

THE BROOKINGS INSTITUTION

EDUCATION AND THE POST-2015 DEVELOPMENT AGENDA

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Welcome:

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KEYNOTE ADDRESS: EDUCATION FIRST AND THE POST-2015 AGENDA:

Moderator:

REBECCA WINTHROP
Senior Fellow and Director, Center for Universal Education
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Speakers:

GENE SPERLING
Director of the National Economic Council
Assistant to the President for Economic Policy
The White House

RIGHT HONORABLE GORDON BROWN
United Nations Special Envoy for Global Education

PANEL 1: EDUCATION PRIORITIES -- HOW TO MEET THE MDGs LOOKING TOWARD POST-2015:

Moderator:

REBECCA WINTHROP
Senior Fellow and Director, Center for Universal Education
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Panelists:

PATRICK AWUAH
Founder and President
Ashesi University

RITU SHARMA
Co-Founder and President
Women Thrive Worldwide

CAROL BELLAMY
Chair
Global Partnership for Education

HEATHER SIMPSON
Senior Director, Education and Child Development
Save the Children

CÉSAR GUADALUPE
Associated Researcher, Research Centre
Universidad del Pacifico (Peru)

PANEL 2: 2012 GLOBAL MONITORING REPORT ON YOUTH AND SKILLS:

Moderator:

KEVIN WATKINS
Nonresident Fellow
The Brookings Institution

Panelists:

MARY CHANDLER
Director of Policy and Planning, Corporate Responsibility
Cummins, Inc.

JOSEPH MUNYAMBANZA
Co-Founder and Education Director
COBURWAS

CLARE IGNATOWSKI
Senior Advisor for Workforce Development and Youth
U.S. Agency for International Development

PAULINE ROSE
Director
Education for All Global Monitoring Report

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P R O C E E D I N G S

MR. ANTHOLIS: Welcome, everyone, to Brookings. It's a real pleasure today to be asked to open this meeting of our Center for Universal Education and today's two panels, both of which are headlined by two real heroes in this endeavor in this body of work.

We are particularly proud of the Center for Universal Education and the work that it's done on not just the quantity of universal education, but as we will discuss in detail the quality of education in the developing world and for influencing the development of new international education policies and transforming them into actionable strategies for government for civil society and for private enterprise.

Today, there are more children in school than ever before, but that doesn't mean that the challenge has been met. I got my own sense of this earlier this year when I spent five months on sabbatical traveling in India and China and in the state in India in the state of Dhār, which is a state of about 100 million people where per capita income a decade ago was about \$500 per capita. You could really see where good policy can expand educational opportunity.

If you don't know much about Dhār, as recently as 2005, only 3 or 4 girls out of every 10 girls could read or write. But in the span of just five years under the leadership of Chief Minister Nitish Kumar, who hired 150,000 new teachers which to just give you a sense is twice as many as the state next door which is twice as big. So, Uttar Pradesh has about 200 million people, hired about 75,000. Nitish Kumar hired 150,000 new teachers and in 5 years cut female illiteracy from 70 percent to 40 percent. So, in the world of quality, I learned and saw firsthand how focused policy can have real impact.

So, around the world, enrollment numbers have increased, but there's also a crisis of learning which goes to the quality of education. An estimated 250 million

children are not able to read, write, or count very well, yet, only 2 percent of all humanitarian aid goes to not just expanding education, but improving its quality. I think that forces us to ask serious questions about whether we are meeting the U.N. Millennium Development Goals of universal primary education and the goal of empowerment of women on gender equality issues.

So, to get at these and other really critical issues, I have the honor of introducing two guests who really are uniquely qualified to address these issues. I got to know both of their work during my short time in government when I was a young staffer starting with Gordon Brown, who will be speaking. The other speaker will be arriving a little bit later on.

I was a young White House staffer working on G-7, -G-8 summits first at Denver, where labor had just recently come into power, but then the following year when Mr. Brown and his colleagues hosted us in Birmingham, England, and if you'll remember at the time, that's where Bono and Bob Geldof first started campaigning for debt forgiveness and getting people focused on the Millennium Development Goals. And at that time, I think everybody in the U.S. government knew how committed Gordon Brown was on those issues and a lot of the reforms being pushed in exchange for debt forgiveness focused on exactly this, improving education. He was recently appointed as the special envoy for global education by U.N. Secretary General Ban Ki-Moon as part of a new U.N. global education initiative called Education First.

You'll see the materials in the back of the room. Please pick them up if you didn't see them on your way out.

In this role, he has been working with country governments to increase their financing and commitments to achieving the second millennial development goal of universal education for all children by 2015. In fact, he has just returned from a recent

trip to South Asia, where he met with Pakistani President Zardari, who has agreed to make education a major priority for his country.

Mr. Brown is organizing a meeting between the ministers of finance of the countries with some of the lowest enrollment rates to look at how to improve financing and delivery of education.

Outside the realm of education, Mr. Brown is widely credited with preventing a second grade depression through his stewardship of the 2009 G-20 Summit. He's one of the first leaders during the global crisis to initiate calls for global financial action and introducing a range of rescue measures in the U.K.

A little bit later on, we're going to be joined by Gene Sperling. Just to give you a quick few words about Gene, Gene was somebody that I also saw when I worked at the White House, and actually I worked for Gene among others. He is now the director of the National Economic Council and assisted President Obama for economic policy, which is the same job actually and title that he had for President Clinton in 1997 until 2001. If anybody has worked with Gene, ~~you know~~ that he's one of the sharpest, most focused, most hard-working, and most effective people, certainly among the most that I ever worked for and in all of those regard.

The reason I'm mentioning Gene now is that Gene along with Rebecca was one of the founders of the Center on Universal Education here at Brookings. It was founded here, walk a few doors down. We've been lucky enough to have it walk a few doors back in our direction and we're just delighted to have it as a part of Brookings.

So, with that, I think we're going to ask Rebecca to come up and formally introduce Rebecca Winthrop, is the director for our Center for Universal Education. She's been a real leader in this field for many years and we've just been delighted with the work that she's done and everything she's done here. So, Rebecca. (Applause)

MS. WINTHROP: Good afternoon, everybody. Thank you so much for coming and thank you, Bill, for the warm welcome.

When we first started planning this event last year, we thought we'll have a nice little symposium to sort of reflect and think about where we are in the field of global education and look back on the recommendations we made in a report that I think many of you have probably seen that came out last June called the "Global Compact on Learning." And at that time, we really thought it was going to be a nice little symposium and it has mushroomed greatly to a much sort of bigger event and a series of panels and for a very good reason that I will talk about today.

But just to give you first a little context, last year, we launched a report called, again, the "Global Compact on Learning," and we did it for a couple of reasons. Last June, we really were in a very different situation in global education and we were really concerned that global education was slipping far and most down the global priority list. It wasn't a top priority for most senior policymakers. In fact, many senior political leaders around the globe were saying that actually education looked like it could be a finished agenda. It was, indeed, the Millennium Development Goal that was furthest to being met for access to primary school and we heard a lot of people saying oh, we can tick that box, move on, there's other things in need which worried us greatly, of course, and our argument was in the report at least and certainly the motivation for writing it was to say yes, celebrate the great progress that has been made in primary enrollment largely by national governments around the world but let's really be clear about the depth of the problem, and for us, the depth of the problem is threefold.

First, the access agenda has not gone away. There are deep inequities in access, especially within poor countries around the world. Kids affected by armed conflict, girls who are from poor families who live in rural area, child labor, child labor as

head of households, et cetera. And, in fact, we're going to hear more on the topic of child labor in a little bit. I just literally 15 minutes ago and I urge you all to take a look at it because I've read it before, got this fantastic report that Gordon Brown has just released on child labor and education. And, hopefully, he'll be talking to us more about that.

A second big challenge in global education is that even if kids, you can bring them to the school door, they don't necessarily learn very much and many kids around the world aren't mastering basic foundational skills. And if they do master basic foundational skills, a third big global challenge is that they often aren't given opportunity to build their capacities that would serve them well in their future livelihoods and adult lives.

So, that was what we were thinking about a year-and-a-half ago, and, boy, what a difference a year makes. We had no idea when we launched the "Global Compact on Learning" report that this September at the U.N. General Assembly meeting the secretary general of the United Nations would launch a major global education initiative called "Education First." Bill already flashed it, but I'm going to flash it again because it merits particular attention.

And this initiative and this document really answer the call for getting more attention to global education. It puts education squarely on the global agenda. It also expands the vision of education. It's not just globally focused on access to primary school, but on three things: putting kids in school, improving quality learning, and fostering global citizenship. And it also has led to, as Bill said, the appointment of the first time ever for the sector a U.N. special envoy.

So, I really think now it behooves us all. If you haven't read it, do read it. It has actually a number of very concrete targets in it and I will save you from rattling

them all off in detail because I know them well, we've served in an advisory capacity to the design of this initiative.

But for me, the bigger question for all of us today is the education community really has to move now from focusing the question we've been focused on in the past year, which is really we need to put education on the global development agenda to know how do we take advantage of this opportunity? How do we not waste it? How do we leverage it as much as possible and move it forward? And that's the question that we're going to be looking at from different angles in a series of panels today.

First, in our keynote presentations from our two distinguished visitors and then we will have a very short break and delve into it in more depth in a second panel with a range of actors who all have very different perspectives. Again, another short break, and we will have another panel with Pauline Rose, the director of the Global Monitoring Report, who will really give us sort of the latest nitty-gritty data on the status of education as well as talk quite a bit about youth skills and then we're going to move directly to a reception which is right across the way and I've been instructed that everybody at 5:30 must exit and go drink all the wine and beer and eat the food.

(Laughter)

But even more importantly, we're going to be hearing from some interesting people. We're going to be hearing from Homi Kharas a colleague here at Brookings who's very involved in helping to advise on the development of the next global development agenda post 2015 as well as hearing about some really interesting initiatives from people who represent broad networks of actors on the ground actually doing stuff by advancing education. So, the Inter-Agency Network for Education in Emergencies has an announcement about a new campaign they're doing on education in humanitarian context. The Global Campaign for Education and Education International

will share with us a really interesting work they're doing around teachers. Plan International and 10 X 10, as well, are going to share with us some of their campaigns around educating girls.

So, with that, I want to again welcome all of you particularly those of you who have traveled from far distances to join us. We have people from Asia and Latin America and Africa and a particular thanks to the Minister of Education from the Democratic Republic of Congo who was with us yesterday, here with us today. I learned on a side note that there are 7 million kids out of school in the DRC, both primary and secondary, and they need a lot of support. So, we should all rally around them.

So, with that, I want to hand over to Gordon who has, of course, a very distinguished career, but personally, I admire him greatly because he is one of the most committed and passionate people around global education that you'll find. He comes from not inside the education sector, but outside the education sector which I think is a positive and if you ever get a chance to witness this, he has a magical power where he can sit in a room with one or two or three of the sort of top global political leaders who enter the room feeling kind of ambivalent, mildly interested about global education and after an hour or half an hour with Gordon, they leave just talking about global education, it has to be at the top of their priority list, and, so, we're really thrilled about your new role and very pleased you could be with us. So, please.

MR. BROWN: Thank you very much. (Applause)

Can I say first of all what a real pleasure it is to be here today at Brookings, to be with so many people who are so committed to the future of education and to be with people who've come from all over the world for this important conference and to be able to say something about how I see the development of education policy globally in the new few years? I want to start by paying a tribute to Rebecca, to

the Center for Universal Education, to the achievements it has had itself, its role in the Education First Initiative of the United Nations, which is absolutely pivotal and to Brookings itself. I was, by the way, Rebecca, once a university lecturer and I know that Brookings and academic institutions stand for objectivity, impartiality, rationality, the disinterested pursuit of truth, and the search for knowledge, and these were all the qualities I had to leave behind when I went into politics. (Laughter)

I'm also delighted that so many people who represent some of the most important pressure groups and cause groups in education are with us today. I'm going to be saying something about conflict and INEE is with us. I'm going to be saying something about Girls' Education and Women Thrive and many other groups committed to women's and girls' education is with us. We have the representative on Education First from the youth leadership group with us today, Joseph, and I welcome him because he's also from the DRC, as I welcome the delegation of ministers I've just met in the last hour to talk about education policy from the DRC.

Now, you may wonder why I talk about education. In the 1990s, there's a story that really affected me greatly that has never left me. If you go to the Rwanda Children's Museum, and I don't know how many people have actually visited it, the museum that was created after the genocide in Rwanda, you will see pictures of young children who were victims of that genocide and there's one picture that stood out for me and I'll never forget and it's of a boy called David and there are very few details about his life. But the details are these. It says "David," with a photograph of him, "age 12." It says "Ambition: to be a doctor." It says "Favorite sport: football. It says "Past time: making people laugh." And then it says "Death: by mutilation. Last words: The United Nations are coming to help us." And these were the words of a young child to his mother who also died and in his innocence and his idealism, he believed that the global

community would come to the aid of a child and of children in a country that was facing genocide and mass torture. And I really made a resolution then that whatever else I was going to do in politics, I wanted to make sure that every single child had the best opportunity possible and that we would do everything we could as a government and then anything I could do to make possible opportunities and the potential of these children to be realized.

And, so, when I finished in government, one of the first things I did was I went to South Sudan. And South Sudan, as you know, is the newest country in the world, but it's also got some of the oldest problems. And when I went to a village just outside Juba in South Sudan, I met a group of women, all of them were teenage brides, some have been married at 12 or 13, all of them had children, all of them faced enormous challenges and problems. There were safety issues because of the violence in the country, there were issues about shelter and about accommodation, about housing. They could not be sure where the next food and the next nutrition was going to come for them and for their families, but when you asked them what they wanted most, these girls, teenagers, women, all of them said education for the children. All of them said that what they wanted most was their children had the chance to go to school.

And then you walked out of that hut and you walked up to what was the school and it was a simply prefabricated hut run by a great organization, may be here today, BRAC. The Bangladesh organization that provides these one hut rural schools. There were 20 children in this classroom. There were two teachers. They had a small number of books. They were trying the best to give these children an education, but what I remember most of all about that visit was there was a small portal, a small window, and looking in that window at the 20 children there were perhaps 40 or 50 other children who were looking in at something that couldn't have. They were looking in at something they

were being denied, the chance of an education and they could see for themselves that their chances were being limited by their inability to be able to be one of the pupils in a limited school because the resources were not there and the provision was not going to be there for some time for education. And as you may know in South Sudan, 35 percent of children are not in school, 1 million children in total are not in school.

Perhaps the most significant figure that makes people sit up and take notice is there were only 400 girls in secondary education in a population of 10 million. Now, if that was another area with 10 million people and you had compulsory education, there would be 100,000 girls with the chance of secondary education, 400 only in South Sudan and here is a country that is trying to build out of conflict and I drew two conclusions.

First of all, that there was a willingness and a desire for education, but we have not been able to properly coordinate the delivery of that primary and basic education, far less secondary and tertiary education, but this was not something that was impossible because we needed some technological or scientific breakthrough to do. We needed the capacity to organize the deliver the resources that were necessary and this could be done not just by using governmental agencies, but using all the delivery agents from the churches to the BRAC organizations to Save the Children and all the action aid and other teacher training organizations in that country, what we needed was coordination and then the resources to back it up.

And, secondly, I concluded that there is insufficient public opinion, there is insufficient pressure on both governments and on the international community to make education and the chances for these children a priority in the international community.

So, we have two problems, two challenges. First of all, we are not coordinated in the delivery of education in the best possible way and we've got to think

how we do it, given that we have 61 million children who are still not at school and we have many millions more who are getting a poor quality education. But we have insufficient pressure, and this is why it's so important that all of you are here today, on the governments of today and on the international community to make the delivery of education a priority.

Then a few weeks ago, something else happened that made me think and I think makes us think today. When I saw the shooting of Malala Yousafzai in Pakistan, and I'd just become U.N. Special Envoy, I decided that it was a duty on my part to take up her cause. And just like many millions of people around the world have now taken up her cause, I decided that it was essential. We had a petition, we had a film, we had an opportunity for people to make sure that they registered their protest at something that was completely unacceptable. Just remember that Malala was shot because she wanted to go to school.

She was shot by the Taliban because she was insisting that she and other girls had a right to go to school. When the Taliban entered that bus on which she was sitting with her fellow pupils that day and asked who was Malala, she boldly and defiantly said -- holding the hand of another girl as she was about to be shot, said I am Malala. And that's why that slogan, that headband that you can see in so many pictures around the world -- I am Malala has been adopted by so many girls in Pakistan which I visited in the last few weeks.

And that's why it's gone around the world and forever until we have girls' education that is universal; I believe that Malala will be the most powerful symbol for a girl's right to education. And what that proved to me because there were a million signatures achieved in the world, a million extra signatures achieved in Pakistan, a million children are now signing the petition in Pakistan as out of school children who're

demanding their right to education. And what that showed to me was, yes it is true that people are more likely to be moved, and I understand this, when they see famine and suffering and malnutrition.

They are more likely to be brought to action when they see people suffering through ill health. But what people are starting to understand is if we're going to break the cycle of poverty, if we're going to make sure that people have the opportunities that a modern society must deliver to, individuals, girls, and boys then we must move more quickly and with more speed and with more resolution to delivering universal education. And I believe that people are increasingly seeing that the arguments that we've been addressing for years are now center stage in the battle for the future of both economies and societies.

We know that education and universal education is essential for individual opportunity and I'm struck by the fact that despite our knowledge that 80 percent of the inequalities that have visited among people in the world are due to birth and background and not due to how hard you work and whether you've got a qualification or whatever. But we still are spending only \$400 on average on the education of an African child compared with what we spend in the west, about \$100,000 on the education of a child from 5 to 16. And that the gap in opportunities makes it almost a travesty to say that we're living in a world where you can rise by talent if you have that talent and that potential.

So we must stress the importance of education to opportunity. We must also stress the importance of education to empowerment as has just been said in the earlier speeches. And I'm struck by the fact that if you look at girl's education in particular, it is education that will unlock the other millennium development goals; the maternal mortality goal, the infant mortality goal, the goal about gender equality, all these

other goals. The poverty goal will be better unlocked by investing in education and giving girls in particular the information, the knowledge, the ability to feel confident about the future.

My wife Sarah, who was involved for years and still is in the maternal mortality campaign to reduce maternal mortality, she has come to the view that the biggest breakthrough that we need now to reduce the numbers of maternal deaths is amongst young teenagers where the numbers have remained stubbornly high and the biggest barrier to that is the lack of information and education that is available to young girls. So we're now understanding education's important, not just an opportunity, but to empowerment. And I think we understand also the importance to security. And I just want to make this point; I was Abuja a few months ago and I went to see a school just outside the capital.

And I arrived at that school and it was a dilapidated building, corrugated iron roof, it was really falling apart. And as I arrived at the school and walked into the classroom suddenly without my knowledge, another set of cars drew up with television cameras and everything else, and Bono had decided to visit this school as well. So I arrived at the school and there was Bono and he had a bigger audience than me as you might expect and more cameras. And we went into the classroom and as you do, and you would do the same if you were in a classroom, you'd ask the children what they wanted to do and what age were they, but particularly what occupations they were interested in having when they were older.

And of course scientist, engineer, airline pilot was very popular. A teacher, everything else. Nobody wanted to be a politician by the way. And to Bono's shock, nobody wanted to be pop singer either in that school. But ~~you know~~, in that school were these terrible conditions. Three children to a desk, at least a hundred in

each classroom, the place falling apart, they were losing pupils to a (inaudible) that had been created up the road, huge investment, religious indoctrination, sectarian ideological bent, and because it was offering education free of charge of high quality facilities we were losing the battle with a new generation of young people.

And this is why education is also a security issue, but I think Brookings and other people who study this in the United States will be interested. But it's also vital to the importance of our economy. And I think one of the areas where we've got to do further research is the relationship between education and the economy. And I know you've got Professor Heckman here tomorrow who's done vital research on that. But increasingly, I think we are able to persuade people. There is no country in the world that is going to move to be a successful country unless it invests in education for the future. India will reach a barrier very soon about its development because of the high levels of illiteracy in this country.

People now argue that in Latin America and maybe people hear from Latin America that no country has moved from middle income to being a high income country in the last 50 years. And one of the reasons is that educational standards have not been high enough in some of these countries. These are all issues of controversy, dispute for academic debate, but I think we'll come to see that human capital education, the development of talent is the most important issue for the future in deciding which countries are going to be rich and poor, which countries are going to be successful, and which countries will fail.

So we are in a position to be right at the center of the debate about the future. But first in my view, we must have a clear plan that we meet the millennium development goal and then build on it after 2015. That means we need a plan to get the remaining 61 million children to school and then build on it with quality education. And I

want in conclusion to suggest three things that we've got to do. The first is we've got to get these countries that are failing into what I call the accelerated millennium development goal process.

And the United Nations Family of Institutions has created this accelerated process where each country that is failing so far and off track and DLC knows it's off track and it's to their credit they're coming and saying, they want to be part of this process, accepts that they must take extraordinary measures in the next period of time so that they have a chance of meeting the millennium development goal. This has got to be initiated by the country itself, but it's got to have the support of the international community. So in the next few months I want to see at least 10 countries because half the children out of school are really in 6 or 7 countries, but at least 10 countries part of this accelerated process.

And I want the academic community to support us in analyzing what are the barriers and the blockages to achieving this final stage of getting every child into school. And I want (inaudible) to look very carefully at child labor, child marriage, at child domestic service. But I also want us to look at the lack of teachers, the lack of quality in education, the lack of school buildings, the lack of infrastructure, the lack of books, the inability to apply technology to education, nutrition, sanitation. All the issues have got to be looked at very carefully so that we know exactly what we've got to do and each country knows what it has got to do.

