teachers in general are trained to apply resources to develop student-centered teaching methods;</li> <li>● Schools develop regular school-based research activities on resource-based teaching and learning. Teachers use remote education resources to prepare lessons and actively promote in-class communication with students;</li> <li>● Schools establish ICT rules which the students adhere to and guarantee the safe and healthy use of ICT by students.</li> </ul>	<ul style="list-style-type: none"> <li>● All students are able to have classes in multi-media classrooms or computer classrooms;</li> <li>● All students participate in activities based on remote education resources;</li> <li>● All mid-and-senior grade students are educated on ICT;</li> <li>● All students know about the potential risks of internet and use internet in a safe and healthy manner.</li> </ul>
	<p>2.4.5 School-based Teachers' Learning Centers and Research and Training Mechanisms are established and improved.</p>	<ul style="list-style-type: none"> <li>● Schools have relevant mechanisms and measures to promote teachers' independent learning, for example integration of self-teaching and group learning into teachers' advanced study assessment;</li> <li>● School develop regular school-based training courses and teaching and researching activities and ensure teachers from each teaching site participate in these activities;</li> <li>● Each teacher develop his/her own professional development plan;</li> <li>● Schools get various supports from communities benefit for development of teachers.</li> </ul>	<ul style="list-style-type: none"> <li>● Head teachers know teachers' demands and plans for professional development;</li> <li>● Teachers finish their scores of adult continuing education required by relevant national regulations;</li> <li>● Schools acquire various forms of support from communities for the development of teachers;</li> <li>● There forms an atmosphere of life-long study in schools.</li> </ul>

### **Dimension III: Safe, Healthy and Protective Environment**

Guaranteeing a safe, healthy and protective environment for students is the basis of all work in schools. Preventive measures should be proactively taken from children's perspectives with respect to children to secure the safety of students, promote the physical and mental well-being of children and make children feel that school is a place where they can seek for support and help be it physical, mental or emotional. At the current stage, this dimension includes the following domains:

- Schools should provide basic configuration of equipment, develop rules and measures on emergency preparedness and disaster alleviation and make school a place where children feel safe to stay;
- Schools should develop comprehensive and effective education on safety and health to help students foster awareness, know the basic knowledge and skills for self relief and protection to eventually develop a safe, sanitary and healthy practice of behavior;
- Schools should provide basic health services including food safety, prevention and control of communicable diseases and health checkup for students, offer psychological consultation for students and promote healthy development of students both physically and mentally;
- Schools should put emphasis on development of students' physical health, provide for that purpose relevant facilities, teacher resources and time to creatively develop sports activities suitable to the physical and mental development of children.

This dimension is consisted of the following four domains: **(1)creating safe physical environment and a friendly psychological atmosphere; (2) developing skill-based safety education; (3) adopting strategies to promote healthy growth of students; and (4)organizing quality physical activities.**



Domain	Standard	Indicator	
		Process indicator	Outcome indicator
3.1 Creating Safe Physical Environment and Friendly Mental Atmosphere	3.1.1 Safe and hygienic school infrastructure and environment;	<ul style="list-style-type: none"> <li>● There are basic facilities and equipments to safeguard students' safety, healthy teaching and learning, life and hygiene in schools in general (classrooms, play ground with facility, canteen, water facility and latrines)</li> <li>● There are clinics and full time and part time medical staff in schools;</li> <li>● The layout in school campus is suitable to the healthy growth of students physically and mentally;</li> <li>● The drinking water in school has passed the inspection by the health authorities;</li> </ul>	<ul style="list-style-type: none"> <li>● The maintenance of school buildings comply with relevant national regulations;</li> <li>● The occurrence rate of accidents on students being harmed due to unsafe teaching facilities or equipment in school (such as injury due to use of sports facility and etc.) goes down;</li> <li>● If students suffer from any unexpected accidents or harms, they can be rescued effectively and in a timely manner;</li> <li>● Students easily catch sight of safety and health warning signs;</li> <li>● Students have access to sufficient clean water conforming to hygienic standards</li> <li>● Students (especially girls and students who have difficulties getting about) feel the use of latrine convenient and safe;</li> <li>● The ratio of newly occurred myopia among students has dropped;</li> </ul>
	3.1.2 There is a student and teacher-friendly mental environment.	<ul style="list-style-type: none"> <li>● There are policy in place in schools to provide care and security to the disadvantaged group of students;</li> <li>● The layout of school campus and classrooms comply with mental and physical health of students and emphasizes students' participation and student-centeredness;</li> <li>● Teachers are role models for students in mental health.</li> </ul>	<ul style="list-style-type: none"> <li>● All students and teachers can get support and help when needed;</li> <li>● The absence and drop-out rates of students because of mental illness are low;</li> <li>● Teachers and students are free from being bullied, harassed, or suffering from violence or sexual harassment in schools;</li> <li>● Teachers and students are familiar with relevant policies and measures related to protection;</li> </ul>

