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P R O C E E D I N G S

MS. WINTHROP: Good afternoon, everybody. Welcome to Brookings. Welcome to the Center for Universal Education. Please take your seat, although, of course, feel free to grab coffee whenever.

I'm Rebecca Winthrop. I'm the director of the Center for Universal Education here at Brookings. It's a real pleasure to introduce our wonderful speakers and panelists and then I'll hand it over to them.

We are here today for the D.C. launch with our co-partners, the Global Campaign for Education U.S., and of course, the Global Education Monitoring Report, to launch this fabulous publication which I'm sure all of you grabbed your hard copies of. They're in hot demand. We've been giving them away like hotcakes, Aaron. So the 2016 Global Education Monitoring Report which every year all of us in the global ed community await with baited breath to read the latest data -- where countries are at, what's happening.

What we're going to do is we're going to open up with Aaron Benavot, who is the director of the Global Education Monitoring Report. And I'm not going to go in full bios. You have the full bios in your program. Who is going to kick off, give a sort of rapid overview of the contents of the report and hone in on a couple of key themes. We're really pleased to have you with us, Aaron. Aaron, I was asking him, you know, I know you guys have done -- the report has been launched over 80 times so far this year. He has not been at all of them, a percentage. A lot of them have been launched, you know, with UNESCO country offices and all sorts of groups deciding to do their own launch. They have a great toolkit online. People can do it wherever you want -- a small plug. They hope to get 100 launches by the end of the year. And Aaron himself in the last two weeks comes to us here in D.C. via Beijing, Paris, Phoenix, Glasgow, and Bangkok. So we are really happy to have you with us.

And then after Aaron presents, we're going to have a panel discussion

and then open it up for questions. And I'm really pleased that joining us on the panel is Ellen Chigwanda, who is the project manager for adolescent girls in Zimbabwe at CARE International, and she also is a wonderful addition to the Center for Universal Education team this year because she's a visiting fellow with us through the Echidna Global Scholars Program.

We also have Yolande Miller-Grandvaux, who comes to us from USAID where she is the lead of the Let Girls Learn program and a senior advisor for education.

We also have Lisa Schechtman, who is the director of Policy and Advocacy at WaterAid. Where is Lisa? There she is, just in time.

We also have joining us Juliet Wajega, who is the deputy general secretary and head of the Union Programs in Uganda at the National Teacher's Union.

So thanks to all of our panelists, and over to you, Aaron.

MR. BENAVOT: Dear colleagues, distinguished guests, it's a real pleasure to be here. And I'd like to first thank both the Brookings Institution and also the Global Campaign for Education, the U.S. branch for sponsoring this launch of the 2016 GEM report.

A year ago in September 2015, member states of the United Nations agreed on a new sustainable development agenda with 17 goals to be achieved by 2030. Member states also outlined a process to follow up and review globally and by goal. When representatives of the international education community convened the World Education Forum in May of last year, it gave the Global Education Monitoring Report a mandate to monitor education commitments in the new sustainable development agenda.

The first report in this 15-year series entitled "Education for people and planet: Creating sustainable futures for all" was launched two years ago in September 2016. In October, we launched a compendium report called the Gender Review, which is supported by UNGEI, the United Nations Girls Empowerment Initiative, and based mainly on the full report with additional content and analysis that we did in organizing that report.

In this presentation, I'll give a brief overview of both reports.

The fourth sustainable development goal focuses on education and aims to ensure inclusive and equitable lifelong learning -- focuses on inclusive and equitable quality education and promote lifelong learning opportunities for all. SDG4, the fourth global goal in education, merges and significantly expands upon the millennium development goals and the education for all agendas in education, which guided the international education community until 2015. There are seven targets and three means of implementation with 11 global indicators -- that might actually increase in the months to come -- and 32 thematic indicators defining -- that are meant to indicate the extent of country progress at the national level but also to be used at the global level for monitoring. Substantial progress on the measurement of these indicators, and when needed, the definition of placeholder measures has been made.

The 2016 Global Education Monitoring Report does two things: it analyzes all the SDG4 targets and the respective indicators in detail, raising issues and identifying gaps where further work is needed, and it considers in great depth how education interacts with the sustainable development agenda and the other SDGs. This presentation will look at both of these and then present some findings from the gender review.

We devote an entire chapter to each of the different targets under SDG4 in the monitoring section, and given time constraints, I'm only going to present some very few select findings. The challenges of monitoring these education targets are considerable in large part because indicators have yet to be measured on a global scale. A key aim of the report is to provide relevant information about ongoing monitoring issues and debates to all those involved in the implementation of the global education goal. Against the first target, which is now the ambition of ensuring that every child receives about 12 years -- completes 12 years of education, both a primary and secondary cycle, there are still 263 million children, adolescents, and youth out of school according to the

UIS in 2014. To give you an idea of the progress that we've made, if you go back to 2000, there would be something in the order of 374 million children and adolescents who are out of primary and secondary school so that approximately 110 million young people have come into school over the course of the last 15 years.

Globally, however, only 43 percent of young people complete upper secondary education. Against the fifth target on inequalities in education, vast wealth gaps remain, in low income countries in particular. For every 100 of the richest young people, only 36 of the poorest youth are completing primary education and only seven complete secondary education.

Against the seventh target, which is in some ways one of the more revolutionary targets under SDG4, which talks about education for sustainable development and global citizenship education, new analyses that we commissioned for this report show that only half of national curricula for which we had information include the notion of climate change while terms like global citizenship and global identity appear in the curricula of only 40 percent of countries. And we are still very far from providing education facilities and learning environments envisioned in target 4A. Three out of 10 primary schools lack adequate water supply.

Here are listed some of the main recommendations from the monitoring section of the 2016 report. I'm not going to go into them in great detail. I encourage you to read your summaries or your reports, but we talk about the importance of monitoring inequality and bringing together data sources that typically ministries of education have not looked at. For example, household surveys, labor market surveys. They also provide information on education and broken down by wealth -- household wealth. We talk about the importance of having a wide range of assessments, looking at a wide range of learning outcomes, and including those who have left school early. So it shouldn't just be school-based assessments. We argue that the focus on quality education shouldn't be narrowly defined in terms of learning outcomes but that we need to look at policies,

curricula, teacher training, and many other aspects, including learning outcomes, in order to get a much more holistic and comprehensive view of a quality education.

