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CELEBRATING PROGRESS, REMAINING STEADFAST
AND ASKING WHAT'S NEXT FOR GIRLS' EDUCATION

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Introduction:

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Keynote Address: The Next Global Agenda for Girls' Education:

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SESSION 1: NEW EVIDENCE AND APPROACHES TO IMPROVING ACCESS AND LEARNING FOR GIRLS:

Moderator:

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Panelists:

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SESSION 2: LEADING THE CHARGE FOR GIRLS' EDUCATION IN DIFFICULT CONTEXTS:

Moderator:

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Panelists:

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Founder and Chief Executive, Study Hall Education Foundation
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PATIENCE STEPHENS
Special Advisor on Education
UN Women

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P R O C E E D I N G S

MS. WINTHROP: Good morning, everybody. Thank you for joining us. I'm Rebecca Winthrop; I'm the Director of the Center for Universal Education here at Brookings. Wonderful to see so many friendly faces who've trekked out on this steamy, steamy morning to join us today. So welcome to all of you here in the audience and welcome to those of you who are joining us on the webcast. And particularly for those watching the webcast we will be taking questions and comments from all of you via twitter at #GirlsEdu, so please feel free to send them in. And of course all of you, you can send them in too if you feel your hand is not going to be picked. Who knows, double chance. So anyway we're really pleased to kick off this day around girls' education. Yesterday was the Day of the African Girls, so happy belated Day of the African Girl. And that gives us I think a real moment to pause and reflect about girls around the world, particularly in Africa, given all that's been happening in Nigeria. And certainly those of us here in the U.S. have been watching quite closely the events unfold over the past several months with the abducted girls in Nigeria. But those of us -- and many of you in the room who work closely on girls' education in Africa this is unfortunately not the first time this has happened. This is happening all around the world in many cases, quietly, not so quietly, and for us I think all collectively it means that we really need to think quite long and hard about what girls in many places really have to go through in order to try to get an education. In many cases they're really risking their lives on one way or another which is a sobering note to begin with but important, important because for us at Brookings we spend a lot of time talking to policy makers and doing research and doing sort of quite a bit of backdoor advising. And one of the things we started encountering over this past year, we were having a discussion with some of you yesterday about it, was comments from some senior policy makers that, you know, actually the girls' education issue has

been solved, it's -- and I've had a couple of separate people, different organizations, senior people saying in education it's a post gender world which was incredibly puzzling to me who looks at a wide range of data, being a little data obsessed as we are at the Center for Universal Education. But when I paused to think about it I realized why people were saying that and to me it has to do with looking at a slice of the picture and not the whole picture. Many people -- and we should rightly so celebrate progress in girls' education at the primary level. It was the Millennium Development Goal in the last 20 years since 1990, huge progress in enrollment. And so that is a wonderful picture and the other part of the picture is that in many countries in the world wealth, level of wealth and geography, where kids live, have more of a determining effect on whether they get into school than their gender. And in fact in a third of the developing countries in the world more boys than girls are enrolled in primary school. So if you look at that slice of the picture it's understandable why people think well, check the box, we can move on from girls' education, there's other issues to be dealt with. And of course we care about girls; no one has ever said to me that they don't care about girls, it's just that it might not deserve focused attention like it did before. And I think what we really want to do or why we were moved to have this event is to really put that question on the table. Is it really a post gender world? And if not what should our collective ambitions be? And one of the things that I'd like us to talk about and we're going to hear in a minute much more from our distinguished panelists is about what could our collective global agenda be for girls' education moving forward.

My colleague, Jenny Perlman Robinson, and I sat down and kind of tried to think about it and wrote a little piece about what we thought might be "the next generation" or "second generation" girls' education issues. And for many of you they're not second generation issues, they are issues that you have been working on for years

and years in the academic space, in communities, around the world. But in a way they're second generation issues for the global stage, for the global discourse around girls' education. And what we came up with was five things. One is we really need to talk about the missing millions of girls from early childhood through secondary. And in fact those girls are really girls who you don't have to talk about the entire world anymore, you need to focus on specific geographies, whether it's Sub-Saharan Africa, Southwest Asia, or other pockets of excluded girls, you need to focus on the poorest girls who live in rural areas. UNESCO global monitoring report last year -- does of course every year great analysis -- and one of their pieces of analytics that they produced was that in Sub-Saharan Africa it's going to take 100 years before poor rural girls make it through the end of junior secondary school. So if you're one of those girls it really doesn't seem like a post gender world I don't think. So that's the first one, the missing millions. And you need to focus of course in there not just -- as I said not just on primary but take a bigger look, raise our ambitions to really try to have a collective goal to say, you know, we want all girls to leave secondary education, formal or non formal with the skills they need for their work in life. The second big issue that we thought merited discussion today amongst all of you and are putting on the table as a next generation issue is learning, quality learning. And this is a boys and girls issue, but it certainly is important for girls particularly to make sure that they sustain and maintain and progress through education. The third issue is around school violence; two pieces, attacks on schools like we talked about with Nigeria. There's 30 countries in the world where girls and women teachers and a number of other forms of education personnel are attacked regularly, bombed, killed, abducted. It is not a pretty picture. But also violence in schools around sexual harassment and abuse and exploitation on the route to school, within schools, is a very large issue. The fourth is around livelihoods. How do we transition girls into the world of

work successfully? One of the most stark reminders of this was from a piece of work that I was looking at recently that my colleague Liesbet Steer had been leading on with others, Maysa Jalbout and others, around education in the Arab world. And girls transitioned much more frequently to secondary education, outperformed boys but were only 18 percent of the labor market, so didn't make that transition to the world of work which is of course not necessarily an education system problem but we need to help girls while they're in secondary and think about how to navigate that bridge. And then the last that we want to put on the table for you guys to consider is around leadership. I think we need all sorts of leaders. We need very senior leaders who you're going to hear from a few today, but we also need leaders in developing countries, in communities, people who are very grounded in the very particular problems of girls' education in their regions, in their countries, to be supported and to help expand their voice and their effectiveness and their ability to operate. So a network of I would say developing country girls' education leaders, sort of a second generation of girls' education leaders for this second generation of girls' education issues.

So we wanted to put that out for you for food for thought. And we're going to have a discussion about it and some pieces of it for the rest of the day. Our interest really is to see if we can't get a good discussion going particularly as we are going into post 2015 negotiations but certainly beyond. And one of the things that I think is important is to talk not only amongst ourselves in the global education community, but also begin to have a very serious conversation with the women's movement. There is a lot of great work on women's leadership, on women's empowerment that doesn't actually interface very much and very frequently with the girls' education space. There's actually some great events going on that -- even this week have a sort of a gender equality week here in Washington, D.C. Yesterday there was an interesting event on gender

mainstreaming and integration and FHI 360. And then there's also Vital Voices is having their big leadership, Global Leaders announcement event this week, Girl Up is doing a whole range of training for young women and men leaders on girls' education. So there's a lot of excitement particularly around advocacy and how do we merge that and bring that into the girls' education space better is something that would be great to talk with you all about.

So let me give you a little rundown of the day, what we're going to do and who is going to be engaged in conversation up here. In a moment I'm really, really pleased to welcome Catherine Russell, who is the Ambassador-at-Large for Global Women's Issues for the U.S. government in the State Department, and she's going to be talking about the new -- you know, what could be the new global agenda in girls' education and very much her own vision for what needs to happen. What is it that she and her office would like to do, would like to ask all of you to come in on with her I'm assuming -- Catherine, maybe I'm putting words in your mouth but I'm imagining. And really sort of big picture vision. Then we're going to transition to a panel around New Evidence and Approaches in Improving Access and Learning for Girls that will be moderated by Josh Muskin who's the Senior Education Program Officer at the Aga Khan Foundation and a friend and also has long time been working on girls' education issues around the world. We'll have a very short break and have a second panel on Leading the Charge for Girls' Education in Difficult Contexts, who we're very, very pleased to welcome, Julia Gillard, the former Prime Minister of Australia and a distinguished Non Resident Senior Fellow here with us at Brookings, as well as the Chair of the Global Partnership for Education; she's busy these days. And we're thrilled to have you spend time with us. Julia will give some remarks up front about leadership, about her own perspective as a woman leader, about leadership for the girls' education sector, and then

we're going to have a conversation with a range of interesting folks around their perspective from leadership on this issue from different lenses.

And then I do hope you'll all stay right across the hall immediately after we'll have a lunch for everybody. We've found that people really like to have a -- I don't know if we call them publicly networking lunches but we do now -- networking lunch for people to really get to chat and meet each other and talk and some food and stay for however long they'd like.

So with that, with just a few little comments, I want to welcome up Cathy who prior to her current role was Deputy Assistant to the President and Chief of Staff to the Second Lady, Jill Biden. And you have a full bio on her and she has quite a number of expertise, particularly working in the U.S. government around many things, but especially gender issues. So we're really pleased to have you Cathy, and please.

AMBASSADOR RUSSELL: Thank you. Thanks, Rebecca; I really appreciate that. It's nice to be here. Thanks for having me here today. It's a privilege to be with so many experts who care so much about this issue. Hello, how are you? It's also really an honor to be here with Julia Gillard who just having you in this space is really tremendously important. And I hope you know that your leadership here is really -- means a lot to everybody who is in this area and I hope you understand how much it means to all of us who are here. So thank you for that.

So a little bit about my position. I'm the Ambassador-at-Large for Global Women's Issues as Rebecca said. It's kind of a mouthful of a title. It means that I work to ensure that women and girls are integrated into all aspects of U.S. foreign policy. And so it gives me really great pleasure to see people who are here from so many different sectors of the U.S. government and who are working in so many areas because my job is to try to integrate women's issues into all those different areas. The U.S. has prioritized

gender equality as a core component of our foreign policy for two reasons. First, and obviously because we think it's the right thing to do, but also because we strong believe -- and this comes from the President, from Secretary Kerry who say this over and over again and we believe that the data bears this out -- because it's the strategic thing to do, especially when you look at the economic, health, development, and democratic outcomes of countries. And nowhere is this more true than when you look at investment in girls' education. So as a global community we have focused a great deal of effort, and I think Rebecca had said this, on primary education which we applaud. Since 2000 and the adoption of the Millennium Development Goals we've seen extraordinary progress on education including on efforts to achieve gender parity in primary school education. Since this is Brookings I'm going to give you some statistics; I wouldn't ordinarily do this but given the audience. From 1999 to 2011 the number of out of school girls at the primary school level dropped from 62 million to 31 million, a huge achievement. Young women's literacy levels are also improving. Globally there were 90 literate young women for every 100 young men in 1990. That number rose to 95 women for every 100 young men in 2010. And I think that goes to Rebecca's comment about how overall we've seen improvements and that goes to this question of whether we're in the sort of post gender world. And I would agree with you that we're not but I think those statistics are some of the reasons that people think that we have made a lot of progress which we have.

The United States is proud to have played a role in accelerating this progress. On average U.S. aid funds $1 billion worth of education programs across roughly 60 countries every year. And on average over 9 million girls enrolled in school are supported by U.S. government programs each year. And yet as the headlines from Nigeria remind us all despite this progress very real challenges remain and these statistics really don't tell the whole story. By adolescence the education gap between

boys and girls widens, particularly as Rebecca mentioned in Sub-Saharan Africa and South Asia. And this is just a persistent problem that we really need to try to figure out a way to deal with. Sixty five million girls globally are not in school and approximately 17 million will never go to school. The majority of these girls live in conflict afflicted areas making the challenge of education even more difficult. I mentioned to Rebecca this morning that I was in Turkey a few months ago and in Jordan spending time with Syrian refugees and they talked to me about some of the challenges that their children are facing. And I know you're going to address this alter today in one of your discussions, but I was there, I was in Turkey opening a UNICEF school and I think, you know, we are aware and I think mindful of the issues for young children in these conflict settings and I think UNICEF obviously working very hard to get these kids in school in the camps. But, you know, some of the parents were talking to me about older kids. And I have teenage kids so it sort of really resonated with me. And they talked about how kids who are high school age and, you know, sort of at least some of these kids were thinking about maybe going to college. They are really just losing these years and losing these opportunities and the parents were very concerned that these kids would never get these years back and that they would lose all opportunities to ever go to college. And that even when the conflict was over it was hard to imagine how they would be able to go back, finish high school, you know, even contemplate going to college again because girls would in all likelihood be married by then. The boys, you know, would be employed and it was just hard for them to picture trying to get that time back. And it was really just a heartbreaking conversation. And these were kids who were in camps, you know, forget the kids in Jordan and other places, Lebanon, other places, who are living in communities where they don't even have access to schools. So obviously these are just, you know, horrific situations for so many kids.

According to UNICEF fewer than one in three girls in Sub-Saharan Africa attend secondary school, and even fewer complete it. In the majority of Sub-Saharan African countries less than one in ten girls graduates from high school. This statistic alone should spur us all to action. Yet to date development assistance has rarely focused on adolescent girls, and few programs have been designed with the unique learning and developmental needs of adolescent girls in mind. And those who do manage -- the girls who manage to transition to secondary schools face a host of challenges that the global community is only beginning to address. Enrolling girls in primary and even secondary school cannot be the end of our efforts. It's time for the international community to come together behind a comprehensive effort to address the full range of challenges that prevent girls from transitioning to, completing, and excelling in secondary school.

As we enter the final 500 days of the Millennium Development Goals, there's a growing sense of urgency to push what some call -- and I think Rebecca talked about the second generation issues in formal education -- to the forefront of policy discussions. And I'd like to highlight four of these today. First we must ensure that enrollment translates into attendance. Girls -- and we've seen this in many places -- and this goes for boys as well -- may be enrolled in a program but may not actually be attending school. The reasons that keep girls at home range from being unable to afford uniforms or textbooks for their classes, or not having shoes or bikes they need to get to school, or by hours of domestic duties around the house and, you know, in some places this is just a serious burden on girls. I mean we heard a discussion last night of many, many hours that girls are doing domestic work every day. We must find ways to dismantle these barriers to attendance. Second we must ensure that attendance translates into learning. In all too many countries the quality of primary schools has

decreased even as attendance has risen. In some regions a majority of girls who graduate from fifth grade cannot read a single sentence. In others secondary school curricula do not offer relevant and interesting coursework. We must make sure that teachers are present, trained, equipped, and have meaningful materials and that they have teachers and instructors who are sensitive to the needs of girls. Third we must ensure that learning translates into labor force participation. Increasing women's labor force participation is a very important subject for another day, another discussion and it's a top priority for the United States and other economies around the world. But I would say that more girls and more families will need to see the value in secondary education, they need to see that it translates into post graduation employment. In other words in societies where girls are often not valued which is a persistent problem unfortunately in far too many places, parents will have to see that investing in a daughter's education is worthwhile for the family. Programs should promote financial literacy, technological skills including in some places computers where appropriate, as well as other marketable skills. And laws that erect barriers to women's full participation in the workforce have to be revised and those laws exist again in way too many place. Finally and critically we must ensure that schools are safe. And this is an area where I've spent much of my career as Rebecca mentioned and it's a -- violence against girls and women is a persistent problem in every country in the world including the United States. As other segments of today's program will specifically address many girls experience gender based violence either in or on their way to school. None of us wants girls to be subjected to abuse and we must acknowledge that this is an issue that parents are concerned about when they consider sending their girls to school as well. It's important to recognize that addressing these issues will have positive effects that extend beyond girls. We're focused on girls because they are often at a disadvantage compared to boys but the

benefits of addressing these second generation issues in girls' education will accrue to boys as well.

While we're gathered to talk primarily about education those of us who work with and on behalf of adolescent girls that know that the problem goes far beyond lack of education. Addressing and meeting the needs of adolescent girls worldwide will require a comprehensive approach, one that recognizes that a girls' education must go hand in hand with addressing health needs, family circumstance, gender norms, and other unique challenges that undercut and undermine girls' aspirations. One of the most challenging issues that we deal with is the continuing scourge of child marriage which is strongly linked to that of adolescent education. In some cases girls leave school to marry, in others early marriage follows shortly after the time a girl drops out of school. We know that one in three girls will be married by the age of eighteen, one in nine by the age of fifteen in South Asia and Sub-Saharan Africa, often too much older men and sometimes in situations of horrific violence and abuse. Early enforced marriages have severe and long term health consequences for adolescent girls. Fifteen to nineteen year old are about forty percent more likely to die due to medical complications from pregnancy and child birth than young women age twenty to twenty-four. Even when parents are committed to creating a better future for their daughters they often find that opportunities for women are limited and decide that marriage is their daughter's best option for financial stability. These missing, undervalued, and underserved girls are a challenge for each and every one of us. The good news is while girls worldwide face many obstacles we know that investing in them and empowering them is the answer. We know that every year of schooling increases a girl's individual earning power by 10-20 percent. The return on additional years of secondary education is even higher with estimates to 15-25 percent. And while an early marriage often means the end of

education for many girls, effective education programs can convince girls and their parents to delay childbearing and marriage. Girls with secondary schooling are up to six times less likely to be married as children. Girls' attendance in formal school during adolescence is also correlated with later childbearing, lower rates of HIV, and other negative health outcomes, fewer hours of domestic and labor market work, and greater gender equality. This can be truly transformative not only for the individual girl but for her family and her entire community. The benefits I've just described accrue to the next generation helping to break the cycle of poverty. A child born to a mother who can read is 50 percent more likely to live past the age of 5. A youth raised by a mother who's been educated is more likely to remain healthy, safe, and in school. Now the data on both immediate and long term consequences are compelling but many of us in this room today spend a lot of time looking at data.

