THE BROOKINGS INSTITUTION
FALK AUDITORIUM

EDUCATION AND LEARNING IN DEVELOPING COUNTRIES: FACING THE CHALLENGES OF DATA, FINANCING AND FRAGILE CONTEXTS

Washington, D.C.
Wednesday, December 11, 2013

PARTICIPANTS:

Introduction and Moderator:

LIESBET STEER
Fellow
The Brookings Institution

Panelists:

ALICE ALBRIGHT
Chief Executive Officer
Global Partnership for Education

JEAN-MARC BERNARD
Monitoring and Evaluation Team Lead
Global Partnership for Education

DAVID EDWARDS
Deputy General Secretary
Education International

* * * * *

P R O C E E D I N G S

MR. STEER: Good afternoon, ladies and gentlemen. My name is Liesbet Steer. I'm a fellow here at the Center for Universal Education at Brookings. Welcome to our event today.

We are here today to discuss the 2013 results for learning report from the Global Partnership for Education.

As most of you know, the Global Partnership is the only multilateral partnership and fund that is dedicated to education. It aims to galvanize global effort to deliver good quality education to all children, and in particular, to the poorest and most vulnerable.

GPE is an important player. It was the fifth largest donor to education in 2011 and it has expanded significantly since its establishment now has partnerships with 59 developing countries and these countries represent 75 percent of the out-of-school population, and about half of those countries are fragile states.

So, it has a big job to do.

This is an important report at a critical time. Leaders around the world are saying that education is a top priority, but their actions suggest something different. Issues, such as equity and learning, are recognized everywhere as critical to making further progress, but financial support for these is weakening. Aid to education has been growing less

rapidly and since the financial crisis has been declining more rapidly than overall aid, the share of education and in particular basic education in donor budgets is declining.

Within this difficult environment, the Global Partnership for Education is launching its replenishment campaign. We hope that this report can contribute to the body of evidence that results are being achieved, and that spending money smartly on education can have huge returns. The stakes are high. Not investing in education can have serious consequences. A recent report by Arfo Dee shows that there are serious economic costs to inaction, to not acting on education, and that the cost of not educating a child are actually larger than educating one.

So, we have a wonderful panel today to discuss the report, but first I'd like to Jean-Marc Bernard of GPE, who will give a presentation of the highlights of the report. Jean-Marc is the monitoring and evaluation team lead at the Global Partnership for Education and the lead author of the report.

Before taking on his role on the M&E team, Jean-Marc was senior education specialist on GPE's country support team. He has worked in more than 25 countries and has extensive experience in the education sector working for a number of agencies including UNESCO, the World Bank, and UNICEF. He also worked with the Program for

Analysis of Education Systems, or PASEC, where he was in charge of implementing learning assessments in a number of African countries.

So, Jean-Marc knows a lot about measuring results and is the ideal person to tell us about what has been achieved in GPE countries. Jean-Marc, the floor is yours.

MR. BERNARD: Thank you so much, Liesbet, and thank you to Brookings Institution for hosting this event.

It's a real pleasure to be here with you to share and to present this report. I may be the lead author, but it's teamwork -- the M&E team is a brand new team in the GP (inaudible) and they did a great job on this report and I want to flag this because they are in the room with me.

Maybe before going in the report itself I would like to say a few words around the Global Partnership for Education (inaudible) introduce the organization, I won't be too long, but I think there's -- well, it's a two-year-old name, the organization named GPE is two years old, but you may know that before that we were called Fast Track Initiative, but the change of name is not only a change of name. A lot of things are changing in GPE.

One important thing at the Global Partnership is that we are a partnership with all the partners, (inaudible) of the board of directors, people making decision in GPE, are representing all the key stakeholders

of the education sector -- civil society, donors, countries, of course, private sector, et cetera -- so, I think that's something very important to bear in mind. When you think about the Global Partnership, it's a different animal than other institutions you may know.

And just to give you a quick view about what it means in terms of scope of the work we are doing, so it started in 2002 with FTI and at this moment there was no funding. It's interesting also to know that FTI started with the idea that we are going to support countries to develop credible education sector plan. So, it was not a fund at the beginning, it was the idea that with a credible sector plan, you will achieve results. That's a (inaudible) commitment.

And you can see the strong and fast increase in the number of countries, so today we have 59 countries in GPE. When we started the report, there were 58, so we were able to work on 58, but at the end of the report, two months later, one more was part of the partnership. So, it's a fast growth.

And you can see on this map quickly, the donor countries in red, that are in GPE, and the developing country partners, and you can see that large share of GPE countries are in Africa. So, we are, as you know, working essentially with the poorest countries in the world. So, it's not a surprise to see this map.

So, this report “Results for Learning Report 2013”, it’s the second report we produced in GPE, but this one is really dedicated that what is happening in GPE countries. So, just to be clear, this report is not telling you about how effective is GPE. This report is dealing with what is happening in education in GPE developing partners, this report aims to fuel the dialogue around education results and to show that we are working seriously on results in GPE.

I will start by first things that I think is incredibly important for the education sector, not only for the education sector, but we really have a problem with data. So, when you want to write a report like this, a report about what is happening in education in 58, 59 countries, and you look at the data available, you look at the data of the previous school year and you see that you have only 17 percent of the countries providing the data. So, you cannot work on the most recent data.

So, you go two years back and even with this kind of data, you can see that you have a large share of missing data on key indicators, I’m not talking about sophisticated indicators, I’m talking about basic indicators we need to (inaudible) what’s happening in the education sector, and it’s even worse if we look at financial data or learning data.

So, we have a serious problem and it’s something we really have to take seriously.

But anyway, we are able to provide some results and to show what happens. So, I would like to share some key education results. I'm not able to go in details. You will find the report, I think it has been distributed around. I will just go to the highlights on the key results.

The first thing is about the progress made in primary education and we look at the primary completion rate indicating the proportion of kids completing primary education, and since 2000 you can see that the progress is quite impressive in our country from 58 percent completing primary education in 2000 to 75 percent in 2011.

And you can also note that the progress for girls was faster than the progress for boys, meaning that the difference between boys and girls is reducing in the partnership. It doesn't mean that we don't have anymore effort to do in this area, we still have a lot to do, and of course it doesn't reflect the situation of specific countries. We have countries where girls have very important disadvantages to access school and in certain countries you have certain (inaudible) so you have to be careful. The trend is very encouraging, but a lot of work has to be done.

And another thing that is interesting is when you look at lower secondary completion rates, you have also very impressive progress. The progress is almost twice faster than the progress of primary education, which is also a challenge because most of these countries are

not yet achieving also primary education, and the growth of the secondary education appears as a change.

So, that's something important, and what you will see that here you don't have any difference between the progress of girls and boys, meaning that the gap in secondary education is not changing. You have no change between 2000 and 2011 between the completion of girls and boys in lower secondary education.