We argue for the importance of lifelong learning as the goal talks about, in part, as you will see, because we argue that those people who are the movers and shakers of the world today have left school, and the ones who are making decisions that impact the kinds of challenges that the world faces in terms of sustainable development and the environmental challenges are no longer in school or maybe never had an opportunity to be in school. So the question then becomes what opportunities, nonformal adult education opportunities and other kinds of lifelong opportunities that they may encounter on the job or in their communities that would provide them with the skills, the knowledge, and the values and attitudes that will be able to make a dent in some of these global challenges that are being faced.

And so we talk about the importance of looking both at formal and nonformal education, and we think that a level that often goes undervalued, although maybe less so today, is that countries need to be able to share their best practices and the arena of the regional associations we think is the best kind of level in which many of this sharing can occur, partly because many of the countries in a particular region share historical heritages, language, and other kinds of things that allow for a lot more important sharing to go on. And we also talk about the importance of developing national education accounts that go beyond just the monies that are going through the government, but also looks at household expenditures and consumption of education because in many parts of the world, parents and households are expending a huge proportion of their disposable income on education and these kinds of accounts or this kind of information is often not readily available.

One of the things that this report also does is that it assesses the likelihood of achieving this first target that I mention of universal primary and secondary completion by 2030. And essentially, using the best data that we have available on past

trends, argues that the world will be 54 years late -- in other words, we will only attain universal primary and secondary education globally in 2084 if we continue with business as usual. And this is even more challenging for countries in sub-Saharan Africa for which the information indicates that they would not achieve universal primary and secondary education until somewhere in the 22nd century.

By the way, this is not just about countries in the global south. The challenges of achieving universal primary and secondary completion are also true for countries in the global north, and you would be surprised to learn how many countries, OECD countries would not meet the target of 2030 to complete universal secondary completion by 2030. This includes, for example, the United States.

It is important -- in other words, the delay in universalizing secondary education will come at a great cost, not just for education but for other sectors, too. The other half of this report looks at the multiple links and synergies between education and the remaining 16 goals in the sustainable development agenda. It examines how education both contributes to the other SDGs and how education itself is transformed partly as a result of changes in many of these other sectors.

We group the 16 SDGs into six chapters, which you can see in front of you -- planet, prosperity, people, peace, place, and partnerships. I don't have time to go through all of these thematic chapters, but I do want to make some key comments, often highlighting the gender aspect.

So let me begin by looking at the issue of environmental sustainability. Education can help with a shift to a more sustainable way of life. It shapes values and perspectives and has proven to be the best tool for climate change awareness. Schools help students understand environmental problems, their consequences, and the types of action required to address them. Further, education does not just bring awareness but also helps develop skills that can limit unsustainable practices and build resilience. But one key takeaway from the report is that we must stop thinking of learning as something

that only happens in school if we are to start learning in a more sustainable manner. The most critical decisions, as I've indicated earlier, will be taken by people who have already left school. Certainly, schools must become green and change their pedagogy, link up with the communities they serve, and increase the connections with nature. But beyond formal education, government agencies, religious organizations, nonprofit and community groups, labor unions and employers can all help change individual and collective behavior through nonformal education and learning.

Education does not just bring awareness but also helps develop skills as I've indicated. One of the biggest strains on the environment, for example, is population growth. Education -- that cannot be the case. It is. Okay. I've got five minutes. All right.

So we are going to move very quickly now. All right. I'm going to move now to the gender part.

As I said, you will have to open the volume and -- these are some of the main conclusions from the thematic part. I do apologize. It's a very complex report. It's almost 600 pages. This is without the references. It's also probably the most challenging report that I've ever had to present because it really does speak to many different communities and many different kinds of issues.

In terms of the main conclusions from the thematic section, we talk about the importance of collaborating across sectors, about the importance of looking at education not as the sole solution to very deeply structured problems like income inequality and other forms of inequities. We talk about the importance of having increased and predictable financing as the only way forward for many countries, both domestic and in many cases external financing. We talk about the importance of improved equity, which is very important in this broader agenda, about leaving no one behind. And this is especially true for girls and young women and those who come from marginalized backgrounds. We talk about the need for schools to rethink their purposes and their aims. To think about the goals, the curricula, and the kinds of skills that they

are meant to inculcate or engender among students. We talk about the importance of civic peace and sustainability education which comes out of target 4.7 and many of the other issues that I've already mentioned.

Okay. Let me then briefly talk about the gender review, because I know that many of my colleagues who will be discussing in the panel will be picking up some of the comments here.

Mostly, when the report has looked at gender issues, we've looked at it through the lens of gender disparities -- how many girls and how many boys and how balanced those numbers are at each level. So in some ways at the global level there is indeed considerable progress in terms of improvements or reducing gender disparities. We certainly see this at the primary level and to a certain extent at the lower secondary level, but when you look at it at the country level, and this is what these figures here show, the proportion of countries that have achieved gender parity at each of the levels from preprimary to tertiary, you see that as we move up the education ladder, the extent of disparities increases. The main point though to keep in mind is the disparities at the secondary level are quite different than the disparities at the primary level. Most of the disparities at the primary level are essentially girls who are not gaining access to education relative to boys, whereas at the secondary level you have that pattern also but you also have a pattern that we see in Latin America and the Caribbean and many OECD countries of boys leaving school early relative to girls, and so the disparity is in favor of girls relative to boys. So the disparities really are two different sorts at the secondary and tertiary levels.

One of the interesting things about this gender review, and in some ways what makes it quite unique is that we spent a lot of time talking about gender equality and not just gender parity or disparity. And in many ways in my view this gender review does a much better job of trying to locate the kinds of issues around gender that are about equity and equality in ways that we haven't done in the past, or done to a much less

extent.

So gender equality is a matter of social justice and human rights. It drives development progress. It's vital for achieving peaceful, inclusive, resilient, and just societies. The gender review looks at the relationship between education and gender equality through these lenses -- work, political participation, and well-being. Hopefully, I can get to all three.

Education has a well-established, positive impact on earnings, especially in poorer regions such as sub-Saharan Africa. It can significantly reduce gender gaps in informal employment as well. Providing inclusive education would reduce gender gaps and informal employment by 50 percent in Ghana, for instance, and 35 percent in Kenya. But to achieve social cohesion and transformational change, prosperity must be conceived in ways that leave no one behind. Currently, women often do twice as much unpaid work than men and tend to be overrepresented in vulnerable employment, the informal economy, and agriculture without owning assets or land.

Women and men are concentrated in different labor market sectors with different levels of status, remuneration, and security. Such occupational segregation was decreasing until the 1990s but has risen since. This graph provides a visual representation of the percentage of women studying education compared to the percentage studying engineering, manufacturing, and construction in higher education. Such disparities in fields of study limit women's access to key professions. National initiatives have tried to counter this bias using mentorship, knowledge exchange, and networking.