And the second thing that then has got to happen is that the international community has got to be more supportive. There is a complacency. As Rebecca has said, people assume that if it doesn't happen next year or the year after or the year after that, it's an inevitable process that every child will be at school. I don't see it that way. And I believe that the international community must do more. So we've called people

together as was said a few minutes ago, to a summit here in Washington on April the 19th, where the President of the World Bank, Jim Kim, the Secretary General of the United Nations who has put his full weight to his great credit behind education first, Ban Ki-moon, the heads of the UNDP, of UNICEF, the heads of UNESCO, the GPE, all the organizations that are involved in the delivery of this goal at an international level will meet with individual countries hour by hour to look at what we can do to build on these individual reports and see how the international community and the individual countries can come together to agree, here are the next things that we are going to do as a matter of urgency and immediacy to move towards meeting the millennium development goal.

And I believe we will find that there are many things that can be done that are not costly, there are many things that can be done by the countries themselves, as well as things that can be done by the international community to be supportive. And all the time you must be thinking how we can get people into schools, but also how we can build quality, creative, transformative education that leads to secondary education being universal and not so distant a period of time and leads on of course to the creation of greater opportunities for people in tertiary, vocational, and higher education.

But the third thing in addition to the accelerated process and the international community coming in a united way with all the organizations as one supporting this effort is we have got to build a public opinion. We cannot be complacent, we cannot believe that we can move people to action unless we make the effort. And I know from my experience of the last few months how difficult it is sometimes to get people motivated to take education as seriously as we do. But I also know from the experience of what happened to Malala that there is a ready set of voices ready and people are prepared to listen. And what I do know, and this is I think very interesting, that children themselves are starting to make their voices heard.

And it's not just Malala and all her friends around the world. If you go to Bangladesh, the child movement that is against child marriage and declaring child marriage-free zones is a movement of young people themselves. And I just want to finish by giving you one example that I think people will sit up and take notice when they see and should because it ought to lead to immediate action. And I refer to the numbers of children who are now working when they should be at school. There are probably 200 million and more children who are in some form of work, whether part-time or full-time. There are certainly 15 million children under the age of 12 who are working full-time and unable to be in any form of education.

And all this study of the relationship between education and work and child labor in particular, to the USW, the Italian Researchers (inaudible), and Kevin Watkins who have compiled this report that we are publishing today. But ~~you know~~, when I went to India a few weeks ago and I met Kailash who runs the Global March against Child Labor, who many of you may know, who's been involved the Global Campaign on Education for many years and I'm pleased that Education International and the Global Campaign are here also today. He showed me and introduced me to a large number of children who'd recently been rescued from bonded labor.

And he showed me and I talked to eight-year olds and nine-year olds; the eight-year olds who wanted to be policemen because they knew that that was a way to get other children in their situation out of child labor. And then we talked about what was actually happening in India and we realized that even at that moment there were people he knew of who were using child labor in the most exploited of way, in dingy workshops, in cramped conditions, incarcerated, imprisoned young children, to make the Christmas decorations, the Christmas presents, the Christmas gifts, the Christmas trinkets and bobbles that are being bought in our shops in America and Europe this week.

And his bravery and the bravery of his colleagues, in secretly filming the conditions in which these children were working making these Christmas donations will make you sit up and take notice by seeing that in itself. But also their courage in rescuing these 14 children, first of all 2 and then another 12 that they have subsequently found, from child labor making these Christmas goods. Every one of these children had been trafficked in one way or another, sold in some cases by a relative into bonded labor, they were working 14, 15, and 16 hours a day.

Many of them had injuries because they were working with glass and their fingers and hands were lacerated as a result of the work they were doing on picture frames and on other items that involved glass. And he and his group have now released these children from that form of slavery. But there are so many more children in that position who have been denied the chance of education. In Indian and Pakistan, of course Bangladesh, but also in Africa where in the cocoa mines and farms, in factories, in other forms of mining, children are being used ruthlessly at the ages of six, seven, eight, and nine.

And it is something that the world should be angry about and they should feel that it is absolutely shameful that in the year 2012 we tolerate it. Someone once said that hope was such a vital quality. It takes he said, 30 days. You can survive for 30 days he said, without food. You can survive for eight days without water, you can survive for eight minutes without air, but you cannot survive for a second without hope. Now we must give these children hope. The hope that we can actually change things, the hope that we can (inaudible) public opinion across the world to do something about it, and the hope that by the end of 2015 we will at least have achieved the millennium development goal we set in 2000 and never be accused of betrayal of promised that we freely made but have yet been unable to deliver.

In ancient Rome, it was said that Cicero used to come and make speeches and when he made speeches people turned to each other and said, great speech. But in ancient Greece when (inaudible) spoke, and he went and gave speeches about the conditions there, people then turned to each other and said, let's march. I think we should be marching against child labor, we should be marching against all forms of child exploitation, and we should be determined that the alternative to that is the one we promote religiously and ruthlessly over the next few years.

That every single child in the world should have the chance to bridge the gap between what they are and what they have it in themselves to become and be given the chance of a decent education and one that we can be proud that we play a part in delivering. Thank you very much for the opportunity to speak. And I want you to see this film on child labor and I hope that you will then sign the petition and persuade other people to sign the petition because in the next 20 days the Indian parliament has a decision to make. It can decide because there is legislation there, to abolish all forms of child labor under 14 and we can play a part in helping them make that decision. Thank you very much.

(Video Shown)

MR. SPERLING: I think this takes new meaning to the needs-no-introduction. So first of all, for those of you who know what I do in my day job, I am not going to pretend I am not in the middle of a whirlwind right now. I am, but I would so much rather be here talking about education than the details of our fiscal cliff debate, so I am very, very happy to be here.

It is homecoming in many ways for me. And, [you know](#), it is funny to have Gordon Brown here and have this video on child labor and have Rebecca and

Justin Van Fleet and others I work so closely with here. It is, for me, truly homecoming because I got interested in this issue when I was in this job the last time I was privileged to for President Clinton. And President Clinton called me right after I had become his National Economic Counsel Director. And he said to me, "We have got to do things that will help show that we care about globalization with a human face." And he says, "I know it is December. I know the budget is already done." I said, "But is there anything, anything we could do real quickly with the budget completely done?" And to show that the little things people do matter, somebody had written an article about the ILO and how small their budget was for child labor. And I said, "You know, Mr. President, the whole budget at the ILO is only about \$30 million for child labor." I said, "You could double it by going to 30 million." So I went to the OMB director and he said, "Okay, Gene, there's all your other favorite programs." Gordon Brown used to be chancellor. He knows how this works. So I took 10 million here or there, and we essentially double that. And it was very, very gratifying when people started coming to me and saying how they were, with that money, rescuing kids out of factories. But it just started to raise the fundamental issue, which is, well what happens to them when they leave the dangerous factory? If they are not going into school, you do not know for sure you have taken a child from a terrible situation into what could just be another terrible situation. And that led me very much into the issue of education in developing countries.

And the interesting thing though was, as we were working on this trying to find places for funding, trying to figure out policies, I was asked to lead the delegation to the car where the millennium development goal of Universal Primary Education by 2015 was established. And it was great going there, but I found it was unfortunate that it was so hard to figure out what we should be trying to do policy-wise. No question; there were so many people in this town doing great things actually on the ground. But in terms

of thinking policy-wise, I found myself having to call people in other countries.

And so when I left the government, I wrote the Hewlett Foundation, the wonderful Hewlett Foundation, and I told them this story. I said, "I was the President's National Economic Advisor and I did not know where to go to get advice on this issue." And I wrote that letter while I was a guest scholar at the Brookings Institution and they gave our first funding and started the Center for Universal Education.

We later moved it over to the Council on Foreign Relations. But when I went into the government and we had to make the decisions, and the funders had to make the decision where the home would be, we came back to our home where it started at Brookings Institution. And as any founder aspires to -- they can put their ego in check -- you want a successor that is way better than you were, and so I succeeded in both.

I got my mentor in education and conflict, Rebecca Winthrop, to come back with the amazing assistance of Anda Adams and Justin Van Fleet. And so to be back here with this being everything you ever aspire to, the place that organizes so many other people and giving the policy advice -- and this time, when I am having a meeting in the White House or on (inaudible) assistance and I want assistance, it is so fitting that I am able to call the Center for Universal Education. So it is a homecoming and I really honor Rebecca and everything she has done, how much more money she raised than I did. It is okay. I have gotten over it. You want your successor to be better than you are. It is all right. It is not like an election where you lose.

The other thing that makes this fitting is that, when we were out of government, the leader around the world that we in the NGO community most rallied around was Gordon Brown. Gordon Brown was, when he was Chancellor of the (inaudible) and then as Prime Minister, he was the one person in the G8 who was willing to make this his issue. He had so much time for those of us who were in the advocacy

and NGO community, repeatedly; I ~~mean~~ personal time to be briefed and to discuss things, time to do events on global education day. So it is just so fitting and not surprising that, after having been head of state, that when you think of all the things he could have done that he has made his passion now what his passion was then, which is education in developing countries. And so I just praise him so much for being the type of leader and champion that is so deeply needed and for his continuing passion.

So I will just say a few words. There is not probably much I can add. I look out. I just saw Carol Bellamy on the way in. I see Ria. I see so many people. I am sure if I had my glasses on, I would recognize a lot more people. But this is not a group that you probably need to educate a lot on education.

I will say -- and I have said this, ~~you know~~, for those of you who have heard me talk before -- ~~you know~~, when you are in the world of advocating for education, you do realize some of the challenges that you face. One I always used to note was that nobody ever really sees a moment where a CNN camera captures a child dying from a lack of education. And so for some reason, it may seem less of a crisis or less compelling because you never see that moment. And yet, all of the work all of you do, all the data all of you bring makes very clear children die from a lack of education all the time.

We know what even five years of education means in terms of infant mortality, in terms of whether a child lives to five years old to whether the chances of a young woman contracting AIDs, if she is in secondary education versus one who has never gone to school. We have all written about it. We know it is fundamentally a life and death issue. But we have to make that clear to people. And yet, what really compels us to work on this issue is not that children fundamentally lose their lives, but because it is fundamentally life-enhancing.

Education, as much as anything is, I think what connects us in ways that are so important with poorest children in the poorest countries in the world. I always have found -- it is very difficult, and many of you know this -- that in the efforts to create a movement, compassion, to make things compelling, that you can often present the young people you are trying to help as destitute victims, as if the goal was simply to help a person live another day or take a miserable, miserable situation to just a miserable situation. But it is not that way with education. With education, that is the one easiest place for everyone to see their own child's eyes in the eyes of a child in Afghanistan or Liberia or South Sudan.

So many of you have gone and visited, as I have been lucky to do -- as I know Gordon and Rebecca have been able to do -- schools across the world. And you go into the poorest school, a hundred kids, and you say, "What do you want to do when you grow up --", and everybody's hand shoots up. And unlike the United States where the majority of kids would say, "Rock star, rapper, Derek Jeter, Katy Perry --", they want to be doctors and teachers because those are the two types of people in their lives they see helping others. It is so touching. And yet, it is so heart-breaking when you look at that hundred kids in there with their hands up who want to be doctors and teachers, and know statistically how few will be there still when they get to sixth or seventh grade.

[You know](#), when we did our book, What Works in Girls' Education, they say "Don't judge a book by its cover --", but we took the cover very seriously. We went around until we found pictures of girls with their hands up in class, with their hands up, just couldn't wait to be called on. They are not victims. They are just your daughters, your sons. They are just dying for a chance for education.

Rebecca was going to ask me later, [you know](#), if there was kind of a moment where you knew you wanted to commit yourself to this. I always told it was the

first school I ever went to in Senegal, and it was just a school for just first-graders and second-graders. That was it, just first-graders and second-graders. And the village was so proud that they had a school, even though it was just for first-graders and second-graders. And so there were about 70 kids to a class. So we went to the second grade class and I had somebody from the embassy with me who was a little stiff. And he suggested that I not take any questions from the kids. And I said, "Why?" He says, "Well, you know, they're very, very poor. You're the most well-off person they'll have ever seen. I am worried that, ~~you know~~, they'll ask you for your belt or your shoes or --." I said, "You know what? We can risk it.

So a little boy put his hand up and he was sitting on his dad's lap. † ~~mean~~, you would have had to see it. Shorts, barefoot with this little ragged tie and this little ragged suit that he had wore for the American government official coming. And he put up his hand and his question was, "Do you this next year we could have a third grade and a bathroom at our school?" I think I cry whenever I think of that. Here is a second-grade kid. He just wants to go to third grade. And you are just sitting there celebrating the school. But of course, all these kids in second grade, this is the end of the road for them.

And so I went to -- and got to give one of the keynotes then at the Global Education Forum. This was what I was doing right before I went to give my speech. And I told that story. And by the time I was done shaking hands, somebody had donated \$60,000 to build a bathroom and third and fourth grade at that school. And I think that was a moment where you knew this was something you wanted to focus on.

The last thing I will just say before I open up to go to the conversation is it is hard, to be perfectly honest, to be in the exact position I am because, as most of you who worked with me know I was un-relentlessly hard on those who were in government

jobs like mine. "Why aren't you doing more?" I don't regret that. During that period, I think we saw financing in the U.S. government go up from \$150/\$200 million -- I think I see Steve Mosley out there somewhere -- to probably up to a billion, probably beyond what our expectations were at that time. But we knew once we reached that, it would still not be enough, so it was positive.

And we do need -- the global community needs to come forward with more resources. There is no question, this is a hard time, going through the worse global recession since the great depression, every country dealing with the crisis they are. But we still have to push. We still have to push to expand, push to maintain and push to do things better.

The one thing I don't think we should let ourselves get into as much though is a dichotomy between the access and quality issue. There are some things you have to walk and chew gum with, and this is one. You have to do both. They are complementary. They are very complementary.

Yes, I have heard people say we should slow down on access until we get quality going. I always remind people that that is something you could never say in your own town or in your own family. Nobody comes into an education forum domestically at the Brookings Institution and says, "I have a really excellent plan to increase learning and quality in Washington, D.C. Let's have 40 percent of the kids stay home." So that is kind of an argument you make about other people's children, not your own. And so you probably should not make it about any children.

That said, as one who did spend a lot of time advocating, I also know very well that we have to show provable success. I believe there is great good in just getting children in school. I do. I watched that video that Gordon Brown just showed. And you know what? I would have one of those kids be in a school and have that social

environment even if it was not the greatest learning thing, a lot better than the alternatives.

I went on a trip to India, met with kids who had been child labored, and there was one kid, he looked a little marked up, and he was nine years old. And someone said, "~~You know~~, it is kind of tough." He said, "Well, ~~you know~~, it is not that bad." He said, "~~You know~~, it is just -- it is hard for me on the train on the way there every night." I said, "Well, what do you mean?" He says, "Well, on the train -- when I am taking the train on the way --" to whatever his destination was, he said, "--~~you know~~, the security guys, they beat me." He said, "But once I can shine enough shoes, I can bribe them on the way back and it is not too bad." And this is what he did every night, even though he was going to school. Not a very good situation, but it was still good to see that young kid with classmates smiling, having friends, at least having a childhood. So I am for access.

But I will say, you have to show learning and results, because if you don't, it undermines the whole mission in a couple of ways. 1) We all know that at a lot of the ground level, the challenge is not that girls don't want to go to school. It is not even often that their leaders don't want them to go to school. Let's be honest. ~~You know~~, their parents suffering with extreme poverty don't always see enough of the benefit to justify the loss of their help around the house, et cetera. And we talk about all the incentives that we have to do: eliminating fees; correct, having shorter distances, correct; having water in your (inaudible), correct. But you also have to show those parents that the child is learning and succeeding to inspire them to keep going to the next level.

So at the lowest ground level in inspiring parents you have to show learning. And then at the highest level, you do. Because when you walk into the rooms in the toughest of budget times and you say in a very, very tough budget, "Find an extra

50 billion. Find an extra 80 million. Find an extra 800 million --", people are going to raise the bar. "Can you show this works? What countries can you show reading has gone up, learning has gone up?" That is why I don't see these as choices. I see them as complementary. You have to fight for access and you have to fight for quality for quality sake, but also to expand the case for access, the case for greater resources.

So, ~~you know~~, there are some people in this room who are spending their time advocating for more resources, for access. There are others that are spending their time working on a controlled experiment to show what practices are best for reading. And I want to say God bless all of you. Every part of it is needed. And I think that in the Obama administration, I think we have done so much on health and agriculture, but we have also fought very hard to maintain our support for education and to put a focus on making sure that everywhere -- as we say in our country, that "Early in life, you learn to read so the rest of your life you can read to learn." That is a very important mission.

We as some of the most significant bilateral donors of some of the biggest African countries -- Afghanistan -- we have that ability, even in a constrained budget case, to show success, to focus on that, to build the case that you can do more and that you can push more resources and which, hopefully, with a stronger economy, the world recovers will be easier to do. So I complement everything I think our folks as USAID are very committed, really wanted to continue their leadership in learning, support very much the work Rebecca has done for the compact, for learning, and consider ourselves partners with you, and partners with Prime Minister Gordon Brown, as well, in really leading what is a global mission and being that for so long missing high profile advocate that the world's long needed. So thank you very much.

MR. WINTHROP: Are we live? Yes, there we go. Well, what did I tell you guys? Incredible passion, right? Thank you, both of you, and I have to say this, thank

you for hiring me. Thank you. Thank you, and my boss, Kemal Dervis, for recruiting me to this job. I didn't say that part before.

But, ~~you know~~, again, just a couple of reflections, something that we think about a lot here at the Center for Universal Education are what are some of those big picture things that move issues, that make a sea change, that make a breakthrough, and I think high level champions are one of them and I think we have two incredible champions here, and both of you expressed sort of personal experiences that converted you into being champions, and I think we should all take note. As we go out and try to recruit other champions from outside the sector, those type of experiences are probably really, really important.

So, we only have a couple minutes left, so let's take several questions and you both can respond. Yes, one, two, three, four. Perfect. Just the right amount.

Louise.

MS. ZIMANYI: Great. Hi. So, I'm Louise Zimanyi from the Early Childhood Consultative Group, and so I agree that we have to have passion for advocacy and you have the platform to do it, so I'm inspired by that but I am a bit disappointed because I didn't hear anything about what happens to children before they get to school, about the importance of early childhood, those six years before they get to school. You talked about the 61 million children not in school, the 200 million children who never develop to their potential, those are part of the 61 million, the Malala's of the world were hope in their mother's womb, they were babies and preschoolers -- toddlers first, preschoolers, they were early school-agers. The conditions that made Malala who she is to be able to advocate for what she wanted, all those kinds of things led up to what she needed.

There's that great Global Campaign for Education video that they did a

couple years ago and they had the babies being born, and then they had the babies going to school, and then there was that huge vacuum that wasn't shown on that video, what happens to kids between prenatal and getting to school.

So, my question is, what does the early childhood community need to do to ensure that the education advocates make early childhood -- because I know it's their business because it's NCGE's policy, it's in the pillars, it's in Education First, it's in the World Bank's agenda, it is a key pillar, but when we get on the stage and we talk about -- ~~you know~~, we don't hear that, and I think we need that kind of visibility because I know that people understand the importance of it. The evidence is there, the programs are there, how do we make sure that early childhood is the business of education and health and protection, because it's not its individual sector and it is a cross cutting issue and we need to position it in the post-2015.

MS. WINTHROP: Thanks, Louise, I think we got it. So, how does it become one of the top three --

MS. ZIMANYI: I know you get it. Yeah.

MS. WINTHROP: -- talking points. No, got the question. Great. Ritu, you're next. Thank you. Wait for the mic.

MS. SHARMA: Ritu Sharma with Women Thrive Worldwide. Always great to hear you both speak.

One of the things I think would be helpful to talk about is in this conversation we're really talking a lot about the donor perspective and mobilizing resources from donor countries. But as you rightly pointed out, the largest majority of the poorest of the poor are now middle-income countries -- China, India, Brazil.

How do we engage constructively with countries to make education a priority for themselves as opposed to defense or opposed to other things where they

choose to invest? And how can we work with them to mobilize their own domestic resources, for example, looking at their own tax policy and how they do or do not collect revenues from those who have wealth in their country? I think this is a really critical piece that we maybe were nervous to talk about it.

MS. WINTHROP: Great. There's two more questions. One at the very back? Someone -- Lucy.

MS. LAKE: Thanks. Lucy Lake from Camfed International. And I want to thank the speakers for a really passionate and inspirational forum this afternoon.

I think one of the big issues that needs to be on the agenda is the issue of accountability because one of the most daunting and devastating aspects of working on the front line is hearing the high level commitments and seeing the trickle of resources that actually reach those who are the intended clients, the intended beneficiaries.

So, I think that issue of really revisiting the architecture of aid and of the governance over these resources to ensure that we are truly accountable to the children, to the girls, who are our clients, is a critical issue that we need to put at the front end of this agenda.

MS. WINTHROP: Mehnaz, last question.

MS. AZIZ: Hello. Good afternoon. I'm Mehnaz Aziz, and we in Pakistan, at this point in time, are facing a huge challenge. It is not a challenge that the Taliban's bringing to the country for shooting Malala, but it is the writ of the state and the commitment of the state to education.

Sir, when you recently visited Pakistan, Mr. Zardari, our President Zardari did commit to you that he is responsible for education and he will make it his first priority, but once you leave, does he really do it? So, what are the mechanisms and how can we make the elected representatives accountable for each constituency? Because

we work, we are the front line. As we work from one constituency to the others, I am holding deliberations at the district level; parents want their children to go to school. Parents want their girls to go to school. There are no schools. There is nobody to ensure that there are enough schools.

Right now we are in another crisis. There is no national accountability. Post-evolution, post 18th amendment, the government has committed to an Article 25E that they are responsible for providing free and fair -- free education to 6 to 16 year olds, but the implementation is nowhere to be seen. Even the laws are not passed expect for in the Islamabad capital territory.

So, ~~you know~~, engaging with a country like Pakistan, which will be one of those five or six very, very demanding countries at this time, would be looking at it in a very, very different way as to who will be responsible and what is the social accountability mechanism.