Let's talk a little bit about learning outcomes. I just said that we had a lot of problems with data on learning but we have some estimates or guesstimates on (inaudible) our colleagues and friends from the Global Monitoring Report provided us with some estimation about what's happening in GPE countries. And we have 180 million children of primary school age in GPE developing country partners.

Forty-three million will reach grade four without learning the basics. Fifty-seven million won't reach grade four. So, meaning that 80 million only, 44 percent, will reach grade four and learn the basics.

We have other estimates that show us that the learning crisis is really serious. The lack of rigorous data and comparable data is, of course, difficult to have a more specific view on the problem, but all the figures show us that it's really a major issue for most of our countries.

Let me talk a little bit about fragile and conflict-affected

context. Liesbet mentioned that almost half of the countries of GPE are fragile or conflict-affected, and you may have heard by the past some criticism about the lack of involvement of GPE in this kind of context. It has changed. It has changed with the name of GPE. In 2011 when FTI became GPE, one priority -- key priority, was about fragile states. 2011 you can see the change in the number of countries -- we had 15 countries -- fragile or conflict-affected countries in 2011, 25 in 2012, and 28 in 2013.

The most challenging countries in terms of environment are in our partnership. Somalia joined recently, South Sudan, Chad, Central African Republic -- the list is very long. So, just to say that it's now a core business of GPE to work in this environment, and to give you an idea in terms of money, we are going to reach $800 million disbursed in fragile and conflict environment at the end of this year since the launch of FTI-GPE. It's more than 40 percent of the total disbursement.

And for the 2013 year, we are going to be over 50 percent for the annual disbursement, so we are moving on investing more and more in this kind of environment.

And to give you a brief overview of the challenge, you know that we have 57 million out-of-school children in the world, 14, almost 15 million are not in GPE countries. All the others are in GPE developing country partners, meaning 74 percent of the total of out-of-school children

in the world are our country partners. Most of them, 24.6 million, are in conflict-affected countries, and 11.3 million are in fragile countries, and only 6.4 million are not in fragile or conflict-affected countries. So, 85 percent of the out-of-school children in the partnership are in fragile and conflict-affected countries.

So, it's in this environment that we will have to make a difference in the coming years. And just to flag that working in this environment, that's not exactly the same thing as working in most (inaudible 0:14:48.40 developing countries, and you can see on this graph that the growth in terms of primary completion rate in the fragile and conflict-affected countries, is quite good, from 52 percent to 68 percent, but if you compare to the non-fragile or conflict-affected countries, you see that the growth was faster -- far more fast, and it just shows that working in this environment is far more challenging and more difficult.

A quick word about financing -- well, not a quick -- an important word -- quick but important, first, countries are investing more and more in education and you hear of the percentage of GDP invested in education before joining the GPE and after joining GPE -- we are not saying that's a GPE effect, they're just showing that the country are continuing to invest in education, so we move from 4.4 percent of GDP before joining GPE to 4.8 percent after joining GPE. And just for

reference, the OECD countries, the figure is 5.1 percent.

So, we can say that the countries are really becoming serious about investing in education. Of course, you will find in the report that's not true for all the countries, there is still work to do.

But one thing that is a bit worrisome -- so, the good news, countries are putting more money in education. What could be bad news in certain contexts is that they are decreasing the share dedicated to primary education. So, it's not necessarily bad news if you are in a context where you reach the universal primary education and you start investing in other levels, of course, but most of our countries are not at this stage.

So, here we see the risk of competition between the resources available between primary education and the other sector -- and the other education system, so that is something that is quite interesting and quite important.

But what is very, very worrisome is the situation of the aid to education. We know that the total official development assistance is declining, but it is declining faster for education and you can see the shift in 2009. So, you have a decrease in commitment at global level, a decrease of 21 percent on 6.3 percent, this is a global level, and if you look at GPE countries, meaning if you look at the poorest countries in the

world, the trend is even worse. So, minus 36 percent for commitments and minus 11.3 percent for disbursement. So, international aid for the poorest countries is declining, and the figure of commitment is telling us that we are expecting the same kind of trend for next year's data.

So, it's a real change of trend. Until 2009, 2010, we had the support quite interesting from the external aid and now we are shifting. And if you look at what's happening in education, the decrease is faster for basic education, a little so more (inaudible) in fragile and conflict-affected contexts. So, it's something that is really worrisome.

So, just to conclude and put a few elements that I think are important, you may have heard in certain meetings that we (inaudible) that education, primary education was okay. We were there. I have to tell you that one quarter of the kids that are not completing primary school is just telling us that the work is not yet done. We still have a challenge in terms of access.

We have 42 million children of primary school age that are not in school and most of them are in fragile and conflict-affected contexts.

We have a big learning crisis. We face figures that are quite frightening for us, and we have this issue with data that for us is really an impediment to education progress. I think we will come back to this issue during the discussion, but that's something that we are taking very, very

seriously in GPE.

And we have new risks or challenges. So, the decline of international financing is really something worrisome and it's particularly worrisome for the fragile states. And what we are seeing also at country level, the threat of -- between primary and secondary education could be also something quite problematic in certain contexts and that could have an impact on the progress on primary completion.

So, when you look at all this, you can consider that there is a real risk that we will see an increase in the number of out-of-school children in the coming years. You may consider that this last conclusion is bad news. It's not bad news, it will become bad news if we do nothing about it. There's still time to do something, there's still time for the international community of other countries to face the challenges.

Thank you very much.

(Applause)

MS. STEER: I'd like to invite the panelists to come up here now.

So, thank you so much, Jean-Marc, for this wonderful presentation. We will now turn to the panel discussion.

Before we do so, I would like to quickly introduce the other panelists here today. First of all, on my left here is Alice Albright. Alice is

the chief executive officer at the Global Partnership for Education. She was appointed to this post in January this year, I believe.

Alice has extensive international experience, both in the private and the public sector. She's worked for a very long time in the banking sector, and most recently she was executive vice president and chief operating officer of the Export/Import Bank of the United States.

She brings some very valuable experience from the health sector as well where she was chief financial officer for the Global Alliance for Vaccines and Immunizations, or GAVI. I think we sometimes look with envy at the health sector, so we're very happy that you have joined us and that you are bringing this experience to the Global Partnership.

Next to Alice is David Edwards. David is the deputy secretary general of Education International. As you may know, Education International is the world's largest federation of unions representing 30 million education employees in about 400 organizations in 170 countries and territories around the world. That's very impressive.

David has a long career in education. Prior to joining Education International, he was director of the National Education Association of the United States, an education specialist at the Organization of American States. He began his career as a foreign language teacher and is passionate about promoting and defending the

teaching profession.

