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REACHING THE MARGINALIZED WITH QUALITY EDUCATION AND LEARNING

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Introduction:

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THE GLOBAL EDUCATION FINANCING GAP:

Moderator:

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Panelists:

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THE QUALITY GAP - EQUITABLE OPPORTUNITIES TO LEARN:

Moderator:

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P R O C E E D I N G S

MS. WINTHROP: Good morning everybody. We're going to start. If you could take your seats, thanks for coming. Welcome to the Center for Universal Education at Brookings. I'm Rebecca Winthrop. I'm the Director here.

We're really, really pleased you could spend the morning with us. We're hoping you will spend the whole morning with us. I want to just tell you for a second about our work here at the Center. We are focused on education across the developing world, largely focused on ensuring access to quality education for all children and youth in particular.

Sometimes, another way of putting this, we talk about equitable learning, so equitable opportunities for all children and young people to learn and to develop their capacities fully. And there has been quite a bit of progress in education over the last decade or so. Largely on the backs of developing country governments which I think we really need to recognize and celebrate. But also with great partnership with development partners.

And to me, this really signals that if the education community pulls together and works towards a set of shared goals that it really can achieve progress and there's been a huge upswing in enrollments in primary education over the last decade. But there is a great urgency to continuing to work collectively together on the question of quality education for all primarily because have a thousand more days left until we should meet the millennium development goals and the education for all goals. And we've got some problems in the world.

There's roughly 60 million kids out of primary school. 70 million kids out of secondary school, 250 million kids can't master basic reading skills even if they've spent up to four years in school. And 200 million kids, young people, don't have the skills and capacities they need for successful livelihoods in life.

So, there is a significant amount of work to do and education is important not only because it's important that these young people around the world get the benefits of education. It's their right, it's a social justice issue but it's also really important for a global issue. It's a development issue. It's an economic issue. Education is at the cornerstone of development. We all, I think, are probably quite familiar with the data that shows unquestionably that more education and better quality education makes people healthier, wealthier, it's one of the best interventions to break the cycle of intergenerational poverty.

And today what we want to do is spend the morning with you talking about two barriers in particular to accelerating progress and meeting quality education for all young people. What we have lined up for all of you is two panels this morning and then we'll have a short break and then a panel afterwards followed by a lunch where we hope to be able to talk with all of you and you talk with each other.

The first subject for this panel here is around financing. And the panel following the break is around quality, improving quality. So, financing is a very timely topic this week because we are on the eve of the World Bank, International Monetary Fund spring meetings where the world's finance ministers, most of them anyways, gather and talk about guess what, issues of financing.

And for the first time in a long time and actually I can't remember Beth if this is one of the only times, is it the only time staff education --

MS. KING: Where both Ministers of Finance and Education, I would say yes.

MS. WINTHROP: So, this is one -- so, we've got it from Beth that this week it's very exciting for us as the global education community because it's the first time that with Ministers of Finance and Education the topic of education is on the agenda for these spring meetings.

There will be, tomorrow, an April ministerial meeting. An April, tomorrow, we are in April. Tomorrow there will be a ministerial meeting focused on education. It starts at 8:00 a.m. and goes all the way through, Lord knows, I don't know, 9:00 at night or something. And it is quite exciting. There's been a partnership that's been pulled together under the auspices of the global education first initiative which is the global initiative launched by the UN Secretary General at the last General Assembly.

And it's largely the United Nations with the Secretary General will be there, the Gordon Brown, the UN Special Envoy and various UN Agencies as well as the World Bank and the Global Partnership for Education have all sort of come together to partner with eight countries that together represent half of the world's out of school children. And they're talking specifically with each of these countries to come up with some very concrete solutions for accelerating progress in the next two and a half years to meet the MDG goals in particular.

So, on sort of the eve of those discussions, I think it's quite timely for all of us here to talk about what do we need to do A, first, what do we know?

And B, what do we need to do about getting more resources to the education sector because indeed financing is a major problem for accelerating progress. Certainly not the only problem but it's a major problem.

The UNESCO global monitoring report recently released last month new estimates on what the financing gap is. They've come up with $26 billion annually is the financing gap for basic education. And they have a hand out which we're passing out and I hope you pick it up with more information around that. And we can think about financing in maybe three buckets. The first is really governments, governments with out of school populations, governments with low quality systems and actually governments have really been doing their part over the last decade. Not all of them but many of them.

So, $3 billion additional have been generated by low income governments, many low income governments spend 20 percent of their budgets on education. And there was a great report recently by the UNESCO Institute of Statistics that showed that in sub-Saharan Africa real expenditures on education went up by six percent over the last decade. So, ~~you know,~~ that is a group that does need to finance education more and do better but it has been doing a lot.

There are estimates that if every low income government increased their spending or increased to 10 percent of GDP, their investments in education, then $7.5 billion in additional resources could be generated. But also I think a question we have to ask is how much more effective resources could be that are existing. How governments can better use existing education resources to get the outcomes we want. So, those are two things in particular that low income countries governments could do.

The second bucket is really about donors, aid donors and what's happening there. I'm sad and sorry to report even though of course I don't represent any of them that actually aid, this is not a group that has been towing their weight. There's been quite a bit of excitement and investment early on from donors in education. In 2010, education donor aid was $5.8 billion but it's stagnating it looks quite likely to go down along with the rest of official development assistance that is going down.

There's a number of governments that have cut their aid to education, Belgium, Canada, France, Japan, the Netherlands, Spain and the US. Just last week, the US, the President released his budget in which there is a 37 percent decrease for basic education from existing levels. So, it's actually not a very pretty picture. And what can we do about it? We can certainly all work together to pressure donors to maintain their commitments and increase their commitments to education aid.

There are some really good bright spots that are increasing their aid to education and doing quite a bit more; Australia, Denmark, Germany, Norway and the UK are all of them. And I think we need to include pressure to increase bilateral assistance but also for donors to continue to invest multilaterally.

There seems to be and I hope Alice you will talk about this, a huge sort of demand for global partnership for education funding for one example of multilateral support. Just this year as I understand it, there is $1.3 billion from low income country governments in requests for funding from GPE. All of whom have a credible education plan, are ready to roll, are ready to work and need

resources.

The last, sort of the third bucket perhaps to think about when we talk about financing and I hope all of you will come up with some ideas to discuss is new mechanisms, new models for investments. As an example, the business sector, the private sector spends 16 times the amount on health as it does on education. There's all sorts of interesting mechanisms that we can learn from in other sectors such as the health sector who work with advanced market commitments.

There's ideas about leverage funds and social bonds. There's also a movement in Europe, for example, that many governments are beginning to take up where they are instituting financial transaction taxes which just is a little tiny bit off of each financial transaction. That, if those governments could be convinced to put a small percentage of that money into development and particularly into education could yield tens of billions of dollars annually for our sector. But we need to work with those governments and try to encourage them to do that.

The first one who enacted the financial transaction tax last year was France. And a percentage did go to development but it only went to health and climate change and education was left out completely. So, there's a great need to continue to push these issues.

I'm very pleased that we have a very distinguished panel who will talk about all of this with you. And I wanted to introduce them briefly. I'm not going to go into any great depth because you have the packets and you have their full bios and I'm sure you've studied them in detail. But Elizabeth King is the

Director of Education for the Human Development Network at the World Bank. Kevin Watkins is our Senior Fellow here at the Center for Universal Education. Alice Albright is rapidly trying to find her phone and turn it off but is the new Chief Executive Officer for the Global Partnership for Education. I'm just glad it wasn't my phone. Nigel Chapman is the CEO of Plan International.

And I wanted to just say one last thing which is that I -- originally the UN Special Envoy for Education Gordon Brown was planning to attend and planning to moderate our two sessions this morning. And he sent a note saying he really regrets not being here. He had to attend the funeral for Margaret Thatcher today in the UK and he'll be coming over as soon as that's done, I imagine if it is already done. And he wanted to pass the message along that this is the issue of financing in particular is of extreme concern to him.

There will be a series of events throughout the week on this April sort of the spring meeting docket, some in private sessions with the business community, some with civil society members, with Education International and Global Campaign for Education and others on Friday. And he will be following it and I believe, Alice, you'll be reporting back the sort of topics that came out of this conversation to him.

So, thank you very much and with that Kevin I will turn it over to you.

MR. WATKINS: Thank you. Well, I've got the easy part this morning. I just have to ask a few questions. For those of you who haven't worked out that I'm not Gordon Brown, I'm not.

But I do know this is an issue as Rebecca said that Gordon is

absolutely passionate about, financing for education. And I was actually talking to Alice before we came into the meeting and I met Alice very briefly I think in 2002 or 2003 when Gordon was Chancellor in the UK. And between them a group of people in the Treasury and Alice's team, GAVI the vaccination initiative, they developed the idea of bond financing for vaccines.

And I think that initiative has probably saved several hundreds of thousands of lives possibly millions of lives. And I figure that exactly the sort of innovative and bold thinking that we need to see brought about in education. So, we have an opportunity to discuss that and other issues this morning.

I'm going to first of all turn to Beth.

MS. KING: I thought it was supposed to be Alice.

MS. ALBRIGHT: I'm happy to go first. Mr. Chair?

MR. WATKINS: Well, actually now that you've mentioned it and now that I've actually looked at my script, I will get you back for that later. So, Alice, let's start with your role. You know, you come in at a very difficult time as Rebecca mentioned. You know, we've seen a slowdown in progress. We have a big issue, big problem in funding and major financing gaps.

And I wonder just drawing on your experience and your GAVI is more recently exports import bank, what is the sort of perspective that you have on the scope for innovative financing in education?

MS. ALBRIGHT: Well, thank you very much and it's a pleasure to be here and I did start my job about two months ago. And it's been a great pleasure to get to know everybody in the global education community.

I'm actually, despite the difficulties that you've talked about and

that Rebecca's talked about, I am very optimistic for the future of education for a number of reasons. And I'll just go through them and then I'll talk a little bit about innovative financing.

So, why am I optimistic? One is that the Ministers of Education in the countries that we work with which are I believe a partnership model and there are about 57 countries that are part of our model, they are absolutely devoted to fixing this problem. I just met half an hour ago with the Minister of Education for the Democratic Republic of the Congo. Certainly one of our most difficult partner environments and they have just motivated additional financing, domestic financing, towards education because they understand the importance of it.

~~So,~~ I sort of come back and I say, if they can do it we can do it. And we need to be inspired by them. ~~So,~~ I'm optimistic for that reason and he is a great friend and a great colleague of ours. And again think, my goodness, if they can do it, we can do it.

But I also think the real reason that I'm optimistic about it is education is such a compelling investment. The more that I think about the leverage potential of education over the well-being of an economy it ought to be just the most compelling argument and easy argument to make. ~~So, T~~t hink about the following things. In order to use a packet of seeds you need to be able to read it. In order to read your yellow immunization card that is so importance to us in the global health space, you have to be able to read it.

Think about the competitiveness of economies. Think about prosperity. Think about the well-being of families and communities and children. I mean the list goes on and on. Security issues, climate issues. In order to have

a country and a population in a society be able to be well positioned to contend with all those difficulties people have to be educated and not just go to school but actually learn something in school. So, I think that one of the challenges we all have is to really make that argument very effectively.

One of the things that I'm struck by is a gap and you mentioned a very useful number, Rebecca between the fact that now GPE has $1.3 billion or so of pending grants that we're looking to fund, yet like everybody else we are struggling to raise money. That gap should tell you something because what it tells you is that the countries despite all the difficulties involved have developed compelling education sector plans.

And one of the things I found very interesting about GPE is the business model that it motivates sectoral change not just little one off changes. So, we have $1.3 billion worth of pending applications. These are countries that want to get on with it and we need to get the money for this. So, I am very optimistic about that as well.

What do we do about it? First thing is, and the more I think about education and I talk to people and learn from people, one argument that I find very compelling is that education is a global public service as opposed to a global public good. I know that the purist economists in the room would probably faint if they heard me say that. I'm going to say it anyway. It is a global public service and we have to finance it that way.

It is a fundamentally government activity. So, at some level here this has to be a government to government and domestic government to government activity and there's no way of getting around that. And I think we

have to make that argument in as compelling terms as we can to our various stakeholders. It also means bringing in new governments. I'm very pleased that we're beginning to reach out to countries that are not traditional ODA providers and I'm very encouraged by our early conversations with those organizations. We are going to keep at that.

The other dimension to this which is actually different from global is in global health we went and we amassed a lot of money with IFM and other things and we went and we bought things on the global market called vaccines. Okay, there is room for some goods in this case but we really financing services. So, we need to have money to governments to finance services and we need money locally to finance services cause there's also a currency dimension here that could get to be interesting.

So, the solutions, I mean anybody and I've said this to a lot of people at GPE so far, anybody who thinks that we're just going to do a cut and paste job IFM to GPE is wrong because the nature of the solution is wrong. We have to fashion our own answers here. And I think there are some answers that we can begin to look at particularly in the financial transactions tax area but also as far as local financing, innovative financing things are concerned.

Let me make one more point about the private sector. I am very eager to work with the private sector and the reason why is I think that first of all, they are huge stakeholders in the area of education. They are beneficiaries of a talented workforce in many respects and I think they have a lot to bring. And those who I've met so far what really strikes me is how much they can add to whole area of infrastructure. In many cases the challenge in reaching the

children who are in the most remote areas and don't have access to schools, that problem can be solved with technological solutions if we can figure it out.

~~So,~~ I am really eager to -- it's not a financing solution. It's more of a how do you do it solution but that's the way that I think we can really engage the private sector. So, lots of good things to work on together.

MR. WATKINS: Thanks, Alice. That's a great way to start the ball rolling on a very positive note. Beth, now it is your turn. ~~So, I mean~~, Beth, what the Bank clearly plays a leadership role in this area both financially and intellectually in a way. And in relation to some of the issues that Rebecca was raising about many countries being left behind, many groups being left behind within countries. What is the Bank really doing to promote an agenda for delivering on education and the millennium development goal targets?

