



中国发展研究基金会
China Development Research
Foundation

Center for Child Development (CCD)
of China Development Research Foundation



CCDRF

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Center for Child Development (CCD) of China Development Research Foundation



China has accomplished great achievements in child development since her opening up and reforms, meeting in advance the Millennium Development Goals of the United Nations. However, uneven child development remains a severe problem, especially in China's poor areas. The incidence of poverty for children in the poor rural areas is higher than that of urban areas as well as than that of general rural areas. In 2010, the average underweight levels of children in the rural and urban areas are 8% and 1.3% respectively; and the average stunting levels of children in the poor rural areas and urban areas are 20% and 3.4% respectively. In general, malnutrition as indicated by the above two indicators for children in urban China is on par with that of developed countries such as the USA. And malnutrition for children in the poor areas on the other hand is about the same level of developing countries such as Mexico and South Africa. About 70% children aged 3-6 in the mountainous and herding areas are virtually deprived of early education opportunities.

The China Development Research Foundation (CDRF) is a pioneering social organization to address the challenges of China's uneven child development by carrying out comprehensive early childhood development programs to explore feasible solutions to root out poverty. The pilot programs target children in poor rural areas and aim at prioritizing child development, enhancing social development and advocating early childhood development (ECD) policy making through local social experiments, multidisciplinary research and international collaborations. Starting from 2007, CDRF has implemented a number of child development pilot programs such as "Program on Researching and Assessing Nutrition Improvement of Rural Students Receiving Compulsory Education", "Program of Early Childhood Development in Poor Rural Areas", Village Early Education Center Project" and "Project of Caring for Migrant Children and Promoting Social Integration". CDRF has briefed a number of policy research reports to the central government and their policy recommendations are well approved by the state leaders.

I. Pilot Programs



Program of Early Childhood Development in Poor Rural Areas

Nutrition and education in early childhood are crucial to one's lifelong development. Malnutrition and stunting and lack of early education will exert life-long negative impact on the



learning skills and socio-emotional development of the affected infants and children. Therefore, poverty will be transmitted across generations, perpetuating a vicious circle. In China's western impoverished areas, the nutritional and health status of infants and children are at a level far lower than those of their peers in cities and other rural areas. Among the poverty-stricken counties in southwest China, 71% of the children under the age of two are anaemic, and stunting is over two-fold the average of the rural children nationwide.



Village Early Education Center Project (VEEC)



Nutritional intervention includes:

- (a) providing free micronutrient supplements for pregnant women ("nutritional tablets");
- (b) providing infants who are over six months old with free nutritional complimentary food ("nutritional packets") until they are 24 months old;
- (c) setting up "Mommy School" to offer pregnant women and infants' parents regular training in nutrition and health knowledge.

Beneficiaries: As of June 2013, this program has covered **19** townships in the two counties, benefiting **6529** infants 6 to 36 months old and **5329** pregnant women.



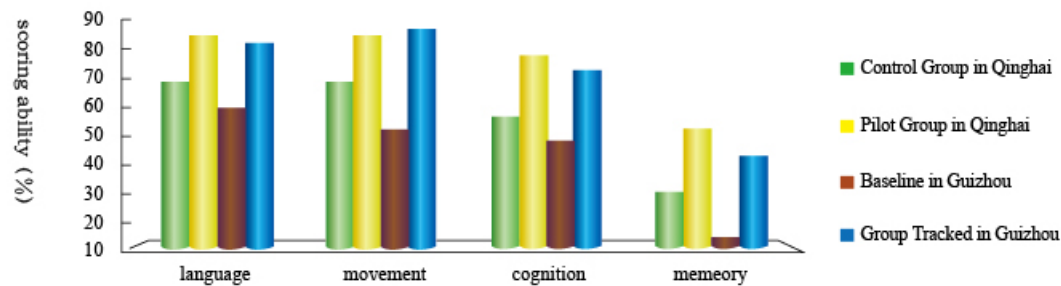
Preschool education is crucial to one's lifelong learning and skill development. The capacity for language, cognition and social communication are formed in early childhood. The estimated annual social rates of return are between 7% and 10%. Therefore, by ensuring each child's equal access to preschool education, we can break the vicious poverty circle, and thus promote even development of society.





In China's vast central and western rural areas, most children are deprived of the opportunity to go to kindergarten due to underdeveloped economy, scattered residences and other factors. In most poor villages, children do not have access to preschool education. According to survey organized by CDRF, their abilities in cognition and language respectively are less than 60% and merely 40% of those of their urban peers. To address this problem, CDRF launched the "Village Early Education Center Project" in early 2012.

