

# Caring for Life Education

## Curriculum Framework and Guidelines

Humane Education for the Primary Sector



# Caring for Life Education

## Message from Pei Su, CEO of ACTAsia



### Acknowledgements

CFL publications: CFL Education Curriculum Framework and Guidelines and CFL Education Curriculum Standard are authored by Nick Leney, Education Management Consultant, UK.

The right of Nick Leney to be identified as the author of the Caring for Life Education curriculum has been asserted by him in accordance with the Copyright, Designs and Patents Act 1988. All rights reserved. No part of the content of this publication can be altered without his permission.

Monitoring and evaluation of the research data for the three-years Pilot Project study was directed and assessed by William Samuels. PhD, City University of New York, with published report.

Sincere thanks to international friends and colleagues for so willingly sharing humane education materials and experiences with us. Special thanks to teachers in China and to those who translated the lesson plans and collected data for the initial Pilot Project 2012-2015. Also, to all sponsors who have enabled the creation and continuance of Caring for Life Education in Asia.

Through education, we promote compassion for animals, kindness towards people and respect for the environment throughout Asia.

Our programmes include humane education in schools, veterinary training and consumer education and we work in cooperation with governments and universities.

Caring for Life Education is the property of ACTAsia, an international non-profit organisation, funded through grants; foundations and individual donors.

Founder and CEO of ACTAsia: Pei Su  
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Caring for Life Education (CFL) for children is a curriculum focusing on the concept of humane education in primary schools, defined as: 'a process that encourages an understanding of the need for compassion and respect for people, animals and the environment and recognises the interdependence of all living things'. (World Animal Net<sup>1</sup>)

This publication, Caring for Life Education Curriculum Framework and Guidelines gives a general overview of CFL concepts, rationale, guiding principles and the learning structure. It is suitable for distribution to personnel interested in humane education for primary education and how to design a curriculum.

A further ACTAsia publication is available: Caring for Life Education Curriculum Standard. This gives details of the curriculum construction and how it progresses through six years of primary school learning, through an interwoven spiral of learning areas and themes. The publication is for academic use, for education departments, school Principals and teachers.

CFL Education is intended as a positive process for students and teachers and is a foundation course in Learning to Live Together. Through innovative activities and lessons, teachers can help and encourage students to develop social skills such as empathy, compassion, respect and civic responsibility to enable greater harmony within their family unit, in schools and in the wider society.

Research shows that children flourish in schools when 'learning by doing', not simply by 'being told'; in schools where they can interact with other students and develop at their own pace, with gentle yet firm guidance from their teachers, in a safe and happy environment.

On behalf of the ACTAsia team, I am pleased that through our combined efforts, we are able to make the ACTAsia CFL Education curriculum and evaluation process available to you. Special thanks to our consultants who worked with the ACTAsia team to develop this education programme: Nick Leney for designing the CFL curriculum with six years of lesson plans and Bill Samuels for designing, monitoring and evaluating the three years Pilot Project in China.

A handwritten signature in black ink that reads "Pei Su". The signature is written in a cursive, flowing style.

Caring for Life Education for children (CFL) teaches children in primary education to treat people, animals and the environment with respect and compassion. It is based on the United Nation’s (UNESCO) Four Pillars of Education: Learning to Know, Learning to do, Learning to Live Together, Learning to Be. CFL is concordant with Learning to Live Together and consists of 60 Units, five subject areas, spanning all six years of primary/ elementary education.

1. The Web of Life. Students learn about the ecological relationships between living creatures and the impact of humans on the environment.
2. Sentience. Students learn what it means to be sentient – to feel pleasure, pain, emotions and why the feelings of others matter.
3. Love and respect. Students learn the importance of respecting people, the environment and animals, including how to care for their own pet animals.
4. Interacting with others. Students learn how to safely and responsibly interact with people, animals and the natural world.
5. Emotional intelligence. Students develop compassion and empathy and learn how to make responsible decisions in their personal lives, their communities, and the wider world.

The teaching of Caring for Life Education to children complements the aims of the United Nations Sustainable Development Goals (SDGs). These 17 SDGs are part of a global agreement: Transforming our World: the 2030 Agenda for Sustainable Development, adopted at the United Nations on September 25th 2015 and they cover almost all aspects of our future – for our planet and for humankind.

CFL for children was submitted by the Animal Issues Thematic Cluster, including Animal People, for consideration at the United National High Level Political forum 2019, for meeting three targets and indicators for SDG 4 and further involving 10, 12, 13, 14, 15 and 16. We are additionally working towards SDG 17.

The SDGs concern all nations and will guide global development until the year 2030, through the sustainability agenda relating to poverty, human development, the environment and social justice. ACTAsia supports this important initiative by making CFL Education available to schools worldwide. The structure and content is suitable for all primary/elementary students, with adaptation for cultural needs, if required.



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*Do not confine your children  
to your own learning, for they  
were born in another time.*

Chinese Proverb

# 1 Background

## 1.1 About ACTAsia

ACTAsia was founded in 2006, with the purpose of helping Asian cultures evolve into caring societies, respecting all life forms.

It is a registered non-profit organisation with staff and volunteers working from offices in China and other parts of the world.

Many of its staff, advisors and volunteers have extensive knowledge and experience in the fields of animal welfare and humane education and benefit through training with leading international animal advocacy organisations.

By educating children, consumers and professionals, ACTAsia promotes kindness and compassion for people, animals and the environment among Asian societies.

ACTAsia believes that respect for people, animals and the environment will lead to a more compassionate and sustainable world.



## 1.2 Introduction

In 2012 ACTAsia introduced a pilot Caring for Life Education (CFL) course to three schools in two cities in China. Lessons were taught by class teachers trained by ACTAsia, with assistance from ACTAsia volunteers when required. Lessons were monitored throughout the duration of the course. Data collected from participating pupils and teachers, pre- and post-course, was analysed and evaluated by an independent consultant, using recognised scientific methods (See Appendix 4).

