

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

International workshop, Berlin, 10–11 December 2009

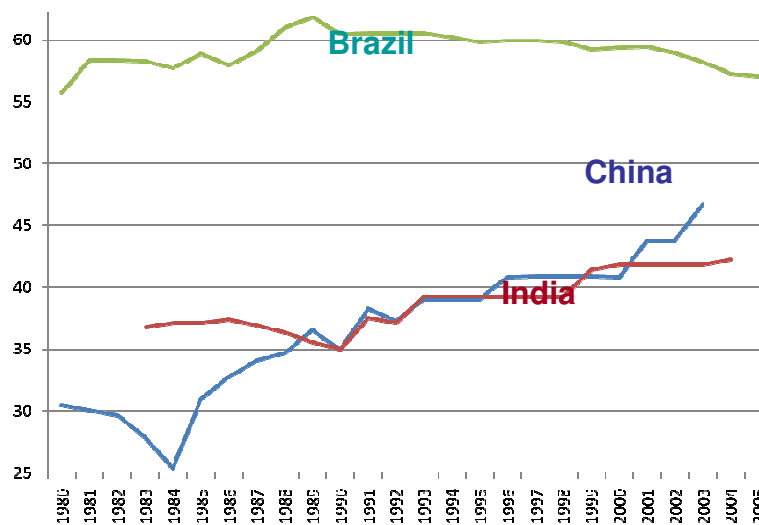
# Reflections on Day 1

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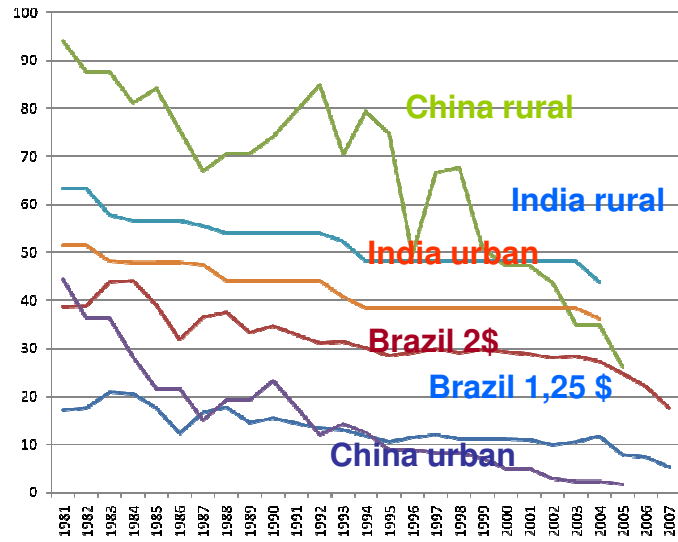
## Pro-poor growth in Brazil, China and India

Gini



## Pro-poor growth in Brazil, China and India

Income poverty head-count ratio:



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## What is pro-poor growth?

Absolute definition:

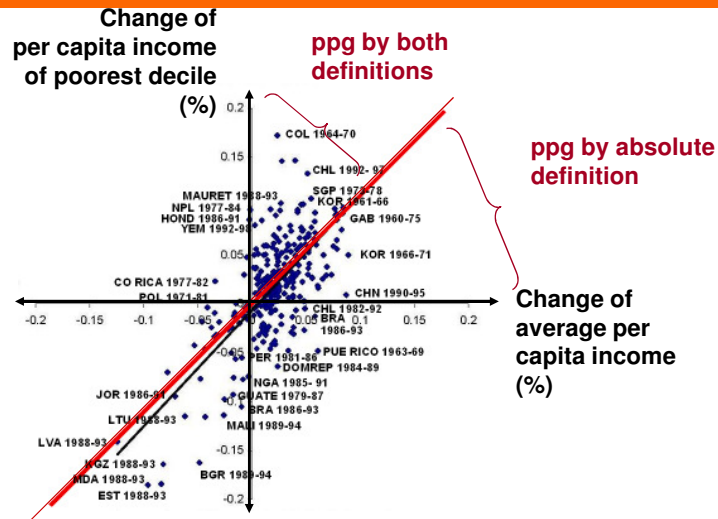
Growth is pro-poor if it reduces poverty (however little).

Relative definition:

Growth is pro-poor if the poor benefit disproportionately from it  
i.e. if their average income rises by a higher rate than the average income of the entire population  
(even if both growth rates are very low)

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## What is pro-poor growth?



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## How to promote pro-poor growth?

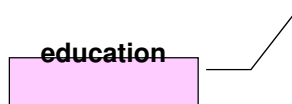
Stimulate growth in **sectors where the poor predominate**

Focus on **regions where the poor live**  
(e.g. rural areas, West of China, Northeast of Brazil)

Build on **factors that the poor possess**

Improve **access of the poor to markets, know-how and institutions**

Increase **real, financial and human capital** of the poor



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## Education



### India:

educational progress not particularly pro-poor  
quantity and quality of education becoming an increasingly binding constraint for growth and poverty reduction  
large gaps by gender, rural/urban, North/South

### Brazil:

progress with regards to quantitative indicators  
(and distribution of quantitative achievements)  
but deteriorating quality of education  
(and deteriorating distribution of education quality because better-off can pay for private schools)  
regional gaps (North-East / South)

### China:

comparatively high levels of education quantity  
but huge differentials with regards to quality (rural/urban and West/East)  
problem of migrant workers

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## Education



high number of schooling years not enough:

**quality and relevance of education equally important**

possibility of trade-off: quick MDG2-achievements have led to deteriorations in quality

for pro-poor growth, **distribution of education matters**  
(across social strata, gender and geographical regions)

in addition: even if the poor benefit from more and better education,  
we do not know **whether their socio-economic situation improves:**  
their **education might be useless on the labour market**

it is therefore crucial to

define **universal standards** for all schools / children in a country

align curricula to **labour market demands**

establish **monitoring systems** measuring not only average achievements but also gaps in the achievements of different groups

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## Education



We also know much **how we can improve the quality and distribution of education:**

- teacher/student ratio
- computerisation
- availability and quality of pre-school education
- teacher training

...

But if we know: **Why are these instruments not used by all countries in the same way – even when they are similar in terms of framework conditions, per-capita income and the level of education spending?**

***Thank you very much  
for your attention!***

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