



**2008 Clinton Global Initiative Annual Meeting  
Education Working Session: Providing Real Choices: What  
Works for Adolescent Girls and Boys?: Part 2  
Clinton Global Initiative  
September 25, 2008**

---

<sup>1</sup> kaisernetwork.org makes every effort to ensure the accuracy of written transcripts, but due to the nature of transcribing recorded material and the deadlines involved, they may contain errors or incomplete content. We apologize for any inaccuracies.

[START RECORDING]

**WENDY KOPP:** Okay. Are you all wrapping up at the tables? I have here a long list of questions that you all have been feeding in and thought I would just choose a few of them and start us in and then we can—I don't know if we are going to open this up, but we'll see if can get to the point where we can do that.

So Grace, I thought I would direct this one to you. One of the questions was, How do you balance education goals for "broken children" with other emotional needs?

**GRACE AKALLO:** My answer. Well I came back; I had people who were backing me up, like I had the teachers who understood me. I had a nun who understood what I went through and she would, out of class, take me to office and just talk to me. Not saying I am at risk or I'm disadvantaged but just talk to me like a human being. And what I found out like most of the organizations that go to these places of war-affected areas, they tend to take the student away and, you know, make them look like they are different.

I mean, they're different in a way, but if you make them look like they're different, they're going to think that way and they're not going to recover as well. And they are not going to trust, because it took me a long time to trust. So, Sister would take me to office and just talk to me about how experience, not my experience.

<sup>1</sup> kaisernetwork.org makes every effort to ensure the accuracy of written transcripts, but due to the nature of transcribing recorded material and the deadlines involved, they may contain errors or incomplete content. We apologize for any inaccuracies.

And when I go to class, I study just as other students and she would tell me, you have a future and you still can do more than those who have never been abducted. And so I feel like even when we taking the student to school, the teachers should be trained how to handle these kids.

**WENDY KOPP:** And so it sounds like you would say that it's critical to be in an emotionally supportive environment, and that that's one of the strategies that school and teacher would have to pursue. And I guess the question is too, How much of a focus do you think there can be on the academic side of education in this kind of context?

**GRACE AKALLO:** I strongly believe that academics part of it should be focused on. But also what helped me through is living among the people who suffered the same thing. Because if you are taken to another group where people have never experienced that, they will not understand you. So I lived in a place that really they understood me. That's why I'm saying, if they're taking them to school, they should be in the same community that they had— people had same experience and they can talk among themselves.

**WENDY KOPP:** Great. Sompom, have you seen any efforts to unite parents, teachers, community members in a coalition to kind of encourage education for girls? Like sort of the building—organizing communities to create a better system for girls?

<sup>1</sup> kaisernetwork.org makes every effort to ensure the accuracy of written transcripts, but due to the nature of transcribing recorded material and the deadlines involved, they may contain errors or incomplete content. We apologize for any inaccuracies.

**SOMPOP JANTRAKA:** Yes. After working for many years, it took long time, you have to be very patient with that kind of thing. And the children talk for you. You know you cannot promote your success by talking, by telling people that the project is good, children are good, when the children doesn't show any talents or their potential.

So you have to prove your work by provide the best quality, you know? Empower them to get up strong and then they give them homework. Sometime they go back to the village, they complain about rights, they complain about the nonviolence, they talk really reasonably with their parents. They can become [inaudible].

This is how to get them—not get away from their problems but be part of the problems. Education take people from their problems. And they run away from their problems, they will not get back to the problems and thinking of solution. That is not right I think. So you educate them with that problem, but they have to recognize that this is my problems also.

It my community problems. Poverty, violence, drugs, genders, I have to go back to do something good for them, not I have to leave the village and go to New York City, Chicago, or Boston or New York or Japan.

So, that's why this kind of thing, we have to start with children and then get them back to the parents and then

<sup>1</sup> kaisernetwork.org makes every effort to ensure the accuracy of written transcripts, but due to the nature of transcribing recorded material and the deadlines involved, they may contain errors or incomplete content. We apologize for any inaccuracies.

involve with the committee and come to values that you see that how much they have changed. And you see if you can compare two groups, those group you decide to send them to Malaysia to Japan, you sell them and they became prostitute and came back, with smoking, with drunk, with violence, with a broken heart, with HIV, and they cannot be any models. You can competition, you can have a competition.