MS. KING: Thank you, Kevin. And thank you very much to the Center for putting this panel together and the invitation to contribute to the discussion.

I'd like to start a little bit with very smart with how Alice started which is on in a way the demand for education, the demand for education by countries and government and by the people themselves. We've been this past months we've been going through an exercise of how we can reenergize the bank under our new President and examining also whether we are putting our resources and our efforts on the right things.

And so, we've had this country survey on what are the priorities of countries, what sectors? And then there's also this my world survey of people. And through both surveys education comes out at the very top. All the countries

who have been surveyed put education as the priority area for themselves. And I was just looking at the my world results and both for women and men overall a good education is the very top priority of people, so, both from the government's side as well as from countries, from populations.

I think that should send a very strong message to the development community. It should send a very strong message to governments. And it's heartening to see that governments and people are seeing the role that education can play both in building good citizenship, societies that can work well and for growth and for development as a whole.

We have been talking about Rebecca was mentioning the total levels of aid or resources for education. I think she started off very well by saying that this is, in a way, a primary concern of government. That governments who are committed to the development of their countries and the internal progress need to prioritize education. But also she says that the development community has to think about how to prioritize education and how to grow the resources going to education.

At the World Bank, I think that we have for basic education kept our commitment over the years. We do experience fluctuations in that demand but if you look at the overall trend from the year 1990 or even the year 2000 when the Dakar happened, the Dakar declaration was made, we are -- our lending for basic education has had an increasing trend. And in fact, this last year FY12 as well as this year FY13, we have the largest amounts going to basic education than historically.

And I think this is -- we are very much pushing for 2015 to do our

best for that. I think that we have to be, while we need to look at the total levels, we need to think about how smartly we are using the resources. And the smart way of using the resources is not only an issue for government; it should be an issue as well for external funders. For example, we have countries that are doing pretty well, like India for example. India has the resources, has the growth but it does have states that need to make a whole lot more progress.

Looking at marginalized populations in countries that have resources, targeting marginalized populations need to be part of the way we think about expenditures for education. So, targeting resources for high leverage is something that we need to think about.

Efficiency, getting better, getting results is very important in thinking about resources for education. Efficiency, that means to say we need to think about what are the reducing costs for things that we need to spend for education and then effectiveness or results is also something that we need to care about. And these are things that at the World Bank we do want to be paying more attention to because even when we increase resources for education, for basic education, those resources are never going to be enough. So, a smart allocation of resources for education, smart way of spending and monitoring results would be things that really count.

Also, lastly to say that how we channel those resources that we spend also count. Alice had talked about how we need to think about the public sector and the public provision for education. But we need to think also about private provision for education. And I don't mean elite private schools. I don't mean elite private schools. But we have to recognize that religious institutions,

that civil society groups and NGOs, these are all players in education and how we channel our resources whether only to government or we recognize the presence of the non-government sector is also very important.

MR. WATKINS: Beth, thanks very much for that.

MS. KING: Thank you.

MR. WATKINS: So, Nigel over to you. ~~I mean~~ I think one big part of this equation has to be that governments and donors partly do things because of pressure from below. And civil society really has a critical role to play in generating that pressure and I think in communicating some of the messages that Alice was talking about as well. So, it will be very interesting for us to hear from you, both what you're doing in Plan but your more general reflections on the role of civil society.

MR. CHAPMAN: ~~Yeah,~~ Kevin, I think that's right. I mean, thank you very much for inviting me, first of all, it's great to be here. Education is in my DNA. It's in Plan's DNA right back from 1937 when the first children left the Spanish Civil War and went to France and were looked after by Plan people, Plan volunteers and some of which were Americans actually from New York.

Education was part of the curriculum of their life. So, 75 years education has been at the core of what we do. And I was reflecting, Kevin, on your question and thinking why is it hard to mobilize people behind this? Not just governments but also individuals, individual supporters. I think it's because education can sometimes seem to be a very kind of amorphous big topic. Getting a handle on what difference you can make is quite testing and challenging.

And in Plan we have decided among all the priorities that we could pursue that girls' education, trying to make sure that girls have nine years of education, primary and secondary is our big goal. That's what we want to see happen across the world.

And so, we're mobilizing money, we're mobilizing public support for that. We're putting pressure on governments and we feel there's a niche. We have to work in a complementary way to others, not try and do the same thing as everybody else. You can't do it all on your own. So, that's one observation I want to make.

We do mobilize a lot of money. If I can get my iPad to work I can tell you it's about a hundred million euros a year we spend on education, about 20 percent of our income. Now, if every government spent 20 percent of its income on education -- I think that's the point earlier on, just how much progress would we be making than we are now? So, we walk the talk in Plan. We do what we say we should do and what to do. And I'm very, very proud of that.

And in Copenhagen in 2011, we committed to a further 55 million euros of spend in addition to our hundred million a year in the GP Pledge Conference which I was at with Ministers. It was before you started. It was a very, very important and we're committed to reach that target.

So, it's what we do to raise money from our supporters, that salience about girls and girls' rights. It does touch a chord. You've got to find a niche. It touches a chord not just with women and girls, with our supporters as a whole. And what we find as our supporters move from perhaps from sponsoring a child to particularly pursuing this end, this great ambition.

The second thing is, it's how we work with communities. Plan is absolutely enmeshed in communities. We're a community development organization. Again very, very proud of that and I think we have kind of two roles there essentially. First of all, as a CSO to in the most fragile states in the world to provide services not to apologize for service delivery, service delivery is sometimes necessary. But building schools without teachers, without infrastructure to support them in the long run just leads to empty schools. I have seen it myself. So, we have to be very wary about bricks and mortar as a solution here where there are so many more things that need to be done to create the quality education for boys and girls.

~~So,~~ W~~w~~e have direct spend but we also have policy and advocacy goals. It's nine years of education but also I think too to bring a gender lens to education planning. I think that's really critical in our case if we believe girls are so important, we want to make sure that every education plan in every society reflects on the obstacles that prevent girls getting those nine years of education. What can we do about it to prevent child marriage? What can we do about it to prevent schools that are unsafe for girls where they feel threatened? What can we do to provide the right sort of facilities?

~~I mean l~~in many places I go to one of the biggest turnoffs which prevents girls getting an education is lack of sanitary facilities. ~~You know, T~~this is not rocket science. It's the dangers of going to school, literally on the journey from home to school. So, these things are known. They're not unknowns. They are known and we can tackle them if we tackle them in a positive and determined way.

The final point to make, Kevin, is that it's about keeping the feet to the fire. You know, we have to support civil society organizations in Plan 50 countries where we work to put pressure, put pressure on governments to deliver what they say they will do. To put education at the priority list, to reflect back to them the survey, the my world survey that you were just talking about earlier on. I mean if you're a politician and you hear that, you need to listen. Because if you don't listen, I would argue you won't get elected one day.

There is a public opinion mood about this that if you don't catch it you are at risk. And we have to be quite blunt about that sometimes I think and do that.

And finally, this point about gender and the gender lens. So, these obstacles do exist but there are ways in which you can look at education planning. I mean you have tools which you share with us and we share with our civil society organizations. To look at whether these priorities are right in a given country and then to try and reorientate the priorities about education spend, to combat them and say it could be sometimes about -- the facilities themselves could be about the quality of the education, curriculum, it could be the quality of teachers. It could be a whole number of things. And then to bring that pressure to bear.

And I'll give you a final example. The Dominican Republic spent less than two percent of its national income on education. Now, you were talking about 20 earlier on, the sort of aspiration. Two is pretty pathetic in my view. And by mass mobilization of children and young people, we basically force the issue to get them to pull it up to four. Now you say four is not, ~~you know,~~ nirvana. It's

not the Promised Land but it's twice as much as it was before. And that's now part of the budget planning processes in the ordinance of the government, the new President assigned it.

~~So, I~~if we could replicate that level of mass mobilization, mass mobilization in the poorest countries in the world to tackle these inequities and inequalities particularly around girls and a mass mobilization in our richer societies in the UKs of this world. You were kind about the UK earlier on. But that's partly because of public pressure to keep the ODA budget high, not to trim, not to reduce below the nine point seven percent.

In other places there's not the public pressure. We in Plan have something like one and a half million individual supporters around the world. And I want to mobilize them to keep government's feet to the fire on their aid commitment.

MR. WATKINS: Thanks very much, Nigel. You'll have an opportunity to follow up on that in a little while. ~~So, B~~before we throw it open for discussions, I will ask each of you one question and you can feel free to interact with each other and completely ignore me if you want to.

Alice~~, I guess~~ the question to you is the most obvious one. You set out what I think almost everybody in this room believes that education is a really fundamental part of what happens to society. We know the data on growth. We know that the children of educated mothers are two to three times more likely to survive. We know that education empowers people to secure their entitlements and all of these things. And yet, over the last decade you have to say that somehow that message or that evidence hasn't had traction.

And it's either because people don't understand the evidence or because I guess there's some sort of perspectives there's a time horizon issue here. ~~You know, I~~if you're a finance minister you're talking about rates of return but they don't really kick in until 15 year by which time unless it's Equatorial Guinea you're probably not going to be in power.

~~So, I guess T~~the issue is that it's really; it's partly a communication question. And I guess it's so important for you and your team in GPE. Now, what is the way that we break through here?

MS. ALBRIGHT: ~~Well,~~ I think you're absolutely right about communications and some of the things that you were saying, Nigel, were very interesting as well. One of I think the biggest differences between global health as an example and this is can you show results and what is the sort of trigger point that you're looking at to tell if you've done a good job?

In global health it's taking a child and putting a vaccination in the child's arm and you know that you've vaccinated that child. And in some cases you have to do it three times if there's boosters and so forth but you know it's done. And if the vaccine is effective you know that that child will be protected for life once you do the boosters.

The same sort of trigger point, if you will, does not exactly define the same way existing education. However, I challenge that. Every single person who has been around children knows if they're educated. They know if they can read. They know if they're enjoying doing math. They know if they're interacting with their friends in school and if they're sort of getting used to being in groups and so forth, all the things that you know. You know that.

So, We can measure that in the same way that you can measure immunization. It's just that people get daunted by frankly there is so much data in this space that you kind of get lost. That's one problem. But the difference between when you make the investment in an education system whether or not it's a one off thing or ongoing recurring expenses and what the outcome is which is, you know, you're not going to know for a long time if a society is getting educated.

I personally am going to challenge all of us to say hold on a second that's an excuse. We know if kids are reading. You know it two or three years. We know that they can read and there are tools that we can develop to help communities, this is getting to your point. One of things that I find most interesting about the education space in GPE is the role of civil society organizations the local level and the communities. Communities want their kids to be educated. They want them to be educated.

Local government wants their children to be educated. I mean that just has to be true. So, I think that we can put pressure on governments, on donors, on stakeholders, to first of all, let's develop the way of determining if kids are reading and doing math. It has to be measurable.

I've also had some fascinating conversations with my colleagues about the science of learning how to read. You can deconstruct it into how you learn how to read. So, We should be able to understand if that's happening. And I think that the reason why people have had a harder time getting their head around this is the results are harder to get at. I think we can fix that problem. The results are longer term. I think we can fix that problem.

The other thing and I've said it amongst my colleagues a lot lately is people have to think about education as an investment as opposed to an operating expense. And fund it that way because there's all kinds of data that shows that if you invest in education at a certain time then there will be upticks in all kinds of other things that we've talked about; agriculture, health, security, climate change, et cetera, et cetera, et cetera.

~~So,~~ Ppersonally, I don't buy it that we can't show the results. I just think we haven't done it the right way and you know we've got a room of very talented people here. We've got tons of talented partners at the World Bank. We have to be able to fix this problem. We have fixed more complicated problems than this one.

~~So, I~~it's this, it's communication, it's taking advantage of all the muscle that -- you guys have a lot of muscle and you're also very happy to be very sharp elbowed and very grumpy on occasion which is great, which is great. I want the grumpy.

MR. CHAPMAN: I like being grumpy.

MS. ALBRIGHT: Good. But we should all use the grumpy okay? Because I think that we should put pressure on ourselves to fix this problem.

MR. WATKINS: Okay, so, we have a new campaigning idea here which is going to involve --

MS. ALBRIGHT: Yes.

MR. CHAPMAN: Be grumpy today.

MR. WATKINS: -- which is going to involve images of Nigel as Mr. Grumpy for --

MS. KING: I don't think you're grumpy.

MR. CHAPMAN: But I know what you mean. You can't afford to be too nice about it.

MS. ALBRIGHT: Right.

MR. WATKINS: Well, Beth, let me just ask one, I want to just take a slightly different angle than that, get your take on this. So, when we all met in those very dark, very hot rooms in Dakar back in 2000, one of the --

MS. KING: I wasn't there.

MR. WATKINS: I know you weren't there but I was. And it scarred me for life. But one of the provisions that we got in the communiqué was that no country that is committed to achieving these goals will be allowed to fail for want of finance. And I think there are two things that come to my mind after this. The first is that countries have been allowed to fail for want of finance, for want of other things as well but also for want of finance.

But one of the things that I think is coming up very strongly in the meetings this week that Gordon and others and your colleagues have been involved in organizing, is bringing over youth groups and constituencies that are working directly with kids who are being left behind. ~~You know,~~ T~~t~~he child laborers, girl brides, people who are living in urban slums and so on.

And to my mind we know when we look at the global data that the progress has slowed. We know that it slowed principally because of a failure to reach these most marginalized children. And yet we're not developing the strategies and the financing approaches in the national planning framework and internationally just reaching these kids. And one of the things that to my mind is

very interesting when you interact with these groups that we're all saying that governments are committed to learning, they're committed to education. That's not what these kids are saying.

