How does the World Bank work and support Early Childhood Development (ECD)

February 10, 2021
Presentation Outline

- World Bank Group Structure
- Investing in the Early Years to Build Human Capital
- How does the World Bank work with countries?
- How does the Early Learning Partnership work?
- How can you find out more information about the World Bank’s work in specific countries or globally?
World Bank Group Structure
Quick note on World Bank Group Structure

189 member countries, represented by a Board of Governors (generally: member countries' ministers of finance or ministers of development).

The governors delegate specific duties to 25 Executive Directors, who work on-site at the Bank.

Day-to-day under the direction of the president, senior staff, and the vice presidents in charge of Global Practices, Cross-Cutting Solutions Areas, regions, and functions.

IBRD and IDA make up the World Bank
World Bank Group staff

16,000 staff worldwide

Approximately 50% located in Washington DC and 50% located in country offices.

Typically Washington, DC staff visit country offices 2-3 times per year to work on projects.
Investing in Early Childhood Development to Build Human Capital
Investing in young children is one of the best things countries can do to build human capital.

- Growth and development in the early years form the foundation for future learning, productivity and lifetime success.
- Interventions that promote child development can take place from before pregnancy through to a child’s entry to primary school.
A MULTISECTORAL APPROACH TO THE EARLY YEARS (AKA ECD)

INCREASE COMPETITIVENESS

REDUCE INEQUALITY

CHILDREN REACH THEIR FULL POTENTIAL
(With the physical, social and emotional capacities to learn, earn, innovate and compete)

CHILDREN ARE HEALTHY & WELL NOURISHED, ESPECIALLY IN THE FIRST 1,000 DAYS
- Good nutritional status of mothers and expecting mothers
- Exclusive & continued breastfeeding
- Proper feeding of <5s + micronutrients
- Immunization & Rx of childhood illnesses
- Good hygiene practices

CHILDREN RECEIVE EARLY STIMULATION & LEARNING OPPORTUNITIES
- Positive and engaging interactions with parents/caregivers
- Opportunities for age-appropriate and play-based learning through quality preschool programs

CHILDREN ARE NURTURED AND PROTECTED FROM STRESS
- Avoid household and community stressors (neglect, violence, displacement, household shocks)
- Positive emotional connections with parents/caregivers
- Supportive discipline

DELIVERING ON THE ESSENTIAL INTERVENTIONS ABOVE REQUIRES EFFORTS ACROSS SECTORS
- Quality, Diverse and Affordable Food
- Quality Health Care and Reproductive Health Services
- Water and Sanitation
- Educated and Empowered Women
- Family Leave and Quality, Affordable Childcare
- Reduced Income Poverty
- Safety Nets and Response to Shocks
ECD (and Early Years) work occurs across sectors

- Human Development (HD) within the World Bank includes three sectors:
  - Health, Nutrition and Population (HNP)
  - Education (EDU)
  - Social Protection and Jobs (SPJ)
  - Staff are mapped to these sectors, within regions or globally (we don’t have ECD staff)
- We have an Early Childhood Development Global Lead (Amanda Devercelli, sitting in education, but working across sectors to promote ECD)
- We have an Early Years Team of HD staff that works together to ensure coordination across sectors and promote staff learning:
  - Focal point for HNP (Meera Shekar, who is also the Global Lead for Nutrition)
  - Focal point for SPJ (Laura Rawlings who also sits on the Human Capital Project Team)
  - Focal point for EDU (Amanda Devercelli who is also the Global Lead for ECD)
  - Focal point for the Global Financing Facility for Every Woman and Every Child (Leslie Elder who sits with GFF)
WILL ACCELERATE MORE AND BETTER INVESTMENTS IN PEOPLE GLOBALLY

1. **Human Capital Index:** Make the case for investment in the human capital of the next generation.

2. **Measurement & Research:** Improve measurement and research and provide analysis to support investments in human capital formation.

3. **Country engagement:** Support Early Adopters, and ultimately all countries, to prepare national strategies that accelerate progress on human capital.

