

The benefits of ECEC and basic education

Prof. Ides Nicaise
HIVA / Dept of Ed. Sc.
K.U. Leuven

Benefits of education

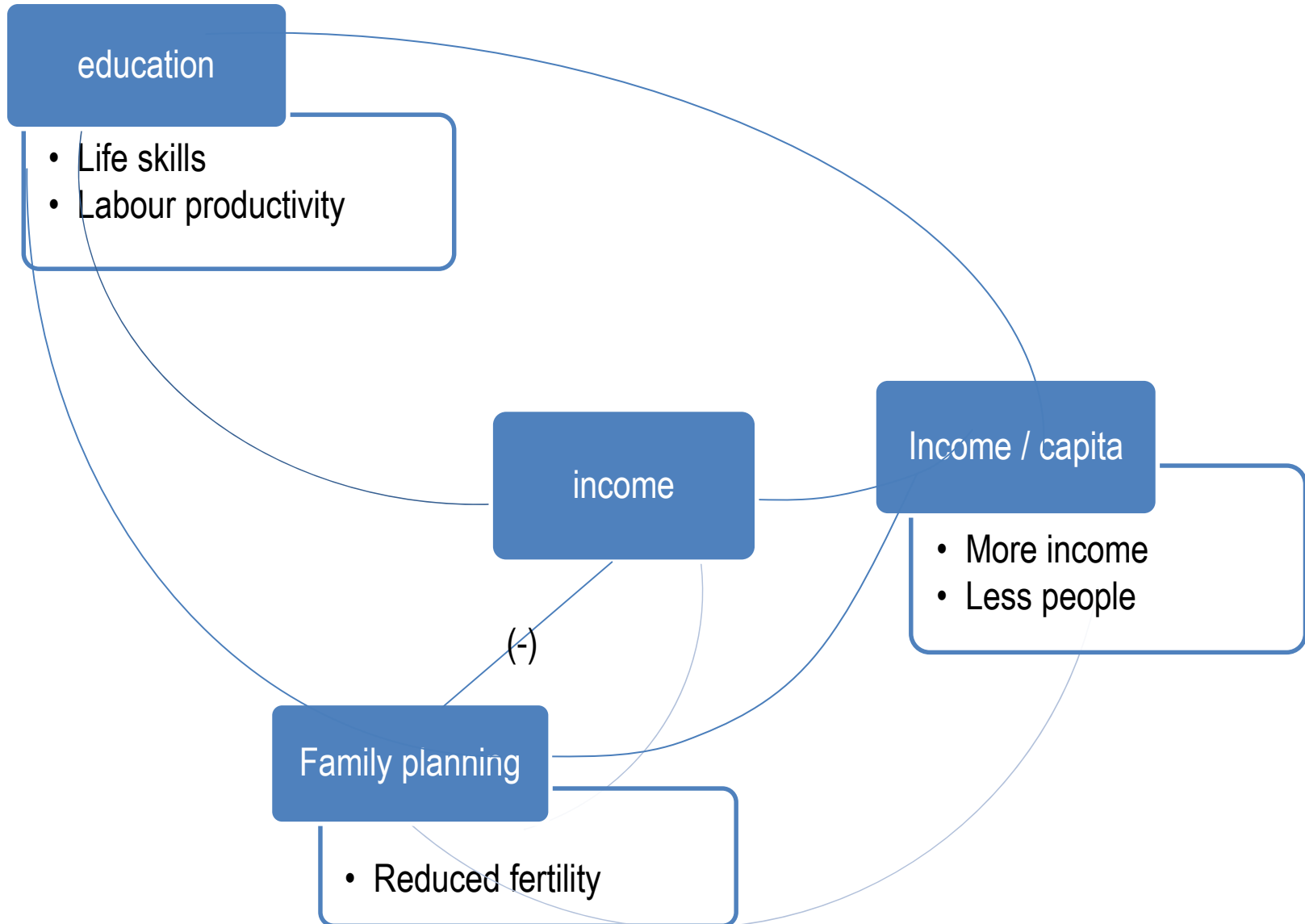
- Individual:
 - Material / Financial: also for farmers in informal sector: better use of soil and seeds, higher productivity, less dependence on traders who buy their products etc., more rational consumption and saving behaviour...
 - Learning skills => snowball effects
 - Non-material: essentially health: prevention (moderate use of alcohol, tobacco; less risky behaviour; hygiene; safe sex, family planning...); use of care (purchasing power and rational behaviour); living and working conditions (housing, better jobs...)
- ‘external effects’:
 - Economic: more educated workers raise productivity of others
 - Education of next generation: living standard, health, family planning, transmission of knowledge & skills, attitudes towards education...
 - Social capital: communication, transaction, citizenship, trust, gender equality...