The CFL course is unique as it is the first humane education programme for schools in the world to be annually monitored and evaluated using recognised scientific instruments. Reports were submitted for publication to international educational journals and to relevant education authorities in Asia.

The course currently uses five related subject learning areas, each made up of 12 units. A unit equates to approximately 60 minutes of academic learning and assessment. A graduating student will have completed a 60-hour CFL course in the six years of primary schooling.

CFL is designed as an interactive and progressive learning experience spanning the six years of primary education. Our strategy of investing in the professional development of teachers guarantees optimal pedagogy together with high quality learning resources.

Teachers completing CFL training will benefit from exposure to innovative teaching and are able to provide an ongoing leadership for humane learning within the school and local community.



Students engaged in the Caring for Life programme

### 1.3 Rationale

The value of humane education is by virtue of the synergic relationship to the wider character education of students. The goal is to develop character and virtue to enhance civic harmony.

Use of the CFL framework allows partner schools to promote 'communities of virtue' in which empathy, kindness and good works are modelled, taught, expected and continually practised.

Through learning and by accepting challenges in humane education, students reflect on the nature and complexity of their existence, their place within society and the environment. They develop understanding and a sense of personal and social responsibility, they are empowered to take responsibility for themselves and contribute to the well-being of those around them, of their communities and their connection to their environments.

Primary education offers optimal circumstances for the teaching of CFL content. The American Sociologist, Morris Massey<sup>2</sup>, asserts that the primary years bridge two crucial periods in the development of values:

The 'Imprint Period' spanning infancy up to seven years is a time of students absorbing everything around them. At this time, it is crucial that a true picture of the world is presented. The critical point being to learn a sense of right and wrong, good and bad.

The 'modelling period', Years eight to 13, is a time of mimicry and experimenting. At this age the teacher exerts a strong and potentially lifelong influence. Completion of the CFL course will make a significant contribution to a student's capacity to think humanely and to make virtuous life choices. Our modules use real world examples appropriate to student age and locality.

Expertise in animal welfare allows us to present powerful humane learning in a format young people find innately compelling. Successful humane learning enhances holistic student well-being and the general well-being of the local community and the natural environment.

*"One develops a moral sensitivity to the extent one is embedded, from infancy, in a nurturing parental, familial, and neighbourhood environment. Society can foster that environment by providing the appropriate social and public context. While primitive empathic potential is wired into the brain chemistry of some mammals, and especially the primates, its mature expression in humans requires learning and practice and a conducive environment."*

*Jeremy Rifkin<sup>3</sup>*

**1.4 Caring for Life: Developed from the United Nations Educational, Scientific and Cultural Organisation (UNESCO) Four Pillars of Learning**

The 'Four Pillars of Education' are first recorded in a report for UNESCO by the International Commission on Education for the Twenty-First Century chaired by Jacques Delors<sup>4</sup>.  
The Pillars are:

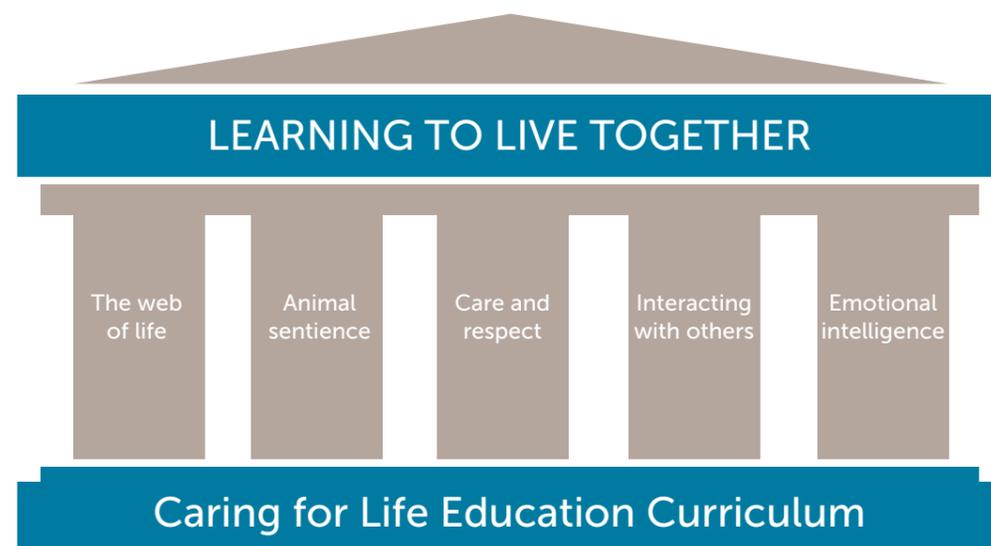
- 1 Learning to Know
- 2 Learning to Do
- 3 Learning to Live Together
- 4 Learning to Be

Each Pillar underpins a facet of UNESCO's vision of compulsory school education and lifelong learning achieved post school.

UNESCO gives particular weight to education facilitating 'Learning to Live Together'. This involves developing understanding of others through dialogue and contributes toward the development of empathy, respect, and appreciation.

To understand others, young students must first be allowed to know themselves. Learning to live together necessitates an understanding of interdependence and from this an appreciation of common interest.

**Figure 1: Caring for Life Education: a foundation course in Learning to Live Together based on UNESCO's Four Pillars of Learning**



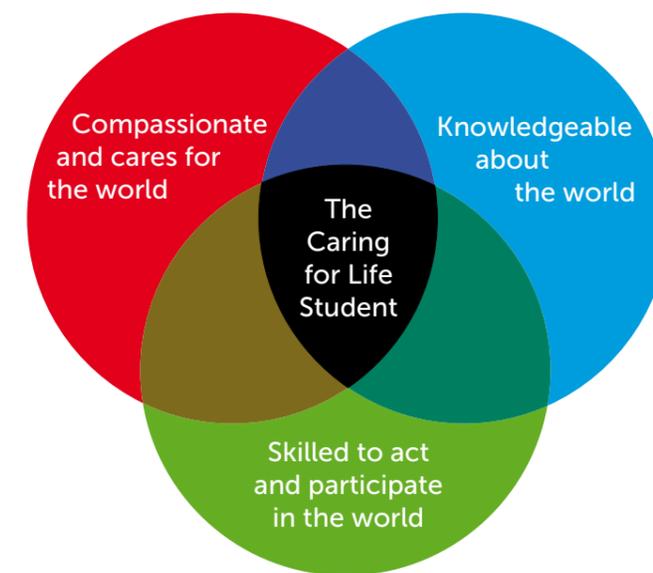
Caring for Life is fully concordant with the aims of 'Learning to Live Together' and interprets the intent in a broader sense to include all sentient beings.