And while education and skills enhancement can help reduce wage differences between men and women, additional policy interventions are also required, such as minimum wages and dismissal restrictions. An increasing number of countries have laws and policies to help equalize women's status at work. Another way of saying you can't just do it through education but we need a broader set of government policies in

order to address these issues.

If we look at the relationship between education, gender, and political participation, we must highlight the fact that across the world men continue to dominate positions of authority. Only 20 percent of members of lower or single legislative bodies are women, 19 percent of heads of state or government, and 18 percent of ministers are women. In recent years, women's political representation has improved but women still make up less than a quarter of people elected to national parliaments.

When chosen for ministerial positions, women are often more given to policy areas such as education, health, gender, and culture, rather than finance and defense portfolios. Research also shows that having more women in parliament is good for the environment. Countries with higher female parliamentary representation are more likely to ratify international environmental treaties. In business, women hold less than 25 percent of seats in private company executive boards everywhere but Scandinavia.

Women are also often absent from or peripheral to decision-making in most cultures, social organizations and global institutions, in families, and in major religions. But education and lifelong learning opportunities can help give women skills needed to take on public leadership. Basic education can foster confidence and communication skills. Schools can give young people the chance to learn about and participate in leadership roles through school committees and groups. Further education and professional, technical, and legal training are often required for women to be considered credible, influential leaders and decision-makers.

Finally, I'd like to talk about education, gender, and well-being, particularly gender-related violence. Both women and men suffer from violence across the world but men overwhelmingly hold and use the means of violence. This is not to say that all men are violent and all boys will grow up to be violent, but socially-constructed notions of masculinity and male sexual entitlement play an essential role in fueling violence. The intersection between violence and education is complex. Education can

incite violence and help prevent it. Schools can be sites of violence and conflict, and localized violence can have a severely negative impact on children's education. Threats to personal safety on the way to and from school, as well as at school, obstruct access to education. Many kinds of violence and conflict disrupt schooling. Deliberate destruction of education facilities has been a longstanding practice in conflicts with girls' schools targeted three times more often than boys' schools between 2000 and 2014.

Across 18 sub-Saharan African countries, gender-based violence, as measured by intimate partner violence, early marriage, and female genital mutilation, have a negative impact on girls' schooling. In many countries, social media is creating new spaces for bullying and sexual harassment, including homophobic harassment in which both girls and boys are perpetrators and victims of violence and abuse.

The gender review argues that achieving gender equality and empowering girls and women are integral, albeit challenging facets of inclusive sustainable development and that good quality education and lifelong learning are a crucial part of this process. These are some of the other major recommendations we make.

And with that I've come to the end of my presentation. Thank you very much for listening.

(Applause)

MS. WINTHROP: All right. Well, as we are getting the rest of the panel mic'd up, just a word of congratulations to you, Aaron. This is an incredibly massive report. It's massive, it's ambitious, it's sweeping. And one of the first sort of questions or one of the first things I noticed is that, of course, in every what was GMR and now GEM report, you have the monitoring piece, what's happening in each country, et cetera, and then you have the special thematic sections. And most all of the thematic sections, usually because the MDGs were so focused on improving developing country education systems and what the developed countries could do to help that, most of them were

around policy recommendations to improve developing country education. And this one I found so different because, of course, the SDGs are global. And there's lots of recommendations for my country here in the United States and recommendations that every country can take up. So, I mean, that was one of the things that struck me immediately. How was it for you to sort of shift your focus?

MR. BENAVOT: Well, it was clear that we needed to shift the focus precisely because it is a universal agenda. And as I've tried to point out, and I could have done even more so if we had looked at some of the other targets, all the targets under SDG4 present challenges for every country in the world in different ways, and so this is not an agenda about the global south.

I think that when we began to work on this report, for me one of the key questions, how would we find a voice to say something about countries in the global north that would be distinctive, and let's say different than the voice that comes out of, let's say, OECD reports and such things? And I think that as we developed the report and began to talk about this very ambitious agenda and the very complex ways that education is linked with many of these other goals, we began to see that indeed is the voice. These are the kinds of issues that really haven't been -- I mean, if they've been taken up, they've been taken up, let's say, in isolation, but not in this kind of holistic and comprehensive way that we tried to do in the report. And we also, in discussions of some of the monitoring challenges, were looking to countries, let's say, high income countries, as possible models that could be considered as we begin to think about how to develop global measures around many of the new indicators for the targets which are enormously challenging.

MS. WINTHROP: Yeah. The other piece, I mean, there's a lot in here. I urge you guys, if you, you know, don't have your bedtime reading yet, this is -- will keep you happy for many months because it's a lot of really rich stuff. And one of the things that also struck me in reading through it was some of your inequality analyses around

disparities between the richest and the poorest and, you know, we've been all following the wide database for some time and I'm used to talking a lot about the disparities between urban and rural children, and you can overlay gender on top of that, but one of the ones, and you honed in on it through this look-at place, right? Places in the SDGs' cities. Urbanization. The increasing trend of people moving to the cities. And you -- could you talk a little bit about what you found? I mean, I was really struck with the inequality data coming out of urban centers.

MR. BENAVOT: So in terms of the Ps, you know, the place, planet, people, this was really not something that we developed; it was developed by our colleagues in New York who were working on the SDGs as a way of kind of communicating clusters of SDGs. But we decided early on for a series of substantive reasons that it's important to look at urban areas as especially dynamic as posing very particular problems and challenges that often go unnoticed. And so we decided to actually devote a whole chapter to urban issues and use the P, place, in reference to that. And as we did go through different kinds of evidence, because as you would understand, most of the data that we're familiar with are national-level data. So when we try to break it down to look at inequalities within countries, we look between rural and urban, between wealth gaps, between boys and girls, and sometimes we have information on different ethnic groups or religious groups or linguistic groups, but increasingly we saw that it is within the urban areas that there are enormous inequalities between slums and favelas and other places where people have moved into the city, live in contexts that are not being served by the government, live under enormous kind of debilitating conditions in which the provision of education is highly problematic. And we were able to mobilize sufficient data to show that within city inequalities in many ways are bigger than the inequality of educational provision between urban and rural areas. So I think this was kind of the point that you want to bring out. This, I think, is a way for us to focus much more that urban areas are enormously complex, highly diverse, but they

engender within them huge inequalities that often are not overly -- they're not seen and they need to be, you know, we need to make them much clearer with the kind of evidence.

