



**Asia-Pacific
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Building the Foundations for Sustainable Development: A Case for Global Investment in the Capabilities of Adolescents

Purpose: Information
Submitted by: Victoria University



**Seventh High Level Meeting on Health and
Economy
Ho Chi Minh City, Viet Nam
23-24 August 2017**

Building the foundations for sustainable development: a case for global investment in the capabilities of adolescents

7th APEC High level Meeting on health and the Economy
23-24 August 2017

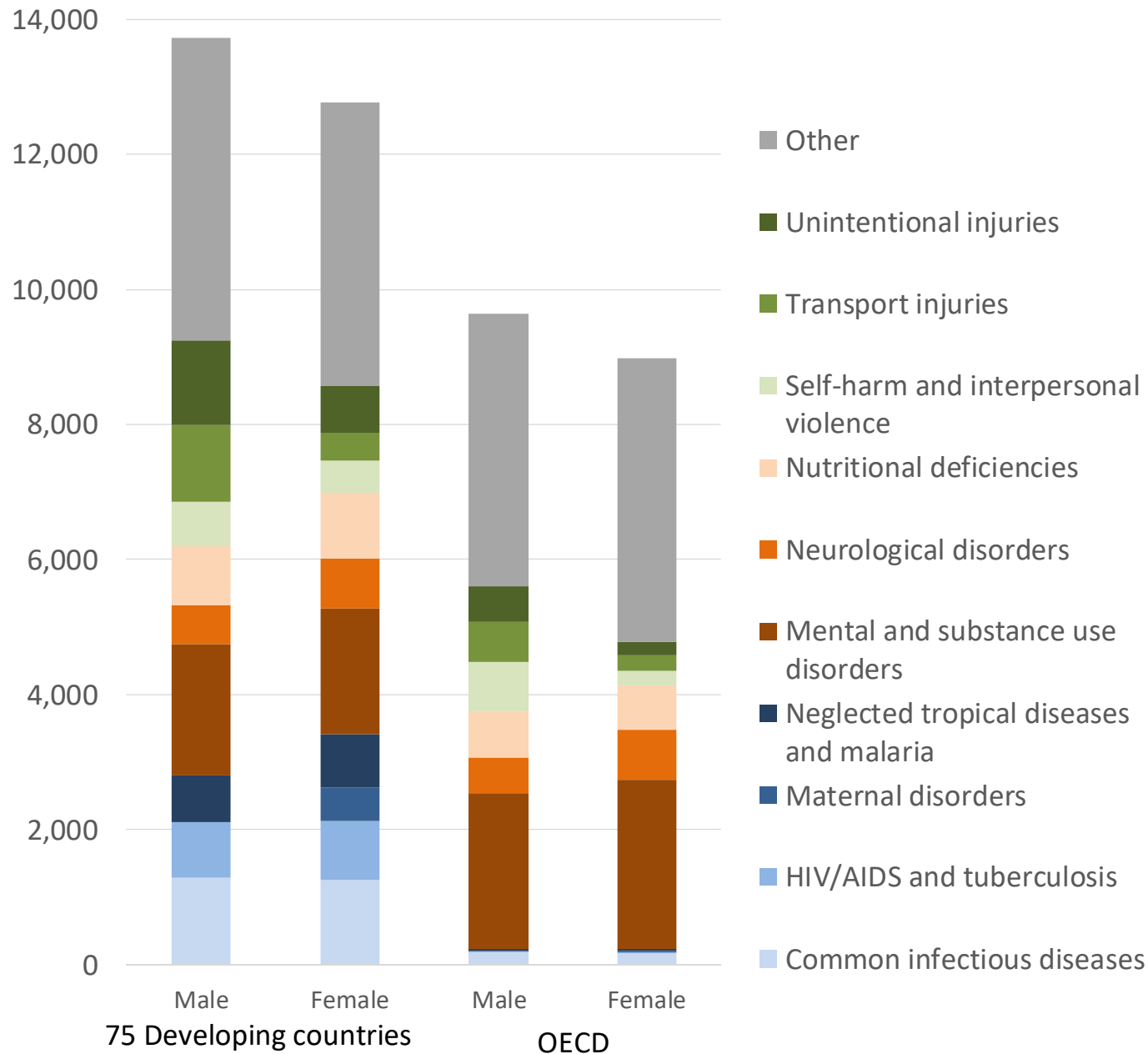
SESSION 5: Plenary Panel on Making the Best Investments in Adolescent Health and Well-being