They're saying basically our governments don't care. Our governments are not serving our interests. Aid donors are not stepping up to the plate. I wonder how we can somehow tap into the energy of those constituencies for change to push this issue onto the agenda of how do we develop the financing and the planning approaches that can reach the marginalized which is after all what the Bank's President is trying to do in health and other areas.

And I just wonder from your perspective what are the things we can do to --

MS. KING: What are some of the experiences that we do have in education? I think the World Bank had tried a couple of models I think on trying to use the energy of communities to channel resources to where the community really needs help. And that's the community development model where you give more power over how resources are spent at the community level.

Now, some people think that's really all just about decentralization rather than about community development but I think we really need to think about the power of community development, the power of voice of the communities in determining how resources are going to be spent. That's something that I think the Bank has contributed to with respect to at least the analytical work that we do and allowing some of the operations to follow using the results from analytical work.

The other is conditional cash transfers, for example, which is

something that we did not begin it. I think the earliest one that I've been involved with, the earliest program was the Bangladesh female secondary scholarship project, scholarship program in Bangladesh which was really considered to be quite successful. It is using a small incentive to change behaviors at the family level.

And then we have the quite famous Mexico conditional cash transfer program which has been deemed as successful by the people who have evaluated that as well as the bolsa schola in Brazil. And the Bank has actually brought together all the experiences, the lessons from experiences how does one design such a program? And it's giving women, for example, giving the mothers more power within the household and that they determine how those cash subsidies the households can be used and to make sure that they are used for children both the use of health services and also for higher enrollment rates.

~~So,~~ I think the Bank, I know most people, all people see the Bank as mainly about money, about dollars but it's not. It's we have a huge program of analytical work and I think that's one of the ways we're contributing to this field.

MR. WATKINS: Thank you. And then finally to Mr. Grumpy, ~~I mean,~~ Nigel. Nigel, ~~I mean~~ the question I want to put to you is I guess also the obvious one that from the way that you've described it and I think the passion with which you've described it, it's clear that this is an issue that's very close to your heart and to the heart of your organization.

But let's face it; education is not exactly at the top of the NGO campaigning and advocacy agenda internationally in a way that other issues are. If you think of nutrition for example, that's a big force for mobilizing people. And

again, it's the flipside I guess of the question that I put to Alice that why is it that NGOs at the moment are not mobilizing and galvanizing public opinion around education in the way that we really need in order to get the breakthrough?

MR. CHAPMAN: Well, I suppose I'm going to be quite controversial here because I think there's a risk that the program priorities of NGOs get influenced by government priorities. And if governments start to think that they have to satisfy their electorates with results it drives them down to things which are relatively time limited, easily measurable. So, and Ministers love to get up there and talk about malaria and bed nets and lives saved because that's a very concrete thing. And this is in a climate where ODA is under pressure, political pressure. The economies are shrinking; people haven't got so much money to spend on government spending.

~~So, T~~there's a risk that they sort of government heads down to a narrow set of priorities and then INGOs, because that's where the money is, head down to a narrower set of priorities and education which is a more complex harder thing to fund requires long term commitment not short term commitment, gets dropped off the end. That would be my mind kind of instinctive piece of analysis to explain why and we have to fight it. And we have to fight it rather on the argument that you're putting which is of course it's fairly important to have healthy children who are well fed. And they won't do well at school if they're not well fed and healthy.

But being a health child with no education is not going to mean you're going to get a job. You're not going to have the skills to get a job which is going to cement the progress your family is making to lift yourself and your family

out of poverty. ~~I mean~~ T~~t~~hat's the harsh truth that you're really saying. And we have to get that across as much as we can. And I think we should underestimate the public actually, underestimate our supporters because I think they do understand more than we give them credit for, more than governments give them credit for.

And this narrowing of priorities, this search for the instant fix, the instant results is not the right way to tackle some of the great social problems that society faces. I think it's fundamentally misconceived and we therefore need to be on the front foot tackle and that's why I'm quite grumpy about it but I'm also quite happy to be unfactionable about it. To be unfactionable about it in a sense that to put education at the highest part, even though getting the money is tough, actually it's tough from governments to get the money sometimes. It's less tough from the public actually as the individual supporters. You know the mobilization around because I'm a girl is fantastic. They get it out there in the UK and America and Canada and so on.

So, let's put that pressure back on governments so they get it too.

MR. WATKINS: Great, thank you so. Now, we've got just over 30 minutes left. So, I want to throw it open to you guys to ask questions to the panelists. I think what we'll do is we'll take them in batches of three and so, over to you.

There's lots of hands. I think I'm going to start right at the back. I can't see who's behind the hand but the hand that's furthest back. And could you say who you are please as well?

MS. KEEFER: Sure. Good morning. My name is Patricia Keefer.

I am in the International Director of the American Federation of Teachers. I'd like to go back to a subject that was raised by I think all of the panelists which is the private sector involvement. And tease that out a little bit. There's private sector and there's private sector. This is a trillion dollar business in public funds. There's profit to be made.

The question is what kind of guidelines are used to engage the private sector whether it's in technology, testing, public private partnerships and establishing private schools, how do we protect the fact that each kid shouldn't been seen to have a profit margin on their head? And how do we do it under social responsibility and not with market incentivized profit-making?

MR. WATKINS: Thanks very much, Tricia. And maybe the person right in front of Tricia?

MS. CHOUDHERY: Good morning, everybody. Thank you for giving me this opportunity. This is Rashida Choudhery from Campaign Bangladesh but representing GCE Global Campaign for Education, the Board Members. Talking from the ground level and it's realities that exist one is as an education campaigner I'd like to sort of flag this point that providing basic education to each and every citizen is a state responsibility. It should be a non-negotiable principle at least for us, a non-negotiable principle because there could be other actors like private sector, NGOs, everybody but it is a state responsibility. We should not be allowing our governments to shift their responsibilities. This is the principle.

With regard to engaging the private sector, they are most welcome but in the sense that they should be right based approach. It's not only

with regard to CSR making a profit which is right, but also kind of ethical sense. On one hand encouraging child level on the other hand providing funds for education, that doesn't make any sense, so there has to be some kind of ethical responsibilities there.

Thank you, to Madam Albright for making it a point that education is a global public service. It should not be a good or commodity for sale particularly in countries like ours where shadow education is now covering most of our public education issues~~. So, T~~therefore a right based focus is so much needed if we really talk about equity, if we're really talking about minimizing the quality divide in education because I could speak about South Asia spending per year per child 30 to 50 US dollars where other countries like in the north spending 3,000-5,000 US dollars per year per child in primary education. Quality costs money and that's where financing comes in.

And the other point that I would like to make is the role of civil society. Well, it's not only money. Nigel, it's not only money coming in. There are also criminalization of civil society leaders in many countries. They are being harassed education campaigners. We have got evidence and news that global campaign for education because they're also in many countries. It's not only about money. NGOs are not even, not only NGOs, teachers, media people they are not being allowed focus on a good education that the world survey has been putting about.

The issue of schools not enough, why it's hard to mobilize people, the example of Bangladesh has already come in because we have seen from the ground level that very low cost education campaign or very low cost community

campaigns have been (inaudible) results like reducing maternal mortality, new (inaudible) morality, getting back children to school even if we are facing challenges with quality and dropping out.

MR. WATKINS: Thanks, Rashida.

MS. CHOUDHERY: So, thank you so much for this particular intervention but again a rights based approach is needed to make financing effective and efficient, thank you.

MR. WATKINS: Thank you very much, Rashida. Can you just come a little bit further down? Right in the middle here. ~~Just here, yeah.~~

MR. MUSKIN: Thank you, Kevin. Joshua Muskin from the Aga Khan Foundation. Beth, I'd like to quibble a little bit with something that you said which was resources will never be enough. And I'd like to you to talk maybe about what you mean by enough because I think what we're talking about at this panel is we need enough resources to complete our commitments to education.

And then also we've been talking about financing of education sort of abstractly. And I'm wondering if anybody would talk about the specific issue of teachers. Teachers being the largest part of any education budget and what are some of the solutions or what are some of the particular issues that we're dealing with in addressing the provision of teachers in sufficient numbers and sufficient quality. Thank you.

MR. WATKINS: Thank you, Josh. I'm actually going to just take one more question from this side right in the middle there. And then we'll go back to the panel.

MS. RICHLER: Thank you. I'm Diane Richler and I'm here

representing Inclusion International which is an organization of people with intellectual disabilities in their families. And I'd like to ask the panelists to address the issue of the children who are most excluded from school now and ensuring that they get in.

And a concern that I have with some of the points that were made, two in particular, I'm all for increasing girls' education but what we've often seen when education of girls has been a priority that people are forgotten that there are a lot of girls who have disabilities. And if the education system is not transformed in a way that girls with disabilities are also included then a system's going to be built up that's going to continue to include not just girls but also boys who have disabilities.

The other concern I have is a follow up to one of the other comments that was made around the role of the private sector and often of NGOs in providing education. And what we've often seen is that with the best objectives or the best wishes many civil society organizations have set up separate education systems for children with disabilities.

What that does is it takes money out of the regular education system and instead of strengthening the regular system so that it can include more students with disabilities; it serves a very small number of students. And I mean, our calculations are that there would never be enough money to provide completely separate systems for students with disabilities.

So, a question is how we can encourage organizations like Plan which is doing a lot of excellent work in the area of inclusive education to invest more in building up the regular public system to be able to include all children

rather than segmenting what's happening at the community level so that some students are always educated apart from their peers.

MR. WATKINS: Thank you very much. ~~So, L~~let me just try and divide them up but of course feel free to respond to any questions that you want to. ~~So,~~ I think the first couple of questions in particular were on this question of the relationship between on the one side state obligation to protect the right to education and the role of different types of providers, private providers and the role of government as a regulator.

But I just wonder how you see that, Alice; in the context of GP's work and that we do have this proliferation of providers in education. This big expansion of low fee private schools in particular. And I just wonder in terms of the approach in GP on that big question of the respective roles and responsibilities involved.

MS. ALBRIGHT: Well, I come at this in a very practical way. And I've spent a good chunk of my career either working in the private sector or working alongside the private sector on various topics. And I've got enormous respect for them.

I think given the enormity of the challenge ahead of us, I think excluding anybody who has a role to play is a mistake. And I come at it in a very non-ideological way. That said, I think that the next step is that we have to unpack the challenge and figure out who is best placed to do what. And I don't think that the private sector is sort of a universal solution to everything. I also don't think the government sector is a universal solution to everything.

I think that where the magic is is really working together. ~~So,~~

Wwhat do I mean by that? There are some systems that we've talked to; I met with one of the Ministers from Africa. It was from Senegal a few weeks ago and I was in London. And they said something that I thought was very interesting which is that they are some Koranic schools in his country where they have worked with the Koranic schools to have the Koranic schools provide education under curriculum guidelines that were essentially government based because they thought the Koranic schools were in place. They were working. They presented an opportunity for a bridge to a different community and they're trying it. And he seemed very pleased with it. And I thought, well, gee, that sounds like an interesting idea.

One of the other points that's very interesting to me is infrastructure. I think that governments ought to be looking at technology solutions where practical and I know that that's a big statement when we're talking about some countries. To begin to figure out how to reach areas of the population that are very remote. One of the things I've said often in my work so far is one of the sorts of indisputable obvious facts right now is the technology wave that is washing across the world. And that is being driven by everyone's interest in connectivity.

And I know that there's obviously regions in the countries that we're familiar with where that's simply not an option yet. I'll say yet. But it's an obvious force in terms of distributing content, knowhow, testing materials. I mean you name it. And it's hard to look at the panoply of issues in this space and ignore that wave. It's hard to -- it just doesn't make sense. So, that's another area that I think we ought to think about working with private sector.

One of things that the Chair of Board Carol Bellamy did which I thought was a very, very appropriate and good strategic call for this space is that Carol has invited the teachers to be on the GPE Board. And we now work with them very closely. In fact, I'm meeting with them over the course of this week. We work with very closely with the teachers not only at a strategic global level at GPE but also in the countries because we think that they are obviously essential parts of the equation.

But my~~, I guess,~~ lasting comment is let's not let the solutions set be curtailed by being ideological about what different players represent. Let's look at a full set of solutions and then go from there.

MR. WATKINS: Thanks, Alice. Beth, there was actually one question specifically to your resources and teachers. But as I say, do feel free to respond more widely.

MS. KING: Right. But I just want to add to I love the last comment that Alice made which is we need many kinds of solutions. We need innovative solutions. We need effective solutions and if we put ideology before us and use that to constrain solving the problems that face us in education, I think we lose a lot. I think that the households or families are voting with their feet with respect to education.

I think that the word private tends to get people all excited. And you have to visit some of the poorest communities in some of the poorest countries and see that those schools that you're calling private are not what you would recognize as private. They are first of all; you've got to distinguish between provision, financing and regulation as roles of government. That

government doesn't have to provide everything but because of the human right to basic education you would like governments to be able to finance the basic education of all children.

And that is a principle that we accept here. We don't want children not to go to school because they cannot afford schooling. But if you restrict the provision only to governments when in areas where government capacity is restricted you have just allowed many children to leave them out of school. That's the reality in many, many poor communities.

And you have to also realize that many of the non-state providers are not profit-making. They are in fact sometimes more heavily publically financed than public schools in urban areas. Just take a look at their financing. Look at who's funding them. It's the government, it's not some corporation. This is the northern model of what non-public provision is and don't apply it to the poorest areas.

~~So,~~ I think that is what we would like to make a plea for, for just being open-minded about the kinds of solutions that we need to be able to meet the basic challenges. And even the teachers in those schools are actually public school teachers. They are actually government hired and government paid. So, it's a very different kind of animal than the one that we tend to think of here in the US or other western countries~~. So,~~ P~~p~~lease just a plea for openness.