I want to stop briefly and explain why all this matters on a more personal level. Last fall I travelled to Afghanistan where I met a group of young girls, they went to a school called Sola which is an amazing school for girls there. And they talked to me -- really whenever I travel I try to meet with young girls because they're really always the highlight of my trip. So these girls, you know, I ask them always what do you want to be when you grow up, and so the girls there, you know, they know I'm a lawyer so a lot of them said I want to be a lawyer, I want to be a lawyer. Some of them said I want to be a doctor, one said I want to be the president of Afghanistan. And it was striking because most of these girls don't even remember the conflict in Afghanistan. They just have a feeling that the world is at their fingertips which is amazing in a country like that. They were so determined and optimistic and encouraged and I felt great. You know, I'm like okay, you know, the United States has helped here, we've done some great work and really was feeling just encouraged by the whole situation. And as I was leaving

somebody pulled me aside and pointed to one of the girls who was just a wonderful, adorable girl and she said, you know, just before she came here her father tried to sell her. And I was like, oh, for the love of god, you know. And it just was this moment where I realized that the sort of horrible forces are always just right outside the door for these girls. And as much as we work hard to try to support them and as hard as these girls work, the really terrible reality of these cultural challenges they face are always right there. And so we have to just keep at it. And I think that, you know, for me it's always just a constant reminder of just how challenging it is for them and how we need to really, you know, never let up on our efforts to support them. So I guess as we gather here today to review the evidence and make recommendations, you know, we have to look at what we can do as a global community, how we can make sure that that young girl and millions just like her, all desperate for an education, all really wanting it so much, are given the opportunity to succeed.

Part of the answer lies in doubling down on our investment in girls' education programming. For example in my office we recently submitted a call for proposals for programs to address peace, conflict, and stability. And we're recognizing explicitly that girls' education is the key tool in this regard. And I just would say as a note, you know, in my office we have sort of three priorities that we are working on. One is gender based violence, a second is women's economic empowerment, and the third is a focus on adolescent girls which his focused on girls' education and child marriage. But I think the key point -- and I hope I'm -- I'm trying to make this here is that we see all of these issues as related to each other and it is hard to separate one from another. I know you all are here to talk about girls' education but really all of these things are critically linked to each other. A girl has to be educated but she has to also have economic opportunities. It has to go someplace, there has to be a continuum here. She has to be

free from violence, whether it's conflict violence or violence in the house. And I think we all have to try to look at these issues holistically. And that's really what we're trying to do in our office. And I know that Rebecca certainly understands this, but I hope everybody here understand that you can't -- you have to divide these issues in a way to do the programming, but you have to look at them comprehensively if you want to solve them in any meaningful way.

My colleagues from U.S. aid are also supporting key girls' education programs like the Eagle Program in the DRC which is a comprehensive effort to address these issues. And also programs in South Sudan and other places. We've seen promising research on the potential benefits of some of these programmatic interventions. I would say that part of the answer lies in a holistic multi sector -- which is everybody's favorite word, phrase -- efforts. And by this I mean ensuring that all the challenges that adolescent girls face or address as I said from gender based violence to HIV and aids, to early enforced marriage. Part of the answer lies in our multilateral efforts. We look past -- look ahead to the post 2015 development goals, U.S. believes that girls' education, including secondary education and beyond will be key to breaking down ongoing development and democracy challenge. Part of the answer lies in each of you, you know, in our colleagues from DFID and other places, other countries, our colleagues from the private sector and your efforts to collect data, to raise awareness, to work directly with girls all over the world. And of course the answer lies in the girls themselves who are the most amazing people here and the most amazing young women who deserve every opportunity that they can get. And their grit and their determination and then their dreams that hold so close. Investing in the future by investing in the future of girls will help us achieve the future we all want.

So thank you all. Thank you so much, Rebecca, for having me here. I

look forward to the conversation and I hope you all enjoy the conference. (Applause)

MS. WINTHROP: Thank you so much, Cathy --

AMBASSADOR RUSSELL: Sure.

MS. WINTHROP: -- for your thoughts. And, yes, for those of you standing in the back, if anybody has an empty seat around them can you raise your hand? There's a couple down here. And don't be shy, I'm giving you a moment to come down and have a seat.

So thank you very much, Cathy, for your thoughts. We'll open it up in a minute but I had -- as I was listening to you I had two questions that I was curious about. The first one is I was listening to your three priorities and they make a lot of sense going together and very complimentary, what should we be -- we, the royal collective we -- be looking out for from you in the next, you know, couple of years? Big imitatives, are you going to -- you know, how will you try to execute on this? Is it going to be one topic that you're going to really lean on very hard, is it going to be, you know, sort of a sprinkling across many and sort of bringing people together? Or what's you thinking behind that? Maybe you can't reveal it yet, but a little bit.

AMBASSADOR RUSSELL: Well, I can give you my approach.

MS. WINTHROP: Right.

AMBASSADOR RUSSELL: Maybe that will help. The way I look at this, and this I think comes from my years of working in the government is that I think generally that the U.S. government -- and this is maybe my bias of working in government -- but I feel like the U.S. government can be a tremendous force for good. I think that the trick of it is that there are many, many people doing a lot of work in the government. Last year, or I guess maybe now it's two years ago, when I was at the White House I worked on the strategy -- we did a strategy on gender based violence and

the idea was to try to understand what all of the different pieces of work that were going on in the U.S. government to address gender based violence, and I realized that there is so much going on across the government but that it's sometimes hard for everyone to know what's happening I guess is the nicest way to say that. So I think the single most important thing is to always have a strategic plan in mind, on paper and I think everybody who works on the issue needs to wake up. And this is what I tell my team every day, wake up and you need to know the three things you are trying to get done that day. So in each of the areas that we're working on that's what we're doing right now is getting our strategic thinking in place. On gender based violence we've already got the plan because we worked on that at the White House so we're now implementing that. And that's moving forward pretty aggressively. And that's in sort of two areas. One is on really getting our ducks in order on all of the gender based violence efforts that go on, and then also on the conflict side. Where last week I was in London with the Secretary where he made some really good announcements on the work that we're doing in conflict settings and that included things like we are interested in trying to deal with the accountability problems that come up where, you know, you have just horrific -- I'm sure people have seen these -- just horrific cases of rape and other forms of gender based violence in conflict. And it's very, very challenging for the international community to deal with those cases because the situations are very unstable to start with. People act with complete impunity and it's terrible in many, many respects. But really when you talk to the victims they believe that nobody will ever serve any -- you know, be convicted, serve any time for these things. And it's, you know, it's so demoralizing. In addition to the horrible rapes they're facing and some of those rapes are so violent that these women suffer physical things that are just -- you know, honestly make you wonder about humanity and how people can do some of the things they do to other people. So one of

the things that we're supporting and we are expanding this effort is something called mobile course where -- we're doing these in the DRC where we set up, we work with local Congolese Judges, prosecutors, we train them, defense attorneys, and people go around and move around in the DRC so that people in the communities can see justice being served. They're not perfect but they're something. And they have the added value of trying -- we're trying to help build up the justice system there. So we have many things like that. So that's one piece.

On women's economic empowerment, again we're taking a look at all of the work the U.S. government is doing and there are so many things from trade agreements and other things where we're working to increase women's economic participation. We do it in fora like APEC and similar forums in Africa and other places and we're really trying to get all of our efforts coordinated.

So on the adolescent girl front which is the subject of today, as I said we're very interested in girls' education. I am interested in -- my team, we are looking at this through the prism of adolescent girls and looking at taking this group this age group and looking comprehensively at the issues. Education is the major piece of this but it's not the only piece. And so we are trying to think through how we can more effectively address these concerns.

MS. WINTHROP: Right. So would you say that in the adolescent girls' piece -- like the violence piece you already had the plan because of all the work you've done. Are you in the sort of planning, developing your strategy phase for the adolescent girls' peace? Is that where at?

AMBASSADOR RUSSELL: Yes, yes.

MS. WINTHROP: Okay.

AMBASSADOR RUSSELL: And we're moving along.

MS. WINTHROP: So we should all come and give you ideas?

AMBASSADOR RUSSELL: You should all definitely come along. Please, please, because we're -- yes. And we're meeting with people and we're reading furiously. Ann Norris who is here is our key person on this on my team, but we are -- we're moving fairly quickly.

MS. WINTHROP: Okay.

AMBASSADOR RUSSELL: But, yes, please do.

MS. WINTHROP: Great.

AMBASSADOR RUSSELL: We're happy to have any input.

MS. WINTHROP: Great.

AMBASSADOR RUSSELL: Very grateful for that.

MS. WINTHROP: So last question before I open it up for a round from the audience and twitter is the U.S. government recently joined the Global Education First Initiative which is the Secretary General's big global education initiative. What a surprise. (Laughter) China recently joined as well and there's now the list of champion countries is growing and we were all very thrilled, great, China and the U.S. join the Global Education First Initiative. So but what does that mean? What does that mean? What are you guys going to do? Does it mean anything different? Do you have an answer? (Laughter)

AMBASSADOR RUSSELL: I think that it's a really very important first step and I think that these multilateral efforts are incredibly important because they show a commitment on the part of the international community and a recognition of how important these issues are. And I think any effort that the United States and China agree on is great and I think shows that we recognize the critical importance of it. And I think we will definitely look at that as part of our strategy and figure out how we can make the best use of it and how the United States can contribute as fulsomely as possible to that.

MS. WINTHROP: Right, okay. So not a full answer.

AMBASSADOR RUSSELL: It's the best I have at the moment.

(Laughter)

MS. WINTHROP: Maybe to be continued.

AMBASSADOR RUSSELL: Yes, to be continued; yes.

MS. WINTHROP: So why don't we take a quick round from the audience and a couple from twitter just -- we'll do one round. Raise your hands high. We'll take a grouping and, Cathy, you can sort of selectively respond. Questions? Yes, here.

QUESTIONER: Hi, my name is Mandy. I work with Digital Development Communications; we do documentaries for development work. And I have a question about sort of walking the line between championing -- particularly in the global context -- girls' education without discrediting it. Wondering specifically about Malala Yousafzai and when she became sort of the face for young women's empowerment and education around the world, the possibility of putting her in further danger, and more recently with Nigeria, are opponents discrediting themselves by the violence that they're perpetrating or is there the possibility that by western organizations or institutions using faces like Malala Yousafzia are we running the risk of discrediting girls' empowerment and education, walking that line.

MS. WINTHROP: That's a really interesting question. Any other questions? Yes? One here and then one at the back and then -- Eileen, we have a couple over there, right?

MS. SCHEID: Hi, my name is Pat Scheid; I'm with the Hewlett Foundation. And I wondered to what extent your offices engaged with the interagency task force that's working on the U.S. position around the post 2015 goals? In particular really pushing forward many of the issues that you're working on and sexual and

reproductive health rights in particular.

MS. WINTHROP: One at the very back there and then, Eileen, if you could pass me some questions from twitter I'll ask those as well and she can answer all together.

QUESTIONER: My name is Fineau and I work here at the Brookings Africa Growth Initiative. I wanted to learn more about specific interventions that you do for gender based violence because for example when I lived in Tanzania they have that issue but the solution that they came up for example was to have a desk at the police station for gender based violence, and it didn't work. People just didn't buy it. So could you list us your interventions?

MS. WINTHROP: So three very different interesting questions.

AMBASSADOR RUSSELL: Okay.

MS. WINTHROP: Pick how and if you want to answer and then we'll do the second round.

AMBASSADOR RUSSELL: Okay. Well, I'll try to start. Let me -- I don't -- if I can remember everything. On the first question, you know, it's a really interesting question and I think it's something that it's not so much a U.S. government question because we don't as much engage in those efforts of -- we do a little bit but not as much as -- some groups I think get more involved in adopting some of these efforts a little bit more than we do. I'm not saying we don't entirely, but I think that, you know, what struck me about both of those cases I think was that when you see how forces are so threatened by young girls getting educated it really was I think shocking to the world. And obviously in my job I see every day just horrific acts of violence against girls and women, every day for a whole range of reasons. You know, acid burnings, honor killings, I mean just one thing after another. But it's interesting, you know, the case of Malala I

think was really striking in that, you know, a grown man shooting a young girl because she's trying to get educated. I think it struck a chord in people because it was so horrifying to imagine that just getting educated could be so threatening to people, but obviously it is, right. And I do think that there are real issues about safety and I think her family and others are very mindful of those concerns. But I think you raise a really good point and I think people do need to be very, very concerned about that.

On the -- and we're very involved in that. There are -- if you -- I couldn't begin to describe to you the process in the United States government for looking at the post 2015 goals but there are probably 25 working groups. We head the one on gender in our office but there are multiple groups and the process is very extensive and people are taking a very careful look at it and we are involve in all of these things. And I think the U.S. government -- you know, we see ourselves as leaders on this issue. I had my first experience with the U.N. in my job when I went -- it was shortly after I started -- is my friend from the Macarthur Foundation here? I can't really -- I don't see him. But anyway it was quite something dealing with that whole U.N. process. And so we are engaged and we've already come out and said we want a separate gender goal. We did that one at CSW this year. So I think we're now trying to make sure that gender it integrated in all of these and that all of the equities that we care about are taken care of. But it's definitely a very challenging process.

And the sexual and reproductive rights issues are very challenging and there are countries that fight hard on those issues and that ends up being at the end of the day one of the most difficult things to work out.

And I'm sorry, the third question?

MS. WINTHROP: From the documentary. I'm sorry. For the --

AMBASSADOR RUSSELL: Oh, yeah. Oh, oh, the different

interventions?

MS. WINTHROP: Yeah. The different --

AMBASSADOR RUSSELL: You know, look, I think though every -- you know, we have multiple interventions on gender based violence and it would probably be better if we dealt with those off line, but they range from things on -- efforts on engaging men and boys to as you say training police officers, training judges, training prosecutors. Multiple things that we try in different places. Sometimes they work, sometimes they don't. And I'm always saying to my team, you know, it's as useful to us to know what doesn't work so that we don't keep doing it over and over again, and hopefully we get that information back. And one of the most important things I think for any entity that does programming is to do a really rigorous analysis to make sure that we understand what doesn't work. So it would be helpful for you to maybe -- if you maybe talk to Ann at the end of the session today so that we know what your experience was, that would be helpful to us. And we can certainly provide you whatever information you're looking for. Okay? Does that?

MS. WINTHROP: Thanks, Cathy. Two final questions from the twittersphere -- twittersphere?

AMBASSADOR RUSSELL: Is that a word?

MS. WINTHROP: Tweets. I don't know. I thought it was but maybe it's not.

AMBASSADOR RUSSELL: Twittersphere.

MS. WINTHROP: Twittersphere. There we go. One is around secondary education which I thought was insightful and I'm not even sure I would have an answer to it, which is secondary education is expensive and it is much more expensive the per unit costs than primary education. So can we blame families for

investing in boys who have more employment opportunities and what do you do about that?