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Director, Victoria Institute of Strategic Economic Studies
Victoria University, Melbourne
APEC Life Sciences Innovation Forum, Executive Board Member

Outline

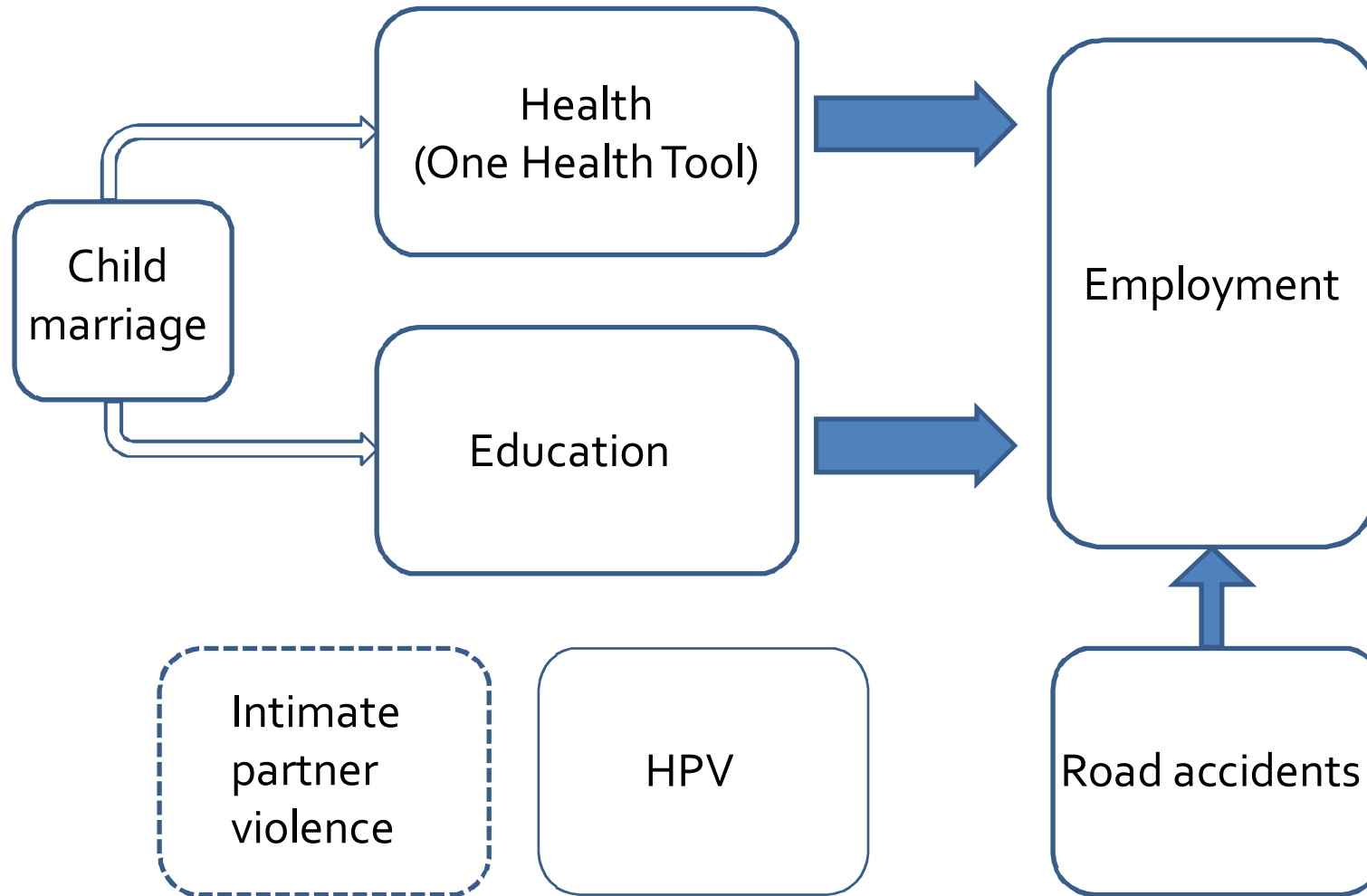
- Adolescence is a neglected cohort which is pivotal to outcomes for later life and next generation
- Our study for the UNFPA was to evaluate the net benefits from health, education and other social programs for adolescents
(Sheehan, P., Sweeny, K., Rasmussen, B., et al. 2017, 'Building the foundations for sustainable development: A case for global investment in the capabilities of adolescents', *The Lancet*, online 19 April 2017, DOI: [http://dx.doi.org/10.1016/S0140-6736\(17\)30872-3](http://dx.doi.org/10.1016/S0140-6736(17)30872-3))
- Assessed almost 100 'best practice' interventions, some 70 in health