Early course modules assume the premise that to understand others, we must first know ourselves and the immediate environment we occupy.

Young students are encouraged to recognise interdependence and to make sense of how they feel about the life experiences of other people and creatures.

Older students are encouraged to consider shared purpose, and are supported to act on their values through group projects and personal choices.

**Figure 2: Caring for Life seeks to connect knowledge and feelings with actions**



**Young people need humane education in order to:**

- Know about the world**  
possess knowledge of the interconnected existence of all life forms.
- Sense and experience the world**  
have emotional intelligence and exercise compassion for suffering in all life forms.
- Participate in the world**  
make humane decisions and exercise civic responsibility.

### 1.5 Addressing an escalation of antisocial behaviour

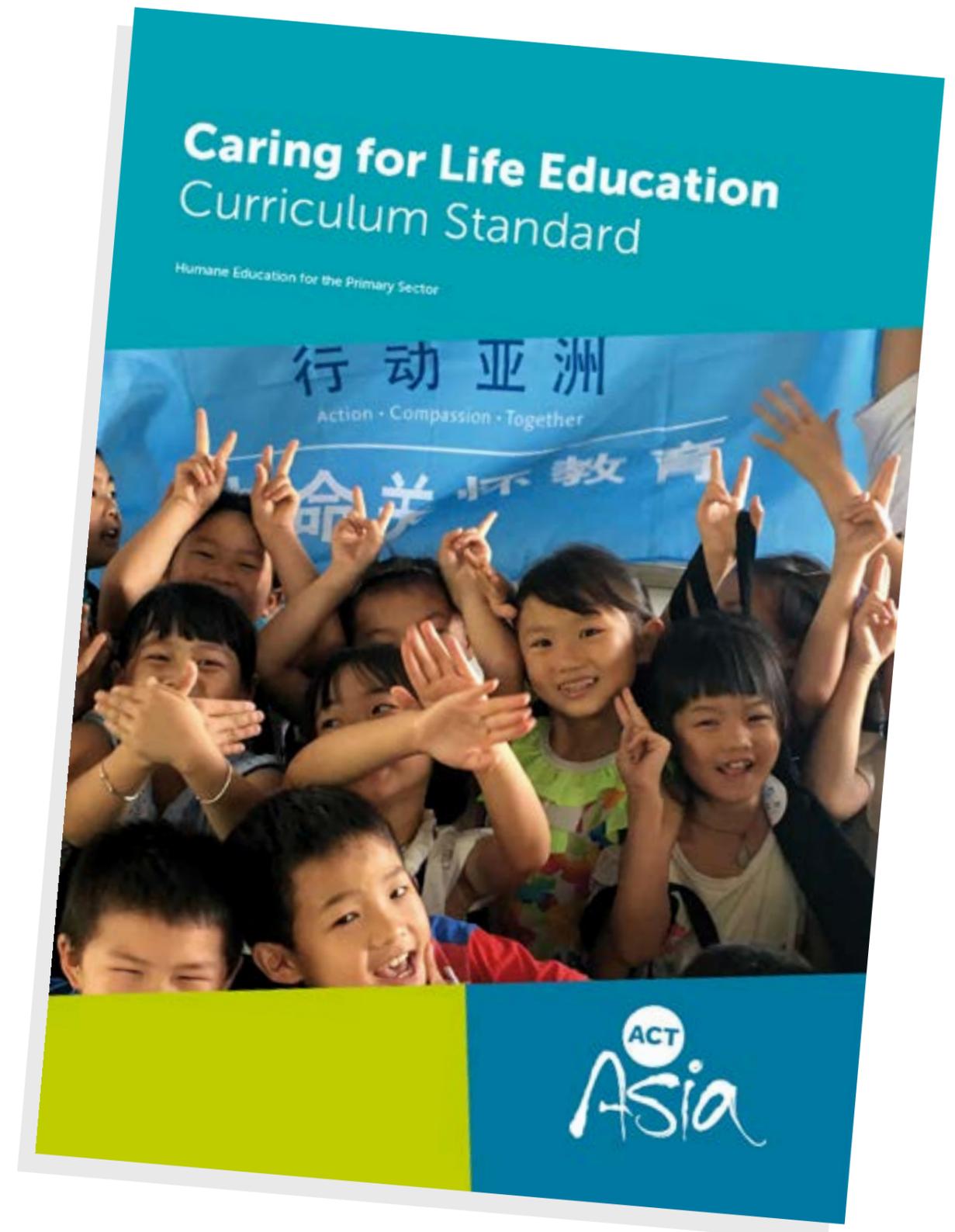
An ever growing body of research evidences the link between childhood cruelty to animals and later criminality, violence and antisocial behaviour.

Authoritative psychological studies correlate childhood cruelty and the development of other deviant behaviours.

Eleonora Gullone<sup>5</sup> argues that because animal cruelty is strongly linked to human cruelty, it must be afforded a high priority.

CFL represents an effective and cost-efficient method for students to explore the damage of a failure to care and discourages entrenchment of unethical behaviour and a later progression to deviance.

**Figure 3: The escalation of antisocial behaviour**



The Curriculum Standard document provides guidance for the implementation of the six-years course.



