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Section Two:

Assessment of the Effectiveness of Training

I. Details of Training received by CWI

- provincial-level project work units receive more training than prefecture-level project work units
- trainees at provincial-level and prefecture-level project work units are managers or staff
- project work units usually attend more training near their CWI than at CWI which are further away
- both project and non-project work units have received training from sources other than CWI training centers

Altogether there were four CWI under assessment, at three different levels: provincial, prefecture, and county. At the provincial level, there was one CWI project work unit. There were two prefecture-level CWI work units, the first Hubei Jingzhou Municipality CWI project work unit, the second Hubei Huangshi Municipality CWI non-project work unit. Finally, there was one county-level project work unit at the Daye County CWI. The details of the training that these work units received can be seen in the Table 5.

Table 5 Details of Training Sessions: CWI level, training frequency, and trainees

Name of Organization	Level	Number of Times Training Attended	Trainees
Nanjing CWI	Provincial project work unit	8	managers, child-care staff, medical staff
Jingzhou CWI	Prefecture project work-unit	4	managers, child-care staff, medical staff
Huangshi CWI	Prefecture non-project work unit	1	child-care staff
Daye County-level CWI (Children's department)	County-level non-project work unit	0	--



Assessment:

1. Provincial-level project work units received more training over prefecture-level project work units. Nanjing CWI receive more training, as compared to Jingzhou CWI. Nanjing CWI attended every training that was held in the Nanjing training center, altogether eight times; Jingzhou CWI only participated in four training sessions, of which one was in Nanjing and three were in Wuhan. Horizon believes that this discrepancy results from the fact that the Nanjing CWI is the parent-organization to the Nanjing training centers, and can thereby automatically participate in training; on the other hand, Jingzhou CWI has to be notified and recommended by the Hubei Provincial Bureau of Civil Affairs or by the Wuhan Bureau of Civil Affairs before it is qualified to attend training. Qualifications and numbers of trainees for provincial-level training sessions are determined annually by the State Ministry of Civil Affairs.
2. Non-project work units have nearly no opportunities to attend training. Horizon found that while project work units under assessment have access to the centers' training, non-project work units have almost no such access. Among the provincial-level non-project work units under assessment none have ever attended training sessions. Prefecture-level non-project work units participated once in training, though it must be pointed out that this happened entirely by chance. During the recruitment process in 1998, not enough trainees were found for training sessions, so that after consultation, the Wuhan training center and the Bureau of Civil Affairs decided to fill the spots with trainees from Huangshi CWI non-project work units.

3. CWI all receive different amounts of training, provided by government departments, welfare institutes, domestic, and foreign charity organizations. No matter whether project versus non-project work units, above county-level CWI managers or staff, all have different backgrounds and needs. Provincial-level CWI have taken part in training most often, followed by prefecture-level CWI. County-level CWI have not received training of any type, but like the county and prefecture-level CWI, provincial-level CWI have sent staff to visit and observe other CWI to learn from their superior management and technical skills.
4. Trainees are mostly managers and staff. There are two kinds of trainees: managers and staff. The managers are the heads of CWI; the staff are child-care staff or medical staff.
5. Patterns of attendance of training for project work units. Most prefecture-level project work units attend training in their own province; project work units rarely choose to attend training at centers that are further away. Researchers believe there are two reasons for this: ① organizers of the training, who probably consider the convenience and costs for the trainees, choose to recruit trainees from within a small radius around the center; ②for project units, cost is of course a consideration, and thus they choose to attend training sessions in their own area, and are unlikely to attend training at centers that are further away or outside the province.

II. Project work unit secondary training and assessment

- secondary training takes 3 forms: direct implementation, active retraining, and informal transferrance
- direct implementation and retraining are the most useful methods presently employed by project work units for secondary training
- implementation of retraining at project work units is difficult

In order to provide as many CWI employees as possible with new management and technical skills, project work units arrange secondary training after the CWI training center's sessions. This secondary training takes three forms: ①direct implementation ② active retraining ③ informal transferrance.

1. Direct implementation

The first kind of secondary training is based on the principle of implementation; immediately after finishing their training, trainees return to their work unit and implement their newly-acquired information or skills in their daily work. This form of secondary training does not depend on trainees actively passing on their knowledge to colleagues. Generally speaking, the people who receive management training are from CWI and are going back to CWI to implement their new skills. They believe that they need merely to take all the management skills they learned at the training, write them up as new regulations, and hand the regulations out to all their employees — after which there is no need for group retraining.

2. Retraining

This type of secondary training relies on trainees to pass on their new knowledge and skills to their colleagues, so that more people understand and can hopefully implement the skills they have been taught. This kind of training takes two forms: group retraining and one-on-one retraining.

(1) Group retraining

Horizon found that at the provincial level this retraining is quite common, with one retraining following almost each training. Prefecture-level project work units hold retraining sessions less frequently. In fact, prefecture-level project work units have held retraining sessions only once, after training for child-care staff. This group retraining was carried out in three sessions spread over three months, each session occurring during the monthly work unit meetings. The reason that this type of retraining is so difficult to carry out is because of the tight schedules of the staff, which makes it very difficult to lead a training session for all staff at once. Most staff—take child-care staff as an example—are on duty day and night, and there is literally only this one meeting a month at which all the child-care staff are present and retraining can be held. At the meetings, regular daily matters need to be discussed as well, and that leaves even less time for retraining, so that the only “retraining” that can realistically take place is an explanation of the content, with no discussion or opportunity for practical implementation.

(2) One-on-one retraining

If a project work unit attends a specialized training session, for instance for medical training or early education, both the trainee and the leader of the work unit will decide that there is no need for other staff, like child-care staff, to learn all the details of the training. It is sufficient that they know how to complete their own work correctly. In general, with this kind of specialized training, there is not usually group retraining, but smaller discussions limited to staff who have a direct relationship with the material covered. Prefecture-level project work units use this kind of retraining method more frequently.

3. Informal transferrance

Upon returning to their original work units, most trainees deliver all the training materials and a report of what they have learned to the leader of their unit; normally the leader then hands down what he or she has learned to sub-departments through meetings or informal discussion. However, at the occasion when there are not enough staff or there is not enough time, the transferrance of learning is not completed. When this happens, the materials and information from the training stays with the trainee and the leader, and is not spread to other staff. This method is often used at prefecture-level project work units, whereas at the provincial-level project work units this method is used very rarely.

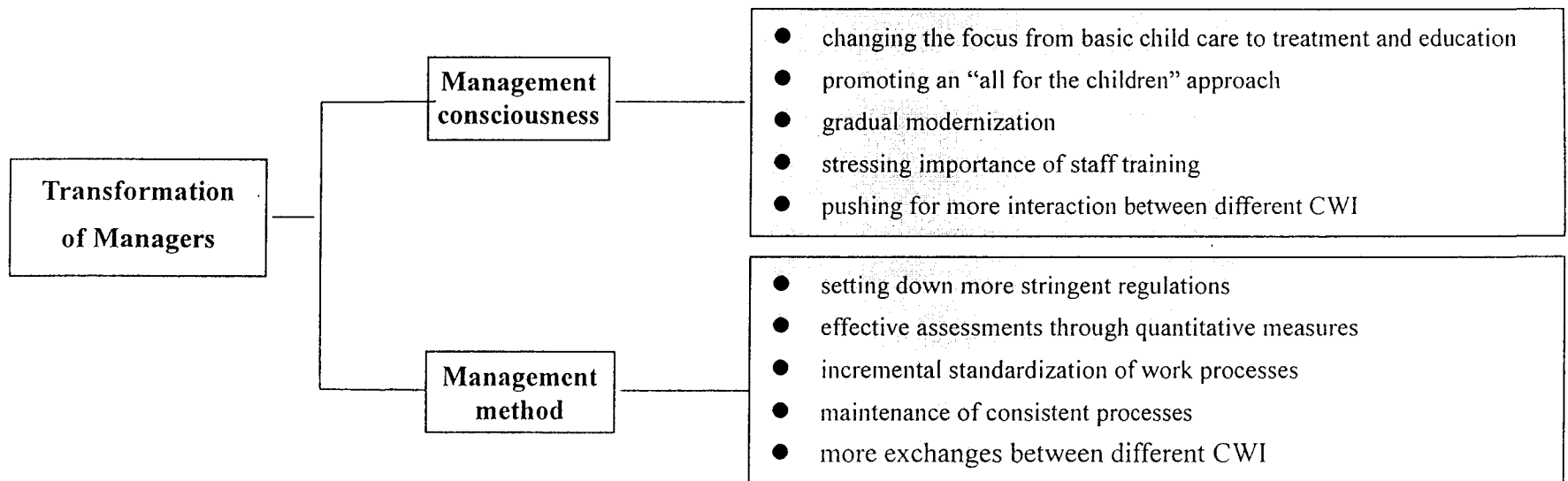
Assessment:

1. CWI leaders still have not adequately recognized the value of secondary training. To a certain degree, project work unit leaders do understand the necessity of retraining—so that more employees can master the skills taught during training. But at project work units, especially at the prefecture level, this recognition is not deep enough and does not translate into action. Leaders of prefecture-level project work units make no requirements for secondary training, and in the end, the secondary training is relegated to secondary importance and is delivered in small installments between regular work.
2. Leaders lack overall coordinating vision. CWI is an organization that provides child-care, medical-care, education, and rehabilitation. The departments interact closely and are close-knit. For Nanjing CWI leaders, the motivation behind this is promote cooperation between medical staff, children’s teachers, and child-care staff, to enable them to learn the basic skills needed in each field, and thereby improve the overall quality of service that they can provide. Leaders of prefecture-level CWI project work units do not appear to have considered the benefits of a close collaboration between its employees, remain convinced by their first reaction, that specialized staff have no use for child-care staff training, and run their secondary training correspondingly.