78 COUNTRIES JOINED BY SEPTEMBER 2020
HUMAN CAPITAL INDEX

SURVIVAL
Children who don’t survive don’t grow up to become future workers

SCHOOL
Contribution of quality-adjusted years of school to productivity of future workers

HEALTH
Contribution of health (adult survival rate and stunting) to productivity of future workers

= HCI
Productivity of a future worker (relative to benchmark of complete education and full health)

GAINS SINCE 2010

HCI GAINS SINCE 2010 (HCI Points)
- [0.05 - 0.15]
- [0.03 - 0.05]
- [0.02 - 0.03]
- [0.00 - 0.02]
- [-0.03 - 0.00]
No data
No data for 2010
The World Bank is the largest funder of ECD worldwide and investments have grown substantially in last 5 years

In Fiscal Year 2020:
- IDA/IBRD investments in the early years reached $4.5 billion – a consistent increase since FY16 and doubling since FY18
- Close to ¼ of commitments are in FCV countries -- $1.2 billion in FY20
- New project commitments have consistently been the largest in the Africa region, followed by LAC and MENA
ECD is increasing in total volume and as a share of IDA financing

### IDA 17 (2015-2017)
- ECD accounted for 6% of IDA
- Total IDA 17: $52 Bn

### IDA 18 (2018-2020)
- ECD accounted for 11% of IDA
- Total IDA 18: $75 Bn
Trust Funds that Support ECD at the World Bank

✓ Trust Fund financing for early years investments has averaged almost $250 million annually over the last three years.

✓ Trust funds typically support analytical work and may finance or co-finance projects.
Partnerships and External Engagement

- SDG 4.2.1 Working Group
- Nurturing Care Framework
- Reach Up Implementors Group
- ECDAN Executive Leadership Council and regional efforts with regional ECD networks and IDB
- UNICEF, UNESCO, WHO and GPE collaboration on various pieces of global guidance
- Bilateral engagement (especially with FCDO)
How does the World Bank work with countries?
How does the World Bank work with countries?

What are the types of WBG financing?
- IDA: provides loans, grants and advice to low-income countries
- IBRD: provides loans and advice to middle-income and some low-income countries
- WBG also manages grants on behalf of other organizations (e.g. manages the design and implementation of 75% of all Global Partnership for Education (GPE) grants)

How does the WBG group allocate financing?
- Funding allocated on 3 year cycles
- Country Partnership Frameworks (CPF) guide funding prioritization, based on analysis & stakeholder consultations to identify constraints to growth and poverty reduction

Countries are allocated WB funding from a global pool
- Government and WBG agree on allocations to sectors, guided by the CPF
- WBG staff work with counterparts and partners to consider priorities for investment within sectors

Countries decide to which sectors they allocate funds
- Projects are co-designed by WBG and Government, with input from partners
- Projects are implemented by the Government
- WBG provides fiduciary and quality assurance

WBG staff work with countries and partners to design projects
Some key take-aways on how the WB works:

- The World Bank is a bank that provides large loans and grants to governments.
  - We are a bank and governments are our clients.
  - It is primarily a demand-driven approach.
- Projects are co-designed by the WB country sector team and the government, aligned to national priorities and planning documents.
- Projects are implemented by the government through government systems (which could choose to work with NGOs or other non-state actors in some instances)
- Environmental and social safeguards and civil society engagement are built into the project preparation and implementation cycle.
More Takeaways

• We don’t have ECD staff, so projects and activities will be through specific sectors or through cross-sectoral projects.

• Decisions on how financing is allocated are made at the country level by the government, in consultation with the WB country team. So, relationships in countries matter.

• The advantages of this approach include national system strengthening and substantial multi-year financing that allows for more sustainable planning and the opportunity to have systems-level impact and operate at scale.

• Partners should engage directly with governments to influence government decisions.