Assessment on the pilot project effect at kindergartens in Qinghai and Guizhou: Children aged 4-5



This project combines governmental and social forces to offer preschool education to all rural children and improve education quality in impoverished and remote counties in central and western China. Its implementation is organized by county-level education bureaus, with corporate and individual donations as well as technological support, supervision and guidance offered by CDRF.



Beneficiaries: As of September 2013, CCD has carried out the VEEC projects in 9 counties of 7 provinces in central and western China. About **657** voluntary teachers in total have been recruited and employed to teach in **665** VEECs, thereby nearly **25,279** children aged between 3 and 6 are benefited from the project.



Key Points on Implementation of the Project:

1. Set up "Village Early Education Center" at villages by making use of vacant rooms of village primary schools so that children can go to kindergartens near their homes.
2. Recruit qualified volunteers to teach in kindergartens and install necessary equipment. The volunteer teachers provide preschool educational services at the centers for children who otherwise have to travel a long distance to central kindergartens in the township.
3. Maintain a teacher to student ratio of 1 to 20 to guarantee the quality of kindergarten education.
4. The county education bureaus are responsible for recruiting, managing, assessing volunteers recruited as kindergarten teachers. They also send teachers to offer regular training to the volunteers.
5. CCD is responsible for designing, monitoring and evaluating the program implementation.

The Objectives of VEEC Project are to:

1. Ensure quality preschool education with easy access for children in impoverished and remote areas of central and western China;
2. Demonstrate example of expanding preschool education for rural children in the pilot areas and provide policy recommendations for central government to make national policies to scale up the program to cover all children in the central and western regions;
3. Publicize this program to promote the whole society's consensus on caring for and supporting preschool education in central and western rural areas of the country.



Program on Researching and Assessing Nutrition Improvement of Rural Students Receiving Compulsory Education

Beneficiaries: The policy has so far benefited **23 million** boarding students receiving compulsory education in rural areas.



Rural boarding schools represent a positive measure to optimize educational resources and improve education quality, yet the problem of malnutrition among school-age children in such schools in poverty-stricken areas is acute.

In 2007, CDRF formally launched the "Nutrition Improvement Program in Rural Boarding Schools" in Du'an County of Guangxi Zhuang Autonomous Region and Chongli County of Hebei Province. Three years' continued implementation and assessment of these pilot programs has proved that guaranteeing children's nutrition in poor areas can not only improve their health and constitution but also enhance their ability, interest and efficiency in learning. Therefore, it is an important way to boost social justice and prevent inter-generational transmission of poverty. CDRF has received many instructions from the central leadership regarding its practice and program results, which have played a great role in facilitating the state's formulation and implementation of well-informed policies.



The State Council formulated the "Nutrition Improvement Plan for Rural Students Receiving Compulsory Education" in 2010 and started its pilot program in 2011. Then the plan was implemented nationwide in 2012, with RMB 16 billion earmarked by the central government and support by local governments at all levels. This sum totaled over RMB 31 billion, with added fiscal expenditure on the "living allowances for students in rural boarding schools" (mainly to subsidize their meals) counted in.

Premier Wen Jiabao approved CDRF's policy recommendation in April 2008:

"The government should increase subsidies to poor boarding school students, and improve the nutritional status of students. This matter is concerned with the future of our nation, and also an important part of poverty alleviation. The Ministry of Education and Ministry of Finance should work together to investigate and research to make a plan, or to implement ahead in some provinces in poor areas first."



天度中心小学实施营养计划周菜谱

	早	中	晚
一	馒头 炒鸡蛋 稀饭	炆菜 肉片 蒜苗 藕片	西红柿鸡蛋汤
二	面包 水果 稀饭	米饭 炒菜 纳蹄 汤	酸汤面
三	馒头 八宝粥 炒菜	炆菜 大肉 豆腐 蘑菇	馒头 凉菜
四	包子 糊辣汤 炒菜	麻食 炒鸡蛋 粉丝 藕片	馒头 凉菜
五	馒头 京菜 豆芽 粉条	干面 大肉 豆腐 辣汤	时冷凉菜



In 2012, entrusted by the National Student Nutrition Office, CDRF launched the impact evaluation of the "National Nutrition Improvement Program for Rural Students in Compulsory Education". By objectively evaluating the implementation effect of this project on people's livelihood, the Foundation summarized related experience and extolled exemplary achievements so as to guide public opinions and explore ways to properly implement good policies. The assessment results were recognized by the central leadership, Ministry of Education and all sectors of society.