*"If there is beauty in character,  
there will be harmony in the home.  
If there is harmony in the home,  
there will be order in the nation.  
If there is order in the nation,  
there will be peace in the world"*

*Chinese Proverb*

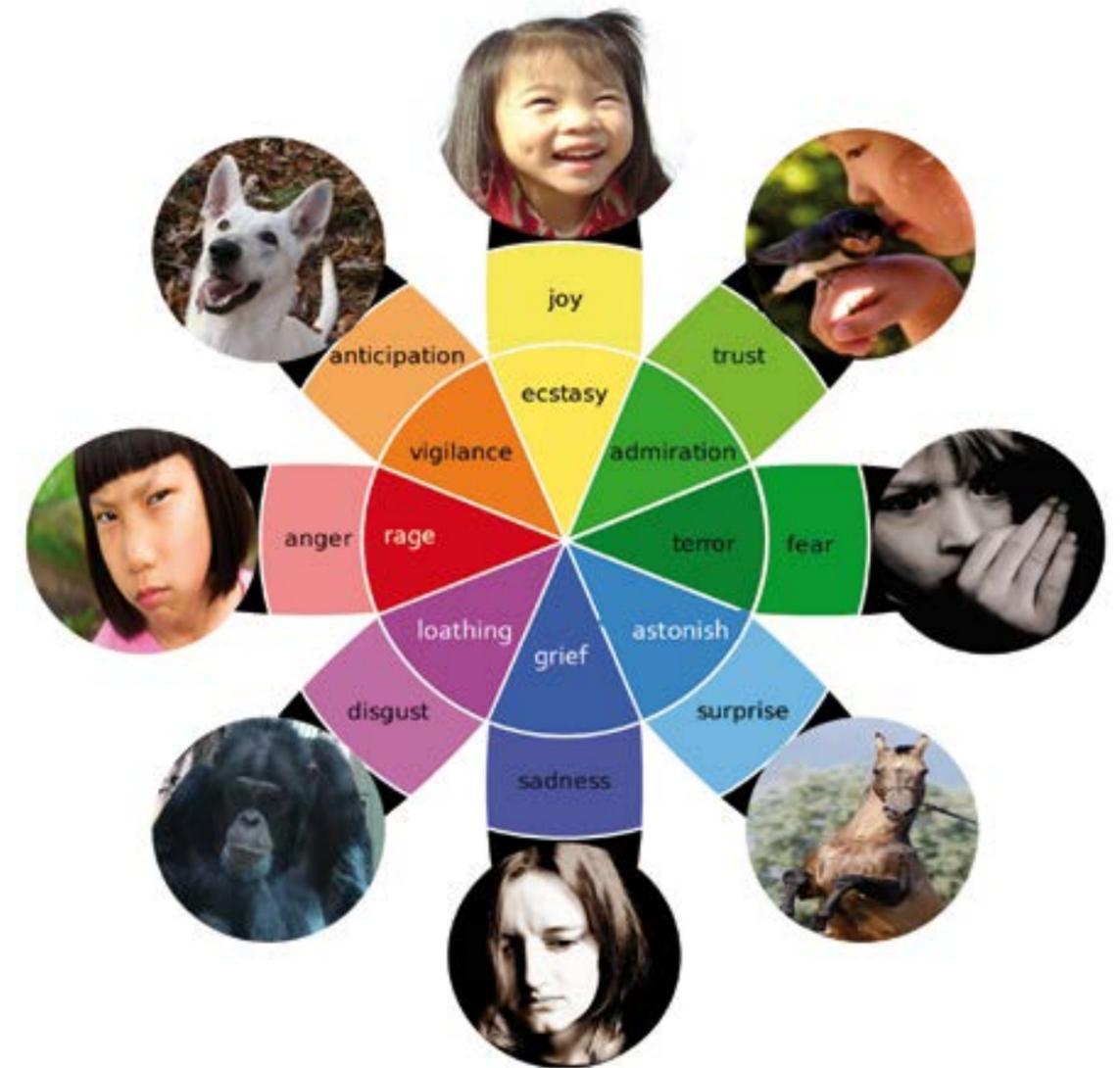
## 2 Framework

### 2.1 Vision

The ACTAsia mission is to support the development of high quality humane education in Asian countries. The framework underpins the holistic benefits of programmes developing empathy and associated moral sensitivities.

The vision is for each student to learn to respect all peoples, animals and the environment and for students to acquire the skills needed to realise their personal empathetic potential.

**Figure 4: Caring for Life Education: respect, empathy and compassion for all**



## 2.2 Aims

### To develop virtue

To develop qualities that enable learners to be engaged, discerning and have a sense of natural justice derived from moral sensitivity.

### To encourage participation

Promote civic responsibility and encourage student participation in local communities and the wider society.

### To support humane decision-making

Facilitate learners to assess their future life pathways, in order to make informed and humane choices.

### To develop emotional intelligence

Contribute to learner well-being and to their quality of life. Emotional intelligence relates to the capacity to establish and sustain caring relationships with family, friends and other living creatures.

### To support student use of critical thinking

Assist learners to apply critical thinking and make decisions that include the full costs of their actions and account for their environmental impact.

### To inspire excellence

Inspire, motivate and enable learners to pursue excellence through an integration of learning and the achievement of their own potential.

## 2.3 Vision and aims in a wider context

Asia supports in excess of 4.2 billion people. China, the single most populous nation, has over 1.38 billion. Asia is rapidly increasing consumption of natural resources and animal products, and is a major producer of greenhouse gases.

Industrial growth and profit can, at times, take precedent over concerns for our planet, and its people and animals. The most vulnerable members of society risk exploitation.