Next to David is Madalo Samati. Madalo is director of programs for the Creative Center for Community Mobilization, or CRECCOM, in Malawi. CRECCOM is a local NGO based in the southern region of Malawi and it aims to mobilize and empower communities to participate in development initiatives.

This year the Malawi Ministry of Education in Science and Technology recognized CRECCOM as the most innovative organization in the promotion of girls' education in Malawi. Madalo has 15 years of experience in research and grassroots capacity building and she is also one of this year's Echindna Scholars and a colleague of mine at the Center for Universal Education.

She's been doing some very interesting research on obstacles to girls' education and, in fact, she will be presenting her research tomorrow here -- tomorrow morning, together with her two colleagues as well who I think are in the room, and I really recommend that you come and listen to her findings. They have done some wonderful work.

So, now I'd like to turn to the discussion. What I will do is I will ask each of the panelists a question and they will respond to that question in about two or three minutes. We hope to have two rounds of

questions before we turn to the floor, but I will see how we are doing on time to make sure that you also have some time to ask your own questions to the panelists.

So, I will start with Alice. Alice, the report shows that education and basic education in particular, is being de-prioritized by international donors, as Jean-Marc pointed out. It also highlights how difficult it is to relate education programs supported by donors to outcomes.

GPE is soon entering its replenishment cycle and you actually estimated that there will be a funding gap of about 9.4 billion to achieve universal primary education between 2015 and 2018. You will be competing with a lot of sectors for those very scarce resources and some of those sectors can actually have it easier to demonstrate, let's say, the input/output relationship.

How are you going to convince donors that they should invest more in education and that investing in education is good value for money?

MS. ALBRIGHT: Well, you've asked a terrific question. Before I give you some thoughts, let me first thank Brookings for having us all here. Today is a really important day for GPE because it's our public launch of Jean-Marc's report, and it's a remarkable report and I really

would like to thank Jean-Marc for your leadership and talent on it and also the rest of your team, most of whom is here.

So, my public gratitude, and thank you, and amazement to all of you for the work that you've done. It's really -- it really is a good report.

And it, in and of itself, begins to help us answer the question that you've posed.

Let's sort of take this in pieces. First of all, why is it difficult? First of all, it is a remarkably difficult economic environment that we're in globally right now, even though we are seeing recovery in a number of different places, it is happening quite inequitably, it is not necessarily durable, people are beginning to question the aid model, they're beginning to wonder if there are different ways of going about this. There is, depending on what country you're looking at, a shift to the right politically in many countries, which is partially a function of the economic environment that we're in.

Parliaments are widely questioning -- you know, and this is regardless of Dakar and Paris and Accra -- they're questioning why should we be doing international things anyway, we have our own problems at home. Why should we be giving money to other countries when we have our own problems at home? And by the way, if you're

going to keep giving money to other countries, what are you doing with it? And I want to know. And so, that is, I think, one of the things that we, as the education community, as the development community, need to get over, is that the world has changed since the early 2000s when we were in a different environment. And we can either continue to feel upset about it or we can do something about it.

So, I think that's the first point. The second point is this comparison between health and education. I did work in the global health space for eight years between 2001 and 2009, and I was at GAVI, Global Alliance for Vaccines and Immunizations, and GAVI is a terrific initiative and there are many initiatives like it where they are focusing on delivering a discrete global good to a country that needs it. In the case of GAVI it was vaccines, basic vaccines that did exist already, so the science wasn't necessarily a question, but presuming that there is a certain level of efficacy in the vaccine, and there was, and the vaccine got to the country, and there was a clinic that was able to deliver the vaccine, you knew the job was done if you found the child. And so, there was a very close linkage between the money that we spent on the vaccines and whether or not the kids were getting immunized.

It's absolutely different with education and I think that it's a mistake to keep hoping that education is going to have the same

shortness of time between input and output. Education -- I was a newcomer to the education space in February of last year -- or this year, when I started, but from what I learned, and we all know this from a common sense perspective, it is a long process to put together an education system that consistently educates its children well. That takes years. We know that takes years, and so that's the first thing we have to accept.

But, that should not let us off the hook because foreign governments, both the donor governments as well as our developing country partner governments, all have resource decisions to make and in order to make those decisions well, they have to know when money is scarce that if they put money to something, good things will happen. And so, I do think that we in the education space have to tell the story better. And so how do we do that specifically?

First of all, we have to focus not just on inputs, we have to focus on outcomes, and the Learning Metrics Task Force work that has begun -- and there are many people in this room who have had a lot to do with that, and I congratulate you -- is a huge step forward to defining whether or not there are outcomes.

The second thing, and this is where we're spending a lot of time at GPE on this right now because many of you will know that our

board has just mandated us a few weeks ago to reform our funding model, and I can get to that a bit more in a second.

But what they've basically said is, show us better results. And on the one hand it will be related to learning outcomes, but that will take a while because of this duration question that we've talked about, but there are other things that we should be asking ourselves. Are there preconditions that should exist in countries to assure that there are going to be good education outcomes? Yes, is the answer to that question. Can we measure those? Yes. Is a country setting itself on a path to try to really improve its education delivery? Yes, we can observe that.

So, what we're beginning to work on is what are the immediate steps that we can put in place, the outcomes that we can look at that we know will lead to better outcomes over time? And so I think we have to begin to ask ourselves the question, what are the results that we can point to? How can we measure them? How can we document them? How can we incent them? And begin to get over this problem of a very weak linkage between input and output, because it is there.

And so, this report is a -- I mean, Jean-Marc's work is a seminal piece in this direction. We also had -- this is very exciting -- we had a great meeting in Addis a few weeks ago -- the board also mandated us to put in place a data strategy that we are now going to start working on

with many of our countries, and that will begin to give our countries the tool -- our partners, the tools that they need to create the policy base that they need, to put in place good education sector plans. That's another result that we can look at.

So, I think we need to stop feeling upset about, oh, there are no results, there's no results, and do something about it and deconstruct what we can put in place to create results and do it, and that's what we will be focusing on a lot in the next coming weeks as we head into our replenishment. So, we're very energized by it.

So, I took more time than you wanted, but that was the answer.

MS. STEER: It's a very important issue and it will determine whether you are going to be successful at getting the money you need.

MS. ALBRIGHT: Yes, it will.

MS. STEER: I'm going to turn to David.

MS. ALBRIGHT: Thank you, David, for approving all that board stuff.

MR. EDWARDS: Pleasure.

MS. STEER: David, you are a teacher and teachers are obviously central to the learning challenge that Jean-Marc identified, but my question to you is how important are teachers and what are we

actually learning about what motivates them? What are the innovative ideas out there? I was quite interested to read in the Sunday *Times* this week that the UK government is announcing an emergency blueprint for education. The initiative that it proposes, is a national service for teachers. This initiative will make heads and staff from schools in top performing areas and deploy them to the worst regions for up to two years to raise expectations and standards in failing schools.