Beneficiaries: This project has received positive response from society since its inception. It has directly benefited about **20,000** children and indirectly benefited about a floating population of **100,000**.

The Foundation also held national contests entitled “Public Service to Care for Migrant Children and Promote Social Integration”:

1. Through such contests, CDRF encourages and promotes the awareness of public welfare among all sectors of society so as to foster the sense of social responsibility and thereby facilitate migrant children’s social integration.
2. CDRF has financed 10 projects and studies on public service for social integration of grass-roots communities, colleges and universities, program institutes and social groups, providing them with a platform to display their strengths and realize their social ideals and value.
3. In communities and schools where CDRF project teams are, over 10,000 migrant children have directly or indirectly enjoyed public service and care for social integration.
4. Through financing, implementing, assessing, reviewing and awarding such projects, CDRF tries to tap into public welfare projects conducive to migrant children’s social integration and worth promoting, and thus inform the policy-makers on children’s social integration of related theory and practice.



II. Center for Child Development

Since 2007, China Development Research Foundation (CDRF) has carried out a variety of influential programs targeting impoverished and disadvantaged children in China, for example, the “Program for Researching and Assessing Nutrition Improvement of Rural Students Receiving Compulsory Education”, “Village Early Education Center Project”, “Program of Early Childhood Development in Poor Rural Areas” and “Social Integration of Migrant Children.” Through these pilots, CDRF aims to explore best-fit approaches to promoting early childhood development and poverty alleviation and its policy recommendations drawn from research evaluation and practice have received great attention from the central government. President Xi Jinping, former Premier Wen Jiabao and other central leaders have commended CDRF’s policy proposals on child development on numerous occasions.

In order to best utilize and enhance research capacities on child development issues, CDRF established The “Center for Child Development (CCD)” on October 18th, 2012. As a department of CDRF, CCD is dedicated to operational research and pilot reforms on child development programs in China. Adhering to the mission of “Child Leads, Equity Counts”, CCD focuses on conducting multi- and inter-disciplinary research in collaboration with various domestic and international organizations. The goal of the center is to advance the formulation and research of child development policies and programs through social experiments, evaluation and advocacy. CCD is honored to have Nobel laureates in Economics James J. Heckman and Amartya Sen as the Center’s senior advisors to guide the ECD research and policy reform agenda.