SOCIAL RETURNS TO EDUCATION

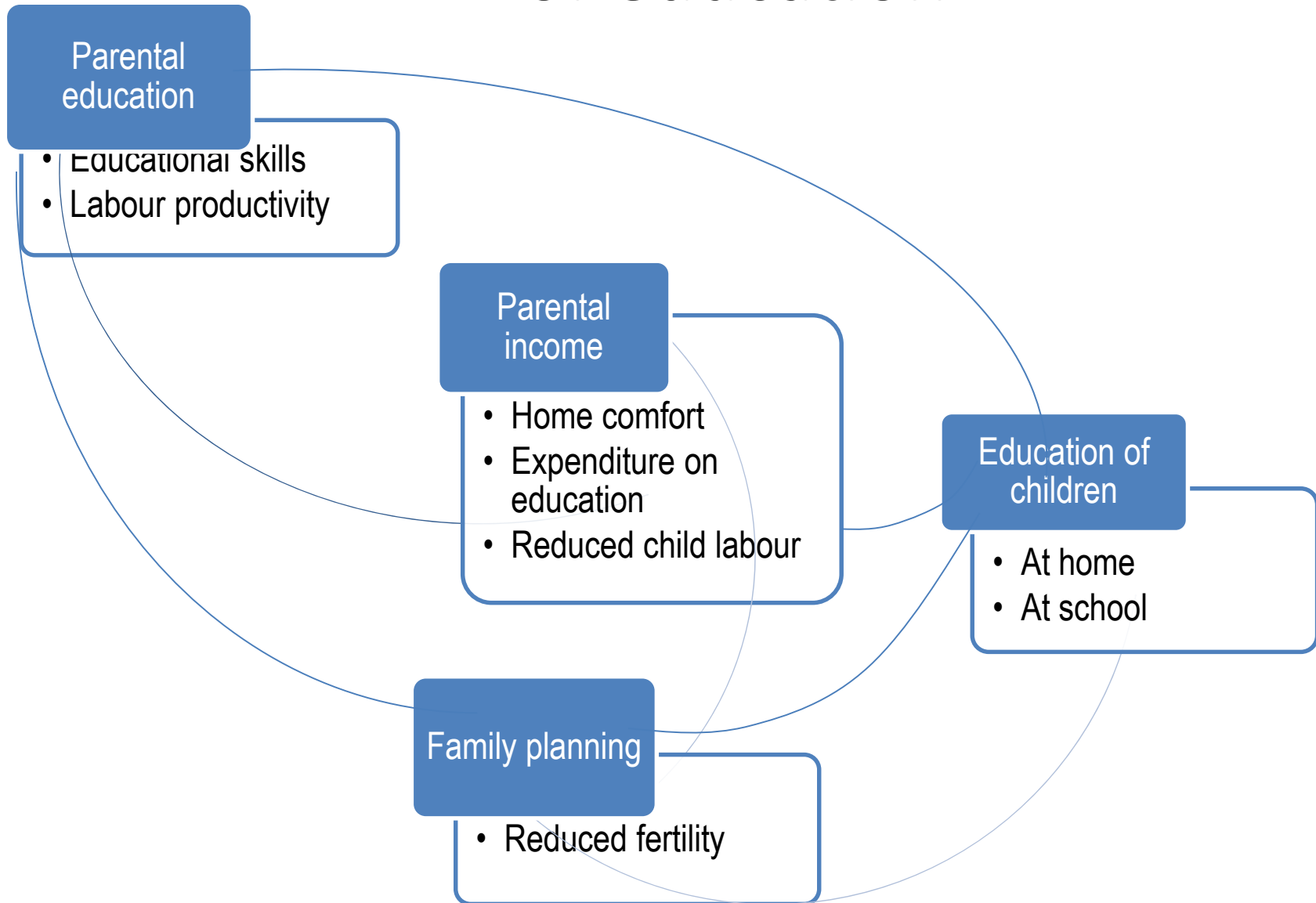
Countries	Prim.	Sec.	Tert.
Sub-Saharan Africa	24.3	18.2	11.2
Asia	19.9	13.3	11.7
Eur + N.-Amer.	15.5	11.2	10.6
Lat.-Amer.	17.9	12.8	12.3
OECD	14.4	10.2	8.7
World	18.4	13.1	10.9

Source: Psacharopoulos (1994)