By the way, another way in which they often get ignored, the household surveys, which we talk a lot about in this report, are based on sampling of households, and trying to enumerate households in these particular parts of urban areas is almost impossible. So we often don't have the basic information. These are people who fall through the cracks, who live in cities but are not being seen by governments or international agencies or others who are interested in trying to improve their lot in life.

MS. WINTHROP: Yeah. It's really important that piece, along with many.

When we had a discussion about the launch with Aaron and the other panelists we thought, well, how are we going to talk about this massive report in an hour and a half, and one of the things we thought we would do is the gender review had just come out, and every year UNGEI and others do a review of the Global Education Monitoring Report with a gender lens. And everybody up here has worked on their particular topics that connect to the report but in particular have a gender angle in a lot of their work. So that's kind of the question that I want to throw out to the rest of the panelists.

And Yolande, I thought I'd start with you. Aaron spent a lot of time at the end bringing up the key analyses and the gender review of the GEM report. You have been doing a lot of work in the U.S. government on girls' education with Let Girls Learn, which has been championed by Michelle Obama, the first lady. And of course, with gender, broadly, in education and USAID. And can you tell us a little bit what the legacy of that work will be?

MS. MILLER-GRANDVAUX: Certainly. The first point I want to make is that gender equality as a concept is now firmly anchored in what we do. Whether all

sectors in the U.S. government or education, it is firmly anchored. And by gender equality, we passed the boys-girls distinction. We also include LD, LGBTI community. So it makes our education sector much more inclusive in our programming, our strategy, and our monitoring evaluation a much stronger focus.

Let Girls Learn is leaving a legacy. It is a legacy now, right, almost until January. We see it as the beginning of a legacy. What Let Girls Learn has done, it has shifted the discourse from primary education towards transition to post-primary education and looking at girls in a holistic way. It is not excluding boys either or men. It is looking at the adolescent girls in terms of completion of education, lower secondary, upper secondary, but also retention. It is easy to get girls in schools the first day. How long can we keep them in school? So the legacy that Let Girls Learn is starting to leave within USAID is the following:

We have right now 17 programs within USAID that are contributing to the education of adolescent girls. We will continue these programs through USAID. Some of them are education specific. Some of them present a wonderful, holistic, multi-sectoral dimension. So we'll continue that.

And the second focus I want to present to you is the issue of safety. And Aaron presented it. We are focused on issues of safety in school, going to school, in the learning environment, especially in school-related, gender-based violence. So that is also a focus that overlaps the Let Girls Learn legacy, as well as the future gender strategy for USAID.

MS. WINTHROP: Great, thanks.

Ellen, why don't we turn to you because Yolande brought up adolescent girls, and you work in Zimbabwe on adolescent girls' programs? And one of the things that I know from knowing your work and your research is you have a lot of connection with the planet section of this report. Can you tell us a little bit about, you know, how you see that relationship between adolescent girls and climate change, which might not be a

normal connection that most people see but you certainly seem to work a great deal on it?

MS. CHIGWANDA: Yeah, thanks, Rebecca, for that.

Just going through the report, both the main report, as well as the GEM report, there are three things that jumped out at me. Firstly, the fact that the report really celebrates the fact that we have 91 percent of children who are enrolled in school currently. But when you look at education within sustainable development, it's also challenging. The report is challenging us to think deeply and broadly around how we're going to target the nine percent who are not enrolled. And who are these nine percent? It's children who are working, children who are in conflict, children who are displaced, and children who are in the middle of emergencies and crisis, and that crisis includes climate crisis.

And so when you look at other statistics that are emerging from the report, such as the fact that you have 57 million girls who are currently not enrolled and will probably never enroll, a lot of us in the education sector are focusing on the usual barriers to girls' education -- direct cost of schooling, the distance issue, you know, focusing on school fees, on provision of learning materials, but I think the climate barrier has not been taken into cognizance. And that ties in very well with the link that education has with the other SDGs very well because when you look at, for instance, SDG2 on food security, when you look at SDG6 on water and sanitation, when you look at SDG7 on energy, coming from Zimbabwe, which is in the middle of a drought, and drought not only in Zimbabwe but also in southern Africa, those three SDGs become very critical to the achievement of SDG4. But also, when you look at other SDGs, such as SDG13, which is looking at climate change; SDG15 looks at desertification; SDG9 looks at resilient infrastructure, all of that has a lot to do with climate change, to do with the way climate change is leading to more frequent and more intense extreme weather events, such as floods, such as droughts, such as heat waves, and the role that they play in keeping girls

out of education.

But also, the report, one of the most interesting concepts that jumped out at me when I was reading the report is the idea behind matching learning to the context. So a lot of us, I think the report was talking about the contemporary approach to learning, which is school-based, but I think when you look at -- and that is based on, you know, curricula. And I think from the presentation that Aaron made, we found that half of the curricula don't even mention climate change. And so for me it's not really about mentioning climate change but also it's not enough to just mention climate change. It's also about the applicability of what the children are learning within the school environment.

And I'll just share briefly that as CARE, we partnered with the African Center for Disaster Studies, which is based in South Africa, to implement a pilot in Zimbabwe, Malawi, Lesotho and Zambia, where we were basically looking at some of the practical ways in which we can incorporate or include girls in community-based disaster-risk reduction, disaster mapping, and adaptation. So basically, taking the skills or some of the learning outcomes that are emerging out of the schools, such as resilience, such as problem-solving, such as critical thinking, and applying them practically to identifying some of the environmental-related challenges that they are facing within the community.

And so as you mentioned, Rebecca, currently at Brookings, I'm actually exploring further the link between girls' education and drought given my experiences of implementing a large girls' education initiative in Zimbabwe and trying to understand the significance of drought on girls' education, but also how education can be seen as a viable option for dealing with climate change in the long run.

MS. WINTHROP: And what are -- two questions on that. One for you, Ellen, and one for you, Aaron. What are some ways that education could be a viable option for dealing with climate change?

MS. CHIGWANDA: So some of the ways in which education can be

used as a viable option, and I think Aaron already alluded to some of those factors, firstly, you are looking at what are the children learning within the school environment? And when you look at climate change, I was looking at our own curricula, the curriculum that the ministers just reviewed, climate change, we're really learning it more for the exam. And so how can we translate what we are learning in the classroom to how we're living every day? And the five months that I've been here in the United States has given me different ways of thinking about how I live every day in Zimbabwe. You know, when you talk about recycling, when you talk about reusing, when you talk about even sustainable cities, all of that has to come from us I think instilling a different type of citizenship within the children who are emerging. What is the learner profile? What is the exit profile of the children that are emerging out of the school system? And how does that resonate with the environment? How does that resonate with climate change issues? How can they, themselves, become citizens that are more alive to climate change issues, not just for the sake of passing an exam but for the sake of how I'm going to live henceforth?