Adolescent burden of disease, 2013*

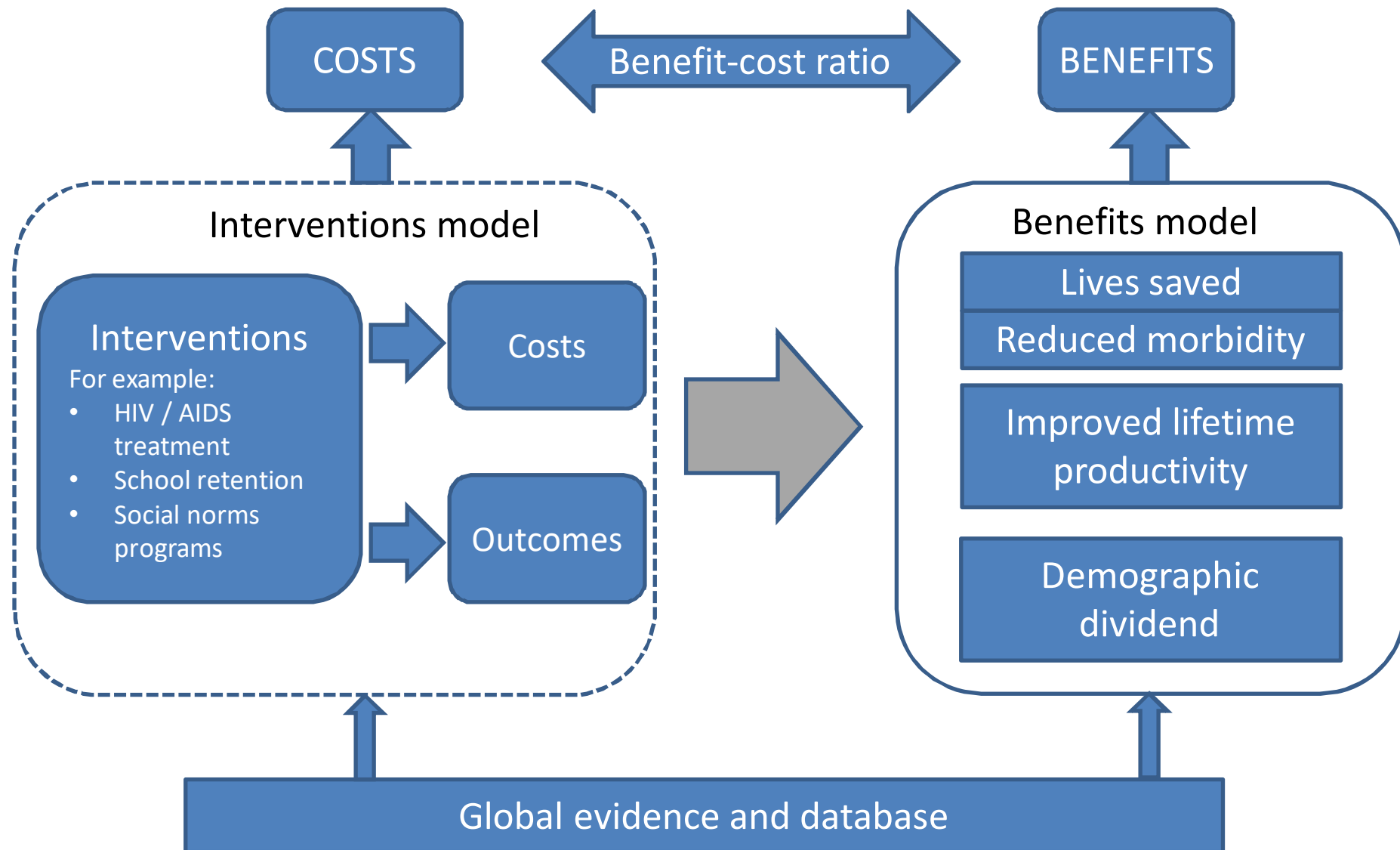


*DALYs per 100,000 persons aged 10-19

Model components



Intervention modelling: Estimating economic and social returns



Interventions

Health	
Maternal/newborn and reproductive health	Nutrition
Family planning	Women of reproductive age and adolescent girls
Safe abortion and management	Pregnant and lactating women
Pregnancy care	Mental, neurological, and substance use disorders
Childbirth care	Depression and anxiety disorders
Postpartum care	Epilepsy
Malaria	Alcohol use/dependence
Tuberculosis	Cervical cancer
HIV/AIDS	
Prevention	
Care and treatment	
Education	
Supply expansion of schools	Learning quality enhancements
Target interventions to reduce drop-out	
Child marriage	
Reducing child marriage via increased school retention	
Programs to reduce child marriage within schooling groups	
Interpersonal violence against women	
Group training (social norms/life skills) programs	
Road safety	
Behavioural measures: helmet usage, speed compliance, alcohol testing, seat belt use, graduated licensing	

Evaluation of intervention programs

	Cost per capita per annum* (US\$)	Cost % GDP	Benefit-cost ratio to 2030
Health services (40 countries)	4.5	0.11	10.2
Education* (72 countries)	22.6	0.57	11.8
School attendance interventions	7.3		
School quality interventions	8.8		
Incremental schooling costs	5.2		
Roads accidents (75 countries)	0.6		5.9
Child marriage (31 countries)	3.8		5.7
Overall cost*	31.5	0.8	