III. Changes at CWI after training

In order to identify the concrete benefits the training sessions bring to CWI, researchers followed assessment principles of “longitudinal” and “latitudinal” assessment. Based on these principles, researchers conducted a particularly comprehensive investigation into the concrete benefits of the training by targeting three main areas for assessment: the quality of CWI managers, the improvement in the quality of CWI staff and the children’s felt benefits.

A. Change in the characteristics of CWI managers



1. Management Consciousness

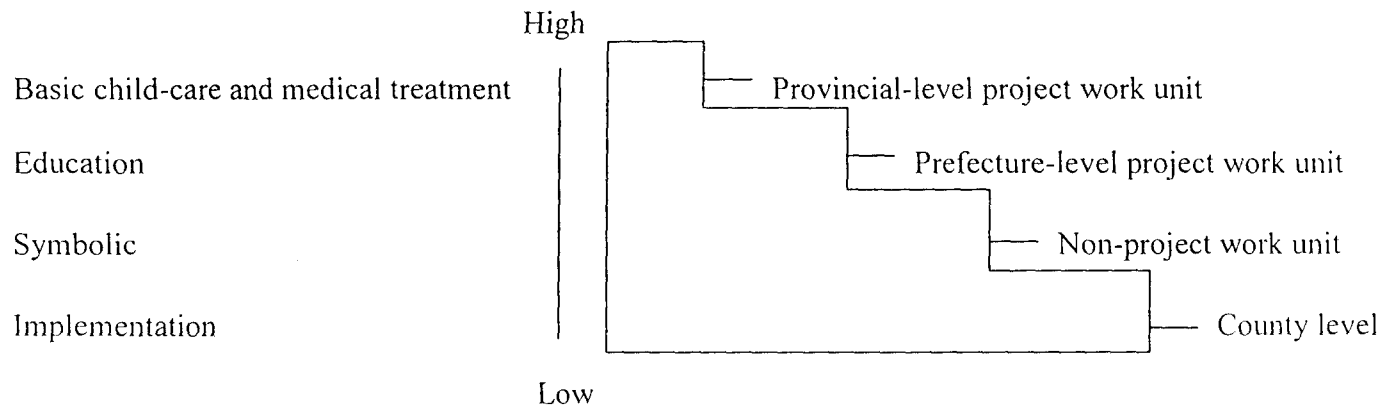
Overall, project work units managers' consciousness of management needs have undergone a rather pronounced change, notably in the six aspects listed below:

(1) The emphasis of the work has shifted from basic child-care to treatment and education

Originally, CWI managers only concerned themselves with the macro-level management and the basic needs of the children: the development of the institute, and seeing that the children at the center were fed and clothed. The children's development was entirely a different matter – the children lacked direction, guidance and love, social and moral education. After training, CWI began to focus on the children's treatment and their educational needs. They began to take a more active interest in the whole child, body, mind, and spirit, and their work shifted, resulting in an entirely new approach for the managers – a hollistic approach of raising, curing, and educating. While the managers at non-project work units also recognize the need for reorientation, upon comparison, the implementation rate is still significantly lower than at project work units. The reorientation at prefecture-level non-project work units is more evident than at the county-level non-project work units, where changes are hardly visible at all.

(2) Promoting an “all for the children” approach

Introduced as a concept at management training, “all for the children” has become the objective for all CWI work, and is a connecting seam across all training. Although in theory CWI leaders around the country had already established this “all for the children” philosophy earlier, the necessary measures for the fulfillment of this objectives had been slow to follow. After training, project work unit leaders invested more serious thought into the actual meaning of “all for the children”, and how to actualize “all for the children” at their own work units. The extra critical thinking enabled them to identify more clearly what the objective meant and to work towards its actualization. The most visible manifestation of the changes: originally, CWI staff were all qualified as child-care specialists, and only provided for the children's basic needs; after clarification of the objective CWI began to emphasize instruction from the moment the child was born. Teachers and professional nurses spent a lot more time in the infant ward, and as a result children at CWI receive education and medical attention from the moment they are born.



(3) Greater emphasis on scientific management

Managers at CWI realize the importance of raising children according to scientific methods, and of using technical knowledge to manage and develop the institute. Specifically: draw on current theories of nutrition and child development to create more balanced diets for children; recognize the importance of psychological development, and ensure that the children at the center are cared for both on physical and psychological levels; try to identify the important areas of specialization and where there is a scarcity of specialization at the institute, in order to train staff members to fill the gaps; diligently work to change conventional management styles to incorporate more scientific approaches to management.

(4) Gradual modernization

CWI managers are beginning to recognize the shortcomings at CWI. The old pattern—total dependence on the government for funding, passive following of government orders, complete lack of initiative on the management side, unawareness of the demands of today's economic development—needs to be reshaped. No matter whether at provincial-level or the prefecture-level project work units, the reforms in social welfare institutions have already penetrated daily work. Recognizing the development of CWI, leaders need to begin to exercise more self-governance, to create more vibrant and energetic CWI.

(5) The importance of staff training

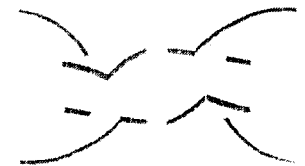
Managers of project work units face the taxing problem of managing a staff of largely under-qualified people. At the provincial level, there are some CWI child-care staff who are high school graduates. Below the provincial level, however, the qualifications of the child-care staff drops dramatically, so that at the county level some child-care staff have graduated only from elementary school. Thus, when managers consider how to effect change at CWI, one of the most important steps is to improve the quality of the staff. One way to do this, of course, is by sending staff to specialized training.

(6) Emphasize information exchanges among different CWI

From their own experiences at training, managers have increasingly come to regard exchanges between different CWI as crucial. In the course of training sessions they interact with other CWI managers and teachers who have different experiences, management styles, and solutions for problems. These interactions allow them to access management experiences from all around the country, and open their eyes to possibilities of varying their approach. This increases the potential for improving management in their work units, helps managers provide more guidance and allows them to be used as reference tools by their employees.

Assessment:

1. Implementation of new management principles is higher at provincial-level project work units than at prefecture-level project work units. Training has brought a positive change to managers' consciousness of management needs. However the changes in their thought-processes is more evident at provincial-level project work units than at ones at the prefecture level, because implementation is greater at the higher level. Researchers believe there are two reasons for this: one reason is that generally, leaders at the provincial level are higher caliber and are more flexible in trying out new ideas and strategies; the second reason is that because the provincial centers have a rather solid foundation as an institute, there are not as many obstacles in implementing new policies.
2. In the course of the development of non-project work units managers have also become more aware of the changes in management that are necessary to run their work unit well. This can be seen as an effect of the general progress of society and the first hint of slightly more freedom of self-governance. Although managers of non-project work units have attended training only very rarely, many of them have traveled to other CWI, and have learned through practical experience. Their personal progress continually propels the advancement of CWI projects. Non-project work unit managers' consciousness has undoubtedly seen improvement, but still pales in comparison to the improvements at project work units.



2. Management Approach

(1) Establish stricter and more practical regulations

Formerly, there were a large number of regulations in place, but their implementation was again, low, and not surprisingly, rarely enforced. Enlightened by CWI's operational and management standards, work units adapted and set up rules and regulations to suit the needs of their own work units. In reality, work units did not establish a new system of regulations; instead training impelled project work units to formulate more specific regulations that are easier to implement. The changes are extremely visible in that project work units now set down the work and management rules and regulations of every department in great detail, as well as including explanation of how the rules and regulations are checked and enforced.

(2) Effective assessments through quantitative measures

In the past, the system of regulations at CWI was marred by the regulations' lack of pertinence, and their difficulty in implementation, and enforcement. At the same time, managers did not stress the importance of checking the regulations' enforcement enough. As a result, even though a system of regulations existed, most staff persisted in sticking to their own methods. Since training, two project work units have adopted a grading system to aid in the enforcement of the regulations. Every department, in fact every project team within a department, has clear criterion upon which they are graded. For instance, child-care staff are graded on their punctuality, the comprehensiveness of their notes, cleanliness, and standardization of their work, all of which have different point-values. Their score is then linked with their salary. If a task has not been completed, or has not been done well, the child-care staff will be fined the corresponding number of points, and these are then subtracted from their salary.

(3) Incremental standardization of work processes

Before training, there was no effective method for evaluating the quality of the staff's work at project work units, and the staff usually employed traditional methods to carry out their work. For instance, when staff usually cut the children's fingernails, they never had a set schedule or method for doing this. Instead, they worked by habit, knowing when and how to fulfill their tasks. During training, project work units began to realize the importance of standardizing processes. Every task, like making beds, putting away clothes, bathing children, dressing and undressing children, and weighing children, now must be performed according to specific standards at specific times.