The children who come through the program of 10 years come back with a very gentleness, very kind, very concerned about family and things. They say, Oh this is a choice. This proved that which direction is much better than, so I have done that for 20 years, so now that's why you proved that this work.

**WENDY KOPP:** Right. And it sounds like you're saying we need to organize communities and mobilize communities but that the first step is to demonstrate success. Okay.

Deborah, can the leadership strategy of posse, transfer to programs in other cultures, such as those that we are discussing today? Or do you feel like these interventions are so particular to the local context that it's hard to think about replicating them?

**DEBORAH BIAL:** We were just talking about that a little bit at one of the tables. What are the best practices that are transferable? And one of things we were talking about was the cohort model. You know that you could put a group of students in a team and that provides all kinds of supports that are

<sup>1</sup> kaisernetwork.org makes every effort to ensure the accuracy of written transcripts, but due to the nature of transcribing recorded material and the deadlines involved, they may contain errors or incomplete content. We apologize for any inaccuracies.

just—it is not rocket science, right? You know, emotional support, academic support, someone to lean on, a shoulder to cry on and that, in addition to the mentoring pieces and the intervention pieces and the training, all of that might be something that is transferable.

You know, we are a U.S. program, and I am so not an expert on how this might transfer elsewhere. But you are and we'd be happy to share our ideas with any of you. We're hoping to double the size of our impact by 2020 in the United States. We want to by that year reach 10,000 students per year coming through our program.

We want to be in 10 cities, we want 100 university partners. And I think this might be mentioned later, but it might not, we are launching a \$50 million venture philanthropy campaign to make that happen over the next year. So, we know the impact can be greater and we know the best practices can be shared, absolutely.

**WENDY KOPP:** And maybe that is a good segue for Grace and Sompop to share, how can—if the donors in the room can make one contribution to your program, what would it be and just what would make the greatest impact?

**SOMPOP JANTRAKA:** Well, I think when we talk about education, I think we have to open mind that education is not just putting money, building, technologies and support and things, but we need creative [inaudible], we need education

<sup>1</sup> kaisernetwork.org makes every effort to ensure the accuracy of written transcripts, but due to the nature of transcribing recorded material and the deadlines involved, they may contain errors or incomplete content. We apologize for any inaccuracies.

thinkers, educators that can decide the best curriculum that can fit in different kind of children in different kind of cultures and situations. I am talking about emergency education. It doesn't have to take four years, it does not have to take one or three years, but maybe three months is an emergency education.

You can bring that kind of things with your experts, decide a small curriculum and keep those kind of education to the at-risk, the most at-risk. That we really need support from educators, organizations and institutions. And the policy also very important. That when you have the open mind of education, doesn't mean that you have to open the policy for those countries to receive support from one country that have different politic system.

Like United States boycott Myanmar. You know? They boycott Myanmar, they boycott the government of Myanmar. But when we tried to use the fund from United States to help children in Myanmar, they say no, you cannot use that money. This is by the rules, by the law of—I don't know, I don't know. But it is true that, oh my God, Are you boycott these children, you boycott this also including in that boycott?

They say, Well this is by the law. So I think we need that kind of power to push that boycott sanction or any kind of policy, have to get away from education opportunities, where it is something that we have to have freedoms to work to help

<sup>1</sup> kaisernetwork.org makes every effort to ensure the accuracy of written transcripts, but due to the nature of transcribing recorded material and the deadlines involved, they may contain errors or incomplete content. We apologize for any inaccuracies.

children. That is difficult enough. Do not push more policy on get stuck in this education policy that is what my needs right now.

**GRACE AKALLO:** Well, if you to contribute in my organization right now is to send a child to school. Because that is my dream to see that these children get education they're skilled. They, just like any other child who deserves to be educated, put them into schools. But also if you could support to like train the teachers who are going to educate them, because the teachers have to be sensitive to these kids. And my program puts them in one school, because just like she said, for emotional support and that's how I got through what I went through. So, put a child to school.

**WENDY KOPP:** Okay, great. Do we have time for one more question, or how should we—okay. So, it would be interesting to hear you all's thoughts. I mean one of the questions was, essentially this problem, winning the battle for education requires so much; getting the kids in school, keeping them there, training teachers well, so many different things.

And the question was, How do we do it all? And do we try to do it all at once? Do we start in one place? And I guess the question for you all would be, If you had to tell this room of influencers where you think they should start, what one or two of the critical, critical, most critical focus areas is, what would you say?