On the "it's not only about resources, Josh," I believe that except probably for some really poor countries and smaller countries what we are able to do in GPE and the World Bank is a very committed partner of the Global Partnership for Education, is that the resources that we can muster as external

funders is not going to be sufficient. Our resources will have to come with ideas. It will have to come with ideas not (inaudible) from the North and probably not at all from the North but from the successful experiences in other similar countries, in developing countries.

And this South-South exchanges of knowledge, of experience, of solutions that work is something that we as a broader development community will have to make happen. And when I say South-South it's not even from one country to another country but let's say from Java to Sumatra, from Madhya Pradesh to Bihar or vice versa. ~~So, I~~it's these kinds of experiences and we have as a development community to be able to collect this and to learn from it and to be able to provide, to be able to be a good -- to provide a platform for the exchange of ideas.

Solutions are not all about just how much you spend per student. And you have to take a look at the PISA reports that for the richest countries, the countries that spend the most for their children are not the countries that actually do the best for their children. ~~So, Y~~you have to -- that's simply what I mean by resources are not going to be enough.

MR. WATKINS: Thanks very much, Beth. Nigel, there was a question from Diane on this issue of inclusive education. And I think she raised a specific issue of disability but I think it's a broader one. In the types of children that we're talking about who are being left behind clearly have distinctive needs whether it's financing needs or needs in relation to the teaching process. And I know in Plan this is something you think about a lot and you've developed an inclusive education model. I would be very interested in your take on that

question and any others that you might want to respond to.

MR. CHAPMAN: ~~Well~~, W~~w~~e have developed inclusive education, Kevin, you're right. And that's about the way in which we work with communities in the long run and the way we interact with them~~. So,~~ W~~w~~e're very much influenced by their priorities~~. I mean,~~ I don't want to put a sort of false distinction between sort of girls and gender on the one hand and disability on the other. I'll raise my voice a bit. Because honestly, as you say there are many disabled children who are girls.

~~So,~~ W~~w~~e've got to link the two up together. And I think in some of our best work we're managing to do that. But we are often dealing with some very entrenched social attitudes here. In many of the societies where we work there is a huge stigma about disability. ~~So,~~ I~~i~~t's not so much what the school in necessarily doing, it's what's going on in the community as well.

And I remember in Egypt fairly recently we ~~(inaudible)~~ a Center for disabled children to come and get some sort of education in the mornings. And it was the only time those children left the home in the week because the rest of the time the families were literally hiding the children away from the rest of society because they were embarrassed about it.

~~So,~~ I~~i~~t's rather like with child marriage too. You've got deep entrenched social attitudes that you have to work with. ~~So,~~ I~~i~~t's not so much an education intervention as such. It's more an intervention about working with those communities that change attitudes toward disability or towards the rights of girls in the context of education rather than the sort of head-on education angle. Do you know what I mean? It's not quite as straightforward.

Can I just comment very quickly on two others? It's a fascinating time now working with the private sector. I spend time with companies who as a student I protested against. ~~You know~~ If you said I'd be in the same room as these people, I won't name them but I think you can figure who I might mean, you know on my placards in the '70s in 2011, I'm sitting down with them because we need to work on solutions together. And one of the biggest areas we need to work on solutions together is the digital divide and gender.

I ~~mean~~ It would be crazy for us not to work with Intel who do some of the most interesting research, by the way, on this at the moment. Not to work with Microsoft and Accenture and Lockheed on working to improve the quality of technology and standards in schools when they know so much more about it than we do. And frankly, they know far more about it than most governments know about it. That's the truth. So, we'd be crazy not to do so and there's plenty of examples there where I think the ideological divide has been crossed.

And the third thing is about the closing space of civil society which was the point that the ~~(inaudible) from~~ Bangladesh made. There's an irony here. And an irony we have to be very, very careful about watching and preventing becoming a big trend and pattern. People talk about partnership with civil society organizations.

The UN, ~~I mean~~ Ban Ki-moon, big thing partnership, post MDG goals. 2015 working with the private sector, working with CSOs and at the same time you see governments suffocating and constricting the space that CSOs can work in. You can't have a partnership with CSOs if at the same time you restrict

media coverage of education. You make it hard for CSOs to register themselves. They ask awkward questions. CSOs are there to ask awkward questions, to raise the inconvenient truths, to be the grumpy people. And governments don't like that. And therefore, we have got to fight what is a pattern unfortunately, a trend of this constriction of space.

~~So,~~ I hope that when the MDG goals are fashioned, the next set that there's a really strong call for a fight against that because without that then we won't have these organizations to hold people to account or to implement things better or to fight for the rights of the most disadvantaged because governments will have sat on them because they ask inconvenient questions.

MR. WATKINS: Thanks, Nigel. And I think that's one of the great things about the meetings this week actually that we have representatives of civil society with Finance Ministers and Education Ministers coming together.

~~So,~~ I'm going to take another batch of four questions, but if you keep the questions short we may squeeze five in. ~~So~~, T~~t~~here's an incentive for you. ~~So, W~~w~~w~~e'll start right here at the front.

MS. GARDINER: Hi, my name is Amanda Gardiner. I'm with Pearson. And I wanted to come back actually on something that was said on the floor and really challenge the notion that companies should be doing this out of some social responsibility rather than because of a market incentive. I joined Pearson not too long ago but I've been working with companies in this space for a long time. And I can tell you that CSR budgets and philanthropic budgets are the first ones to get cut when belts get tightened.

And that if you can find a way of making a real difference through,

you know, companies make profit, through their profit-making activities. If you can inject a notion of social responsibility into those market driven activities you can make a lot more difference and leverage a lot more resources in that manner. There have to be accountability mechanisms for that of course. But the same holds true for the CSOs, for the governments, et cetera.

~~So~~, I just wanted to come back on that and also ask the panel and that is there's a lot of talk now about innovative financing and there are a lot of initiatives out there that Pearson and other companies are getting involved in, are involved in. We're involved in GPE, GPC Ed. We are highly engaged in a lot of these activities. How can we all work together, come together as a community to come up with a way to engage the private sector more effectively?

MR. WATKINS: Thank you, Amanda. Right behind you.

MR. KARIS: Good morning. My name is Yusuf Karis from Dubai Cares. And my question is related to the role of media in the education debate. And unfortunately the heightened and the focus on emergency response versus development from Dubai and from our understanding it's a very difficult battle to convince people on education when the media as well as issues around the world on emergency response tend to take up all of that media space.

So, I would appreciate it if you can discuss on the media a little bit.

MR. WATKINS: Thank you very much. Then there's the end of the fifth row, sixth row.

MR. BAH: Thank you. My name is Chernor Bah. I chair the Youth Advocacy Group for the Global Education First Initiative.

I'm interested in what Mr. Grumpy, is that your new name Nigel?

Said earlier about trying to hold government feet to the fire on this question of education financing. And I know that we talk often about obviously the massive gap in financing but also the discrepancies in even the funds that are available and how those funds are spent.

~~So, A~~as a group over this week we've been talking about what role young people can play both in mobilizing additional funding in that advocacy in being grumpy to use your words again, sir, on this government. But also in monitoring the implementation of funds in country and how we can mobilize young people to do that and partner with you guys in making this happen.

MR. WATKINS: And one question right at the front here.

MS. JAMIL: This is Baela Jamil from ITA Pakistan. We also do (inaudible) Pakistan. This is three shorts points. One is in terms of what are you greatest returns to investment in education? Is there any discussion this week on being able to look at different subsectors of education which produce much more tangible results such as early childhood development? ~~So, I~~if you had two years of that what kind of results that would give or going further up to post-secondary into technical vocational or even at secondary level, what would that -- rather than always looking at basic as primary or up till grade seven? Now that's a way to be able to measure and be smart about it.

Number two, can we just connect it to the national identity card systems? We have NADRA which looks at identification of children and families particularly vulnerable if we can actually somehow track people who are being given support through this additional financing to be able to reach some milestones?

And finally, how are we ever going to count and because this is a big problem, whilst we are trying to mobilize corporate sector, private sector to come and support education there is no financing mechanism to be able to really measure it and report it within the country. It's all up in the air and although the Security Exchange Commission of Pakistan for example may say that one percent or two percent the companies have to report on on their profits, there is no way to be able to report it and acknowledge it in the mainstream systems.

MR. WATKINS: Thank you. And I'm really sorry, I'm going to say one more here. I know there's lots of other people who have got their hands up but we're -- please if you could just keep it relatively brief.

SPEAKER: Sure. Thank you. I know all of us in this room are very passionate about education and I appreciate the comment from Beth about a plea for openness and innovative ways of affecting education and the comment from Amanda from Pearson about how do we create a platform. I think that civil society, I am from Humana People to People. We are working on teacher training throughout sub-Saharan Africa.

DRC is one of the big countries and I think the task for us as civil society is really to open up and start identifying and coming up with plans with governments and other civil society organizations that really has long term impact. And teacher training as the gentleman from Aga Khan said is absolutely critical if we don't have the teachers and the quality. Not just the number of teachers but the quality of teachers that are able to stay and work in rural areas mobilizing effective education, we're not going to get there. And I think --

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

SPEAKER: Oh, my name is Marie from Humana People to People.

MR. WATKINS: Thank you. So, we're moving towards closure. Maybe what I could ask you to do ~~I mean~~ I'm just going to take up one or two of the themes that came up and invite you to respond to that. But if there are any closing remarks you would like to add as well.

So, there was actually the question from Pearson and others as well about the role of the partnership and I guess in a way the GPE is an obvious focal point for the partnership. And it's something again that you did very successfully in GAVI. You had very deep partnerships between the private sector, governments and the NGO community. And it would be very interesting I think for us all to hear how you see is there an analog there with what you're doing in GPE. But also more broadly on how we can broaden and deepen that partnership.

MS. ALBRIGHT: ~~Yes and I --~~ O~~o~~ne of my goals for myself at GPE is to broaden our engagement with the private sector. I see many, many, many points of interaction in a variety of ways. We have currently one Board seat that is devoted to the private sector which is both., ~~I know.~~ I know we have to get together which brings us the voice and the engagement of both the private foundation sector as well as the private commercial sector.

And we need to engage with both of them for different reasons. So, the GPE platform gives us a natural platform to do it. I think we probably need to do a better job at organizing it. I've now met with a number of corporates and the job that I used to have I met with a lot of corporates. And a lot of them

are interested in education too which was somewhat of a surprise. And because the entry point for all of them is the issue of competiveness and talent.

~~So, A~~a lot of people I've met with so far I've asked the following question. They've said, okay, we're very interested in this, this, this, this, this. But the question we now have to ask all of ourselves, okay, fine, now what do we do? And what we need to do is figure out a way of organizing all of that talent and interest and engagement into something, okay? Now, we've got figure out what the something is. Is it a set of polit projects? Is it advocacy? It's certainly advocacy. That's something I'm going to -- is going to be very important.

What is it? And that's where I think we have to work together. One of the things that's in our strategic plan and it's also along with innovative financing a pet interest of mine is innovation. And in the education space, to me that is a number of pieces. It's not only literally technology innovation, although I think there's a there there for us in this space. But it's also innovation in the whole sort of knowhow piece around teaching. And how do we make sure that the textbooks are, well there's a whole language piece. But then how do we make sure the textbooks sort of go through the science of reading properly?

~~So,~~ I am very interested in working this area. Our Board is structured to give us this. ~~I mean~~ O~~o~~ne of the real benefits of GPE is that we have a natural partnership model that we can leverage to bring to all these countries and give them a much broader sense of the art of the possible. ~~So,~~ we have to get together.

In terms of innovative financing, it is one of my absolute favorite topics. There's a number of people in the room who know that. And there's a lot

of merit in looking at innovative financing mechanisms. We have to do it in education but we have to do the hard work of asking ourselves the question, what's the problem that we're trying to solve before we go invent a bunch of solutions that ultimately may not fit what the problem is? ~~So,~~ W~~w~~e should use our partnership model to bring together a group and start asking those questions.

So, we need to get together. ~~Anyway.~~

MR. WATKINS: Thank you, Alice. Beth, I mean there's a whole range of wider issues but one of the ones that has come up of course is teachers. And ~~I guess~~ in the end the quality of what happens in education is ultimately a function of the relationship between teachers and kids in a classroom. And it would I think useful and instructive for us to get your take on what can be done to raise the general quality of what goes on in the classroom, in the teaching process, the teacher training.

MS. KING: All right. Thank you very much. Our education strategy at the World Bank focuses on learning. And we say learning for all although we know we mean education for all but the choice of the word learning rather than education is purposeful. The reason for saying it's learning is because we want to be able to say that schooling counts when students learn, when pupils learn.

We also use learning to mean to say that the education system is not only about schools. It is as Baela is saying we need to think about the youngest children and whether they're going to be ready to learn when it's time for them to go to school. We have to think about the millions of children who are out of school not because they have never been to school but the millions of

children who are out of school who should be in school because they've given up on school.

And I think we need for them, they need a second change. We need to think about the alternative learning systems that we need to have the education system offer so that they do not become adults without the skills they need for life and for their livelihoods. So, When we think about using our strategy when we think about learning we do think about learning really throughout the human life. Thinking about learning that needs to be the investments we need to make at the beginning of life and also for adults, young adults and older adults who have to be functional.

We need to think about those who are disabled and cannot learn necessarily with the kinds of classrooms that our formal education systems have. We need to think about the alternative ways, the alternative learning opportunities for them.

And teachers in all of these learning opportunities are key. I mean, I think you're right that we need to think about how technology, the new technologies can help us. But the technologies are just a tool for the learning process. We need the teachers and the teachers are needed not only in the traditional classrooms. They're needed in all the kinds of learning opportunities we have to accept are part of a true education system. That is the way we need to think about the education system of the future.