	3.1.3 There are safety measures against injury to teachers and students	<ul style="list-style-type: none"> <li>● There are clear penalty measures in schools on physical punishment of students;</li> <li>● There are appropriate measures to combat violence, harassment and sexual harassment on students;</li> <li>● No psychological infringement behaviors exist in schools towards students (for instance, showing respect to individuality and privacy, no discrimination and negligence)</li> <li>● There are policies and measures protecting teachers and students from being injured.</li> </ul>	
3.2 Developing Skill-Based Safety Education	3.2.1 There are administrative rules on emergency responsiveness and disaster prevention in schools.	<ul style="list-style-type: none"> <li>● There are feasible plans on emergency response and disaster prevention;</li> <li>● Students receive effective attention wherever in school;</li> <li>● Schools regularly organize activities on school safety assessment with participation from teachers, students and parents;</li> <li>● There are always follow-up measures after each safety assessment;</li> </ul>	<ul style="list-style-type: none"> <li>● Teachers, students and parents have basic knowledge on school's plans on emergency response and disaster prevention and know how to respond in case of occurrence;</li> <li>● Teachers and students have basic knowledge and skills to tackle injuries, disasters and other emergency events;</li> <li>● No accidents and injuries (traffic accidents, drowning etc.) happen in school-organized activities.</li> </ul>
	3.2.2 Teachers have received safety training, including basic knowledge and skills.	<ul style="list-style-type: none"> <li>● All teachers have received trainings on knowledge and skills on safety education;</li> <li>● Seminars and publicity activities are regularly held on safety issues for parents and teachers;</li> <li>● Teachers have the basic knowledge and skills on handling emergency events;</li> </ul>	
	3.2.3 Students are provided with skill- based safety education.	<ul style="list-style-type: none"> <li>● Skill training and drills are designed for students to handle emergency events (special classes, special activities and seminars);</li> <li>● Education on safety is conducted through courses and all teaching processes.</li> </ul>	

3.3 Adopting Strategies to Promote Healthy Growth of Students	3.3.1 There are health management systems.	<ul style="list-style-type: none"> <li>● Schools strictly implement various regulations and requirements on school sanitation and health;</li> <li>● Teachers have received training on knowledge and skills on health education;</li> <li>● Schools have psychological counseling room and full time or part time teachers for psychological health counsel;</li> <li>● Schools have physical checkup mechanisms for students, establish individual health files for all students, make regular assessment on the health conditions of students and timely inform parents of the assessment results;</li> <li>● Schools have basic systems for combating communicable diseases and safeguarding food safety;</li> </ul>	<ul style="list-style-type: none"> <li>● The absence rate of students due to illness has dropped;</li> <li>● Students are aware of the administrative rules on sanitation and health in their schools;</li> <li>● No mass hygiene incidents happen among students;</li> </ul>
	3.3.2 Skill-based health education is regularly held in schools for students.	<ul style="list-style-type: none"> <li>● Skill-based health education is developed in a planned manner (for instance disease prevention, scientific nutrition and mental health);</li> <li>● Special educational activities on nationally prioritized diseases are developed (for instance, prohibition of drug use and prevention of HIV/AIDS);</li> <li>● Teachers act as role models for students in forming healthy living habits (such as no smoking and spitting in front of students);</li> <li>● All teachers pay attention to students' use of eyes, stick to organizing students to do eye exercises every morning and afternoon, timely adjust incorrect gestures in reading and writing and control the time of using eyes within short distance to target materials.</li> </ul>	<ul style="list-style-type: none"> <li>● Students have and apply the knowledge and skills to keep physical and mental health;</li> <li>● Students are aware of and apply the knowledge and skills to prevent local diseases;</li> <li>● Students have the awareness and good habits for health and hygiene;</li> <li>● Students have and apply the knowledge and skills of preventing emergent public health incidents.</li> </ul>
3.4 Organizing Quality Physical Activities	3.4.1 There are facilities for physical education.	<ul style="list-style-type: none"> <li>● There are basic facilities conforming to the teaching requirements for physical education;</li> <li>● Regular checks are placed on the facilities for physical education to ensure safety;</li> </ul>	<ul style="list-style-type: none"> <li>● The rate of students meeting the state physical health standards for students is no less than 85%;</li> <li>● The number of students who have been awarded Sunshine Physical Sports Medal is on the rise annually;</li> <li>● Students have developed the awareness and habits of getting actively involved in sports activities;</li> <li>● Students have good sportsmanship and ethics;</li> </ul>