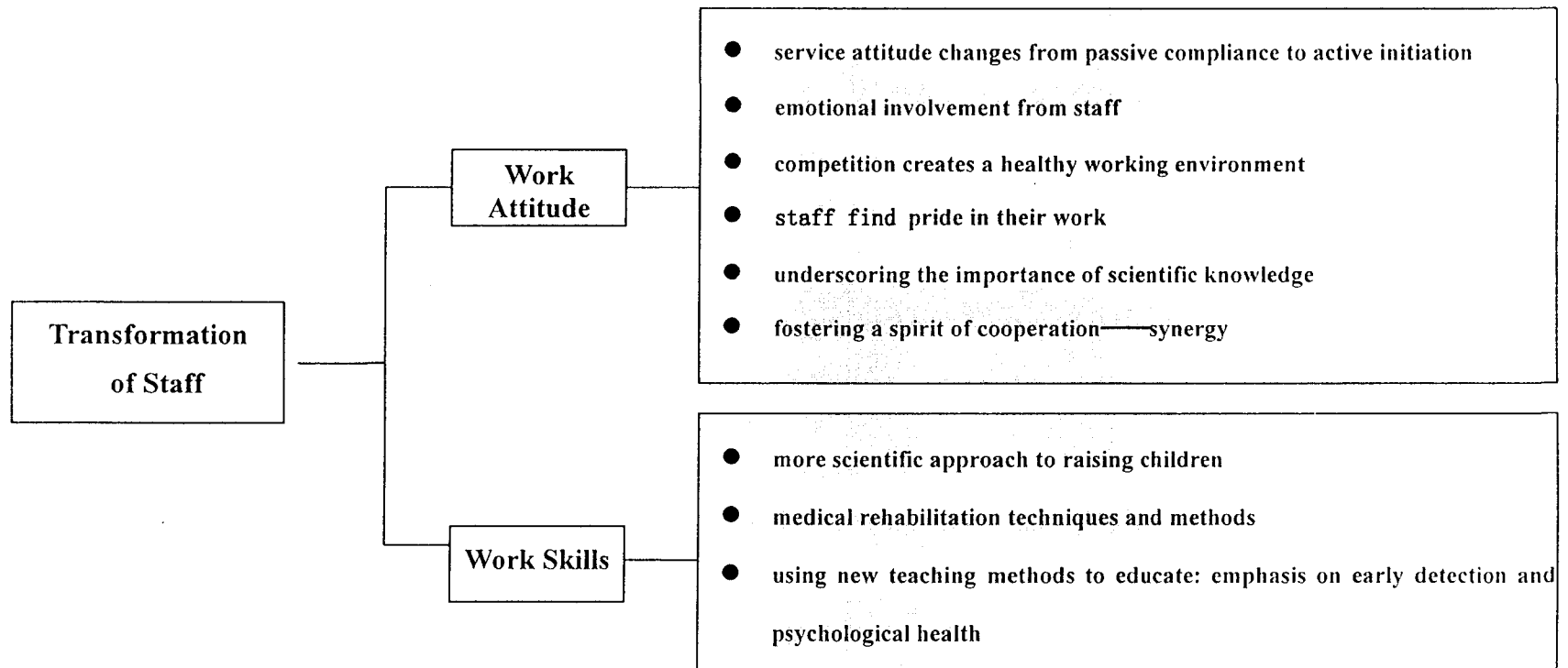
(4) Maintenance of consistent processes

After implementation of standardized processes, CWI runs smoother. At the Nanjing CWI this seems to have made a notable difference. "After training, no matter who it is, everyone now works under the same principles, which means that there is no need for special arrangement or preparations when staff from other departments come to observe and participate. It was never this way before; before, every time preparations had to be made for people who were observing and checking over everything, all the staff and the leaders were terribly nervous."

(5) More communication with other CWI

Training gives CWI managers and staff innovative management and technical approaches. By encouraging CWI managers to exchange ideas with managers at other CWI, it forces CWI management to become more open and underlines the usefulness of such exchanges. As a result, managers have more incentive to visit other CWI to learn and observe; in addition, on their own initiative, managers sometimes ask specialists or managers from other CWI to come to their CWI to share their managerial and technical skills with their staff.

B. Transformation of Staff



1. Attitude and working method

By comparing project and non-project work units, researchers found that there has been a noticeable change in the mentality of staff after training. These changes manifest themselves in the following ways:

(1) Service attitude changes from passive compliance to active initiation

Before training, CWI staff generally treated their jobs as work that had to be carried out, responsibilities that had to be met. They passively complied with regulations, did the minimum to fulfill the demands, and took no initiative. Child-care staff looked after the children as though they were part of an assembly line. They fed the children three times a day, dressed them, bathed them and nothing more. Very rarely did they consider what special attention a child might need. After training, more and more child-care staff began to consider the needs of individual children, consider the children as people, as children with special needs— who need their help, need their understanding, need people to take care of them—and finally, realize that it is up to them to fulfill those needs. For instance, on the medical side, medical staff used to passively react to the medical needs of the children only once they were sick. In contrast, now they visit the children every morning, take their temperature, note it down in the child's medical file, and take their weight once a month. These regular practices have come about from personal initiative, and there is no need for supervision of or pressure on staff to fulfill these tasks.

(2) Emotional involvement from staff

Before training, the child's development followed a natural course, without any intervention, support, or guidance from the staff. The only guarantee was that children were fed, clothed, and kept clean. No guidance was given. As a result: without any instruction, children only started walking at two years old; 3—4 year-olds were able to say a few simple sentences; 1—2 year-olds spent all day lying in bed, with no physical contact, let alone any affection; after becoming teenagers, children exhibited extreme difficulty with social interactions, and were generally cold and hostile, some with severe psychological problems. After receiving training, child-care staff at project work units began to adopt a more nurturing approach to the children. Under this new approach, from the time the CWI child is an infant, every day the child-care staff will pick up and hold the child, give him or her "motherly" affection, teach the child to take her first step, and the next, how to dress, how to tie shoelaces, and all the other motor and social skills a child needs to learn. These reforms in child-care practices have resulted in deeper relationships between staff and the children, and help staff wholeheartedly devote themselves to the children's care.

In the process of conducting the research, several child-care staff shared stories that reflected their sincere devotion and sensitivity to the children. One child-care staff told the following story: "Recently a new child was brought to CWI, she never smiled and never spoke. So I tried to be especially nurturing to her, holding her as much as I could, giving her all the love that I could. After half a month, she began to be a little responsive to me. One time she saw me and smiled, it was the first time, and I was so happy. This was the best proof I could have that my efforts have been worthwhile." A teacher related how her change in attitude towards her job changed her relationship with the children: "Now I often spend time with the children. Before, there was no relationship between us outside of class, but now, in their free time. I sing songs with them, help them recite their lessons, play games. I am really willing and eager to be with them, to help them learn more."

(3) Competition creates a healthy working environment

Training sessions encourage managers open their doors to the outside. Training sessions bring managers into contact with advanced management experience and methods. Comparing these to management in their own department may well result in a slight crisis of confidence. Besides enabling trainees to learn from the content of the courses, the training sessions inevitably force trainees to think about their own work unit in comparison to others. A studious atmosphere is developing at work units, as a slightly competitive slant takes root. The belief “if I don’t study, I’ll fall behind” is resulting in more on-the-job animated discussions about technical skills, and less idle prattle.

(4) Staff find pride in their work

Training has brought an immediate and perceptible change in the working atmosphere at CWI. There is perceptible growth in ambiance, and a certain amount of affection around the offices. In addition, due to the changes in management style, CWI is greeted much more positively in society, and CWI staff are more likely to receive praise than criticism, from members of society. As a result, more and more CWI staff are finding pride in their work, as this type of work is increasingly admired within society. In comparison to earlier times, CWI are being sought out for help more and more often.

(5) Underscoring the importance of scientific knowledge——raising demands for learning

Training sessions have brought new management style and technical skills to CWI – these changes are felt by not only those who attended training, but by the staff as well. Originally, they had not devoted much thought to the service aspect of CWI’s work; especially the child-care staff, who need both quasi-scientific technical skills and emotional understanding to do their job well. It is less and less likely to hear child-care staff voice traditionally common beliefs like, “what need do I have for technical training? I have raised my own children, many other children, I have all the experience you could ask for, I don’t need any of this scientific training.” Following the introduction of new information and the adoption of new management principles, the demands for continuing training have increased steadily. At present, there are a number of child-care staff who attend night-classes on child education on their off-hours, who read books on the subject, and work with an open-mind, eager to learn from other staff-members.

- “I didn’t graduate with a specific degree for teaching children, but I often go to the kindergartens downtown to watch how they do things, learn the techniques that work for them, and come back here to teach our children.”
- “I would also very much like to continue learning, especially medical aspects, in order to provide the children with better service.”
- “I would very much like to learn new methods, I went to Hong Kong for training in 1993, and I am sure there are many new methods today.”

(6) Fostering a spirit of cooperation—synergy

One of the main themes running through the CWI staff training, is a need for integrated education. One successful way of doing this is by insisting that teachers and child-care staff work together as early care and education front-line staff, which automatically fosters mutually beneficial collaboration. In addition, the “all for the children” mission objective, means that medical staff increasingly visit the children’s living areas to deliver the service that they have promised. This in turn, results in more interactions and collaboration with the child-care staff. Since training, project work units have adopted exactly this type of cooperative team working style, which has brought a fair amount of results. Collaborative spirit and synergy are consistently on the rise.

7) Starting to consider the children’s opinion – trying to understand the children’s needs

In order to identify the children’s needs, the staff have begun to ask the older children for their input. In the Nanjing project work unit, middle school students came together to form a student union of sorts. The staff makes a special effort to meet with the leader of the student union, to understand their opinions and their needs, and consider modifying their working approaches to satisfy the demands of the children.

2. Working Skills

From research, it is extremely easy to see the big improvements that have come about in the staff's technical skills. After training, staff systematize the experience and skills that they have gained, and begin to transfer the knowledge from the training, into their own daily work.

