



Federal Ministry
for Economic Cooperation
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Deutsches Institut für
Entwicklungspolitik



German Development
Institute



inWEnt

Capacity Building International, Germany

Strategies to Achieve Pro-Poor Growth in Brazil, China, India and Europe: The Case of the Education Sector

International workshop
German Development Institute and InWEnt
Berlin, 10–11 December 2009

Conference Concept

As countries develop, so their economic activities become increasingly concentrated. But economic concentration always excludes certain population groups. Poverty rates in lagging states in Brazil, China and India are more than twice those in dynamic states. Reducing these differences will be a crucial task in the years to come; yet although economic growth is certainly essential, it is not sufficient in itself.

The impact of different growth patterns on poverty reduction varies considerably. While 2% economic growth in some countries has cut poverty by as much as 7%, the same growth rate in other countries has only reduced poverty by as little as 1%. Such differences have not only been found between countries, but also within individual countries. Between 1958 and 1997, a 1% increase in economic growth led to an average poverty reduction of 1.2% in Kerala. During the same time period, the same increase led to an average poverty reduction of merely 0.3% in Bihar.

It is thus essential to identify policies stimulating economic growth while at the same time reducing poverty and inequality - a type of policy now referred to as pro-poor growth. Pro-poor growth policies include those promoting peace and macroeconomic stability, developing the infrastructure, and providing basic education and health. In all these areas, targeted policies help to foster social cohesion and prevent disparity growth.

Intuitively, the relationship between basic education and pro-poor growth is straightforward. Investing in basic education is said to lead to an accumulation of human capital, especially in disadvantaged population groups. The accumulated human capital is then expected to trigger increases both in employment and productivity, generating economic growth and reducing poverty and inequality.

In reality, though, the results of education policies vary considerably between and within countries. For example, despite some countries spending significantly on basic education,

their growth and poverty reduction rates remain in the average bands. Hence, as experience in the education sector shows, promoting pro-poor growth does not just entail the crucial step of identifying pro-poor-growth policies. It is also essential to provide in-depth analysis to precisely define the policies or interventions needed in a specific sector and how these should be implemented. Thus, to identify all the aspects involved in fully unfolding the potential of education policies, the conference will be considering education policy making and implementation in its entirety.

In this respect, basic education has (again) recently been the subject of considerable international attention in countries such as Brazil, China and India. In 2001, India introduced Sarva Shiksha Abhiyan, its flagship universal basic education programme, supported by the World Bank, DFID and the European Union. In August 2009, the OECD issued its initial International Teaching and Learning Survey (TALIS) report, a broad survey concentrating on lower secondary education. Brazil is one of seven participating partner countries. In China, the World Bank has shifted the focus from higher education projects to its recent emphasis on rural basic education projects such as the ongoing Basic Education in Western Areas Project, run in cooperation with the DFID, which seeks to improve access and quality of compulsory education in China's western regions.

The questions raised by this conference centre on how growth can have a better pro-poor impact. Which education policies seem to be especially promising in promoting pro-poor growth? How do basic education policies contribute to pro-poor development and what are their strengths and weaknesses? What are the main institutional challenges for policy implementation?

The workshop is part of InWEnt's 'Dialogue forums with anchor countries' offering a platform for expert debate on topical issues. Education policy experts from Brazil, China and India will have an opportunity to exchange their practical experience in formulating and implementing pertinent policies with their peers from international and German government bodies and research institutions.

The working languages will be English and Chinese.

Effective Programme

Thursday, December 10, 2009

10.30h Introduction

Welcome address

Günther Taube, Head of Department International Regulatory Framework, Good Governance, Economic Policy, InWEnt – Capacity Building International, Germany

Pro-poor growth and education: What the workshop is about

Markus Loewe, Senior Economist, Department Competitiveness and Social Development, German Development Institute (DIE), Germany

10.50h The pro-poor growth debate

Chair

Xing Guojun, Senior Economist and Researcher, International Cooperation Center of National Development and Reform Commission, China

Pro-poor growth: what is it, what do we know about it, how can we achieve it?