	3.4.2 There are qualified teachers for physical education.	<ul style="list-style-type: none"> <li>● There are sufficient qualified teachers for physical education in schools;</li> <li>● The requirements by the state curriculum standards are strictly observed to offer sufficient class hours and conduct the teaching according to the students characteristics (especially to the appropriate needs of disabled children or stunted children);</li> <li>● Regular sports activities are organized for teachers in schools.</li> </ul>	<ul style="list-style-type: none"> <li>● Students' satisfactory rate on sports is high.</li> </ul>
	3.4.3 There are physical activities suitable to children's physical and mental characteristics.	<ul style="list-style-type: none"> <li>● Schools develop extra-curriculum physical activities in a manner appropriate to their own conditions;</li> <li>● Schools should make good arrangement on class-break setting-up exercises;</li> <li>● Schools have annual sports meeting to advocate sportsmanship ethics;</li> <li>● Schools listen regularly to students' suggestions and assessments on physical educational activities;</li> </ul>	

## **Dimension IV: Participation and harmonization**

Participation and harmonization guide CFS management. By adopting child perspectives in school management and through collaboration between family, school and community, children's participation in study and life both on and off campus is promoted, and the interpersonal relationship and a positive atmosphere is created featured with mutual respect, understanding and support so as to ensure the rights of child and building up of a joyful, relaxing and harmonious living and learning environment for children.

To be specific, participation and harmonization in school management is demonstrated in the following domains:

- Head teachers conduct school management from child perspective, providing healthy, safe and enjoyable physical, social and institutional environment for the development of children;
- Head teachers adopt “human-oriented” perspective to engage students, teachers and community members into school management, with a special focus on involving children in school management;
- Relevant stakeholders of schools have the awareness and capability of showing “mutual respect, understanding and support”, forming the interactive relationship between schools, family, and communities and eventually creating an environment where all members of the society engage in education of children;

This dimension is consisted of four main domains: **(1) creating channels and methods for student participation; (2) forming school management systems and culture to safeguard teacher and student participation; (3) developing harmonious partnership between family, school and community; and (4) constantly enhancing the leadership of head teachers.**

Domain	Standard	Indicator	
		Process indicator	Outcome indicator
4.1 Creating Channels and Methods for Student Participation	4.1.1 There are opportunities, channels and platforms for students to acquire information, express opinions and propose suggestions;	<ul style="list-style-type: none"> <li>Schools have established ways to regularly release information, for example, information column, head teacher's mailbox and head teacher's reception date;</li> <li>Each term, there is at least one public seminar in school to hear students' opinions.</li> </ul>	<ul style="list-style-type: none"> <li>Students know the development plan of the schools as related to themselves;</li> <li>Students know the various rules and regulations in schools related to them;</li> <li>Above 60% of students can express their feelings, opinions and suggestions towards school life and the portion increases each year;</li> <li>Students get timely feedbacks</li> </ul>
	4.1.2 Students are able to participate in school management.	<ul style="list-style-type: none"> <li>There are disciplinary, safety and hygiene inspection committees made up by students in schools;</li> <li>There are students organizations which conduct regular activities such as students' union, Communist Youth League and Young Pioneer</li> <li>Schools organize students to conduct one investigation on existing problems in school and community;</li> <li>School establishes mechanisms to encourage students' self-management in campus issues related to them, such as student library and sports facilities.</li> <li>There are logistic and hygiene inspection group formed by students in the schools;</li> </ul>	<ul style="list-style-type: none"> <li>Students are willing to participate in school management;</li> <li>Students can describe examples of school activities and express their feelings;</li> <li>Student representatives participate in student-related working meetings in schools.</li> </ul>
4.2 Forming School Management Systems and Culture to Safeguard Teacher and Student Participation	4.2.1 There are administrative mechanisms and activities to guarantee teacher participation in schools.	<ul style="list-style-type: none"> <li>There is one general assembly for teaching faculty and staff each term in schools;</li> <li>The teacher and staff delegates should represent different grades, subjects, development levels and genders;</li> <li>The delegates of the general assembly for teaching faculty and staff should solicit students' opinions and suggestions on the agenda who should be in the same grade as the delegates work;</li> <li>The main process and outcomes of the decisions made should be made public to all teaching staffs and students;</li> </ul>	<ul style="list-style-type: none"> <li>Teachers are clear about their roles in school management;</li> <li>Teachers' opinions in school management are paid attention to and given timely feedbacks;</li> <li>Wishes and benefits are heard and paid attention to in the general assembly for teaching faculty and staff;</li> </ul>