(1) More scientific approach to raising children

A lot of training is specifically geared towards child-care staff, and the science of raising children is clearly the basis for their work. After training, the child-care staff have modified a lot of the traditional approaches to feeding the children. For instance, they have designated special rooms as nursing rooms, and feed them according to the needs of the babies' ages. Older children have dinner in the dining hall, with a new menu each week including meat or fish, and a fresh seasonal vegetable. In addition to the main meals, in the morning and afternoon the children can have dumplings, snacks, cold dishes, among other things. This is in order to ensure that the children have enough to eat, and to introduce them to new foods, so that a child's experience at the center is not so different from a child's at home. Before training, CWI did not have special special kitchens, and the children's meals were arranged randomly, with no consideration for nutrition or a balanced diet in the determination of the menu; whatever the staff bought, the children ate. And if they had enough to eat, then that was good enough.

(2) Medical rehabilitation techniques and methods

In terms of medical rehabilitation, training at project work units focuses on two main areas. One is language training for deaf children and hearing rehabilitation, the other is training and rehabilitation of children with cerebral palsy. As the incidence of deaf children at the two project work units is low (almost no deaf children, in fact) training on how to approach hearing rehabilitation is not very relevant; the most important medical training that the staff need to receive are the methods for rehabilitation of children with cerebral palsy. In general, there are a lot of cerebral palsy patients at the institutes, but especially so at the provincial level. Therefore, skills and techniques specifically for the rehabilitation of these children are necessary, as their practical value is very high. Staff at project work units first learn these skills at a more abstract level during training, and then move to actual application with their own patients – one has to say that they have achieved a relative degree of success when one considers that at both work units there are some cerebral palsy children who are now attending school.

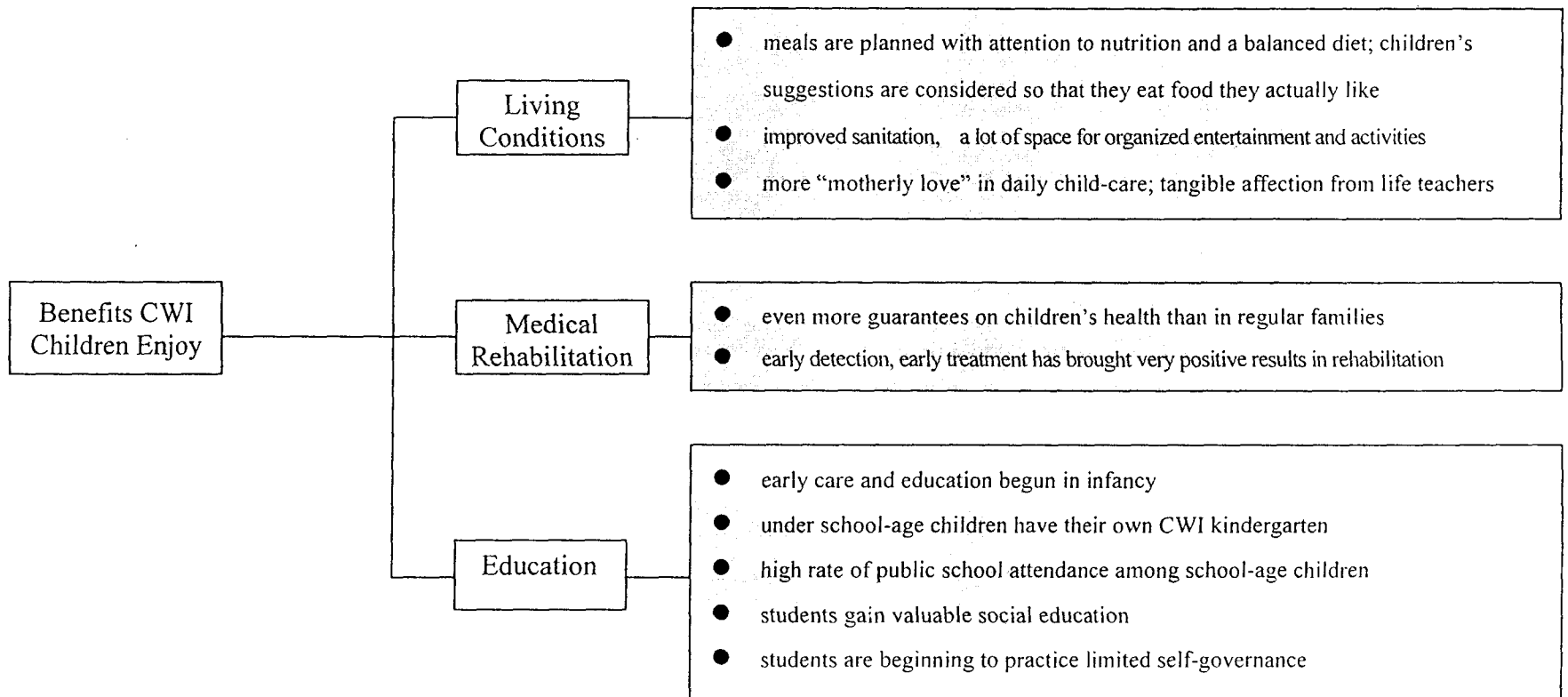
--- “Before I would see a child with cerebral palsy and would want to help him, but I didn’t know how to. . . after training, both from the training content and the practical experience, I have improved a lot, and I can now help to rehabilitate both their minds and their bodies.”

(3) Using new methods to educate

Before training, any education that the children at CWI received was mixed in with their daily lives. Throughout the course of their regular day, staff randomly passed on bits of general knowledge to the children; although some CWI had specific teachers for children, these teachers were never trained in special education, and had no experience with CWI children and their needs. Teacher training then, seeks to give teachers a basic knowledge of special education principles, and experience, and encourages immediate application of these methods. Some examples of what they try to teach:

- 1) After their arrival at the center, staff encourage children to participate in group activities, train the children's intellect and collaborative spirit and try to build up some sort of collective awareness.
- 2) Starting education very early, when the babies are infants, has a lot of benefits. It improves the children's language and listening development and diminishes the differences between the center's children and children living in families. They also utilize simulated families – one staff member will spend her time with a specific group of children, the children often begin to call her "Mummy." The idea is that the children will depend on and trust that staff member like any child depends on his or her mother, and in turn the staff member will take care of the children as though they were her own. The children learn real affection and love. The philosophy then, is to recreate the same learning environment that children in regular families have.
- 3) Realizing the importance of teenagers' psychological education and the need for research. CWI staff are increasingly aware that the psychological development or state of children at their center is quite different from that of children outside. These children's "apathy," "hostility," "sensitivity," "diffidence," and "indolence" confront the teachers most sharply when they try to educate them.

C. CWI children’s felt benefits



After training and the adoption of “all for the children” as the main objective, the basic task has remained to provide the children with enough to eat; however, the children’s health and education are just as important. The staff’s service and service skills have improved, which has brought many benefits to the children’s lives. These changes can be divided into three different areas, namely living conditions, medical rehabilitation, and education.

First, living conditions:

1. Great improvement in the dining services

(1) Meals are now arranged with an eye on nutrition

Special kitchens have been set up to prepare food for infants. All the milk that the children drink is administered with strictest attention to theories on nutrition. In addition to the milk that they provide, they also give the babies other foods to supplement their diet; the older children have their own dining hall, with different choices each week. In one week the same dish is never be served twice, and the children eat fresh vegetables daily.

(2) Meals are designed especially for the children

Children think that their dining services are great. When staff are preparing food, they cater to the needs of the children. For instance, they will cut up the food into small pieces so it is easier for them to chew.

(3) Children also get snacks

In order to provide children with more alimentation that they need to grow and develop, CWI provides two snacks in addition to the three main meals. Typically, one is at 10am and the other at 2pm. At those times, the large array of foods like, “jello, cold drinks, snacks, biscuit, dumplings, and candy,” allows children to taste different kinds of food. Once in a while, the center also provides fancier, more expensive tid-bits for the children to try, like pistachio and cashew nuts.

(4) Children eat what they like

Owing to reforms in the management, staff are more likely to ask children what they would like to eat. To a large extent, their suggestions are followed through on, which means that often, with visible satisfaction, children eat a meal that they themselves suggested.

2. Living conditions increasingly comfortable

(1) Cleaner environment

The most evident change that has resulted from the more detailed regulations and standardization is the improvement in sanitary conditions at the institutes. The children's clothes are cleaner and brighter, the children look clean, the bed linens are white, and their nails and hair are kept short.

(2) Increase in recreational activities

The children have expanded their daily routine of eating and sleeping, to include recreational activities, like watching TV, reading at the institute's library, and playing ping-pong.



3. More “motherly” love and family warmth

(1) Infants receive precious “motherly” love

At project work units babies are gradually being weaned from the one activity that they used to be confined to – lying in bed. Child-care staff pick them up and carry them around for a little while each day or let them crawl around on the floor; slightly older babies or toddlers can practice their first steps using walkers, or use the time to play games. Child-care staff play with each child individually, again, to try to imitate the interactions between mother and child, and to give the child a feeling a warmth and security. This simple motherly care was one of the most lacking aspects at CWI, and one of the things that is most important for children to receive. As more and more of the young children receive this kind of attention, the number of frigid, hostile older children is decreasing.

(2) Child-care staff give more affection to children

Children strongly feel that the child-care staff are concerned about the quality of their food and their clothing. From conversations with them, one sees that for most children, the child-care staff are the best teachers, and they are better now than ever before.