* Approximate, due to different country coverage in model components

Outcomes

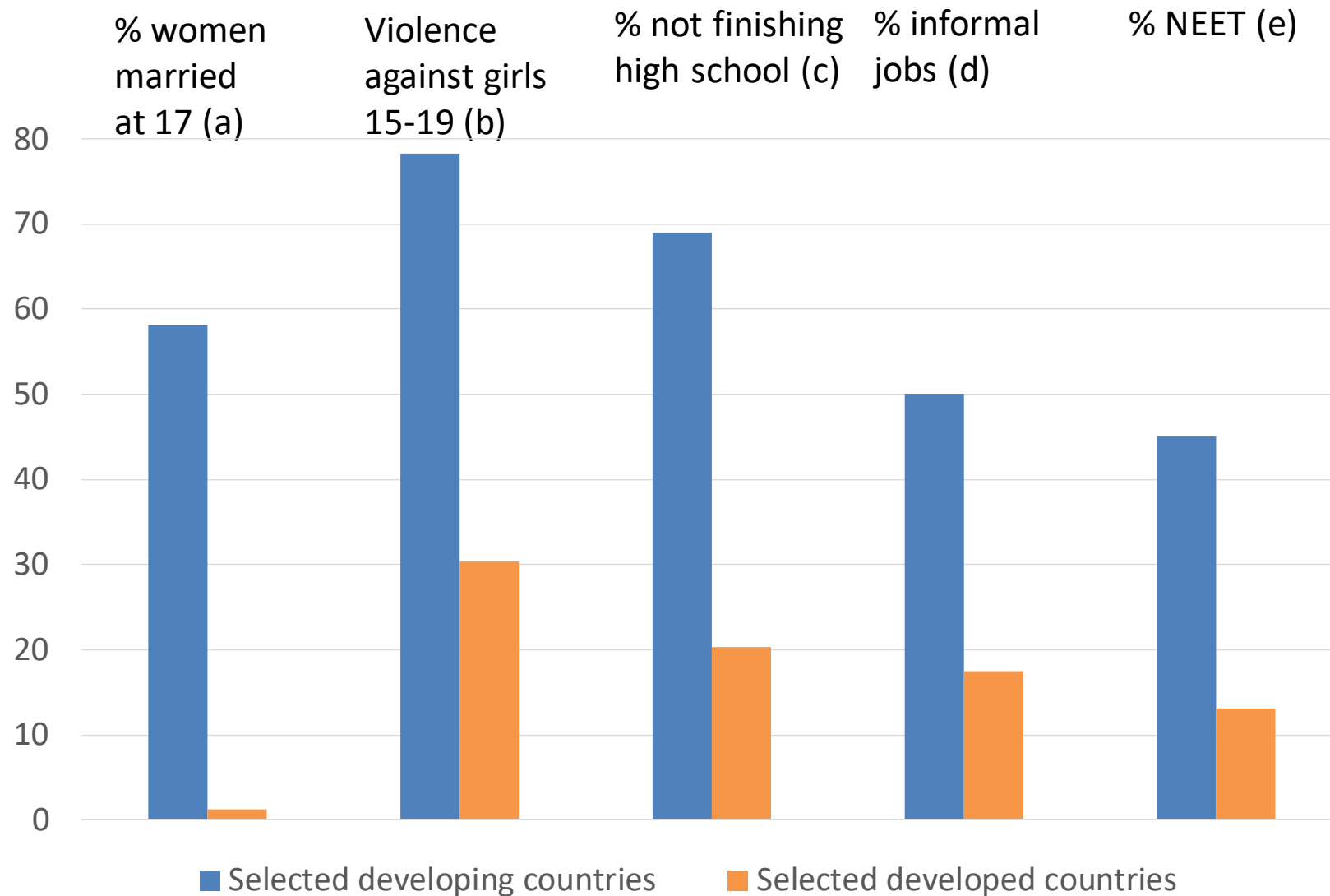
- Benefit cost ratios of 10-12 times for health and education and 5-6 times for other social programs
- Economic value came from better employment opportunities
- For girls, finishing secondary education delivered big benefits
- For all adolescents, living healthier and better educated lives provided sizeable social, as well as economic, gains

Policy Implications

- Public social expenditure and tax concessions are increasingly shifting resources to the elderly as concern for the ageing population grows
- These results are a reminder of the high value of investing in comprehensive social programs for adolescents
 - Returns are high because it is an investment in a lifetime of valuable employment and community contribution
 - Still 1.2 billion adolescents (10-24) in the world and they are more than quarter of the population for Indonesia, Mexico, Thailand, Papua New Guinea in the APEC region
- Key components of this program are health and education
 - However gender related issues and road accidents are also important to address

Thank you

Issues for adolescents in developing countries



Notes:

(a) Women 20–24 married by 17

(b) Burden in DALYs per 100,000

(c) Share of persons 20–24 not completed secondary school

(d) Share of informal employment, persons 20–24

(e) Persons 20–24 not in education, employment or training

Sources: (a) ABS 2011, (b) IHME 2015, (c) ILO 2016 and OECD 2014 (d) ILO 2016 and Hazans 2011 (e) ILO 2016 and OECD 2013.