MS. WINTHROP: Great. Gene, you want to tackle one or two of those questions? I know early childhood has been a passion of yours domestically in the past.

MR. SPERLING: Well, ~~you know~~, we -- I've actually been happy to see the degree that that is part of the framework now. I think when I came into the government, even five years ago, it was not as much, now, progress is slow.

So, look, I think you do get the challenge of -- ~~you know~~, I think one of the brutal things in this area is that there is so much and you do need significant resources and how you do that balance when you have places that don't even have quality teachers, ~~you know~~, at first, second, and third grade, and how you have early childhood policies that -- major expansions, ~~you know~~, is an enormous challenge.

And I think, ~~you know~~, go back to what I say, I think that -- I think there's been an increase because of people like yourself in the success, the document to

success, I think that puts it more on the agenda. It's a strain because you are already straining to hit your existing agendas.

I always used to say that the Millennium Development Goal for education was the world's most ambitious and pathetic goal, ambitious because so difficult, tens of millions of children away, and yet, ~~you know~~, whenever I used to go speak to classes, like little kids, like during Global Education Week, the first question was always, why only primary education? I never had a very good answer to that, and I think the same can be said the other way, which is, ~~you know~~, why not early childhood as well.

So, ~~you know~~, I think this is an area you have to push. I think there has been progress, though. I can see even in the five, six years that I've been back doing crisis economic policy in the United States -- for the woman from Camfed, you do fantastic work -- ~~you know~~, I think what you're talking about is very important at all levels. It's obviously important to the people, the intended recipients. It's kind of a crime. ~~You know~~, if money was in a school for kids and it was stolen, it would be a crime. The fact that somehow it gets taken on the way there may not be technically a crime, but it has the same impact for them.

But I also actually think, ~~you know~~, I wouldn't distinguish it from the donor side because I think that when you sit around government tables and you talk about what gives people the confidence or even foundation tables to give resources -- Rebecca's going to laugh at me, but I wrote several papers, I think, when I started to know Rebecca, when we started to work on conflict education one of the things we wrote about particularly in that area, but it's true across, was what we call trust gaps that, ~~you know~~, even when you go to somebody in the United States and you try to say, you should give more resources or you should tell your member of Congress to support more resources, for a lot of people it is the feeling that it won't get there, it won't actually make a

difference.

Then that leads to everybody only wanting to sponsor a child, then everybody has to explain to them that that's an administrative nightmare, but it tells you something: there's a trust gap there, and the hardest part is, it is worse the more conflict ridden a country is, then the trust becomes not only does the money not get there, it's going to someplace bad that works against the foreign policy interest of the government or the donors.

So, I think this is a crucial issue. It is crucial for the recipients, but I actually think it is tightly related to getting more resources is closing the trust gaps. And I think we have to ask ourselves, ~~you know~~, what we do, whether that's different kinds of transparent pooling, accountability, both at the kind of donor level, at the school level, ~~you know~~, you know of models in different countries where they have to post the money they received, what went to it. How you do that on the way from the central government down to the school, et cetera, is a place where I think a lot more progress is needed.

I think we all know examples of cases where that's gotten better, but I think that is --~~you know~~, it's the wonky, less glamorous world that I live in already, which is budget accountability and transparency.

But it's wonky in that sense, but in a larger sense, it is about trust, it is the trust of people providing money, either through their own taxes or a foundation or another country, and it's the trust from the recipients that the money that was designed to empower their children actually goes to that purpose.

MS. WINTHROP: Great. Thanks. Gordon, what about the Pakistan question or Ritu's question about Brazil and China?

MR. BROWN: Can I say first of all, because Gene is here and it's the first time I've had the chance to do this, I do want to acknowledge a debt of gratitude to

Gene because he not only created the Center here for Universal Education, but he has been the inspiration behind so many of the educational movements and campaigns throughout the world, and I know of his personal commitment because when he was out of office and I was still in office -- the position is a bit reversed now, I'm afraid -- when he was out of office I did ask him to come and do a big job in the United Kingdom and he said, no, he was going to set up the Center for Universal Education, and that shows a real commitment that I do applaud.

Gene, you mentioned during your speech that you managed to find, was it \$30 million during very tough budget negotiations for universal and global education? Perhaps during these tough budget negotiations you might look again and see if there's anything that can be done.

(Applause)

Because it's --

MR. SPERLING: The only words to say are: touché and fair enough.

MR. BROWN: It's very good of you, as you are threatening to descend this fiscal cliff, it's very good of you if you could help us ascend this education mountain.

Two of the questions are about the role of domestic governments, national governments -- and I'll come back to education and accountability in a minute, about the failure of the Pakistan government -- about the failure of politicians, really, unless they are pressed to take seriously the issue of education, and it does lead to questions about politicians.

~~You know~~, in my country, there's this great saying by Shelley, the poet, about his definition of a politician, "lost the art of communication, but not, alas, the gift of speech", and there may be some truth in that. And I think the issue that I was raising was, look, politicians are under enormous number of different pressures and you can

doubt their motives in certain respects. The only way that we can ensure that political leaders take seriously the questions of education is if we keep pressing them, and that's why I was so delighted when I went to Pakistan to find that there is a civil society movement that is pressing -- and you are part of it, and I congratulate you, you're the leading part of it -- pressing the case for education in Pakistan, and it's no accident that as a result of the pressure that you have brought to bear, Pakistan not only passed the legislation for compulsory education when I was there, it also, at the same time, gave scholarships to three million students who didn't have them, and they are discussing all the political parties, doubling the proportion of education in the expenditure of GDP from 2 percent to 4 percent, which is not enough, but is a major, major change.

And I think the only guaranty that we have in these areas, that politicians will take seriously, and I speak as a person who was -- not is -- was a politician, the only guaranty is if you keep pressing. And you should not underestimate your ability to have an influence on these debates and, indeed, if we are to succeed in meeting the Millennium Development Goal, and, because Gene is right, I've never seen access and quality in contradiction, raise the quality of education worldwide, it will be because of the pressure that is brought to bear.

And one of the things that I would like to do, and it may be worthy of discussion at a later stage, I would like us to be able to publicize, in a more effective way than is possible, the work of so many great educational organizations and philanthropic and voluntary and foundations who are involved in education, and I feel that you deserve, the organizations who are here, that there is a voice that is pressing your case and telling people of the work you do, and I've thought that we could develop a website where, by getting guaranties from businesses, because I think businesses, corporate philanthropy in education, is very poor in relation to corporate philanthropy in health and other areas --

get business involved, we could have a cost-free way of people making subscription, giving donations to educational organizations in other countries.

Remove the administrative costs, remove the costs of the transaction, give some guaranty that there will be accountability once the money reaches another country by ensuring that there are people who will report back on the success of an sponsorship or any philanthropic effort, and I think we ought to seriously think about how together we can raise the profile of educational contributions and educational foundations and educational organizations that are doing great things in education around the world who haven't had the public airing that they deserve and you deserve for the work that you're doing.

Now, on the specific question, just to be very brief, I was determined when I was in government that we would focus on preschool education, so we made nursery education compulsory for three- and four-year-olds. We created what's called (inaudible) Start, which is for two-year-olds and even for some children under two, to get them the chance to get into a learning environment very early. And I'm convinced that the first 48 months are more important than the next 48 years, and I think most people who study education -- and you've got Professor Heckman here tomorrow, who has actually made his life's work to show that, will believe that that is to be the case.

And I do not undervalue the importance. And when I go to look at a country now, I'm looking at what they're doing in preschool education as well. The reason I focus on the Millennium Development Goal is, I don't want us to be guilty of betrayal. I think if you make a promise, you've got to keep it, and I think if you make a promise to children, particularly, you've got to keep it. And I don't see -- I'll be honest -- how any future Millennium Development Goal can carry credibility with the people who we are making that promise to if we haven't made the biggest possible effort to achieve

the current Millennium Development Goal, and that's why I want to emphasize the importance of going faster and further and more quickly towards 2015.

I accept, also, the issues about accountability, but, again, it comes back to public pressure.

~~You know~~, when I was at school, and I was in a Scottish education system and we thought of ourselves as the best education system in the world because we had the first free education of any country in the world in the 1690s for every child, but there was no pressure for parents to have a role in education, there was no pressure for the community to demand accountability. It was essentially a system that was left to the teachers and to politicians, and that has changed in our country, it's going to change in every country, and the accountability is best exercised by encouraging an active public, the participation of parents, the participation of the community, the participation of people who are concerned, business as well, about the future of the economy and the society if you don't invest properly in education.

So, I'm afraid to say that the message I gave at the beginning is the same as the message I give at the end. We will succeed only if you succeed, so we will succeed together if we can raise the public profile of education and make sure people take seriously what we are saying, publicize the great things that are being done, and make sure we show people that this is a challenge that, as Gene said more eloquently than I did, this is a challenge which is, indeed, a life and death matter about the future of our children.

My final point, I was in Africa a few years ago, I met a young girl called Miriam. I'll never forget that experience because she was an AIDS victim, she was an orphan. Her father and mother had both died. She was being passed from family to family. She had tuberculosis. I was absolutely sure when I met her that she was

suffering from that as well, and this was a girl of 12. And there was no hope in her eyes. You looked into her eyes and she had no optimism. You could see there was nothing that she was hopeful about in the future.

Now, I'm not going to name the charity, but because of the work of one charity, one foundation, that girl, I know for a fact, is doing well. She's in education. She's getting the benefit of learning. And she's now part of a wider group of people who are taking care of her.

So, don't ever believe that if you help just one person it doesn't make a difference, but just believe that by acting to help millions of people, we're going to change the world.

MS. WINTHROP: Thank you.

(Applause)

MS. WINTHROP: Thank you very much to both of you. Thank you for slipping out of a meeting with President Obama, I'm not sure how you did that, to come join us, and thank you so much --

MR. BROWN: And offering that \$30 million.

MS. WINTHROP: Find the \$30 million or more. And thank you so much for your time as well, Gordon. All of you, if I could ask you to just stay seated for 60 seconds as these fine gentlemen slip out. You will make their security details much happier so they don't have to wade through people, because I know you're both probably running to other meetings, and then we're going to start -- we're going to take a nine minute break and we'll start back here at 2:15 with the next panel. So, come back, join us, stretch, talk to your neighbor.

(Recess)

MS. WINTHROP: Is it on? Is it on?

SPEAKER: Yes.

MS. WINTHROP: Yeah, okay.

So, please don't be shy, those of you who are standing. There's a few people who have left. There's two seats down here. Please come forth. There's three or four, five seats here in the second and third row. We welcome you. I'm feeling in pain, looking at you standing, through the first panel and now the second panel. Wherever you can find a seat -- some people, I think, are coming back, because they're panelists, so don't sit in their seats -- and they've left their coat on them, so you won't be in danger of sitting in anyone's seat.

All right. So, again, thanks so much to all of you for coming. That was an interesting kickoff, and I'm really pleased to move into discussion now with these great colleagues and panelists -- very, very happy all of them can join us from far and wide and close by.

From New York City, Carol Bellamy, who, as we all, I think -- I'm sure you all know her quite well -- and full bios of everybody is in the program -- but amongst other hats is the Chair of the Board of the Global Partnership for Education, and also is on the Education First Steering Committee.

Heather Patrick is the Founder and President of Ashesi University College, visiting us from Ghana.

Heather Simpson is the Senior Director of the Department of Education and Child Development at Save the Children -- right at four blocks down the road.

MS. SIMPSON: Easy commute.

MS. WINTHROP: Here in D.C.

Likewise, Ritu Sharma is the President and Co-Founder of Women World Thrive.

And César Guadalupe, from Peru, is visiting us -- and to share his thoughts where he is a researcher at the Universidad del Pacifico. And he is also very involved with the Global Learning Metrics Taskforce, which if you don't know what that is, you will learn about what it is -- as the Chair of the working group on measurements and methods.

So, what we wanted to do today with this session is to talk more in-depth and in a real dialogue with all of you about Education First, the U.N. Secretary General's initiative. I somehow misplaced my little booklet, but I was waving it before.

And what I wanted to do is just give you, in no particular order -- in case those of you are new and weren't with us in the previous session -- a brief recap about Education First, and some thoughts, and then pose questions to all of our panelists about their thoughts about it, and then we'll have a discussion.

So, to recap briefly, first, it's the U.N. Secretary General's initiative. It's five years. It was launched this September at the U.N. General Assembly Meeting. And I -- the reason we wanted to dedicate a whole panel to it is because I really think it's a big deal. I think it's a potential game-changer in the field of global education.

It has three priorities -- putting all children in school, improving the quality of learning, and fostering global citizenship. Those sound nice and snappy. It actually gets more than that.

There is very concrete targets. There's ten key actions, and each of those actions have three very specific targets. So, there's a lot in there.

And I know it's the vision of a Secretary General, and I think the initiative does it how it's designed fairly well, where the goal is to really speed up progress, to meet the Millennium Development Goals, but also, offer a vision beyond the MDGs, and return, in many ways, to the spirit of the education for our goals.

Since it's five years, it's a couple years before the 2015 deadline, and a couple years after the 2015 deadline. And unlike 2000, when the Millennium Development Goals were made, where we basically had the broad education for all goals, and several of them were selected, and went into the set of Millennium Development Goals, this time around, we're doing things at a global policy level exactly the opposite.

The Secretary General has put forth this broad initiative, which really sort of paints a vision and a bit of a roadmap on global education moving forward.

The next thing that's going to come into being in play is probably what the next set of international development goals are, the next set of MDGs after post-2015. Those are probably going to be decided next.

And lastly, to be decided, UNESCO's leading a process at the moment -- are going to be what's going to happen with the education for all goals after 2015.

So, it's a very sort of different process that we're going through. And to me, it means it behooves us to get the first parts right, in particular.

A couple of things to note, also, about the Education First initiative is that it's a call not just for U.N. agencies to get together and do more, but a broad call to action, across a wide variety of sectors -- businesses, and faith-based organizations, and NGOs, and media, et cetera.

It's primarily a global advocacy initiative. There are not going to be new global funds set up or new detailed mechanisms. The goal is really to work with existing mechanisms, strengthen them, and where there's gaps, create new partnerships, or provide the platform for new partnerships to be created.

So, that's something that I think is important for us to think about, in terms of how we engage with it.

Another piece that I think is also important is that it has mobilized an incredible amount of energy, and attention, and interest. There's a committee of 10 heads of state who are primed and ready to go, championing this around the world. There's a group of heads of agencies and heads of other major organizations who are actively involved at the CEO level. There's businesses that are highly engaged, et cetera, et cetera.

So, to me, some of the big questions now -- now that it's launched, it's generated energy -- are, *you know*, will this really be a game-changer, and what do we do -- what do we have to do to make it be a game-changer? Or will it be, in three years' time, we're having another meeting, we're all sitting in this room, and people say, "Yeah, Education First -- whatever happened to that?" *You know*, and it's some report sitting on a shelf, and nothing's happened.

So, that's what I'd like us all -- all of you guys, actually -- to think about, and share your insights with. *You know*, what types of partnerships need to be formed? *You know*, what is the role of the global partnership for education in Education First and moving it forward? How do we bring in new actors? What types of actions do we need to implement those three priorities in the initiative? *You know*, will we really meet the MDG for education? What do we need to do to try to make sure we do meet it? What are the major steps we need to do to try to improve learning? *You know*, how can we wrap our head around this concept of global citizenship that a lot of people find very fuzzy?

So, with that, I think I'd like to turn to you first, Carol. And I'm curious to know your opinion. *You know*, do you think this is a potential game-changer? And do -- you have interfaced with the global education issue and community for many years, from multiple facets -- head of UNICEF, head of a major NGO, et cetera.

So, from your years of experience, what are the possible pitfalls that you

think the education community is capable of making, so that this actually becomes more of a relic than an actual game-changer? And you can be, ~~you know~~, honest with all of us.

MS. BELLAMY: Oh -- as though I haven't been in the past.

MS. WINTHROP: It's true.

MS. BELLAMY: I think it has the possibility of being a game-changer. I was interested in your different words, because I agreed with so many of the words that you said.

I think it has the possibility. It truly -- it is an initiative of the Secretary General of the United Nations, and it's a personal issue as well. ~~I mean~~, it isn't something that somebody decided just to roll out. I think that he is personally committed to this, and you can hear it when he talks about it himself.

And the fact is, he does engage at the highest levels with heads of state and heads of government. And we haven't had heads of state and heads of government. ~~I mean~~, we have in these champions now, in conjunction with it, but we really haven't had the voice of heads of state and heads of government around education for awhile. So, I think it has the potential.

Now that being said -- and it does. It is a window on the MDG, but it's an open window that looks beyond 2015, because it takes us -- it doesn't ignore access, but takes us beyond access, to quality and learning outcomes. It talks about not just education for education's sake, but because of global citizens.

That being said, I think it is only a game-changer if, in fact, it's not business as usual. ~~I mean~~, I think -- ~~I mean~~, if -- ~~I mean~~, the idea wasn't, as you just -- you said it all; it wasn't to create a new parallel program. It was take the best of what's out there; not limited to the U.N., but the best of what's out there, and to do more and do better, if possible.

It's talking about being inclusive, not vertical. So, unless we break out of business as usual and kind of a vertical approach that we've had in the past, unless we, finally, with all due respect to the people in this room, don't allow education to be captured just by the edu-crats --~~I mean~~, as long as education is just the --~~you know~~, hold closely by the edu-crats, we're not going to get there. Education is everybody's business.

Partnerships -- it's about partnerships today. I'm not just talking about global partnership; sorry. It's about partnerships. It's about partnerships. It's about community. It's about partnerships. It's about thinking about, ~~you know~~, what kind of skills do -- are needed, going forward. So, it's a range of partnerships out there.

It is a seismic shift from quantity to quality. So, to me, it has the potential for being a game-changer, but only if the game's rules are very, very different from what they are right now.

MS. WINTHROP: Then --

MS. BELLAMY: And in terms of --

MS. WINTHROP: Yeah.

MS. BELLAMY -- pitfalls -- well, we've already seen some, with all due respect. It's gotten mired down in turf battles already. We haven't even gotten it off the ground, and it's mired down in turf battles. This is ridiculous. Only we in the education field -- with all due respect -- since I'm in Washington, I can say it -- remind me of Democrats. We shoot ourselves in the foot before we even get going anywhere.

~~I mean~~, it's --~~you know~~, here is finally an opportunity for all the moaning, and groaning, and whining of education people for the last several years: "Why is (inaudible) doing better than we are?" Moan, moan, groan, groan. Finally, we have the possibility of actually seeing something move, and we're back into fighting for turf, when, in fact, what we should be doing is celebrating, really, the maximization of what we all

have to offer.

So, to me, the biggest pitfall is the fact that it's not even gotten off the ground yet, and it's engaged in turf. If we can get past this initial craziness, I think we have a possibility.

MS. WINTHROP: Speaking of partnerships, in terms of what you've just said, Carol, about it -- we need to go lateral not vertical, we need to be inclusive, we need to bring in everybody, new actors included.

Ritu, can you tell us a little bit about what your thoughts are on that?

~~You know~~, I know you had a meeting earlier today to -- with health people, agricultural people, women's movement -- ~~you know~~, other folks from other sectors, to try to see if there's a way to make common cause with the education sector -- or all common cause together, towards sort of a greater end.

I -- ~~you know~~, where do you see the role of new actors? Does Education First provide a framework to do that? Could you give us a little insight from this meeting and/or your thinking about bringing in new actors?

MS. SHARMA: Mm-hmm. Yeah, sure, absolutely.

And we came -- Women Thrive Worldwide -- we came to this education issue, because I think the world has embraced now the girl effect, for lack of a better term of it -- ~~you know~~, that if you educate a girl, all these really great things are going to happen, and, ~~you know~~, birds will sing, and you'll have nirvana, and all these great things will happen.

But the reality is that if girls are going to school, and they are not learning, you don't have a girl effect by girls just sitting in school buildings. And so I think we really recognize the danger and the opportunity in this situation -- that we have a whole generation of girls now who have gone in school, thanks to, in part, the millennium

development goal. But we're not reaching their potential.

And so we decided to get engaged, because for the most part, the women's community really was not aware of the crisis in learning. And I can say from our work in the violence community, the agricultural community, the development effect of this community, some of these other areas where we bridge, I think everybody did have that feeling that you talked about and that Gordon talked about, in terms of, "Yeah, we got discovered. *You know*, education is good to do."

And yet we can't reach any of the other goals that we have in health, or agricultural, or economic growth without a strong foundation in education.

So, there is a huge opportunity for lots of other sectors, and players, and constituencies to get engaged with education. But I think what that requires of the educationalists is an openness and a willingness to hear about what their agendas are.

So, along those lines, we were very privileged to hold a meeting here at Brookings this morning with advocates from the health sector, the agricultural sector, the women's reproductive health sector, and the water and sanitation sector -- all of us, working along our parallel paths towards the post-2015 MDG goals.

And this morning, it was an effort to begin to cross-fertilize these conversations. And what become very apparent very quickly is that we've all been guilty of pursuing our own particular objectives for the MDG goals.

As John Norris said -- he's from the Center for American Progress, and he's supporting John Podesta, who's on the high-level panel, for post-2015 -- *you know*, they've got 87 different goals on 87 different issues.

Education is an issue where you can build a strong cross-constituency. And just to your point on nutrition, all children learning -- whether or not that's the right articulation, I don't know -- but all children learning requires -- it demands a cross-

constituency approach. You have to look at nutrition. You have to look at safety and security. You have to look at so many things along the way that will help children to learn.

So, I do think in terms of, is education a space where we can really foster some interesting cross-constituent partnerships, both politically -- which I think is what a lot of what Gordon Brown kept coming back to -- we have to have a broader constituency for education than just, *you know*, the usual suspects, if we're really going to make this a global agenda.