AMBASSADOR RUSSELL: Well, that's -- I mean it's really the point I tried to make in my remarks which is it's why you can't really address education in a vacuum, right. You have to look at -- really what I see across my work is that the basic problem is that girls and women are not valued. And that starts at, you know, in situations where they're not valued before they're born and they're not valued as children; they don't get adequate healthcare. And some of this is in countries where we have the problem of dowry and so from the moment they're born their parents see them as a financial burden, you know, and they grow up and they see the boy as -- he's going to grow up and support the family and the girl is just there waiting to have to pay to get her married. And so you have situations where what we have to try to do is change cultural norms. It's why I think the economic opportunities for women are so critically important because if women -- as these girls grow up the women can then take care of themselves, they have economic opportunities, you start to avoid some of these problems. And so I think we really have to try to avoid the temptation to just look at anything in isolation. You have to try to address these issues overall. So you have to try to have efforts to change norms. But I do this trying to provide economic opportunities, and again that's not easy either, right, because these are poor countries. So it's not like you're saying, oh, you know, there are already lots of economic opportunities and the men are getting all the opportunities. No. A lot of times these are really poor countries where nobody has any economic opportunities. Often women -- and this is one thing I've also discovered, that women are always working hard. No matter where you go. It's just that a lot of times they are in informal economies; they don't get any compensation for it. So if you can try to figure out how to help them get some remuneration for what they're doing, you know,

and make sure that they can get some way to support themselves and their families and get their kids educated, then the generations will start to benefit from that. But it's not a simple solution. And, you know, when you're the parent looking at, you know, you've got a boy and a girl and you have to educate one of them, I mean it's not an irrational decision but it's something that we as a global community have to try to address comprehensively.

MS. WINTHROP: Well, with that we are out of time. And we want to do two things, we want to warmly thank you for your time and your remarks, and then also invite up our second panel. So thank you very much. (Applause)

MR. MUSKIN: Good morning everybody. Do you hear me? Okay, it's very nice to be here. I'm Joshua Muskin, Senior Program Officer for Education at the Aga Khan Foundation, and I am here with an illustrious panel today. We're a little behind so I'm not going to dillydally. The session, New Evidence and Approaches to Improving Access and Learning for Girls. I'd like to remind the people following us on webcam that they can tweet us at #girlsedu. I'm not a tweeter so I'm not sure what that means, but there are plenty of people who do.

I've been participating in these discussions as I think have, well, maybe not all my colleagues, but some of my colleagues for nearly a quarter of a century now. And have, as Rebecca and Cathy indicated, seen enormous gains in the area of girls' education, gender equality more broadly. Some of these gains as we've been hearing I think have brought real advantage in the area of development, both at national levels and at community levels, but they also seem to be raising or underscoring new problems.

Succeeding in primary school, getting more girls enrolled and going through primary school, brings us up to the challenge of finding equality now in enrollment and attendance in secondary, post-primary school. Success in primary school

butts up against the challenges of finding equality in the workplace and in broader society, not just in the economic sphere, but in the social and even family spheres in many countries, many places around the world.

I think it was Cathy who said that parents around the world with exceptions, of course, but parents around the world want the best for all their children, their daughters and their sons. And the challenge they face is not whether to educate their children, but whether to educate them in formal schooling settings, recognizing that formal schooling settings in many situations do not provide the quality. I'm not telling anybody in this audience anything that they don't already know, do not provide the quality. And as the Ambassador was illustrating, I think she was measuring her words carefully because a lot of what she hears about is very shocking and distressing, it brings real jeopardy to the girls attending these schools. So the successes that we're finding, we're now dealing with very different sorts of issues.

The Ambassador also made the point that, something that I frequently say, not all education problems have education solutions. And we need to look well beyond schools, and I think especially beyond schools for some of the issues that we're dealing with these days, thinking most prominently about what I'm seeing more and more as a war on young women that we confront around the world. And how do we engage people in this battle?

We have up here today, with us today three colleagues who have, I think, I believe, hopeful stories to share with us about how we engage in this battle to bring dignity and accomplishment to girls, young women, around the globe and to provide their families and the communities in which they live with the evidence. Not the sorts of numbers that we'd like to talk about here when we're sitting at Brookings, but the evidence that they need at the family level to demonstrate that sending my daughter to

school is not going to lead her to perdition, but is rather going to provide her, her family, her community, opportunities that do not exist right now when we're not giving girls proper opportunities to be educated in the formal academics sphere as well as in the non-formal cultural social family spheres.

So I'm going to stop talking. I'll introduce the panelists one by one, let them speak, and then introduce the next panelist, just in case you don't remember what I talked about the second time. We'll start with Sally Gear. Sally is a Senior Education Advisor at DFID, UK Department for International Development, and has been policy lead for the UK government's work on girls' education since 2009. She currently managed the UK flagship, or manages, the UK flagship -- right, manages still?

MS. GEAR: Yeah.

MR. MUSKIN: Okay, sorry. Resignation in her voice. The flagship Girls' Education Challenge, a remarkable -- this isn't in writing, but I'm saying it's remarkable, 355 million pound global fund targeted specifically to improving girls' schooling, especially for marginalized girls around the globe. Sally has worked as Regional Education Advisor for Sub-Saharan Africa for the British Council in Gender, and Education Advisor for the International NGO Voluntary Services Overseas, VSO.

Sally, Lucy, and Erin all are much more than what's written on the paper. They're very passionate, eloquent, and energetic advocates for the issue of girls' schooling and it's a real pleasure to be here with all three of you. And you'll see why I say that in just a second. Sally, it's yours.

MS. GEAR: Nice pressure.

MR. MUSKIN: I don't mean to put pressure. Just a quick question to get you started. DFID's making really prestigious strides as a leader, I think, among the many international organizations or international donors, moving us towards evidence in

girls' schooling and in education more generally. And I know you're still at the beginning of a lot of these efforts, but if you could talk a little bit about what you're learning at this stage and looking forward, because as I say, you're still at the beginning or closer to the beginning. What are you trying to learn about girls' education and about education more generally?

MS. GEAR: All right, thank you, Josh. And thank you for that nice welcome. I just think I want to start by saying that the UK government really prioritizes women and girls. And so for me, without my civil servant hat on, having worked in these areas, it's a very much a carpe diem moment for us. So this is a real opportunity, I think, to make some real transformative change. So it's a privilege to be part of the girls' education efforts of the UK government at the moment.

I just want to talk briefly on a couple of things, if that's okay, Josh. The first is around some work that our research division actually led and I'm delighted to be on the panel with Erin because she was one of the consultants who took part in this piece of work. It was a rigorous literature review. That always begs the question what a non-rigorous literature review is, but I'm sure it was very rigorous. And it involves looking at a lot of hours and hours, I'm sure, of all the research that we have, existing research, on girls' education and gender equality in particular. So very much looking at the linkages between what girls' education actually delivers for girls because I think we can't assume necessarily that it's an empowering experience as we know.

So we have the result of that. We have the literature review, which I think is published now or about to be published, and an evidence brief, which will be available publically in a couple of days, which I'll be able to circulate to anyone here afterwards. So we haven't really got time to go into the detail of it. But I think a couple of things I think that I want to just to highlight from that, which, and, Erin, please do jump in.

First of all, I think it's got a very useful theory of change for those of you. And I'm sure there are some in audience who still sort of are searching and still thinking about these issues and we love these theories of changes in DFID at the moment. But I think they're quite a good discipline to really test practitioners also on interventions and assumptions that are made behind those interventions on what works. So there's a really, I think, a very useful look at the various types of interventions we've been doing over the years on girls' education and what they've actually delivered and what the assumptions we make behind the evidence that shown that. So I think that's something that I would really recommend you take a look at and look at in more depth in terms of thinking about your work, either as a researcher or a practitioner.

But in terms of the key findings, I think I'd just like to share sort of two or three of those. The first, and all of these I think aren't surprising, but it's good to get a little bit of a sense of how much evidence we've actually got. The first one is around teacher training and women in leadership. And it's really sort of promising finding that these things really matter to make girls' education empowering. So it's not just an experience, it's an empowering experience. So I think that speaks to the work that Brookings and others are doing on women's leadership, particularly in the education sector.

The second, and I'll talk about this a bit more when we go on to the Girls' Education Challenge, on that your stipends and cash transfers and all these things do matter. They do matter to access and they do get girls into school because basic economics is one of the reasons why girls aren't going to school. There's other things that are important, but poverty matters. However, there's less evidence on what happens once girls are in the classroom and whether that will lead to improved learning outcomes. So that's saying this is not enough and maybe speaking to something the Ambassador

was saying earlier also.

On infrastructure, infrastructure in schooling, having good buildings, those sorts of things do matter in terms of the evidence. But separate to alerts, which has been something that we've talked about a lot, we need to know more about what are the real impact of those. Again, it seems to be that these are things that are important, but nowhere near enough to make sure girls have an empowering experience in school. So I think that's just a little flavor of the sorts of things you'll pick up if you really take a deeper dive into this piece of work that's being initiated from our research department. So please do look at it and follow-up with us if you need to find any more. And thanks to Erin and her colleagues. Erin, do you want to add anything on?

MS. MURPHY-GRAHAM: I think I'll in some ways pick up where you left off in terms of what else to we need to learn about how to make the educational experience empowering. But it was Elaine Unterhalter also at the Institute of Education at the University of London that led the team and so I think it was a wonderful multi-disciplinary and collaborative effort that led to this and so it was I think it would be a useful tool for defining a future agenda.

MS. GEAR: All right, thanks, Erin. And just a couple of minutes on the Girls' Education Challenge?

MR. MUSKIN: Yes, you've got --

MS. GEAR: Am I okay?

MR. MUSKIN: You've got three.

MS. GEAR: I've got three, okay. So just, again, so the Girls' Education Challenge, which we've spoken about and which I still manage is now at the stage where we've got the baseline findings from there's 37 projects that we're sponsoring over 20 countries. We're tracking over 40,000 girls in each of these programs, so we have

cohorts of girls that we're following and we have interviewed these girls for a couple of hours each, actually. So we know a lot about them. And I'm hoping this is going to really help us understand not only some very quantitative hard data, which is important, but some really quality of work on the real experience of being in school.

So just very early findings, if I may, just to give you snapshot. Again, poverty has come out really strongly that this is the main reason. And actually what we found was in many of our countries parents were actually very supportive. They said they were very supportive of girls' education. However, as soon as the trade-offs came in, for example, household chores of up to six hours in one case, or where the fees were prohibitive, then the choice was made that the boys would go to school. So these are real structural reasons why parents are making these decisions. We found very often that a lot of the girls who were at school were overage, which had a real impact later on in life, and also that many have low self-esteem in terms of what schooling would do or their own ability when they started school.

Then I think, again, reiterating earlier themes, Saudi violence has come out stronger than a lot of the program people who design some of the programs we're supporting, had done some minimum interventions about school-based violence, but having done the baseline, realized that we need to do more, and particularly to and from school. I think many of you know that, but we have got some really strong evidence to show that's a particularly vulnerable time and speaks for school buildings to be as close as possible to where the girls are living. In one example, 95 percent of the girls in school experienced violence at some point.

Then just the third point is on learning outcomes. This program isn't just an access program. It's about girls' learning, and that's our target, up to a million girls with improved learning outcomes. And we found that the learning levels are with this

group, extremely low. And we have, I think I've circulated one slide that hopefully everyone has a copy of, which shows how that actually gets worse the longer that girls are in school. So girls start at maybe one year or so behind the U.S. average of a similar aged girl or a similar stage in education, lower primary. By the time they get to upper secondary, it's between seven and nine years difference between. So in terms of the added value that school is giving to those girls, it's fairly minimum. So this is a crisis that we need to do something about.

However, we are looking at attitudes within schools and very interesting on the gender norms around learning. A lot of girls in terms of the that we've actually picked up some work on STEM subjects so math as opposed to literacy, girls are much less, there's much more attitudes amongst teachers that that's not an acceptable subject for girls to do. So we have work to do within the classroom.

And then just finally, we are working with disabled girls. And we've actually translated some of the EGRA and EGMA tests so that they're accessible for girls who have a disability. And we have found, again, that because of their experience in school hasn't been that empowering, some of the girls couldn't even attempt the test. Seventy percent of them in one case for the literacy and 59 percent for the math test. So we also need to think when we're doing the Learning Metrics Task Force and others, to make it as inclusive as possible for all groups of children.

MR. MUSKIN: Very good.

MS. GEAR: Thanks, Josh.

MR. MUSKIN: Thank you, Sally. Thank you very much. Lucy Lake is the CEO of Camfed International, which if you don't know, you'll have the benefit of hearing some about now. Over the past 50 -- or, 50 --

MS. LAKE: Fifty?

MS. GEAR: You're looking good.

MR. MUSKIN: Over the past 20 years, she has led the development of Camfed's programs to become a recognized model of investment in girls' education. Lucy took up the position of CEO in 2012, having previously been Director of Programs and Deputy Executive Director. Lucy's a founding member of the Global Advisory Committee of the UN Girls' Education Initiative, UNGEI, and has represented Camfed as co-chair. Lucy also represents Camfed on the Learning Metrics Task Force of the Brookings. So she's much more than that and let's hear about it a little bit.

Quick question for you to start, Lucy. What is the real value of secondary education for girls? We had the question earlier over the Twitter when boys are the ones getting the opportunities to capitalize on their secondary education, why does secondary education matter so much for girls and how do we get there?

MS. LAKE: Right, well, the real value of secondary education for girls, I'll talk to that from my 20 plus years' experience, just not 50. Well, the benefits of girls' secondary education I think are well-known, so I'm not going to dwell on those here because I think everyone here will be familiar with those. We educate girls and you change the world, so the saying goes. But I think we have to be weary that we're often putting girls in the role as change makers and putting the burden on their shoulders at times when we say that, which I think we have to be cautious about.

So in looking at the value of girls' education, I want to go down a slightly different route. And to look at if we're going to transform girls' prospects as a result of secondary education, then we're going to need to shift their context. Because otherwise when girls come out from secondary education, they do face a kind of abyss. An abyss in which the only choices or options may be marriage and motherhood. It may be expectations around being a breadwinner, which can render them very vulnerable if they

then go to town and look for work where they are vulnerable to exploitation. So we have to, if we're going to get the real value of secondary education, we do have to look at shifting girls' context. And that comes down, I would say, to the how of delivery of support for girls' secondary education. And I'm going to touch on three issues around that, accountability, quality, and transition.

And so coming first to accountability, at secondary level, there are, you know, as to the point on Twitter, there are higher levels of resources involved. Girls are that much older, the risks become that much higher. And just to illustrate that, I wanted to quote a young woman from Ghana, Ann Mamah, and what she said to the now UN Special Envoy for Education. She said, if you go to a secondary school and you see that the most beautiful girl has a bursary, you have to ask the question, why? Most likely it is because she is paying for that bursary through sex with someone in authority.

And we have to ask that question and we have to ask do girls feel entitled to be in secondary school or do they feel indebted to whoever has supported them to get there? Do girls at secondary feel entitled to get good marks or do they feel indebted to the male teacher who has ordered them those good marks? Building that sense of entitlement of girls in secondary school is absolutely critical, but in tandem, we have to ensure absolute accountability over the resources being allocated on behalf of girls. And I think that if we can get the stewardship of resources right on behalf of girls, then we can create the context in which their entitlements are protected and are respected.

And that does come down to how we engage communities around girls' secondary education. How do we bring the duty bearers and the rights holders together? Because bridging that gap between home and school is absolutely critical and it's a wide gap at secondary school level. Both because of the distance of schools from girls'

homes, but also because their parents more often than not, have not gone through to that level of secondary education, so that distance is wide and that distance exacerbates girls' vulnerability.

We have to look at making sure there's a critical mass of girls going through secondary schools so that the issues that they're facing are brought into focus, that they are magnified. And we have to ensure that all those who are in authority in relation to girls are brought together to look through her eyes in order to dismantle the problems that impede her success going through secondary education.

And picking up on the issue of quality which, and Sally raised, while I do believe that the experience of the poorest, most marginalized girl is an important barometer for the education system because she will be the first to fail in a system that fails her, but if we can push up standards to the extent that she can succeed, then that will signal an assurance of quality for all. And in work under the Girls' Education Challenge, we have been running national assessments to track the progress of learning of girls and boys at secondary school level, and then bringing those results to ministries of education and unmasking the data around what is happening to marginalized rural girls. And the results are shocking in terms of the level of results that they are achieving.

But I think what's also in some ways more shocking, is the results that we're seeing in the assessment that we ran alongside that about girls and attitude towards learning, and the devastating disbelief that they have in their own ability to learn or even a sort of sense of entitlement to achieve. And I think, again, we need to recognize that these issues do go beyond the school gate and that how people are engaged around supporting girls and the psychosocial support is critical.

And just thirdly on transition, I think looking at the framework of transition for girls on from secondary education and into their communities is very important. And,

again, that's why the how of engaging communities around girls' secondary education is so important because if you've got that engagement right, then girls are progressing on from school into an environment and they do have access to advice and support from local authorities in which communities do have a vested interest in seeing their success. I think some of the results that we're seeing as, you know, in light of that process, is not just in the success of girls themselves, but it is in the level of resources that is now being leveraged within those girls' communities in order to support children lower down the system.