	4.2.2 There are class administration systems guaranteeing student participation in schools;	<ul style="list-style-type: none"> <li>● At least one training course for leaders of class, Youth League and Youth Pioneer is organized each term in schools;</li> <li>● At least one activity at the scale of class, Youth League and Youth Pioneer is organized by students each week;</li> <li>● exchanges between class tutors and classes;</li> </ul>	<ul style="list-style-type: none"> <li>● All students know the main content of class management systems;</li> <li>● Over 60% of the students have opportunities to participate in class management;</li> <li>● All class leaders are elected by all students through democratic electing process or by all students rotating;</li> <li>● Various kinds of awards are given to students who are elected by all students through democratic process.</li> </ul>
	4.2.3 Development-oriented teacher motivating mechanisms are established in schools	<ul style="list-style-type: none"> <li>● There are motivating mechanisms for teachers to make educational reforms and innovation in schools;</li> <li>● There are motivating mechanisms for teachers to develop their profession and concentrate on their job;</li> <li>● Care for students is one of the criteria in assessing teachers performance in schools;</li> <li>● Teachers' living status and physical and mental health is paid attention to in schools.</li> </ul>	<ul style="list-style-type: none"> <li>● Every teacher's advantages are discovered and put into play;</li> <li>● Teachers feel the assessment of their performance is fair;</li> <li>● Teachers are clear about their short-term and long-term development goals;</li> <li>● The quitting rate of teachers is decreasing each year.</li> </ul>
	4.2.4 Harmonious inter-personal relationships are established in schools.	<ul style="list-style-type: none"> <li>● Teachers and students have skills in solving conflicts;</li> <li>● Schools organize one collective recreational activities for teachers each year;</li> <li>● Header Teachers have the awareness and skills to enhance teamwork;</li> <li>● Schools and teachers have the awareness and skills in promoting teamwork;</li> <li>● School leaders have at least one talk with each teacher or one general assembly each academic year.</li> </ul>	<ul style="list-style-type: none"> <li>● Over 80% of the students enjoy learning, like school and love their teachers, and this number keeps increasing;</li> <li>● Difficulties of teachers and students are timely discovered and taken care of by their companions;</li> <li>● Teachers and students know what they can do to their group;</li> <li>● The teaching faculty's work has been effective.</li> </ul>