• The distinction between evidence-based technical assistance and advice vs. advocacy is an important distinction globally and at country level.
How does the Early Learning Partnership (ELP) work?
A story from Uzbekistan 2011-present day

2011: Request from the Government for a short brief on ECD in Uzbekistan identified the following issues:

- Dramatic reduction in preschool enrollment to below 20% nationwide
- Uzbekistan spending 2-3x more on preschool than neighboring countries but getting worse outcomes
- Cross-sectoral coordination and quality assurance lacking

2012: Request for a more in-depth analysis found:

- Poorer and more rural regions had worse infrastructure, less qualified teachers and worse developmental outcomes
- What was being measured wasn’t very useful
- Community structures and parents weren’t being engaged
- Urban areas were oversubscribed and services in rural areas didn’t meet families’ needs

2013: Launch of a new project ($25 million out of a $50 million project with GPE finance)

- Half-day rural preschool model targeting poorest regions with infrastructure improvements in disadvantaged areas
- New quality standards and approaches to measurement
- Community libraries and playgrounds
- Book distribution to homes
- Engagement of community leaders
- Evaluation built into the project

2018 onwards

- ECD unit established within Ministry of Education
- New innovative Public-Private Partnership model expanding
# How does ELP work within the World Bank?

**Reality:**
- Programming is decentralized
- Task Teams have severely constrained country-level budgets
- Bank staff are often generalists working with countries with substantial time constraints
- Competing priorities

**The question:**
- How can we make it easier for countries to move ECD up the list of priorities?

## 4 ELP Workstreams:

1. **Catalytic financing** to build the pipeline and improve the portfolio quality through country grants
2. **Global and country-level analytical work** to make the case and find solutions
3. **Capacity building** (internal and external)
4. **Partnerships and external engagement**
ELP Footprint and Expansion 2012 to 2020

**ELP Footprint and Expansion 2012 to 2020**

**MENA ELP Investments:**
- 4 grants
- $4.4 million invested
- $47 million leveraged
- 4 EY Fellows (current)

**ECA ELP Investments:**
- 7 grants
- $4m invested
- $32 million leveraged
- 1 EY Fellow (current)

**LAC ELP Investments:**
- 13 grants
- $5.8 million invested
- $544 million leveraged
- 2 EY Fellows (current)

**EAP ELP Investments:**
- 5 grants
- $5.5 million invested
- $29 million leveraged
- 2 EY Fellows (current)

**AFR ELP Investments:**
- 72 grants
- $9.7 million invested
- $707 million leveraged
- 32 EY Fellows (1 current)

**SAR ELP Investments:**
- 14 grants
- $2.3 million invested
- $410 million leveraged
- 3 EY Fellows (1 current)

**Global analytical work ongoing**
- Quality Early Learning: Nurturing Children’s Potential
- Better Jobs and Brighter Futures: Investing in Childcare to Build Human Capital
- Scaling Up Measurement in Early Childhood
- Investing in Early Childhood to Build Future Skills

**Early Learning Systems Research Countries:**
- Ethiopia
- Jamaica
- Liberia
- Pakistan (Punjab)
- Tanzania

**Legend:**
- 2012 to 2018
- 2019 to present
- x Number of grants if more than one

**Note:** Engaging Policymakers in Early Childhood countries TBD
How does ELP work within the World Bank?

### What are the types of WBG financing?
- IDA: provides loans, grants and advice to low-income countries
- IBRD: provides loans and advice to middle-income and some low-income countries
- WBG also manages grants on behalf of other organizations (e.g. manages the design and implementation of Global Partnership for Education grants)

### How does the WBG group allocate financing?
- Funding allocated on 3 year cycles
- Country Partnership Frameworks (CPF) guide funding prioritization, based on analysis & stakeholder consultations to identify constraints to growth and poverty reduction

### Countries are allocated WB funding from a global pool
- Government and WBG agree on allocations to sectors, guided by the CPF
- WBG staff work with counterparts and partners to consider priorities for investment within sectors.