Second, medical rehabilitation:

1. Guarantee the health of the children

The medical staff is in charge of the children's overall health. Every day they examine and take notes on each of the babies, and in this way they are able to detect illnesses early. If children are seriously ill or are contagious, the staff will isolate them, in this way ensuring the health of the other children.

2. Rehabilitation for handicapped children more effective

(1) Early detection of disabilities

Due to the improvements in the quality of the child-care personnel's medical rehabilitation skills, through studying the children's behavior and their language ability, early detection is made possible. When a child arrives at CWI, the staff will perform a careful physical examination, and put the child in a room where he or she can be observed by the staff to gain insight into the child's mental and emotional development. These measures facilitate early detection and help to ensure the health of the other children.

(2) Early rehabilitation for handicapped children

In order to start their rehabilitation as early as possible, the training center rehabilitation staff designs a rehabilitation program for each child early on. It is noticeable that those children who start rehabilitation treatment at an early age are much more likely to become independent, self-sufficient adults. Presently there are far fewer children than before who do not know how to dress or feed themselves.

(3) Rehabilitation is having more positive results

As their level of skill and their understanding of the children rises among the rehabilitation staff (as a result of training), the staff are increasingly proficient in assessing the children's needs, and prescribing the correct rehabilitation and exercise regiment for them. Frequent and long-term rehabilitation is provided to the children who need it. Project work units have seen tangible results, like the increase in the number of CWI children who are able to attend regular primary and middle school, alongside unimpaired classmates.



Finally, education:

1. Education starts in infancy

Earlier, babies at CWI did not leave their cribs until they were 2-3 years old. In relation to unimpaired children, they began to walk much later. The education they received was unsystematic. Mainly, the child-care staff used traditional means to teach them simple things; for example, how to say “mummy,” “hello,” and “good-bye.” This kind of teaching depended entirely on the personality and knowledge of the child-care staff, and their understanding of the children’s needs; there was no set time for teaching; the children started to speak very late, and had a hard time accepting things. In contrast, babies now start to receive motor and social skills-education from a very early age. The teachers teach them how to walk, and how to talk, which improves the children’s potential for reaction and recognition. Educational activities have their own regulations and assessment indices and all comprise a part of the staff’s regular work. Children now have a set time for learning, and are taught in a more systematic fashion.

2. Like regular children in society, CWI children have their own “kindergarten”

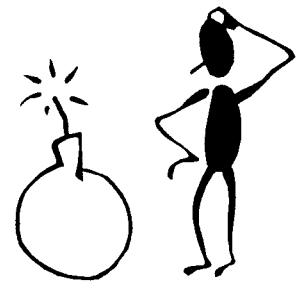
In the past, it was the child-care staff that assumed the responsibility of providing the young children (0-5) with basic education, and predictably, their approach was unsystematic and slightly random. They taught them how to recognize the most basic characters and some numbers; those child-care staff who knew how to sing songs tended to those children who knew or liked to sing, while those did not know how to sing were looked after by child-care staff who did not know how to sing. These teaching activities were also carried out during the day, in between the other tasks that the child-care staff had to perform. Now, all of the project work units have received training in education of young children, especially the early education staff. They have begun to teach the children in a systematic fashion at specific times of the day, asking to unimpaired children’s kindergarten teachers. At CWI’s “kindergarten” the children learn to sing songs, dance, recognize characters, and do simple arithmetic. The children are much more lively, well adapted, and spirited than every before.

3. An increase in the number of school-aged children attending regular schools

At project work units, leaders and staff alike firmly believe that CWI children should attend regular school alongside unimpaired children. They believe that attending regular schools can only have a positive effect on the children. This also inspires staff to work hard to raise children who are emotionally, psychologically, and intellectually able to study at school and receive an education. They provide all the conveniences, every day sending children to school, providing special help in their schoolwork, encouraging students to study hard and become contributing members of society when they grow up. Now at project work units, most school-age children who have normal mental capacities are sent to school, including children who are physically disabled.

4. Students experience rich social education

Since the children at CWI generally arrived at CWI when they were very young, their learning was confined to pure and orthodox knowledge from books at school. Their knowledge of the world outside CWI and school was extremely limited. They were pure, naive, and lacked any understanding of society or social relationships, and existed in a very limited living space. Their appreciation of social phenomenon or their ability to analyze social problems was very superficial. They rarely, if ever, had the opportunity to see anything of the world outside CWI. Under the guidance of CWI staff, present students at CWI have relatively more contact with the outside world; they go for military training, visit the history museum, tour neighborhoods in their cities, shop, take walks in the park, talk and interact with elderly widowers and attend classmates' outings. The students believe that through such activities, they can learn about the realities of life and cherish what they have. These experiences also give them more insight into society, and diminish the differences between their classmates and themselves.



5. Students practice limited self-management

The Nanjing project work unit has an active contingent of high school and middle school students, who organized a “student union” at the institute. The student union has not only received the center’s recognition, it has also received financial assistance. The student union meets at regular intervals, to hear the opinions and thoughts of all the students. The leaders of the student union then represent the student body and convey their demands, and opinions to CWI leaders. The leadership considers their demands and if allowable, will try to accommodate them. The students also exercise self-management, and use the student union as a forum for solving problems that arise. The most important manifestation of this is the changes that were brought about in the cafeteria. Through conversations with institutes’ leaders and the kitchen staff, the student union expressed the students’ dissatisfaction with the dining services and the sanitary conditions of the kitchen . Only one week after their discussion, there was already a noticeable improvement in the dining services.



Assessment:

1. The quality of service that the children receive is not purely dictated by the training. Clearly training has contributed to the improvement in management consciousness and methods, as well as staff's attitude towards their jobs, but one cannot simply say that all these changes are a result of training. One must also consider societal development and progress in the public's understanding of handicapped children. If the training were not accompanied by funding, by society's support of and residents' acceptance for CWI workers, there is no doubt that the results would not be as good. Of course one must acknowledge that if it were the other way around, with society's support but a lack in high-quality managers and staff, it is equally doubtful that society's resources could be successfully used to improve the children's lives, medical care, or education.
2. The discrepancy between the tangible benefits received by the children at the two project work units is too great. Due to the fact that the Nanjing training center is in Nanjing CWI, and CWI has excellent facilities, the chances for translating their new-found knowledge into action are greater. In conclusion, the benefits enjoyed by children at Nanjing CWI are greater than those enjoyed by children at Jingzhou CWI.

The benefits that children at non-project work units receive have increased as well. Looking at the two non-project prefecture-level and county-level work units, there have been improvements over the last two years. Researchers believe that these changes have come about through two avenues:

- ① a change in societal attitudes towards welfare work and recognition of its importance;
- ② the influence of project work units, especially visible in the non-project CWI on the prefecture level that are physically close to the training centers.

Usually CWI managers and staff attend training sessions and when they return to their own work unit, they implement changes according to what they have learned. The resulting changes at one institute, stimulate other CWI, and inspire changes there; at the same time, there is more communication and transferrance between the different CWI. The information reaches even those work units that did not attend training and motivates them to study more, and work to ameliorate those areas that are lagging behind.



Part IV

Main Conclusions and Suggestions

The following conclusions have been drawn from the “longitudinal” and “latitudinal” comparative research conducted at provincial, prefecture, and county-level CWI (with project to non-project work unit comparison at the prefecture-level). At present, the resources of CWI project work units, like facilities and personnel, enable successful training sessions to be carried out. The training that they offer to CWI project work unit managers and staff has refined the management of the institutes, raised the technical skill of the staff, and most importantly, improved the lives of the children through education and other means. In order to make the training even more effective and to further improve the services that CWI provides, based on its assessment, Horizon Research has formulated conclusions and suggestions that may be helpful reference materials for departments as they plan the further development of CWI and the training centers.

1. The management process at training centers benefits from the wealth of resources available through parent-organizations, while suffering from limited self-governance

CWI training centers are currently under the supervision of parent-organizations like CWI and Hubei Rehabilitation Center for Handicapped Children. As a result of the relationship between the training centers and their parent-organizations, there is a large overlap in the resources and facilities: training center managers concurrently hold positions as managers at the parent-organizations; most of the training center instructors are from departments from within the parent-organization; the training center is almost always in the building of the parent-organization. The State Ministry of Civil Affairs chose these four CWI to set up training centers, specifically because the management level and technical skills of the parent-organizations were very high. In fact, the foundation of the training centers has brought significant increase to the use of the CWI resources, and has promoted the development of technical and management skills. But there are still problems at the management end. Owing to the training center's subordination to its parent-organization, training centers are firmly rooted in a "two bodies, one management" mentality, which means that training center work is always relegated to secondary importance, and the training center continues to exhibit the same passivity it has shown all along.

Suggestions: Following the lead of parent-organizations, training centers need to reinforce the division of managers' work responsibilities, and in certain processes, increase the center's right to independent action.

2. Currently, resources are still able to satisfy demands, but resources need to be optimized for continued success in the future

First, training center personnel and equipment: in-house instructors are continuously developing, constantly accumulating more practical and teaching experience. From the original breakdown of 50-60% visiting instructors, training centers now staff their teaching positions with 80% internal employees. With the improvement in the teaching staff, the teaching materials are growing too. The original materials are being supplemented and edited and most have been published or are awaiting publication. As instructors begin to branch out from strict lectures to include discussions, hands-on work, and observations as viable options for teaching methods, trainees are expressing their satisfaction by an overwhelming 90%. At the same time, one must also remember that although the instructors are quite well established, and well received, the discrepancy in their teaching abilities is still quite high. Even though a lot of teaching materials have already been written up, compiled, published, and are in use, there remain training courses where there are no materials yet. Materials in Wuhan are still not up to par with the materials in Nanjing, and lack clear relevance to the staff's work. The opportunities for hands-on experience are also not widely enough available, nor is guidance by instructors adequate.