For example, in Tanzania where we looked at last year, in communities where girls had been engaged around supporting girls through secondary education, there was 1,000 percent higher level of contributions from within communities to support other children in those communities to go through the school system. And in our program alone last year, more than 167,000 children got support over and above what we provided for girls to go to school.

So I think if you can get the process right, you can unlock far more resources to support girls and boys, not just through secondary school, but lower down the system through primary level. And of the girls who are completing secondary education, more than 72 percent of them are now themselves supporting other children in their communities to go to school. But they are not doing that as lone change makers in their communities. Because if you get the process right, then they are part, they are leaders in a wider movement around education. And there are 24,000 of these young women currently in this network of school graduates through our program. And that number is set to grow to over 100,000 over the next few years. And these are young women who are now leaders at the forefront of a wider social movement, not as lone change makers in their communities. And I think that's key.

MR. MUSKIN: Very good. I think that's what I'll ask you about next, but let's move on to Erin right now. Thank you, Lucy.

Erin Murphy-Graham is a faculty member in the Graduate School of Education at the University of California, Berkeley. Her research interests include education and empowerment alternatives, secondary education, and program evaluation, having written extensively on these based especially on research she's done in Central America, Honduras, and other places. Currently working with an interdisciplinary team studying the effects of sports-based job training program, A Ganar, in Honduras and Guatemala. And in addition to teaching at UC Berkley, Erin has worked as a consultant for the Inter-American Development Bank, the Caribbean Development Bank, USAID, and as we've all learned, DFID.

So, Erin, a quick question for you that hopefully relates to what you want to talk to us about. In many countries we're seeing as we've heard, great gains in girls' schooling at the primary and secondary level, and even with girls outperforming boys in testing and in achieving tertiary level in many countries. Why isn't this an unmitigated success story?

MS. MURPHY-GRAHAM: That's a great question. Thank you so much. And thank you all so much for coming today. It's a great pleasure to be here. Why isn't it a success story, an unmitigated success story? So I do believe that part of why we should, or why we are convening today, is to celebrate some successes and I do see evidence of change. And not just change in terms of women's attainment in different spheres, but change in terms of the way people view gender, the way people think about the roles of girls and women in society.

So, Josh, you mentioned that I'm doing a study looking at an innovative sports-based program called A Ganar in Honduras and in Guatemala. And as a

researcher, I often interview, right? I primarily conduct interviews. And in these interviews with youth, particularly with young males, I was actually struck over and over again with just how progressive their thinking is around gender. They kept saying that oh, no, these values are machista values and these are old values, these are not my values. I kept trying to make the interview questions harder and, you know, more challenging, but really I'm so encouraged in talking with youth that change is happening.

I think though that change can be very difficult to measure. We don't really know how to get at these deeply rooted belief systems. And that change isn't happening across the boards. We may see more positive examples of change in terms of young generation, but we don't necessarily see that with people who themselves did not go through school. But I think there's agreement in thinking around education as being a powerful tool to change society. And at the same time, we have to really think about the fact that this whole movement to address girls' education and girls' underrepresentation in education came about because they were underrepresented. But in making schooling available, that doesn't necessarily change or address the root causes for why they weren't in school in the first place.

So I think we need to think about how can change happen? How does change happen? Just broadly speaking, how does change happen in terms of social change and social transformation? And when I think about it, I think about how we need two levels of change. We need to see change at the individual level. So I need to change the way I think. Lucy needs to change the way she thinks. There has to be capacity-building and change with individuals. But we also need to see change in social structures. And we've talked about this as well. We can't have just individuals changing without the context in which they live changing as well. So education is really well-suited to do this, right, because we're educating individuals, but those individuals will go on to

perhaps form collective movements around these kinds of issues, as Lucy mentioned.

So I think we need to think about education and empowerment. And this is a term that we've heard and it's a term that I've thought about quite a bit in my work. Just as we're seeing in the international education field, the idea of a paradigm shift to think about access to education, not just access, but access plus learning. I would say that in the field of gender and education, we also need to have a similar paradigm shift where we're not just thinking about access, but access and empowerment.

And so what does this word empowerment mean? Right, because we hear it a lot. We think education leads to girls' empowerment. And in my research, I've tried to really unpack this. And I've done that through this study of an innovative secondary education program that targets both males and females in rural areas of Honduras. And so what I've learned through this research, and what I've come to understand about what does it mean for an individual girl or young woman to be empowered?

The first step is the recognition of their inherent dignity. Okay, so and this is I think also gets at what Lucy was mentioning about how girls don't believe they're entitled to education. They've come to belief that they're inferior because the messages that they're getting from society are that they're inferior. So the first step is girls need to recognize their inherent dignity and also their equality with others.

The second step is for them to gain different types of capacities, and in particular, the capacity for critical thinking. And with that, also the critical thinking around gender issues. So girls need to come to develop a critical lens to view social relations in their communities, again with this notion of equality in mind so that they name gender equality. They can come to understand it.

And then the third step is action. And this is also where we hear the term

agency quite a bit. Agency in terms of educating girls, improving their agency, improving their empowerment. Agency and action happen within cultural constraints as we know. But the purpose of empowerment is not just for individual girls to think differently, but it's for them to be differently, right? For them to take actions towards both personal betterment and towards a collective betterment. So I think empowerment is a normative idea. And so and then at the collective level, we think about empowerment as in terms of challenges and the reshaping of power relations and political, economic, and social spheres.

So before going on, I just want to pause here and say why is it that we're talking about girls' empowerment, women's empowerment? I think we all know this. But there has been this idea of like seeing a backlash around gender. In fact, just the other day I was reading this really interesting article in the *New York Times* that was a call for more women to be coaches, saying that women in the United States had benefited from Title 9 and we all played sports and so more women should now be coaches and should be leaders, right? Another theme that we're thinking about here is leadership. And one of the comments in the, you know, that the reader sent in was that they're so tired of the *New York Times* reporting around gender. I mean, isn't this like over? Isn't this done? You know, so this backlash is also not something that's unique to some other country, but within our own country that, you know, the gender issue is over. Oh, we're so tired of hearing about this. And I think one of the reasons why this backlash is happening is because we have forgotten that it's a gender equality issue, right? That this is not an issue about women coaches or about girls in schools. This is about how do we come to live in a society that is characterized by the principle of gender equality?

And that I think we need to really keep in mind. And so in terms of how do I understand this? We have a gender lens, but we need to target adolescent girls, and

we should. We should target adolescent girls because they're much more vulnerable in this age of adolescence. They're far more likely to get pregnant. And the consequences for them are very different from the consequences for adolescent males who are impregnating, okay? However, I do think we need to open up even that whole field of when we think about early marriage or adolescent pregnancy, there are often two people involved, right? The vast majority of the time. So we need to think about these issues as really gender issues, not as girls' issues.

And then the other thing that's the reason why we target adolescent girls is because we know that their transition, as Lucy's saying, is much more challenging. So what do they do when they finish school? What options are available to them other than becoming housewives and becoming mothers? And I think livelihoods is one thing, but I would argue that we need to open up the thinking around livelihoods to not just think about it as paid work. Paid work is very, very important. But also other meaningful and important ways in which girls can be meaningfully engaged in society. And that can be through really important service opportunities. Service learning has been identified as something that's potentially very powerful and to sort of think, really open the box about livelihoods.

So what does it mean? Sort of in sum, what's an empowering education for girls? How can we foster the empowerment process through education? Think about it in terms of core values and competencies. So the core values are dignity, equality, and action, right? The education has to foster this among girls and among boys. And then second are competencies. And with terms of competencies, I would say that there's four of these that I've thought of. And those are knowledge and critical thinking. So girls have to get access to knowledge and gain those critical thinking skills. Then they gain personal competencies. So some of this is self-awareness and thinking about what are

my own personal habits and dispositions? And here is where I would put knowledge of reproductive health and reproductive rights. I think this needs to be part of the curriculum at the secondary level. Again, it's going to be challenging, but it is so very important. Social competencies, there's been much more attention to the social and emotional benefits of schooling and education. And then finally, productive competencies, and by that I mean, again, not only can they produce goods and services to be integrated into the economy, but can they produce social change? Can they be involved in collective efforts? Be it the women's movements or other movements within their societies to begin to transform and improve them.

So in terms of moving forward with the research agenda, I think we need to also identify positive examples of change and to get to study those more. Because we know about the horrific things that have happened and those are often we need to understand why those things happen. But we also need to understand why it is that the men that I speak to in Guatemala, why they have progressive ideas about gender. Where did they learn these? Did they learn them in school? Did they learn them in their family? Did they learn them in the media? So we know what helps to get girls into school. And I think the literature review was a really important sort of confirmation of some of the things that have improved access. But now how do we change mindsets? How do we create different kinds of contexts for girls? And how do we also rethink what education means? When we talk about quality education, it doesn't always have to be the same kind of formal education that has come to be known as sort of modern schooling. So there are cost-effective examples of high quality schooling that I think we can learn quite a bit from. So thank you.

MR. MUSKIN: Thank you, Erin. I'm going to take prerogative, moderator's prerogative and ask each of the panelists a quick question for a quick

answer so that we can get to the folks out there who I'm sure have many, and even more intelligent, questions.

Sally, DFID's working at the big macro level in trying to find "solutions" for girls' schooling, but engaging partners to do this that take them deep down into the weeds, how do you do the sort of research that you're trying to conduct with all these different initiatives in countries around the world and not whitewash the fine details that I think Lucy's talked a little bit about, I'll ask her a little bit more, that are at the core of the sorts of solutions that really show promise for carrying things forward at the local level?

MS. GEAR: Okay, I think that's a good question. I think, I mean, the benefit as you know, the Girls' Education Challenge isn't sort of business as usual for DFID. I mean, most of our work prior to that has very much been working and supporting national governments and behind their education set top plan. And we still feel that's fundamentally important and that needs to carry ongoing. The reason we did the Girls' Education Challenge was because, you know, that classic, it wasn't reaching the parts that we needed to reach. Basically, marginalized girls weren't being reached by traditional support. So I think, and in answer to your question, I suppose we're lucky in the sense that we will get the aggregate, but we'll also get the, you know, we'll get the nuance and the detail because of our part in the stories.

I think the challenge, which I thought you were going to ask me, is us being bold enough to tell people what hasn't worked. And because we're taking a lot of risks and doing things differently. And bringing in this multisectoral approach and a lot of it hasn't been done before. So I think that's going to be the big learning and we need to be brave enough to do that.

MR. MUSKIN: Very good. Very good, thank you. Lucy, you mentioned agency and you mentioned, you touched at the end on your alumna network. And I'm

wondering if you could speak just a little bit more on how you use that alumna network to generate the sort of agency within the individual girls and to engage communities around making the sorts of decisions that Erin's referring to, to be brave enough to get the girls and to take the decisions that they need to take to get the girls into school safely, and maybe even talk a little bit about this agency and how it connects with the security issues of girls being able to attend school with confidence and to have the chance to succeed there.

MS. LAKE: Just I would actually in that first point you made about how do we use that agency? I think it's actually always about turning that around. How do those young women use us? Because I think for us, it is always about who do we consider to be the experts in charge of defining the response here and always turning that around so that we are coming in behind that expertise. And that's why I think we have had the success in scaling up a locally-led and defined program, because the expertise is recognized as being among those who are on the frontline. And young women who are coming through the system are the experts on the challenges that they face and what works. And so it is about putting them in the leadership and finding innovative ways to enable them to play that role within their communities. And so one of the programs that we're currently and massively scaling up is a system of learner guides whereby young women who have been through the school system become the mentors and support other young people coming through and open up new areas of learning like around critical thinking, addressing these issues of attitude to learning and sense of entitlement and self-esteem. And in return, they gain access to no interest loans through one of our partners, Cleva, in order to build their own businesses within their communities. So it's kind of tying up the economic assets with improving the educational assets within communities.

So it's about putting people on the frontline as the experts and then opening up those opportunities that can build back into education. And I think if we do that and that's when we can work together to uncover some of the largely invisible issues around abuse and vulnerability that need to be brought to the forefront. And when you have a critical mass of young women who've been through school, they can magnify that and bring new dimensions to understanding how that can be addressed.

MR. MUSKIN: And having the, you know, giving them the opportunity creating context for them, they have the expertise but to recognize that expertise and to deploy it in a meaningful way, you make me think of a --

MS. LAKE: And give currency to it, yeah.

MR. MUSKIN: You make me think of an experience that I was involved with in Ethiopia where abduction of girls with rape and forced marriages part of the culture, and a teacher at a school had abducted a girl from another school, and the girls at that teacher's school went on strike. And went to the headmaster and said we will not go back to the classroom until that teacher returns that girl to her family. So taking this, having the confidence and to act on the expertise that they have and to bring it into, you know, confront authority with it. Thank you.

Erin, talking about, now, you mentioned a backlash and you mentioned empowerment, and I don't believe this is the case, but I think that several people see power as a zero sum gain. And when girls are getting more power, boys are getting less. When wives or mothers are getting more power, men and husbands perceive themselves getting less. How do you deal with the men and boys in the programs? Or how have you observed the men and boys in the programs that you're studying engage with this new dynamic?

MS. MURPHY-GRAHAM: That's a great question because I think it's

true that when we talk about empowerment, we often even forget to define what we mean by power, what is power, what is powerful. And there are different schools of thought around what power is. And the feminist thinking around power is this idea of power with, not power over. So when people come together, that's where we see power being most effectively executed.

And then also we think about what are the forces in society that are powerful. And, you know, thinkers like Bell Hooks or other, I think, leading feminist thinkers often describe that love is a much more powerful force than domination, and so thinking about how do attack these powers. And when we think about it with that in mind, we recognize that the current system of gender and current system of patriarchy also limits men from reaching their full potential, right? So men are denied the experience of being able to, for example, demonstrate love to others, to fully access their deep emotions, for example. You know, when a man cries on television, it still makes news, right? And that shows you that, you know, that men also stand to benefit, I think, from thinking around these things as a gender equality issue because currently women are denied opportunities, but men are also denied opportunities.

And so in terms of the work that I have done and some specific examples, I think that there are really interesting and powerful mechanisms that seem to be sort of like very transformative in nature, right? So how do we think about the types of interventions that can be very powerful? And how do we make sure that schooling, quality schooling, has these types of opportunities? So I became interested in sports for this reason, and think about how sports can be one potentially powerful mechanism.

I think also we've seen some recent research from a very interesting collaboration between India and Oakland, California, where we see technology and the use of technology and in particular, the use of creating small video stories can also be a

very transformative and powerful experience for girls and males. And, again, I mentioned service learning. I think this is where the idea of action and agency is so important because it's only through taking action and through doing something through active education that it can be very, very powerful and very empowering.

MR. MUSKIN: Very good, thank you. Thank you. Some of you know the Aga Khan Foundation. It's been very interesting and rewarding for me to work for a foundation where the leader, the Aga Khan, actually the current Aga Khan's grandfather in the early 1900's, told his community, the Ismaili sect of the Shia Muslims, that if you have a son and you have a daughter, and you only have the resources to send one of these children to school, send your daughter. So I'm working for an organization that epitomizes what true leadership around this issue can mean.

And when I travel to parts of the world where there's a strong Ismaili presence thinking northern Afghanistan as an example, you see how this guidance makes a significant difference in how parents, families, communities perceive the education of their daughters in settings that are still very traditional as regards male roles and female roles. But with this direction from on high, it's not a matter of do I send my daughter to school, it's a matter of working with the communities to create the conditions that they feel provide the sort of security. Not just physical security or personal security, but cultural, social, and emotional security to be able to make these decisions. So it's interesting that what we're dealing with is a matter of choice, social choice, cultural choice, and people make a wide array of choices, and making choices within communities don't always put you in the norm.

We have about 25 minutes. If we're given the five minutes we've lost by starting late, we have a half hour for open questions. I invite you to post questions. If they're general questions, do so and we'll take them as we feel we have an answer. If

you have a specific question, please identify the person to whom you wish to ask the question. And if you have a comment, please feel free to make your comment. Whether it's a question or a comment, please be brief so that we have the maximum opportunity. I see a hand here. I see a hand way back there, here, and did I see another hand there? Okay, we'll start here, here, and here, and be brief. We'll take three or four and then we'll start another round. And I'll get my tweet questions as they come in. Please introduce yourself too, please.