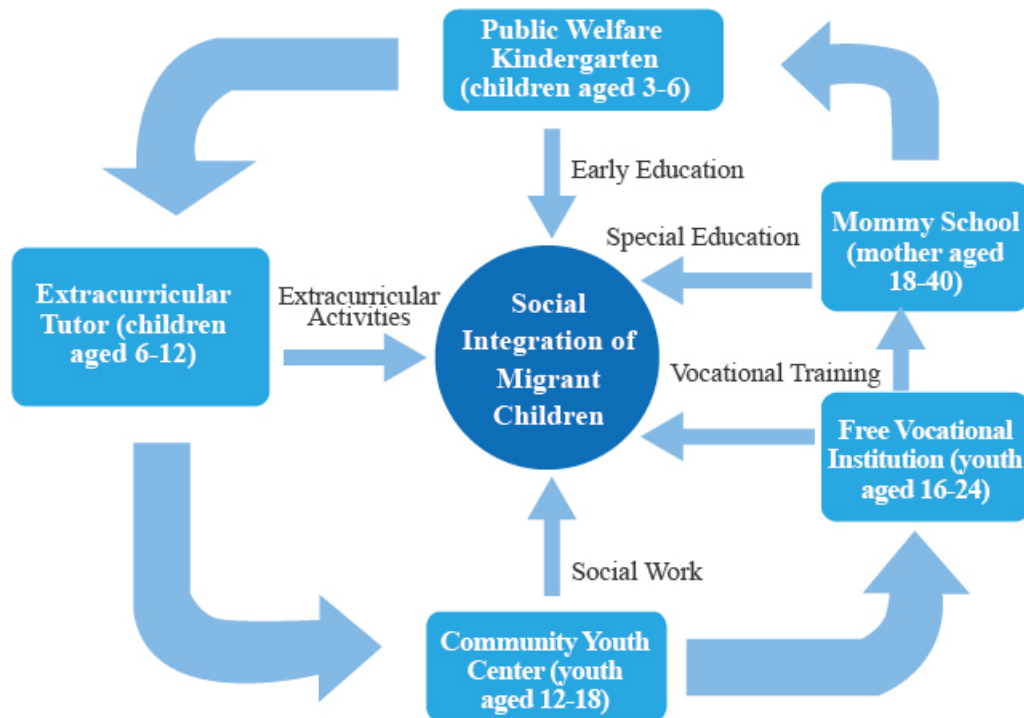


The Project of Caring for Migrant Children and Promoting Social Integration

As China is experiencing rapid industrialization and urbanization, over 350 million migrant children live in urban villages, and most of them are faced with problems concerning health, education, poverty and social marginalization. In 2011, CDRF initiated the project of "Caring for Migrant Children and Promoting Social Integration", conducting uninterrupted experiments in Chuanfang Community in Kunming, Yunnan Province, on the following sub-projects:



- ◆ Community Youth Center
- ◆ Public Welfare Kindergarten
- ◆ Extracurricular Tutor
- ◆ Free Vocational Institution
- ◆ Mommy School



III. Our Mission

The mission of CCD is to fulfill the value of "Child Leads, Equity Counts" with a focus to promote the healthy of all children, in particular the impoverished and disadvantaged, through policy research and advocacy.

1. Conduct Applied Scientific Research. CCD focuses on carrying out multi- and inter-disciplinary policy studies on child development by integrating the various disciplines including maternal and child health, nutrition, education, psychology, sociology and economics.
2. Advocate to Government the Research-based Evidence. By summarizing the findings and experiences of programs on child development, CCD, as a think tank department, is committed to providing referential information and consultation to relevant government sectors for their decision making.
3. Popularize Knowledge on Child Development. CCD promotes the scientific knowledge and proper methods of child development by popularizing its first-hand research findings on both China and abroad through the channels of publications, audio-visual materials, academic journals, internet and other media, so as to popularize child development knowledge and information.
4. Cultivate and Train Professionals on Child Development. CCD has developed a network of potential child development professionals, which consists of people from various disciplines and different administrative levels of government who are interested in working in the area of child development. CCD assesses their needs and provides trainings regularly through awareness raising, education, symposiums and other activities.
5. Organize Academic Exchanges. CCD carries out domestic and overseas academic activities, hosts or co-hosts multi- and inter-disciplinary academic seminars and achievement-sharing meetings so as to build a platform for experts and scholars both at home and abroad to exchange academic views and learn from each other. In this way, CCD draws on the research achievements, experience and best practices from other countries, thereby enhancing the scientific research on child development in China.



IV. CCD Team

▲ Senior Advisors

- Professor James J. Heckman, the University of Chicago, Nobel Laureate in Economics
- Professor Amartya Sen, Harvard University, Nobel Laureate in Economics

▲ Directors of CCD:

- Dr. Fang Jin, Deputy Secretary General, CDRF
- Dr. Mary Young, Senior Fellow, CDRF
Senior Advisor, Center on the Developing Child at Harvard University
Co-leader, Early Childhood Interventions, HCEO Global Working Group, Institute for New Economic Thinking at University of Chicago

▲ Other CCD Members:

- Mr. Du Zhixin, Deputy Director, Graduated from Peking University (Sociology)
- Dr. Liu Bei, Senior Program Officer, Graduated from Johns Hopkins University (Sociology)
- Dr. Yu Mingxiao, Program Officer, Graduated from Peking University (Sociology)
- Ms. Zhao Chen, Program Officer, Graduated from University of Oxford (Sociology)
- Ms. Cao Yan, Program Officer, Graduated from Beijing Normal University (Education)
- Ms. Wu Zhiping, Program Officer, Graduated from Beijing Normal University (Politics)
- Ms. Hao Zhirong, Program Officer, Graduated from University of Edinburgh (Social Policy)

V. Knowledge Partnership

CCD has established partnerships with government sectors, academic institutions and other organizations within China and internationally to jointly promote child development research, policy and practice. Following are representatives of CCD's main partners:

▲ Government Sectors:

- Ministry of Education
- National Health and Family Planning Commission of the People's Republic of China
- National Development Reform Commission
- Ministry of Finance
- Ministry of Civil Affairs
- National Working Committee on Children and Women under the State Council of China

▲ International Organizations:

- World Bank
- UNICEF
- World Food Program
- OECD

▲ Research Institutions:

- Chinese Center for Disease Control and Prevention
- Peking University
- Beijing Normal University
- East China Normal University
- Harvard University
- University of Chicago

VI. Next Step

- ▲ Recruit excellent researchers to strengthen the center's capacity for research and policy advocacy.
- ▲ Set up the data base to track children's development in China's impoverished areas and carry out long-term scientific follow-up studies and assessments.
- ▲ Promote the Formulation and Implementation of the policy of "National Program on Early Childhood Development in Poor Rural Areas".
- ▲ Carry out new programs on children's development.