It isn't only about the traditional schooling that we've always thought of. And there are many things that are pushing us in this direction. We have the technology to actually be more innovative about what we mean by

education. There are the challenges that young people have to face because the occupations, the jobs that available now are not going to be around when they become adults. And there will be new ones that they will not have even thought about.

~~So, W~~We need to think about education if we're going to be relevant to be able to deal with, to help everyone. All the young people today to be prepared for the kind of society and the kind of economy we see for the future. ~~So, M~~My plea here, Kevin, is that when we think about education systems, let's think about what it is that we want that education system to be good for. For a society of the future, for the economies of the future, for the worlds of the future, when we think about climate change and it's going to be one of the SDGs in the future, education is a big part of that.

The challenge for us is how can we make education be really a part of the solution for climate change, for peace and security, for all of those things that our peoples will be facing.

MR. WATKINS: Thank you, Beth. And Nigel there was one specific question to you but please I mean you can just wrap up.

MR. CHAPMAN: Yeah, there were three really. I mean just standing back just for a second I mean I think we're moving into a different phase now really in this debate. I mean the MDG goal was largely about access. In many societies access has been accomplished, not in all but in many. At least a primary level.

~~So,~~ I think when we begin to a phase about quality of education that's what the debate's going to be about. How do we deliver a better quality

experience for children and young people?

And people talk about teacher training. I don't like the phrase teacher training. I think it smacks of something from the 1960s. I think we're talking about school leadership. That's a different thing altogether. And there's plenty of work around. I mean I'm going to proselytize because I'm very proud of it, the UK National College of School Leadership has done some fantastic work on school leadership and how relatively small investments in one or two school leaders in an individual school transforms the quality of that school. ~~So,~~ Tthere is some good role models already out there where modest government investment creates fantastic results in turnaround and the quality of education.

Two other points that were made, I mean you're right about the difficulty in getting the media to kind of engage with development particularly education. But again we've got to hit back here. IT's a forced dichotomy to put humanitarian relief in one box and development in the other. ~~You know, I~~if you spend millions and millions of euros and years and years in developing these education which is then destroyed in a series of earthquakes, you've to start to rebuild that. And often pity the children; one thing that we've learned is the psychosocial traumatic impact of disaster is mitigated by getting children back to school as fast as possible.

~~So,~~ Eeducation in emergencies is a very important part of how your respond in emergencies. ~~So,~~ Ddon't let people paint education development over here, humanitarian relief over here. It is a completely intellectual nonsense and we have to be able to fight back and say don't put us in that box. And say to media, you have a responsibility to cover the long term

trends and patterns of change in society not just to respond to the instant moment or the instant incident however traumatic and gory and horrible that might be because you're not doing a service to society frankly if you focus on that.

And the third thing is about the role of young people. And absolutely and the best examples of holding to account to are young people who are at the heart of shaping the goals, making the noise, being outspoken and CSOs work with to interact with politicians and leaders sometimes for them to embarrass people. To embarrass them to change because politicians don't like being embarrassed and some of the best things I've seen are when young people particularly girls have come and spoken about their demand for education, their needs, their issues, it's very difficult for a politician to avoid it.

Adults they can kind of blank. Children and young people rather harder if you think about it. ~~So, L~~let's mobilize those voices to do that because it is about holding to account. It is about feet to the fire and I'm broadly optimistic. I mean in some ways when we have these discussion have debates about how hard it is and it's all very complicated and so on. ~~I mean, great (inaudible) has been made since 2000.~~ Let's not lose sight of the big picture. But in some ways the hardest bits is to come now. The most marginalized groups left out of the progress, the quality of education when you're in school, nine years of education not one or two dropping out because of social pressures.

And find the skills to get a job. We didn't really talk about that today but education is lovely and it's very important to give people an enquiring mind but if at the end of the day you're unemployed because you haven't got the

skills to do a job, you won't be able to keep your family on that momentum to keep it on the upward trajectory out of poverty. So, that would be my kind of big view of it really.

MR. WATKINS: Thank you. ~~So,~~ W~~w~~e go forward in the spirit of grumpy optimism. Just remember very brief -- I'm not going to try and summarize the discussion and thanks to each of you because it was absolutely fantastic and inspiring from all three of you.

But I'm left with just a couple of thoughts one of which is that every time I visit an urban slum or a poor rural area and you speak to parents who are trying to get their kids, you know what we're all talking about here, like a decent education. What you actually see is actually almost primordial, this sort of ambition that parents have for their kids. Because they understand how important this is and I think somehow between those slums and those villages and sometimes the high level meetings that we have here, something gets lost. And somehow we have to keep that energy, I think and to hold people's feet to the fire.

I think secondly the point that all three of you made in different ways is that just really positioning education right at the center of these wider debates, you know, the world is deeply concerned about youth unemployment. We're deeply concerned about climate change. The idea that we can solve those issues without getting education right has to be a fiction.

And the third point which may sound trite but I think is important, you know, 10, no 13 years ago we made that commitment to get all kids into a decent quality learning environment by 2015. It's not 2015 yet and we've got

quite a way to go. And we're not going to get there unless we focus on the most marginalized kids. And I think these kids have a right to representatives here in DC and elsewhere that reflect their interests and aspirations.

And I hope that what we do this week will in some small way take their agenda forward. And if people have to be embarrassed by it by being held to account I think that's part of the price that has to be paid. ~~So, T~~thanks to the three of you for fantastic contribution and thanks to all of you for being here.

Rebecca's going to make a short announcement.

MS. WINTHROP: I just wanted to close and thank our panelists and say we're going to have a short break. And can the next set of panelists some this way? We'll reconvene in five minutes. ~~So, T~~talk to your neighbor, stretch and thank you very much to all of you.

MR. WATKINS: Thank you.

MS. ALBRIGHT: Thank you. ~~Well, T~~thank you for having us.

(Recess)

MS. WINTHROP: Good morning, everybody, thank you so much. I'm not sure if there's any available seats, I am looking for some, I just learned that there's a large overflow room that was packed for our first session, and there's still folks out there, and I can't, if there's any empty seats, does anybody -- there's one empty seat, there's one up here by Patricia Keifer, lucky you are who you get to sit next to her, she's lovely. Are there any other empty seats in the room? That one was taken. Thank you

very much to all of you.

I think many people were here with us this morning for the first panel, but I know there are some folks who weren't, so if you'll bear with me, those who were, I'm just going to repeat a couple of things: ~~A,~~ I'm Rebecca Winthrop, I'm the Director of the Center for Universal Education here at Brookings, and we're really pleased to have you.

Our work here at the Center is focused on education in the developing world. Quite broadly, we work on access to quality education for all. Oftentimes, we talk about equitable learning, meaning equitable opportunities for young people to learn and develop their full capacities. We had a session earlier this morning about financing and the financing gap, and it brought up quite a number of issues, wide ranging, and this session today is really talking about the quality gap.

And we have a thousand more days left to meet the Millennium Development goals and Education for All goals, and a really important dimension of solving the problem, and a barrier to doing it, is trying to make sure the connection between enrolling kids into school, mastering the range of things they need to learn while in school, completing school and progressing on to higher levels of education is well linked up.

And young people are able to move through the system and to learn what they're supposed to do, both to set them up for further

education and being able to complete their schooling, and to set them up with the skills they need for life. We know that 250 million kids around the world are unable to read with any proficiency, even after spending four years in school. We also know there's around 200 million kids in school who do not have the adequate skills for their lives and their livelihoods. Youth, in particular, we're talking about, here.

And the panel today is really going to be talking about, in particular, the gap between, once young people are accessing education, the gap between the quality of the learning that they are accessing. And this is a problem that is a global problem, the quality of education and the ability to learn and master skills through the education provided is vastly different for the rich as it is for the poor.

Right here in Washington, D.C., we have that problem, there's a 70 percent achievement gap between African American students and White students. This largely maps on to socioeconomic classes, and that gap holds true in a range of other countries. There's also a big gap between developing low income countries and rich countries in terms of learning achievement, and it's definitely a social justice issue.

It is not right, it's not fair to children, it doesn't fulfill their rights to education, that they can get to school and receive a very poor quality education. And it's also a development imperative. We need young people

to master the skills they need for their lives and livelihoods for many reasons that I won't repeat from the first session, because I'm sure you all know them.

I wanted to also repeat, again, the regrets that the UN Special Envoy, Gordon Brown, who was going to be here to chair this session and had to attend instead the funeral for Margaret Thatcher that was today in the U.K. He says he wishes you all well and is very interested in hearing about the discussion and the outcomes, in particular, the discussions to this problem that we discuss today.

What we're going to do before I introduce the panel, just let me tell you the plan of action. My colleague, Kevin Watkins, will come up and sort of lay the land. We have a range of data that we've been working on here at the Center, in terms of scoping this injustice problem between the quality gap between, in particular, marginalized groups, the poor and the haves, and the higher socioeconomic groups in particular relation to this access learning completion progression question.

And then we will invite up our panelists, and we're going to ask them to talk about, and I'll moderate a discussion and ask them to talk about what are different ways that they're tackling this issue from their various perspectives. And I'm very pleased to welcome our panel members.

We have Baela Raza Jamil, who is the Director of Programs

from the Center of Education and Consciousness based in Pakistan; we have Albert Motivans -- ~~Albert, I keep~~ -- I learned two days ago, but for~~, like,~~ ten years, I've been calling him Albert, because he's based in Montreal, and all his colleagues call him Albert with a French accent.

And I realized that's not what he calls himself, it's Albert. He's never corrected me, he's very kind. Albert Motivans, who is the Head of Education Indicators and the Data Analysis section, based in Montreal at the UNESCO Institute of Statistics; and we have Sumaya Saluja, who is the Program Coordinator of the YP Foundation based in India.

And I just wanted to take a moment before I invite you up, Kevin, to also say, it's not written next to her title, but Sumaya is a member of the Youth Advocacy Group that is connected to the UN Secretary General's Global Education First Initiative. They're here all week. This group is a, there's 15 young people who've been selected from 500 people that have been nominated globally; it was a very competitive process. We have been hosting them here, and it's been an incredible chance to get to know them.

They're all phenomenal, from all over the world, and I was hoping all of you guys could stand up and wave your hands high so, in the lunch right after this panel, where we hope you will all stay for. Thanks, guys. You should all -- well, talk to whoever you like, but I highly

recommend you to search out these young people.

In particular, if you want to pass a message on to the UN Secretary General, perhaps, or the head of UNICEF, or the head of UNESCO, or the head of the World Bank, their chair, Turner Bob, will be meeting, as he is formally part of the steering committee for the Global Education First Initiative, with all of them tomorrow, so it's also quite useful for you.

So, with that, Kevin, can I ask you up to talk us through?

MR. WATKINS: Thanks, Rebecca. I should probably apologize again for not being Gordon Brown, and I'm also not a youth leader, although I would love to be young. So, what I want to talk about right now is, as Rebecca said, looking at some of these big issues of inequality in education, with respect to access and learning.

And I'm going to focus on sub Saharan Africa, but I think the story line for sub Saharan Africa tells us something about the global picture, as well. The issues I want to talk about are relevant, globally. ~~So~~ L~~l~~et's just start with, this is to state the obvious, but ~~I think~~ to recognize what's at stake when we talk about these issues of getting into school, progressing through school, and learning something in school.

We know that what happens in this process is absolutely transformative in terms of the lives of the kids involved, that if you're

deprived of those opportunities, your health suffers the consequences, you become more marginalized in society, your prospects of securing a decent livelihood are diminished. And we know, beyond the individual, there are nationwide consequences. We know from the work of Eric Hanushek and others that countries that succeed in raising access to school and the quality of learning that takes place in school stand to reap the benefit of a two percent per capita growth premium.

Now, if you compound that over 25 to 30 years, it puts countries in a very different place than they would be if they don't secure those goals in education. So there's an awful lot at stake, here, and when you think about Africa, in particular, there's a lot at stake in terms of where the region is placed, in what is an increasingly knowledge-based global economy.

But if you look at, we often look at the wealth divide between rich and poor countries, but if you look at the education divide, that is actually the wealth divide magnified many times over. You have countries like the United States or much of Europe where people entering the education system today can anticipate 15 or 16 years in full time education. In many countries in sub Saharan Africa, the equivalent number is two to three years.

Now, that's a source of inequality today, but if you think of what that means further down the road for Africa's place in international

trading system, the financial system for the distribution of poverty around the world, this is something that has very big ramifications, and it's why I think -- and this was a point that was made by all of the panelists this morning -- that we need to make sure that education is right at the center of this broader development agenda, and we don't just compartmentalize it.

Actually, these graphics are based on work that my colleague in CUE, Lauren Greubel, has been working on, which is trying to capture statistically, if you take the whole primary school-age cohort and you ask the question, you look at the kids who are going into school and you say what are their chances of getting through school and coming out the other end having learned something valuable that will expand their opportunities in life.

If you take the full primary age cohort, primary school-age cohort in sub Saharan Africa today, it's around 127 million children, and if you ask yourself what are the prospects for those children, based on the historic progression and learning rates in the region, this is what it starts to look like: 30 million of those children will never enroll in the education system of their country, another 33 million will enroll but drop out before completing primary school.

And this isn't a question of contrasting an access issue with a quality issue, because many of these kids are dropping out because of quality problems, because they're unable to meet basic learning

competencies, their parents can see that they're failing, they fail progression tests to move from one grade to the other; so this is quality and access issues coming together.

Now, when we ask -- I think it's important that we look behind the statistics on these issues. When we ask the question who are we talking about, here? Because, let's face it, we're not talking about the sons and daughters of top civil servants in Lagos, we're not talking about the sons and daughters of the richer part of the business community, the living, gated suburbs of Nairobi, we're talking about people like this.