So, I can say more about it, but it was a wonderful, I think, first conversation to have across sectors.

MS. WINTHROP: And what -- *I mean*, is there -- do you think that there's -- *I mean*, was it an easy conversation to have, or do you think there's, *like*, big battles or barriers to be had, to built that type of cross-sector constituency? I mean, Carol brought up the issue of turf. *You know*, is there -- does it figure equally?

MS. SHARMA: Well, it was the first easy -- the first conversation is always really easy.

MS. WINTHROP: Okay, imagine you're on, *like*, a fifth conversation; it's two months from now.

MS. SHARMA: I think the issue is that -- can we be creative and inspired enough to rally around a goal, say, on eliminating child stunting, right, just as an example? I'm not saying that's the goal.

But that requires all of our different sectors to rally together and work together in order to achieve this goal.

If we can set aside our own turf battles enough to say, "We'll be happy with a goal on stunting," because we can see our contribution to that goal in a very

concrete way, then I think we have the possibility of doing something very inspirational around the MDG goals.

If we fall back into our, "Well, I've got to see my HIV/AIDS goal on that list of MDGs," or, "I haven't succeeded" -- that kind of thinking is not going to take us forward. And what I can tell you from this morning's conversation, I think people are interested in doing things differently, but that remains to be seen.

MS. WINTHROP: Right. Did the question of --~~I mean~~, this is something I've been thinking about a little bit -- what about a lifecycle approach to goals? Where is Louise? It would make her happy -- early child --~~you know~~, like young children, children, elderly, youth, what --~~you know~~, there, you need all the different sectors. Do you -- did that come up at all? Do you think that would be a good way to package it so everybody could have a piece?

MS. SHARMA: It did come up, only in the sense that children are a really wonderful organizing principle --

MS. WINTHROP: Right.

MS. SHARMA: -- for lots of different reasons. The elderly -- yeah, maybe not so much -- or organizing around women and gender could politically be very controversial. So, it only came up insofar as that.

MS. WINTHROP: So far -- okay.

Just sticking a little bit further to this theme of partnership, one around how do you build partnerships across sectors and bring in new actors -- what about --~~you know~~, what can you tell us, Carol, about the Global Partnership for Education, in terms of Education First? ~~I mean~~, GPE is, ~~you know~~, the only thing we have in terms of a global fund. It's a global fund plus for education -- plus has its own -- in addition to all the country support, it has its own strategic plan on key issues you want to work on.

How do you see GPE's role in the Education First initiative?

MS. BELLAMY: Well, the Global Partnership is a very broad platform. ~~I mean~~, and I say that not because it alone controls the platform; it's just it has as its governance a very broad platform, and then all those pieces are out doing their things, not necessarily directed just by the partnership. But it's donor countries, developing countries, civil society north and south. It's teaching profession. It's private sector, private foundations, and international organizations. So, I think it is a broad platform that at least reflects a variety of the actors and players in education.

As I said before, ~~I mean~~, my understanding -- I was -- probably may not understand anybody than anyone else -- but involved, at least, from the first meetings of Education First. The idea was never to create a parallel program; it was to utilize what was going on out there already.

So, from our perspective, from the Global Partnership, it is that where we can help contribute -- ~~I mean~~, and the partnership itself has evolved. ~~I mean~~, if you look again at those 61 million kids out of school, a good percentage -- not all, but a good percentage -- are children in fragile states. It's taken the partnership awhile to get to there, but I think now the partnership can make a contribution there, because we actually have evolved -- maybe a little too slowly, but we've gotten to the point where we're now doing that.

So, I think we see ourselves as part of the building blocks, but not just the only building block. ~~I mean~~, we're -- it is -- I believe, really, the approach is, without it being all of us holding hands and singing "Kumbaya," it's a broader type of horizontal engagement in Education First, rather than this vertical engagement. And we see ourselves as helping to contribute to that.

But to join with others as well -- ~~I mean~~, we are not an implementer. So,

obviously, on the ground, I mean, Save is more of -- UNICEF, Save, the Bank are more on the ground -- other NGOs. And so -- and clearly, domestic governments are -- who are the primary leaders in this case -- although, again, making my argument that education shouldn't just be left to Ministries of Education, we need those Ministers of Finance, and we need others, and we need those Ministers of Health, and others, to understand the importance of education.

But I think what we see our contribution is to try and at least mobilize within our constituencies support for Education First, and then those constituencies extend far beyond the Global Partnership for Education, and those constituencies all have roles to play.

MS. WINTHROP: Great, thanks.

Moving on from partnerships, and thinking about the three priorities in Education First, Heather, I want to turn to you. You know, the first priority is put all kids in school, which is basically the Millennium Development Goal. Do you think we're going to meet it? We're a couple of years away. Do you think we can, even? And if so, what do we need to do?

MS. SIMPSON: So, I think if we continue on our current trajectory with the way we have been working, there's no way we're ever going to meet it. So, we have to kind of capture the enthusiasm and the eloquence that Gordon Brown had on the stage today, and we have to spread that everywhere.

We also have to bust education out of schools. So, it's not just teachers, it's not just schools, it's not just Ministries of Education who need to be held accountable for universal access to education; it's all of us. It has to be civil society, it has to be implementers, it has to be donors, it has to be parents, it has to be healthcare providers. We have to think of this in a much more holistic way.

And if we're able to create those partnerships in really meaningful ways, then we might have a slim chance.

MS. WINTHROP: You're so optimistic.

MS. SIMPSON: Well, it's a tough one; it really is. I think that the way that we've been pushing forward on the Millennium Development Goal and really pushing on access -- it, in some ways, has amplified the inequities that the world shows.

So, we've been able to reach some of the easier-to-reach kids, and get them into school. The ones that are left out right now, those tens of millions of children who are left out, are minority language speakers, they're minority ethnic -- members of minority ethnic groups. There are girls in some places; there are boys in other places. They are the extreme poor, they are extremely remote, and to reach those costs more.

There are children with disabilities. We don't necessarily know how to get them all engaged. The school systems -- if it's just a school issue -- don't know how to address their needs, so when they actually get to school, they sit and -- some are abused, some are not learning. They're wasting their times. In some cases, parents are making very smart decisions to hold their kids back, and not send them to school.

So, we really do need to think, "How can we, as a global community, address the learning needs of children, and support teachers, and support Ministries of Education in the efforts that they're doing, but bring more actors onboard to do this work?" I think there are things we can do.

So, I think investing early -- early childhood development is crucial. If we're going to get children ready to learn, we need to not ignore them. We can't wait until they're 60-year-olds, and then expect that they'll be able to turn on and start learning. We have to address their needs before birth, and through their life, before they reach that school age.

If we ignore that, the inequities are so deep and so ingrained that it's too expensive to make up that difference, and they aren't going to be able to succeed, and they will not enroll, or they will drop out of school. So, we need to invest early.

I think the Education First initiative -- I think one of the really light spots that I see right now is INEE has really grabbed onto this opportunity, and they're pushing to highlight the need for education for children in conflict-affected and fragile states.

If we don't address that, we're also not going to reach the MDGs. Just because children live in a conflict setting doesn't mean they shouldn't be learning, that they shouldn't be having an education.

And there are actual -- there's guidance, there are steps, there's things that we can do to offer children in conflict-affected and fragile states learning opportunities. And INEE has those, and there is a network that already exists. So, seeing them, seeing GPE's support to figure out how we can get funding to reach those communities in those places -- those sorts of things are, I think, bright spots.

But if we can continue finding those bright spots and pushing on them, we'll be able to meet it. But if we don't, children will continue to either not enroll or not learn once they're there, and then we're at peril if we do push for reaching the MDGs and it fails, because learning doesn't happen -- then no one's going to want to keep supporting education.

So, we need to -- as Gene and many of us were saying earlier -- the quality, the learning, the access need to go hand-in-hand.

MS. WINTHROP: What are the -- you mentioned -- right at the beginning, you said, "We need to take education out of the hands of schools and Ministers of Education" -- not away --

MS. SIMPSON: Not entirely.

MS. WINTHROP: -- bring others in.

MS. SIMPSON: Yeah.

MS. WINTHROP: You said "bust out," or something like that -- great visual image.

But, *you know*, are you thinking of things specifically, or are you just thinking of just sort of local accountability campaigns at community level, to hold parents accountable? Or are you thinking of other types of strategies?

MS. SIMPSON: Yeah. So, Save the Children right now, we're doing a lot of work on this. So, we are working with communities, with parents teaching, even illiterate parents -- very simple things of what they can do to help their children gain the language skills that they need, to gain the pre-literacy skills they need to enable them to learn.

So, there are very simple, low-cost things to do with parents, to set their children up for success. There are simple things like reading camps and reading buddies that link readers with nonreaders, so that children are teaching each other and supporting each other in their own learning.

There's a big demand in communities for this type of work, and it's not high-cost. It can be spread very easily. And we're seeing success with reading camps, with book clubs, with book banks that are in communities and not locked away in the headmaster's closet in the school -- that children have access to -- have learning opportunities inside as well as outside the school.

And those outside school learning opportunities are equaling some of the inequity things. So, in Pakistan, girls who participate in these types of book clubs and book reading buddies have increased their learning levels, compared to girls who don't.

In Malawi, where children are sitting at 300 children for one teacher in a

first-grade classroom, and we expect the teacher to teach those children how to read, we're seeing that these outside the school reading camps and things are helping those children gain reading skills.

So, it's actually equalizing some of the inequities that -- even if their parents are illiterate at home, and they're sitting in a 300-child per one teacher classroom, they still can learn.

So, those are some of the concrete things.

MS. WINTHROP: Gotcha. Thanks.

César, I want to turn to you next, because the second priority of Education First is about improving the quality of learning. ~~You know~~, I know this is something you've been working on for a long time -- previously at UNESCO Institute of Statistics, and now at Universidad del Pacifico.

But can you tell us a little bit -- just sort of from your insights, ~~you know~~, tell us a little bit about the Learning Metrics Taskforce, tell us about some of those debates that are happening. I know you had a consultation this morning as well on it, but -- and also, your thoughts on, ~~you know~~, sort of the perils and pitfalls of talking about learning globally, when, really, it is such a contextual, individual process.

MR. GUADALUPE: Mm-hmm. Thank you, Rebecca.

Yeah, ~~I mean~~, for those who don't have all the information about the Learning Metrics Taskforce, I won't be able to give a proper summary of that.

So, actually, there is some information at the Brookings website, and you can access that.

But to say something briefly, it's an initiative that is convened by Brookings and the UNESCO Institute for Statistics to create an international taskforce with representation from different sectors -- officials, private sector, different regions of

the world, et cetera -- to promote a different agenda, and to promote a different agenda from a particular perspective.

If we want to have debates that are focused and that are insistent that the problems in education are not only about access in the schools, but also about learning. We need to make the learning challenges visible, and that presupposes measuring them in some way.

So, this Learning Metrics Taskforce has created three different working groups -- one to define what are the things that people should be learning, a second one that is about how to measure those things, and a third one that is going to come out with recommendations about how to implement the things.

What I've witnessed in the debates is something that I think mimics a lot of the things that we have been saying here.

One is about not making this polar debate between access against quality -- no tradeoff between these two things, first, but access plus learning, one. Two, the question, about what is learning about -- I mean, and that is the relationship with the third priority of Education First. Education First is access, learning, and what kind of learning -- global citizenship.

It's not only about the instrumental skills that are supposedly basic for three or four things in life; it's about having a more comprehensive view of these things.

So, in a way, what I see in the Taskforce is something that combines two problems, in a way -- or two approaches, or two different ways of tackling this.

One is, trying to be comprehensive -- so looking at learning from these different perspectives. Learning is not about -- we have been thinking about education as schools. Kids should reach schools. Actually, education is -- learning opportunities should reach kids, not the other way around.

We have been thinking about all these problems from a very bureaucratic perspective, assisting the grants in school years -- blocks by blocks and blocks, and people should get there.

And the problem is that -- to borrow the expression that Carol used -- it's not that the edu-crats think that way; it's that they think not like educators, but like bureaucrats -- in a very bureaucratic way, in a very industrial way. It's a factory, and we need to think about these sort of things. And that's a relationship, which just Heather said.

Those debates are the debates we are experiencing, and those debates, in terms of measurement, which is the main problem here, lead us in a -- I mean, I cannot anticipate the end result of this, but what I've seen these days is that we're going to be not espousing a particular way of doing the things, but acknowledging the diversity of situations, the diversity of needs, the diversity of interventions that are required, and therefore, the diversity of measurement efforts that we have to have.

If we understand education as learning, and learning as not a developmental issue in human lives, I mean, the borders, the frontiers between house, school, community disappear. I mean, obviously, if you look at education in that way, you don't look at the education as starting when you turn six and enter primary school. You look at learning from the beginning.

And that's the other thing of the Taskforce, that it's trying to cover from early childhood, the whole cycle of at least basic education -- and not only focus on communicative skills, but having a broader view of things.

So, I see a lot of our work being completely affected by these debates. Four years ago, probably it would have been a discussion among psychometricians about how to measure learning. It's not like that any longer, and that's great.

MS. WINTHROP: What about -- one of the targets in the Education First initiative is that all children should regularly have their learning assessed, and that information should help them improve their achievement. So, that is sort of a global target out there. It's vague-ish, enough to be a global target.

But at some point, there will be a new set of Millennium Development Goals, and the Learning Metrics Taskforce -- one piece of it, not the whole thing -- one piece of it is to come forward and recommend, *you know*, what could be some global goals around learning or access plus learning.

Do you have any thoughts on what -- *you know*, what are you guys talking about so far? And an invitation as well for people to weigh in, and give you their input.

MR. GUADALUPE: Yes, exactly, because we are just as sought in the consultation process for the second part of the work, which is the one on measurement. So, if you go to the website, you will see, now or in a few days -- in a few days, you will see the basic documents that -- *I mean*, it's not even a draft -- *I mean*, a sort of prototype of the kind of recommendation we can produce, and you can please participate -- join in, and let us have your input on this.

The question is that there is attention here --

MS. WINTHROP: Right, because someone, somewhere -- probably before it gets to the General Assembly -- is going to decide.

MR. GUADALUPE: Yes.

MS. WINTHROP: What are those going to be? And it's not going to be 50 things; it's going to be --

MR. GUADALUPE: No, it cannot be --

MS. WINTHROP: -- two --

MR. GUADALUPE: Exactly, and the question is -- for us is, okay, what is what we can suggest at global level? And that should then be a way of just eliminating the other things that can be measured -- or should we even measure at different levels, at national/local community level in a much better way, probably?

Most likely, there are going to be very few things that we can look at globally. And probably, you're not going to like that, because it's going to be too reductionist. "No, just reading at the primary, that's not enough."

Yes, that's not enough, but let me tell you something -- if you go today -- I'm sorry about that -- if you go today to the word development indicators database of the World Bank, you're going to find that 114 percent of the kids in Colombia have completed primary education, okay? We make sure reading is not that great, but it's much better than that.

So, we should move forward, step by step. ~~I mean~~, someone mentioned to me that it was recently that somebody published something like only 19 or 20 countries in the world haven't reached the primary completion rate -- the primary completion goal. Obviously, using that rate -- which is not a rate, by the way; it's a ratio -- won't work.

But the question is, we are trying to move. So, if even what we suggest at global level is going to be probably small for two reasons -- 50 won't work, and we don't have enough evidence of global lever for 50. So, we have to be pragmatic. Even if it's like that, to the extent that we don't just discard the other things, it's going to be much, much better than what we have today.

MS. WINTHROP: Ritu, you wanted to make a comment on this?

MS. SHARMA: ~~Yeah~~, I think this is very important, what you are saying about the goal, the Millennium Development Goal, and that we shouldn't look at that goal being the be-all and end-all, right? It's a waypoint, and it's an important one, but there is

so much more that could be done and can be measured.

In this morning's session, John Norris, from the Center for American Progress, said something really interesting, which sort of raised all of our eyebrows -- that one of the things the high-level panel is discussing is that they may -- or we may -- propose goals for which there are not currently measures. And that is a possibility, that as a global community, we may say, "This is the goal, and this is what we want to achieve. Now let's go invent the way to measure it." And that's the first time I've ever heard that spoken in this context.

MS. WINTHROP: And it certainly, I think, in the last Learning Metrics Taskforce meeting, that was a decision by the Taskforce -- to don't necessarily restrict everything, all your recommendations, to things that are measurable today, because otherwise -- Patrick, you've been waiting very patiently. I want to turn to you.

But before I do, for those of you who don't know about Ashesi University in Ghana, Patrick is the Founder, and there is a bit of magic happening there, because ethics and -- I mean, I would call it generally; I don't know what you'd call it. I'd be curious -- sort of global citizenship principles are a core piece of the curriculum and the ethos of the university -- and probably not a surprise to all of us, but I think it's a powerful statement of the importance of these concepts.

Your graduates are getting jobs at a faster rate than any other university, I think.

MR. AWUAH: That's right.

MS. WINTHROP: Not only are they -- practically all of them have multiple job offers -- which is really not easy to do in Ghana -- from very good places, even before they graduate, they're almost -- a high percentage of them, at least, are picking jobs -- even if it's for less pay, jobs that are about helping people and social

change.

So, ~~you know~~, A, what's your secret, but B, ~~you know~~, from the perspective of Ghana, we have this large goal in Education First about fostering global citizenship. And I have to say, as someone who was involved in the process, that was a very hard goal to write. ~~I mean~~, it was much easier to say, ~~you know~~, "Increase early childhood enrollment, and preschool from 15 percent in low income countries to 45 percent," than -- ah, what do you say numerically about global citizenship, because, ~~you know~~, the U.N. loves numbers?

So, ~~you know~~, could you tell us just a little bit -- A, about your experience, but B, more broadly, where do you think the place for this, ~~like~~, concept of global citizenship should be in the global education debates? How do you make it tangible? Is it -- ~~you know~~, how do you make it less fuzzy? Yeah.

MR. AWUAH: Okay. So, that's a very big question -- actually, multiple big questions.

MS. WINTHROP: Yep.

MR. AWUAH: ~~You know~~, for us, I think when we think about education, we're not thinking only about educating an intellect.

MS. WINTHROP: Mm-hmm.

MR. AWUAH: We're thinking about educating character. So, education is about giving people a set of skills and frameworks for, ~~you know~~, processing the world around them, and assimilating knowledge, and creating knowledge, and all of that. And that's all about the intellect.

But education also has to be about shaping character. It has to be about answering the question, "What is the good society that we want to create? What is the world that we want to see?"

And if you begin with those questions --you know, the really fundamental questions: "What is the truth? What is beauty? What is my role? What should my role be in creating this world?" then it changes the way you look at your curriculum, it changes the way you look at everything that happens outside the curriculum.

And so what we're doing is it's partly curricular, it's liberal arts core, it's leadership seminars that ran through four years, it's very deep engagement with students on the big questions. But it's also a set of expectations on campus. It is a trust that we've given to our students, that they can be good citizens, that, actually, to be a great leader, you first have to be a good citizen, and you have to be civically engaged -- and giving them the platform and the space to do those things. And, you know, it's a process, and it takes awhile.

You called the third goal a fuzzy goal. I don't think it is. I think that it's a very hard goal and a very concrete one, because we now live in a very interconnected world. We have people of different ethnicities, different religions, different political persuasions in contact with each other, and communicating with each other, and in competition with each other, right?

And so we've got to understand that if we want this world to be a good one, if we want the competition to be well-managed -- and conflict arises when competition is not well-managed -- that this absolutely has to be a goal in education, that the kids are learning about other cultures, that they're learning about certain fundamental principles -- the U.N. Declaration on Human Rights, for example.

This is set --you know, it's sort of a social compact that, really, we all should live by -- that we need to respect each other, that we should have an inclusive world, that men and women, boys and girls, should be treated equally, that people should have respect for other people's religions. This is a very concrete, hard goal that needs to

be accomplished.

And I think we also need to consider that the education of boys and girls must be equal. We can't, for example, go to Afghanistan, say, ~~and say~~, "We're going to educate the girls, and we're going to leave the Taliban to educate the boys."

If we were to do something like that, we would be complicit in a continuing and future disaster, a nightmare for those girls that we're educating.

And so we need to engage with the boys as well, and we need to make sure that they also are being educated as global citizens, as citizens of the world that we want to see.

So, this is my -- now how do you measure it? Boy, that's tough.

MS. WINTHROP: I was going to ask that. I'm glad you came to that, though.

MS. BELLAMY: The next panel.

MR. AWUAH: It's a big one. But I'll tell you how we measure it. There are a number of things.

~~I mean~~, one is just looking at, what is the behavior of students on the campus? What are the human relations that we see? What are the conversations that go on, and how do those conversations go on between students? What are the conversations between our faculty and the students? What are the conversations between the administration, and the students, and the faculty, and the janitors, and the gardeners? Are those conversations respectful ones?

What are the set of actions that our students are taking outside of their class work? If they're civically engaged, we see it. If they're not civically engaged, we see that, too.

And then you just sort of, ~~you know~~-- it was a big, big deal for us when

our students decided to have an honor system on campus that they would police themselves. That's a really good measure of how well we're doing on this path.

But I think you watch behaviors, and you also watch how competition is managed. If there's conflict, then you're not doing so well. If there's not conflict, then you're doing better.

MS. WINTHROP: Can you tell us a little bit -- I actually don't have a good sense of who your student body is -- meaning, where do they come from? Are they elite of the country? Is it a mix? Is it, ~~you know~~, largely from, ~~you know~~, sort of marginalized communities?

And so I'm curious about that, but also about when that freshman class comes in, how has Ghana's secondary education system prepared them for this?

MR. AWUAH: Right.

MS. WINTHROP: Because I'm thinking about, how do you trickle some of that down, into the --

MR. AWUAH: Right.

MS. WINTHROP: --~~you know~~, primary and secondary education system?

MR. AWUAH: So, I'll answer the second question first.