Suggestions: as well as creating a core-group of instructors, there must be emphasis on the instructor's training; more efforts have to be made to write or compile relevant teaching materials, and provide adequate funding and encouragement; practical experience has to be stressed, maybe by arranging courses with more complete integration of classroom time and practical experience time so that students could take advantage of both.

3. Positive roles of the organization are evident, but the training centers are limited by their inability to determine their own path of development, and the training sessions' lack of continuity

In the process of organizing training sessions and foster a training spirit, all the instructors and staff devote themselves to their work, starting a month to half a month before the training until the end of the training. The working groups are in charge of training center management, sessions, and logistics. In the process of arranging the training, there should be leeway to use every kind of resource to satisfy the trainees needs. But, the training sessions are arranged by the State Ministry of Civil Affairs, which hands down orders to the provincial level, to the prefecture-level, and finally to the training centers. The orders from the State Ministry of Civil Affairs include details prescribing the content, timing, number of trainees, and trainee work unit. The training centers have no power to make these decisions independently. In addition, according to leaders of the training center, the arrangements for training sessions are random, so the training centers have neither short-term nor long-term development plans. Training centers passively fulfill the injunctions passed down by the government. Any training spirit is extremely short-lived.

Suggestions: The State Ministry of Civil Affairs needs to inform training centers of a comprehensive longer-term statement of mission. so that after finishing one training, the working groups can summarize and process the experience and the lessons, and continue working on the development of the centers. At the same time, before the Ministry decides on the time, content, and site of the training, it should ask the management of the training center for their opinion, allowing them a certain amount of input and give the training center a chance to draw up a plan that is more practicable for them.

4. From the training results one can see that changes occur at CWI, but the transferrance of information and skills is still too limited.

From the assessment of project work units, one can see that training has brought major transformations to CWI. First, managers' principles have changed from outdated to modern, their experience has become more scientific; the management system of monitoring has developed from an ineffective, token set of rules, into a highly effective system that can be carried out and enforced; from supervision which encouraged their passivity, to (a certain degree of) active self-supervision and more initiation. Second, the attitudes and mentality of the staff have been utterly transformed from passive compliance to active initiation, with an interest in active learning and progress; in terms of skill level, staff have become much more knowledgeable and professional in child-care, medical treatments, rehabilitation, and education. Finally, after managers and staff attended training, the children's lives, rehabilitation, education changed dramatically. All these demonstrate the value of the training session; but one can also see that secondary training is still not sufficient; after training, the level of implementation is not as high as it could be, and the rate of transferrance of information is also not high enough.

Suggestion: Internally, secondary training needs to be emphasized so that the contents of the training can be spread throughout work units to staff and managers who did not attend training. After training has been completed, the training center should provide guidance and outlines for retraining. Some leaders at the institute believe that the government should also formulate supporting policies, and that the biggest obstacle for secondary training is still funding.

Part V Review

1. “Latitudinal” assessments insufficient

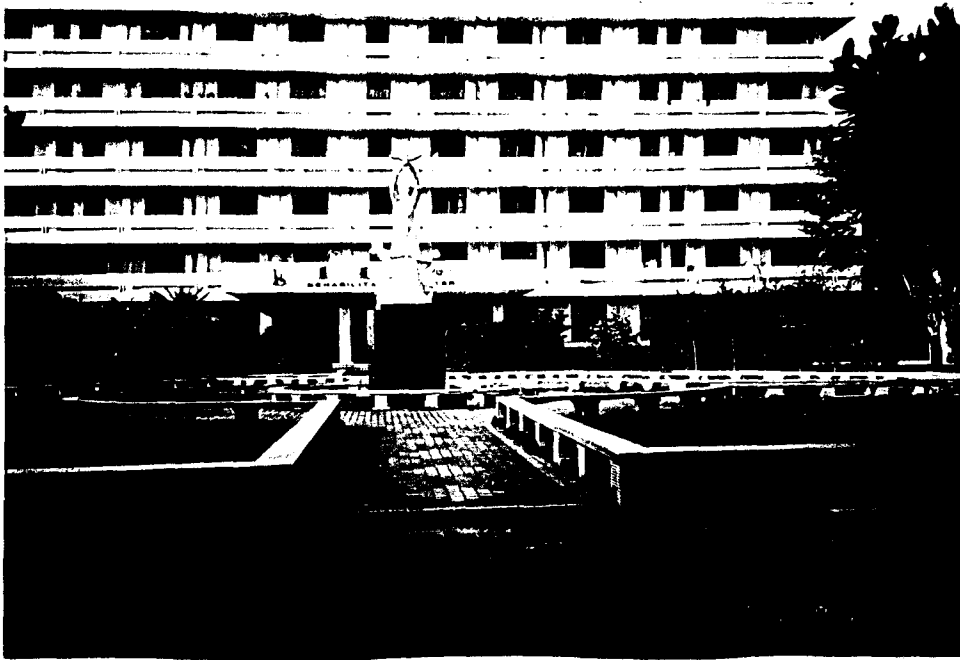
Due to limited funding, when deciding upon assessment sites, Horizon could choose only project work units and non-project work units at prefecture-level CWI, while at provincial and county-level CWI assessment was carried out only at one, obviously not allowing for comparative analysis. As a result, at the provincial and county levels, only “longitudinal” assessments were carried out, while at prefecture level, “latitudinal” comparisons were conducted as well. The “latitudinal” dimension suffered from this limitation.

2. Assessment by observation/participation needs more time

On-site observation of participants’ and staff’s performance and children’s activities has proven extremely effectual in obtaining accurate and in-depth information. The observational/participatory method of research reveals both positive and negative aspects, by granting researchers freer access. However, due to limited funds and time, researchers were unable to devote sufficient time to this type of research. If the time allotted for observational/participatory research were greater, the research would be more profound.

Part VI Appendices

Appendix One Photographs of CWI and training centers



Staff Training at Nanjing CWI Training Center



Nanjing CWI Training Center classrooms, still under construction



Horizon Researcher at Wuhan Training Center in serious discussion with management personnel



Wuhan Training Center trainees' dormitory



Nanjing CWI: children’s lives and their studies



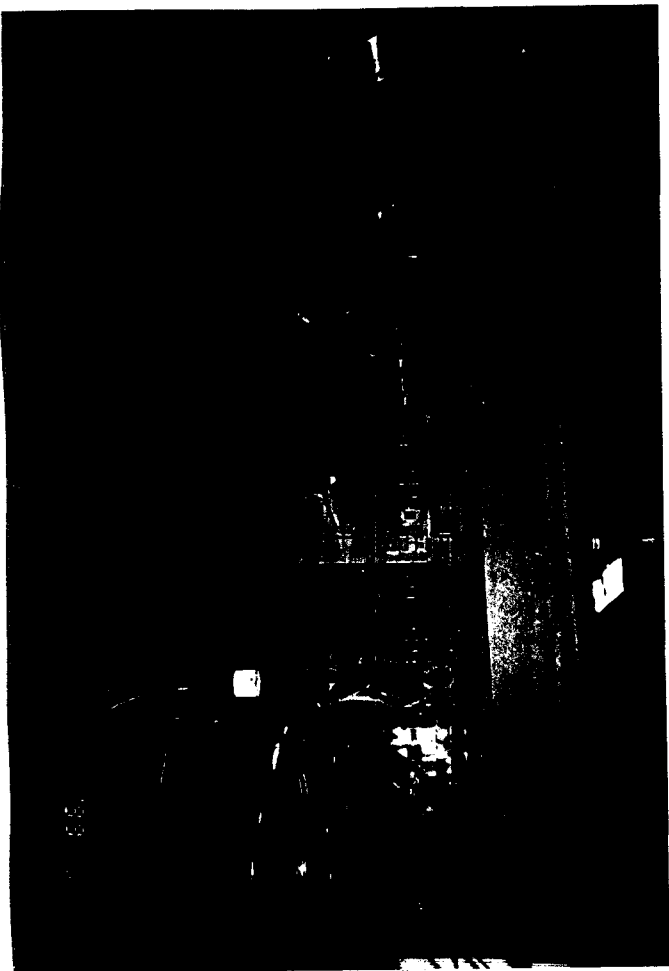
Nanjing CWI instructors leading the way to a better CWI