But also when you look at donors, when you look at institutions such as USAID, how are their funding models designed to ensure that girls' education programs can be platforms that can be used to address such issues? Because currently, when you think about girls' education, you don't think climate change. You think about learning outcomes. You think about attendance. You think about dropout. You think about retention. But when you also think about climate change, it's one of the biggest barriers to attaining those very indicators. So how can funding models also contribute to practitioners being able to address some of those issues?

MS. WINTHROP: Interesting.

Aaron, one of the things you said in your presentation just on this topic is that women parliamentarians are good for the environment. Why is that? Are women just better?

MR. BENAVOT: That's a leading question there.

MS. WINTHROP: I'm kidding. That's a joke.

(Laughter)

MR. BENAVOT: Rhetorical. I'm not sure I have a clear answer.

MS. WINTHROP: Right. Yeah, but did you guys find? I'm really curious.

MR. BENAVOT: We basically had data. You know, this is an evidence-based report and we had some background data that we had looked at that essentially shows that over the last 15 years, those countries in which the status of women is stronger and the political representation of women is much clearer, that those countries are much more apt to be involved in many of the environmental treaties and conventions. And so you could say, well, it's not a causal effect but it is an interesting association that's important to look at more carefully.

I just want to pick up on one comment. One of the things that the report also puts forward is that all -- in other words, having a compressive agenda means that we also need to be thinking about comprehensive solutions. So we need to be looking for solutions that are cross-sectorial, but also solutions that think of the school not just as something that can be kind of divvied up into teacher this and curriculum that and student assessments there, but rather we speak quite a bit about a whole school approach that is enormously important if we're to make progress. And once again, based on different kinds of evidence that we were able to mobilize, that if we're serious about changing the world views, the attitudes, the practices of young people and their parents and the communities in which they live, a whole school approach in which we look at the design of the school, we look at the training of the teachers, we look at the curricula, we look at afterschool and extracurricular activities, we look across different subjects, it's when a school is mobilized to address these kinds of broader challenges, is there a greater likelihood of it having an impact on the young people and the impact having a lasting effect over the course of their lives.

MS. WINTHROP: Yeah, great. Thanks.

Juliet, let's turn to you. You do a lot of work in Uganda. And one of the things that you are working on is thinking about mobilization and activism for SDG4. Tell us a little bit about what you do and what you think of the report.

MS. WAJEGA SASAGAH: Thank you very much.

One, the report has 17 goals, which is very, very ambitious. And in the SDG goal four, the education goal is also very ambitious. If you are talking about all boys and girls achieving free -- mark the word free -- free quality education for both primary and secondary, that is almost a dream. And as you pointed out, we were 54 years late, and back in my country -- I will give some examples -- we're also looking at it from that angle. For instance, if we are to achieve that kind of education, then we need more resources in terms of finances. But in our budget, the next step I get for '17-'18, that reduced our budget from $11.9 to $10.9. So that is already one way. As we are thinking of getting more, we are getting the resources reduced. We are talking of having qualified teachers, motivated teachers, but that's still (inaudible). So if we are to achieve SDG goal four, there's a need for a lot of advocacy. And if we are to advocate, then there is need for empowerment. Infrastructures must be empowered.

He has just mentioned about the whole school approach, and the person who is at the center of the whole school approach is the teacher. And when you talk about the teacher, we are also talking about the teachers unions. They are very, very central in achieving SDG4. So we have to empower the structures. They need information. We need to research facts to engage with. For instance, we have issues of the Bridge International Academies and other private providers. The provision of private education hinders the achievement of education for all (inaudible). Education, we are talking about free education; on the other side we are encouraging privatization. So that is -- how do we balance that? The fact that privatization does not hinder the access to education, especially for the girl child. Very hard for the barriers. In my country, Uganda,

girls miss school when they do not have sanitary pads, so we've been doing a lot of advocacy for that, and I'm glad for this year the minister shared in her speech during the budget process, said 40 billion has been committed to purchase of sanitary towels for girls at school. So as a teachers union, our role now is we have to monitor to see that that money is allocated. And it's not only allocated, but also utilized. So we need skills to do that budget tracking, so all that is empowerment. Same with activism. Activism, you need that information. You need the skills. You need the partnerships. You need to have people to work with and you need also the resources for us to be able to advocate for SDG4 to be achieved.

Thank you very much.

MS. WINTHROP: Yeah, absolutely. Thank you for the work you do.

I wanted to pick up on one thing you mentioned because it relates quite a bit, Lisa, to your work, which is this work of sanitary pads, menstrual hygiene, adolescent girls. I mean, you work on WASH and you're not an educationalist but clearly there is a big gender dimension to what you do. Can you comment a bit about the report and share what you're working on?

MS. SCHECHTMAN: Yeah. You know, there were a number of things that jumped out at me about the report. I think the biggest one is the overlap in the populations that the two sectors are actually working with, particularly the poorest and most vulnerable adolescent girls. I think the pieces about the wealth quintiles and variety of access between rural and urban areas based on household income could have just been taken straight out of a WASH Monitoring Report in many ways. And so that really jumped out at me because I think our two sectors have worked together in some ways and worked around each other in lots of ways. And I think there's an added complexity because we call ourselves the WASH sector but it's actually three different intervention areas that we're focused on -- water, sanitation, and hygiene, and at least three government ministries responsible for them. In some countries there may be five or six

or seven government ministries responsible for meeting the needs of those three sectors in rural versus urban areas. And that doesn't include the Ministry of Education at all. It frequently doesn't include the Ministry of Health or the Ministry of Children and Families or whatever other construct exists. And so there's some major challenges there to overcome, and I think the whole school approach is a really important way of looking at it. So those were kind of my initial reactions of some of the really huge opportunities that the WASH and Education sectors have, but I would pick up on the point about sanitary pads because I do think it speaks to an issue that the WASH sector came to as a matter of infrastructure in the first instance and is really growing, which is menstrual health and hygiene, otherwise known as menstrual hygiene management, but we're trying to put that health bit in there so it's a bit more holistic and a bit more comprehensive.