MR. ROWE: Richard Rowe, Open Learning Exchange out of Cambridge, Mass. I don't know how many of you have seen the movie, *Graceland Girls*, but it's a movie about a girls-only secondary school in Kenya, where everything that you're talking about is being taught. And it's really an inspiring movie. My question is two-fold. What do you think about girls-only schools? And second of all, what happens to these girls with all these visions about their future when they leave school?

MR. MUSKIN: Okay, way in the back I saw a hand.

MS. CHOY: Hi. I'm Yao Sing Choy. And since I came, I came a little late, but I've been hearing about education, and I want to know what type of education are we talking about when we're talking about girls' education because from the part of the world I come from, we have girls that are 15 that are 7 that start going to school when they're 7, but what happens to those that are 15 and did have the chance to go to school. So I think when we talk about education, most of the time we should emphasize on informal education because we do not live in a western world all over the world. There are some parts of the world that are still not at the point where developed countries are. So when we talk about girls' education, I believe we should emphasize as much on informal education, so girls that are 14 and 12 will get a chance, or even 19, to make themselves better women and contribute towards a better world. So I want to know how

best you're working towards in creating informal education in those parts of the world? Thank you.

MR. MUSKIN: Thank you very much. Jenny?

MS. PERLMAN: Jenny Perlman with the Center for Universal Education. Thank you to all the panelists for a very interesting informative discussion. I have a quick two-part question, which isn't related, but I'm calling it two parts so I can get them both in. My first one is I just wanted to follow-up, Sally, on your very candid remarks about some of the challenges that you face, in particular, around sharing some of the what hasn't worked from the Girls' Education Challenge Fund. And my question is to you but also to others, what do you think, there's quite a bit of interest in learning from what hasn't worked. Oftentimes there's in fact more to learn from that, right? And so the question is how can we help put the right incentives in place so that DFID and others can share some of those what hasn't worked failures?

The second-part question is the evidence has shown that poverty matters, as you've shared, Sally. And that bursaries, stipends, scholarships have proven to be quite effective in at least getting girls into school, the juries perhaps still being out on the learning front. My question is, is we're thinking quite a bit about the issue of scale here at the Center for Universal Education. Is that model scalable? I know Camfed in particular has quite a bit of success with scholarships. And my question is for you, Lucy, or to any of the panelists. Thank you.

MR. MUSKIN: Thank you. And one more, right there.

MR. BECKER: Good morning. It's absolutely a great honor to be here. First time I'm here. And my name is Augusto Becker. I'm a summer intern for BISLAC, the Latin American Center for Business Development. My question is, well, I'm very interested when it comes to male engagement when it comes to girls' education. So my

question is to all of you about if you could give us like some details of how to build, for example, a successful or at least a very stable program on how to make especially young boys who have absolutely greater potential to be changers in the future when it comes to improving the situation on girls in education. Thank you.

MR. MUSKIN: Thank you. All right, Erin, do you want to take a couple of those?

MS. MURPHY-GRAHAM: Sure. Sure, I'd be happy to.

MR. MUSKIN: Maybe take a start.

MS. MURPHY-GRAHAM: They were such wonderful question. Thank you all so much. Maybe I'll go, if you don't mind, it might be easier for me to go in reverse order. So in terms of the male engagement question, there are a number of very innovative programs that engage boys and campaigns. I think the media has a really interesting strategy to do some of this, but the group that I would turn your attention to is called Instituto Promundo. Is anyone here from Promundo today? Okay, I think maybe they're joining tomorrow for some discussions. But they are a Brazilian-based NGO that's now gone international that works with different types of interventions to essentially reach out to men and boys around issues related to HIV prevention, violence, and also around changing gender norms more broadly speaking. So they are a really interesting and important resource. And I agree wholeheartedly with this idea that we need to think about how to more effectively engage men so that they can become allies in this and boys as well.

With the question about learning from about what hasn't worked and the scale issues, I think with regards to -- I'm going to let Lucy actually speak to the scale issue, but with learning from what hasn't worked, I think there's a little bit of an evaluation problem too. So we are, I think, there's an increasing use of impact evaluations and I

think to some extent that's a good thing. But with regards to gender, we have a little bit of a challenge with regards to how we're even thinking about or measuring change. So I think that we're still at really early stages of sort of thinking about how do we evaluate gender impacts. And so I think it is important to document cases where things haven't worked. But I think again it's we have to think about looking at transformative experiences, even if the scale is small and we have to do sort of in depth qualitative work to basically understand and illumine the pathways of change.

With regards to the formal and informal questions, shall I -- I don't know if --

MR. MUSKIN: You don't have to address them all.

MS. MURPHY-GRAHAM: Okay.

MR. MUSKIN: Address the ones that --

MS. MURPHY-GRAHAM: I'll just stop there and then maybe if others want to jump in and then if something --

MR. MUSKIN: We can come back if we need to come back.

MS. MURPHY-GRAHAM: -- hasn't been answered, I can come back.

MR. MUSKIN: Yeah.

MS. MURPHY-GRAHAM: Thank you, sorry.

MR. MUSKIN: Lucy.

MS. LAKE: To speak up on a couple of those then, and, Jenny, to your point around scaling and bursaries, I think the issue is at the secondary level the costs are not going to go away overnight. So the issue of additional support to enable girls to enroll and complete secondary education is always going to be there. So finding models through which that support can be provided and in our case, it was to set out to prove that you can scale a locally driven model, but to do so in partnership with ministries of

education because we are working with the system and looking at ways in which you can imbed those processes in the system. So I think that partnership with ministries of education in scaling is absolutely, and it goes without saying, is fundamental.

And to pick up on the issue of the non-formal education, which it relates I think to some of the points you were raising, Richard, and at the back. And I think this issue also relates to looking at the relevance of education and to your point about what happens to girls beyond school. And I think this is a critical issue for us to look at. But it's not about us putting to one side formal education and looking at alternatives. I mean, in our case, looking at the issue of girls being included within a system, I think the psychological impact of being excluded from the system is something that has devastating consequences.

The reason why Camfed is focused on bringing girls into the secondary education system as well as through primary level, is because, you know, coming back to an experience I had of the justice system in a country in Sub-Saharan Africa where that justice system wrote off extreme forms of gender violence as being down to the high spirits of young men. And I realized in that, that it was not necessarily that the justice system or the people orchestrating it were at fault, but there was no woman in that justice system. And as long as there was no woman in that justice system, how could laws be set and upheld that really took account of the devastating consequences of abuse against women?

And if you take a step back and see that there are no women in the education system, and a further step back and see that there are no girls coming through the school system, then you realize you are never going to change those systems. Girls and women are never going to feel that those systems are working for them. So I think the fact of inclusion in the formal system is a critical starting point, but then recognizing

that for many, there is not that opportunity. But how do we make those non-formal opportunities complimentary to, rather than alterative to, formal education?

MR. MUSKIN: Thank you, Lucy. Sally, you had a question to you directly.

MS. GEAR: Yes, yeah. I'll come on to that one. I just wanted to follow-up a bit for the question in the back as well, because I think that was a really important point about age and the assumptions that we make when we discuss about education. And I suppose those of us in the room who are quite or potentially more familiar with different countries' education systems and also the fact that children go at different ages, that's not necessarily the case for a sort of western audience who tend to think primary starts at sort of five or six and then at eleven years old, children go on to secondary school. And that just isn't the case as we know. Many, many girls are still at primary school when they reach adolescence. And I think it's really important that we don't forget that. I mean, it's so important to talk about secondary here, but there are a lot of adolescent girls in primary. So I think Cathy's gone now, but it's a really important message when we look at the adolescent girls' piece. So thank you for raising that point.

On the failure, yes, I mean, I think I'm not quite sure what the question was, but just, yes. I mean, we are -- incentives. I mean, I think there's incentive. Obviously, I work for a government and behind that I suppose my responsibility is to the UK tax payer. So to a certain extent, you know, we have an incentive to say that things are working really well. So I think there is, you know, it's a really challenging question. What we're trying to do with the program I'm working on is to make sure it went right from approval process and all the way through. To be very open about the risks we're taking. To have a clear, you know, risk communication strategies so we're actually saying are you sure you're okay if we, you know, if we say that this isn't working or that we need to

pull a program. So we're trying to bring, so that's, I mean, that's just an institutional way of doing things.

I think in terms of broader things about the design of the program, I hope, but Lucy can give me direct feedback and others in the audience, that we've listened and learned and we did certainly get things wrong at the beginning. But we hope we listen to people who know what they're talking about in the frontline, we're within parameters. So I think it's a learning process. And in terms of less money for projects, it's not necessarily cutting the funding, it's actually giving people an extra period of time to redesign their program. And as donors, we need to get better at that. So and I hope we've got an example here. We've extended our program by a year just over the last month just for that reason.

MR. MUSKIN: Okay, thank you. I'd like to address the male engagement question very quickly. A colleague at, I think she's at University of Kenya, it's either that or Nairobi, Fatuma Chege, whom some of you likely know, does some very interesting research looking at boys and girls in schooling. And she has a brilliant slide showing a project improved girls' dormitory with bed nettings and cupboards for putting the girls' possessions and fine beds. And next to it, the boys' dormitory, which is mats on the ground. Okay, and another colleague, Necia Stanford, talks about her work in southern Sudan before it became its own country and all this investment in girls' schooling with the boys getting nothing and the backlash that someone mentioned earlier, the boys would go and strip the clothes that these girls had gotten from the project off their backs.

So it's gender equality, not girls' education, that we use in our rhetoric and we need to remember that we're talking about gender equality and that gender equality isn't just about boys and girls, it's about society and about communities and the

girls being educated bring value to the communities, the families, and to the men themselves, the men that they marry, their families, their neighbors, and the rest. And what I've been trying to do with several of our country projects is to engage this discussion from early on so the boys and girls are solving the problems of their schools, of their own lives, of their communities, in a discussion to determine what each brings to the mix as a contribution that is inherent either to their gender roles, as opposed to their biological sexual situations, and to what they share across the different gendered roles.

None of us answered your question about girls-only schools. We have our colleagues from Malawi here and last night we learned from the Ambassador that his wife attended a girls-only school, having shifted from a co-ed school. So perhaps, Madam, you would be willing to share a little bit about your views to help us answer the question that none of us up here answered?

QUESTIONER: Well, I was just sharing that I went to a co-ed school, that is many years ago. Some things have changed but it's still I know challenges still remain in some parts. But when I went to that school, there were fewer girls than boys in the first place. And most of the girls thought that they went to school because they needed to be in school and that they really didn't think of the future like what education really can bring to their lives. I happen to have come from a family that was working in town. My mother was a teacher. My father was an accountant. And so that made a bigger difference in terms of the understanding of the value of education between myself and the others. I happened to have gone to a secondary school, which was in the district where my dad came from and that was kind of a rural district. Most of the girls had not been exposed to any -- they had not seen the outside world and so when they went to school, it was like we go to school because we've been asked to go to school, but they didn't have the attitude. And having come from their parents who had not been educated

themselves meant that the parents did not have the role in helping them to understand what the education was all about. So when I went to school, I was kind of surprised by the way my colleagues were performing in class. I was working very hard having been advised by my parents that I needed to succeed somehow at the end of education.

My husband shared yesterday, but maybe I can share with you that when I went to that school, I was told by my peers that when you come to school, you need to have a boyfriend. And that because you are -- I went at 13 and I was already -- when I went to high school, I was 13, and you can imagine at 13, you have come from your parents who have advised you that you are coming for education and then some other people have different views and they're telling you that you need to have a boyfriend. And the stories that at my age I decided to write a letter to my dad to say you know what, I've come to school to learn, but I understand I need to have a boyfriend. And I didn't understand that because I thought I'm coming to learn. But that really caused a lot of problems because my dad contacted the headmaster, wrote a letter to the -- at that time there were no emails and so on, but he wrote a letter. It took some time but the headmaster received a letter and the headmaster contacted the boarding mistress that something was happening in the dormitory that the people, the girls are being exposed to boys. And that was a big thing to the extent that disciplinary action was taken. And I was identified as the person who had actually fueled all that, but it served us because then action was taken.

Apparently, apart from only that, because I worked very hard that year, out of about 50 students, well, 50 male students and about 14 girls, I was the only one who actually passed the junior secondary exams. The rest of the girls dropped out. At that time, the views were that girls go to school because they have to. They have to pass from primary to secondary, and that was it. And the view was that once you get to that

secondary, a junior certificate when you get junior certificate, you need to go back and because girls need to go and do other things, where the boys had to continue.

So I was the only one who actually came out of that school. And I remember that that was also the last year that that school had girls, admitted girls. We needed to, girls now, that school became just a boys' school and most of the girls who were coming were going to other schools. I went to a girls-only school thereafter for my Form IV and Form V, which is a high school.

MR. MUSKIN: Thank you.

QUESTIONER: My experience is that really most of the women in my country and elsewhere in Africa are doing much better in girls-only schools.

MR. MUSKIN: Very good, thank you very much.

QUESTIONER: That's where they get to be (inaudible).

MR. MUSKIN: I asked the question to 12th graders in northern Afghanistan, boys and girls. The girls said they appreciated being in girls-only schools because they could concentrate on their studies and not be harassed by the boys. The boys said they thought it was more important for girls to be in high school with boys because when they got to university they would be with boys and they needed that practice.

Several very good questions from the land of tweet. I'll read one of them and let whoever wishes to answer, answer. In order to best educate girls, do we also need to educate teachers about educating girls? And I think that'll be our last question. So why don't you use this as an opportunity to answer the question and say whatever last thing you wish to say. Sally, we can start with you.

MS. GEAR: Oh, gosh, okay. I mean, the quick answer is, yes. You know, I think we certainly as we're picking up, it's what goes on in the classroom is so

critical in terms of teaching and learning and the teacher is a key role of that process. And if they're not including any child in that process or in any way influencing a child's ability not to learn, then that's a problem. So, of course, we need to do that and we certainly in the Girls' Education Challenge, you've got a lot of examples of gender-based pedagogy. We're evaluating it and we will look at the impact of that vis-à-vis just normal pedagogy and see whether it makes a tangible difference. So we'll have some evidence about that in three or four years' time.

MR. MUSKIN: Good.

MS. GEAR: That's it.

MR. MUSKIN: We'll reconvene that.

MS. GEAR: Okay.

MR. MUSKIN: Very good. Lucy?

MS. LAKE: Well, short answer again, yes. But I think that what's critical is not just about teachers focusing on girls performing, but it is about teachers being more attuned to the situation of marginalized young people in their classrooms, you know, the majority whom are likely to be girls who are marginalized. But it is about being attuned to that and the problems that are impacting on their ability to participate in class and helping teachers to find ways to bring that through I think is going to be critical.

And I think just to the last point, and to thank CUE for bringing this spotlight on to second generation issues because you said it was, Rebecca, maybe it was you, that many of us have been talking about these issues for years and, my God, if the spotlight moves off them now, so we need to keep it on there. So I think the fact that we have the spotlight on going forward is absolutely critical.

MR. MUSKIN: Thank you, Lucy. Erin?

MS. MURPHY-GRAHAM: Yes, again. I think we unanimously agree

that teachers matter. I think that we do need to learn more about how to do this effectively though because I do think that it's easy to move to a sort of discourse around, okay, boys and girls are equal, you know, they're equal. But then what does that mean in terms of, okay, so if we think boys and girls are equal, we still have to realize that they're in a context that probably doesn't treat them as equal. So then do we need to do certain -- we need to be very strategic, right? In terms of how we think about the school happening within a certain context in relation to this transition issue, transition to adulthood, and so the work with teachers will be really important and I think have a great deal more of learning to do about how we can do it most effectively.

MR. MUSKIN: Very good, thank you. Okay, thank you. Great, this has been a very rich discussion. I'm sure we could go on for many hours but we won't because we've got another issue discussion following after the break. To try to wrap up this enormously rich and diverse set of interventions, we've been discussing this as I said for decades now. And I think we don't want to despair that we haven't solved it yet because, and I don't want this to sound pessimistic, because I don't think we'll ever solve it, it's unfortunately going to be an issue that's going to require being under the spotlight for many decades to come. I don't see men and women making a decision any time soon that we are going to be and share all of our responsibilities, we're going to be a gender-free society or world where men and women will be completely interchangeable. And biology explains part of that, but I think science is going to make even that not necessarily an excuse any more.

But the other reason I don't think we're ever going to solve it is that no one solution is going to be the silver bullet. These are topics that we are going to have to continue to tackle at the very micro level, whether it be within a family household and a mother and a father or husband and a wife making decisions about how they distribute

the different responsibilities and roles and then transforming these beyond the household walls. But the sorts of research and sorts of initiatives that we're hearing about here and that we'll hear about later are vitally important to understand and understand why they're working when they're working, why they're not working when they're not working, not to discard them because they're many good ideas that don't become good practice just at the first or second effort.