And they got this idea from Shanghai where the best teachers are teaching in the toughest regions in order to gain promotion. So, what are the new ideas out there? And what models should we be looking at? And what could GPE do to support the role of teachers in improving learning?

MR. EDWARDS: I think those are a series of good questions. I'd also like to add my voice to Alice's appreciation to Rebecca and Brookings staff for setting this up, and I think Jean-Marc has done a very important job in establishing some baseline data where we can actually start to measure how we're doing.

Now, to Mr. Gove, which is the Education Minister of the UK, I was actually very happy to see that he's no longer -- the UK government is no longer following Sweden's free school models, which is what they had originally sort of set their trajectory at at the same time that the

Swedish sort of scores were slipping off PISA.

But I think we need to be a little bit careful about innovation and we need to sort of situate it in terms of context. Education International, for the last four years, have been holding international summits on the teaching profession with the OECD where we bring together teacher leaders, teacher organization leaders, and ministers of education in the most high performing and highly equitable school systems to work through a lot of these tough issues. And I think one of the dangers -- actually, Mr. Gove came to the first one, but I don't think the findings matched with what he wanted to do at the time -- but one of the dangers is, when you just sort of cherry pick innovations that pick what your own opinions tell you is what should be happening, so if you take the Shanghai example, what they actually do in Shanghai is they try to create a mutual accountability framework of sorts, to use some Alice and Jean-Marc language, and bring high-performing schools and low-performing schools that have a number of different challenges into a partnership where they actually do professional development together, where they share experiences, where they work together, where they experiment and they try things.

In the UK, the UK government hasn't even met with the teachers' organizations in all of its years, so I think to just simply try to

send them out like that might not lead to the kind of results that Shanghai found, and I think also if you look around what the other things that Shanghai is doing in terms of investing in teachers, in terms of experimentation, there's a lot more that GPE can learn.

And I think GPE, very differently from the UK government, goes in the direction of consultation and trying to find out what actually works at the ground level and then try to scale that up versus try to have some sort of ideological idea of what works and then try to make it fit down.

And I think that's probably what the new GPE -- the biggest difference in having civil society as part of the board, part of that process -- is and I think that adds value and I think we're already seeing some very big gains as a result of it.

MS. STEER: Thank you. That's very interesting. I'd like to turn to Madalo now. Madalo, the report highlights that actually quite a lot of progress has been made in addressing gender inequities. That is something you work on a lot. I'd be interested to know a little more about how -- what the progress has been in Malawi and what the sort of remaining challenges are and the obstacles to achieving gender equity and, again, what an organization -- what we as an international community, but also an organization like GPE, could be doing to help the

Malawi population and government?

MS. SAMATI: Thank you. First of all, I think I would like to say thank you for this privilege. Actually, it's a rare privilege for a village girl in Malawi to sit among people that are doing good work in education globally and also to sit in front of you honorable people that are also doing good job in education, and I'm here to speak on behalf of grassroots people in Malawi as well as the government in Malawi, what are we doing or what is our position in terms of global education particularly on issues of gender equity.

There has been some progress in terms of gender parity in primary enrollment. Now we can talk as a nation that we have equal numbers of boys and girls in primary school, and also that our planning is showing issues of access and equity and how we can address that in order to ensure that both boys and girls are accessing quality education and completing and also learning.

But I would like to say that we still have some way to go because when girls reach adolescence in the upper primary schools, almost half of them drop out of school, so by grade six, half of those girls that enrolled, which is almost 100 percent, are out of school. And when you look at the learning outcomes as well, it also shows that over 80 percent of those girls have poor language competencies.

So, it's a huge problem and only 31 percent would complete primary education and about 17 percent transition to secondary school.

As a nation, I think it's a huge loss of resources, about 65 percent of our annual budget in education is being wasted because of such inefficiencies, which means that I think we have some job to do. When you sit in some forums, as the report says, it looks as if -- since we have gender parity, then they think education is no longer an issue or issues of gender equity is no longer an issue, but I think that's not the case when we are on the ground and seeing what's happening on the ground.

And my research and my work -- I work with grassroots people and one of the major, subtle hindrances to gender equity, why girls are not completing, why girls are not learning -- poor learning outcomes, it is because of cultural values and practices and lack of community ownership or involvement in education of girls.

In our work moving around in the villages in Malawi, I would go to a community where, for example, UNICEF, just an example, constructed very good infrastructure. We have very good school books. There are desks in the classrooms and the UNICEF supplied books and notebooks and pens in the school, but most of the kids are not in school.

The learning outcomes are just like any other school that has

-- you know, doesn't have those teaching and lending resources, and this is what inspires us as an organization to work with parents, to work with the cultural groups, to work with the traditional leaders so that they can support education of the girls, without which girls are busy doing household chores so their attendance to classes is not regular, as a result, they are not doing well, or not when they graduate into adulthood, according to our cultural institutions, we undergo (inaudible) ceremonies. Our attention is refocused when we mature or when we are getting to adulthood, to focus now on marriage, issues of how I will take care of my husband, how I will take care of my children, and issues of community care.

We deal with this software issue, issues of gender inequality and issues of gender inequities, and our primary and secondary schools will remain as they are, and that's the work that brought me here to see how best as a nation we can change our policy implementation, because we do have a positive policy in Malawi in terms of (inaudible) education, very good positive policy, but there's a disconnect between policy and practice at the grassroots because their values are different.

MS. STEER: That's great, Madalo, it's very inspiring what you're doing as well, so thank you very much.

Jean-Marc, a question for you. The report identifies a

number of countries that have made remarkable progress. Looking at those countries, what have you learned about critical ingredients for success? And to what extent are those ingredients available in fragile states, which is where your biggest challenges lie moving forward?

MR. BERNARD: Thank you. That's great question. I will start by saying that part of the progress we saw during the last decade is due to social demands. We should not forget that a huge change during the last decade came from the people asking more and more for education. So, there's a push to have more education, and I think it's a big change in the beginning of the year 2000. So, that's important.

But of course we are looking into the policy side, what are the ingredients of success are. Of course, the first thing I would say is that while what we learned is that there is no universal solution to education. We didn't find vaccine and we are not going to find any vaccine for education, so we need to live with that and I think the direct consequence of that is that you have to be country specific. You cannot think about education solution in a general way or on a global level.

So, one key ingredient is to be a -- to have some strong policy context-based, that's the first step, what issues are you facing in that context on having a policy that is dealing with this issue? I think that's one of the key ingredients you have to consider. That's a basis.

Political will, of course, is quite important and one way to look at it, particularly when you are an economist, is to look at what money you put on education, and that's a good way to question the priority and you can do it with external funding, like I did during my presentation, and you can do it for domestic funding.

