



# 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



**IBRD and IDA  
make up the World Bank**

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.

# World Bank Group staff

16,000 staff worldwide

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

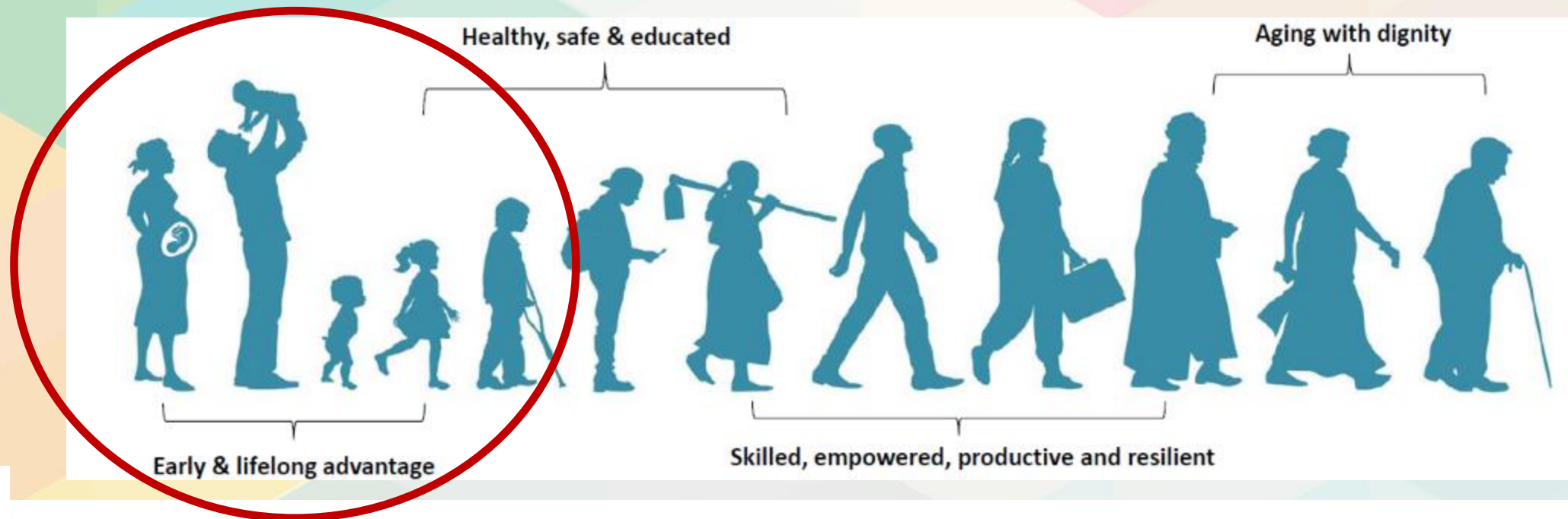
Typically Washington, DC staff visit country offices 2-3 times per year to work on projects.



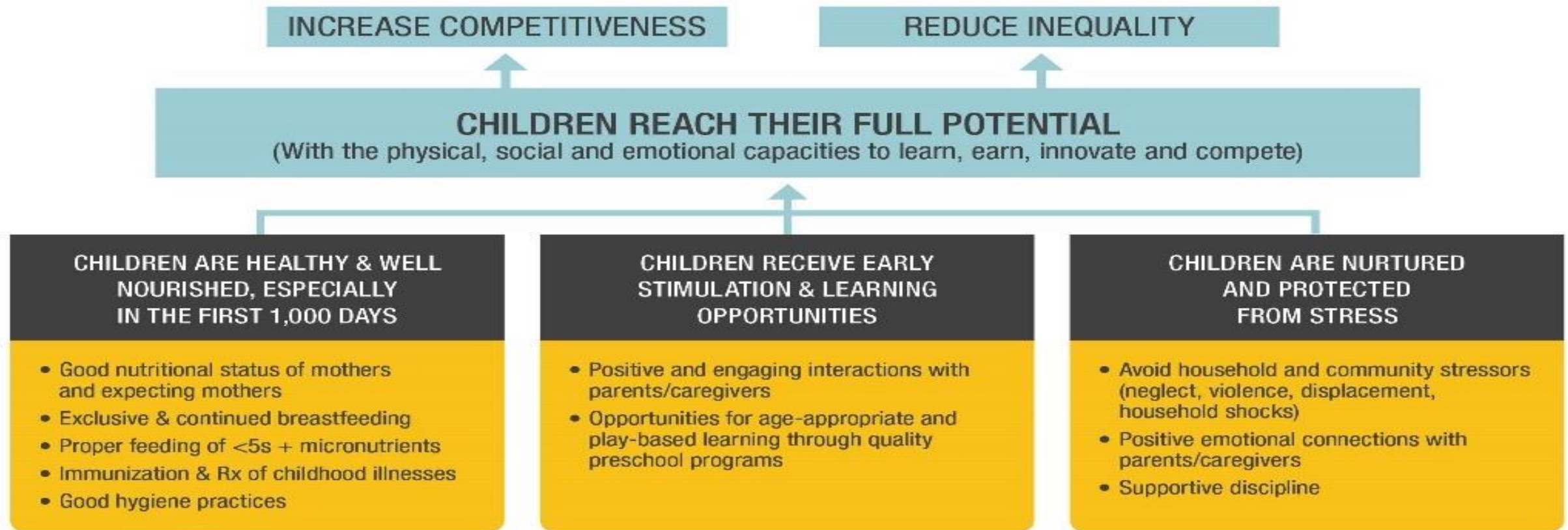
# Investing in Early Childhood Development to Build Human Capital