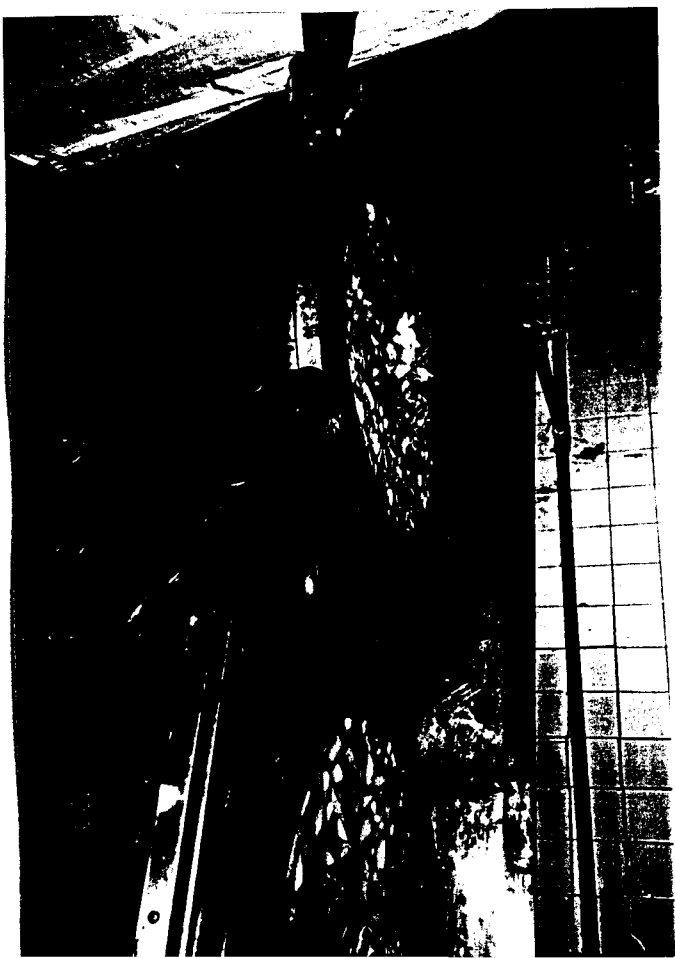
Nanjing CWI teachers explaining some basic principles of housework to handicapped children



Nanjing CWI children learning in their every-day life



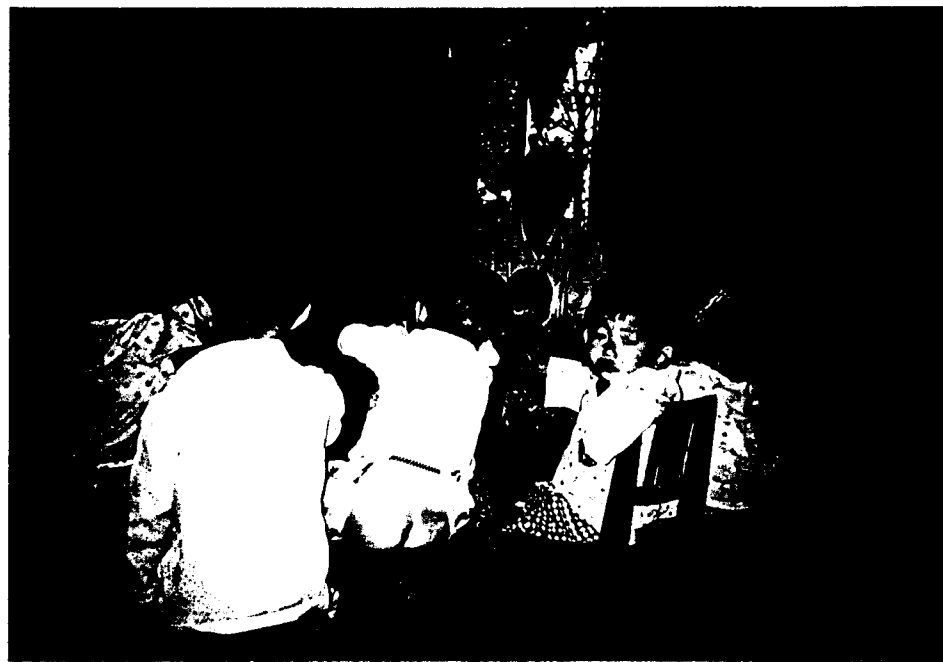
Nanjing CWI laundry room



Nanjing CWI dining hall

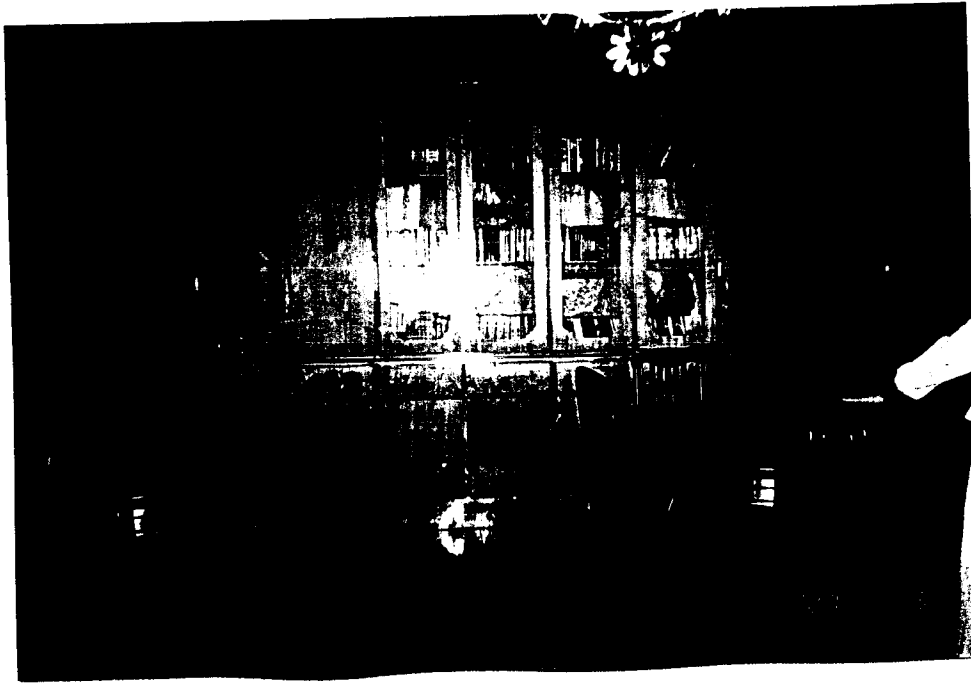


Jingzhou CWI handicapped children
undergoing rehabilitation treatment

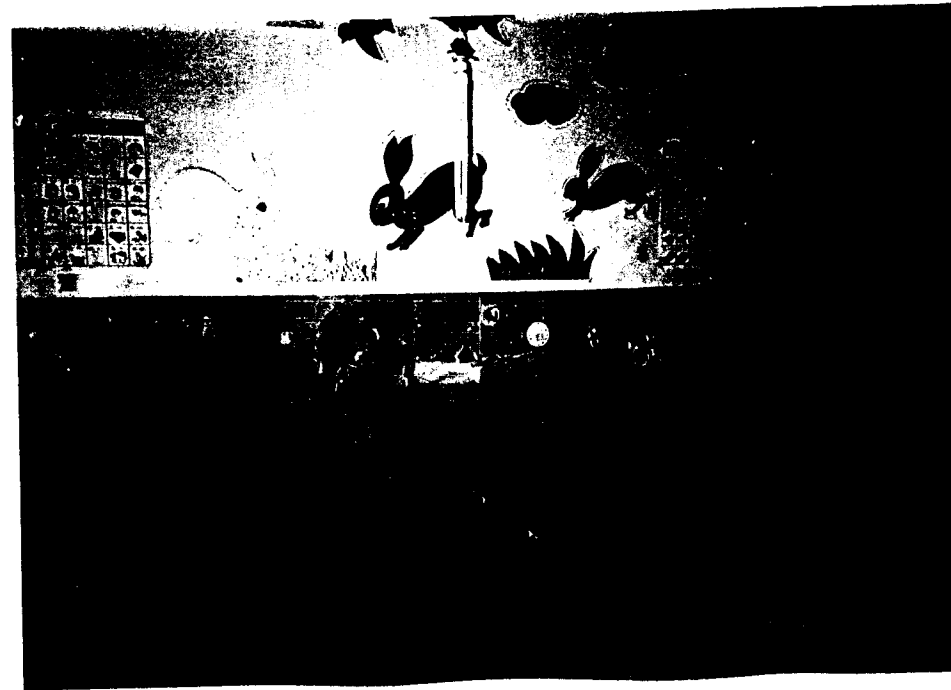


Huangshi CWI child-care staff teaching children
to recognize characters

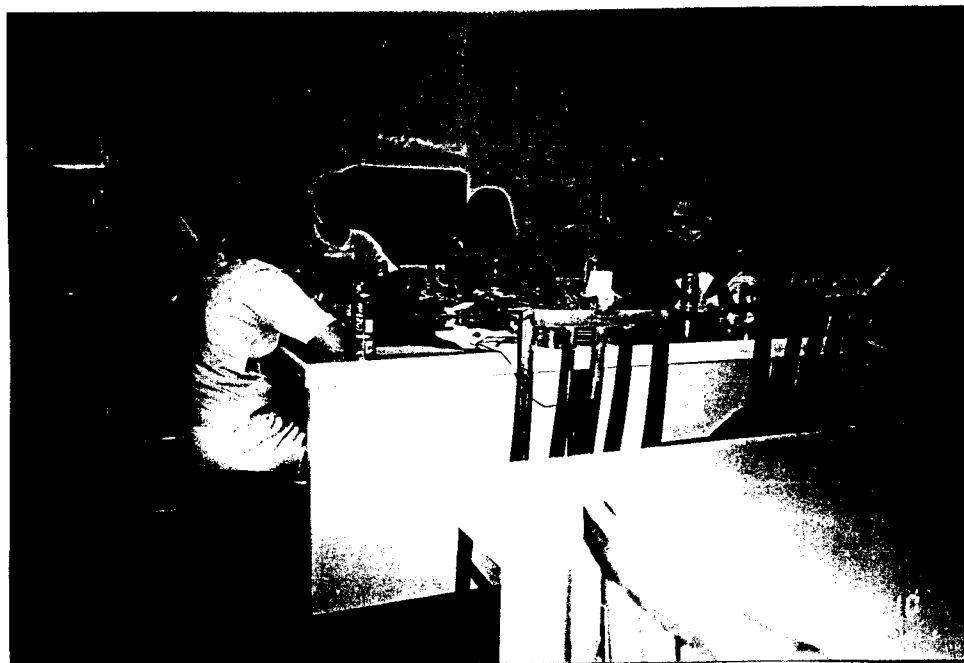
Report on the Effectiveness of CWI Staff Training