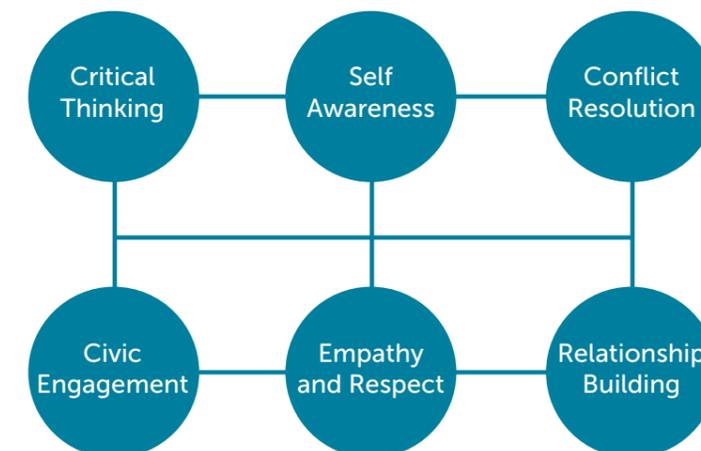
The problems of environmental exploitation have deep root causes in society. Non-profit groups have had limited success addressing these issues with short-term confrontational campaigns.

Many people do not know, for example, that animals are sentient beings with the ability to feel pain, fear and pleasure. Many are unaware of the connections between the health of society and the environment.

A different long-term approach is needed that educates first, preparing the ground for the seeds of compassion.

CFL encourages people to think independently and to understand the impacts of their choices. If a community values humanity and justice, there is great hope that future generations will take care of the vulnerable in society and be responsible custodians of the environment.

**Figure 5: Skills and attitudes developed through the Caring for Life Education programme**



## 2.4 Guiding principles and defining features

### Interactions

- Effective delivery requires meaningful interactions among learners and between the learner and teacher
- To reduce barriers to establishing relationships, participants need to build confidence and competence. This is further facilitated by using the class teacher as the humane educator

### Inquiry

- Active student inquiry is key in developing humane understanding. This is constructed through students working cooperatively in order to solve problems and discover new knowledge
- The teacher's role is to help students uncover things that have been hidden, and bring to life key questions

### Collaboration and group work

- CFL offers students controlled opportunities to work collaboratively alongside peers
- Collaboration and group work are complex processes and demand learners to understand themselves as well as the motives, thoughts and beliefs of others

### Promotion of virtues

- Humane education involves the development of virtuous behaviour and emotional intelligence in students
- CFL is designed to be taught in a variety of countries regardless of their prevailing ideology

### Flexibility

- Modules provide a comprehensive foundation in humane education. A single module will also provide coherent learning in its own right
- Modules are planned in order that learning time may be extended or reduced according to learner needs

### Local focus: Outward Looking

- CFL educators are encouraged to adapt materials to reflect the needs of their schools and learners. Students learn best when starting from what is familiar
- Students who have made sense of their own life condition are better able to make sense of the needs of others, whether human or otherwise

## 2.5 Learning structure

Partner schools are resourced with detailed documentation including lesson plans translated from English to the preferred language.

Professional development workshops are conveniently located and provided free of charge for all participating teachers.

Teachers completing the ACTAsia training course are recognised as certified ACTAsia CFL Educators.

Student learning is led by the regular class teacher but may upon request (where possible) be supported by ACTAsia volunteers.

Course content is structured through five subject learning areas, each contributing toward a detailed understanding of Humane Education.

### Subject Learning Areas:

- A** The Web of Life
- B** Sentient Beings
- C** Care and Respect
- D** Interacting with Others
- E** Emotional Intelligence

Subject learning is interwoven with three recurring threads as illustrated in Figure 6- Kesi. This ancient technique of tapestry weaving provides a useful analogy to curriculum construction used during CFL and supports an integrated understanding of humane living.

### Humane Threads:

- Knowledge regarding the ongoing Interdependence of natural environments and all life forms
- Sensing and managing emotions as key drivers of interactions and attitudes
- Participation and personal civic responsibility as responses to humane dilemmas

Each primary year group study two modules for each of the five subject learning areas. This requires approximately ten hours of class time across the academic year.

Each subject learning area is designed for modular delivery and carefully scaffolds student learning by age group.

CFL is explored through real world contexts. Participants (students and teachers) are encouraged to reflect on the moral wisdom existing in their communities and evident in great stories, works of art, literature, history and biography.

## Caring for Life Education – A ‘Learning Kesi’

Kesi is an ancient technique used to manufacture silk tapestry and is admired for lightness and clarity of pattern. CFL borrows from the Kesi method in order to offer students a clear understanding of humane living. Subject learning areas become integrated through three humane threads to provide a rich, detailed picture of aspects of modern life– analogous to a silk tapestry.

**Figure 6: Caring for Life Education – subject threads woven with humane themes**



## 2.6 A guide to the subject learning areas

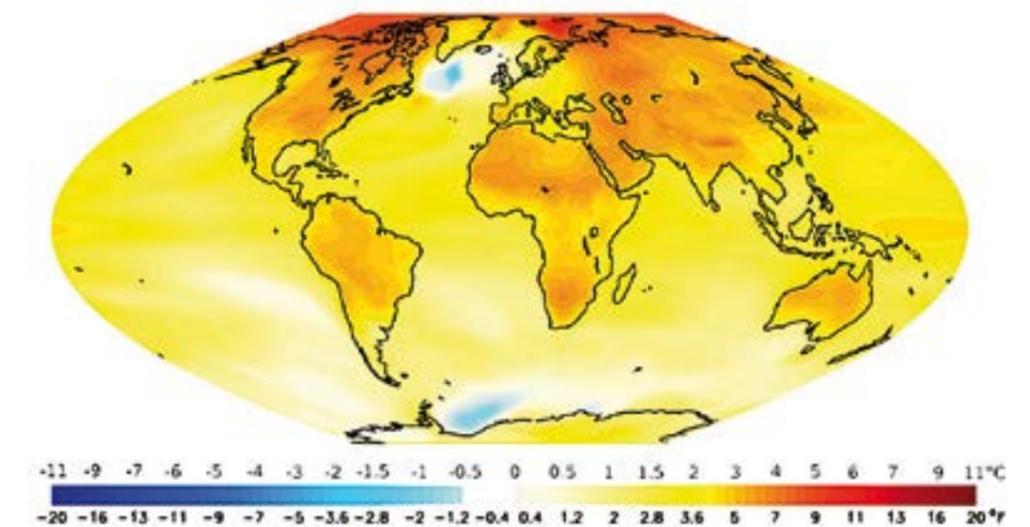
### A The Web of Life

Our world is incredibly diverse and yet each branch of life remains united through a common interdependence. Consequently, all organisms are, or should be, important to us. Our world is their world, their prosperity is our prosperity. We are linked and will jointly thrive or fail.