If you look at the top left picture, this is a girl bride from northern Nigeria, somebody who probably hasn't been to school for more than two years, has dropped out of cool and has become, and is married. This is a huge force, a suction force pulling young girls out of the education system of their country. The picture below is a picture of artisanal gold miners in Mali, and there are something like 15 million children in the world who are out of school because they're working, many of them in hazardous conditions like this, putting their lives, their limbs at risk every day.

Of course, they're pushed into that position by the poverty their households are in, the need to generate income, to meet nutritional needs. Again, this is part of a global problem, there are over 200 million children worldwide who should be in school who are, instead, working in

labor markets. This picture here is actually a little boy that I interviewed in the Democratic Republic of Congo in north Kivu, he being displaced, he was selling charcoal in order to pay for school fees to go to a school that the community in his camp of displaced people had built themselves with no public support, but they had to pay for the teacher, and this is his way of trying to generate the money to do that.

So kids who are in conflict affected environments accounts for something like half of all out of school children. Now, this is a picture from northern Kenya, it's not that clear, but I think some of you who maybe have worked in the region will understand the context. I've visited schools like this, this is an environment where people, kids have no pens, no pencils, they do sums in the stand on the ground with sticks, usually with an untrained teacher. These are not kids who are getting a fair chance at developing opportunities for education.

But the reason I wanted to show these pictures is just to focus us on who is it, who is behind the numbers. Because, in each of these cases, the idea that you can resolve or you can eradicate the disadvantages they face by just expanding the system by doing what you're doing, on average, is misplaced. These are kids who face special constraints, who need additional support in order to get over the barriers that they're facing.

It raises issues about equitable financing education, about

changing attitudes with relation to early marriage, about attacking these issues of child labor., and so on. I wanted to just show you one graphic from, this was developed by my colleagues, former colleagues in Global Monitoring Report in UNESCO. And I apologize to those who have seen this before. But what it does, it takes one country, which is Nigeria, and looks at the multiplier effects of different types of disadvantages.

Because sometimes when we think about inequality in education, we think in boxes, there's the wealth disadvantage, a gender disadvantage, a rural disadvantage. But in the real lives of the kids involved, these disadvantages interact with each other, and they have magnifying effects, a multiplier effect across the system.

So if you take a country like -- this is just ranking a group of countries on the average number of years in school achieved by people in the age group 17 to 22, and you can see where Nigeria fits on this spectrum, it's just under seven years. But if you divide Nigeria into the rich and the poor, there's a six-year gap in opportunity. In other words, being born into a wealthy household will gain you six years' worth of education, and inversely for people born into poor households.

This is a very stark example of the circumstance over which kids have no control determining their opportunity for education. And if education is a basic right, it's the type of disadvantage that we have to

eradicate. And if you look behind the wealth gap, there's an interlocking urban/rural divide. So there's a small urban/rural gap even if you're wealthy, but if you're poor, the gap between the urban poor and the rural poor is equivalent to three years.

And if you go a stage further back and divide that into rural boys and rural girls, you can see the gap gets progressively wider. But if you're a poor rural girl in northern Nigeria, your education entitlement is around two and a half years. And even at a level, if you take it a level below that, and you go to poor "houser" girls in northern Nigeria, on average, they're getting less than 1 year in school. And the picture that I showed you of the girl in the context of the early marriage was a poor houser girl from northern Nigeria. So this is just an example of the types of inequalities that have to be broken down if we want to achieve the goals.

~~Now, J~~just to go back to the numbers I was giving you before, so we've got around half of the primary school age cohorts in sub Saharan Africa who were dropping out before -- either not getting into school dropping out before they've had a chance to develop their basic education competencies. But here's the really distressing part of the story, or an even more distressing part of the story.

If you take kids who actually get through the primary school years and you test them against the basic learning skills that they need to

flourish in labor markets in their own lives, to expand their own opportunities and participate in society; you measure performance against the most basic indicators for numeracy and literacy, you find that over half of those kids who get through to the last grade of primary school come out without basic numeracy and literacy skills.

And this is data that is drawn from regional learning assessments for sub Saharan Africa. Now, you have to say this is a pretty distressing state of affairs, the idea that some of the poorest households in Africa are making huge sacrifices to keep their kids in school and to get them through an education system which is not delivering, I think it has to be one of the great developmental challenges that we're facing globally.

And in the same way that there are these big social divides with respect to access to schools and years in education, you see exactly the same story with respect to learning. But if you take, this is data from Malawi, from the SACMEQ data on minimum learning standard competencies, and you can see that, on average, around half of children in Malawi are coming out of school without basic learning competencies.

But behind that national average, there's a gender divide in learning, young girls are less likely to learn than young boys; there's a rural/urban divide, the rural populations are less likely to learn than urban populations; and there's a wealth divide, if you're poor, you're less likely to

learn than if you're wealthy. Now, every country has a different story to tell, here, but what I think these basic, the challenge and the questions of these basic numbers pose to us is, what do we do to close these equity gaps?

And it seems to me that one of the big failings of the international donor community in education, and frankly, many governments, as well, is that there is not a provision that's made in the education planning framework and a national education strategy for reaching the most marginalized. There's an assumption that if you keep on doing what you're doing on average, eventually, the education system is going to roll out, and it's going to reach these kids on the margins of society.

And I think the clear evidence from the last ten years, the reason that we're seeing progress stall in education is because we're failing to address these problems. We have public financing systems that are treating the poorest kids as though they're somehow the same as the richest kids, they're treating disabled children as though they're somehow exactly the same in terms of their financing needs or their support needs as other children.

We're treating children from ethnic minorities or in the poorest rural areas as though they're the same and have the same needs as everybody else, and we're pretending that if you put a school in a village and a teacher in a classroom and a few books in a school, that kids who are

forced boy poverty into labor markets, forced out of school and into labor markets will somehow come into school.

And I think the message of this is that, if we're serious about the human rights for education, if we're serious about the idea that there should be an equal opportunity to education, we need to move towards systems of more equitable financing and national strategies that support governments who are trying to go to last mile. And one of the things I think is very positive about this week is that we have a series of proposals and plans that are going into the World Bank and UN meetings which actually sets out in a very practical way how you can start breaking down some of these inequalities.

It's achievable, it's affordable, and it's practical, there are things that we can do in all of these areas. The fact that we're not doing them has do with political will, and I think our failure to send the right signals and to build the impetus from below.

~~So,~~ Rebecca, I'll leave it there, and thank you very much.

MS. WINTHROP: Thanks, Kevin. Can the panelists come join me up here? Thanks so much for just finishing putting the last mics on our panelists. But thank you very much, Kevin, for really painting that picture, which, indeed, is a bit depressing. But I think what we should focus on in our conversation, and what I'm going to ask all of you on the panel to

respond to, is what are strategies, what are possible solutions, what are different ways that we can tackle this problem, both at a very community level, national level, policy level, as well as a global level.

So, Sumaya, I wanted to start with you, you work with communities in India and you work with the YP Foundation, and you also work with youth and youth advocates, and you tackle this issue in these communities. Could you just tell us a little bit about how you go about it, what types of things you do, what strategies seem to work?

MS. SALUJA: Sure. Thank you. I would actually like to start a little earlier from where we actually began and not where we are right now, because I think a lot of learning that we had on the way of getting where we are, and I'm going to pick up some examples from one of the communities that I've been personally working with for the last six years.

It's 105 families, it's an urban slum which is in Delhi, right in the center, yet gets completely hidden with 300 children. And we went there and it's largely migrants who have been living there for about 10 to 20 years who have come from eastern India or largely Uttar Pradesh, which is the largest state in India, and it has many communities, if you may so, even among the 150 families based on occupation, income, religion, language, because that also creates a divide.

And I think the idea started with young people in this glass

window which exists, still does, between different communities and socioeconomic groups of young people who, there's no space where they can come in, learn, talk, and even play, for that matter, and just share something. And I think it started with just that idea. And we started with the most obvious, we thought let's start with math and English, because that seemed most obvious to us, and we did that for eight months, and we taught the letter F and the number 10.

And we really then began to think and rethink in terms of are we really looking at the symptom or are we looking at the cause, and what is it that really we are doing wrong in this. And I think the idea was actually to then start looking at what were really the causes, basic things in terms of their self-esteem, their communication, their concentration, something as simple as information, which they didn't have, their parents didn't have, and a complete lack of agency that children had with respect to adults, and what was happening around them.

The second was; once we did start doing that, we actually got, we actually managed to transition all but 25 children into school. But that's when the real challenge, I think, for us began, because that was just scratching the iceberg when we said we've got children into school. And the questions that we really had were, one, how do you reduce the immense gap that exists between private schools and government-run/funded schools;

secondly, how do you work and insure that children, once they reach the age of 14, are not covered by the Right to Education.

And especially, especially girls; how do you get them to stay on in schools, especially when there is a certain level of community backlash, one which is happening in schools in terms of the quality gap, but there's community backlash that happens with girls who will see an exclusion when they're looked at as, quote/unquote, independent.

Secondly; how do you look at other opportunities for children who do have to drop out due to other pressures, or who never managed to go to come because they never fit into the bracket that the Right to Education covers, and thirdly; what about the children who still -- and that's our struggle right now -- children living with disabilities, children of -- and when we look at gender, I do want to urge to broaden gender also to include other multiple gender identities.

The transgender community, for example, in India is completely excluded and we don't even see them and notice them, and they don't even get registered. Formality being a huge problem in terms of even children getting into school when there is infrastructure, there is the will, there is the want both from the parents and the children's side, but formality works like the chicken and the egg, to get one, you need another one, and when you don't have any, then you're just riding around in circles.

And a lot of communities that are migrating don't, there are no institutions, they believe there is just no birth certificate, therefore, you can't have any health, education, any service that is actually provided, and hopefully, available to the communities.

~~I think, I~~In terms of solutions and some of the things that we've done is, one, work directly with children. And we've been working with them to get them to start articulating what they want to do, and start developing their own road maps so that when you talk about self-directed and self-motivated learners, it's coming from them. And then also to build their skills to start negotiating with adults, with the community members, and do this collectively and collaboratively with them.

It also is, all children will be accessing a very individualized approach, which is where a pure education program like ours works, where you're getting young people to work with smaller groups over a long period of time, and you're really reacting. We're always reacting, I think our strategies change every year based on, every year we sit down and we say this is the current, and how do we move forward.

The second is, I think it's really important for children to start, and young people to start having support groups of other young people, so start connecting them with other communities where there are similar programs of learning. A lot of community based programs run in a lot of, in

(inaudible) where they run within themselves and the peer educators, a lot of people call them change agents run within and actually to bring them out and start meeting each other and start coming up with common solutions, or just know and share and feel that there is some sort of support that they have.

Thirdly, we conduct a school audit, which is really important for young people to start monitoring which is actually secured or given by the government. However, there is a fallback in that because it's quantitative still, it's not qualitative, so you can only do checklists of infrastructure, teacher attendance, but there is no way to monitor quality. The third is actually, and this is very important for girls, is to actually look at, and this is what we've started right now, is to start looking at trying to challenge the traditional mindsets and concepts that exist in the community.

And we're doing this through comprehensive sexuality education that runs in a peer to peer model, and actually to get young people, especially young girls engaged to boys, very important, and get them to have some agency with respect to their body, to be able to have mobility and to actually start taking the opportunities that they want to access. Just to close, very simple, ~~I think,~~ for us, what is real life important has been, we've been connectors, we haven't been directors, so we've gone in and we've actually just tried to see what's coming out and then respond to that.

And, secondly, I feel, if you start mobilizing young people and

get them to interact with each other, even within really, even in one city, it doesn't have to -- across regions, across culture, it's amazing, but even in one city, there's a lot to learn, to share and to just create a support group where you can start building something.

MS. WINTHROP: Thank you so much Sumaya, that's really interesting. I have a ton of questions and I want to hear more, but I'm going to rein myself in in the interest of the audience, because I know all of you will actually be quite interested to hear more about the range of solutions that you talked about using. And thank you for that.

Baela, can we move to you next? I'd be interested to hear -- ~~I mean,~~ Sumaya had a really interesting perspective about how multi-sectoral, and how you have to look at a range of leverage points when you're focusing on a population in a very confined sort of space, you're talking about one city, albeit probably a huge problem in India.

What about sort of the different types of leverage points that you would have if you need to work across a country? You, in your work, work on these issues, particularly around that question of the learning gap across Pakistan. Can you tell us a little bit about the types of things you guys have been piloting? The Annual Education Status Report, you know, is certainly one that I imagine people would want to hear about.

MS. RAZA JAMIL: Yes. Following on what Sumaya said,

and also the earlier panel, the most exciting part of the work has been the South Pak Exchange, the South Asia Exchange, and to look at what are seen as good practices which create impact. So learning from the Annual State of Education Report Initiative by Pratham in India, way back in 2008 and '09, we began to look at ways of mobilizing country-wide attention to the issue of learning.

We knew in Pakistan the challenge of access is there, but much more critical to that was even if children were getting to school, what it is they were learning. And, in Pakistan, the effort from 2009, this is going to be our fourth year of doing ASER, has been able to scale up the effort such that 9,000 volunteers, young people are mobilized to collect information on learning levels of children. And, of course, with that also the access gaps.

And much like what we saw in the presentation, because the tools are three, we're looking at household level tools, we're looking at testing children up to grade two level competencies in basic numeracy and maths, as well as a school audit tool in the neighborhood so when we are going to over 6,000 schools, 250,000-plus children, about 80,000 households, this is large scale, and it is district by district.

And what it does give us is exactly that kind of wealth index which identifies children from the poorest to the richest households in that geography, and this last year, we covered 136 rural districts out of 145, and

six urban districts. And to be able to gather those variations, not across households, but also within districts and across districts and across provinces, the excitement of something like that has been that, one, as a civil society, rights-based movement, it has played wonders, much, much beyond our expectations.