# 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)



**DELIVERING ON THE ESSENTIAL INTERVENTIONS ABOVE REQUIRES EFFORTS ACROSS SECTORS**





# 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 Women and Every Child (Leslie Elder who sits with GFF)



HUMAN  
CAPITAL  
PROJECT

# 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

X



## SCHOOL

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

X



## HEALTH

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

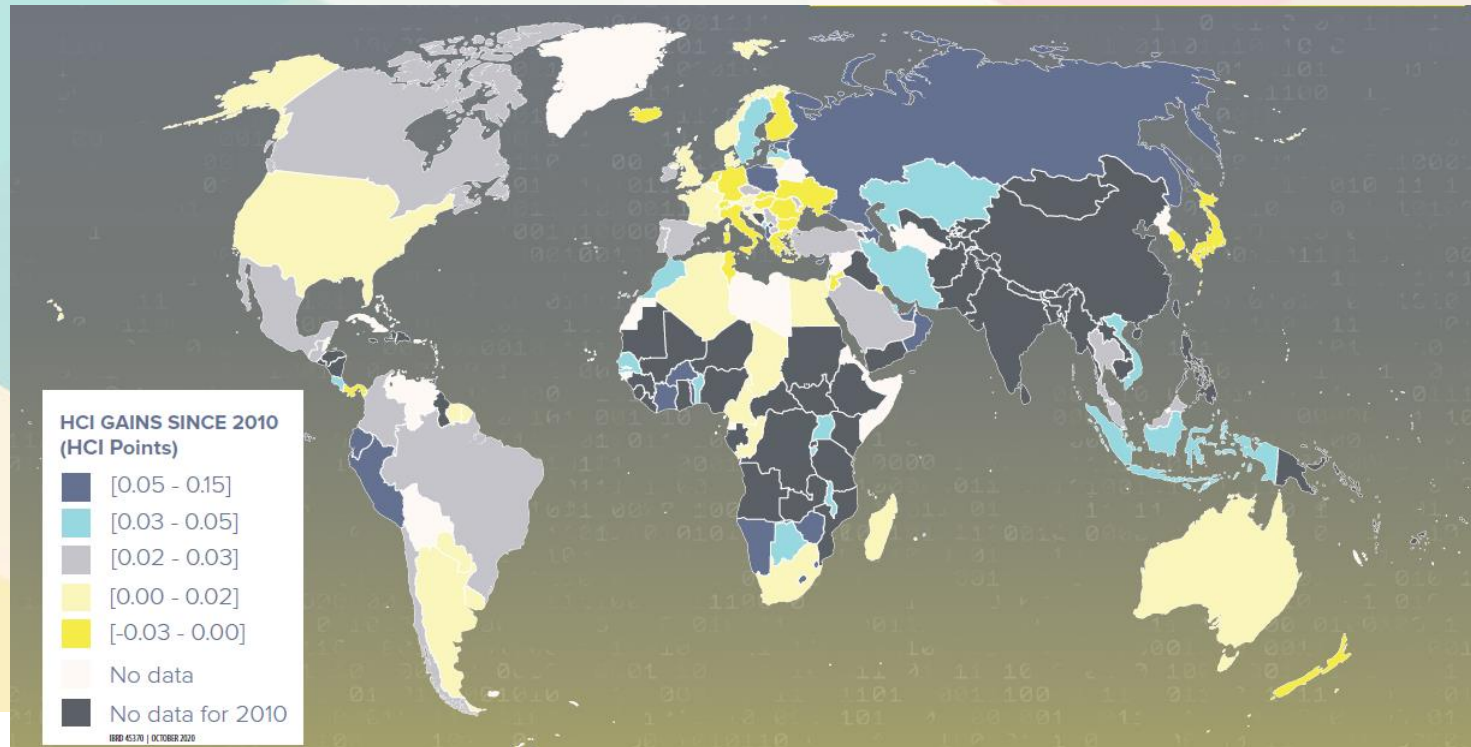
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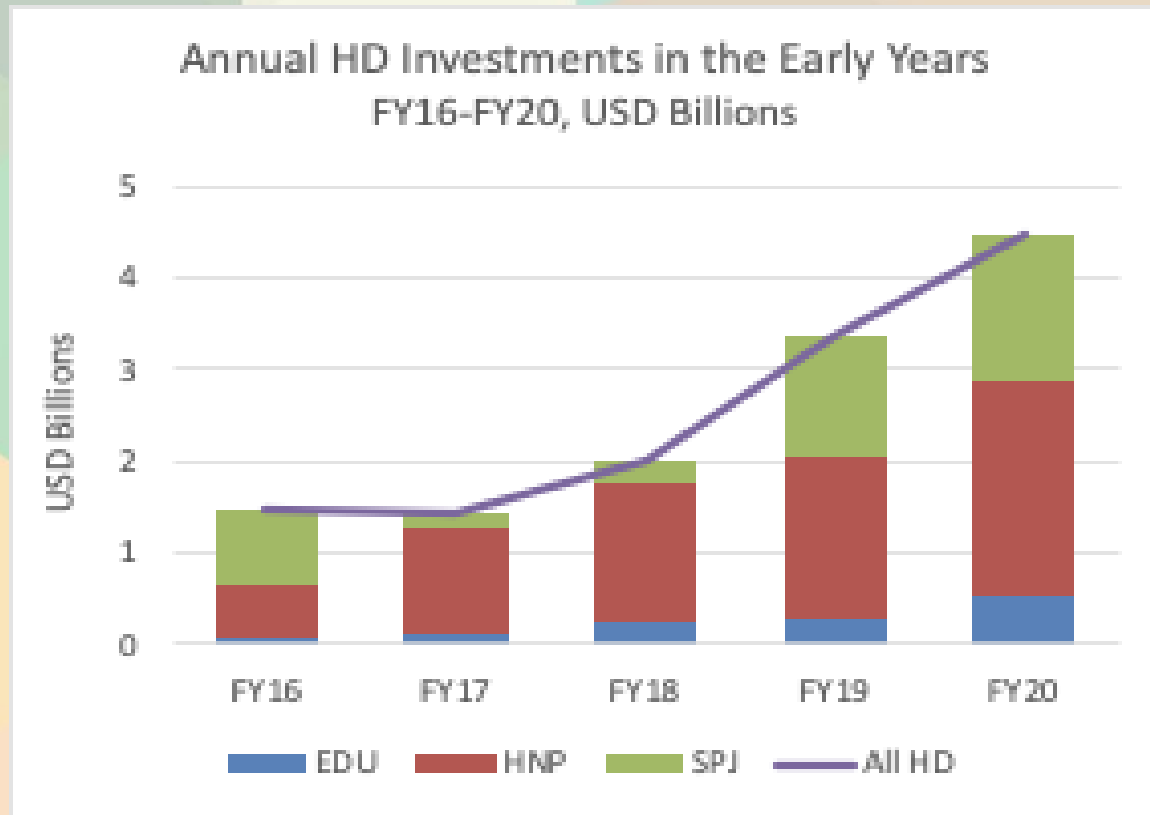
## HCI