And, you know, I'm sure that I don't have to tell anyone here how big of a challenge menstruation can present for girls all over the world. The purity norms and cultural expectations around menstruation are extremely stringent in many places. They vary widely, even within countries and communities. They're extremely culturally specific, and so responses often have to be very local. But it is one of the number one requests that we hear when we go into communities to work with schools that don't have WASH services onsite. We have a lot of reports, mostly qualitative, very little quantitative about sexual violence, around latrines that aren't gender segregated, private with locks and lights. Lots of girls reporting absenteeism during menstruation. In some places, like Nepal, for example, the fear of being found out is so strong because of the strength of purity norms in the culture that girls who do manage to go to school while they're menstruating report that they can't concentrate because they're so afraid of being found out. And I'm sure that we could come up with many other countries and communities where that example holds true.

And so I think from the standpoint of a whole school approach there are a number of things to consider. The availability of sanitary pads or reusables that are

culturally acceptable and chosen by those girls is hugely important, but we also need to think about the way that latrines are constructed. Is there enough room for girls to wash reusable cloths and hang them to drive and kind of move around and keep clean and check for those telltale stains that might expose them to ridicule or worse? Is there a disposal mechanism in place? It's actually becoming a huge issue around climate change. You know, we talk about fecal sludge management a little bit. We talk about solid waste disposal, but we don't think about all of these cloths and napkins that girls who are trying to hide their periods have to figure out something to do with. And if there is no trashcan or incinerator, schools can become an even more risky place for girls to go and that's, of course, if they make it there at all during their periods. So I would stop there for now but I can talk about menstruation as long as you want.

(Laughter)

MS. WINTHROP: And we'll see. Maybe they want to talk about it the whole rest of the time.

I have one last question that will go to you, Lisa, and you, Yolande, on this topic, and then I'll open it up to all of you.

On the topic of menstrual health for adolescent girls, Lisa, I learned from you, although I have such a hard time believing it's true, that the Let Girls Learn Initiative out of the U.S. Government is the only -- is it the only large bilateral initiative that even mentions menstrual health, menstruation?

MS. SCHECHTMAN: Yeah.

MS. WINTHROP: And so my question is for both you, Lisa, and both you, Yolande, you know, why -- I mean, I have a guess, but why is it so scary? And what are sort of the, you know, what are the sort of culturally taboo topics, Yolande, that you think Let Girls Learn has actually tackled, and is that a good, you know, legacy to leave also?

So Lisa, is that true? And then final word to Yolande.

MS. SCHECHTMAN: Yeah. The First Lady is the most prominent person in the world to have mentioned menstruation in the context of education that we are aware of. The deputy secretary general, Jan Eliasson -- full disclosure, used to be on our board so he's kind of a sanitation -- he likes to say what we tell him we need him to say, so he maybe doesn't count quite so much. He's mentioned it once or twice. But the first lady is the only person we are aware of with her stature to have ever mentioned menstruation as a barrier to girls' education. Let Girls Learn is the only systematized bilateral program that we are aware of to include menstrual hygiene in an education program. Swedish SIDA includes it a little bit in some of their feminist foreign policy interventions. It is not systematic at all. It is not -- it's a bit of a hot potato. Who owns it? Is it a gender equality issue? Is it an education issue? For a long time, it was a wash issue, but building a toilet doesn't change gender norms. It doesn't change whether fathers believe that menstruation is an indication that their daughter has become sexually active or broken another taboo. And it certainly doesn't change, you know, incredibly high rates of misinformation. And I'm sure everyone on the panel would have an experience with, you know, in some places 70, 80, 90 percent of girls don't know what's happening to them the first time they menstruate. And so that's the reason for us having this issue on the Let Girls Learn agenda was just so exciting and really feels like a massive breakthrough because, you know, a toilet is just a teensy little part of that puzzle.

MS. MILLER-GRANDVAUX: Yeah, thank you, Lisa. And one thing that Let Girls Learn has done has been to come up with a new way of doing business. So a year ago, less than a year ago, we put $25 million towards the Let Girls Learn Challenge Fund for Malawi and Tanzania. And some of you participated in it. The way that we worked on this modality was to bring together in a co-creation workshop partners, traditional partners and nontraditional partners, education, health, social protection partners and others, transportation partners to come together for several days and

brainstorm on how to address the issues that girls face in a holistic manner. And the beauty of the Let Girls Learn Challenge Fund is that it brings together several streams, several funding streams because, you know, with education you can only do education and health interventions. The beauty of the Challenge Fund has been to bring together not only different partners but also different funding streams. So that's for Malawi and Tanzania.

We would like to show that this holistic dimension is pursued and to the extent possible through the USG, try to work with our -- not try but actually work and co-fund programs that will tackle issues of health, of hygiene, of protection, and so on and so forth. So Let Girls Learn has given us a block on which we can stand and pursue that effort.

MS. WINTHROP: Thanks, Yolande. It reminds me a lot, Aaron, of your comment. I mean, everything you guys have said of, you know, we have holistic, complex problems. We need holistic, complex solutions.

So with that, let's have a round of questions. We have a cluster right here in the front. Why don't we go down the row? And there's one at the back.

SPEAKER: Thank you very much. I'm a member for UNESCO Task Force (inaudible) since 2000. My question is -- thank you so much. It's very informative. What about afterschool, out of school education, which unfortunately I have experience only in Scandinavia, Europe, and Japan. But we could prove in those countries that a consistent afterschool, out of school education by providing highest quality content about culture, heritage, natural heritage had a direct measureable impact on the quality of education from the remote rural area to Oslo, Norway, or others, or in Japan.

My question is, so, again, I'm hesitating because unfortunately I work only in South Africa so far. Do you think given unique rich cultural heritage, natural heritage in Africa or Asia, could we have a sort of policy to rebuild communities to include afterschool, out of school, and to address sustainable development goals from that

perspective? Sustainable goals are still very theoretical, and no minister of education (inaudible) teacher in those countries will understand it. I used to work on it. But if we equip local communities in those countries with the knowledge, policy, financing, like (inaudible) others, my main question is the following now. Could we have a set of experiments in some countries at local community levels in Africa, in Asia, and very subtly we test those ideas, we get the communities involved, and we have a follow-up?

MS. WINTHROP: Great, thank you. That's a very sort of intriguing, thought-provoking query.

I think there was a line of questions. Yes. We'll go down and we'll take the first four or five. Yeah.

MR. ADLER: Hello. Good afternoon. Alejandro Adler from the University of Pennsylvania.

First of all, congratulations on, I think, to quote Jeff Sachs, a tremendously comprehensive and also deeply alarming report.

My question is about skills, and the one thing beyond whole school and teachers that I found all panelists say is the importance of skills to really transform education at a global level, especially the alarming inequalities in not only learning but life outcomes. So my question is I found a dissidence in the report between what is in the report and the latest empirical data which says skills are definable, measurable, and buildable, whereas the report has a very short chapter 13 and ultimately recommends that skills are not monitored globally. So if you could maybe answer or delve deeper into that. Skills, why not monitor them and what role can they play globally?