### Countries decide to which sectors they allocate funds
- Projects are co-designed by WBG and Government, with input from partners
- Projects are implemented by the Government
- WBG provides fiduciary and quality assurance

### WBG staff work with countries and partners to design projects
- Projects are co-designed by WBG and Government, with input from partners
- Projects are implemented by the Government
- WBG provides fiduciary and quality assurance

### How does ELP support ECD within this process?
- Reach out to country teams to identify needs and opportunities
- Offer grants to WBG teams and governments to generate evidence and make the case to include ECD in country priorities in CPFs (which then leads to projects)
- Generate global knowledge and evidence that can be used to inform country level policy dialogue

- Support country teams with technical assistance during project design and implementation
- Fund pilots to make the case for further investment (demonstrate value) or inform project design/implementation
- Provide global public goods (e.g. guidance notes, measurement tools, etc.) to promote evidence-based, quality programming
- Capacity building efforts
Country grants of $50,000-$200,000 are made to World Bank teams to work with governments on ECD.
The ELP has awarded a total of $15.3 million to 117 grants in 57 countries since 2012.
The active portfolio includes 70 grants in 46 countries, totaling $8.5 million.

<table>
<thead>
<tr>
<th></th>
<th>Phase 1</th>
<th>Phase 2</th>
<th>Phase 3</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Overall portfolio</strong></td>
<td>14 grants ($1.1m)</td>
<td>47 grants ($10.4m)</td>
<td>56 grants ($3.9m)</td>
<td>117 grants ($15.3m)</td>
</tr>
<tr>
<td><strong>Active portfolio</strong></td>
<td>No grants</td>
<td>14 grants, ($4.4 m)</td>
<td>56 grants ($3.9 m)</td>
<td>70 grants ($8.5m)</td>
</tr>
</tbody>
</table>

**Sector Breakdown (Active Grants)**
- EDU: 53%
- SPI: 17%
- Poverty: 4%
- HNP: 1%
- Gender: 1%
- Cross-sector: 1%

**Regional Breakdown (Active Grants)**
- AFR: 49%
- EAP: 19%
- ECA: 10%
- LAC: 10%
- MENA: 7%
- SAR: 6%
## Thematic Funding Rounds 2019 and 2020

<table>
<thead>
<tr>
<th></th>
<th>Thematic round</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Childcare</td>
</tr>
<tr>
<td>Number and value of</td>
<td>30</td>
</tr>
<tr>
<td>applications received</td>
<td>($4.8 million)</td>
</tr>
<tr>
<td>Number and value of</td>
<td>14</td>
</tr>
<tr>
<td>grants approved</td>
<td>($1.3 million)</td>
</tr>
</tbody>
</table>

- Activities funded in these four thematic funding rounds will reach an estimated 32.1 million children and 28.7 million parents and train 125,000 ECD workers.
- The grants are already leveraging $703 million in financing for young children and are expected to leverage more in the future.
Analytical Work

Quality Early Learning: Nurturing Children’s Potential
Team: Magdalena Bendini, Amanda Devercelli, Elaine Ding, Adelle Pushparatnam, Melissa Kelly
• Synthesizing the latest evidence from multiple disciplines to identify the crucial elements of effective ECE that countries should prioritize to provide key actionable, evidence-based and cost-effective strategies for the delivery of quality ECE at scale. Edited volume, guidance notes and briefs on key topics.

Scaling Up Measurement in Early Childhood
Team: Adelle Pushparatnam, Diego Luna Bazaldua, Elaine Ding
• Developing tools to measure child outcomes and the quality of early learning environments at scale, along with complementary resources and technical assistance to support roll out across 25+ countries
  • Identified a core set of items to directly measure child learning outcomes involving the aggregation and advanced psychometric analysis of data from 14 LMICs worldwide
  • COVID-19 caregiver phone survey (includes refugee populations in Kenya)
  • Teach ECE to be rolled out along with the Teach Primary classroom observation tool to measure the quality of teaching practices within early childhood education settings.
Analytical Work

Better Jobs and Brighter Futures: Investing in Childcare to Build Human Capital
Team: Amanda Devercelli and Frances Beaton-Day
• White paper launch early March
• Cross-sectoral work program to expand the quantity and improve the quality of childcare work within the WBG portfolio

Engaging the Non-State Sector in Early Learning
Team: Frances Beaton-Day and Amanda Devercelli
• Helping country teams and clients to leverage the nonstate sector to deliver quality ECD services for young children and their families. Analytical and pilot work on integrating ECD into skills and jobs programs. Country and global-level collaboration with IFC.