MS. WINTHROP: Yep.

MR. AWUAH: I think Ghana's educational system has got -- secondary and below has got its pluses and minuses.

In terms of human relations, I think that Ghana is doing really well. Ghana has these public secondary schools that are boarding schools. And what they've done is they've brought students from all over the country, from different regions, different ethnicities, together.

And so there are friendships that build when young people live, ~~you know~~, for three years in high school together. And so by the time they get to us, we don't really see -- we don't see real ethnic problems. And, ~~you know~~, this is true in Ghana generally. ~~I mean~~, if you watch our democracy and all of that, people do get along.

Academically, the preparation is not as strong. So, there -- we see big problems with writing. We see big problems with math, especially. I would say that our student body, really, are coming from probably the top five percent academically in the country, and yet we find that we have to put 50 percent to 2/3 of them through, essentially, remedial math before they get onto college math.

And so academically, there's that problem, and then we're throwing them into a liberal arts program, and demanding critical thinking, and saying, ~~you know~~, "We're not about road learning," and the first project to do here is a design project. And that's difficult for them as well, but we find that they're able to make that transition.

What was the first question?

MS. WINTHROP: I think you answered it. He already answered it, yep -
- about (inaudible). Thank you.

So, questions from the floor?

Let's take this side of the room -- one, two, three, all clustered together,
right there.

MS. CHUGHTAI: Thank you. My name is Mariam Chughtai. I'm from Pakistan, and currently a PhD student in education at Harvard.

My question is about partnerships. In much of the conversation today, I did not hear much about public/private partnerships in achieving the scale that we're talking about. Could perhaps the panelists address the role of the private sector in collaboration with the public sector in achieving some of these goals?

MS. WINTHROP: Sure, and I -- hold onto the other two questions.

Carol, you want to maybe just answer that one?

MS. BELLAMY: I'm not entirely sure what you meant by "scale." I think the private sector has a role to play. I think ultimately, education will be largely a public good. But it doesn't the private -- in my view -- that the private sector doesn't have a role to play.

But I see an area in which I think there could be much more engagement with the private sector in really thinking about skills development, and learning, and, ~~you know~~ how young people are going to engage in their particular society. So, we're talking about domestic private sector, not just large global companies -- although I think large global companies have a role to play, too -- largely domestically, where they may be located.

I don't see them as major financiers. ~~I mean~~, I see them providing some additional financing. I think, ultimately, financing will still be largely domestic financing, and then some external development aid.

But I do see the capacity of the private sector to do some financing in some of the innovative areas -- not that they're the only ones who are innovative, nor do I equate simply technology with innovation.

But I think sometimes the ability to move a little bit more speedily allows for some investment in innovation.

So, I -- ~~you know~~, again, I'm sorry to come back to the health field. The health field has worked with the private sector for much longer than the education field -- in part, I suppose, because there was a mutuality of interest -- ~~I mean~~, certainly starting with big pharma, if not beyond that.

And I think there's been more a, ~~you know~~, kind of a reaction in

education people: "Oh no, keep the private sector away."

I think one should neither glorify nor demonize. I think there are areas of real opportunity, and one should be looking for opportunities. And I, again, would particularly look for opportunities at a domestic level, because I think that's really where those partnerships can largely be effective.

MS. WINTHROP: Patrick, did you have a comment on this one?

MR. AWUAH: Well, yeah, I do have a comment on it. *You know*, we -- our student body, by the way, is composed of students from very poor, humble beginnings, and students from -- all the way through students who are quite affluent. And so we reached students who have come through a public primary school system, junior high school system, and worked their way up.

And this has sort of got us to look at what's going on in the pipeline coming up to us. And what is happening, actually, is that in Ghana, something like 2/3 of kids who complete junior high are functionally illiterate. And a big part of that is happening within the public schools. So, the public, primary, and junior high schools are generating a lot of failures.

And so my perspective, actually, is that if we didn't have a private primary school and junior high school system, we would have an absolute disaster in Ghana. *I mean*, that really is what is holding foundation, for the most part.

That's not to say that there are not kids coming through the public system that are also making it to the top, but there's just not enough of them. It's just really problematic.

And so I would urge that we should have some thinking around, how do we engage?

And some of these private schools, by the way, are very low-cost

schools. So, there's -- we have a campus in a rural village, and there's a public school, there's a private school that charges something like \$0.25 a day. And their kids are all passing, and the public school's kids are not.

And we need to do some thinking about, how do we engage that private system, and help it expand, and help it grow, so that --you know, in the end, all that we really care about is that education should be publicly funded for the poorest.

But why shouldn't those poor kids be able to get a publicly-funded education in a school that is going to enable them to be successful, for example?

Or might we consider approaches where the management of some of the public schools -- we do some experiments with the management of some of the public schools to say, "Let's outsource some of this management." Have a management that's going to come in for a fee, and manage this, and see if we get a better result.

So, there's some experiments that we need to do, and then scale out the ones that work. And I think that these are the kinds of public/private partnerships that I would strongly advocate.

MS. WINTHROP: It sounds like there's --

MS. BELLAMY: Rebecca, I don't want to take --

MS. WINTHROP: Yeah.

MS. BELLAMY: -- just to --

MS. WINTHROP: Yeah.

MS. BELLAMY: I apologize for taking the airtime.

MS. WINTHROP: Yep.

MS. BELLAMY: A couple of areas -- but he just mentioned one of them.

I mean, not only just outsourcing management. I mean, professional development is something that the private sector does very well. And we talk about teachers, and we

don't talk about education leadership as much as I think we should.

So, the potential, in some cases, of assisting in terms of professional development, even within systems -- and if Coca-Cola can get to the farthest village in the most remote area, why can't we get education there?

So, I do think there are other things. I don't disagree about the actual running of schools, but I think there are other areas in which potentially the private sector can provide assistance.

MS. WINTHROP: Great, thanks.

There was a second question here -- Josh?

MR. MUSKIN: Hi -- Joshua Muskin from the Aga Khan Foundation.

I'd like to make the link between Patrick's talk about citizenship, and personal skills, and commitment, and the Learning Metrics work, and draw a parallel, also, between the argument that we've made -- several people have made -- everybody's made -- that we can't dichotomize access and quality.

And I'd like to hear sort of reactions to saying that we can't dichotomize basic learning to read and learning these other things -- and especially the personal skills that have demonstrated globally to be critical to moving beyond learning, reading, math, all the other technical stuff, academic stuff, and making it useful in life, whether it be in an economic setting or not.

So, I guess my question's for you, from the Learning Metrics group -- what have been some of the discussions that you'd had around how to do what Rebecca asked Patrick -- how do you measure this stuff? And how do you not make it weight until we've accomplished the reading that so many of the donors now seem to be narrowing down on with a laser focus -- also, I would suggest, to the detriment of quality defined more broadly.

Thank you.

MS. WINTHROP: César, reactions?

MR. GUADALUPE: Okay, just two quick reactions.

The first one is, I cannot agree more. I mean, it's -- there are 300 connections between reading and being a citizen. The first one is about your ability to critically read something, and that's essential for being a citizen.

But, I mean, I won't insist on that; I will go for the measurement part. The answer that we're trying to give to this question is not what I think or what we think we should do in order to measure it, but to basically -- first, to map what people are already doing in that area. And there are measurements of citizenship, starting for the measurements of citizenship that have been done here, and included in (inaudible) in several years.

There are international studies on that. The IEA has conducted studies in 2009 and previously in -- I don't remember the previous one -- '99, I think. And there are nationalist studies on that, as well.

Obviously -- I mean, we're trying to map those things, to say these things are already in place, and, actually, I am currently providing advisory services to my Ministry of Education in Peru, because they're going to run a survey on citizenship values among students next year.

So, there is a lot of things going on. And what we're trying to do is to map those things. I mean, it's not that it cannot be measured, that it poses all the problems.

The first problem that it poses is an ideological problem. I mean, it's interesting when you read -- and I have documentation about citizenship, and how that is connected to the Declaration of Independence here, and if you compared that with what's

-- again, a Colombian example -- it was written in Colombia some years ago, which was much more connected to the problems of internal violence in the country, or to what was then in Mexico a few years ago, which was more connected to problems of corruption.

I mean, there is a lot of national history behind this, on how the problem of citizenship is framed. There are some communist elements, but you cannot disassociate these things from there. And there is a strong ideological and political component to it that makes the whole thing very complex.

MS. WINTHROP: Thank you, César.

There was the third question here -- yep.

SPEAKER: Hi. I'm (inaudible) from UNICEF. Hi. I had gender and rights there, and I have two questions, comments that are a bit integrated.

You know, I've spent my professional life doing research and advocacy around the idea that gender equality is not just about education and employment. And for many years, that's all that we've measured.

But, you know, in the last few years, I've really come back full circle, and I seriously think that education is that foundational building block that's absolutely essential. And somehow, I think that got lost in the pathway, in the last few years.

What concerns me right now is that just as the MDG 3, as it was set up, was too unambitious, and made us think that somehow we have achieved not just the MDG, but also gender equality. We may now be going in the opposite direction, where we either -- in the gender conversations I'm hearing, people are leaving education totally aside, and forgetting that there's a long road ahead, or they're using it as a Christmas tree to hang everything on.

And I worry when I hear conversations about "holistic," and "comprehensive," and all of that, because one of the powers of the education sector is

that it is all-encompassing, it is massive, it is a huge platform for doing things on scale for gender equality. But at the end of the day, it is a public good, and it needs to be mobilized sectorially.

Now we may hang, ~~you know~~, intermediate outcomes such as reducing child marriage, or citizenship, or empowerment on the pathway to the big goals that we have been hanging on education forever, right -- maternal mortality, and reductions in fertility, and so forth -- but I wonder if we need to think and be strategic.

And to your point, if we had only two or three goals to get in the strategic development -- goals which are the conversation we are now having at the U.N. -- and I worry -- education may not have that space that it did last time -- what might they be?

MS. WINTHROP: Ritu, do you want to talk on that one?

MS. SHARMA: Yeah, I think it's a great question. And it's ~~--you know~~, is it sort of a chicken-and-egg, and it's always the same -- do you integrate, do you separate, do you do both?

And I think ~~--you know~~, I won't try to answer the question on what space education will have in the next MDG framework; I'll leave that to the other panelists.

But in terms of this issue of gender, a couple of things -- just from a technical point of view, I think the dominant thinking is that, whatever the goals are, if you're counting heads, you need to count female heads and male heads, and you also need to count -- look at other marginalized populations. There's a number of equity issues embedded in whatever goal is set, and I think that holding the next set of Millennium Development Goals to a very high standard for social and gender analysis is a baseline that we need to do.

And that needs to go across all our communities; it shouldn't just be the gender community that is fighting for that. It is in the interest of all the sectors, all the

issues, including education, to look at who's learning, who isn't learning, where are they learning, why aren't they learning, and all of that kind of thing.

But secondly, I think just from a political perspective that the women's movement is already and will continue to play a very, very strong role in this round of the Millennium Development Goals, in a way that we did not see in 2000.

And, ~~you know~~, I think it is incumbent on those of us who bridge the gender community and the education community to make sure that education is very much a part of the gender agenda, and gender is very much a part of the education agenda, because girls -- you are right that that learning around citizenship -- ~~you know~~, education is a wonderful environment for girls to understand the world around them, and why it is set up the way it is set up, and to begin asking those fundamental questions that may lead to their liberation. It's very ideological. It's very politically potent.

But that's a rich space for gender equality to begin to develop. So, I think both from the technical perspective on the MDGs, but also this political perspective, we really do need to start bridging those conversations.

So, I'll stop there. I don't know if that answers your question, but on the other question of what space will education have -- that's a TBD.

MS. WINTHROP: But I have to say, just from my perspective, I'm much more optimistic today than I was a year ago, or a year and a half ago. And, ~~I mean~~, there's multiple streams in this discussion about post-2015, and we'll get a chance to hear from Homi during the reception, who's been integrally involved, and he can give you his take.

But my sense is, from interfacing with these different streams, my sense is that there is a recognition that education is an unfinished agenda, and that however it features -- and might not be its own separate goal like we have now, because they're

talking about a range of different things -- however it features, it needs to be outcomes-based, not inputs-based.

So, enrollment in primary school was an input space, versus no child deaths; that's an output space. So, it has to be something probably around learning something, and that's a debate that the Learning Metrics Taskforce is trying to have with a broad group of people around the world, so we can input into that discussion.

Let's take this side of the room. At the back, Steve, and then Dennis -- at the very back.

SPEAKER: Hi. My name is Alma. I'm a teacher in training.

And my question is, we've heard the educational community. It's a service that needs to be provided. And my question is, how in practicality do we recruit teachers that are going to provide this service? And there is a global shortage of teachers. And in order for the service to be successful, you need skilled service providers.

And so if the panel could help me understand, how do we tackle in practicality? How do we recruit service providers to reach this goal?

MS. WINTHROP: So, a question around teachers, Heather.

MS. SIMPSON: I can start, and then I'd love to have others -- teachers are a critical piece of the puzzle for learning and education.

I think when we're working in different countries -- where Save the Children has been working -- recruiting teachers who speak the language that children speak at home or in their communities -- or speak the language that children speak with each other -- recruiting teachers who live close to where those children live, those are key issues that we need to work with, with government systems, or with private sector education providers, to make sure that teachers that we're recruiting are from -- are close

to those children. That's a start.

I don't know how else to tackle -- it's a -- there is a major teacher shortage. I'm looking at you, Carol, to --

MS. BELLAMY: I don't have an answer, either. Not only that -- ~~I mean,~~ the shortage we've been talking about is largely teachers for primary, not even post-primary, where there's an incredibly even greater shortage.

But I think we -- ~~I think~~ -- first of all, we talk about teachers kind of as an afterthought. And I don't think the whole issue of teachers and education leadership has been integrated as much as it needs to in education policy and education debate and discussion generally. It's kind of seen as a parallel activity -- very important, but as something that's parallel, and I think it needs to be much more integrated, much more attention.

And then financing comes into this. ~~I mean,~~ we all know that the great majority of financing for education is domestic finance, largely for teachers' salaries -- not that the teachers are making a lot of money, but it leaves very little left over for any kind of basic training, any kind of materials, other things. If you're dealing with classroom -- and I totally agree that education isn't something that just takes place in the classroom -- but even if you are talking about the classroom here.

So, financing becomes a critical issue, and, ~~you know,~~ this kind of financing, which is not typically something that external donors are enthusiastic about, because it has to be predictable, and regular, and ongoing.

In my mind, the one good news is, because there's now attention being paid to our kids actually learning something, that there is going to have to be more attention to teachers than there's been. I think teachers have been kind of a -- you had to said it -- it was ~~like, you know,~~ if you didn't say it, the duck didn't come down, but you just

said it, but not much was done. Now something more is going to have to be done. I still don't think we have much in the way of plans for it.

MS. WINTHROP: All right. And, I mean, maybe, Dennis, I'm going to call on you a little bit, because -- as someone who knows teacher issues very well, you might want to say something about this, if you weren't already going to.

But clearly, a piece of the puzzle for teachers has to be about improving their conditions of service, because there's an issue about recruiting enough teachers, but there's also an issue of a lot of teachers who are trained to teach a little bit and leave the profession. A, they make more money elsewhere. This -- you know, I can't -- there's good studies on this, but you also -- if you travel around the world, you know, if you -- the people who become U.N. drivers are, half the time, excellent secondary school teachers.

And so how do you bring those people who have left the profession back in? You need to make the profession more attractive and more supportive.

Anyways, so we'll take Dennis, and then Steve.

MR. SINYOLO: Yes, thank you very much. My name is Dennis Sinyolo, from Education International. So, we are the teachers, the women and men in the classroom.

First of all, on teachers, glad that the issue of teachers has been raised. The question is how do you attract young people into the profession, and retain teachers in the profession?

One of the key ways of ensuring that you improve the status of teaching and attract people is to improve, obviously, the conditions of service. Conditions were effective. Teaching and learning are very essential. I'm talking about salaries, but I'm also talking about support mechanisms, including providing resources for teachers to teach effectively.

So, there is a wide range of issues that need attention, but continuing to support teachers throughout life, so that they continue to learn and improve themselves throughout life -- but also receive support from the government, support from local communities, and others as well.

But I had other issues to raise, if it's okay with you.

MS. WINTHROP: Please do, yes.

MR. SINYOLO: Yes. First of all, a question for the Learning Metrics Taskforce: We have learned from the existing assessment mechanisms, including the OECD Programme for Student Assessment -- PISA and other mechanisms -- Sukmek and so on -- that you must be familiar with them -- that there are so many weaknesses associated with measurement.

One of them -- I will just cite a few -- some of them. What you measure is usually very superficial, and it does not really measure education; it measures, perhaps, a tiny bit of education. And then one of them is that what is measured usually turns to influence education policy at national/local level, including what teachers teach, unfortunately.

So, what mechanisms are you putting into place to mitigate the negative impact of measurement? We cannot just turn a blind eye to it, and say, "It will be fine," because it may have disastrous consequences -- although it may not be intended. You may get the whole world shifting its focus to measurement, and neglecting the very essence of education.

And then question number two is, with respect to Ghana on privatization -- it's not a question; it's a comment. In fact, from our studies and experience, we notice very clearly that public education is important. It is inclusive and sustainable. We can cite many examples of systems which have collapsed because they relied mainly on

private education.

So, it's important to take that into account, and we have many private schools -- which select students, by the way. They don't take everyone, but public schools do.

So, when we talk about performance in public/private schools, we should take all that into account. This is not to say, of course, public schools cannot do better; they can. That's why it's important to invest in teachers, and also, to invest in school leadership and resources as well.

And finally, my question is to Carol -- Education First. We want Education First to make a difference -- not to be just one of those mechanisms helping us pull everything together.

And one of the key barriers to achieving (inaudible) MDGs is financing. There is just not enough financing, either domestically or internationally. If Education First were to mobilize funding or help mobilize funding, would it be feasible to do it through the Global Partnership for Education? What would be the mechanism? They are the donors who are willing to put more money. Where will they send the money to, through Education First? Would it be the GP?

MS. WINTHROP: Okay, three good questions -- two good questions, one comment that will elicit a reaction.

So, César, Patrick, and Carol, if you want to respond.

MR. GUADALUPE: Thank you.

Okay. ~~I mean~~, there are hundreds of problems with assessments, and especially with standardized assessments. And those problems range from a variety of things that are related to metallurgical (?) issues and hundreds of other things like the things you mentioned.

And those problems are not only, ~~I mean~~, things that are happening -- a particular assessment or not, or an older assessment. They happen everywhere for different reasons.

I cannot tell you what the Learning Metrics are going to say about that, because we haven't said that as yet. I can tell you what I feel we are discussing, and we might incorporate in the debate.

First, we have to be aware of those problems. ~~I mean~~, the first way of tackling with those problems is at least to be aware of them. So, if you want to have -- let me say the other thing first, all right?

First, you have to be aware of the problems. You have to put all the warnings, and see what are potential problems with the things.

And the second problem is that you have to be aware of, what are you talking about in terms of assessments? ~~I mean~~, there has to be a correspondence between what an assessment is for, what it's assigned for, and how you use it.

For instance, PISA was originally designed as a study of the basic skills of the new intake into the labor force. It was designed to study of those who are 15 years old. For operational reasons, it was easier to test them in schools, because in the OECD countries -- Mexico -- 97 percent of them are in schools.

So, you go to the schools, you test them there, but you are not measuring the schools. ~~I mean~~, PISA has evolved, and it has changed. The original design of PISA has nothing to do with the school system. It's the intake into the labor force. That was the original design.

If you want to use that for educational policy, you cannot blame PISA for that. It's a problem of the one who is doing that for educational policy, or for educational research -- and understanding that PISA is a way of measuring quality of the location; it's

not.

PISA measures a few skills with this purpose, and you use that for that purpose, and we're fine. When we start mixing up apples and oranges, then we create problems.

So, the second step for us is that, that there are problems that are associated with the test as such -- and especially with some particular form of testing. †
mean, if you have a high-stake testing, probably the teachers are going to teach for the test at the end of the day, and that is going to become the curriculum. That's a problem in the design of the test.

But there are other problems that are associated with not understanding what the tests are about, and we have to manage those things as well.

So, what we can do, I think, is to say, "This is the way we're measuring things. These are the potential problems. These are the attributes of the things. Please be careful, but don't think that this assessment is going to give you something else, because it's not about that."

I mean, I mentioned PISA; I could mention something else. I mean, that doesn't matter. It's just because you mentioned that one.

So, I guess that's what we can do, and I think that's important. It's important to clarify, because there is a kind of -- don't know how to say, but simplistic view of assessments, in terms of they measure the quality of a location. Some people do that, they take the assessment score, and a regression between this and that, and that explains everything, and then we have (inaudible). It's not that simple. It's not that simple in that end.

It's not that simple in the other end -- that measuring reading comprehension in grade six provides information about reading comprehension in grade

six; no more -- not about what happened with those who are not in the school, those who are not in grade six, or about something else.

So, I guess it's important for us, basically, to document and create alerts around these things, rather than just, ~~I mean~~, throwing away the baby with the bathwater.

MS. WINTHROP: Thanks, César.

Patrick, did you want to have any reaction to the comment?

MR. AWUAH: Sure, sure.

MS. WINTHROP: And then, Carol, I think you'll have the last word.

MR. AWUAH: Actually, I think my response would be to actually share a very short story, about my gardener's son, who used to read this book. And we thought he was reading, and we realized one day that he had just memorized this story. And he couldn't read two-letter words, and he was 11 years old, he was in class three, in a public primary school.

And we pulled him out, and put him in a private school, and three weeks later, he was starting to read -- three weeks.

And for me, I'm just sharing a very personal story -- that for me, when I see something like that, I have to ask the question, "What was happening in that public school?"