MS. WINTHROP: Great, thanks.

Yeah, we'll take this question and then there was one in the aisle up there and then we'll turn to the panelists.

Yes, please, sir?

MR. MCCRAY: Christian McCray.

I was wondering if the report had compared with another report published about the same time by the Education Commission. There seemed to be agreement that education systems are broken and unless we have radical transformation, we're not going to get to 2030 or even in this century. Some of the points that might be of interest is that the 30 national leaders behind the sort of greatest learning generation are prioritizing experiments in Uganda as a first experimental country. The education commissioner for Zimbabwe is actually a technological billionaire, and I think that's the other point I really wanted to ask, how is technology going to completely change things? Because that seemed to be the main hope of the Education Commission, and I'm not sure -- I can't find in the index any reference to the Education Commission or that part of the work.

MS. WINTHROP: Okay, sounds good. Good question.

And final question here before we return to the panelists.

SPEAKER: Good afternoon. My name is Hardy, and I've been working with USAID in Pakistan on education reform in the Sindh province over there.

So my question is regarding government -- sort of committing government to action. One of the biggest challenges that I found in working with the government and also managing projects in education in Pakistan is that while there are policies in place, while there are certain legislature, committing government to action and perhaps financing or implementation measures is particularly difficult. The governments last for a short while and the returns to education is much delayed. So Pakistan has been struggling in increasing its percentage of share of education from 2.5 to 4 percent for many years now. So does the report in any way, or in your experience while compiling the report, have you come across cases, examples from different parts of the world where the civil society, where multilateral organizations have joined hands or worked independently on getting the government more accountable and getting the government committed to action?

MS. WINTHROP: Great. Great. Thanks.

Aaron, I don't think we need everybody to answer all of the questions, but Aaron, there's one that's clearly for you, which is the relationship to the Education Commission Report. Do you want to take that one? And there was a query about technology in that question.

MR. BENAVOT: Yeah.

MS. WINTHROP: And then we'll open it up to others on other questions.

MR. BENAVOT: So we worked with colleagues who were producing the Commission Report. We shared drafts of our report with them and we had various conversations with them as time went on. But just in terms of the production timeline, when we finally saw the final draft or almost the final draft of that report, we were pretty much complete. So there are little boxes and some things that we added but there was a bit of a timeframe difference.

I would say that -- this is the way that I discuss it -- we see these two reports, and one could even add, let's say, the Global Report on Adult Learning and Education, the GRALE3 as being complementary to make a very strong case for leadership, the high-level leadership, to making decisions to allocate more resources as we've heard, and to allocate them more smartly and efficiently. So if there is a time for those in power to be rethinking how they view education and the kind of important spillover effects that education can have in a broad range of things, now is the time. You know, there's an enormous amount of evidence that's been mobilized from many different sources, so sitting back and saying, well, we don't have the evidence just does not seem to be.

But picking up the comment from the colleague from Pakistan, clearly, you know, countries really differ in terms of independent sources. In other words, the SDGs as an agenda, as a vision, is a vision of mutual accountability in which all different people -- communities, governments, parents, NGOs, the private sector -- are all meant

to both contribute and to be almost accountable to each other. We tend to think in most of the countries, it's a state, a government-led initiative, but I think it's enormously important to see what are the roles that many other non-state actors can and should play and are -- in other words, they've been given the legitimacy to play within this new agenda.

You know, I was in Dubai some weeks ago, and it's clear that in many of the Gulf States there isn't a very strong civil society. There isn't even maybe an independent academia from universities, faculty who can comment maybe critically on some of the actions of governments, whereas, in various parts of Africa and many other parts of Asia there is a very strong, vibrant, civil society organizations that are very much involved in holding governments to account together with the media. So the context here really makes a difference.

And getting to this point about technology, I would say that the GEM report team over the years has had a certain ambivalence towards seeing technology as the "be all, end all" magic bullet that's going to solve all the education problems in the education sector. The evidence simply is not there. To somehow think that big data and other forms of distance education and other ways of wiring the world and schools is going to be a new source of solving our educational challenges is I think just a tad bit naïve, which is not to say that technology is having huge impacts on societies and communities, but we tend to be a little bit less big advocates, even though the chair of our advisory board is Jeff Sachs, who thinks that also technology is going to solve most of our problems. Regardless, we just don't think the evidence is there.

MS. WINTHROP: Great.

MR. BENAVOT: Yeah, leave it at that.

MS. WINTHROP: Thanks, Aaron.

I want to, on your point about accountability, the question about holding governments to account, Juliet, I wondered if you would want to chime in there. The

question was about case examples. Is Uganda a case example, or what are the strategies you guys use?

MS. WAJEGA SASAGAH: Yeah. Thank you very much.

In Uganda, as I already shared, we've been having that issue of the decreasing education budget compared to the national budget. So what we've done, we normally identify some civil societal organizations -- ActionAid is one of them. Then we work with a parliamentary group. We have the Parliamentary Forum for Education, so we identify somebody, like some experts. They take us through the budgets. We understand the areas. Then we engage. But as I've shared, we not been very successful, and this year around we have the First Lady who is sort of a minister for education. We are working with her. I think we shall succeed. But all you need, you need skills. You need to have the skills to really analyze the budget and you're able to point out. Maybe we can have this reallocated here. And also, even within the education budget, you have to understand where the money is going. It could be a big budget but going to wages. Like in our case, our budget of 2.3, about half is going to wages. So it's also having that power to do analysis and see that whatever is given, however little, it also goes to the key areas of education.

MS. WINTHROP: Thanks.

Ellen, Yolande, or Lisa, do you want to weigh in on any of those questions, particularly the one -- the two that we haven't touched on around skills and how would you monitor, and this question of cultural heritage?

MS. MILLER-GRANDVAUX: I can talk about the out of school cultural heritage.

MS. WINTHROP: You can all talk about the same thing. I don't care. Go ahead.

MS. CHIGWANDA: I wanted to answer the question about skills being definable, buildable, and measurable. I think the challenge has been, again, like I said

earlier, our curricula design -- almost curricula, designed in such a way that children are being taught for the exam. And so the challenge with some of the skills that we're developing, such as leadership, such as entrepreneurship, such as creativity, resilience, empowerment, the question is, what are the metrics? How are you going to measure leadership? How are you going to measure empowerment within the context of a school setting?