So we're really keen to hear what you all discover in the next three or four years at DFID. And to hear how your research evolves and with the different partners you're working on and how Camfed takes our understanding to even newer heights as you address the future challenges that you'll be addressing.

So with that, I will thank our panelists and ask you to thank you to thank the panelists. I will thank you for your attention and your participation. Sorry that we didn't get to participate a little more and I will invite you to a 15-minute break right out here.

Thank you everyone. Nicely done.

(Recess)

MS. WINTHROP: Good morning, everyone. We are going to start back. If you could find your seats. I know everyone just wants to chat with all your friends, meet new people. Eat an apple. Take a snack, have some coffee. We are going to get going. Please grab your seats. Those of you in the hallway, come back in. Can they even hear me in the hallway? We are going to get going again.

I think we have most of our panelists, and we are missing maybe one or two, so can the panelists also come forward. And I'd like to say that one of my main jobs at the Center for Universal Education is like a kindergarten teacher where they clap, clap twice everybody, just to get -- convene and get people, right. So, please, come on in,

find your seats and we are going to start. Over to you, Julia.

MS. GILLARD: Okay. Thank you, to everybody. If you could start resuming your seats, the people who are still wondering around. I hope the break has provided you with enough caffeine and enough sugar to sustain attention through to lunch.

I found this morning a fascinating set of contributions, but when we look across all of it, what Rebecca said, to get us started, what Ambassador Russell said, what our panelists said in the last discussion. A key theme that is emerging is about women and leadership, role models inspiring girls, how does that interact? What does it mean for girls' education, and our purpose in this Panel is to really drill down into girls' education leadership models in difficult contexts? What are we doing now that's working? What have we tried that's failed, and what can we do better for the future?

I'm going to open up with a very few words, and then turn the discussion over to our panelists, and hopefully, lead a discussion that you find interesting, and then turn it over to you for questions, including from the Twitterverse, Twittersphere, Twitterland, whatever the authorized terminology is.

I wanted to just share some perspectives, not really about my personal career, as a woman who played a leading role, but the things that I got to observe when I was Minister for Education, Deputy Prime Minister, and then Prime Minister of Australia. And that really is about a number of women in communities, disadvantaged Australian communities, and communities of our first peoples, Aboriginal and Torres Strait Islanders, where women were playing a leading role and being change agents in combating that disadvantage.

And meeting some of those women, and getting the opportunity to talk to them about what it was like to be in that local leadership position. A few, where the

common themes came out. One, I thought, you know, a very common reflection was that it could be quite lonely, that these women were in settings where they didn't have a wide-knit work of peers available to them, often they were the first or the only female leader in their community context, and they hadn't been networked, they didn't have the ability to reach across into other communities and to see other women leaders at work.

So there was a sense of loneliness. There was also a sense that women, having stepped forward for leadership, had through intuition, and common sense, had got themselves to a particular stage of leadership, but when they wanted to do more, that the training and supports that would enable them to do that, were not available at all, or not readily available. A very common theme.

Third, there was the burnout problem. I think because women leader are still a rare commodity, when one emerges, then everybody, whether it's other community members, whether it's nongovernment organizations, whether it's government, whether government, whether it's other communities that are under pressure, all gravitate and see if they can, in some way, get some direction assistance from this new female leader.

And all of that in some ways is endearing. It shows us, first, for our theme, or leadership, but it also puts a lot of burdens on the shoulders of these women, and a particularly common experience for women leaders in our Aboriginal and Torres Strait Islander communities, is that they burnout. That they simply can't sustain it over time. It's not only the set of pressures that comes with being a leader, but it's the set of pressures that comes with balancing work and family life. Their own responsibilities to their family. So, it raises the question about what can we do to sustain women in leadership for a longer period of time.

Then of course many of these women encountered very entrenched attitudes in their own communities, sexist attitudes about whether or not women should

be exercising power or leadership. Notwithstanding, a lot of experience not being the person invited into a range of conversations which were had predominantly by men, with men.

So, how do we burst down some of those barriers that are locking women outside the decision-making that they well and truly should be involved in. In the context in which I was talking to these women leaders, in Australia, women don't face the kind of security issues that are far too prevalent about our planet, but we should remind ourselves that those security issues are pressing and real.

For example, one of the women who was to be involved in this discussion, a Brookings colleague called Judith-Ann Walker, who lives in Northern Nigeria, has been unable to come today to join discussion because of the security situation in Northern Nigeria, because of her particular security situation, which means that it's not possible at the moment for her to leave her home.

So these things are not theoretical. I don't want you to think that they are somehow intellectual or theoretical challenges that are a million miles away from where we are today, actually we are touched by those challenges today, because Judith is not available to us, to participate in this discussion, and more broadly in this event.

And so with those observations, what I now want to do is talk to the amazing women on this Panel about their experiences and hopefully draw out some themes about supporting women leaders. It's my quest to see if we can try and push through to some good ideas and some areas for further work, for things that we think could be really prospective for change, for women in leadership positions.

So, I'm going to turn first to my colleague here. We had the opportunity to talk last night, so to Urvashi Sahni, who has joined us. For those of you who don't know of Urvashi's work, and I hope -- I hope many of you do, but I'm going to get her to

explain it. So we'll all be on the right page.

Urvashi is the Founder and Chief Executive of the Study Hall Educational Foundation. And in that work, her current research and what she has done in her home of India, has been focused on Girls' Empowerment Program, which has had truly remarkable results. Such remarkable results that the challenge now is taking it to scale, using that word, scale, that comes into so many of our conversation.

And so, I'm going to ask you to address, hopefully, three questions that will really bring some light to the discussion that we are going to have. I think it would be great for all of us to better understand what the Girls' Empowerment Program is, and what it's achieved. To understand the issues you are facing when you are talking about taking it to scale.

And to also understand what you've learned from the Girls' Empowerment Program about what it takes to make and sustain women in leadership positions. So, over to you.

MS. SAHNI: Thank you, Julia. And thank you, all, for being here. Our Girls' Empowerment Program. I first want to thank all the panelists who've gone before our session, to make our task so much easier. And I must say that the conversation seems to have shifted this time around. There's a lot of talk of empowerment, of taking a comprehensive view of education, and of focusing very hard on girls' rights.

Our program is -- does all of those things. One of the biggest challenges was to try and understand education more comprehensively, to understand in the context of girls' lives, and especially in the local context of India, which is not hospitable to girls as we all know. So the Girls' Empowerment Program, we understood very quickly, that if you are trying to get girls to come to school, if you are trying to get them to stay, and if you're trying to get them to learn, and then most importantly if you're trying to make a

difference to their lives, then it can't be business as usual, it can't be what you've been doing along.

That you have to take a look at their lives, you have to bring them inside, you have to address those issues, in your education program, and you have to look at empowerment very closely. And we define empowerment in much the same way. Lucy, you spoke of entitlement in the -- and people getting -- building a sense of entitlement. And we discovered that these girls, they came from homes, very poor homes, and we started a program for girls who came from very disadvantaged backgrounds, it's was in the -- from urban slums really.

They came from very poor homes with all the problems that poverty brings with itself, and of being a girl and poor, in India, brings with it. Of violence, sexual violence at home, on the streets, of child marriage, which we should stop calling it that, we should just call it girl slavery because that's what it is. And labor at home, enforced labor and home, and then the -- and most of them have had to drop out, because they had to take care of siblings at home, or because their mothers had died and they had to take care of the whole family. Or they were working to support the family, right, and who better than the girls there.

The program was an afternoon program, which made it much easier for them to come, because they could work in the morning, and still come to school. And in terms of formal and informal, even though it was a formal four-hour school program, we still followed the National Institute of Open Schooling, which is more flexible in terms of the way in which it deals with the examinations.

Secondly, we had girls come in at 11 and 12 and 14, the age problem, with no literacy whatsoever, just two years, one year of schooling, and we developed the Accelerated Learning Program, till we take them into school; and quickly, transition them

through classes. So that we've had girls who've come with no schooling at age 11, and have graduated high school at 18, because of the ways in which we dealt with them.

Then we realize very quickly that you have to deal with problems of girl slavery, let's call it that now, and not child marriage, and problems of domestic violence and sexual violence, and child labor at home. So we worked very hard at -- and girls come in with absolutely no sense of self, or sense of who they were or that they deserved anything at all. So in the curriculum we built an empowerment curriculum, so to speak, and we followed the Freirean pedagogy, a critical feminist pedagogy, or protocol feminist pedagogy.

And head-on we dealt with it. Once a week, at the minimum, where we sat, and we called them critical dialogues, and you talked about your lives, and you talked about issues of dowry, and child marriage, of what was happening at home. And then building with that, the teachers served as a facilitator to help them build a critical understanding of their own gendered lives. A critical understanding of the social systems, of patriarchy, and what is it that makes them, gives them the lives that they have.

And then, collectively, looking for solutions of what it would take to build out of those. Of course the program has teachers who are in school with a very high rate of teacher attendance, and they have teachers, and they had to be trained, again, out of their own gendered mindsets, and to look at gender when you are looking at girls' education. To look at girls' lives when you're looking girls' schools, and to understand that they have to serve as advocates for girls' rights, and help girls become self-advocates.

And then us going one step further, learn to become advocates with the communities, because there again, whereas people said that, you know, everybody --

people want the best of their girls and their boys, I don't know. I don't know. The strong patriarchal -- first of all they're really unhappy when the girls come. Secondly, they are a burden, and thirdly, well I mean, you know, all they are meant for is -- good for is domestic, sexual and reproductive labor, that's their life. And we like to call them mothers, and wives and, you know, give them nice names, but that's really what it is.

And so if that's all they are going to do then, why do they -- why do we need to spend anything on them, and why not start them early. And I've had parents come and say, this girl had reached class 10, and she wanted to go on, and she was talking, and the father as determined to marry her off. And the mother said, well if she's not going to do that, she still has no right to be in school. I have these six children and what is she doing there, she should be home, and that's her -- that's what she should be doing, helping me with these kids.

But because we'd managed to build a sense of urgency, a sense of -- the capacity to aspire, and a sense of entitlement, the girl fought, and she got beaten black and blue, literally beaten black and blue so that we had to call the police. And she said, no, I'm just going to carry on with my education. And she is finished, she's in her second year of a Bachelor's Degree right now.

The point of the -- that's what the Program did, it took the -- it did all of the things that we've been talking about, so I won't labor them. One is taking a comprehensive view of education, and understanding that if you're going -- are serious about girls' education, then you have no choice but to look at all the reasons that keeps girls out of school, pulls them out of school, doesn't let them finish and give them the lives that they have, that's one.

And secondly, that you train teachers out of their own gendered mindsets. We've had teachers who look at girls and I understand that they are all say,

they are really meant for domestic, sexual and reproductive labor, and I just refuse to call it motherhood and dignify it by those terms, and for girls' slavery. And so, you know -- but just move them along and do whatever you can. They are in school, give them the certificate if they go -- if they don't come how does it matter?

So getting teachers to think out of their mindsets, and to remove the lens, and to look at girls as equal, autonomous persons, and our goal was to give them that sense of self perception, bring the capacity to aspire. And as you've said Lucy, what we found was, that they then became leaders in that -- that they brought many other girls to school. And after they graduated, they set up non-formal centers in their own homes, I've had that, and then they were harassed by boys, and so we helped to build that.

In terms of the supports that the school provided, was very strong community relationship, and almost a campaign-mode with the community. To get them -- help them to look at their daughters, to help them to value their daughter, look at them as equal people, and to understand that an education is the girls' right. I won't -- we didn't even try to tell them that they will become better mothers, and better, whatever. No. That they just deserve it and that they need to have a chance in life, they need to have an opportunity to develop themselves and be the best people that they can be, right, and they had a right to do that.

So, very focused on our parent-teacher meetings, mothers meetings every month talking to them about these issues. Getting them to sign a bond that said that we will not -- I know the law, that I know that marrying a girl before the age of 18 is illegal and I promise not to break the law. Then cash incentives that we instituted -- very small scholarship of 5,000 rupees, which isn't even a $100, but it goes a longer way in India. It's that if you finish class 12, and want to go to college, then we will give you the scholarship, right.

And then an active intervention in cases of girl slavery, in cases if the children were absent for a long time, well why are they absent? In cases of domestic violence, very active counseling, calling other agencies, you know, taking the cause to the police, and then advocating with the police. The police would say, I mean, why do you care? The girl is getting settled. I said, you know, you just need to do your job, never mind why we care. There's the law, that's that it says, and you're supposed to intervene.

And so doing that is what it has taken and continues to take, but I'm so happy to report that even though everything we did was against the cultural norms of the society, right. And we didn't make any bones about that, we were very openly political and feminists, right. We told them, you beat your wives we'll come and get you, you beat your kids, we will do the -- the thing, and on the first day of when they were -- when they children were enrolled, first meeting, and enrolment has only gone up.

And most importantly we've had a completion rate of 88 percent, and most of them have transitioned to higher education, and there, too, we have supported them. We've supported to work while they -- so that they could pay for their higher education, and help to train them so that they were placed and could find jobs, right. And at the same time, giving them a sense of -- and once you've given them the sense to aspire, and giving them a sense of entitlement, really then there's no stopping them.

And so many of them are buying little plots of land now, and they feel that there is their life is their own and they can do things, right. And I don't know if you want me to address the problems here right now or later but --

MS. GILLARD: A good place, yes.

MS. SAHNI: Yeah. But you know, if someone said to me that, God, it's such a complex program, and how are you any of this to be scaled, et cetera? You

know, my answer to that, and it's much like yours, Lucy, that are we are we not serious about girls' education. And more importantly, are we or are we not serious about girls' lives or gender equality? Well if we are, then you have no choice. Education, first of all, is very complex thing, and I think we -- we absolutely -- I don't know what the word for it is, underrated, underestimated, de-dignified, when we try to make it a simple thing of, you know, get kids into school, train the teachers, it will all be done.

It isn't. For boys and girls it's both hard, right. Then when you go into difficult context, whether it's girls, or whether it's lower costs, and especially the rural, remote areas, it's even more complex, because like the complex, poverty is a complex thing. Right. So how are expecting the girls -- having some simple quick fix, there isn't one. And so it is complex, so then complex things are difficult to scale. So what do you do?

Now our government, even though India is this horrific place for girls, I'm talking above safety. You must have all heard about the awful rapes that are happening, and this is really just talking about crimes that happen on the streets, there are even worse crimes happening in homes, right, because nobody is really reporting. So it is not a hospitable place for girls, right. You kill off a million of them before they are born, and then you have -- you treat them badly all through their lives, right. They are not -- they are never at home, ever.

So in a place like that we have great laws though, we have great policies. People talk about feminism, empowerment, and all our policy documents are riddled with all of them, wonderful. We have the right to education, which gives girls free education up to 14, and entitles them, right. We also have a great program called the Kasturba Gandhi by Balika Vidyalaya; Kasturba Gandhi was Mahatma Gandhi's wife, and this is in her name.

And what it does is, again, similar to the crash -- cash transfer, it's a free program set in schools, residential schools for 100 girls, upper primary, in the most remote, educationally backward blocks of India. There are 3,500 of these schools currently, all over India, and it fixed -- the mandate is to get girls from the lowest class, from the poorest backgrounds, those who have dropped out, and take them free from class 6 to class 8, right. So it's a great program.

And it's part of a national evaluation, not all of them are doing well, of course, the remoter you get the worse the quality gets. Now, this is a great program and we were trying to layer the empowerment program onto this, and we've done it at 46 schools, and I am happy to report a lot of success, right. But it's taken a lot of work, and a lot of -- and we've used drama, we've used everything we had, right. And most recently we've had a very strong campaign, against girl slavery/child marriage, were we got the girls to march into the communities, 4,600 of them in each one of their communities, with slogans and street plays against child marriage. You know, staking their -- protesting and stating their right.

And they got signature campaigns from parents, and many other schools joined them, because it was so strong. And the teachers reporting, and their children, because they've been as advocates with the parents, and one of them said, God, I think I've managed to change 100 families' minds about child marriage, and I think I've succeeded. And the girls have been very empowered because it's very empowering to, first of all, have a voice, have people listen to you, have people talk -- look at you; and secondly, collectively, to stake a claim, to protest against things that have been happening.

And I really think that if we are serious about girls' education, girls' lives, gender equality, then you have to take care of all of these, and then in a campaign mode,

we've eradicated polio, right? So why can't we do this? I think we can, provided we -- that everyone understands that it takes all of this and nothing less, it won't take anything less. It just won't, because it's so entrenched, patriarchy, misogyny, right, it's so entrenched in so many of these communities.