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

## GAINS SINCE 2010



## The World Bank is the largest funder of ECD worldwide and investments have grown substantially in last 5 years

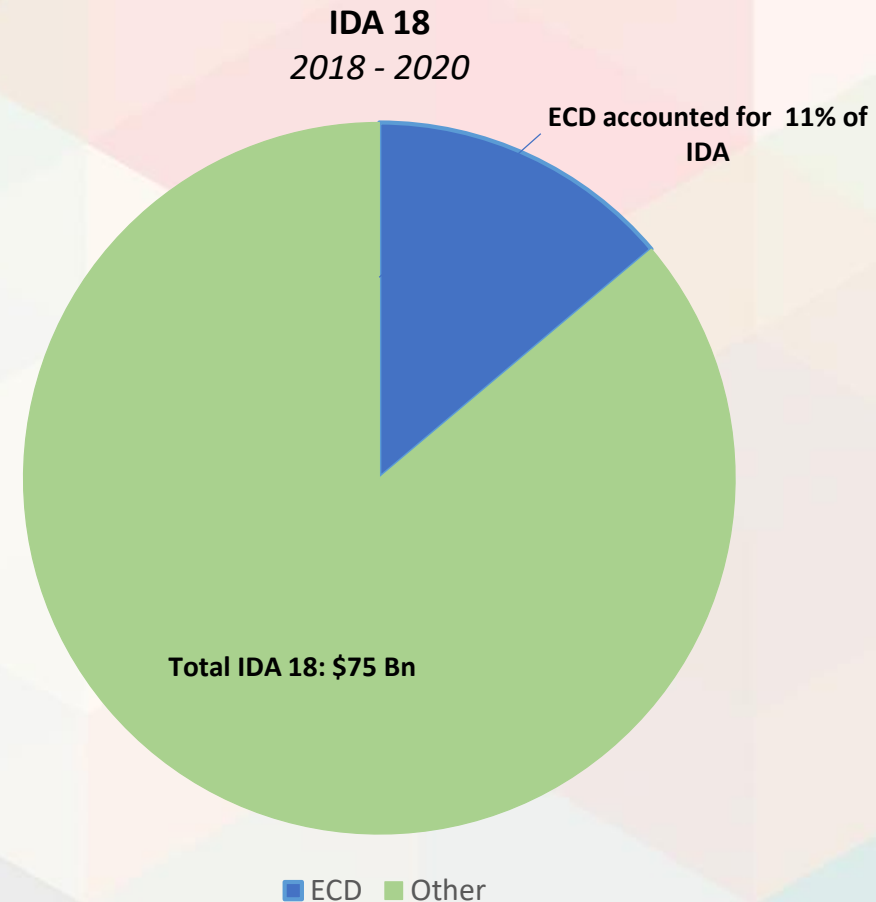
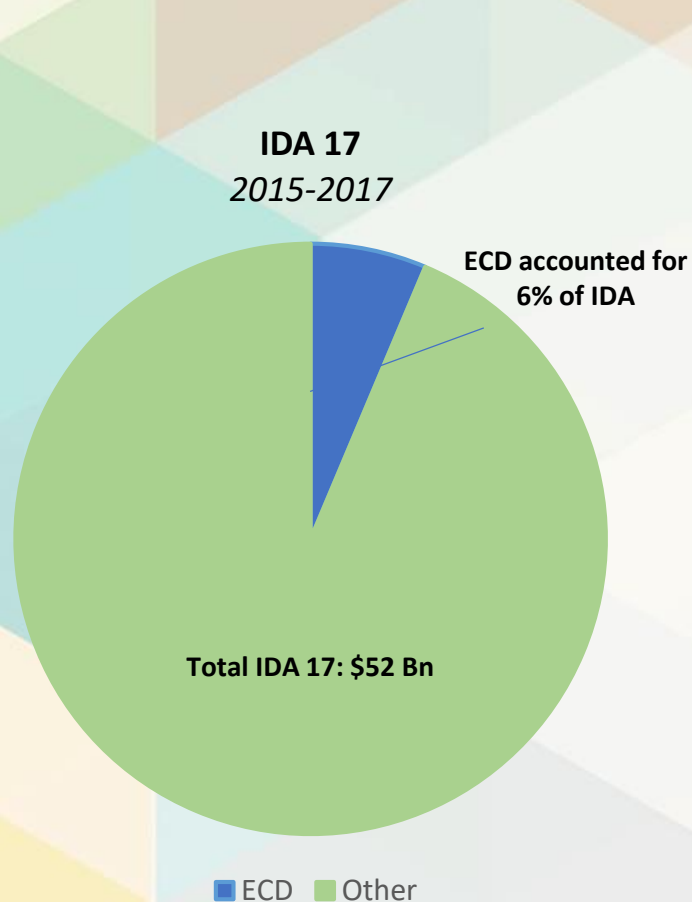