The ultimate foolishness is to pretend our success is independent of the natural environment. As living things, we must understand life as an infinitely complex series of connected cycles; a shifting network or web of inter-activeness where every creature effects every other creature.

The unit examines an individual’s responsibility for the world we share. Lessons examine real world environmental problems and the impact on humans and animals. This practical unit considers the costs and benefits of modern living and allows students to consider solutions.

**Figure 7: Projected change in annual mean air temperature from Mid-20th to Mid-21st century**



*“Humankind has not woven the web of life. We are but one thread within it. Whatever we do to the web, we do to ourselves. All things are bound together. All things connect.”*

Chief Seattle <sup>6</sup>



*Sentient beings working together.*

## B Sentient Beings

Sentience is the capacity to perceive or feel things. The concept of animals being sentient means they share with us consciousness, feelings, emotions, perceptions and the ability to experience pain, suffering, fear, distress and states of well-being. These abilities are now widely accepted for an ever increasing range of species.

Most students will have watched an animal, perhaps a family pet or farm animal and wondered as to its thoughts or behaviours. Though apparently simplistic these questions are in reality highly complex and important to our understanding of the place of humans in the natural world.

The unit encourages examination of the feelings and needs of animals and draws comparison with our own species. Students will compare the behaviour and abilities of various species of animals and insects. A theme of the learning is to consider the impact of animal captivity on the emotional and physical well-being of the animals.

*"We call them dumb animals, and so they are, for they cannot tell us how they feel, but they do not suffer less because they have no words"*

*Anna Sewell*<sup>7</sup>

## C Care and Respect

Respect is important because it shows that one values another as an individual, and that they will consider the personal rights and dignity of that person. Disrespectful people often have few friends, and others do not enjoy being near them.

The unit promotes respect across race, cultures, nationalities and species. Students are encouraged to consider how they can best care for others. The context of pet ownership is used to consider the development of respectful relationships. Students are provided practical knowledge on best care for different types of animals including endangered species and domestic pets.

*"In the end we will conserve only what we love; we will love only what we understand; and we will understand only what we are taught."*

*Baba Dioum*<sup>8</sup>



*Sea turtle completing a migration journey of over one thousand miles*

## D Interacting with Others

An exponentially interconnected world increases the volume and diversity of interactions required from the average person. Human interactions across regional and national boundaries are driven by economic globalisation and are conveniently facilitated by the information super highway. Interactions between people and parts of the natural world have also accelerated as economic and population growth place more resource demands on the natural environment and a desire for travel leads people to ever more remote locations.



*A search dog interacting with the handler during a water based rescue*

The unit examines a number of interactions that students may encounter. Students are asked to consider how they can ensure their own safety when interacting with common animals and insects. Lessons use the example of rabies to highlight negative outcomes of interactions and contrast with positive interactions, for example, guide dogs working with people of impaired vision. Person to person interactions are also considered through the respectful engagement with elderly people and those who live with a disability.

*"The purpose of life is undoubtedly to know oneself. We cannot do it unless we learn to identify ourselves with all that lives."*

*Mahatma Gandhi*<sup>9</sup>



*Emotional Intelligence is key to successful and positive relationships*

## E Emotional Intelligence

The capacity to manage feelings and to make empathetic choices are analogous to the development of Emotional Intelligence (Goleman, 1995).

The importance of emotional intelligence is evidenced in several decades of research. This confirms not only the value of teaching young people to understand and manage emotions, but also suggests that emotional intelligence can be predictive of future life success.

Empathetic choices result from the connection we feel between body, mind, and spirit and how we make sense of sensations, thoughts, and feelings. Empathy is a principal motivation for compassion and the completion of altruistic acts of kindness.

The unit uses a succession of real world scenarios to allow students to practice the key skill of empathy and compassion. Through 'walking in the shoes of others' students learn to understand how they can make a difference and become an 'Everyday Hero'.

*"True compassion means not only feeling another's pain but also being moved to help relieve it."*

*Daniel Goleman*<sup>10</sup>



*“Education is the most powerful  
weapon you can use to change the  
world.”*

Nelson Mandela <sup>11</sup>

## 1. Citations

### 1. World Animal Net (WAN)

Founded in 1997, WAN is the world’s largest network of animal protection societies with over 3,000 affiliates in more than 100 countries. WAN has Special Consultative Status with the Economic & Social Council (ECOSOC) of the United Nations. The definition of humane education is used in their publication – Model Animal Welfare Act (2014)  
<http://worldanimal.net/our-programs/humane-education>

### 2. Morris Massey – Sociologist (1939 – ...)

Dr Morris Massey is an American Sociologist well-known for his examination of values formation in young people. In What Works at Work (Lakewood Publications, 1988) he was cited as one of the 27 most influential workplace experts of the time. Further information can be seen here - <http://www.zoominfo.com/p/Morris-Massey/2923557>

### 3. Jeremy Rifkin – Economic And Social Theorist (1945 – ...)

Jeremy Rifkin is a world leading thinker on the social impacts of technology and scientific innovation. Rifkin has worked in an advisory capacity for People’s Republic of China, the European Commission and for many other Heads of State. Further information can be seen here - <http://www.foet.org/JeremyRifkin.htm>

### 4. Jacques Delors – Economist And Politician (1925 – ...)

Jacques Delors was the eighth President of the European Commission and was a central figure in the development of the EU throughout the 1980s. A highly influential figure in UNESCO education forums, Delors chaired the Commission on Education for the Twenty-first Century. Further information can be seen here - <http://www.britannica.com/biography/Jacques-Delors>

### 5. Eleonora Gullone – Academic, Psychologist, Animal Advocate

Elenora Gullone is a published Italian/Australian author and argues that compassion toward all sentient beings will reduce antisocial and violent behaviours. Further information can be seen here - <http://monash.academia.edu/EleonoraGullone>