I think here, too, not just in countries like ours. In ours it's part of the DNA, but how are you going to root them out? How are you going to stop all these rapes? And education, is where it happens. And in terms of boys' education, the parents came to us and said, well you're doing for the girls, what are about our boys, they are the ones who are out on the streets. They're drinking, they are taking drugs.

My first response was, somebody else will do that. So then we started a small boys' education program, but separate. You know, too many problems keeping them together. And we have a 100 children there, and I'm sure these boys will be gentler, more humane human being. I'm going to stop right there.

MS. GILLARD: Thank you very much. Very powerful. Thank you. We'll move on now to Rachel Vogelstein, thank you, Rachel. Rachel is Director of Women and Girls Programs in the Office of Hilary Clinton, at the Clinton Foundation, and she is also a Fellow in the Women and Foreign Policy Program at the Council on Foreign Relations. And an Adjunct Professor of Gender in U.S. Foreign Policy, at Georgetown law School. So, thank you very much for joining us, Rachel.

Rachel, if you want to give us the worldwide scoop on what Hillary is doing next, please free to do that. But just in case you're not in a position to do that, I do have some other questions. Ominously, Hillary, you know, in a world of too-few female leaders, Hillary is a global example to the world about what it means to be a woman leader, and so many women around the world look to and learn from her example. But in a really practical way through the Clinton Global Initiative and the Foundation, Hillary and

the Clinton family, are seeking to give back.

So I would be very grateful if you could explain to us the sorts of programs that the Foundation is working on, what's working, what's not. Particularly in this areas of nurturing and supporting women leaders in girls' education. And also what you think could be coming next, building on those approaches. I'm sure you're monitoring and evaluating, it's all done very carefully, where you think the next big wins could be for supporting women leaders in girls' education. So over to you.

MS. VOGELSTEIN: Absolutely, and I'll start by thinking you for moderating this important discussion, and thanks to Rebecca and the Brookings Institution for hosting this critical discussion today. Regretfully, I will not be making any news this morning, but I can tell you more about what Secretary Clinton is doing at the Clinton Foundation. It's focused on women's leadership and women's empowerment broadly.

And it's really animated, I think, by something she said, which is that to understand where we need to go to achieve full participation for women and girls, we really need to know what it is we have achieved. And I think that animates the discussion really, we've been having today about girls' education, about the progress that's been made, and the gaps that still remain.

And Secretary Clinton goes back to 20 years ago, to the historic Fourth World Conference on Women, in Beijing, where, was we know, 189 countries came together to declare with one voice, and that women's rights are human rights, and importantly, to adapt an ambitious platform for action, that really covers the full range of issues that we've been talking about today, including girls' education that so many of the others that have been mentioned.

So at the Clinton Foundation, Secretary Clinton had launched and

initiative, that's called No Ceilings, the full participation project, which has, really two goals. The first is to look backwards, to 1995, and measure and evaluate the progress that women and girls have made around the world, across the full range of the Beijing platform areas, including education. But so many more -- excuse me -- women's leadership, economic participation. Issues that -- the child marriage that you refer to, or slavery, which I'm so glad to hear you call out that issue, I think the issues that I focus on, in my work at the Council on Foreign Relations, and interestingly there have been a number of countries that have started to include child marriage in their trafficking laws.

And there's a powerful legal argument that's being made that in fact, many instances of child marriage actually gives rise to the elements under the Trafficking Protocol, the Palermo Protocol, and there's a really important, I think, connection that you've made, and that hopefully others will be making as well. But really looking across the full range of women's issues and figuring out, you know, where the gains have been made, where the gaps still are, and how we can make the case for filling those remaining gaps.

So that's the first part of the initiative. The second part, is really focused, not on looking backward, but looking forwards. What is it that we need to do to accelerate progress for women and girls in the 21st Century, and really finally close many of the gaps, and you know, we are hard at work on that. The progress report, this global reviews of progress that are then chained together with our partners at the Gates Foundation, who are working with us on that initiative.

And the early returns are starting to come in, although our full report won't be available until 2015, but we are already seeing that tremendous headway has been made in advancing the status of women in a range of areas. First though legal frameworks and institutions, you know, they are increasing numbers of countries that

have put laws, prohibiting discrimination or violence against women on the books that we've seen, the international community, and elevate women's issues in important ways at the U.N. Security Council, and issues like Women, Peace Security.

Investing in women as engines of economic growth at The World Bank, awareness has certainly gone up, and in concrete areas we've seen important gains as well. So, in health, you know, we've seen the rate of maternal mortality come down, there are still hundreds of thousands of women and girls who continue to die from largely preventable conditions, related to pregnancy and childbirth, but some progress has been made.

And as we talked about this morning, we've seen important gains in the area of primary education, all of which show that progress is possible. There's a hopeful story to tell here, that when we devote sufficient attention, political will, and resources, we can, in fact, move the needle. But there are gaps, there are outstanding gaps, and there are large gaps that we've also been talking about this morning. You know, there's no country in the world, including this one, that has achieved the promise of the Beijing platform for action.

And so this progress will outline and highlight what some of those gaps, are, you know, we know that there are about 4 million women and girls who are missing, around the world, because of gender bias sex selection which was mentioned, because of, you know, definitely childhood, because of maternal mortality. And there are millions more who are metaphorically missing because they are frozen out of economic life, political life, they are under-educated, they are underfed, and subjected to many of the practices that we've talked about today.

There are important gaps, so economic participation is one area where we've really seen stagnation. In fact the global rate of female labor force participation

has actually gone down, from 57 percent to 55 percent according The World Bank's most recent estimates. Political participation, you know, we've seen very incremental progress, and you know this all too well. With some hopeful signs of progress, and in certain regions, for example, in Latin America, but the progress has been far too slow.

And in education there is still unfinished business, and I'm so delighted that we've spent a whole day, thanks to Brookings' leadership, talking about that unfinished business, many of the issues that have been mentioned, you know, from Ambassador Russell in the morning till our distinguished Panel earlier, really focusing on making sure that girls make that transition from primary to secondary school, that we are focusing on completion, that we are addressing, kind of, the constellation of issues that girls face at the secondary level, and we've talked at length about issues like, violence, issues like child marriage.

These are the unfinished issues that we need to continue to address. Quality, that has been mentioned many times, the violence that girls face going to and from school. And making sure that the gains that we are starting to see in education and that we want to grow, then transition into the economic sphere, and so we've talked about that as well. And so these are the issues, this is the unfinished business that we would really like to put on the global agenda.

So what Secretary Clinton will do together Chelsea who has joined her in this effort called No Ceilings. What they'll do together is articulate a 21st Century that will highlight some of these issues, and hopefully we'll dispel the notion that some of you have referenced today, that we've made a lot of progress and that's, kind of, the fight has been won. We know that there's unfinished business and that is what we hope to continue to put on the agenda.

MS. GILLARD: Thank you very much. Thank you. We'll turn now to

Patience Stephens, to Dr. Stephens, who has over 25 years of multi-sectorial work in international development. She's had experience at the United Nations, at The World Bank, and in much of this year she was appointed the Special Advisor on Education for UN-Women, being the first to hold that position.

So, Dr. Stephens if I could turn to you, across your 25 years of experience, that's a lot of experience to draw upon, and we are very grateful that you are here, so that we draw on it. What have you seen that mad made a change for girls in education and helped to create and sustain women leaders, who can then bring the next wave of change?

Can you point us in the direction what you think has been affected. Are there examples of things that have failed, that you think we should learn from. Because I took it as a very big message from the last Panel, that we are not going to be able to progress if we don't talk about and analyze failures.

And I think we'd also be intrigued to hear, and energized to hear, what you want to do with the Special Advisor position, being the first to hold it. It's a big thing, and we will want to support you in that work. And so if you could share your aspirations in that work, we can figure out the best ways of helping you do it. So, over to you, Patience.

MS. STEPHENS: Thank you. Thank you very much, and thanks for this opportunity to not only be a part of this fine Panel but also to listen to the discussion. Since UN-Women has now sort of put its 2 feet in the water now, with this appointment. And there's a lot to learn, and there's a lot to bring to the table.

Let me say, I certainly heard about what we ought to do, but let me also talk about what has not been done enough, maybe that’s another way of looking at it. And that’s recognizing that we are in this situation, in fact, we are here today because

gender equality counts in education, and perhaps it hasn't counted enough in the past. And even as UN-Women steps into this formal role, I get a lot of questions.

Why is UN-Women in education anyway. It's how we do it, I'll talk about in a minute, but they do ask, because education within the U.N. system seems to be done by UNESCO, UNICEF, you know, UNICEF is about children; so that's their role. But the facts are clear, but the reason a lot of girls and young women do not make it through education, the reason they don't make that transition into employment, equally paid, is because of discrimination, we know that, so we need to deal with that. And that's why UN-Women can play a lead role in this area.

Now, when UN-Women was established, it was given this mandate to lead the U.N. work on gender equality, and women's empowerment, and among its functions is to support intergovernmental bodies, these are the -- you know, as you mentioned Security Council, the Commission on the Status of Women, the General Assembly, et cetera, in the work that they do on gender equality and women's empowerment. So we provide that support to member states, it's an opportunity for us to bring the importance of gender equality and women's empowerment into the discussions that are ongoing.

For example, on the post 2015, development agenda. Well, we've been working closely with UNESCO, and others, to try and make sure that gender equality is included in the goals that -- and targets that are being articulated in the area of education as well -- as well as others. So we need to make sure that this, shall it the multi-spectral approach, happens. And I've heard a lot already said this morning, about the need for that to happen, and I hope that in capacity, at least I can stimulate that discussion.

And let me throw one of those ideas out. As I thought about this issues, and it's not a UN-Women position as such, but as I thought about the issues and coming

into this meeting, and I do this a lot. I started writing out, what are the key issues here? One is that education is no longer -- not that it was ever was, but it's certainly clearer, that it's not simply a matter of chalk and chalkboard, or book and pencils and pens, and you've both actually mentioned this.

It requires partnerships across a number of areas, so I wrote down these areas, and I like to do this, and it spelled out for me, shelf, S-H-E-L-F. Take E and education in the middle, it still occupies the middle, and I'm looking at it like a bookshelf, when you want to be educated, you go to the bookshop and you read from, you know, range of sources. So taking E as the education, in the middle, I then figured out, the first S, for me, is that security and safety is becoming very big in the area of girls' education, and we must address it.

The second, and I'm not talking about only Boka Haram, or anything -- the Malalas of this world. I'm talking about school safety as a whole, including in this country and everywhere that girls get abused, sexually, you know, verbally, whichever way. So that's the S of the shelf.

H is health. Too often we have seen schooling as being separate from health. Of course there's more talk now about teaching health education, sexual and reproductive health and reproductive rights, it must be fundamental, and I think we must form partnerships with the health sector, in promoting education, because that strong gender equality issues and biases would then help. And in this area, you know, there's a lot of talk about it, and early on there was a reference to the extent to which separate bathrooms, for example, matter.

Think about girls, I mean, I was a girl going through school, in Ghana, facilities were better than average in the schools that I went to, but still there are the issues of girls in adolescence who have health issues, who have menstrual issues, who

must be dealt with. We must learn to bring that into our education planning and making facilities available for that.

So we come to the E, S-H-E, the E is for education, and naturally I wanted to add to the education employer, so I'm thinking about sectors here, so we are done with the security, we are done with health sector, education and employment, because we must link girls' education to the employment, and when I talk about education, I am talking quality, enrolment retention, because I've been to schools where you go and ask for the register, and the register shows that, oh, we have 30 percent girls.

But choose a day to go to the classroom, which is a market data, and many of these experiences at the time I was working on projects. Go to the classrooms, no girls, but they are on the register, they are enrolled. Where are they? They are in the market, they are with their parents, or with their mother selling because it's the market day. Or they are gone to fill the water can for the teacher, or the head teacher, so they are not in the classroom. So we've got to deal with this aspect of education.

Now, to the S-H-E-L, the law, the law and legal reform is absolutely required. And by the way, this is one of the areas that UN-Women can bring a strong voice to the table, by working with intergovernmental bodies to strengthen the legal framework, to help norms to be adopted in order to strengthen the legal framework.

Let me move quickly. The last one in my Shelf, is finance. We can't do all of this without financing, so we've got to do that as well in order to address it. So this is just -- whether you call it Shelf, or you call it whatever, the fact is that is that we cannot continue to approach education as if it's a standalone thing that has to do with books and pencils and paper alone. It has to do with whether girls have that opportunity, whether they are protected, whether they have the access to the resources, and whether governments are on board in doing this.

And in that regard I'm looking forward in my position, to help guide UN-Women to form strong partnerships with the rest of the U.N. community, and with other partners, and even as I'm here, I'm trying to make appointments to talk with others, to find out what we can do.

UN-Women in this situation believes that in addressing these areas, the Shelf and other areas, using technology will be a huge asset. One of the things that gender biases will probably not be able to overcome in a few years, maybe a decade or so, is the power of technology, the power of mobile technology, because no matter what you do, the information is out there.

So we want to look at this, and we are currently talking to some partners to see the extent to which we can work with the private sector, and with foundations, et cetera, in order to use technology to advance education for girls. And regarding the civil society, I just wanted to mention civil society, because UN-Women has a Civil Society Advisory Board and we are working through the Civil Society Advisory Board to find out what's really happening on the ground.

Recognizing that it's not just in the classrooms, but that issues are in the communities, they start from the womb, as you rightly mentioned, discrimination against girls. They enter the classroom, they enter the workplace, and they follow them through retirement, women.

So these are some of the issues I want to be able to address. I want to be able to steer people's imagination to recognize that what we knew as education a few years ago, when I was in school, when my parents could trust, I hope they did, that they could send me to school, and I would not find a boyfriend immediately, or I was in a coed school as well but -- and that I would be educated. What that believe was, maybe that has passed a little bit, because the challenges have become immense, and we need to

begin to address that. And I hope that UN-Women can play a lead role in addressing some of these issues. Thank you.

MS. GILLARD: Thank you very much, Patience. I'm just going to ask questions for rapid-fire responses, and then we are going to go across to the questions from the audience and people joining us via the webcast and via Twitter. Can you tell us briefly what first inspired you to do the work you are doing now, and how would we make 500, 1,000, 10,000 more of you?

MS. SAHNI: Okay. I think just being a girl in India, right, being born a girl in India. And middleclass India by the way, not poor India, and even then the discrimination that is almost routine every time. So that I would iron the clothes, and my brothers would play cricket. And continuously facing that and then being married off early, soon after high school education, but pursuing my education diligently.

I got my Bachelors sitting at home. I was married, and I would study from 6:00 to 9:00 in the morning, get all the books, and then give the exam, and that's how I got my Bachelor's degree, and I was so thrilled. And then finding that it opened so many doors, and understanding the value of that, but understanding more importantly that reflecting on your own reality, not accepting it. And, again, first -- the first thing that -- the key I think is to understanding that you are an equal person, and that you are being discriminated against.

And then finding -- and then fighting against it step-by-step, and looking for every support that you can find. And there were other women who supported me very strongly, older women peers, right, and that really helped to do that. So I think reflecting upon that understanding of what it was like, and so when we talked with the girls who came from very poor background, the stories were not so different.

I could have traded story for story, in many cases, right and, too -- and

realizing, and wishing that if my school had been different, it was a very good private school, by the way, high quality Catholic school, and very strong learning outcomes, et cetera, and I was a very good student. At the same time it didn't stop me from saying no when I was bundled off to be married, right. I didn't know. It didn't give me a sense of entitlement, didn't give me a sense of feeling equal and, and there was I a middleclass, privileged girl, and I didn't get it.

So understanding here no school needs to be different, it needs to look at these things, and it needs to support girls in looking for themselves. And I still remember our Sister Superior, she was a nun, and I'd just finished my exams, she said, what are you going to do after this? I really had no answer because I didn't know. And so I said, I don't know, but if my father will send me to college, maybe I'll go, maybe I won't. She said, I'm going to go talk to him. I said, please don't do that, I was afraid he'd abuse her or something.

So that's -- but the point was, see here where she was trying to support, it was a school, very traditional school, but still she felt, no. And so I think school should do that, you know, they should go the extra mile, and what I found is with the teachers, it's not so hard. Okay, so we had a private foundation, but we are doing it with 650 girls, we've taken it to 4,600 girls, we are going to another 60 schools, and to me that's scale.