In Fiscal Year 2020:

- 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

*IDA/IBRD commitments for IEY (in US\$ billions)*

# ECD is increasing in total volume and as a share of IDA financing



# 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




Japan Trust Fund for Scaling Up Nutrition Investments

# 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?

### Countries are allocated WB funding from a global pool

- 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 decide to which sectors they allocate funds

- 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

### 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

# 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

A young boy with short dark hair, wearing a blue and white striped school uniform, is looking intently at a chalkboard. The chalkboard has the number '5' written on it in white chalk. The boy's hand is visible in the foreground, holding a piece of chalk. The background is slightly blurred, showing a classroom setting. On the right side of the image, there is a decorative graphic consisting of overlapping green and purple geometric shapes.

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?

## WE MAKE THE MOST OF WORLD BANK STRENGTHS:



**GLOBAL PRESENCE:**  
16,000+ staff working  
In 160+ countries



**TECHNICAL EXPERTISE:**  
Staff recognized as technical  
experts and thought leaders



**ACCESS TO POLICYMAKERS:**  
Unique relationships  
with governments



**FINANCIAL RESOURCES:**  
World's largest provider of  
development finance

We use these resources to  
deliver results for young  
children around the world.

## 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

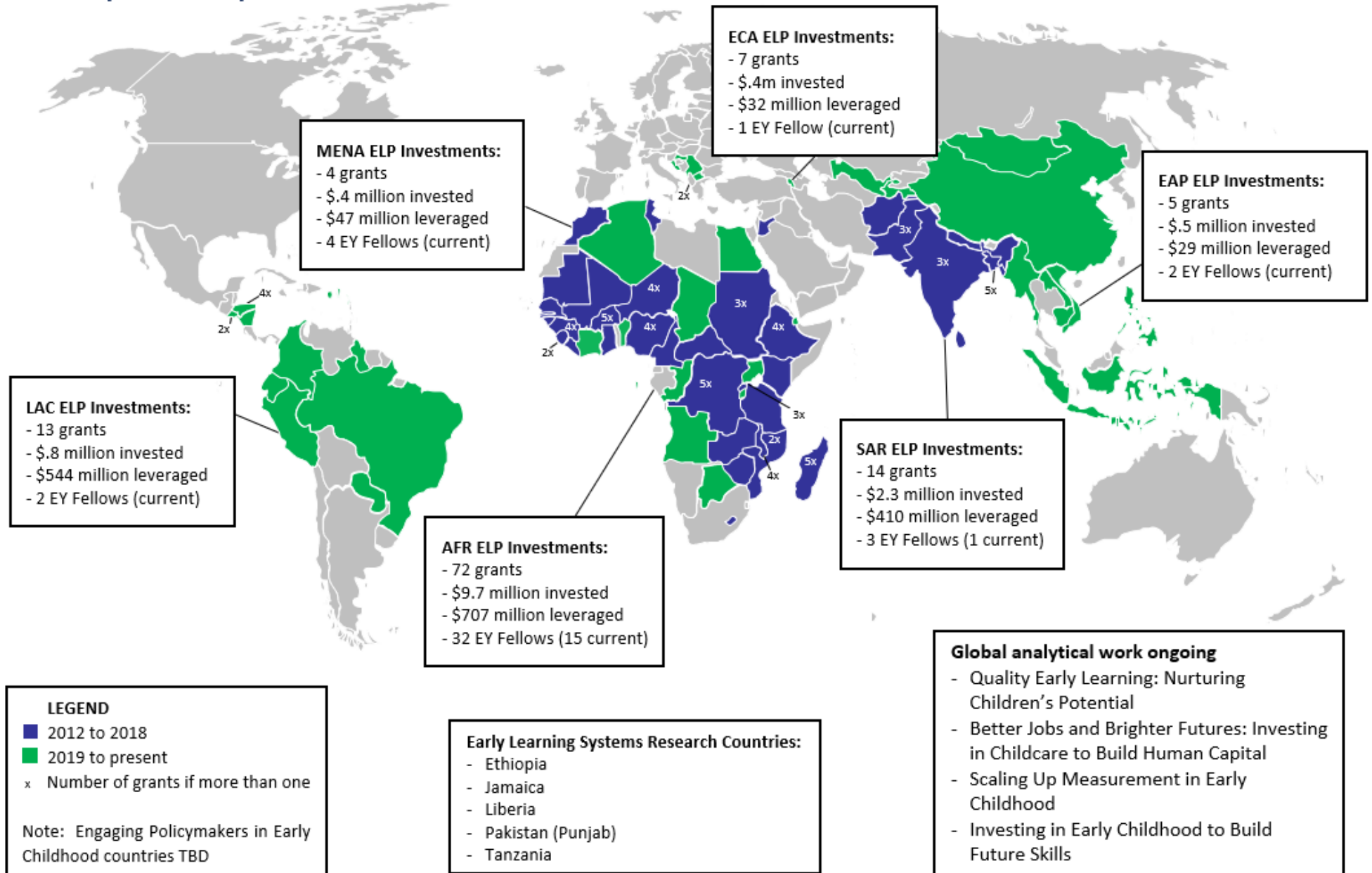
## The question:

- 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



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## 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



# The ELP Country Grants Portfolio

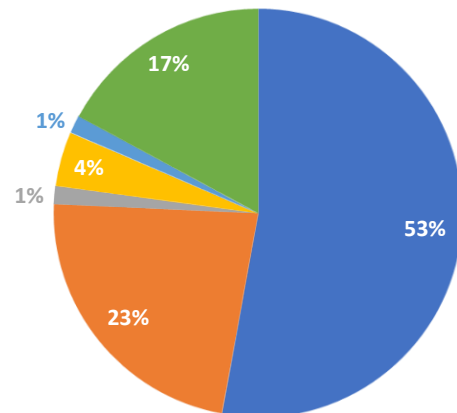
Team: Ella Humphry and Amanda Devercelli

- 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.

	Phase 1	Phase 2	Phase 3	Total
<b>Overall portfolio</b>	14 grants (\$1.1m)	47 grants (\$10.4m)	56 grants (\$3.9,m)	<b>117 grants (\$15.3m)</b>
<b>Active portfolio</b>	No grants	14 grants, (\$4.4 m)	56 grants (\$3.9 m)	<b>70 grants (\$8.5m)</b>

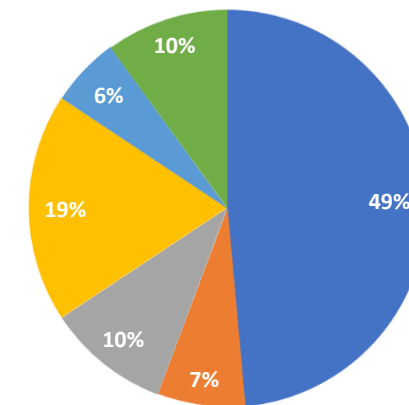
Sector Breakdown (Active Grants)

■ EDU ■ SPJ ■ Poverty ■ HNP ■ Gender ■ Cross-sector



Regional Breakdown (Active Grants)

■ AFR ■ EAP ■ ECA ■ LAC ■ MENA ■ SAR



# Thematic Funding Rounds 2019 and 2020

	Thematic round				
	Childcare	COVID-19	Quality ECE	Playful Parenting	TOTAL
Number and value of applications received	30 (\$4.8 million)	31 (\$1.5 million)	10 (\$2.3 million)	16 (\$2.7 million)	87 (\$11.3 million)
Number and value of grants approved	14 (\$1.3 million)	28 (\$1.1 million)	7 (\$699,000)	7 (\$836,000)	56 (\$3.9 million)

- 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.