Conduct Assessment of the Impact of the Program of Early Childhood Development

In October 2012, the former Ministry of Health started the "Pilot Project of Children's Nutrition Improvement" in 100 counties in contiguous destitute areas nationwide. The central government earmarked RMB 100 million for nutrition intervention among 274,000 children from six months to two years old in these counties.

CCD plans to conduct international co-operation with the program team led by Nobel Prize Laureate in Economics, Professor James J. Heckman at University of Chicago to assess the impact of this significant national public health program on women and children.

Objectives of the Program:

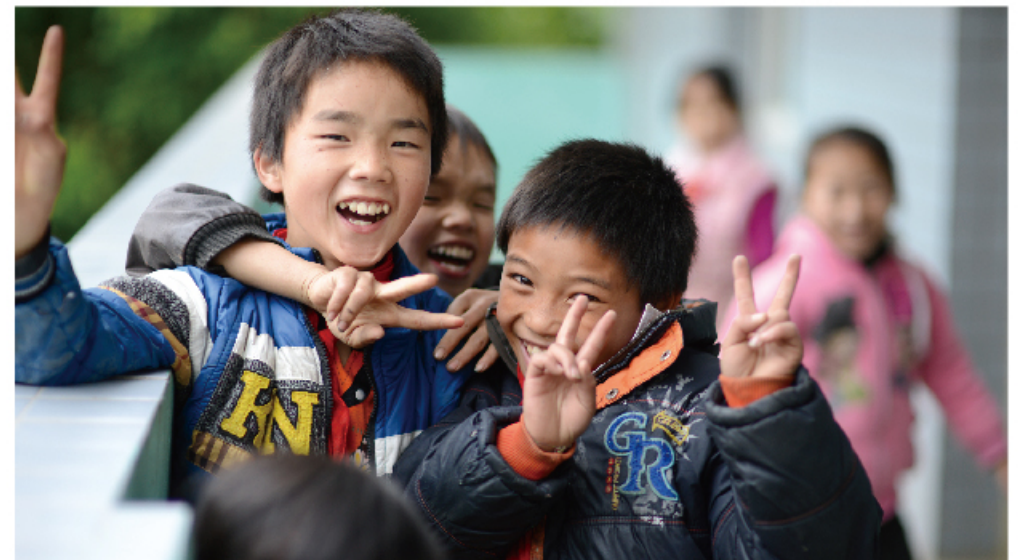
- Assess this national program's effect in short, medium and long terms.
- Increase parent-child activities and guidance on parental rearing to investigate the effect of integrated intervention of nutrition and rearing in early period.
- Carry out the cost-benefit analysis. Promote the formulation and improvement of national policies through assessment of such programs and spread worldwide the Chinese government's practical experience regarding policies on early childhood development.



Conduct Assessment of Secondary Vocational Education Performance

Vocational education is an important foundation for economic and social development as well as an integral part of modern national education system. During the 11th Five-Year Plan period, China has paid high attention to vocational education, continuously enhancing support for vocational education and vocational school students.

The secondary vocational education performance assessment project was entrusted by Department of Vocational and Adult Education, Ministry of Education, and was launched in July, 2013. By carrying out a performance assessment on financial funding policies and educational quality, the objectives are recognizing the completion of the policy principle, target and results, finding out the positive and negative influences on vocational education and students by the policies, comparing extent of influence between funding policies and other affecting factors in order to illustrate the constrains of vocational education. This project will undertake the international comparative study of the experience in the developed countries like USA and Europe for reference.



VII. Program Sponsors

Donors are essential in supporting CCD to fulfill our mission of "Child Leads, Equity Counts". With the generous support and funding from enterprises, other organizations and individuals, CCD has so far made good progress in carrying out influential programs and making significant contributions to government policy formulation. We are very appreciated and looking forward to your continual supports in our research, policy advocacy and practice to jointly make a difference in child development in China. You may make a donation to the CCD with cash, checks, credit card payments and gifts of marketable securities.

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