But anyway, it's not millions but it's scale. But the point is that if we can do it with teachers who don't drop from the heavens, who come walking to the door, and they are even so highly qualified, you work with them, but you can train them, and people are good. And because they are women, and because gender strikes a chord immediately, I have trained teachers in remote areas. Oh, my, god, how they come alive when you start talking about gender, because it affects their lives.

And then they become leaders. And what we found -- when we started

getting the teachers to talk to communities during the parent teacher meetings, not about math and science, but about their daughter's lives. About child marriage, about domestic life, but you know what, the attendance doubled, right, and they became strong supporters, and they want -- they participated fully in the child marriage -- in the child marriage campaign, right.

So you have to have to many, many, many leaders, right. And the leaders can be the teachers, the teachers must be leaders in girls' education, the students and community, the parents, so you can build as long as you understand that it takes all of these things, and you understand that it's not rocket science, it's not so difficult, it takes sit down and talk, let's sit down talk, right.

And even the training, and it needs training teachers, it means looking at the curriculum differently, it needs looking at the role of teachers differently, the role of schools differently, of looking at learning outcomes differently. So we made part of everything that we -- empowerment part of the learning, they must live with a sense of entitlement. They must leave with a sense of urgency, they must leave with a sense of a critical look at gender. That’s part of the learning outcome.

And you start very early. You start when they are 9 and 10, and you carry on till they are 18, and you keep asking them the question, so what will you do after school? So what do you want to work at. What is your life going to be like, have them imagine, do a lot of drama, get them to poetry, get them to make films. And when they are supporting teachers in distant locations use the mobile phones. Call them regularly, almost like a call center, and say, so how did you do? How did the meeting go? What are the girls doing, and have you had any dropouts? What's happening? And then they share, right.

So it's not so hard, and what it needs, it's first of all, the will. Secondly,

understanding that education is hard, that you need to take a comprehensive look, and looking at lives and seeing how do you want to change lives; and being serious about gender equality. And in a very unequal gender world, that's really hard.

MS. GILLARD: Mm-hmm. Thank you. And if I can pose to both Rachel and Patience the same question, picking up off the F of the Shelf, of ugly subject of money, with another hat on, apart from the Brookings hat, as the Chair of the Board of the Global Partnership for Education, we've got our Replenishment Conference in Brussels next week. We've been working hard on donor governments giving us sufficient funds so we can continue the good work of GPE.

It's not easy, and the education share of the iBudget has been dropping and dropping dramatically by 10 percent in recent years. So, given that, what can we do better to advocate to governments, donor governments, that it's a good investment, and particularly from the perspective of the Clinton Foundation, how can we maximize the involvement of the private sector in giving us the support we need. So I might, Patience, go to you first.

MS. STEPHENS: All right. Thank you. Thank you. A very good question and I think there's a lot that we can do in going to governments, talking to them of course more, and in our position at the U.N., of course, for instance we are a secretariat, when we prepare documents we can try and make the case for why education counts in order to hopefully inspire governments to reach normative agreements to give more money. But I also think there's something that, perhaps, we need to do, which is make education more attractive.

Perhaps the Shelf approach, or whichever shelf, you can expand the shelf, is one way to do it, because I've been telling some colleagues that I think education now has competition, it's not what it used to be. When I went to school, my parents

almost said, when you come out with your degree, you'll definitely do well. You'll have a car, maybe, and have certain things lined up for you.

The notion of how education works, and in fact the practice of it has changed, so that people are coming out of school, perhaps having gone through to college without jobs. And I think for governments for whom resources are limited, especially when you're talking about domestic spending on education, this is a problem that they have to deal with.

I don't think we should abandon the education ship, we should make the former options more attractive, and the whole idea which we are talking about a lot in UN-Women about, the non-formal education. Providing second chances, providing catch-up opportunities for those who do, you know, a dropout, or are unable to do so, and doing through technology. In order to make these traditional paths, or sort of traditional paths, as attractive as the other pathways that people sometimes want to take for education, and I'm talking about those who may, for example, young men. We are talking about male underperformance in many cases.

They see some easy paths. Some of them are through the arts, some of them are through technology, and what other paths they see, can we bring that glitz a little bit into education, and show that it's presenting or yielding results, and then use those results to go to governments and donors and say, see here's a model that works. I think that's one good way of doing it.

Let me make one last comment. I've also been thinking a lot about, how do we make education work for girls and women in the way that affects an entire chain of results? And one of the options is, and I know it's something is current, but not everybody buys it. Early childhood education, I mean -- but UN-Women is not yet fully onboard that, but there are studies which have shown that it yields results far beyond

what you see with the children who are at this level.

And one of the possibilities is to have young women who drop out of school, for example, because of pregnancy, be drawn into a program where the care of the children, the transition of these mothers, and their future careers, become linked in a way that empowers entire communities. I'll finish with this, CNN Heroes, I know that's one story now which I believe her name is Lynn, who was a teenager who fell out of school, and who has now established a scholarship program for people like her, in order to give them scholarships to support their taking care of their children, and the account is very positive.

And you can see it, any time you see the CNN Heroes come on, just look for it. I think it's a very positive story, and I think we need to do more of those in order to make a case to potential funders, governments, that education still pays. Thank you.

MS. GILLARD: Thank you. And Rachel?

MS. VOGELSTEIN: Well, I actually thought back, in hearing your question, to a speech that Secretary Clinton gave in 2012 which focused on closing the gender data gap, and at that conference she said that data not only measures progress, it inspires it. So I think one answer to the question of how we increase financing, is to continue to make that case, with the evidence and the data that we already have. Relying on leaders like the Brookings Institution to continue to build that case.

And there's a strong case. We've heard about it all morning, and there's important research going on to continue to validate it, but that will help us build the leaders, women and men to really focus on this issue and put the resources where they deserve to be. And, you know, Secretary Clinton talks about her travels throughout her career, where she has raised these issues with leaders over and over again, and how she will see the eyes glaze over, there she goes again, talking about women's issues.

And at the State Department she really made a concerted effort to make the case, this is not only a moral issue, though it certainly is, but it's a strategic issue. So continuing to build that case I think is one critical answer to that financing question. And another is the private sector, and there's really been a shift as we look to what has changed since the Beijing Women's Conference, in participation and the interest of the private sector, and seeing elevating the status women as critical, not only as, you know, corporate social responsibility, but really to their bottom lines.

And, you know, certainly through the Clinton Global Initiative, the Clinton Foundation will be working to marshal really the three legs of the stool, government, incredibly important. But also the private sector together with civil society to come together to finish the unfinished business that we talk about here today.

MS. GILLARD: Thank you. Well, I'll turn it over for questions now. So we are talking about leading the charge in girls' education. Who is doing it? How are they doing it? How we can help create and sustain all female leaders to do it. So if there are questions, I'll take a few, and then try and direct them. Yes, I'll take yours.

QUESTIONER: As the risk of being --

MS. GILLARD: I think -- I think the microphone is just on its way to you. Here we go.

QUESTIONER: Thank you very much. I listened with great interest to the discussion this morning and now, after break. At the risk of being controversial, let me start by saying, we have talked about individual leadership in education, but I want also to look at the leadership at the agent's level, and whether this may be the problem in education.

When I was a Manager at The World Bank, I was responsible for both education in -- well, responsible for education, health and social protection. What I found

out was that in the health sector, which is equal as complicated as education, the paramount of WHO could not be questioned. But I think that in education the paramount of UNESCO is questioned. Is this not part of the problem that we are actually facing in education?

MS. GILLARD: Okay. Thank you. So we'll keep that one in our mind. Yes, at the back.

MR. HOWARD: Yeah. My name is Michael Howard. Howard University. I have a question in regards to the global image of America and how it relates to, well I wouldn't say paradox, but I would say hypocrisy in regards to its own educational mandates in this country, especially with the exceedingly -- exceeding amount of the political framework which is being created in this country with the re-segregation of schools in this very country we are now, in the United States, this hypocrisy is unbelievable.

Moreover in the astounding image of this young lady right here, she's representing the Clinton Global Initiative, and we have this huge adult illiteracy right here in Washington, D.C. I taught in Washington, D.C. public schools for over 15 years, I couldn't believe it, and still can't believe this, it's going every day.

So how do you reconcile these two -- one global images and then the images here at home. It seems like the Cold War era is taking place right before our eyes in the framework of education. Thank you.

MS. GILLARD: Thank you. Okay. And we'll take a question here.

QUESTIONER: My name is Argus Tabeca, I work for Beslac and I'm very honored to actually be in front amazing guests. This question might go mostly for Ms. Sahni. I'm very interested in the power of culture as a -- as the greatest ally within the gender equal plans we want to do, or actually the biggest hurdle of it, as in the case

of India. Maybe this might be general, but what could be your recommendations to actually try to make a program, or some actions that could absolutely change a culture that is very male favored, very male dominated?

Not only to males to understand but to also women to have that sense of urgency, because as I look into the issue very close, I've seen that even women themselves are one of the major protectors of this -- of the cultures that actually kind of go against them. So that will be actually my question. Thank you so much.

MS. GILLARD: Thank you. Okay. So with limited time, and trying to take as many questions as possible we've got the three easy issues of cultural predispositions, global leadership and potential perspectives on American hypocrisy. Okay. We are going to do this, I'll come to you at the end on the cultural question.

As the American on the Panel, I just think, you know, there's nowhere else to go. Rachel, do you want to talk about the hypocrisy question? And as he U.N. Representative, Patience, you get the global leadership question. So here we go.

MS. VOGELSTEIN: I'm happy to. And thank you, to the questioner for raising this issue and painting a sobering picture that you did. And I should emphasize that at the Clinton Foundation the No Ceilings Initiative is focused on 197 countries and/or signatories to the Beijing platform for action, including the United States. And earlier in my remarks I observed that no country in the world, including this one, has achieved the promise of the Beijing platform for action.

So this is truly a global initiative that looks, really, at all countries, including this one. And of course we know that there are many issues of gender inequality and of course the issues about literacy that you raise, that we face here in the United States, and the unfinished business here in this country is not limited even to what you've described. I mean, certainly in the realm of education, thinking about

discrimination that girls still face, the epidemic of sexual violence on campuses, thinking about the issue of STEM, science, technology, engineering and math education and the disparities there.

And then broadening out, even from education, to issues like women's participation in the labor force, which has actually declined here in this country. Thinking about the very small number of countries, of which the United States is one, that don't have paid family leave. There are many issues that are unfinished here in this country, and at the Clinton Foundation, we'll be working with partners across private sector, governments and civil society to try and close some of those remaining gaps. But thank you for that, that great question.

MS. GILLARD: Thank you. Patience, the UNESCO, global leadership question, just an easy one?

MS. STEPHENS: Yes. So the controversial question. Well, thank you. Thanks for the question. Let me say that the U.N. has never -- well none of the agencies has ever worked in complete isolation. In fact we believe, especially at the ground level, in one U.N. And with regard to UNESCO, I don't think that UNESCO, one can say UNESCO had a supremacy that did not involve the work of others. Because regardless of which area of work you take, you have others engaged.

The World Bank, for which you apparently work, for example, works in health. I know that because I did that when I was there. So I know they work in health, UNAIDS works in health, WHO works in health, UNICEF works in health, UNFPA works in health, and maternal mortality cuts across a number of them.

And I actually think that if we really want to be successful in addressing girls' education for the future, we should have all hands on deck. It is consistent with the whole sustainable development agenda that we are looking at right now, and I believe

that the problems have also gotten more complex over time since the Beijing platform for action was outlined. The key issues are there, it's still valid, but I do believe that there are complexities.

For example, UN-Women inheriting from previous entities, is working on women in peace and security. Who would have thought, because those issues sat in the Security Council and we did not have a chance to do -- to address those. But thankfully, thanks to a resolution in 2000, Resolution 1325, we can now begin to look at how women and girls are fairing in situations of armed conflict, because we know that they are severely affected, and are victimized in situations of armed conflict.

So your question is valid. I know where it's coming from, but I do believe that the U.N. system, much as we are not perfect, tries to work together, and it should work together in order to reap the results that we need from across the board. Thank you.

MS. GILLARD: And cultural change.

MS. SAHNI: Yes. Thank you for that question, and thank you for raising the issue of culture. In fact, last night at dinner, there was this question that whenever there's an issue of culture, I think Alice raised it, and there's, you know, foreign agencies back off saying, oh, there's country ownership, and you shouldn't be touching that. But I don't know.

In terms of, you know, issues of culture, issues of religion, right, I want to include that, because that's very important too, and when there -- normally there are issues that protect the male supremacy thing, that protect the status quo, right. And so when you talk about country ownership, whose ownership are you talking about? Who are the representatives that own this culture and want to keep it sacrosanct?

It's normally the male-dominant groups in that culture, and it works to

say, and you know, normally, with development agencies and other agencies, are happy to back off because when that gets political it's too dangerous and, you know, you don't want to -- even the way you feel you don't have to mandate. Well, thankfully I don't have that issue, being an insider, right.

But at the same time, you know, you have culture, at the same time you have U.N. Charters, right, and what are they talking about but values. They are talking equality, many cultures don't have equality as their value, but we've still gone ahead and had this Union -- the U.N. Charter which is global, which talks about a Union Charter for child's rights, for women's rights, and it's not talking about Indian women or Western women, or African, they are talking all women, right.

You have constitutions which give you the right to equality the right to freedom, et cetera, et cetera. And then you have laws. And most of these constitutions, where they are not religious countries, or they are secular countries, they have drawn from universal values. So when you talk about cultural values, and you know, and culture that, hey, child marriage is part of my culture. And genital cutting is part of my culture. Or beating them at home is part of my culture, right.

Well, you invoke then, U.N. Charters, you invoke the law, you invoke your constitution and you say it -- for example, I'll give you a small example. The girl I mentioned whose father beat her up, and it was with an iron rod, so would have died if not for the fact of the backlashes. If not for the fact that her friend immediately got in touch with us, and we put all the machinery in place.

So when I went to her home the next day, the mother was really mad, we talk about women, and she said, you know what really got us, well that, how dare she call the police on her father. I said, well first of all, she didn't call, I did. She said, well you have no right, how can you call. This is his daughter, he can do what he likes. I said, no,

you can't, that's not what the law says.

The law says, that if he beats you, your neighbor has the right to call. And she was totally stunned. She said, the law says that; and you know. The point was, that the domestic sphere, and the religion sphere, and the cultural sphere, well let's not talk about laws, let's just talk about the norms, because it works. So, but when you tell them to their face, no, this is what the law says, and I really don't care about this little cultural thing that you've done but -- and we are just going to call the police, and they'll take you to jail if you don't do this. So you can't do that.

So, in short, that's how -- if you're asking how we counter it, one is by invoking and calling to your rescue, those laws that you have, and thankfully we do, there is a law against child marriage, we've publicized it, we have posters that we stick over there. There's a boundary that we get them to file, right. There are laws against domestic violence we use that, even though we have to really fight with the police to get them to even file the FIR. We say, that's your job, and here is the law. And if we need to the U.N. Charters, et cetera.

So that is one. And secondly, which is why as part of the curriculum there is legal literacy. We have posters of all the law, which we -- we plaster them in your classroom, and when the parents come, let's talk to them about that, right. And, again, it's a slow process. We have girls would stage plays, make little films on what they feel, how they feel about domestic violence, right. And, you know, appealing, well don't you love me, I am your daughter. And you change their mind slowly. And the teachers work as advocates, and what are they doing? They are changing cultural norms.

And again, what I'm a strong advocate of, it hasn't worked yet, is to get gender studies as part of the curriculum, it should be. We talk about environment studies, we talk about disaster management, right. You are teaching math, you are

teaching science, when you want a scientific tempo, you want -- well don't you want them to think equality? So why shouldn't we have gender studies, right? And it should be like any other study, any other course.

Let's think about it, and of course, then all your pedagogy should be critical pedagogy, not just your gender studies. That's what it means to develop critical thinking, you should be engaging in -- it should have only critical pedagogy in schools. And in fact, one of the parents accused me. She said, that you are the education that sowing these seeds of rebellion, you know. Privately I said, yay. Publicly I mean everybody is glaring at me. I said, yeah, you know -- by you know, don't you see what she's saying.

MS. GILLARD: Well I'm afraid we are out of time, but I think that's actually the very best place to leave our discussion. We started the morning by noting that if you educate girls, you change our world. I think we've heard some great examples about the way our world can be changed, and some of the challenges that still remain.

So can I thank each and every one of you for this discussion, on the need for change.

MS. SAHNI: Thank you.

MS. STEPHENS: Thank you.

MS. GILLARD: Thank you. (Applause)

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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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