We thought, when the first one came out, that the government is going to hold us and challenge us and say this is all wrong. Luckily, the government was also, through some donor support, running a Nielsen survey, and when they did that, this was only 0.5 percent apart. And, from that, of course, everything became history, because every year this is done with the Nielsen survey, just on access issues, and this has become a very big buzz word.

So what do we do with that data? So when you see that, sure enough, for your primary age group, you have still 20 percent children who are not getting the right education and have access challenges, but over 50 percent children who are not at grade five who graduate will not possibly have grade two level competencies, this becomes a very big buzz issue.

~~So, I~~In terms of actions, three things: One, luckily from 2010, after the 18th Amendment with the Article 25(a) inserted for right to education for five to 16 year olds, just the same age group as we were testing, it meant that we could immediately link to the Right to Education

movement. And with the already 9,000 volunteers, lots of partner organizations, it meant that we could do big things with it.

So we've run the two million, the first one-million signature campaign, then the second million, we'll be presenting that on the 19th, for out of school children to be able to pressurize Parliamentarians earlier, and now the political parties to not only reflect in their manifestoes the commitment to education, but those five action steps that they will take. So that kind of momentum is on.

Secondly, to be able to focus on the programming side, whether it is civil society organizations or government, to see what are seen as low-hanging fruits; where will we take action first, where are those union counsels, those critical group of people. Just like Sumaya says, where is it that it's going to have the largest impact. And that has been very exciting, and we have also now just testing, as we are speaking, a program which is called Learning for Access.

So what it does is, it tries to, again, further deepen our relationship with the work in south Asia. And what we're trying to do is do a two-and-a-half-month or three-month intensive program on literacy and numeracy, but also combined with it, a lot of youth mobilization in those localities where children, through the same tools, can be identified those at school and those at risk in school of dropping out because they're not

learning well. And, with it, we'll combine some elements of leadership, citizenship, as well as teacher support so that schools can begin to provide themselves.

And government allows and communities allow more than this, this is not an issue of the government only, it's also an issue of citizens. And we're trying to be able to mobilize citizens who will be willing to be part of this and take action and create the same kind of energy that created the learning level, the ASER survey, for which everyone waits. And also the politicians with the elections coming up on the 11th of May, to see how we will be holding people to account.

Now, luckily, a program like this has, and the south's self-support is exciting because we have seven countries from east and west Africa, India and Pakistan in this, covering about 1.6 million population. We are trying to take this forward and try to see it as a movement by the citizens, for the citizens and the government to improve what is seen as clearly a quality and a government's challenge, but also try to see what more can we do with our youth to be able to come up with innovative solutions, not just in terms of mobilization and learning, but also looking, exploring technologies, cheep technologies, anything which will create high impact with lower costs.

MS. WINTHROP: Thank you, Baela, that's very inspiring to hear, ~~actually,~~ how this issue is taking such a widespread interest across the

country at multiple levels; government as well as, you're really starting a movement, I guess, in the country, which is --

MS. RAZA JAMIL: Yes, it's called the Citizens for Quality Education.

MS. WINTHROP: There you go, which seems to be key, from everything that we've talked about. Kevin, I want to turn to you next. I think it would be interesting for folks to hear a little bit about your work here at the center on finance, with finance ministers.

Particularly, I'm thinking of your work on Kenya about, you know, a nationwide sort of leverage point is one thing, it's creating sort of a grass roots movement, but another leverage point might be getting finance ministers to more equitably allocate their government budget so you can include the folks that are left out, and can look at the quality gap, as well, for the kids who are in school.

Can you share a little bit about that, as a possible solution?

MR. WATKINS: Sure. Just very briefly, maybe I'll mention the work on Kenya, because it's, ~~I think,~~ relevant more widely. What we did in Kenya, Kenya has made quite a lot of progress in education going back over the last decade. But, as it has in the rest of the world, that progress has really stalled over the last two to three years. And if you look at the distribution of education disadvantage in Kenya, I mean very crudely, most

of the out of school population is heavily concentrated in the northern and north eastern region, and to some degree in urban slum areas.

Now, when you go to the Ministry of Education, they have all sorts of strategies for tackling those inequalities, but then when you look at how money gets allocated, there's no relationship between the strategy and the money, so basically, you get the same per capita allocation if you live in a middle class district in Nairobi as you get if you live in a really poor area in the north.

But, actually, the real financing picture is worse than that, because the money follows the children, and if children drop out of school, the regions that those children live in lose the money, so it becomes sort of a cumulative problem. In other words, precisely the part of the country that needs the most financing support are getting the least financing support.

~~And I think~~, I~~i~~f you broaden that out a little bit, if you take the sort of people that you're working with, living in urban slums, many of these kids are being drawn into labor markets because the household poverty gives them no alternative. And the idea that you could lift them out of that situation by equal per capita transfers, ~~I think,~~ is pretty farfetched, actually.

And, unfortunately, I think that the education plans that we've looked at, one after another, they all have the right ambition, many of them have the right programs in many ways, but they don't have the right

financing in place. Even if you look at a country like Bangladesh, which has done very well in terms of getting children into school, there are still really big problems in the Chittagong Hill areas with ethnic minorities or with child labor in that country, and there are no specific financing provisions for tackling those disparities.

And, to my mind, though, the biggest issue this raises, it's an old question that ~~(inaudible)~~ has written a lot about, there are a lot of different ways you can think about equity. The way it gets thought about in most education plans is that equity means that every kid in the country gets allocated the same per capita financing. To my mind, that is not equity,~~-~~that is a prescription for inequality.

And the point that he makes is that, if you're a disabled kid, in order for you to secure the same opportunity as someone who is not disabled, you need countervailing support, financial support, other types of support. And I think we need to move ~~-- I mean,~~ Gordon Brown calls it progressive universalism,~~-~~that we need a universal goal, but we need to recognize that kids start in different places. Kids at the bottom need a hand up and they're not currently getting it.

MS. WINTHROP: Do you want to say just two words or two sentences on actually the Kenyan government actually taking up some different financing formulas that have an impact on this?

MR. WATKINS: ~~Yeah.~~ Well, what we --

MS. WINTHROP: Again -- sorry -- as a good example of things that, you know, it's a solution we could try to leverage more in other places.

MR. WATKINS: ~~Yeah.~~ Well, we were very lucky that we had an opportunity to work with the Ministry of Northern Kenya and the Finance Ministry at a time when they were redesigning the financing formula for how they allocate resources. And these are small changes, but I think changes that will make a difference.

~~So, P~~previously, there would be no waiting for poverty, for example, so we ran some numbers that basically looked at what you could achieve by putting into the formula a waiting for the depth poverty in every district in the country, and you could do that for other understood indicators like the number of out of school children, or the number of registered disabled children.

But I think this is, the thing about these financing formulas, they tend to be terribly boring and technical, but they're enormously important because they ultimately decide what are the resources that track children through the education system, and they determine how effectively resources are aligned against real need. So I do think this is one of the areas that, as an education community, we need to get a handle on it much

better.

MS. WINTHROP: Thanks, Kevin. Albert, from the Global Perspective, you sit at UIS, you are the lead for education data, particularly this learning matrix task force, which you're heavily involved in. What are some sort of leverage points from the Global perspective, what are some ways to tackle this?

MR. MOTIVANS: Well, it seems a little counter intuitive now to go to the global level, because we what hear is that these issues to really gain traction on reaching these marginalized populations is really about contextualized nuance approaches that take place in very localized context or areas. So when we think about the global, we think, well, but that's not where the issue is. But I would say that, I think Kevin did a nice job in showing how these two perspectives are really important to have, both the local and the system level.

Because I think we need those human faces, we need those stories behind the statistics, we can't be looking just at numbers, there's enormous human cost, here. But at the same time, we need to be able to communicate what the scope or the magnitude of this issue is, some of these issues are. But it goes further than that, as well, because, as we heard from the panel this morning, some of these populations are invisible in societies, they're kept away, they're hidden away, they're not seen, they're

not visible.

And I think we find the same issue in the statistics, that we don't always see these groups reflected in the information. And I would say probably a lot of the information that's collected even through household surveys is systematically excluding some of these disadvantaged groups, so we don't get a good picture of where they are. But just to say that I think we need that global perspective to really communicate the enormity of some of these issues and the level of exclusion from education.

I wanted to say just a few things about some of the work that we're doing, including learning matrix, but also the out of school initiative, which we work together with UNICEF. And what we're doing there is taking some of the same data that -- in fact, I think maybe some of the data that Kevin has shown is coming from this work, to kind of profile the different types of out of school children, and also try to get a better understanding of, not only patterns of school entry, progression, completion, but also getting a better sense of who is entering on time, who is progressing well, who is not, who is completing, who is not, and trying to get a better sense of some of the profiles of these different children.

And, as we saw in the case of Malawi, which is drawing on the learning outcome data, there, we can see very clear policy directions, combining, actually, this view on participation and progression with learning

outcomes, we could actually see some very clear way forward for Malawi or -- not way forward, but say policy options that they need to address at different parts of their system.

~~So~~ T~~t~~hat's one thing we've done, and we've done this work now in 26 countries, including some of the highest out of school population countries. And it's slowly coming out at a regional level in Latin America, and a Caribbean report has come out already, others are expected in the next few months for east and southern Africa and for west and central Africa, for south Asia.

And some of this work now is actually going to a second level, where, for example, we're actually working in countries to better target -- now, some of these countries, the out of school population is much smaller and it's very clear, it's more clear who they are, and it's largely children with disabilities. In this case, we're working in a few countries to better track these children. So we're going beyond just the profiling to then kind of implementing approaches to better track some of these specific populations.

And then to say a few words about the learning matrix task force. I'm sure you've heard about it a lot, especially if you come to this August institution. UIS and Brookings Institute are co-convening the Secretary for the Learning Matrix Task Force, it includes many of the people here on the podium, as well as in the audience. And it's really about an

effort to really mobilize, I guess, stakeholders, not only in education, but in development around the importance of learning.

And we heard again this morning this idea that it's a shift, that learning has to become a greater part of the conversation, and that it should be about access and learning. And I think Learning Matrix Task Force is really trying to push that, to mobilize groups around this kind of idea. And at a global level, we've, we're in the middle now, I think some of you have probably already seen the report which looks at, then, the different domains of learning.

So we've defined maybe what every child or youth should learn, and now we're in the middle of looking at measurement. And I think measurement is a much trickier issue, and we would probably have to make some decisions about what is feasible conceptually, technically to measure and to compile. Some of these areas include readiness to learn, literacy and numeracy, some things that we think we're actually quite good at measuring now, but also kind of competencies around analytic thinking, problem solving, ICT literacy, and so on, which are a little more challenging, and we're not quite sure if we're measuring it right.

And we have different experiences from different parts of the world that we're trying to bring together and trying to, again, mobilize different stakeholders around trying to better capture some of these issues.

Then at the national level, it's not only about, the learning matrix is definitely not about just coming up with system areas for global measurement, it's really about the national side, too, and what's happening at the national and the local level.

And one of the ideas is also around how can countries and communities be better supported in trying to get a better understanding of the kinds of learning outcomes, learning opportunities for children and youth in their communities or in their countries. And it's definitely not about ranking countries in league tables, it's really trying to put the focus on better understanding the distribution of skills -- and, again, as Kevin showed in Malawi, who is actually achieving minimum mastery levels, I guess that that was in reading, and who is not, but trying to really better understand who is doing well, who is not doing well in the system and what can be done to improve that rather than simply ranking countries.

MS. WINTHROP: Great, thank you, Albert. We have time for a few questions, I see a whole sea of people, we'll go in a big circle, we'll start here. And if I could urge you, or beg you, rather, because I hate cutting people off, but I will, if you could keep it very short and to the point, I would appreciate it. And introduce yourself.

MS. HENDRICKS: Thank you very much. Hello, everyone, my name is Sarah Hendricks, I'm the Global Gender Equality Adviser with

Plan International, and work on the Because I'm a Girl campaign. A fascinating discussion; I wanted us to hone in and to ask you a question about quality and gender equality.

We assume that our focus on educational quality will, in fact, be sufficient for the promotion of gender equality or for girls' lack of realization of rights, but we also know that approaches to quality may neglect the diversity or specificity of problems that, for example, adolescent girls face when being excluded from school because they may be pregnant.

My question is as follows; do you feel that the current debate in defining quality takes what is specific to gender equality and integrates this sufficiently, such as equality of outcomes as opposed to equity approaches, which I think you pointed to, Kevin, in your Kenya example? And, following from that, how do we insure that gender equality is taken seriously in our plans for education quality?

What would this involve so that gender equality is really addressed in a meaningful and substantive way in both material provisions of curriculum or teacher training, but also in terms of nonmaterial provisions, such as changing attitudes and behaviors and really tackling exclusions?

Thank you so much.

MS. WINTHROP: Great, thank you very much. Yes, please.

MR. SANKISI: Thank you very much, my name is

Mr. Sankisi, I'm the Chief Adviser in charge of Cooperation of the Prime Minister of Democratic Republic of Congo. Mine is just a figure suggestion or an answer to the question that Rebecca asked; and the question is, how do we do to close this gap? That's very important.

And the question that follow is; when are we going to close this gap? And I say now. And who is supposed to close this gap? Us. Because if we don't do it now, then it's won't be sorted out. And if you look at the figure that we go today, we have, out of 127 million, 50 million will never enroll, and 53 million will drop before primary school, which means more than 50 percent are out of school, they will never finish school.

Which means that we have 50 percent of consumer who are out of the market. Now, the question is who is losing? Is it only the government or the citizen? But I think it's also the business. And that's where the idea of saying this is not only the problem of the government, like Madam Baela said, but she said it's also the problem of the citizen. But I am adding now, that is also the problem of business. This means that business should be also involved, because if a business is not getting involved, it's losing itself the business, if it doesn't know.