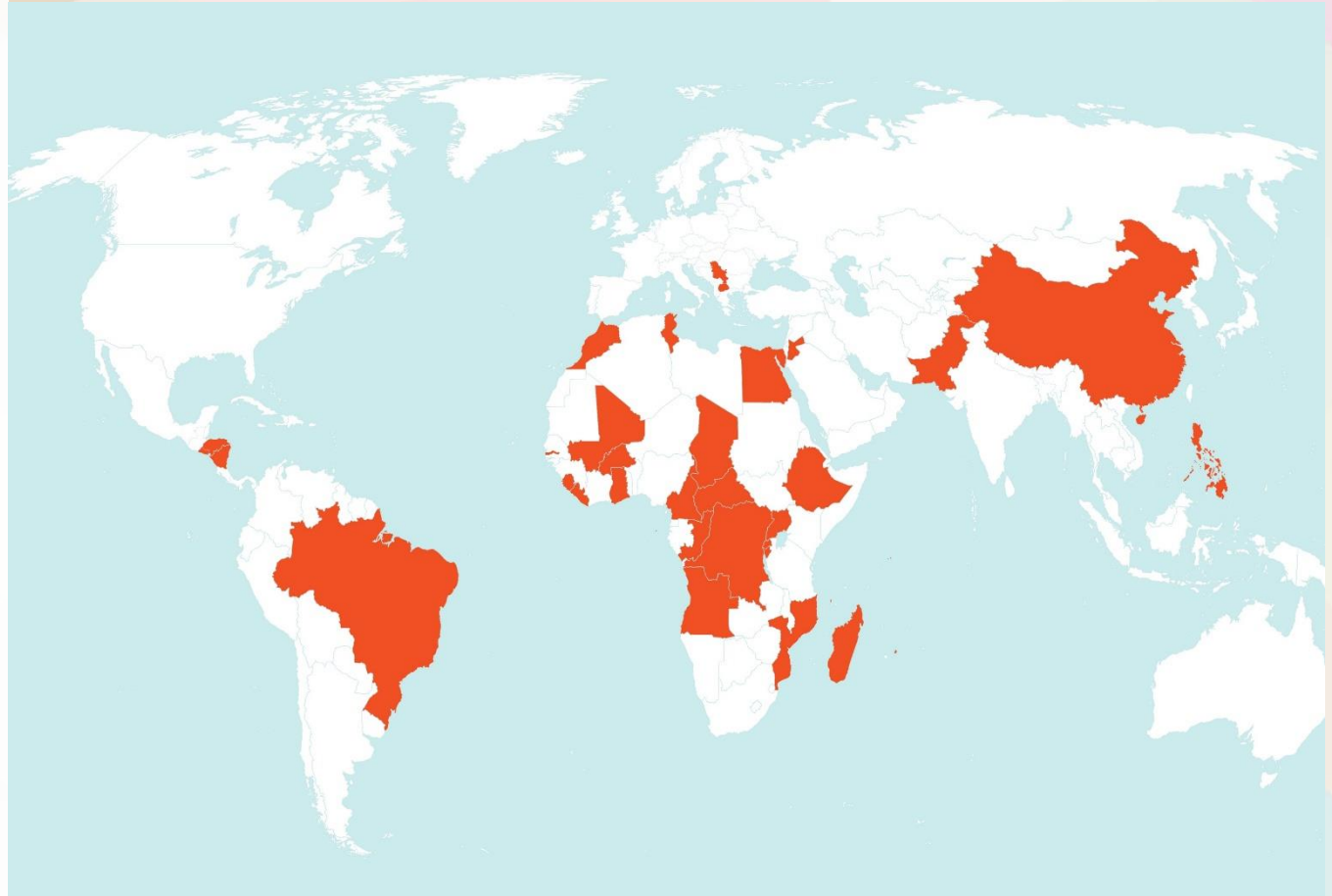
# Early Years Fellowship:

Building the next generation of leaders and expanding WBG capacity to engage in ECD

## 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.



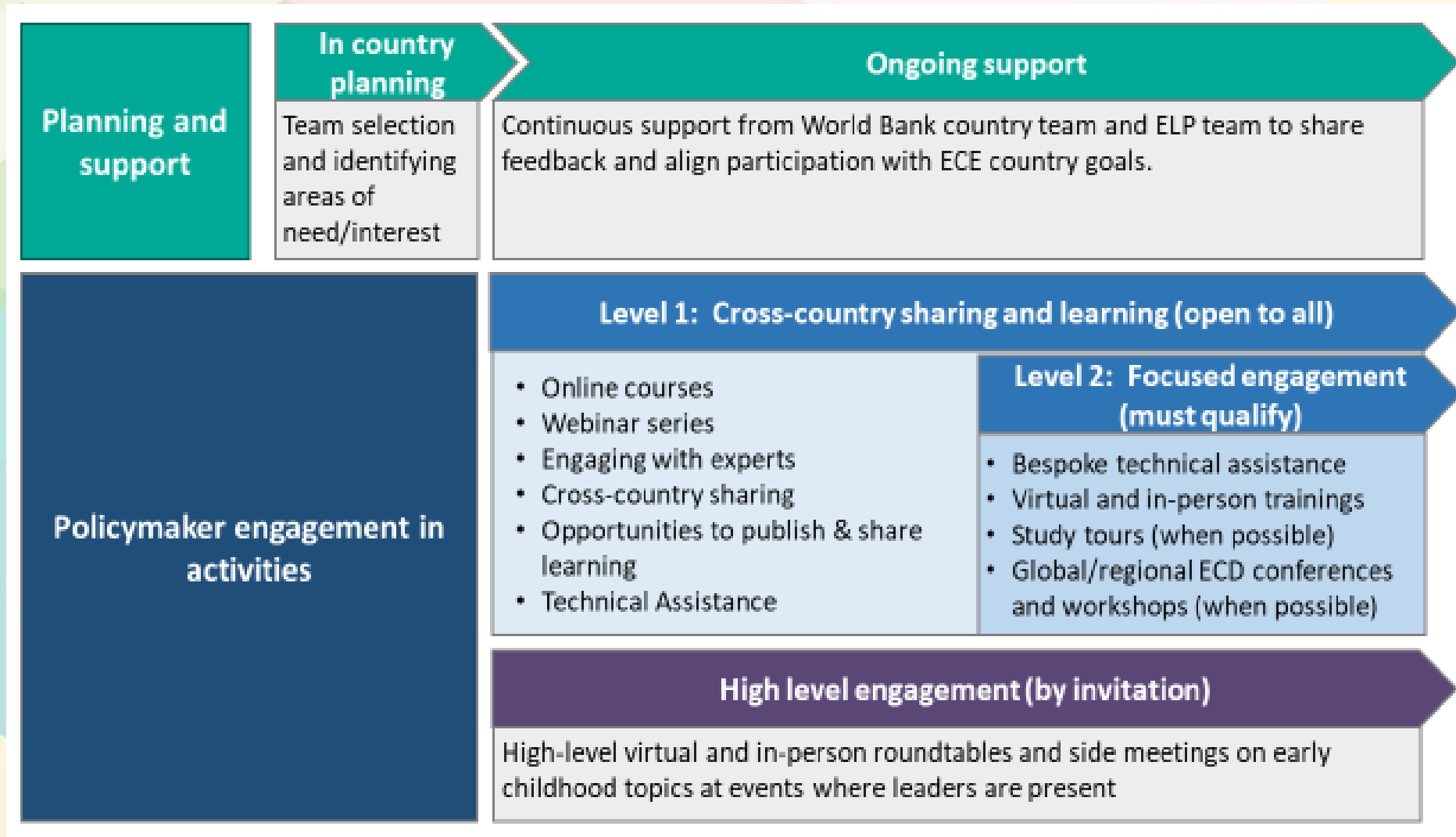
# Engaging Policymakers in Early Childhood