This wasn't about a child who was incapable of learning. It wasn't about the fact that -- ~~you know~~, the private schools are selecting based on who can pay the fees and who can't, but at the primary level, they're not screening kids out for other reasons than that.

And so the question for us, for my wife and I, was, "How do we get this kid to be educated?" And the barrier for him was money, so we just removed that barrier. And we got a different result.

And I think that this is a very simple measurement, to point to the word "is," and see if the kid can decode that -- or to point to the word "the" or "no." And it's really important that we have some basic foundation that we insist that kids should have, and that we not be bashful about testing for those things.

It doesn't mean that the test can catch everything. It doesn't mean that designing a test is an easy task, but we need to test some basic things.

And we also, I think, need to test some more complex things. The generation that is coming after us not only has to deal with a globalized world, they need to deal with a changing ecology, they need to deal with climate change. They need to understand the importance of maintaining organic systems. They need to understand.

And we need to be able to say, we're going to have a test that goes around and sees which schools have gardens, which schools have kids who are not littering, which schools --you know, so these are things around citizenship, and global citizenship, and global responsibility.

It doesn't mean it's going to be easy to do it, or to get it right. But we must at least try.

And I think we also need to just --you know, I didn't make my initial comment as a criticism of the public sector; it was just saying that there's this other thing going on with the private sector that we've not talked about. And we need to think about, how do we engage that private sector, because at the end of the day, the most -- we should really be thinking about the kids.

Every conversation should start with the kids and should end with the kids, and whether they're learning or not, whether we're setting them up for a better life or not.

MS. WINTHROP: Great.

And unfortunately, Carol, you have to be the last word following that.

And I'm sorry to the other folks, Steve included, who had questions; we've run out of time, but we will reconvene again after 15 minutes.

So, last word for you, Carol.

MS. BELLAMY: Well, I'll make a comment on financing, but then I hope

--

MS. WINTHROP: Good, wonderful.

MS. BELLAMY: -- we end with the kids, okay?

MS. WINTHROP: Good, thank you.

MS. BELLAMY: I think that's where we started.

MS. WINTHROP: -- designed it to have that be the end of (inaudible); perfect.

MS. BELLAMY: There's no question there needs to be more financing.

That being said, my personal view is that figure of \$16 billion that gets thrown around, even if it appeared magically tomorrow, couldn't be effectively used. It probably would be poured down somewhere, but I'm not sure it could be effectively used.

So, I think the issue is not only more, but it's also better utilization of the financing.

Now a couple of things -- we know that a good number of sub-Saharan African countries have actually increased their investment in education. That -- I mean, that's very important, and let's recognize that.

There's some outliers who have not. Uganda's reducing. We at GP were in a battle with Chad about reducing when they thought they were going to get Global Partnership money. Nigeria's money's sitting at the federal, but it's not getting down local. So, it's not all a pretty picture.

I do think that the Global Partnership plays a role, at least, in better utilization of money, because it is very much about aligning resources with the education plan of the country -- so that rather than having the pilot project of the -- no disrespect meant to anybody -- the Germans in the North, and UNICEF in the South, and somebody in the West, and the Education Minister pulling his or her hair out, doesn't mean that different donors can't be doing different things; they clearly can, but if at least those donors are donating in alignment with the education plan, the hope is, you were at least getting more maximization of the resources.

So, yes, we need more financing. It is really unfortunate that some of the external donors are pulling back -- Benevolence, for example, and a few others -- but we also have to use the resources better. It is part, at least of my argument, that it can't be business as usual going forward.

MS. WINTHROP: And the kids.

MS. BELLAMY: And I would like to end with the kids.

MS. WINTHROP: Please do.

MS. BELLAMY: Because it's for them. They can't wait, so we -- not -- ~~mean~~, they can't wait for the three years, to 2015; they're now. So, we got to be doing it now.

MS. WINTHROP: Agreed.

All right. Thank you, all panelists, very much.

We will have a short break, and we will reconvene at 4:00 for the panel on the Global Monitoring Report.

(Recess)

MR. WATKINS: So welcome to everyone for the last session of today. We've got a great group of panelists and speakers. We're starting with Pauline Rose, who is the

director of the global monitoring of the UNESCO Global Monitoring Report. Pauline is going to do a presentation of around 15 minutes, and after that we're going to have a group of panelists who will come up onto the stage, and I'll introduce them at that point.

We're going to start the discussion with the panelists initially, a discussion between the panelists themselves, and then we're going to throw it open to you guys to ask them the most barbed questions you can dream up between now and then. And if you need any help with barbed questions there are various people in the team who will provide them with you.

Sorry, I should have started by introducing myself. I'm Kevin Watkins from the Center for Universal Education here at Brookings.

So, the first speaker, as I mentioned, is Pauline Rose. Pauline is responsible for this. Pauline and the team. A lot of you have probably looked through it. It's really an amazing report, and I think Pauline and the team should be really proud of what they've done. It's not just a mine of information. It's a really riveting read. And I think it tackles what is surely one of the greatest challenges of our age, which is skills and youth unemployment. And that is a crisis that if we don't resolve it clearly has huge ramifications economically, socially, and culturally. And I think this report really sets out some of the most critical questions that have to be addressed.

I think copies of the report are available. ~~I mean~~, those of you who are flying and only using hand baggage, I'd recommend you not to take more than one because it's pretty heavy, but well worth the read.

So, Pauline, over to you to the presentation for 15 minutes, and then we'll move on from there. Thanks very much.

MS. ROSE: So thank you, Kevin. One part of his self-introduction that he missed out was that Kevin was the previous director of the Global Monitoring Report,

so it's a great privilege for me to be here on the platform together with Kevin in this role, and I think you'll agree that the GMR has built on very strong foundations thanks to the work of Kevin for the previous reports. And I'd also like to thank Brookings for this opportunity for us to present the report in this important event.

I'm going to start by giving a brief overview of some of the challenges that we set out in the report this year. As many of you know, the Education for All Global Monitoring Report monitors progress towards six internationally agreed education goals, as well as each year picks a specific theme. And as Kevin mentioned, the theme this year is on skills and work.

In terms of the monitoring progress towards the six goals, we find that progress for the education goals is stagnating. This is across all of the six goals. This is a very worrying trend, and I know we've been hearing about it already from the panelists who have been speaking very passionately about education. I'm going to be speaking from my passion of the data and how the data can tell us the story of where we are and what we need to do to actually make faster progress to achieve education goals and what we can do between now and 2015 and how important that is.

At the same time as progress towards these goals is stagnating, it's also worrying to see that aid to education is slowing down. Just at a time when we need the commitment of donors to actually accelerate progress as we were hearing from Gordon Brown earlier, we actually see that the progress towards the financing of education is stagnating, and this is also a worrying trend.

The slow progress in recent years towards education goals has left a massive skills deficit amongst young people. This is the focus of the core part of the report this year, the huge numbers of young people who do not even have the most basic foundation skills they need to find work that pays them enough to earn a decent wage.

And amongst those who are in this situation are most likely to be living in a poor, urban area, in urban slums, in rural poverty, and women, in particular, are subject to these constraints.

I'm going to start by just giving a quick overview of certain aspects of the education goals. I won't be able to go through them all, but I think what I'm going to show is going to highlight the concern that I was raising overall of the stagnation towards education for all. When we look at the goal that is perhaps the most well known, the universal primary education, we can see that out-of-school numbers in the first half of the decade since the goals were set, the progress was reasonably fast; that we reduced the out-of-school numbers from 108 million to 74 million by 2004.

However, worryingly, since then, the trend has really declined. It has gotten much slower, and of particular concern is that between 2008 and 2010, there has been no progress; that we are left with 61 million children out-of-school and that hasn't changed over these recent years. So if we continue with business as usual, we're not going to, by any means, achieve the goals. So we really need to accelerate progress, and this means actually really targeting those that are hardest to reach and putting far more effort to reaching those who are living in these remote areas -- the children with disabilities, those that are child laborers, and so on. So we really need to find new ways and quickly to reach these young people and children.

Now, one thing that we've been doing in the report over the past few years is really trying to highlight the extent to which inequality is holding back progress. And in the 2010 report, we put together a database that was looking at education marginalization, and we've recently produced an interactive website that allows you to click on different countries and different indicators that really highlight quite visually the extent to which education inequalities are at the root of what is holding back progress.

So if we look here in Pakistan, we can see that if you're living in the Punjab, you're doing better off than if you're living in Balochistan. But actually, if you're a poor girl living in the Punjab, you're not doing that much better than a poor girl living in Balochistan. So actually, the issues of poverty and your gender are interacting and overlapping with these other issues of where you're living, which are really holding back your opportunities. And these are the sorts of issues that we need to tackle.

In the report, we tried to address the, not only extent to which access is a concern, but also the interaction between access and learning. We estimate in the report that there are around 250 million primary school children who are failing to learn the basics. Now, some of these are failing to learn the basics because they're not even making it to grade four and therefore, are very unlikely to have the opportunity to be able to read and write effectively. Others are not achieving the basics because even if they are in school, they do not have the support in those schools to be learning effectively.

So we look across a number of different countries. And just to give a quick overview here on this graph, we can see that the dark purple at the bottom are those that have actually reached grade four and do achieve the minimum level of learning. So the parts that are in the medium purple are those that survived to grade four but do not achieve the minimum level of learning. So they are -- you can see in some, like Malawi here at the end, that very few numbers of proportion of children who are in school in grade four are actually making it to the minimum level of learning. So there is a huge part of the bar that is in that medium color purple. They're in school but they're not learning. And then the top part, which is telling us that there are some that aren't even making it to that level.

So looking across all of these countries, this is where we come to this estimate that 250 million primary school children are failing to learn the basics. So this is

a real learning crisis, which again we've been hearing about and why it is vital that we put great retention onto this, both as we're trying to accelerate progress to 2015 and in terms of what we want to look at beyond then.

So it's not just about needing to make sure that children in school are learning, but it's also about what commitments we're getting to make sure that we can achieve these goals. The international community set themselves an objective that no country would be left behind due to lack of resources. Unfortunately, this didn't have a clear target associated with it. So that might be something we also want to think about in the future. But what we see is that what has happened in recent years, there has been an increase in aid to education, but this has stagnated. And we -- so between 2009 and 2010, the amount of aid to education has remained the same, and that is the same for basic education, which is the bottom part of this bar here. And when we look forward, we also anticipate that this is not going to change; that we're unlikely to see an increase in aid to education based on OECD projections, but also based on what we're seeing in countries like the Netherlands and Spain and so on who are cutting back aid and the impact that this is going to have on education. So the fact that we already see that the goals are stagnating, that this is going to be compounded by the effect of the commitments that we see through the financing.

Now, we could say, well, part of the problem is that there's not just enough money. So, ~~you know~~, countries that are affected by austerity understand that they need to prioritize their budgets and that aid is not necessarily going to be the priority in those situations. However, one thing that we have been looking at in the report in recent years, and we've been able to look at a bit more robustly this year, is the extent to which aid actually is spent on education in developing countries. The first time OECD has actually been allowing us to categorize the money that is spent on students who are

studying in rich countries, students from developing countries who are studying in rich countries and the amount of money that that takes out of the aid budget. And we can see that around 25 percent of the amount that donors are spending overall is actually spent on the education in rich countries. So that money is not leaving those countries.

Now, there are different extents to which this happens, but we can see here, for France and Germany in particular, very large proportions; around 60 percent of Germany's education aid budget is actually being spent on students studying in Germany. Now, if we were to reallocate this money, around \$3 billion -- \$3 million, this would actually make a huge difference to the extent to which we can finance education goals in developing countries and reaching those who are most in need.

I'm going to move now to the thematic part of the report, which is on skills and work. Now, as some of you might know, this is associated with a third Education for All goal on skills. It's the goal that has been most neglected over recent years since the goals were set, and one of the reasons why it's been most neglected is because it's been very difficult to define and measure. And there have been a lot of heated debates about what we actually mean by skills. I'm not sure that we fully resolved that debate, but clearly it is really vital that we do address this goal. It's really important that we ensure that young people do have the skills that they need for work and that we actually do something urgently about it. So I think it is quite timely that the report focused on this theme this year.

In the report, we identify part of the reason for this being so important is actually because we have the largest youth population ever. One in six of the world's population is aged between 15 and 24 years, and in sub-Saharan African, 6 in 10 Africans are aged under 25 years. So there are huge numbers of young people, and in Africa, in particular, that youth population is going to be continuing to grow rapidly up until

2030 and beyond. So we really need to reap the benefits of this youth population; see them as the opportunity that they really can be, rather than the threat which it seems they're being seen to be in many circumstances at the moment.

But unfortunately, it's the case that we're failing many of these young people. One in eight are unemployed, and perhaps of even greater concern is that one in four is in a job that are paid below the poverty line. So if you don't have the luxury to remain unemployed, you're being forced to go out to work, earning a wage on a daily basis in insecure work, not sure if you're actually going to be paid the next day, this is really not a desirable situation to be in. Many of these young people who are either unemployed or working below the poverty line have not even achieved the most basic education. We identify in the report that one in five young people have not even completed primary school. So if you have not even completed primary school, you're unlikely to have even the most basic skills you need to find work.

When we set about doing the report, we found the issue of skills was very complicated. And whenever we talked to anyone about what the report was about and we say it's a report on skills, they often said, well, what exactly do you mean by that? So as we were preparing the report, we found that it was important for us to simplify what we were meaning by skills, which is obviously a very complex issue. We have, for the purposes of the report, simplified it into three different types of skills -- foundation skills; the literacy and numeracy skills that every young person needs that you would normally acquire through primary and lower secondary school; then the transferrable skills, the communication skills, the self-esteem, self-confidence that young people need in order to actually get a job and perform well in work, and also, the technical and vocational skills, the skills that you need for particular occupations.

We then identified that there were two routes through which you could

acquire these skills. One is the more formal education route, going through primary to lower secondary to upper secondary. And this is maybe the sort of simpler way of getting these skills if you actually have the right quality and relevant education. But many young people are not having that opportunity. Those one in five, the 200 million young people who don't even complete primary school, need a second chance. So when you look in the report at many programs that are offering young people a second chance in education, many of them run by nongovernmental organizations doing great jobs in reaching young people but this is not on a large enough scale that's needed.

For those that are also going through this route, they need not only a second chance in basic literacy and numeracy, but they also need the opportunities to gain the work base skills. And there are again many good examples of work-base training through traditional apprenticeships, through different forms of vocational skills training tied with second chance programs which have really helped give young people the chance for better opportunities.

Why is this important? It's obviously important for the lives of young people. It can help them to ensure that they have a better future for themselves, but it's not only the opportunities that it gives to young people; it's also vital for the prosperity of countries. We compare the situation of Ghana and the Republic of Korea, two very different countries, and of course, very different contexts that are going on, but there are some sort of quite simple comparisons that you can make to just see the extent to which investing in skills within a framework that really helps to ensure that the skills that are being developed are linked with the skills that are needed through the types of development policies that are in place and the macroeconomic policies that are in place as happened in the Republic of Korea.

The Republic of Korea was in a similar situation to Ghana in 1970. They

both had a secondary gross enrollment rate of around 40 percent. But the Republic of Korea invested in education to a massive degree and links that with its work training, with its work program and its macroeconomic policy. And this education soared, as did its economic growth. But in contrast, Ghana's education stagnated as did its economic growth. Now, there's obviously a lot of things going on, but clearly that synergy between the two did make a difference for the Republic of Korea.

Moving on, in the report we look at a number of countries where looking at the extent to which young people have acquired foundation skills that we define -- where they have skills acquired through primary and lower secondary school. That's the purple part of this graph. The green part is those that have better opportunities to have reached upper secondary. We find that in 30 out of 59 countries, more than half of young people lack even the most basic foundation skills, so there are a huge number of huge skills deficit. It's mainly the poorest -- whether they're living in urban areas or rural areas, the green dots at the top here -- compared with the purple dots at the bottom which are the urban rich. So if you are living in a rural area or an urban area and you are poor, you are most likely to be lacking foundation skills.

In rural areas where the skills deficits are the largest, if you are a female you are also even more likely to be lacking foundation skills -- the red dots at the top -- although there are exceptions in some countries where it is the boys who are most disadvantaged. So this shows that there are needs to actually develop programs that link with the different experiences of young people.

Just to conclude, in the report we identify a large number of programs that actually are tackling this problem. So I've set out something that is really showing the extent of a huge problem, but there are things that can be done. There are things that can be done through the secondary school system, reducing the barriers, breaking

down barriers, providing, making sure that school is relevant to work, schools working together with companies. But also for those outside of the formal system, there are ways of ensuring skills training can reach both the urban poor working in the informal sector, as well as the rural poor through these second chance programs and through bringing together the opportunities of having some work-based training.

So I'm not going to go into detail on these programs now but I just wanted to finish by making -- giving one example that we looked at in the report because a lot of what I've been talking about and a lot of what we hear is about people in poor countries. But actually, we should remember that some of these challenges are here on our doorstep. So in the report we look at a program in New York City that's run by Mayor Bloomberg that is helping young men, in particular who have come from disadvantaged backgrounds, to actually have the opportunity to acquire skills. In New York City, you might be surprised to hear that there are around one in five young people are out of work, and many of these young people who are out of work have not received a secondary school diploma. So Mayor Bloomberg's program is an example of providing young people with a second chance, a second chance in gaining skills and getting skills for work. And we're going to be hearing more about that from one of our panelists shortly. Thank you.

(Applause)

MR. WATKINS: Thanks, Pauline.

Before I invite the panel up, I've got one question that I want to ask. You can take a seat. Not that it's a particularly shocking type of question.

I should say first of all, I can't help -- one thing I have to note is that the quality of the graphics in the GMR and the presentation have improved dramatically since I left. (Laughter). Which there's obviously no causal connection going on there. But

even so, it's an observation.

The question I want to ask in a way is the most obvious one of all. If you look at your first two recommendations that come out of the presentation, which is brilliant, the first one is that we need second chance education opportunities for around 200 million children the poorest countries, all low income and middle income countries, that we need to move towards free secondary education in those countries. That clearly has huge financial ramifications. ~~I mean, J~~ just on the secondary education side, you estimated another 8 billion. We already have a 13 billion financing gap in primary education. Eight budgets are being cut, growth is slowing down. If you are an education minister and you are presented with an ambitious scenario, the first question ~~I guess~~ you would ask is where does the financing for this come from? I just wondered if there's a short answer to that.

MS. ROSE: I think I might have to go back up there because I don't have a microphone.

MR. WATKINS: Please.

MS. ROSE: It's a very good question, but I think Gene Sperling gave us the answer just now because he was committing to increasing the U.S. budget for education. (Laughter) So that's the first step. But I think it is a real challenge, but I think that there is a lot more money out there and it's not enough of an excuse to say that austerity is going to hold back -- can hold back progress. We have committed to these young people the opportunity for education. There's money that isn't currently being used in rich countries that should be being used in the poor countries for developing skills for those most in need. So that's one set of finance.

Also, the private sector. The private sector are the greatest beneficiaries of a skilled workforce, and yet they are not doing enough as of yet to support the

education of young people. We estimate in the report that the amount that the private sector is spending on education in terms of Education for All goals in poor countries is only around 5 percent of what aid donors do. So we know that the private sector is getting far more active in education, and this is really great, but I think we also need not only the support in terms of the knowledge and experience, but also the support in terms of finance. So those are some suggestions. Thank you.

MR. WATKINS: Thank you. You should go into politics. That was a very good answer to a tough question.

So can I invite our other panelists up onto the platform?

So let me start by introducing the panelists. On my right, on the extreme right, is Tyrone Littlejohn. And Tyrone is from the Bronx, and I think it's his first time in Washington, D.C. So welcome to D.C. and to Brookings. Tyrone is both from the Bronx and is working to promote education among young people in the Bronx, in particular, young people who are out of school and out of work. He's an assistant trainer at the Mosholu-Montefiore Community Center, and a fellow in the Bloomberg program, actually, that Pauline mentioned. And a beneficiary of the program; somebody who has been through the program. So we're really excited, Tyrone, to hear your story in a little while.

Pauline I've already introduced, so I'm not going to do it again.

On the left of Pauline we have Clare Ignatowski. And Clare is senior advisor for Workforce Development in Youth in USAID's Bureau for Economic Growth. Presumably, you have the secret for economic growth which we look forward to hearing all about. But Clare is also the principal author of the USAID Strategy on Youth Development and manages the EQUIP program, which is implementing projects in 26 countries. Clare actually also worked as a youth farmer trainer in Cameroon in her previous life, which is very relevant to this discussion. ~~I think.~~

Mary Chandler, to the left of Clare, is corporate social responsibility director for Global Strategic Investment and Policy. That's a very long job title.

MS. CHANDLER: Isn't that a good one?

MR. WATKINS: At Cummins, Mary is leading Cummins' Technical Education Initiative, and before that had a distinguished career as a lawyer and in public service in Indiana in a variety of public policy positions here. Very welcome, Mary.

And finally, Joseph Munyambanza is from the Democratic Republic of Congo initially, and fled the DRC, ~~I think~~, at the age of six, as a refugee, and had his primary education in a refugee camp in Uganda. And then went on to secondary school, and ultimately, to the African Leaders Program in South Africa. But of Joseph's many achievements, one of them is that he founded an organization to educate other refugee children from the Great Lakes region, from Uganda, Burundi, DRC, and Sudan, ~~I think~~. And started the Skills for Life program, which is a skills training program for women who are victims of violence.

So all of you are very welcome. This part of the program, I'm just going to invite each of you to make short introductory remarks, which are prompt by asking you a question. If you don't want to answer my question and answer another one, you're quite welcome. (Laughter) So you stick more or less with a question.

So Joseph, what I'd like to ask you in a way is the most obvious question of all as I asked Pauline. You've lived through a very difficult time in your country. You've interacted with a lot of children like yourself who were denied opportunities to develop the sort of skills that Pauline was talking about in the report. And I just wonder if you could describe, give us something as a flavor of what it means to be a child growing up in that type of environment, denied the opportunities to develop the skills that you need to make a better life.