4.3 Developing Harmonious Partnership between Family, School and Community	4.3.1 There are mechanisms, channels and activities in schools to keep interactive relations with parents and communities.	<ul style="list-style-type: none"> <li>● There are parent committees and community representative committees in schools which meet at least twice each term;</li> <li>● There is at least one open day activity each term when schools are open to parents and communities;</li> <li>● Schools have special person in charge of contacting parent committee and community representative committee;</li> <li>● Decisions by parent committee and community representative committee are given attention and feedbacks.</li> </ul>	<ul style="list-style-type: none"> <li>● Students know the main content and communication channels of the interactive mechanisms of families, schools and communities;</li> <li>● Schools have the minutes of parents and communities representative meetings;</li> <li>● Parents and community representatives are willing to participate in school activities</li> </ul>
	4.3.2 Schools and communities share resources and support each other.	<ul style="list-style-type: none"> <li>● Schools make use of community resources to organize students to develop co-curriculum activities and social activities;</li> <li>● The facilities and equipment in schools are to be made open to communities as appropriate;</li> <li>● Teachers in school participate in community educational activity for at least once each term;</li> <li>● Schools provide parents with instruction on family education at least once every term;</li> </ul>	<ul style="list-style-type: none"> <li>● All students can enjoy community resources;</li> <li>● All students are able to participate in community construction in various ways.</li> </ul>
4.4 Constantly Enhancing the Leadership of Head Teachers	4.4.1 Head teachers have the capacity of organizing stakeholders in and out of schools to participate in school development plans	<ul style="list-style-type: none"> <li>● During development of school development plans, head teachers listen to stakeholders (students, teaching faculty, parents, community representatives etc.)</li> <li>● Head teachers consolidate suggestions and comments from all parties to make development goals and action plans for the school and reflect these comments in school development plans;</li> </ul>	<ul style="list-style-type: none"> <li>● Teaching faculty, students, parents and community representatives know about school's development plans and acknowledge the contents;</li> <li>● Students are able to state clearly the goals and directions for school development.</li> </ul>
	4.4.2 Head teachers have the capacity to lead and consolidate educational reforms.	<ul style="list-style-type: none"> <li>● Head teachers call for one seminar each term to ask teachers and students for opinions and suggestions on school teaching reform;</li> <li>● Head teachers take effective measures to encourage and guide teachers in carrying out teaching reforms according to students' demands;</li> <li>● Head teachers timely study and research on teaching reform related policies, theories and best practice.</li> </ul>	<ul style="list-style-type: none"> <li>● Head teachers have their own ideas on the practice and directions of school teaching reforms and have confidence in that;</li> <li>● Over 80% and ever-increasing proportion of teachers acknowledge school teaching reforms and actively participate in the process;</li> <li>● Over 80% and ever-increasing proportion of students acknowledge school teaching reforms and actively participate in the process;</li> </ul>



	4.4.3 Head teachers have the capacity of promoting the development of his teaching faculty	<ul style="list-style-type: none"> <li>● Head teachers are familiar with talents of each teacher and can play them into full swing;</li> <li>● Schools have clear plans and measures for the construction of teaching faculty;</li> <li>● Head teachers support teachers' active participation in professional training courses and actively create conditions for this;</li> <li>● The ideas of head teachers on construction of the teaching faculty are reflected in administrative systems and measures in schools.</li> </ul>	<ul style="list-style-type: none"> <li>● Head teachers have their own ideas on the construction of school teaching faculty and have confidence in that;</li> <li>● Over 90% of the teachers work and live in schools in a physically and mentally healthy way;</li> <li>● At least 5% of the office operating expenditure of school is used for teachers' training.</li> </ul>
	4.4.4 Head teachers have the capacity in coordinating various relations in and outside schools	<ul style="list-style-type: none"> <li>● Head teachers keep learning theories, experience and methods needed for leading a school and have good communication skills</li> <li>● Head teachers pay attention to raise image of the school and try to get extensive support from society;</li> <li>● Head teachers keep regular contact with the head teachers in other schools and organize exchange activities with other school at least once every term;</li> </ul>	<ul style="list-style-type: none"> <li>● Students needs and development are consistently taken into account by schools, parents and community members;</li> <li>● Students are able to enjoy their study and life in schools, families and communities and receive consistent educational influence.</li> <li>● Schools achieve constantly rising reputation among students, parents, communities and identical schools.</li> </ul>
	4.4.5 Head teachers have the personal charm due to constant self-improvement.	<ul style="list-style-type: none"> <li>● Head teachers have their own professional development plans and stick to them;</li> <li>● Head teacher pay attention to personal image and culture, and try best to set role models to teachers;</li> <li>● Head teacher clearly know their own strong and weak points and pay attention during work to enhance strong points and avoid or correct weak points;</li> <li>● Head teachers follow state requirements to finish relevant training and study.</li> </ul>	<ul style="list-style-type: none"> <li>● All teachers feel they are paid attention to by the head teacher in work and life;</li> <li>● Students, teachers, parents and community representatives appreciate the behavior manners of the head teacher;</li> <li>● Teachers observe the personal development of the head teacher.</li> </ul>

赠 阅  
Not for Sale

联合国儿童基金会驻中国办事处  
地址：北京市朝阳区三里屯路12号  
邮编：100600  
电话：010-65323131  
传真：010-65323107  
网址：[www.unicef.org/china/zh](http://www.unicef.org/china/zh)

unite for children  
携手为儿童

unicef   
联合国儿童基金会