Early Learning Systems Research
Team: Shawn Powers and Amanda Devercelli
• Cross-country research program focused on country’s early learning systems
• Focus countries: Ethiopia, Jamaica, Liberia, and the Punjab, Pakistan
Early Years Fellowship: Building the next generation of leaders and expanding WBG capacity to engage in ECD
Team: Melissa Kelly and Amanda Devercelli

Launched in 2016 to build capacity within countries and develop the next generation of leadership to scale-up investments in Early Childhood Development (ECD). The Fellowship has three related objectives:

1. **Build the capacity of young professionals** in countries on ECD, reducing reliance on technical assistance from abroad and ensuring a more sustainable, contextually specific and informed response to the challenges associated with scale-up of ECD services at country level;

2. **Improve the quality of ECD analytical work and program implementation** in countries by increasing the number of experienced professionals available to advise and support country governments and World Bank teams; and

3. **Develop the next generation of leadership** needed at the country level to scale-up investments in the early years.
Second cohort of 25 Fellows began work across 34 countries as of January 2020

- Recruited from 2,500 applicants
- 25% recruited abroad and returned to their home countries to participate
- 25 languages spoken
- More than 200 years of combined ECD work experience

We’ve invested more in the Professional Development Program through which Fellows dedicate 20 percent of their time to a customized program to build technical, operational and professional skills.
Engaging Policymakers in Early Childhood
Team: Melissa Kelly, Marcela Gutierrez Bernal and Amanda Devercelli

- A multi-year effort to engage, repeatedly, with a group of countries globally to build policymaker capacity, promote South-South learning and generate positive peer pressure to yield more and better ECE investments.

- Launching with a cohort of 8-12 countries in early 2021 (40 country requests to participate so far).

- Country delegations include a mix of technical level and higher-level participants (along with WBG staff)
Engaging Policymakers in Early Childhood: Program Design adjusted to meet country needs

Planning and support

In country planning
Team selection and identifying areas of need/interest

Ongoing support
Continuous support from World Bank country team and ELP team to share feedback and align participation with ECE country goals.

Policymaker engagement in activities

Level 1: Cross-country sharing and learning (open to all)
- Online courses
- Webinar series
- Engaging with experts
- Cross-country sharing
- Opportunities to publish & share learning
- Technical Assistance

Level 2: Focused engagement (must qualify)
- Bespoke technical assistance
- Virtual and in-person trainings
- Study tours (when possible)
- Global/regional ECD conferences and workshops (when possible)

High level engagement (by invitation)
High-level virtual and in-person roundtables and side meetings on early childhood topics at events where leaders are present
Bangladesh: ELP funding has helped shift policy, generate new funding and will support quality improvements while scaling

1st ELP grant: $44k awarded 2019

**Landscape Assessment** revealed impact of pre-primary and need for quality improvements:
- Children 37% more likely to be developmentally on track if they attended pre-primary education
- Quality of pre-primary education hampered by a shortage of qualified teachers and inadequate curriculum and classroom practices

Activity includes:
- TA to improve quality and promote learning through play
- Review current ECE teacher training curriculum
- Conduct a survey on teacher and headteacher training needs

Findings used to

1. Change policies and highlight ECE within Bangladesh Education Sector Plan 2021-25
   - Additional year of preprimary
   - New training and certification for preprimary teachers and school leaders

2. Secure funding for ECE within the $59.3 million ESPIG GPE grant

Provide evidence to design ESPIG and ensure quality implementation
- Extra year of preprimary education
- Advanced certification for preprimary teachers
- First-time training for head teachers managing ECE

2nd ELP grant: $99k awarded 2020
Ethiopia: 5 ELP grants, Early Learning Systems Research work and 3 Early Years Fellows support quality ECD programming at scale using multiple entry points