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





# Bangladesh: ELP funding has helped shift policy, generate new funding and will support quality improvements while scaling

1<sup>st</sup> 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

*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**



2<sup>nd</sup> ELP grant:  
\$99k awarded  
2020

**Activities include:**

- 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 will be used to*

**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

# Ethiopia: 5 ELP grants, Early Learning Systems Research work and 3 Early Years Fellows support *quality ECD programming at scale using multiple entry points*

## 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

### 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

**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

# Our COVID-19 ECD Response

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:



[ELP Emergency COVID-19 Funding Round: \\$1.1 million to 28 countries](#)



[Measuring the impact of COVID-19 on young children and families through phone surveys](#)



[15 Ways to Support Young Children and their Families During the Crisis](#)



Ensuring teams have expert guidance



[Investing in the Early Years and COVID-19](#)



[Staff learning and just-in-time technical assistance on radio, TV and internet for young children and families](#)

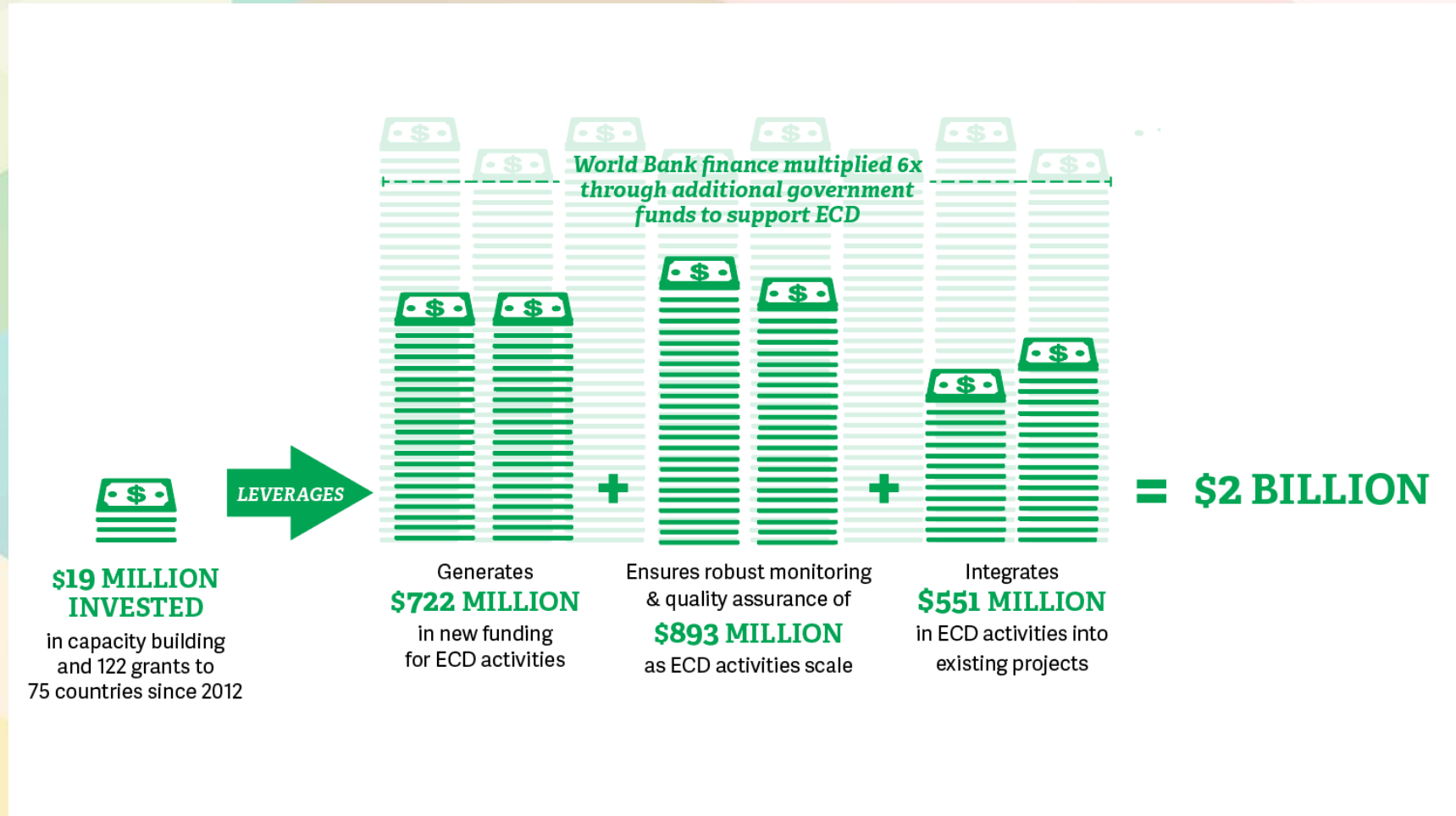


[Preschool Reopening Guidance and Interagency Statement on ECD](#)



Activating and supporting the Early Years Fellows

# ELP investments catalyze significantly more funding from WB and domestic financing





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

The screenshot displays the World Bank's website for Senegal. At the top, there is a navigation bar with links for 'THE WORLD BANK', 'WHO WE ARE', 'WHAT WE DO', 'WHERE WE WORK', 'UNDERSTANDING POVERTY', 'WORK WITH US', and 'COVID-19'. Below this is a header section with the 'AFRICA CAN' logo and the text 'The World Bank In Senegal' followed by a mission statement: 'The World Bank's assistance to Senegal focuses on three points: accelerated growth and wealth creation; human development and shared growth; and rural and urban synergies.' Below the header are three featured blog posts: 'ONE PLANET SUMMIT', 'PRIORITIZING THE SAHEL REGION', and 'THE SILENT EPIDEMIC'. The main content area is divided into three columns: 'Senegal At-A-Glance' with a brief overview of the country, 'Data' featuring a line chart for 'GDP growth (annual %)', and 'Projects' stating 'More than 30 projects covering several sectors'. Below these are sections for 'Research' with four policy research working papers, 'Blogs' with a post on mobile government (mGov), and 'Experts' with a profile picture of a man in a suit.

# 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

<https://www.worldbank.org/en/programs/earlyyears>

Check out the Strategic Impact Evaluation Fund (SIEF) page

<https://www.worldbank.org/en/programs/sief-trust-fund>

Search the research page

<https://www.worldbank.org/en/research>