### 6. Chief Seattle – Chief To The Duwamish People (1786 –1866)

Chief Seattle was a greatly respected leader who pursued a path of mutual respect and cooperation with the white settlers. Today, Chief Seattle is best remembered for his eloquent Native American wisdom and ecological writings. Further information can be seen here - [http://www.californiaindianeducation.org/famous\\_indian\\_chiefs/chief\\_seattle/](http://www.californiaindianeducation.org/famous_indian_chiefs/chief_seattle/)

### 7. Anna Sewell – Author (1820 –1878)

Anna Sewell was the British novelist responsible for the children’s classic ‘Black Beauty’. This was to be her only published work and is now widely recognised for the progressive characterisation of the horse and its depiction as a sentient being. Further information can be seen here - <http://www.biography.com/people/anna-sewell-9479834>

### 8. Baba Dioum - Environmentalist (1937 - )

Baba Dioum has contributed significantly to the management of African environmental issues including agricultural policy and conservation of land and water. He has occupied posts including the Coordinator General for the Conference of West and Central African Ministers of Agriculture and Director of the Agricultural Policy Unit in the Senegalese Ministry of Agriculture. Further information can be seen here - [http://en.microcosmaquariumexplorer.com/wiki/Baba\\_Dioum](http://en.microcosmaquariumexplorer.com/wiki/Baba_Dioum)

### 9. Mahatma Gandhi - Spiritual And Political Leader (1869 –1948)

Gandhi led India to independence from the British Empire and inspired movements for civil rights and freedom across the world. His status within India is evident in his unofficial title of the 'Father of the Nation'. Further information can be seen here - <http://www.biographyonline.net/politicians/indian/gandhi.html>

### 10. Daniel Goleman - Psychologist And Science Journalist (1946 - )

Daniel Goleman is an internationally known psychologist, whose 1995 book Emotional Intelligence was described by the Harvard Business Review as a revolutionary, paradigm-shattering idea. Goleman's work as a science journalist has been recognised with many awards, including a Lifetime Career Award from the American Psychological Association. Further information can be seen here - <http://www.danielgoleman.info/biography/>

### 11. Nelson Mandela - Politician And Anti-Apartheid Activist (1918 -2013)

Nelson Mandela was elected South Africa's first black president in 1994, following a 20-year anti-apartheid campaign. A widely revered figure through 20th century world affairs, Nobel Laureate Nelson Mandela was a strong advocate of education and the power of wisdom and patience over bigotry and brute force. Further information can be seen here - <https://www.nelsonmandela.org/content/page/biography>

## 2. Concepts and models

### Four Pillars of Education > Section 1.4

- A plan for education first presented in Learning: The Treasure Within (UNESCO; 1996)
- Education throughout life is based on four pillars: learning to know, learning to do, learning to live together and learning to be.
- **Learning to know**, by combining a sufficiently broad general knowledge with the opportunity to work in depth on a small number of subjects. This also means learning to learn, so as to benefit from the opportunities education provides throughout life.
- **Learning to do**, in order to acquire not only an occupational skill but also, more broadly, the competence to deal with many situations and work in teams. It also means learning to do in the context of young peoples' various social and work experiences which may be informal, as a result of the local or national context, or formal, involving courses, alternating study and work.
- **Learning to live together**, by developing an understanding of other people and an appreciation of interdependence – carrying out joint projects and learning to manage conflicts – in a spirit of respect for the values of pluralism, mutual understanding and peace.
- **Learning to be**, so as better to develop one's personality and be able to act with ever greater autonomy, judgement and personal responsibility. In that connection, education must not disregard any aspect of a person's potential: memory, reasoning, aesthetic sense, physical capacities and communication skills.
- Formal education systems tend to emphasise the acquisition of knowledge to the detriment of other types of learning; but it is vital now to conceive education in a more encompassing fashion. Such a vision should inform and guide future educational reforms and policy, in relation both to contents and to methods.

*Further information - <http://collections.infocollections.org/ukedu/en/d/Jh1767e/3.1.html>*

## Learning Kesi > Section 2.5

- CFL is an integrated curriculum that connects the five subject learning areas studied by cutting across subject-matter lines and emphasising unifying concepts.
- The model is effectively understood through reference to the weaving of silk tapestry under a Kesi construction technique.

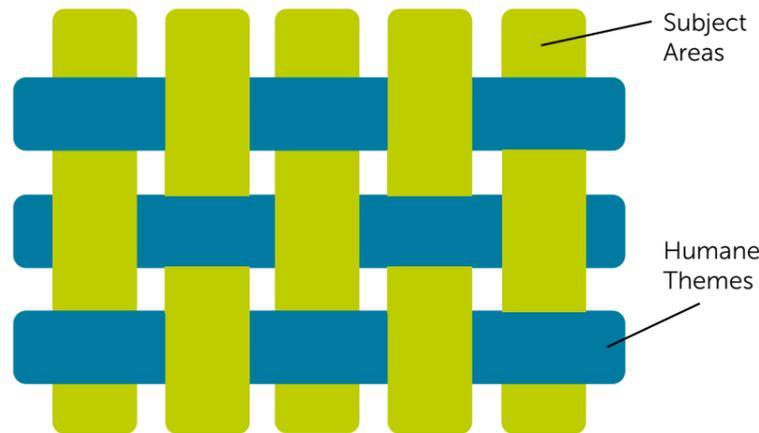


Figure 8: Kesi style curriculum planning

## Web of Life > Section 2.6

- The Web of Life model is a Systems Theory emphasizing interconnectivity and feedback loops between all living things.
- Simply stated, each constituent part of the natural world is directly and/or indirectly connected at levels of complexity far beyond ordinary understanding. Thus each element has a mutual interest in the wellbeing of the other.

Further information - Capra F (1997). *The Web of Life: A New Scientific Understanding of Living Systems*.