So let's say that, in the government, it is business, it is citizen, let all of us find a solution on this. As far as my country is concerned, for instance, because of our experience, we are saying if you want to solve this

problem, if you want to close this gap, then let not be deal with the problems, but let's deal with the source of the problems. And, in this case, is it to prevent wars?

Because if we prevent wars, then we won't have girls who miss their schools and we won't have those children selling their breast to get the money. So that is my contribution, thank you.

MS. WINTHROP: Thank you very much. ~~Oh, my gosh, A~~all the way at the very back. ~~Yeah, R~~right there, standing up in the white shirt.

MS. MIRAGUAVO: You can see me. Hi, my name is Yolan Miraguavo, I'm at USAID. I have a question for all of you panelists. The word conflict -- except for my colleague from the DRC -- the word conflict has not come up. And if you look the issue of conflict in terms of access, we cannot look at access or no access. There's an in between that is very important, which is the disruption of access.

In those areas that are affected by conflict, or not even conflict, post conflict, 20 years after conflict, access is disrupted. So kids go in, they come out, if the militia comes in and threatens to destroy the village, the school will close, people will not go back to school for another three months, and so on. It goes on like this for years and years and years.

So I'd like to just throw a question at you in terms of the definition of access for conflict affected or post conflict affected

environments. And inequality and equity, of course, go in hand, or don't go in hand, when you look at conflict affected environments, there is a resistance to investing in these regions. ~~I mean, I~~in the Kivus, it is really hard to find donors who will stay in the Kivus. And if we deny the opportunity to these children to access schools, inequality is going to go, will just increase and increase and increase, and will have more violence and more grievances.

So I'd like to know how you, whether you've seen that in your data and whether there are ways of addressing it through your data? I think I know the answer to the question.

MS. WINTHROP: Thank you. Let's take two more, there's one here and one here. Right on the edge with the gentleman. ~~-- yeah.~~

MR. BOSPUL: Thank you. My name is Adrian Bospul, I'm a retired World Bank and 25 years ago, 24 years ago I was involved with the organization of the Jomtien Conference. That gave me a better perspective on where we are today. I think the first reaction I have is a positive one, in the sense that the issues are not new, that's deja vu all over again.

But I think the way we talked about the issues, the evidence we have, the understanding and the analysis, I think we have progressed, and I thought Kevin's presentation demonstrates that quite clearly, and the work that UNESCO has done, I think it's quite remarkable in this area. In

spite of, as we know, there are still all sort of data problems that we have. There, I think we have not made much progress, it's where Kevin left off, where you said what's your strategy?

How with we going to deal with the issue of whatever number you want, 30 percent, 40 percent, 50 percent of children that do not get a good quality basic education, who typically will be out in the rural areas, urban slums, female. That, we still are groping for a solution. Now, I disagree a bit with Kevin that more money is the solution. I would argue we really need to take a step back and ask ourselves is it the delivery model that we at World Bank, UNESCO, UNICEF, delivery model that we all bought into.

Is that the delivery model that will be able to deliver a good quality education to all children? The model we bought into is the civil service model. The civil service model; six classrooms, six teachers, 40 kids in each classroom --

MS. WINTHROP: Okay --

MR. BOSPUL: -- my impression is that that model has not been able to deliver what we are after.

MS. WINTHROP: Okay, thank you --

MR. BOSPUL: The challenge is to rethink, to rethink that model and say, well, is it possible to design a delivery model that actually

reaches the poor? Could we learn something from private companies that are selling goods and services to poor people in rural areas? Can we learn something from some of the isolated differences, because it's never been scaleable --

MS. WINTHROP: Thank you. I think it's a very good point --

MR. BOSPUL: I -- that's --

MS. WINTHROP: -- I think we got it, it's well made, I'm sorry to cut you off --

MR. BOSPUL: This is the question I wanted to ask.

MS. WINTHROP: Thank you very much, we just have one more, the gentleman in the yellow shirt, and then I'm going to ask the panelists to respond quickly, and then we're --

MS. ORLANDO: My name is Orlando, I'm a member of Youth Advocacy Group for UN Global Education First, and I'm a teacher for children with disabilities in the Philippines. I think -- this is not a question, this is more of like a reflection. But a very important sector to respond to the diversity and inequality of education is the attitude of the teachers. I work with teachers in the Philippines, and the moment we bring a child with a disability in their class, they usually say I'm not trained to accommodate a child with a disability.

So I think it's very important that we also invest on increasing

the capacities of teachers to work for children with disabilities. However, the challenge has also been if these teachers are already in the system, sometimes it's hard to shift their paradigm on attitude, so it's also important that we work on pre service, meaning to say, student teachers.

That when they're still students in a university taking education as a course, we need to change their perspective at the earliest time possible so that when they go to the field of teaching, they're more prepared, and most importantly, they're more committed to serve children with disabilities. Thank you.

MS. WINTHROP: Thank you. I want to give a chance for each of the panelists to comment briefly. There was a range of interesting questions, here, one around the linking up between quality and gender equality, a couple, again, from DRC, as well as from USAID around conflict and various other questions, a question about delivery model, a question about disabilities.

If you could just comment briefly each of you, please don't try to answer all of them. And then, unfortunately, we have run out of time and we will break for lunch, but we welcome conversations with all of the panelists amongst you over lunch.

MS. JAMIL: Just very quickly on the issue of equality and gender equality; the data that we gather is very nuanced on that, as I said

district by district area, or village by village, and what is coming out is although we see that, of course, girls are worse off, not just in terms of access, but also learning. There's about a six to seven percent difference, particularly in learning, but in urban areas, some urban areas, boys are also disadvantaged.

We see more boys out of school and boys learning less than girls, so we need to be able to look at these issues as precisely as possible, and to be able to come up with ways and means to address those innovatively as possible. But coming to this issue of good for business; I agree with you, but I think the whole point is, and as we've seen it, as civil society, as people working with the government, this is seen as a very important social investment in one's self, personally and collectively.

Unless and until you invest in societies, you will not have the kind of human resource which is good for business also. I think we need a broader view on the issue of learning than this. And coming on to this issue of conflict, may I just suggest that in districts, there are two kinds of things that we are finding, the trends. One is the conflict areas where there is terrorism and so on or high levels of political conflict, but and we are seeing increasingly more displaced populations for which there is no planning.

~~So, F~~for example, somebody from Gwadar, coming from there and moving to Sindh, and speaking only Pashto, and teachers are not

prepared, equipped, nor is there any planning of how they will transition a child whose mother tongue is Pashto, needs a scaffolding language, and a teacher doesn't know it. The conversations did not begin until we started the survey, and this year, we will be focusing particularly in these areas and picking up these issues as we see them.

So I think that's the beauty of a survey of this kind, which is being done with a kind of rights-based approach, with very much rights-based approach, but also to be able to bring a government on board to recognize that this is very solid stuff, and the government itself is using it, and how we can use the data for different type of stake holders and decision makers to be and to use the data, whether it is from a gender perspective or from a conflict perspective, or from an urban/rural perspective.

And I think we've seen quite amazing results in very short time, including the whole government of Punjab, which is about 100 million population out of 180 million, taking the data as a baseline to improve the learning levels. And we've seen some dramatic learning levels improve in a very short space of time. So it is a very nuanced, I would urge you, if you have some information, you can use that, look at it, otherwise, it is ASERPakistan.org, the data is yours, it's all available.

MS. WINTHROP: Thank you, Baela. Albert --

MS. RAZA JAMIL: It is a public service.

MR. MOTIVANS: I just want to touch upon, I think it was good that Adrian brought up the issue of Jomtien and looked backwards a little bit, because I think it's actually important that we take some lessons from the last several decades. Because I think in Jomtien, I think it was very well articulated issues around education quality, around learning at the Center, all of these issues which we're kind of reinventing or renewing now, which I think were better articulated at that time.

But I think, it's important to see why, ~~well,~~ why didn't we gain traction on that? We've been talking about equity for so long, we've been talking about learning outcomes for so long, what's the barriers and bottlenecks, why aren't we able to make better progress on this? I think part of the issue does come back to the data, and when we look at some of the data that's been presented here, largely based on household surveys, largely funded by international donors, I think that's part of the problem.

I think there's an issue about accountability and about the data and the use of the data within the ministry, within the government, that kind of tells some of these stories. And, for me, that's an important barrier and bottleneck. If we're serious about engaging on these issues now, I think a good step is that the international community is very strong and articulates this in a clear way.

But I think the real challenge is going to be at the national

level and building this into plans and getting it, not just the advocacy part, right, where we can say, ~~oh,~~ this is a problem, we can see this is a problem, but actually to the monitoring and the program part where it's much more difficult. For me, that's something we really need to keep in mind. In some ways, we're still very far away, there's still many countries that don't know if their children are learning or not.

MS. WINTHROP: Thanks, Albert. Sumaya?

MS. SALUJA: With respect to gender, ~~I think,~~ actually, my response could be a lot longer. I feel, and this is actually from the other side, basically, when we go in, when you look at education, you're not actually trying, we're not actually looking at it just in terms of schooling, so we're actually trying to see, because a lot of times, what does happen is there is an, it's been discussed all morning, either you are in school but you're not learning language, it's a huge barrier.

And it's more for us, because English is actually preferred by a lot of families to actually push children into English-medium schools, so all subjects are being taught in an alien language. It gets even harder when you don't know English or you don't speak Hindi in context of India where you speak a vernacular language. And a lot of displacements also happen, responding to your point, based on government schemes and beautification schemes that happen in cities.

And that displaces that ecosystem, so it's not always a larger conflict, but it's also sometimes that -- and it also happens when schemes and policies change, so we had children who dropped out of school because afternoon schools were shut down because the ITE forced everybody to go to the morning school. But specific to gender, I think getting the idea where you say, first the idea of getting children, getting girls into school, I think it's a longer. It's longer because there are lots of reasons why learning stops. A lot of times, you can't stop them from doing the household responsibilities that they do have, and a lot of them have a lot.

And when you do go in and you do work, you have the boys who are playing and the girls who are doing, assisting their mothers, so you have to kind of work around it, and that's what we are doing. And the idea is to slowly, I think slowly we've developed points, where, for example, first we've reached a point where patients were ready to send their children to school, and that in itself was a big thing.

Secondly, we had girls, we had one girl who dropped out of every single out of school program, and that was because the neighbor's pressure. We had an instance where a girl was being asked to drop out because both her parents had lost their jobs. So it wasn't that the idea wasn't that they were pro child marriage, but the solution for them somehow seemed to be to marry off the daughter, because they said, okay, this way,

at least we can sustain something.

So, again, I think what I was saying, the idea then also, just in terms of strategies become, for each of them, it's a different solution, it's not the same. For one, it's to connect you to a vocational training opportunity or alternative learning where it's fine if you -- and a lot of times, children come and say we need to drop out because of these reasons.

And, initially, we used to say, no, you have to stay in school, and now it's changed to, okay, if you want to drop out, but what do you want to do and how do you want to go ahead, and then try creating a course, and sometimes that means there is a self-realization for them to stay back in school. So that is an outcome, ~~but I think --~~ I don't know if that was satisfactory.

MS. WINTHROP: Thank you very much. Kevin, last word?

MR. WATKINS: Well, just two points, really, briefly.

MS. WINTHROP: Yes.

MR. WATKINS: ~~So,~~ Adrian, I agree with one part of what you said but not the other part. I didn't, by the way, say that financing was the solution to all of the problems. But I think you're right, we do need to think more innovatively about delivery if we want to achieve the gets that were set. But it is the case that financing is a problem.

And, ~~you know,~~ if I look at some of the countries that we've

worked on recently, and one of them is south Sudan, as a matter of fact. Now, this is a country where you have a government that is committed to developing a ~~strategy, that~~strategy that has put a strategy in place. You have a very strong NGO community that is able to reach communities which the government system can't currently reach. You have a partnership in the country that is trying to sort of fill some of the gaps.

The question is, if you come up with an ambitious plan in a country like that, with financing requirements, where do you go? And the answer is nowhere. And I think you've seen one country after another, in Bangladesh, there's another very good example, you have an incredibly strong NGO community, they're working with some of the hardest to reach children in flood areas, in hill tracks that is currently massively underfinanced, with the capacity to scale up, but nowhere to go in order to get the financing in partnership with government.

It's the same, I think, in eastern DRC, you have very strong NGOs working with government on delivery, but locked into very short term humanitarian financing arrangements. Now, I think, unless we close this financing gap in an innovative way, we may as well not have come up with the goals and the promise that we've produced in the first place.

So I think it's really important that there are so many governments and finance ministers here this week to push these proposals,

and it's incumbent on the donor community to respond in a creative way. And the very last point, briefly, ~~you know,~~ I think it's also really important that we remember that when we're talking about marginalization in education and inequality in education, this is not a silo.

~~I mean,~~ T~~t~~hese kids that you're describing and working with are carrying all of the disadvantages that comes with their home environment into the school. The disadvantage that they're cast, you know, their gender, in some cases, their disability in other cases, and it follows from that. We can't tackle this problem purely through education sector intervention, there's an awful lot that has to happen and adjoin that way through national poverty reduction strategies, through strategies that are changing the attitudes and targeting the marginalized in other areas.

And, like a lot of discussion that we've had this morning, I think reflects a wider ~~problem, that~~problem that we treat education and disadvantaged education as though it's about what happens in school and the classroom. And, frankly, 80 percent of it is what's happening outside the education sector. We really need to think more seriously about how we put education right at the heart of national strategies for poverty reduction.

MS. WINTHROP: Thanks, Kevin. Thanks to all the panelists, thank you for indulging us, we're a bit over time, but I believe, I'm looking at Katie or Robin or somebody, we're going upstairs for lunch; is that right? We

go upstairs. Anyway, before we do a round of applause, just to direct traffic, we do have lunch for those who would like to stay, if you would just go right up the stairs as you leave.

So thank you for staying and thank you to the panelists.

(Recess)

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