Jingzhou CWI reading room



Jingzhou CWI classroom

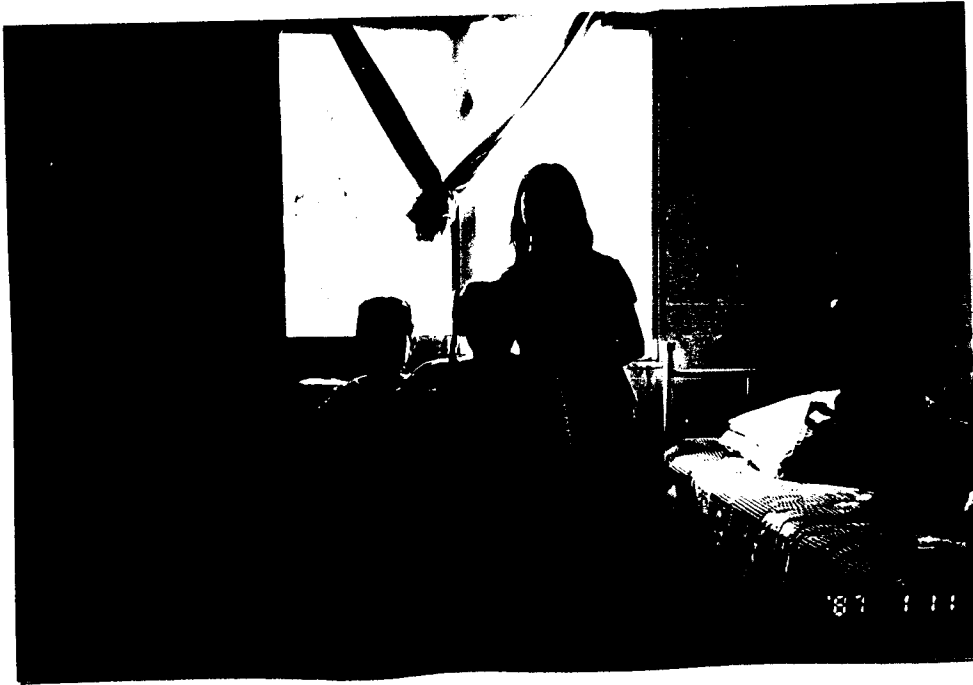


Horizon researcher chatting with children at Nanjing CWI



Group photo of Horizon researcher and the children at Daye County CWI

Report on the Effectiveness of CWI Staff Training



Jingzhou CWI: two outstanding students pose with Horizon researcher



Children at Daye County CWI playing with Horizon Horizon researcher

Appendix Two Outlines of Focus Groups and In-depth Interviews

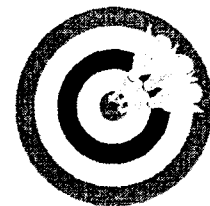
Outline 1:

Discussion group with CWI training center leaders

1. In terms of your employment background, when did you begin working at CWI's training center? Where did you work before, and why did you decide to come here?
2. What has been your main area of work since you began working here? What aspect of your work here suits you the best? What are your impressions of your work, and have they changed since you first began working at the training center?
3. What are your major areas of responsibility? How is the workload divided among your staff? What do you believe poses the biggest problem for them? To what extent do you believe that these difficulties affect their productivity at work?

4. What rules and regulations govern the area that you oversee? Who formulates these rules and regulations? Are they easy to carry out? What factors impede their execution?
5. When was the most recent CWI training session held? Could you discuss the responsibilities you assumed at the last session and discuss in detail how you fulfilled these responsibilities? What human and natural resources did you use? What do you believe are the differences between your methodology now and before. Why did you adopt these new methods? What results have they had?
6. By what means are decisions regarding the content and organization of the CWI training programs made? Who participates in the decisions regarding the content and organization of the training programs? What are the major considerations you must take into account when designing the training activities? Why do you design them in this way? How is the design of training activities different this year, as compared to previous years? Which do you believe are the prefecture and county CWI whose staff need the most urgent training? Why?
7. In your opinion, is it more important to receive training for specialized staff or for leaders? Comparing the trainees in previous years to those this year, have there been any changes in the composition of the group? If so, are these changes a result of prefecture-level and county-level decisions, or a result of decisions at the CWI training center?
8. What is your assessment of the instructors' qualifications and overall quality of instruction? Do the instructors satisfy your and trainees' demands and expectations. What changes have you noticed comparing the last two years with this year?

9. What are trainees' responses towards training center staff and the organization in general? Have they made any suggestions for improvements? If so, could you explain these in more depth? Have any trainees in past years given feedback? If so, what kind of feedback? Are their opinions noticeably different as compared to trainees' opinions in other years?
10. What changes have you observed in CWI training centers over the past few years, in terms of: resources, staff, facilities, site, and the abundance of teaching materials? What areas could still warrant improvement? What are the best methods for solving these problems?
11. In the past year, what differences have you felt in the local government's support of CWI's training centers? Have local governments' policies been helpful or useful to CWI's training centers?
12. If we were to ask you to plan next year's CWI training sessions, what would you propose? Please include your ideas on trainees' pre-requisites, instructors' qualifications, teaching materials, and time, in addition to any other ideas.
13. What problems do you see, still facing CWI's training center today? What do you think is the biggest or most difficult problem? In what ways could these problems be resolved?



Outline 2:

Discussion group with CWI leaders

1. In terms of your employment background, when did you start your job at the training center? Where did you work before, and why did you decide to come here?
2. What has been your main area of work since you began working here? What aspect of your work here suits you the best? What are your impressions of your work, and have they changed since you first began working at the training center?
3. What are your main areas of responsibility? How is the workload divided among your staff? What do you believe poses the biggest problem for them? To what extent do you believe that these difficulties affect their productivity at work? Can you identify differences in the problems that face them today, as compared to previous years?
4. What rules and regulations govern the work that you oversee? When did these rules and regulations come into effect? Are there differences from previous years? In your opinion, are they easy to carry out? What factors impede their execution? Are there differences from previous years?

5. Who among you has participated in training organized by CWI? What advantages do you think the training brought you in your work? Do you think that your work methods and management methods have changed due to training? If so, what concrete changes have there been? What do you believe has been the most helpful tool that you have gained from the training? What is the most visible manifestation of this?
6. Beside yourself, who else did you arrange to attend the training sessions and in which specific areas? Are there any differences between your choice of trainees this year, as compared to previous years?
7. Do you believe that after their training was completed, trainees shared what they had learned with their colleagues? How did trainees absorb and react to the information in the training? Did their work methods and skill level change? How is this visible?
8. From your point of view, what major changes have taken place over the past few years in terms of management approach, work skills and attitude? Have these changes come about due to training? In your area of responsibility have there been any changes in management style or attitude that you could attribute directly to the training courses?
9. Do you know how the trainees respond towards training center staff and the organization in general? Are trainees generally satisfied with the content of the training courses? In their review, what are their comments on the time, teaching materials and quality, and content of CWI training programs? What are the differences in their opinion as compared to trainees in previous years?
10. In summary, what are your thoughts about the training centers? What aspects of the training content and methods are still not satisfactory? What changes do you hope for that could make the training center even more successful?

Outline 3:

Discussion group with CWI training center instructors and staff

1. When did you start your job at the CWI training center? Where did you work before, and why did you decide to come here? If you are a trainer, how did you hear about the CWI training center?
2. Having worked here for some time, could you talk a little about your impressions of the CWI training center? What differences are there between your first impressions when you began working here and now?
3. In your position and realm of responsibility, what changes have you noticed in the last two years (in the methodology of the work, training content, timing, and training center staff organization)? What can you identify as the major reason behind these changes? Do you what the trainees' reactions are to these changes?
4. What are some of the rules and regulations that govern the operation of the training center? What use do these rules and regulations have for you in your job? What are some differences between the regulations today and in the past two years? When were the regulations the most reasonable?

5. In your opinion, is it more important to receive training for specialized staff or for leaders? Comparing the trainees in previous years to those this year, have there been any changes in the composition of the group? If so, are these changes a result of regional or county-level decisions, or a result of decisions at the training center?
6. What is your opinion of our present overall training standards? As compared to the last few years, have there been any changes? What has been the biggest change? What do you think was the biggest impetus behind this change?
7. What has the feedback been from trainees with regard to training center staff and the curriculum? Are there any differences between their ideas before they attended the training sessions and their ideas now?
8. What changes have you observed in CWI training centers over the past few years, in terms of resources, staff, facilities, site, and the abundance of teaching materials? What areas could still warrant improvement? What are the best methods for solving these problems?
9. If we were to ask you to plan next year's CWI training sessions, what would you propose? Please include your ideas on participating staff, instructors, teaching materials, and time, in addition to any other ideas.
10. What do you think is the biggest difficulty or problem facing the training center today? In what ways could these difficulties be resolved or problems overcome?



UNICEF Alternate Inventory Label



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*Effectiveness of Children's Welfare Institute Staff
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