Learning and Economic Development

Mae Chu Chang
Head, Human Development Unit,
The World Bank Indonesia
Outline

- Background
- Did we reach MDG goals?
- Learning remains a concern
- How can this be addressed?
- Why ECD?
- A New Goal?
Millennium Development Goals (MDGs)

Goal 1: Eradicate extreme poverty and hunger
Goal 2: Achieve universal primary education
Goal 3: Promote gender equality and empower women
Goal 4: Reduce child mortality
Goal 5: Improve maternal health
Goal 6: Combat HIV/AIDS, Malaria and other diseases
Goal 7: Insure environmental sustainability
Goal 8: Build global partnership for development
Did We Reach MDG Goals?

- World Bank President Jim Yong Kim: existing agenda remains unfinished

- **Accelerating progress** must remain the guiding goal

- Unmet human development goals remain critical
Learning remains a concern

- PISA 2009
  - Administered in 65 countries / territories
  - **38 countries are below OECD average** in reading
    - OECD average is considered moderate performance

- In EAP:
  - Above OECD average: Japan, Korea, Singapore, Shanghai, Hong Kong
  - At OECD average: Chinese Taipei
  - Below OECD average: Indonesia, Thailand, Macao
Not enough children are learning and those that are learning are not learning fast enough

- The majority of youth are **not reaching** even **minimal competency levels**
  - Brazil on track to meet the MDG—but **78% of Brazilian youth lack** even minimally **adequate competencies** in mathematics
  - Mexico has reached the MDG—but **50% of youth are not** minimally **competent in math**

- MDG for universal primary education will be met in nearly all countries
  - Millions will finish formal schooling without basic literacy and numeracy
  - At the pace of current progress, it would take a century for developing countries to reach today’s OECD assessment levels
How can this be addressed?

Early Childhood Development

- An explicit global focus on ECD will greatly help in achieving broader goals and values, including
  - reducing poverty
  - improving educational achievements
  - enriching and empowering marginalized peoples
Why ECD?

- Multiple arguments
  1. Biological imperative
  2. Economic benefits
  3. Better learning improvements
  4. Changing global scenario means multi-sectoral approaches are needed
During the **first 6 years** of life, **700 synapses** are formed in the brain **every second**.

Experience shapes the brain’s architecture in the first years of life.

Source: Shonkoff, 2010
Sensitivity

Graph developed by Council for Early Child Development (ref: Nash, 1997; Early Years Study, 1999; Shonkoff, 2000.)
Many links to economic development

Without ECD services, on average poor children are

- 25% more likely to drop out of school
- 40% more likely to become a teen parent
- 50% more likely to be placed in special education
- 60% more likely to never attend college
- 70% more likely to be arrested for a violent crime
Participation in ECD translates into better learning outcomes at school

- Fifteen-year-old students who had attended pre-primary education perform better on PISA

- Disadvantaged students have less access to pre-primary education in almost every country

- High-performing school systems are also those with little socio-economic disparity in access to pre-primary education

- How pre-primary education is provided affects the extent to which attendance benefits individual students
Benefit–cost ratios for ECD programs are high
Changing global scenarios mean a new global framework

- **Solutions** at the country level should be linked to implementation strategies right from the start.

- Focus on practical implementation strategies.

- The new framework will require multi-sectoral solutions (not silos).

- ECD is a great example of needing multi-sectoral coordination. ECD system requires input from many ministries.

1. Build in Links to Implementation
2. Use Multi-sectoral Approaches
New Goal: Improve the Development of All Young Children

1. Reduced infant and child mortality rates
   a. Reduced mortality rates for infants
   b. Reduced mortality rates for children aged 0 – 5

2. Improved home-based child care
   a. Parent training and support, esp for pregnant mothers, children 0 – 2
   b. Availability of learning materials (books and toys) at home
   c. Adequate care related to health and hygiene
   d. Positive, warm, and nurturing parenting practices

3. Increased access to high-quality, holistic ECD services
   a. Infant and toddler participation in HI–ECD services (0 – 2)
   b. Enrollment in high-quality HI–ECD programs for children ages 3 – 6
   c. Developmentally appropriate practice in early primary grades (7 – 8)
   d. Percentage of HI–ECD programs rated as high-quality

4. Improved ECD policy environment
   a. % of Gross Domestic Product (GDP) allocated to support HI–ECD services for children ages 0 – 6 and their families
   b. Naming of ministry ultimately responsible for all aspects of ECD services, including coordination among sectors
New and revised indicators in existing goals are needed:

- **Goal 2 (Achieve universal primary education):** capture gross enrollment rates for children 0 to 6 years in early childhood development programs

- **Goal 3 (Promote gender equality and empower women):** “Ratios of girls to boys in early childhood development programs, primary secondary and tertiary education” (Indicator 3.1)

- **Goal 4 (Reduce child mortality):** “Proportion of 1–year–old children receiving the full complement of vaccinations and immunizations, including against measles” (Indicator 4.3)
Progress on EFA must be accelerated

Education For All – Goal 1

Early childhood care and education
Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children

Progress has been too slow

Over half of children are not in pre-primary school
Less than 1 in 6 children go to pre-school in poor countries

1/4 children will suffer from stunting by 2015

171,000,000 children under 5 were stunted in 2010

28 countries have a child mortality rate exceeding 100 per 1000 live births
The **Role** of the World Bank in **Supporting** ECED **globally**

- Technical assistance
- **Collaboration** among donors and between countries
- Analytical support
- Operations and Financing

  • 195 activities on ECD with total spending globally at **USD 2.2 billion**
The **Role** of The World Bank in **Supporting** ECED in Indonesia

**Through a community-based ECED project**

**Evidenced-based Policy Advice**
- Design and Implementation of Randomized impact evaluation
- National standards

**Capacity building**
- Teacher Training
- District and local levels

**Monitoring and Evaluation**
- Project-level monitoring
- Support to ECED Census

**Financing**
- World Bank and other development partners
Lessons Learnt from Translating Research Into Policy and Practice

- **Key Implementing Challenge:** ECED belong to multiples ministries, e.g. MOE, MOH, MOHA, Min. Women Empowerment
- **Need a high-level champion**
- **Information Campaign among parents**
- **Parental Education**
- **Community Participation**
In Closing

- **Many people care** about this important issue
- A **right for all young children** and their families to be able to learn
- Better learning is possible through better ECD services
- Achieving strong ECD systems should be a **global** goal
  - Would help us **reduce inequality** and extreme poverty
- A new ECD goal would mean additional **resources**
- Our job is to **make the best case** possible to fight for our young children and families
Thank you

Questions?
mchang@worldbank.org