Data are available

<https://data.worldbank.org/>

<https://saber.worldbank.org/index.cfm?indx=8&pd=6&sub=0>



The screenshot shows the World Bank website's 'EARLY CHILDHOOD DEVELOPMENT' page. At the top, there is a navigation bar with the World Bank logo and links for 'WHO WE ARE', 'WHAT WE DO', 'WHERE WE WORK', 'UNDERSTANDING POVERTY', 'WORK WITH US', and 'COVID-19'. Below the navigation bar is a large banner image of a woman and three children. The text on the banner reads: 'EARLY CHILDHOOD DEVELOPMENT' and 'Investing in the early years is one of the smartest things a country can do. Early childhood experiences have a profound impact on brain development— affecting learning, health, behavior and ultimately, lifetime opportunities.' Below the banner is a navigation menu with 'CONTEXT', 'STRATEGY', 'RESULTS', and 'PARTNERS'. The 'CONTEXT' section is active and contains the following text: 'Investing in the early years is one of the smartest things a country can do to eliminate extreme poverty, boost shared prosperity, and create the human capital needed for economies to diversify and grow. Early childhood experiences have a profound impact on brain development— affecting learning, health, behavior and ultimately, income. An increasingly digital economy places even greater premiums on the ability to reason, continually learn, effectively communicate and collaborate. Those who lack these skills will be left further behind.' Below this text is a paragraph: 'Yet today, millions of young children are not reaching their full potential because inadequate nutrition, a lack of early stimulation, learning, and nurturing care, and exposure to stress adversely affect their development. The challenge is daunting:' followed by a bulleted list of statistics: 'In low and middle income countries across the world, 250 million children under the age of five are at risk of not reaching their developmental potential because of poverty and stunting (or low height for age).', 'In Africa alone, one third of children are stunted.', 'Worldwide, only half of all three to six-year-olds have access to pre-primary education. In low income countries, just one in five children has access to preschool.', and 'One in 200 children in the world is displaced, exposing them to the kind of stress that can undermine their development.' To the right of the main content is a sidebar with a 'Go back to the main topic' button and a 'HIGHLIGHTS' section containing several links: 'Global Guidance on Reopening Early Childhood Education Settings', 'SPANISH', 'Announcement: List of Emergency COVID-19 Funding Round Proposals Approved', 'BLOG: The importance of monitoring the impacts of the COVID-19 pandemic on young children and their families', '15 Ways to Support Young Children and their Families in the COVID-19 Response', 'Investing in the Early Years During COVID-19', 'BLOG: Supporting the youngest learners and their families in the COVID-19 (Coronavirus) response', and 'Early Years Fellowship'. A 'Show More +' link is at the bottom of the sidebar.

# 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