I'll give an example. In Zimbabwe, we've just embarked on a project in one of the peri-urban areas where we've developed a model that we've called Financial Intelligence for Adolescents. It's basically an economic empowerment platform where you're developing business management skills, income generation, but also being alert to the fact that there are challenges around such a platform, especially within the school in the sense that it can actually demotivate the children to continue with their academics. So we're in the process of developing an M&E framework that will help us to measure financial intelligence within the school setting, and for the students to have an opportunity to actually apply their skills using some of the technical vocational subjects within the school in order to apply those kinds of skills. But also, when we ran the pilot that I spoke about earlier, we also had a leadership component which we tried to ensure that it's emanating from their school experience and goes into the community. And as CARE, we've developed the Youth Leadership Index, which is actually, again, another tool that can be used in order to measure leadership skills and how they help the students to achieve within the school setting.

But there's also something interesting -- sorry, Rebecca -- that I discovered from my daughter, because when I was in school, I remember for you to be part of the leadership you would just be appointed by the school administration. But more and more you're finding that schools are coming up with ways to ensure that children are exercising their leadership. So now they're having to apply to be a prefect or to be a head girl or to be a head boy. In that way, you're interviewed, you get an

opportunity to test out some of your skills, and so I think more and more schools are trying to find ways, but obviously, this needs to be reflected in the curricula and in the metrics more broadly around how we measure some of these extra skills.

MS. WINTHROP: All right.

MS. MILLER-GRANDVAUX: Well, Ellen partly responded to your question which was related to out of school, as well as afterschool as a modality, and there are two things I want to say. They tend to be two different modalities to address two different problems. Out of school, we -- I talked about USAID. We spend a lot of our resources into putting kids back in school, especially in countries that have been affected by crisis and conflict. So the whole generation of youth who have missed out on education are put back into if not a system, a series of education services that allows them to get back into some structured educational structure. That's what it looks like. It can be accelerated learning programs, for instance, where you can condense the curriculum, the primary school curriculum to three years, four years, depending on the countries, and at the end, the children can take the exam to either go into post-primary education, vocational, or just go into whatever occupation they're interested in. So that's one strong component that we are supporting.

The other one is the afterschool, which is slightly different. Afterschool, we tend to do that more for existing programs in school. And with the gender lens, when we're trying to help with retention and performance learning outcomes, then we have a lot of success with girls clubs and leadership clubs that CARE does so well as well. So all these empowering, motivating structures in place that help the boys and the girls stay because they're not only motivated but they perform. So there's a lot of literature on that.

Liberia, I think, has one of the most interesting models over time where right after the war, accelerated learning programs were put in place. Kids flocked to it. Ten years later the government said, okay, enough, we need to mainstream the accelerated learning program to a formal education system, and reality showed

otherwise. And now the ministry says, okay, let's open them up again because they saw successful results come out.

MS. WINTHROP: Lisa, did you want to have a comment? And I'm going to leave -- we only have a couple minutes left -- the last closing word to you, Aaron.

Not yet. Lisa first. Sorry. I'm just giving you a preview.

MS. SCHECHTMAN: Just a quick example for our colleague from Pakistan and picking up on Juliet's really good response to that question. I think she and I are totally in sync today --

MS. WINTHROP: Around holding governments accountable.

MS. SCHECHTMAN: -- holding governments accountable. Exactly. And I'm going to give a menstruation example because that's what I do.

One of the things that we found is that creating opportunities to engage citizens, whether it's girls clubs, community, health clubs, PTAs, whatever it might be is a really important platform for influencing government. A lot of people don't know what their governments have committed to. And they don't know if their experience is similar to other people's experiences. If they've been isolated in a rural area for most of their lives or, you know, only have contact with members of their own ethnic group and geographic divisions or whatever it might be. And so one of the things that we found looking specifically at WASH in schools' issues is that when we ask students and teachers what they want, they very frequently say toilets, but they often very frequently say toilets for when we're menstruating. And it's an issue that suffers from loads of social taboo. And so when they're asked in a safe space, the opportunity to be honest about the answer is really a powerful thing. And so what we've done is try and figure out -- and we've done this in a number of countries, most recently in Bangladesh and Nepal and variations in the same model -- is to initiate school-based surveys so that we can get comparable data from schools that wouldn't necessarily know what each other's experiences are, point to consistent gaps. Sometimes in Bangladesh we were able to

use our initial district-level surveys to convince the government to do a nationwide survey. Once those survey results are available, those communities that asked for toilets in school for menstrual hygiene management often become really empowered knowing that they're not the only ones having this challenge. And then from there it can actually build out into a massive citizens' movement. And what it takes is, you know, journalists who are trained to understand the issues and to talk about the issues, especially sensitive issues like menstruation or diarrhea or gender norms or other things that we're kind of told not to talk about in public. But having that data, it's not only compelling to government but it's really, really powerful for citizens to be able to say it's time for me to claim my rights. It's time for me to know what my government has promised and hold them accountable to it. So in a lot of ways I think it is something that can be done at a really local level and build up, but it does require information and partnerships.

MS. WINTHROP: Great. Great. Thanks, Lisa.

So Aaron, final parting words, last words, thoughts you want the audience to have about the 2016 GEM Report?

MR. BENAVOT: Three points. One, inequality is enormously important across all of education. And measuring and monitoring inequality and developing policies that address these inequalities is a critical condition to move forward. And so this is a major point that the report makes.

Secondly, this issue of breaking with the past and understanding that business as usual is not going to get us where we want to go. The challenges are enormous. They go beyond the kinds of things that people in the education sector have traditionally looked at. So joining hands across sectors, finding ways to bring together budgets, bring together planners, bring together policymakers, however challenging and difficult it would be at the global level, the regional level, the national level, the local level, is the imperative. And this whole agenda is about intersectorality. It's about thinking across. And it's not an easy thing for people in the education sector to think outside of

the silos that we have tended to think in.

And finally, as an aside, given the very erudite panel that we put together here, I hope that the next time that we get together and talk about gender, we also talk about the specific challenges that boys face, adolescent boys in particular. The gender review does capture this but I think we also need to understand that if we are to achieve universal secondary education in the world, it isn't only about dealing with the enormously difficult challenges that adolescent girls face, which I'm not trying to minimize in any sense of the term, but adolescent boys face a very different set of challenges, and I don't think that either the research or those of us who are analysts of existing policies and research are sufficiently cognizant of what those obstacles are and how they need to be addressed.

MS. WINTHROP: Great point. We'll invite you back. We'll do a panel on boys and gender parity.

Give a warm applause to all our panelists.

(Applause)

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