**Expanding and improving the quality of O classes at scale**
- $60m ECE component in GEQUIP-E
- Coaching and supervision instruments for O classes
- ELSR is providing actionable evidence on quality interventions:
  - P1: Diagnostic of O classes
  - P2: Evaluating effects of quality enhancements on O classes

**Piloting childcare for public works beneficiaries – multiple impacts**
- Improve quality and child outcomes & women’s participation (plus parenting)
- Leveraging additional funding for IE
- Results will inform future projects TBD across sectors

**Enhancing early stimulation and parenting at scale during COVID**
- Materials developed for parents enrolled in a Safety Net Program during COVID-19 on early stimulation, coping and playful parenting
- Messages will reach 500,000 households with young children

**Education grants**
- $150k in 2016 to support project preparation
- $50k in 2017 to improve ECE quality
- Early Learning Systems Research (ELSR)

**Social protection grants**
- 2 childcare grants in 2019
  - $180k for a childcare pilot in rural areas
  - $180k in 2019 for a childcare pilot in urban areas
- $43k in 2020 for accompanying measures to cash transfers

**Piloting childcare for public works beneficiaries – multiple impacts**
- Improve quality and child outcomes & women’s participation (plus parenting)
- Leveraging additional funding for IE
- Results will inform future projects TBD across sectors

**ELP**
- EY Fellows help deliver interventions, ensure alignment with Government and partners and enhance quality
  - Identify ECD gaps & opportunities
  - Improve multisectorial coordination
  - Improve dialogue with government and partners
  - Contribute to high quality design and implementation
The ECD team mobilized quickly to work with colleagues from across the Bank to ensure young children and their families are supported during COVID-19 and that countries and teams have the resources they need, including through the following activities:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELP Emergency COVID-19 Funding Round</td>
<td>$1.1 million to 28 countries</td>
</tr>
<tr>
<td>Measuring the impact of COVID-19 on young children and families</td>
<td>through phone surveys</td>
</tr>
<tr>
<td>Investing in the Early Years and COVID-19</td>
<td></td>
</tr>
<tr>
<td>Staff learning and just-in-time technical assistance on radio, TV and internet for young children and families</td>
<td></td>
</tr>
<tr>
<td>15 Ways to Support Young Children and their Families During the Crisis</td>
<td></td>
</tr>
<tr>
<td>Preschool Reopening Guidance and Interagency Statement on ECD</td>
<td></td>
</tr>
<tr>
<td>Ensuring teams have expert guidance</td>
<td></td>
</tr>
<tr>
<td>Activating and supporting the Early Years Fellows</td>
<td></td>
</tr>
</tbody>
</table>
ELP investments catalyze significantly more funding from WB and domestic financing

- $19 MILLION INVESTED in capacity building and 122 grants to 75 countries since 2012

- Generates $722 MILLION in new funding for ECD activities

- Ensures robust monitoring & quality assurance of $893 MILLION as ECD activities scale

- Integrates $551 MILLION in ECD activities into existing projects

= $2 BILLION
How can you find out more information about the World Bank's work in countries or globally?
How do I find out what is happening in a country or get information on a specific project?

- Go to: https://www.worldbank.org/en/where-we-work and scroll down and click on the country
- There you will find news stories, latest research, available data and the list of projects
- Search for the Country Partnership Framework or Strategy
- You can click on specific projects and get:
  - Project Appraisal Document
  - Safeguards assessments
  - Procurement plans
  - Implementation Status and Results
Where can you find information on our website?

Check out our ECD webpage
https://www.worldbank.org/en/topic/earlychildhooddevelopment#1

Check out our Early Years

Check out the Strategic Impact Evaluation Fund (SIEF) page

Search the research page

Data are available
https://data.worldbank.org/
https://saber.worldbank.org/index.cfm?indx=8&pd=6&sub=0
Next sessions and upcoming events

Please type your ideas for future sessions in the chat box. We’re thinking about these:

- Childcare
- Gender and ECD
- ECD Measurement
- ECD in FCV settings
- The Early Years Fellowship
- Latest impact evaluation evidence on ECD