MR. MUNYAMBANZA: Thank you again. I'm Joseph and I was born in the Democratic Republic of Congo, and when I was six-years-old, in 1996-1997, is when we had these conflicts. And by then I was already in primary school. I was in the primary 2. And like any other child in the country, I had dreams of becoming someone, seeing other people in the community developing. I also thought at some point in time I'll be someone big. But here comes the war. My parents, my community, we are always organized, so we are pushed into the refugee camp. And in the refugee camp, for about seven years without not getting peace, because I come from the Eastern part of the country in Goma where even now we still have many problems. Whenever we are trying to go back, another problem comes. And so I got education first from the primary school in the refugee camp. We are talking of hundreds. I think for me to go to the primary school, sometimes I could sit under the tree or on the floor with other more than 100, sometimes like 200 children in one classroom. And going through this, of course, every year you see you start school and there are ~~like~~ 300 kids in the class, and then at the end of one, I found ~~like~~ more than 60 percent of children have dropped out of school.

But by thriving and seeing what is happening, my parents ought to be able to continue to support me seeing how ~~like~~ my dreams which I had before. It's like being broke as if there is nothing to go ahead. And also see how other children, ~~like~~, life is going in the wrong direction forever. I started thinking that I should be focused on education and see if even in this seem-to-be closed situation, is there anything, ~~like~~ ~~(inaudible)~~ I can work harder to get better. And after seven years of primary school in the refugee camp, I was able to get first grade, ~~like~~ out of a thousand little kids. And then I got a chance to get a scholarship and go to boarding school in Uganda.

But still ~~like~~ in the budding school, I realized that I am one of -- because the refugee camp was 23,000 people, the majority from the Democratic Republic of

Congo, but even these other countries, neighboring countries, were in the refugee camp. So I'm one of very few, like less than one percent of kids in the refugee camp who have got that opportunity to go school. It's not because I'm better than them. Each kid has the ability, each kid has a potential to be like me and to be like you. But then these opportunities which are not given to them make them ~~like~~ suffer, become in the worst situation.

And so I wanted to go back to the refugee camp, use this small education I'm getting in the high school, to see what I can do. So what I studied in 2005 is with the other two friends of mine, two of them being Congolese and one being from Sudan. We started this organization, and I was heading a two-timing program, so that kids who are in primary school I can help them perform well, motivate them, inspire them, to persist in these conditions. So that may be an example that you can finish at this primary school, and if all goes well, you can go ahead. And when the students finish, passing very well, I felt motivated. I'm contributing to the community. But also I felt I'm not progressing alone. And in 2006, I had 12 kids who performed very well, and we got the chance to put them in secondary school, so the following year I had a bigger number of kids who continued to come.

And as we are doing the tutoring program we are also ~~like~~ going to work for people because, for example, I had this scholarship. I did not need ~~like~~ money to live on. I had my school fees paid so we could go and work for someone. Work for you. You give us money. We used that money to buy one textbook and then I used that textbook to help other children in that way. And in 2007, we had 52 children who performed very well in the primary school. By the end, when we finished that one, we realized that this was the highest number of kids finishing the primary school, and there was only one high school there and this high school only stops in grade 10 and that is not good for you that

you have finished high school. At the same time, it's overcrowded and the teachers are not qualified because teachers in the refugee camp, if other schools in the public sector are suffering, ~~you know,~~ what is happening in the refugee camp is even worse. And the big problems that you put, especially guards there, they don't stay there for one year.

There are many problems, pregnancy and other problems. So what with my friends we did, we went in the communities in the town, ~~like~~ in the western part of Uganda and stood what is the opportunities for us to take the students either at a lower cost or for free. By then, be able to provide accommodation for them.

So what we did, we rented first one house and then we put -- we started with 16 students. We put them. We went to the public schools, explained our situation so they could allow our students to attend high school there, and then our students could come in these rented houses. So we started like that and in 2010 we had around 15 students, of which five were girls -- the first girls ever to complete high school in that refugee camp for many years. And then this continued. In 2009, we started an orphanage, which also became a very successful thing for us and we turned it to be a primary school, and in 2011 we have built a primary school mostly for orphans because also sending kids to, ~~like,~~ teachers who are not motivated, they are not inspired, becomes a big problem sometimes; can even demotivate children. And then our primary school is to get the most vulnerable children to see how they can be helped and then because in Uganda it is only English-based, our curriculum, most was from French-speaking countries. At our primary school we have teachers speaking French. I don't speak French but some of my kids are able to speak French. And even the high school (inaudible) they can get to secondary school. So that's my situation.

MR. WATKINS: Thank you.

(Applause)

MR. WATKINS: It's an amazing story and an inspiring story. And we'll have an opportunity to hear more about it as we go on.

Tyrone, the environment in New York is obviously very different than in Eastern Democratic Republic of Congo, but as Pauline mentioned, there are huge problems of young people being unemployed in New York, as there are in other parts of the United States. And I'd be really interested to hear your experience of what the program that you're now a member of but initially came through as a student, what that did for your life in New York, in the Bronx.

MR. LITTLEJOHN: Well, I was born and raised in the Bronx. And like a normal teenager, I ran into trouble, trying to be popular and stuff in school. ~~Excuse me.~~ And I ran into trouble with the law. I ended up being incarcerated for three years. When I came home, I was released under the idea that there was no opportunity out there because I had messed up, but I was introduced into the Young Adult Internship Program where they opened up all doors for me. Nothing but opportunities. It was almost like building a robot. They took me. They helped me expand my mind. They gave me the clothing. They helped me with communication skills, networking, [researchingand](#) [researching](#), meeting different people. They challenged me to challenge myself to new things, and through the progress of all that I learned that I actually liked it. I actually liked working with people. I liked getting up in the morning. It was actually something new for me, and it was something that I continue to do because I like it now. I really do.

MR. WATKINS: Thanks. Tyrone, whoever taught you communication skills did an amazing job.

(Applause)

MR. WATKINS: I'm not sure if Rebecca is still in the room, but if we could find out who taught those skills and get them to come and talk to us here at

Brookings, that would be great.

Actually, the serious thing, the reason that I wanted Tyrone and Joseph to introduce this part of the discussion is, *you know*, I think we talk about education in a very abstract way, and the numbers that we heard from Pauline are incredibly compelling numbers. But when you hear those stories, I mean, Joseph is now studying biochemistry, and you think -- I know Tyrone is hoping to go to community college later this year or next year.

MR. LITTLEJOHN: Yes.

MR. WATKINS: And you think of the talent that is wasted by failures of skills development and you see these amazing people, *you know*, to my mind it really brings alive just how important these issues are. So thanks to both of you for sharing that with us.

Clare, you've been in the invidious position of having to develop a whole strategy on this for USAID, and it would be really interesting for us to hear about the sort of skeleton outline of what that strategy is trying to do as you take it forward.

MS. IGNATOWSKI: Sure. Tyrone and Joseph, you've just made my job a lot easier. Basically, what we want to do is be able to support people like you, young women and young men in developing countries, to be able to unlock their potential and to be able to contribute to society, their families. So figuring out how to do that within the USAID environment where we're producing a lot of policies, we have not had a policy on youth.

So about six weeks ago, after probably at least 10 or more years of advocacy and maybe 18 months of study and preparation, we launched the first ever USAID Youth and Development Policy. And then in addition to that, that's designed to -- that's a multisectoral policy affecting all dimensions of USAID's work and economic

growth and conflict mitigation and democracy and governance, as well as education. We also have our existing USAID education strategy, which has three goals, and we've heard a lot about -- there's been a lot of discussion about primary level reading and also education in conflict environment, but we also have a Goal 2. It's called Goal 2, which is on workforce development and skills development. So the report that has been produced is music to our ears.

What I'd like to do is just talk a little bit about why we created the youth policy just briefly, and some of the principles that resonate with the findings and the recommendations of the report. You know, As you said, the demographic argument for why we need to focus on youth is really overwhelming. You really can't miss it. And then in terms of sort of the issue and problem of lack of stability and youth-led movements that are really rising out of decades of discontent in the quality of education and in employment, for example, in the Arab Spring, made us realize not only that we need to work in a concentrated and urgent way with youth and youth skills development at this time, but we also need to be making the investment so that we help countries capitalize on the demographic dividend. That's really an investment that's going to have a return for the next 50 years or more.

And so looking more specifically at how USAID operates, we were not having -- we had been conducting youth programs for a very long time, but there was really a lack of coherence in those programs. We were having trouble learning from them and applying them to future programs, and we were also having trouble communicating across sectors. So we were touching youth in different dimensions of their lives but not having a way to have a set of common principles.

So the policy sets out a broad aspirational vision and mandate to consider not only how our activities impact youth, but also how youth can contribute to

the development goals that we have. And then some of the -- we have a framework for our investment that includes support, protection, prepare and engage youth. So meeting their basic needs, protecting them from exploitation, giving them opportunities to develop skills, and also to engage with them and to enable them to contribute to the work broadly.

And I can talk a little bit more about the principles, but this sort of call to action is going to ask USAID missions in all the countries that we work with to consider how youth can contribute to their strategic planning process and in the programs that we have in country. It really sets up also, begins to set up a common lexicon so that we're speaking more of the same language that's based on research and evidence. So we're talking about youth assets and resilience, as well as taking a lifespan view. And then probably the most important dimension is one that is going to cause a change in the way we do our business, which is how do we engage with youth? We cannot continue to do the same programming and strategy development in the same way. We need to be able to be more open and to listen.

MR. WATKINS: Thanks. Thanks very much, Clare. We'll have a chance to come back to some of the broader points that you wanted to make.

Since I asked Pauline the financing question, it's only fair that I do the same for you. What's the financing envelope for the program?

MS. IGNATOWSKI: So for the Youth Policy, it's a policy so it's a broad-level mandate to educate and to inspire, but it does not include funding. So it's working with the existing funds that we have within sectors, though it brings the funding of other sectors to education in that there's the mandate to focus on youth. But I would just say that we have -- skills development is complicated within USAID because it really is multisectoral and that we have within one way of calculating been investing at least \$100 million. And if you look at other programming that occurs for the purpose of conflict

mitigation, skills development for conflict mitigation, that brings in a whole additional amount.

MR. WATKINS: Thank you.

And Mary, the question I wanted to ask you is one of the things I'm always very struck by when you look at the youth unemployment issue, that on the one side you do have these stratospheric levels of youth unemployment in Europe, parts of the U.S., much of the developing world, but at the same time you often have recruitment problems in companies -- skills shortages and difficulties in recruiting appropriate skills. So I'd be really interested to know in the context of your own work in Cummins, how you're addressing that apparent paradox.

MS. CHANDLER: That's why I'm here. Just by way of background, Cummins is a Fortune 200 company that manufactures engines all over the world. So we have these huge manufacturing plants, line workers. Then we have workers out in the field that need to service the engines. That's our business, basically. Cummins, like many manufacturing firms, is experiencing a critical skills shortage. So we have huge job openings all over the world, and there are 10 million manufacturing jobs around the world open that we cannot fill. And we ran out of levers to pull. ~~I mean~~, we couldn't really increase wages anymore. Cummins specific training was no longer working because the people that were showing up to apply for jobs lacked those very basic technical skills.

So what we have done is take all of the research and the writing that goes on at the level like we are here, ~~you know~~, which we don't conduct. We basically use the stuff that's being generated by you people, and we came up with an education program. We learned sort of how you best educate and train youth in basic technical skills, and we came up with a program which we're calling Tech, that we are implementing in nine sites around the world. And what we are doing is it's a community

education program designed to teach employable skills. And those skills include basic mechanical skills, basic electrical skills, sometimes basic computer skills, and when we have to, in certain markets, go back to those literacy and numeracy skills.

So what we're doing is, for example, in Morocco and Nigeria, we go into a community. We find a vocational school, a post-secondary vocational school. We partner with it, and then we seek to sort of augment the curriculum, the teacher training, guidance counseling, their equipment, through grant funding through the Cummins Foundation to try to produce better education outcomes. In most of our sites we also focus on access issues. Girls' access to education. In China we focus on migrant access. And we're testing a variety of approaches in these markets with the hope that we can both improve education outcomes, produce a greater pool of skilled workers for any employer in those markets to hire.

MR. WATKINS: I've got just one follow-up question I want to ask just to get the ball rolling for you guys to debate between yourselves, and I'd like to pitch it to Tyrone. Actually, when we were talking before, Tyrone, you were explaining to me that one of the reasons for the success of the Bloomberg program is that it combines skills training on the one side with real work opportunities on the other side.

MR. LITTLEJOHN: Yes.

MR. WATKINS: And it's trying to link the two up. Can you just explain how that happens in practice?

MR. LITTLEJOHN: All right. What we do is we try to get the best experience for the young adults. So what we do is we ask them what is it they're interested in? What is it like to accomplish, their goals? And you get all types of answers. Medical. They want to be lawyers. They want to work in hospitals, courthouses. So what we do is we travel around New York City and we, almost like what

she said, point up with them. Like, we have courthouses. We have hospitals. We have nursing homes, recreation centers, car dealerships. We try to get a little bit of every field. So when we get a student that has that goal that they want to reach, we can send them out there to get the education and the experience. So when you build their resume and cover letter and you send them out there in the workforce to get a job, they not only have the knowledge but some experience in that field as well.

MR. WATKINS: Pauline, ~~you know~~, in the report you have some positive examples of that type of practice, but there are an awful lot of negative ones as well. ~~You know~~, programs which are very high cost, huge upfront investments that don't generate the sort of outcomes. ~~I mean~~, just standing back from the different models that you look at, what do you think are the most applicable in terms of tackling the skills crisis and the unemployment problem?

MS. ROSE: I think one thing, because we're focused on the most disadvantaged, I think one thing that actually has synergies with some of the issues that have been raised is that if you are going to provide young people with the work opportunities, they need not only the technical skills, but also those basic literacy skills. You need to provide the foundation skills. We identify various programs that we're trying to provide young people living in urban poor areas and slums with entrepreneurial skills because there aren't any formal jobs available, however much they try. In many countries in Africa, for example, they're not going to get a job, so it's about how they can actually set up a business themselves and so on. But many of these programs, we're taking it for granted that the young person already had basic literacy and numeracy skills, which was not the case for those that needed these opportunities the most. So it's really about making sure that there is the opportunity to bring those different skills together; that it actually reaches those that need those opportunities.

MR. WATKINS: By the way, do feel free to talk to each other, but if you don't I'm going to keep asking you questions.

Joseph, ~~you know~~, one thing that really springs to mind from the part of the world that you grew up in is that for young people who are denied the chance to get a decent livelihood, ~~you know~~, in education and the skills they need to get a decent livelihood, in a society where there are very deep tensions and ongoing conflicts, presumably there are huge risks. You have marginalized children who have lost hope being drawn into those conflicts. ~~I mean~~, is that something that you observed a lot or you saw a lot when you were growing up?

MR. MUNYAMBANZA: Thank you. I think that's one of the biggest challenges we had because you see, I think in the previous presentation one gave an example or a quote which showed how lack of hope can be the worst thing that you can have in life. And every day and (inaudible) we face that problem with our young people, but even with some parents. And the biggest thing we had to deal with was to first build hope for young people, and also build trust with the people who are surrounding us. Sometimes the parents of the children we are dealing with, and also with some guardians who are taking care of the orphans. And also to build a child, to encourage someone to go to primary school, yet you don't have money to support someone in the secondary school. So sometimes we want to build someone's life. We want you to have hope for 20 years, but sometimes we just want to first help you have hope for one day or two days. Have hope. We say can you (inaudible) can help you finish primary school. And because we, ourselves, don't know what is next after primary school, we just say this is the first stage of our goal, and then after that goal, together we're going to see what happens.

And I think at times in life we don't know where it is taking us but I

believe that even when I don't know where I'm going but I know something is wrong, I think a good thing you can do is to see how you can continue moving. And like starting this group, it's called (inaudible)-- Congo, Burundi, Uganda, and Sudan -- we did not know because by the time I started, I was 10 years old, so I didn't know really where I was going, but I knew that something was wrong and something needs to be changed. And so we continued like that. And by building on that small hope, I think it helped us. As I finished high school, I helped others finishing primary school, and we got now even the motivation from the small hope we had now to continue secondary school. And I think at times if you can't do something for 20 years or what, it's good for you to do what you can do today and tomorrow and then the future may be better for you, but make sure you deal with today very well in the best way possible.

MR. WATKINS: Thanks. That's a really important message I think.

Okay. You asked for it. One of the things that often strikes me when you read the literature on skills development as written by educationalists is the sort of assumption if you produce the skills somebody will employ them. And yet, if you look at most of the positive examples that Pauline gives from countries that have industrial policies that are geared, you know, where government takes some responsibility for deciding which parts of the economy are going to expand, creating incentives for labor-intensive growth, and also most of the success stories happen to be relatively high-growth economies, what I'd be interested to know, actually both from Clare and Mary, is in the case of the USAID strategy, what is the strategy for differentiating between countries that are locked into relatively low growth, small scale enterprises, very weak employment generation, and countries which have better prospects for economic growth.

MS. IGNATOWSKI: We need to take a completely different approach. There are some dimensions that cut across, such as certain skills. The foundational,

transferrable, and technical skills, those cut across all types of countries. I would assert that. However, we've discovered in working in Haiti with a community partnerships approach, for example, that it's a lot more labor intensive. Young people need more support to develop the skills that they often missed if they had to drop out of school or didn't have the opportunity to go to school in terms of their being able to find that hope to connect to their purpose in life if they've been stigmatized. And then to incrementally be able to usually create their own work from often family livelihoods or through cooperatives or work with their fellow youth in businesses. So that process takes more time. It takes more resources, and it's been difficult to reach scale for those kinds of programs. We know the different components, but to be able to get them all together and to get that funding and to reach youth at scale has been hard.

And then for the countries that are more at a middle income level, there's programs that have been very successful with a modest amount of life skills training and then assistance in getting a job, that's been easier. So just the recognition that we are working with very different countries with very different economies.

MR. WATKINS: Thanks. Mary, this is the last question before I throw you to the tender memories of the audience.

One thing I'd be interested to hear from you in your experience of working, especially in low income countries, is about the partnerships with government. Because before you were describing what seems a very successful program, but that's like a program, as I understand it, which is a sort of company scheme or company project, but I guess to deliver on the sort of scale that we're talking about here that ultimately you as a company need government to kick in as well and you need some sort of partnership with government to facilitate that. And I just wondered if there are examples of that that you could share.

MS. CHANDLER: I thought I'd go back -- thank you. I thought I'd go back quickly to the last question because I have this fear that I'm going to get kicked out of the post-primary education network because we generally don't go into low-growth countries. And sometimes I'm on the phone and I think when you talk about sub-Saharan Africa and you talk about these really constrained environments and companies like Cummins generally go into countries that have high growth potential. That's why we're business. So I'm really grateful that I haven't gotten kicked out yet.

But that said, ~~you know~~, we do, even in high growth countries, we try to work within the economy with those people who do have access to education problems and try to -- we invest in education all over the world, not just this program. But it's important to remember that this is not a company program. This is a community-based program, so that when we are forming these education programs at these schools, we are looking not only for government partnerships, but other investors in the programs that have the same issues that we have so that we are looking for other companies, looking for technically skilled workers. We are just on the very early stages of talking to governments about workforce development issues and other private partners to come into our schools and invest with us. So I hope that by this time next year or the following year we'll have more information about government partnerships with our programs.

MR. WATKINS: Okay. We'll be sure to invite you back next year.

MS. CHANDLER: I look forward to it.

MR. WATKINS: So what I'm going to do now is throw the floor open. I think what we'll do is we'll take questions in batches of three, and you can either direct them to individual panelists or to the panel as a whole. So we'll start over here. If you can say who you are as well, please, to start with.

MS. SPANOGLE: I'm Kathy Spanogle with Planet Aid, Humana People

to People. And my question is directed towards Cummins. Have you started looking at investing in primary education as, I guess, a way to minimize your costs in doing the vocational schooling? And what would convince you, as a company -- what would be the argument that would win you over to invest in primary education?

MR. WATKINS: Thank you.

MS. MOORE: Thank you. I'm Barbara McDonald Moore from the Canadian Teachers Federation. And I'm particularly glad that Joseph and Tyrone were here today to share their stories.

We work with teacher organizations to get them to or encourage them or enable them to support public education and to bring the quality level that sometimes falls between the cracks from pre-service training where there's no ongoing. But my question now is that in the Caribbean, they have universal secondary education across most of the Caribbean. That means for a lot of, particularly the boys, it's a second chance that's coming in. Many of them have been out of school. And what we hear from the teachers is that they are not equipped with the differentiated teaching skills and various practical things to try and manage a classroom and deal with the different attitudes and different aptitudes. And, in fact, they're drawing on our work with special education, practicums to bring that to bear. And I guess my question is when you do have a second chance or other areas, how do you then make sure that the teachers in the system can cope with that?

MR. WATKINS: Thank you very much. Yeah. You go first. It doesn't matter. I'll take the other one next.

MR. KLEES: Steve Klees, University of Maryland.

One comment this morning was how educators need to go out of their comfort zones sometimes to deal with issues that are not educational directly but have a

lot of implications for whether education is successful or not. And I want to pick up on a point that Kevin raised. I think this is all important work and the situation our youth is facing is dire around the world. But the approach taken is generally what economists call a supply side approach. It's increasing the human capital of our youth in the hopes that that will open up alternatives for them to gain successful employment in other future activities. And that's debatable. There's an argument that private employment, despite openings in Cummins, is very below what the skill levels existing in our current labor force and that we have two-plus billion people who are unemployed or underemployed on this planet because we're not creating sufficient employment. And it's not a question of just high growth or low growth countries; it's a question of public policy. And so there are many who would argue that leaving employment creation to the market has been the problem, not the solution, and that we need government interventions in indirect and direct ways to create employment for our youth. And I just wondered if in any of your deliberations about the problem with youth and skills, the employment generation problem was taken up and discussed.