So, we saw that in a lot of countries an increase in domestic funding for education, so it's going in the right direction, but then you have to ask the question, what are you financing, and the effectiveness of the policy, and maybe it was a waste for the girls, but it's true for all the aspects. So, having a strong policy -- a strong policy framework is something that is critical and when you look at education, you cannot look just at a little piece of the education sector, you have to look at the sector as a whole. That's important.

People often think that GPE is only for primary education. GPE funds is dedicated for basic education, but we finance only countries with an education sector plan, so we are looking at the consistency of the sector to finance just where the needs are the most important basic education. So, I think that's quite important.

And finally, the two other points I think that are quite important, you need to have the involvement of the key actors. You can't think the policy process, participatory process is something nice that we'll

like to propose to develop an international conference, I think that's critical. You are not going to implement a policy if the key actors that are supposed to implement the policy are not involved.

So, the smartest or the most interesting policy won't be implemented if you are not seriously working in the policy development to the people that are supposed to implement this policy. So, I think that's something that is quite critical. That's teachers, that's community, that's people that are administrating the education sector, so that's something that is quite important.

Finally, last but not least, the other question of capacity. A lot of education sector plans we see are very ambitious without taking enough look at what are the capacity -- how you build the capacity to reach the goals. I think that's something also that is a key of success, being able to have this capacity dimension in your policy framework.

So, I have (inaudible), so full answer to your question, I would be very famous if I had the answer, but I think these key ingredients in which I discuss all together are pretty important, at least it's pretty important to the work GPE is doing at country level.

MS. STEER: That's great. Thank you, Jean-Marc. I think your point about the sort of actors and the capacity is particularly for the fragile states where you will have to have the grassroots involved and so

that's a very good point.

I think I'll try and go through another round and ask you to be very brief in your answers so we can get the audience to ask some questions as well, but, Alice, I'd like to come back to you to a second question. The report talks about some major challenges we have reaching marginalized groups, we have fragile states, we have improving learning. At the same time we also see that GPE has expanded significantly from seven countries in the early 2000s to now 59 countries.

Given your resources are going to be probably quite limited, how are you going to prioritize and is there a danger that you might be spreading yourself too thin? How do we deal with that?

MS. ALBRIGHT: I think there's both a policy dimension -- there's a policy, priority, and a financial dimension to your question, so let me try to go through all of them very quickly.

In financial terms, the growth of demand on GPE has been extraordinary and to the point that if we simply want to be on par with where we have been, we need more money, and so that's one point and that's a point that has now been accepted by our board.

So, we need to be -- we do need to scale our ambition relative to the demand that's put on GPE and the importance that people are placing on education. I think there's a huge disconnect at the moment

between how critical people say education is, and we know that, and how much money is being deployed. So, that's point number one.

In terms of from a policy perspective, in terms of spread too thin, if one sort of piece of your question is that should we focus on access versus quality, we should not focus on one or the other because they are both essential, and it depends on our continuing to make progress on both is essential.

I mean, if you've been to some of the most fragile of fragile states, you realize that just simply building capacity is a huge issue and identifying children and getting them into school is a big win. And I've been to a couple of those countries over the past few months, but there are other countries who have made great progress in getting children into school, but they have to focus on quality for all the reasons that we've discussed and we're familiar with.

So, I would not encourage us to pick one or the other sides of that debate. I think, in fact, that's a false debate.

From a financial perspective, I think that we may have been -- I say "may" quite cautiously -- guilty of a little bit of a one-size-fits-all model in terms of how we were doing our funding, whereas if you look at the range of countries that we work with, 60 countries it will be soon, you have the most fragile states and you also have some extremely advanced

countries in terms of their education, and so one of the questions that we are asking ourselves is, how should we be using our money in those different circumstances, and is it the same in those two very different circumstances, and the answer is, no, it's not the same.

There are some countries where we should absolutely be simply providing basic money to pay for education and there are other countries who have got a lot of their own money invested but what they do need is help, what I call, bending the curve and getting better at delivering education and they don't necessarily need budget support types of money.

And what we need to do is get smarter about differentiating those situations and figuring out how we work in those different countries. So, we do need a lot more money, but we also need a better set of tools about how we spend that money.

MS. STEER: That's great. Thank you.

David, GPE has worked very hard to bring in civil society organizations and teachers' unions and to bring them to the policy table. Why do you think it's important that those groups are involved? And to what extent do you think have we and has GPE been successful at genuinely including CSO voices in policy debates and decisions?

MR. EDWARDS: Again, good questions. I think if you take a historical look at FTI and GPE, they've made a major leap in terms of

civil society engagement. What comes to mind are two examples of where civil society, whether that's teachers' organizations, CSOs, parent groups, others, have -- can make a difference. One is, you talk about countries, it's not just a government. A country is the collective of the aspirations of all the citizens of that place, and they have a collective responsibility to their children and to their young adults.

And one of the things that we've seen over the years in terms -- after being part of and representing the teaching profession on the GP board and being part of the financial advisory committee, the strategic plan working group, the governances working group, is we've had opportunities to bring the voice and the ideas of teachers on the ground in GP countries into these policy debates, and one is on the area of accountability.

So, I like to use the example in Liberia, which is also sort of a tricky country in many respects, we have the National Teachers' Association of Liberia that are close partners where I've worked and am very close to, where we were meeting with some country partners and talking about some schools that were supposed to be built and the contracts were there. And then we were at the ministry and the minister was saying, well, we're not really sure if those schools out there in Maryland have been built or not and it's really hard to tell, and the general

secretary of the teachers' organization was with me and he said, "Well, wait a second. Where in Maryland? What community? Oh, that's local -- that's Joe, give me a sec." On his cell phone, "Hey, Joe, I'm with the minister. Could you walk down the street and take a picture with your cell phone of how the school construction's coming? Oh, yeah. Okay, thanks. We'll have that for you in a second." And it hadn't been, it was still in the very, very early phases. That's one.

The other has to do with holding governments to account in terms of their own responsibility and I think -- I won't say which country, but at the board meeting there was a case where a country was replacing -- because of an anticipated GPE grant, they were reducing their own domestic investment into education and it was the teachers' organizations, together with civil society, that picked up on that and alerted members of the financial advisory committee to that fact. We were able then to sort of alert GPE secretariat, questions went back out, and I believe the amount the country was giving went back up again.

MS. ALBRIGHT: It's been changed.

MR. EDWARDS: It's been changed. So, I think those are two pretty important examples.

MS. STEER: That's great. Thank you. Madalo, I wanted to come back to you with one of the facts that Jean-Marc also laid out and

that is the issue that governments and donors seem to be shifting their attention to secondary education and that there is a danger that some of the resources may be diverted away from primary education.

Again, this is something I know your government is also dealing with, trying to find the balance, the right balance. We need to still address some serious outstanding challenges in primary education, so how is your government dealing with that and how could we help? How could the international community help with this particular issue?