Education and income / capita

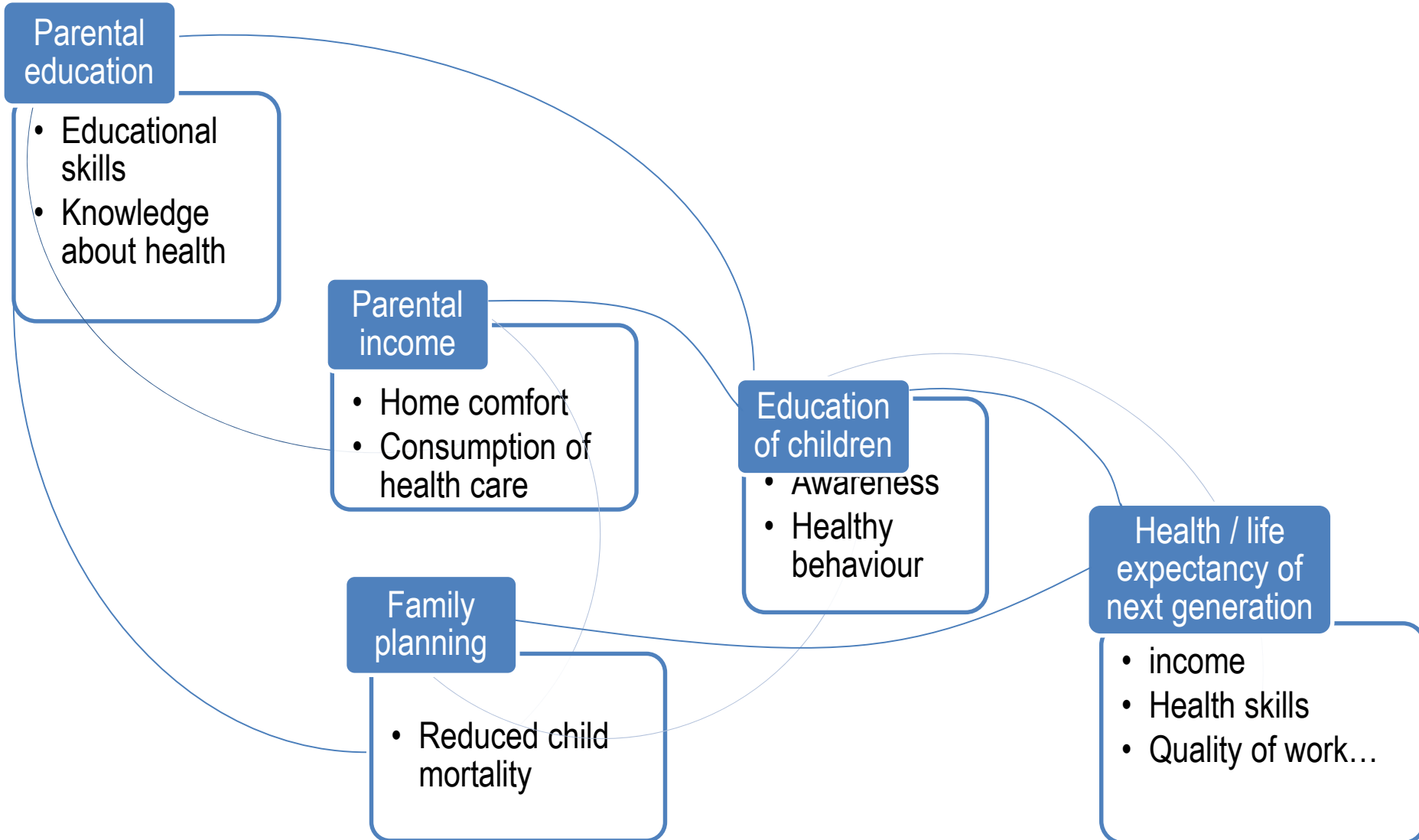


Intergenerational effects of education



Education and life expectancy

(Grossman)



Why is basic education so profitable?

- Key skills (communication, basic maths, hygiene) are learnt in primary school
- Primary = more useful for rural areas ⇔ secondary education = typically useful for industry and services => in urban settings
- Tertiary = important but serious problems of
 - Mismatch (N-Africa)
 - Brain drain (medical sector, IT...): almost all physicians trained in Congo leave the country

Challenges

- Health problems (undernourishment, AIDS)
- Population growth and movements
- Economic conditions
 - Government debt
 - Poverty of population => education is lesser priority / opportunity cost of child labour
- Wars
- Poor governance
- Quantity-quality dilemma
- Inequalities / exclusion
 - Language policy
 - Resources
- Relevance of curricula
 - Teacher professionalisation
 -