MR. WATKINS: Thank you. The person next to you. So I'm going to take two more in this session and then I'm going to ask the panel to respond and then we'll go for another round.

MR. PAPAGIANNIS: My name is George Papagiannis. I'm with UNESCO.

My question to the panel is I get the sense that, to borrow a phrase from the auto industry, we have aftermarket fixes going on. Tyrone went through the New York City schools, ends up in jail, and not until he gets out of jail does he get into a program that actually helps him realize his potential. The people at Cummins come in afterwards at some point within educational systems to try and teach some skills that can

be used in the industry that they're trying to service. In the previous panel there was a question that was posed by the Ph.D. candidate from Harvard who asked about private-public partnerships, and the question was interpreted within the terms of whether or not funding could come from the private sector. And I'm wondering where do we inject the private sector into the policy debate, and how do they inform the policy process so that questions about what is being taught in schools matches with what industry is seeing as its needs in the communities. And I'm not sure that we've addressed that yet. I'm looking to see how we connect the dots, and that's what I would pose to the panel.

MR. WATKINS: Thank you. Marcus.

MR. MOREL: Thank you. My name is Marcos Morel. I'm from the Mosholu-Montefiore Community Center. My question is to you, Joseph. First, I want to thank you for being here, and I read your bio yesterday. Very inspiring.

My question to you is how do we in the U.S. get our young people to actually really focus in on developing more opportunities for themselves versus getting the public and the private sector involved? You said you and your friends started a school and I'm pretty sure right now it's very successful. How would you -- what encouraging words you can give to someone such as Tyrone or youth in America to really go out and challenge themselves and actually fight for their own education and development?

MR. WATKINS: Thank you. Well we have five questions and five panelists. And because I've spent so much time in education, even I can work out that's one each. So Joseph, one question was directed explicitly to you. Do you want to start us by responding to that?

MR. MUNYAMBANZA: This one?

MR. WATKINS: Yes, please.

MR. MUNYAMBANZA: Thank you. I think my experience, first in the refugee camp, then ~~like~~ in other more big developed places, like South Africa going to boarding school and then to the U.S., what I have seen is that it's very important when you want to develop someone, to help someone to discover himself. And while it may be an advantage to be a young person in the USA, I think if you are ~~like~~ from a low income family it may be a disadvantage because my experience is that when you grow up seeing challenges around you and you get someone to touch on telling you these challenges, if you deal with them they can be for a short time, but if you play around them they can be lifetime problems. And such things help you to understand what is my responsibility here. What can I do? Is it accepting the problem or dealing with the problem? And the problem which is here is trying to help people not only to focus especially on the media, because we find most young people, instead of trying to understand who they are, the potential them have within themselves, you start seeing ~~like~~ people who are, you can say, other role models. By then you are really a completely different person and it becomes you follow something which you are not just passionate about it but because you are seeing someone but it's not your passion. And I think if you help people to understand their passion and also the feeling of a sense of responsibility and then if you understand your passion you'll get that potential to do something. I think you grow up when you're happy and at the same time you bring the good for many people. And I think that's what helps me even ~~like~~ from the refugee camp to grow up. I think it's because I realized that education needs to be addressed. I want to be a doctor when I grow up, but I realize that being a doctor and the people who are not educated may not solve. And education was needed for everyone, for other people like me to be themselves and do something. So I think it helps people to be who they are and to discover themselves and then go for it.

MR. WATKINS: Mary. I just want to -- please feel free if you want to

respond more broadly, but I guess the question that Steve Klees raised about are we focusing too much on the supply side skills and not enough on the demand side?

MS. CHANDLER: It's a great question, and I'm here generally talking about our tech program but we are partners with Save the Children on education and emergencies, so we invest in that. We invest in that. We invest millions of dollars every year in community education, so we invest in primary education, too. We invest in community education coalitions in our plant communities where we create coalitions of government, trade schools, and primary education schools where we go to governments and we say, look, these are the skills that we need in our workers, and we try to influence curriculum.

So we invest all along the education spectrum. All over the world. But for purposes of this today, you have to be very disciplined in your focus because people are very passionate about education, so when we start a technical education program at a vocational school in Morocco, you know, a month after we start the program people are wanting to expand the program into all sorts of different things, all of which are incredibly worthy. But if you don't maintain really critical focus on what you're doing, it's just like throwing money into the air.

So the data on primary education is clear. You've got to invest in early education. Everything is very worthwhile, and we do all of it. But when you're trying to really create a result that you can measure, you have to be really, really focused, and that's what we're trying to do.

MR. WATKINS: Thank you.

I guess one of the questions that was raised, Clare, and I think an important one in the context of the USAID strategy, is the role of teachers in all of this. In a way they are the interface between the kids that we're talking about and the

opportunities that we're aspiring to. I wonder how teachers fit into the USAID strategy.

MS. IGNATOWSKI: I actually would like to go a little further with this because there were really several questions about this issue of supply and demand. And if you don't mind I'll veer off into that a little bit and then try to return to the teacher issue from a youth development point of view.

We do not take, within the domain of work that we call workforce development, skills development, we do not take a supply side view. We see this as a dynamic system of supply and demand. From the very beginning we are talking to the private sector, doing labor market analysis, and we don't take what some have called a "train and pray" approach. Train then and then pray that they get a job. (Laughter) We have bridging strategies, so yes, there is some time of training, intensive training in all the skills that are mentioned, but then there's a whole set of intentional practical learning opportunities -- internships, apprenticeships, job shadowing, interfacing with private sector leaders. And so the approach is much more comprehensive.

And then the challenge of there simply are not enough jobs, that is our central challenge, and I would say that we need to -- what the youth policy does is enable folks in education to talk to economic growth officers who have a completely different set of tools. We have great tools around curriculum and teacher training. They have sets of tools around financial markets, financial products that are especially designed for young people that focus on savings and move them up through a process to be able to take out a loan and create a business. They have approaches of value chain analysis which traces how services and goods move from local to global markets and what specific kinds of skills development is needed at these different levels. So that's why I say it is a partnership.

And I think also around job creation there's a couple areas where we

need to pay more attention to. One is entrepreneurship. There's not enough evidence around that, and the evidence that there is mixed. The other is service learning. So youth service has been very important in the United States. It was critical during the depression when we had the CCC, the Civilian Conservation Corps, and millions of men and women were put to work during hard times. And they developed the skills and eventually we moved out of that. And I wonder if some of these -- I think we've greatly underutilized service work.

MR. WATKINS: Thank you.

Pauline, can I ask you to tackle -- we had a question on the importance of not understating the relevance of primary education as we look at this. Do you want to respond to that?

MS. ROSE: Yeah. ~~I mean~~, I think ultimately if you don't start both with early childhood and primary education, getting all children into school and a good quality education, then everything else is going to fall apart. You're not going to get the technical skills; you're not going to get the entrepreneurial skills. But having said that, we cannot wait a generation. We've already lost this generation of young people, these 200 million young people who have missed out on that opportunity, which is why we were advocating strongly for the need for far more opportunities and second chance programs.

And linking that with the teacher question, I think the thing is that these programs are often -- there are some really great programs that we highlight in the report. There's the Comforts Program, for example, in parts of Africa, providing young women with skills training, combined with assets of some kind that helps them to actually put their skills into practice, and ~~I mean~~, what we particularly liked about Comfort from our point of view is not only was it a great program but they actually evaluate the program and learn from the evidence that comes out of that program and feedback. And I think

that's a really important learning strategy. But these programs are run by NGOs. These aren't civil service teachers. They're not sort of part of the whole civil service training system and so on. And they're on a very small scale. So it is a question as to actually shouldn't the governments be doing far more to include these programs within the overall national strategies? Okay, they might not be able to fund it all. They need partners to do that with. But there needs to be more cohesion between these to make sure that there is strengthening and scaling up of the programs.

MR. WATKINS: Thanks.

Tyrone, the question I wanted to put to you is the one that George raised, which is about it being better to prevent a problem happening than fixing it after the event. And I guess, *you know*, one of the things that's happening or that we see happening in the U.S. education system now, not just in New York but in other areas, too, is I think this is the first post-war generation where education attainment is actually lower for this generation than it was for the previous generation. And an awful lot of kids are dropping out of school before they've completed secondary education. And I'd be really interested to know, partly from your own experience or your own observation of what you see going on in the Bronx, what is going on in the school system that so many kids are ending up in situations like the one you describe, *you know*, where you're not able to realize your potential the first time around? What would need to have been different in your case, or more broadly?

MR. LITTLEJOHN: Well, out of personal experience I would say that it would be nice if the teachers educate us, just have a little bit more patients with the students, because no individual is the same. Every individual is different. Everybody's household is different. Everybody comes from a different background. So you have all these different students coming to school with all these different backgrounds with

different problems. To some households money is more important than education because more people worry about their rent and their lights than they do about their schoolbooks. So I say to educate more on job skills and primary education at the same time when they're going to school. So when they're coming to school, they're learning not just pass this test, this test is next week, but *you know*, learn how -- what would you be interested in? Not just in high school, but junior high school, elementary school. I know they ask the question what do you want to be when you grow up? But maybe they should enforce that question more. Maybe get to know the students a little more on a personal level. Be more patient and try to relate to them.

I noticed out of experience that young adults, they take a liking and get more comfortable with those who relate or somehow understand them in a way, and they seem to move faster, move along faster, understand faster when they can get a basic understanding from the individual who is trying to educate them. So I would just say basically just to promote these skills in early education and not just towards college or towards high school. I say we promote these skills, such as communicating, networking, resumes, cover letters, researching, and reaching for your goals early in education so they won't have to wait the second time to think about it. They'll know about it the first time and maybe education would be more important to them if they knew what their potential was the first time instead of messing up and coming back the second time.

MS. CHANDLER: Tyrone, can I ask you quick, when you were in high school, did your high school have a vocational education-type program, like a shop program or any place where you could work on -- do manual skills, like work on engines or things like that?

MR. LITTLEJOHN: I went to Truman High School, which is located in Coop City. The only vocational educational, educational program was ROTC, which is

like a --

MS. CHANDLER: Really?

MR. LITTLEJOHN: That's really -- and not many teenagers at that age, like 16 and 15, 17, they're not interested in joining the Army that young.

MS. CHANDLER: One of the things that we found when we started our tech program around the world is that our U.S. employees were sort of outraged that we were investing in some far off continent when they felt like the problem was so acute here in the United States because a lot of our workers started out working on farm equipment, a lot of our rural employees. And they felt like the lack of attention being paid by the U.S. education system to a vocational pathway in high school was the cause of a big problem here in our own country.

MR. LITTLEJOHN: Yes. I would actually like to agree with that because I have noticed, once again out of personal experience, the students I work with, back to a question I heard in the audience about the marketing, making the jobs and not more students and people making up their own jobs, I've run into a lot of entrepreneurs, a lot of potential entrepreneurs who have a lot of great ideas for this country, who want to be in the medical field, who want to go across and travel and help other people in other countries, who wants to take care of sick babies. And they have all these different ideas, great ideas, but they don't have the skills or the education or even a personal educator to relate to to share and actually have the courage to want to take the steps to actually create that job. That's where I was going with patience.

MR. WATKINS: Thanks. Thanks, Tyrone.

I actually think Tyrone is making a point that's just not for New York here but more widely about the importance of focusing on learners, on the kids, and giving kids hope at a really early age.

We're sort of beginning to run out of time, so what I'm going to do is I'm going to take -- I know there are loads of hands that are going to go up now so I'm going to have to be arbitrary, and I apologize for that. But I'm going to take three questions. And each of the questions is going to take less than one minute to ask. So who wants to -- one, two, three.

MS. AZIZ: Hi, Mehnaz Aziz from Pakistan.

One minute is very -- yeah. So I think what we are hearing from Pakistan is the fact that curriculum has to change because the country is very diverse and ~~you know~~, the parents are demanding now that the curriculum has to be very close to what their occupations are -- fishery, agriculture, otherwise, because industry is not very robust at this moment in time.

Also, I would like to draw attention on something that we have done very quickly on educational entrepreneurship of youth who are graduating and have nothing to do and are very passionate. We are training them to open schools and get out of schools children, ~~you know~~, back into schools. So the entrepreneurship element is also extremely important where you need to show hope and industry is not there to get these kids in.

MR. WATKINS: Thank you.

MR. METHOD: Thank you. I'll try to be brief. My name is Fran Method. I agree with the point that demographics are driving a lot of this policy. I don't understand what people are talking about when they talk about the demographic dividend. There are maybe 50 countries in the world in which you have still rapidly growing young cohorts. And that includes most of the countries that USAID is focused on. That's sub-Saharan Africa, Middle East, not even all those regions -- Tunisia, Mauritius, South Africa, actually have declining cohorts. But there are 100-plus other countries in which those young

cohorts are beginning to be stable, if not actually declining.

Look at the declines in the shape of the pyramid in places as large as Indonesia, much so with Asia. In Japan, you soon will have more grandparents than grandchildren. China is beginning to reassess --

MR. WATKINS: Thanks.

MR. METHOD: -- one child per family. I'd like to hear a little bit more clarity as to what we (inaudible).

MR. WATKINS: Thank you.

MS. ASHLEY: Hi. My name is Laura Ashley, or LA.

My question is just about thinking about migration. Youth nowadays, with skills, people are migrating, whether you're a refugee or in this country as well. I'm just wondering how we think about that when we address skills.

MR. WATKINS: Thank you. That was a superbly brief question.

(Laughter) In fact, you've just actually won the gold medal for the most succinct question of the day. And you've opened the door to the person sitting just behind you who if they are similarly brief.

MS. FILES: Thanks. I'll be brief. I'm Nora Files, representing the U.N. Girls Education Initiative.

I heard from Clare a really interesting, quick, throwaway line that this is a very complicated area and I thought, oh, yes. That's very interesting. And in fact, we haven't unpacked the complication of women within this dialogue where women's experience of the labor force is very different, and in terms of opportunities for training as identified by Pauline at the front end of her presentation, is also not the same as boys. The remark was that if you're a girl, a poor girl in a rural area, you are least likely to have access to training and secondary school. So I would like you to invite you to reflect on

the political nature of this dialogue around women's experience, if you're talking about youth in a developing country, their women. Thanks.

MR. WATKINS: Thank you. Okay, so you don't have too long to reflect, but what I'd like to invite you to do is to maybe take a minute or a minute and a half -- if there are particular points that you wanted to respond to, but really to share any closing remarks and thoughts that you have with us. So if we start this time with Tyrone.

MR. LITTLEJOHN: There was one point that I want to speak about with minorities in other countries. Very important. But there's a lot of job opportunities out there for them, too, because, ~~like~~, for example, myself, I only speak English. So that would make it hard for me to get a bilingual job, but for other people that come in from other countries and they obtain the same skills that we're training in, it gives it ~~like~~ a diverse, almost ~~like~~ a versatile environment where they can help promote what I'm promoting but I can't just speak the language. Am I making any sense when I say that?
(Laughter)

MR. WATKINS: It makes a lot of sense to me.

Pauline.

MS. ROSE: So ~~I guess~~ just in concluding, following from Nora's comments and just to advertise that in partnership with UNGI we have produced a gender summary of the report which does actually sort of go into detail some of the gender issues about how women are often invisible in the labor force; that we don't actually know the reasons why they are invisible. Is it through choice? Is it because they actually are doing a lot of work that's unpaid or is very low paid? The evidence does show from what we have in the report that they are most likely to be working below the poverty line regardless of their level of education. So it suggests that it's not that they're not working but actually for the most disadvantaged young women they are facing

discrimination not only in education but also in the labor force.

I just wanted to conclude by I think for this report we've actually really benefitted from hearing the voices of young people, and I think you'll agree with me that that's probably the most stimulating part of this panel discussion today as well. And just reflecting back to one of the young people that we had on the panel when launched in Kenya, there was a young man who similarly had come from a really challenging background who, like Tyrone, was now actually motivating other young people. And one of the things he said was, "Look, ~~you know~~, if you give young people skills, if you give them the support that they need and you give them an egg, they can become a poultry farmer." (Laughter)

MR. WATKINS: Thank you.

MS. IGNATOWSKI: So I guess since I brought up the demographic dividend I should probably address that just very briefly.

It is true that there is a general trend towards aging, and we are moving in that direction. However, a lot of the countries where we're most concerned because of the, ~~you know~~, the results that we're seeing in terms of education and lack of access in sub-Saharan Africa and in countries, particularly in countries in South Asia, the youth population will be growing for another 20, 30 years. And so there's really two kinds of structures that we're concerned about. One is where there is a large bulge now there is a need for urgent attention to unemployed young people. And then there's the need in the other kinds of countries where the population is growing over the next few decades that the investments need to occur now so that the demographic dividend can be realized two decades from now. So it is a longer term process. And so this is a whole area that we need to grapple with in terms of different approaches around the age structure cohort.

MR. WATKINS: Thank you.

Mary.

MS. CHANDLER: I guess the last thing that I would like to say is a concern that was raised in Pauline's report which is one of the concerns about private investment in education's transparency. We are operating very transparently, and everything that we have, our white paper, I share with everyone, including direct competitors. We learn from all of you and from this group, and the issue of migration is one that we have not figured out. It's a really important thing to our initiative, but we have to learn from you. We will then share our learnings back. It's a feedback loop. We are on the ground doing this and there are people doing research on this, and we really hope that it's a very active loop of learning and sharing.

MR. WATKINS: Thank you.

Joseph.

MR. MUNYAMBANZA: I think I will have two points to finish up with.

One of them would be about the situation to make learning better. ~~Like I'm saying,~~ for about 15 years, where I come from, the eastern part of the country has been having problems and as ~~you know,~~ we have lost more than six million people because of wars. And as the minister said, about seven million children are not in school. And if you are talking of the nation, if you're talking of the generation, you can understand where the situation is going. And I don't know how the millennium goal is going to address these problems and these children are ~~like~~ people who can be like me, who can be like you. These are the people who will bring the country to the best level it wants to be.

And as we are talking for migration, I've been a refugee for a long time. It's not that I wanted to do that, and there are people who choose to migrate, but there are others who are being forced. And while we are here we hear these stories, I think our voice sometimes, we need to participate in how we can help talk for these people so they

can also have (inaudible) contribute to the world.

Another thing I would talk about is making education more sustainable. I think while we are getting quantity of education, it's not avoidable. Quality is very important. Skills are very needed and I think you should understand that at some point if we have many people who have skills and are prepared for a job, there's a time we're going to have ~~like~~-that bottleneck where there are not enough jobs. And I think we need to invest in curriculum mostly to see how curriculum can inspire people to be more creative, how they can create jobs and this will help us have ~~like~~-more sustainable and long-term development. And if we don't do it, I think at some point people in the future they may start ~~like~~-being frustrated with education again, and I think it's very good for us to invest in that long-term situation.

MR. WATKINS: Thank you, Joseph, very much.

Just two really brief observations from me. One is, ~~you know~~, I'm often really struck when I visit developing countries in Africa and South Asia. When you go to villages or urban slums, or you talk to kids who are child laborers, they have this primordial drive to get an education. And it's an extraordinary thing actually. ~~You know~~, you look at the odds against them and you talk to them about their ambition and they all want to be a doctor or engineer or a dentist or a pilot. And actually, I think when you listen to people like Joseph and Tyrone, you realize if they had a chance they probably would be. And the vastness of the waste that happens because of the sort of problems that Pauline outlined in the report right at the beginning I think really has a human face. And it's easy to lose sight of that. So thanks to all of you for bringing our attention back to that.

And the second observation is, ~~you know~~, you can't help feeling -- and I think this came across from all of the presentations, that we do live in extraordinary and

very dangerous times that when you have youth unemployment rates at 60 percent in Spain, ~~you know~~, when you have whole regions of the world in which, as Joseph said, kids are losing hope because they haven't had a chance to develop the skills they need to build a better life for themselves, that has consequences that go beyond the education system. It has consequences for the social fabric of society, for political stability, for conflict, and many other areas. And I think as a research community in education, we really need to put this right at the center of our agenda.

The last point I want to make is this, and I've often said in the past that, ~~you know~~, that I contrast the excitement that you feel when you work on education in a developing country with the boredom that you feel in many of the international conferences that we all pitch up to to talk about the millennium development goals. And there are many controversial issues that were touched on today, but I think no one would say that discussion was boring. It was an amazing discussion, and I really want to thank all of you for doing so much to lighten up the afternoon and to give us so many insights. So thank you very much.

Tyrone, do you want to say something?

MR. LITTLEJOHN: Can I have a last couple of words before we stop, please?

MR. WATKINS: This guy really -- did you teach him communication?
(Laughter) We're going to hire you straight after this.

Tyrone, keep it brief.

MR. LITTLEJOHN: Yes, very brief. In closing, I just want to thank everybody for having me here and please, advertise and promote these programs that you hear about because nowadays I want everybody to realize that the kids, the young adults that we're speaking about, is our future. Is our doctors, our lawyers, our police

officers, our firemen, and they need to have the skills that -- they've got to have the right skills to keep this world in order. So please. I'm walking testimony. Change is here.

(Applause)

MR. WATKINS: Well, I'm not going to try and follow that. But actually, I can follow that by informing you that the wine is going to be served right here. Beat that, Tyrone. And so if you go out -- I think you guys each go out through that door right at the back there or the side, and thank you.

* * * * *

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I, Carleton J. Anderson, III do hereby certify that the forgoing electronic file when originally transmitted was reduced to text at my direction; that said transcript is a true record of the proceedings therein referenced; that I am neither counsel for, related to, nor employed by any of the parties to the action in which these proceedings were taken; and, furthermore, that I am neither a relative or employee of any attorney or counsel employed by the parties hereto, nor financially or otherwise interested in the outcome of this action.

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