MS. SAMATI: Yes, indeed. I think balancing support towards secondary and primary, it's very, very important for the case of Malawi. As I said early on that if we can't have the right candidates into secondary school because they (inaudible) at the lower primary, they were not competent enough in terms of gaining language, and because of that, at the upper primary, maybe they dropped out or maybe at the upper primary they can't perform very well, then they won't be able to get to secondary school because of their performance.

So, there has to be a balance and that's what is happening in Malawi now. There's attention, not just in secondary education, but also in the lower classes, in the L-grade classes, especially on issues of literacy. Not only that, but we are also having attention for adolescent girls' education, and this is where now the upper primary is coming in

because those are the gaps that we have seen as a nation. Then balancing up with a support towards secondary education, and I think GPE has been also very instrumental in terms of supporting this balance. We have different activities like supporting girl child education at the grassroots level with the mother group institutions in the schools that are advocates for girl child education at a community level, working with girls as well as working with mothers in the villages.

So, what we need now is to have more resources to train to build the capacity of these mother groups, because we are sure if each and every school in Malawi has this group of women that is working voluntarily to support girl child education, in all areas -- completion, retention, and even issues of learning -- I think we are going to have leap results in a few years when we engage the mother groups. Not only that, but also the community leaders themselves, the building agency amongst the villagers themselves, the parents, to support education not just of girls, but also boys. There have been a few programs that we have seen to be working whereby community members were involved and participated in supporting learning of their children.

This is an issue, as a nation, that we want to pursue and to ensure that we skill up in each and every community in our country. So, these are some of the issues that, as a nation, we are doing to balance up

that and also target marginalized children, specifically the girl child.

Not only that, I think also we are thinking of doing business unusual. If we are talking of interventions such as providing -- building the capacity of teachers, professional development of teachers in the rural -- in the villages, in the schools, as a nation we are seeing that there is need to learn from research and the programs that have been implemented on the ground and to see how best we can build -- we continually develop the professional teachers at that level, to manage the large classes, but also for them to be intrinsically motivated to do their job.

We are crying now that the teaching profession in our country has lost the glory it used to have 20, 30 years ago. No child wants to be a teacher anymore. But how do we bring that glory and how do we bring the motivation in the teachers to love what they are doing? And so we have had best practices in that case and that's what we are talking about. How can we as a nation think business unusual so that we can make a huge difference?

And of course I talked of learning from evidence of programs and research that has been done within the country. And lastly, I would like to talk about decentralization of financing, planning, and the data management. That's another huge step that as a nation we are thinking towards.

We have had a decentralization policy since 1998, but all this time I think we really were not serious to move ahead and to see how best we can decentralize different sectors.

So, what we are doing now is to see how best we can decentralize education financing, education planning, and education data management to the district and to the schools, to the grassroots, and we believe this is going to sort out a number of problems that we have in education, issues that what we have talked about here. I think (inaudible) data revolution. I think to us that's one of the innovations that we want to do as a nation where parents traditionally (inaudible) committees know the importance of data, education data, and making (inaudible), because otherwise right now, they collect the data for MS, for the central ministry, not necessarily for them, to see how best they can solve the solutions that they have at the grassroots level.

So, those are some of the issues that we are looking towards with the support of GPE, of course, and I think I would sort of encourage GPE to continue to help our governments in terms of providing the resources, technically as well as financially, and maybe to encourage you -- let's not reduce it. We are not at that point yet, if it's possible, so that we can set the impetus for really what we want to achieve as a nation in terms of gender equity and learning outcomes in the nation.

MS. STEER: Great. Thanks, Madalo. Thank you so much. I think you're really emphasizing two very important things, which is, we need more money, but we need to use the existing money more effectively as well, and I think we can get much further with what we have already using kind of evidence of best practice and so on.

I would like to turn to the audience. I think, Jean-Marc, maybe I'll leave the final question that I had for you and turn it to the audience since you've had some time already to explain the report.

I would like you -- I'll give you the chance to ask some questions. Please introduce yourself. There are some mics and I'll take a few questions before turning it to the panelists. You can address particular panelists if you want.

SPEAKER: I am May Lihani and I would like to start by thanking this panel. This is an extremely important report and I will read it from cover-to-cover. Thank you all. And extremely informative presentations and good question and answer session.

I have a question that relates to Jean-Marc and to Madalo at the same time and in a way to the question about primary and secondary. Let me start by saying my position, it's not an either/or at all, very similar to Alice's position about something that it was asked and she said, it's not an either/or, it's both. Same thing about primary and secondary. We

cannot say, let's continue investing in primary and not invest in secondary. We just can't do that.

In Morocco, I was told by the prime minister of education, our girls and boys go to secondary -- rather, complete primary if there is a secondary school close to them. It's an incentive to completing primary. If there is no secondary school close to them, they will not complete primary, they'll drop out. So, that's very important.

MS. STEER: The question --

SPEAKER: My question is, you mentioned, Jean-Marc, that at the secondary level both girls and boys are doing progress in terms of completion, and I have the page in front of me, and progress is the same, and that's good news. I'm going to defer a little bit and read it differently. That's bad news for the girls. And it's bad news because the gap did not get reduced. Your comments on that.

MS. STEER: Okay, let's take some more questions. The gentleman there.

SPEAKER: Good afternoon, I'm By Eckridge with Worldwide Services, an international development consultancy. First of all, thank you for the discussion, it's very interesting and illuminating. Quick question, I think, for David and Madalo. The picture you paint of the situation in terms of the need for funding is pretty clear at the aggregate

level. I mean, you've rolled this up to multi countries and we can see clearly that not enough funding is there. But all politics are local and education is as political an area as any.

And so, my question really is, what do we know -- what do you know? And what are you doing about the implementation on the ground? You mentioned, David, about Liberia, which is an interesting place as far as corruption is concerned. You talked about Malawi. And I would hope that a country with a woman president could do something better about girls' education, but I'm really on the point of the things that impede progress based on pernicious effects of corruption on the ground and that, I think, is a big issue that prevents a lot of things from happening and I'd be interested to know how you see it and what you're doing about it.

MS. STEER: Great. Yes, in the middle, the lady in the middle there.

SPEAKER: Hi, my name is Nada (inaudible), I work for the Institute of International Educations, (inaudible) rescue fund, Iraq project. So, I have an idea and this is mainly to Alice, and I bring it from being a conflict survivor. My country, unfortunately, is going into the fourth decade of wars and post conflict, and I have spent almost three decades working in higher education and education.

I think I'm not seeing so much discussions -- and I have been discussing this internally at my organization and at other venues -- I think that I'm not seeing the idea of presenting to donors the importance of education in terms of national security and regional security. Because, for example, if we are thinking of Iraq, we have, unfortunately, between 1.4 million uneducated -- almost illiterate children -- now combined with Syria and, of course, if we think of Israel and the West Bank, we have a growing number, maybe in one decade we will have close to three million almost, either illiterate or close to illiterate young people, and unless there is a method of communication and education is the perfect medium to communicate with those people, we will continue to go into cycles and cycles of violence, and I think, you know, as a person, I think I'm not seeing that dialogue being opened and discussed with governments and international donors.