Stephan Klasen, Chair of Development Economics, University of Göttingen, Germany

Discussion

12.00h Lunch

13.30h Country experience with pro-poor growth

Chair:

Nicole Rippin, Researcher, German Development Institute (DIE) / University of Göttingen, Germany

Pro-poor growth in Brazil: Where does the country stand?

Prof. Edinaldo Tebaldi, Assistant Professor of Economics at Department of Economics, Bryant University, USA

Pro-poor growth in China: Where does the country stand?

Ding Ningning, Director Senior Research Fellow, Research Department for Social Development, Development Research Center of the State Council, China

Pro-poor growth in India: Where does the country stand?

Prof. Arindam Banik, Professor at International Management Institute, India

Discussion

15.15h Coffee break

15.45h Panel Discussion: Education and pro-poor growth

Chair:

Bettina Boekle-Giuffrida, Researcher, German Development Institute (DIE) / Free University of Berlin, Germany**Zhou Mansheng**, Deputy Director General, National Center for Education Development Research, Ministry of Education, Beijing, China**Ravishankar Arunachalam**, Joint Secretary, Association for India's Development (AID), India**Paulo Corbucci**, Researcher and education coordinator, Instituto de Pesquisa Econômica Aplicada (IPEA,) Brazil**Thabo Mabogoane**, Senior Researcher, University of the Witwatersrand, South Africa

Discussion

17.15h How to make education pro-poor? Key policy reforms and challenges ahead
Prof. Silke Weber, Professor of Sociology Post Graduate Programme in Sociology, Federal University of Pernambuco, Brazil

Discussion

18.00h End of discussion**19.00h Conference dinner****Friday, December 11, 2009****09.00h** Reflection on conference day 1
Markus Loewe, Senior Economist, German Development Institute (DIE), Germany**09.15h Country experiences with education policies**

Chair:

Ina Dettmann-Busch, Senior Project Manager, InWEnt

Lessons and insights from Brazil

Bettina Boekle-Giuffrida, Researcher, German Development Institute (DIE) / Free University of Berlin, Germany

Lessons and insights from India

Nicole Rippin, Researcher, German Development Institute (DIE) / University of Göttingen, Germany

Discussion

10:45h Coffee break

- 11:00h** Lessons and insights from China
Xing Guojun, Senior Economist and Researcher, International Cooperation Center of National Development and Reform Commission, China
- Lessons and insights from Germany
Rita Nikolai, Head of the BMBF Junior Research Group „Education and Transitions into the Labour Market“, Wissenschaftszentrum Berlin für Sozialforschung, Germany
- Discussion
- 12.15h** **Lunch**
- 17.15h** Keynote: PISA in developing and developed countries – Comparative lessons to be learned for making education more pro-poor growth directed
Bernard Hugonnier, Deputy-Director for Education, Directorate for Education/Unit for Cooperation with Non-Member Economies (NME), Organisation for Economic Co-operation and Development (OECD), Paris
- Discussion
- 13.45h** **Results**
- Chair
Claudia Lange, Senior Project Manager, InWEnt – Capacity Building International, Germany
- Résumé of main results and theses for further discussion
Markus Loewe, Senior Economist, German Development Institute (DIE), Germany
- Provocative Input
Sandra Dworack, Policy Advisor Aid and Education, Oxfam, Germany
- 14:45h** **Group work: Where do we move from here?**
- Chair:
Markus Loewe, Senior Economist, German Development Institute (DIE), Germany
- Group Discussion: Three groups moderated by DIE education policy experts
- Presentation of main results from group discussions by members of the three groups
- 16:30h** **Overall conclusion and farewell note**
- Tilman Altenburg**, Head of Department Competitiveness and Social Development, German Development Institute (DIE), Germany
- Günther Taube**, Head of Department International Regulatory Framework, Good Governance, Economic Policy, InWEnt – Capacity Building International, Germany
- 16:45h** **End of conference**