## Emotional Intelligence > Section 2.6

Emotional intelligence is the ability to identify and manage your own emotions and the emotions of others. It is generally said to include 3 skills:

- Emotional awareness, including the ability to identify your own emotions and those of others
- The ability to harness emotions and apply them to tasks, for example thinking and problems solving
- The ability to manage emotions, including the ability to regulate your own emotions, and the ability to enthuse or calm down another person.

Further information - <http://www.danielgoleman.info/topics/emotional-intelligence/>

## 3. Glossary

### Character Education

Character education is an umbrella term loosely used to describe the teaching of children in a manner that will steer them toward moral, civic, good, mannered, behaved, compliant or socially acceptable behaviours.

### Humane Education

Humane education is a lens, body of knowledge, and set of tools and strategies for teaching about human welfare, animal protection, environmental stewardship, and cultural issues as interconnected and integral dimensions of a just, healthy society.

### Learning Inquiry

Inquiry-based learning is an approach to teaching and learning that places students' questions, ideas and observations at the centre of the learning experience. Educators play an active role throughout the process by establishing a culture where ideas are respectfully challenged, tested, redefined and viewed as improvable, moving children from a position of wondering to a position of enacted understanding and further questioning (Scardamalia, 2002).

### Learning to Live Together

Learning to Live Together is a pillar of learning UNESCO sited in their report – 'Learning the Treasure Within'. This Pillar involves developing an understanding of others through dialogue—leading to empathy, respect, and appreciation. Education must imbue a spirit of empathy so that it may impact on social interactions throughout the student's lifetime.

### Sentience

Sentience is the capacity to feel, perceive, or experience subjectively. The concept is central to the philosophy of animal rights, because sentience is necessary for the ability to suffer, and thus is held to confer certain rights.

### United Nations Educational, Scientific and Cultural Organisation

UNESCO is a supra-national organisation created in order to respond to the firm belief of nations, forged by two world wars in less than a generation, that political and economic agreements are not enough to build a lasting peace. Peace must be established on the basis of humanity's moral and intellectual solidarity.

# 4. Pilot study evaluation

## Caring for Life Education 2013-2016 Evaluation Results



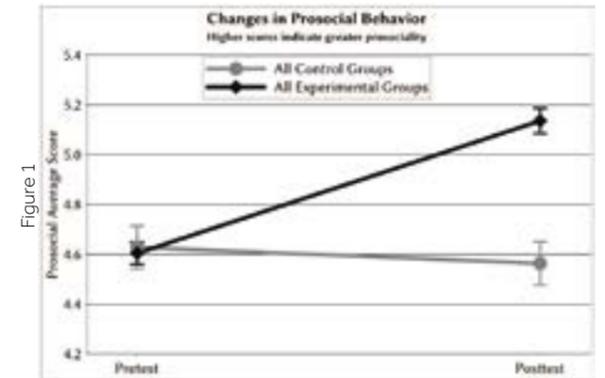
### Three years of intensive investigations

Our programme has undergone a rigorous scientific evaluation, using closely matched controls, well-validated instruments, and participant analyses. This three-year study is overseen by Bill Samuels, Ph.D., at the City University of New York, US, and is made possible by the support of the Chinese Committee for the Next Generation.

The evaluation studied the effect of CFL across three years of learning. Key outcomes were found to be:

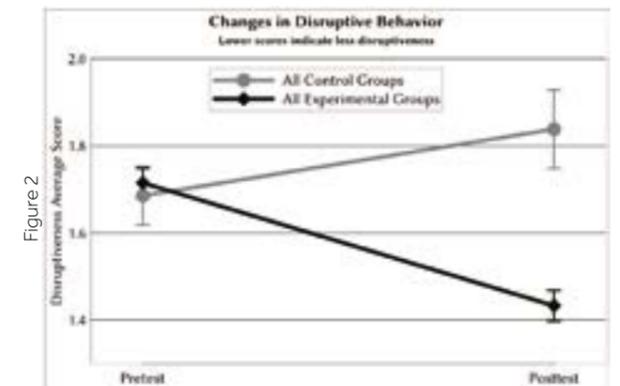
- **Pro-social behaviour** Every year we measured whether each child in grades 1 and 2 was friendly and popular, and showed compassion for the feelings of others [1.Measured by the Teacher Observation of Classroom Adaptation – Checklist (Koth, Bradshaw, & Leaf, 2009)].

We found that the CFL programme had a strong and reliable effect on children's pro-social behaviour, and encouraged them to show concern for the well-being of others around them. (Figure 1)

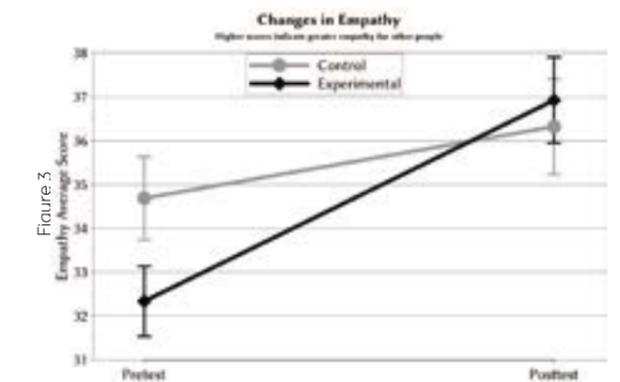


- **Disruptive behaviours** In both grades we also measured how well the CFL programme could reduce actions that cause harm to others, both directly and indirectly. We monitored if a child physically harmed or threatened others, broke rules, didn't get on with their peers, or got angry and aggressive when provoked.

There was not much room for improvement against this target because teachers reported that students were only rarely disruptive before the study. However, children who were noted to be occasionally disruptive behaved even better after participating in CFL. (Figure 2)



- **Empathy** During Academic Year (AY) 2015-2016, we measured how much students cared about others' feelings, if they could recognise and share happiness or unhappiness. By random chance, students in the control group were more empathic than the experimental group before the study began. However, after participating in the CFL programme, students in the experimental caught up completely [Measured by the Basic Empathy Scale (Jolliffe & Farrington, 2006)]. (Figure 3)







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