MS. STEER: Yes, thank you. That's a great question. I'll take one more in the back there, the gentleman in the back.

MR. KAHN: My name is Tarik Kahn (ph), I'm from Pakistan. Thank you very much. This is a great discussion. My question with Alice, where my confusion lies is you talked about donors and donor fatigue, about investing in education, but in a country like Pakistan where GPE will be providing funding which is less than 1 (inaudible) Pakistan owns

investment in education. What GPE or donors at a global level can do to help countries raise their own funding? So, Pakistan has gone from 2.5 percent of the GDP to 1.8 percent. So, at a global level, donors need to go maybe looking at countries or helping them out of raising their own financing.

MS. STEER: Great. I think these are some really good questions. I think I'm going to start with Alice, if that's all right. I think the question about national security, should we just scare donors into funding education? And the role in domestic resource mobilization.

MS. ALBRIGHT: I think we should do everything we can to get donors to fund education. Just quickly on the question about corruption, we have a zero tolerance policy for corruption in GPE and a very strong "misuse" policy, so that's just where we stand on it. So, I'll just touch on that one very quickly.

In terms of national security -- and I'll get to Pakistan in a minute -- it's clear when you travel to all these countries and you see the year after year potential impact of young people not being educated and getting disaffected, becoming more and more hopeless, and lacking any sense of what their future might be, it's clearly a security issue, and the absence of focusing on it, I hate to say this, will lead to unfortunately more incidents of terrorism.

So, I don't think we should be alarmist, but I think there is an absolute national security and therefore foreign policy dimension to this that we need to think about, and there's a fix and invest in your society piece to this, and so that's something that's very clear. So, I completely agree with you.

And for all the reasons in and around the Middle East, it's obviously a problem. Another thing we're focusing on or asking ourselves, and this is a question that we're working on with our board, is at the moment there's a bit of a structural gap between the emergency/humanitarian world and the sort of development world.

The emergency and humanitarian world spends 1.4 percent of their money on education, down from 2.2 percent, so not big numbers no matter how you measure it, and so there's precious little attention in an immediate emergency situation spent on education. There's not enough money in development for education. And so we're asking ourselves the question is that there's some sort of middle space where we have to build resiliency in many of these war torn environments.

So, it's a question that we're working on, so I completely agree with you.

In terms of Pakistan, I mean, the general view about the level of funding that the government itself has deployed in Pakistan is that

it's too low. I mean, the numbers that we would like to see are multiples of 1, 2 percent that you've talked about. Having some money from the government is valuable, but they can do a lot better.

I think that there's a range of things that they could do. One is they could decide that education does command a higher priority, both at the national and the federal level in Pakistan. I don't know much about the Pakistan private and foundation sector, but there may very well be some interesting organizations locally.

I know that there are some really interesting NGOs in Pakistan and they may be able to help the government put together a more fulsome fundraising exercise, but I think that the big picture message that we have for all of the countries that we work with is that there is no replacement for strong government funding of its own education system to the best of its ability, and we know that depending on what country you're talking about and what the GDP situation is, et cetera, that that is a different number.

But there are many countries, and I think I probably would put Pakistan on the list, that can do more in terms of how much of their own domestic budget they put into education, and it was a point that our amazing new, dear friend Malala reminded the president of Pakistan when we were all together in New York in September, she told the president that

there wasn't enough funding. So, I think we would agree with her.

MS. STEER: That's great. David, I think the question around corruption and accountability seems one that you would have some views on.

MR. EDWARDS: Sure, and then just to add to Alice's -- because I was also with the Learning for All ministerial in Pakistan, and I do believe at the end there was a pledge to increase to 4 percent by the end of next year, right? So, I think civil society needs to hold him to account. He was asked about it at a UNESCO ministerial meeting a couple weeks ago.

Corruption. Transparency International just released their report on corruption in education a few weeks back, so check that out, we have a chapter in it. What we do is take a look at it at different levels. So, in terms of civil society, budget tracking is extremely important. And through GPE, civil society strategy, and through a lot of work with the Global Campaign For Education, which EI helped to found, and we work with national coalitions on budget tracking and transparency issues. So, that doesn't answer the question.

In the country I talked about before there's, I think, $90 million that's still parked due to some corruption issues. The other issue is a little more difficult, we're trying to deal with it through the professional

ethics of the profession. In some countries, Pakistan we just heard from, teachers have to purchase their posts sometimes. And there are other countries where that happens, and that's a definite systemic form of corruption that needs to be questioned.

And what we do is we have a -- like I said, our professional ethics statement and trainings that we go around and work with with teachers' organizations on that particular point. But how do we get at the root causes of it? I think getting better data, getting it more transparent, finding ways of holding government officials to account when they engage in corruption, getting that to be as visible as possible to try in terms of deterrents, and I think starting to have larger sort of more national conversations about who the real victims of corruption end up being in the education system, and young people, and their opportunities, and what that money could have gone for or what those opportunities could have gone for, or what blocking that group of teachers from, I don't know, being able to teach in somebody whose family isn't -- they're not related to that family school, what that then means, which is also a problem if you move towards greater and greater decentralization in running of schools you also run that risk, so you have to have those systems in place. It's a tricky question. I think it's one for all of us to take on together in the way that we look at ourselves and our own constituencies and have very honest, open

conversations internally about them.

MS. STEER: Yeah, that's great. I think the final question on the -- are we making enough progress on girls' education, I don't know, maybe Madalo or Jean-Marc --

MR. BERNARD: I think I got the question, but I cannot agree more with your comment. I think there are two dimensions, the primary/secondary piece and on the gender. No, you are perfectly right. And secondary education, while the progress is still good, but the fact that the gap is not decreasing is a real issue and we are not making the progress in secondary education that we are making in primary education, so it's something that has to be (inaudible 1:18:34.90 for sure.

The issue of primary/secondary, in our country, it's not the same for all countries, of course, but we have a faster growth in secondary education than in primary and in certain countries where they are quite far reaching universal primary education, there is this question of what resources you use for primary and secondary. Do you have enough for secondary and for primary? If not, what are the trade-offs? That's very difficult policy dialogue at country levels, that's not something you can solve at the global level, of course, but that's something that a lot of our countries are facing and I think that's something really important to take into account, but of course it's at country level that this dialogue showed

up, but we see that as a kind of risk for quite a lot of our countries. And in the report we flag some names where the situation is worrisome for primary education.

MS. STEER: I think I'm going to take one or two more questions and then I'm going to ask Alice to close us up by giving us the elevator speech for funding for GPE so we know what we have to do when we go home.

There are many hands. Maybe the lady here on the aisle.

SPEAKER: Thank you. My name is Grace (inaudible) and I'm with the American Institute for Research. Thank you very much to the panel and to Brookings for organizing this.

I don't want to sound like a pessimist. I think some really great points have been raised today, in particular I think most of us in this room would agree that first of all there are too many competing interests for government funds, you know, education is but one, and also for governments that have become kind of desensitized, corrupt, and even detached from, I guess, the suffering of their people, there aren't any real compelling reasons that you can give them, you know, security, yes, it's a great reason, business, yes, you know, workforce, all those reasons. And so how do we actually engage the civil society more so that they can -- because the demand side of education comes from the parents, comes

from civil society. So, how does GPE and maybe some of the other panelists sitting up there might also have an answer -- how does GPE really engage beyond these governments who can outwardly make commitments but not deliver on the ground? Who else are you engaging, not just through the consultative process, but actually on the implementation side?

MS. STEER: Great. Thanks. I'll take one more question, very brief one, yeah, maybe behind there. If you could formulate it quickly.

SPEAKER: I am Lanissa Joseph and I am a student from University of Maryland, and I am interested in the conversation because I recently completed my dissertation research data collection and looking at the gaps in terms of policy and implementation and several things that I discovered as I am analyzing my data relate to the disparity between health and education or the linkages, but in particular I wanted to ask, though my research focuses on early childhood education, what mechanisms are in place and what does GPE do, FDI do, in terms of transition in governments and when a government changes and people come in, that was one of the points that both Bernard made and David made in terms of changes in what is important. So, when a government has been in place for several years and a policy has been implemented, a new government comes in place and changes the policy, but it's still

reporting that the things on the ground are happening.

So, what I discovered as a student was, wait a minute, these things don't match up at all. So, what mechanisms are in place to address that and to make sure that there is transition even after governments change?

MS. STEER: Yes. Okay. I think maybe that relates quite a bit to the issue of fragile states as well. What if you don't have a government? I mean, how does one operate? So, I think I'm going to maybe ask Jean-Marc to briefly answer that and then I'll ask Alice to give us the last words and tell us how we explain in the elevator why we should support GPE.

MR. BERNARD: Yeah, I think part of the answer is directly linked to what is GPE about partnership, so when we engage at country level, we are not only engaging with the government, we are also engaging with the civil society, with all the partners. We have specific funding for civil society organizations to promote the inclusivity of local education (inaudible) that civil society is part of the dialogue at country level on more and more, so we are pushing on (inaudible) to incorporate what we call social network or accountability mechanism with civil society part of it.

So, that's something that is, I think, quite important and

probably a bit different in the way GPE is operating at country level.

And I think that's also directly linked to the capacity to work in more fragile environments, when you have political instability and potential changes in government, and we have countries -- we even don't have governments officially recognized, and we are working in these countries. So, we are able to engage differently working with other partners, working at a technical level with the administration. So, that's something we are able to (inaudible) because of the diversity of the partnership, because we have at country level partners that are able to work in these environments.

So, GPE is not some implementer at the country level, it's working with different partners at country levels that are, let's say, the ones that are most efficient in a given context. So, I think that's something quite important, and we have a specific policy for fragile states with this flexibility of the modality we are using at country level. So, that's something that's quite important in the way we are operating in this particular context.

MS. STEER: Great. Thank you so much. Alice, I'll leave the last word to you. I think you can wrap the answer to the other question into your final statement as well.

MS. ALBRIGHT: Thank you. And again, thank you all so

much for having us here and giving us this opportunity. You all are terrific friends.

Just a few very quick points on what we call the elevator pitch. I mean, first of all, we need an elevator pitch for education. It's a far too complicated space and does not lend itself well to simple messages. I think the first thing we need to do is all agree with each other. When I got to education I was totally taken away about how much argument there is at the weeds about this, that, this, that, this, that, and we diminish our voice by arguing. We've got to stop doing that.

We have to simplify the messages, okay, we have to demonstrate to all of the governments we work with, all the media, all the parliaments and so forth, that education is foundational, and if you think about every other good outcome that needs to happen in development in the security space, foreign policy space, you know, health, agriculture, you know, you name it, you need to read, you need to be able to do math, you need to be able to work in a group, you need basics, you need to be able to write. And so it's foundational.

None of these other good things are going to happen unless you're educated, and the minute you go to a country and you see lots of children on the street at 11:00 o'clock in the morning and you think to yourself, what's going to happen in ten years, you know they have to get

into school, and they will lose their chance. You can't recreate what you should be learning when you're seven. You can't. You have to be in school.

So, I think we just have to be that sort of raw about the messaging and not overcomplicate it.

So, that's why education. Okay, why GPE? You know, we are challenged in terms of how do we actually discuss GPE, because it's a long story. We have to shorten the story and say two things. It's the only global partnership that operates at the global and country level in education, the only one. We have a unique and the biggest and the only platform and every party is involved. We've got our good friends the teachers, I mean, the board is a constituency board, it's basically divided into thirds, a third are donor countries, a third are developing country partners, and a third are what I'll call everybody elses, of which you all are a hugely important part.

But in that other third, we've got teachers, civil society, multilateral agencies, the private sector. We have everybody, and what we do is we give countries a set of tools to help them get the job done better at the policy level, so that could include, we're beginning to work on it, a data strategy, it could include money, it could include assessment systems, it could include how do you organize the civil society to get them

up in arms, to get the government more in gear?

So, we have everything that we need in our toolkit. Nobody else has that breadth, and it is -- the job that we all have ahead of us, all of us at GPE over the next six months, because we're having our replenishment conference in June in Brussels, for which we're very grateful, with the European Commission, is tell that story over and over and over again and not get into the weeds too much, not get into the arguments about, well, is it really low-cost private schools or is it not or is it this or is it that -- the answer is, we need education and we should not limit our voices based on arguing about things. We should just go argue that one thing matters: education and enough money for it and enough muscle for it.

So, that's our speech. We are -- all of the parties are totally critical -- the teachers, the CSOs, the countries, the governments, the donors, the private sector -- everybody is critical because they all have a real share in this. So, anything that you all can do -- you guys are good friends, we're going to call on you -- to go and simplify and strengthen the message I think would be absolutely helpful. So, it's great to just have a chance to be with you all. Thank you.

MS. STEER: Thank you so much, Alice.

(Applause)

MS. STEER: We all have our mission now. Thank you so much for coming and thank you so much for this wonderful panel here and for the great discussion.

* * * * *

CERTIFICATE OF NOTARY PUBLIC

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.

Carleton J. Anderson, III

(Signature and Seal on File)

Notary Public in and for the Commonwealth of Virginia

Commission No. 351998

Expires: November 30, 2016