<sup>1</sup> kaisernetwork.org makes every effort to ensure the accuracy of written transcripts, but due to the nature of transcribing recorded material and the deadlines involved, they may contain errors or incomplete content. We apologize for any inaccuracies.

**GRACE AKALLO:** Well for Uganda, I told you the war has been there for 20 years. And to get these kids, what is critical right now, I think is still putting them to school. Because I told you that there are other organizations doing like counseling and they send them back home, which is not a home. But they need a future.

The first thing for me is to send them to school to get education. And teachers have to be trained just like the way I said, because most of these primary schools, the elementary schools, it is free but there are no teachers. Teachers go to cities where they can be paid, but down there, there's nothing.

**SOMPOP JANTRAKA:** It is time, I think, that business education have to concern about alternative education, all free education. And please believe that free education doesn't interrupt any business of education at all. Because those group are poor. Even we start the business of education but it doesn't reach them and they will not offer. They cannot pay for that.

So, I think even you run the business of education, you choose support non-profit education and free education with your powers, with your talents, with your energies. And that means that in those poor countries need your support from any institutions, any company, any rich institutions that support the education for free. Please share for education to anywhere that you think that they need it. Thank you.

<sup>1</sup> kaisernetwork.org makes every effort to ensure the accuracy of written transcripts, but due to the nature of transcribing recorded material and the deadlines involved, they may contain errors or incomplete content. We apologize for any inaccuracies.

**WENDY KOPP:** And Deborah, what would you say?

**DEBORAH BIAL:** Everyone is going like this.

**WENDY KOPP:** Well, give me one last word.

**GENE:** I know, but I am the softie.

**WENDY KOPP:** Brief.

**DEBORAH BIAL:** Okay, the biggest thing I think we can do is join forces. I think we need to be more political, I think we need to be more vocal, I think we need to write to the policy makers, we need to write to the corporate leaders and we need to speak together. Because what we're doing right now is we're speaking in all these different places individually and we can have more power if we join together. [Applause]

**MALE SPEAKER:** Thank you very much. You know, first of all I apologize that people did not have as much time at the table to talk. We added two presidential candidates in quite a lot and are still trying to stay on time. So that is an executive decision made above. And then we really wanted to make sure you did have enough time to hear our panelists. Let me just mention a couple of other things that were in the table.

There was discussion going on at the tables about how you need this cohort approach, bringing people together, similarly situated and you have the kind of individual you know as Sompop said, learning about the individual, there's circumstances. I think what really came out here, I've never

<sup>1</sup> kaisernetwork.org makes every effort to ensure the accuracy of written transcripts, but due to the nature of transcribing recorded material and the deadlines involved, they may contain errors or incomplete content. We apologize for any inaccuracies.

seen so much common awes, is that I think you really broke through on the degree that you really have to focus on the psychological issues of the child beyond the books and learning.

A lot of people wanted to know more about what can we do on the preventative side. What do you do? Are there ways to have less child soldiers? What more can be done on the preventative side? Accelerated learning, how do you get the accelerated learning to help people catch up? What are the most effective strategies there?

So, those were some of the types of things that came up at the table. But I think it was really struck by the degree that so many people at the tables were talking about the psychological impacts and understanding that in having an effective education strategy. So, we really thank you.

I am going to let you sit here for a second as we just go through and mention a few people. We want to do one, just a quick shout-out to is Daryl Ogden, who's president of Project GRAD and they have committed to implementing their program, which is very much in the spirit of Posse, another program that tries to reach people early, focuses on motivation and getting them to college.

And then Deborah, wanted to do a shout-out to you too. You're up here, but you're making a commitment, they've currently received 1,000 applications for 410 slots in six

<sup>1</sup> kaisernetwork.org makes every effort to ensure the accuracy of written transcripts, but due to the nature of transcribing recorded material and the deadlines involved, they may contain errors or incomplete content. We apologize for any inaccuracies.

cities and they are spreading to-

**DEBORAH BIAL:** It is 10,000.

**MALE SPEAKER:** Ten thousand. And you know, I am just an economic guy—we are not that good with numbers, but 10,000 for 410 slots. It is harder to do this than get into—even Teach for America, or Harvard. And that is hard. And they're spreading to six to seven cities, and you're considering Bay area, Detroit, Houston, Indianapolis, Miami, New Orleans, Philadelphia and increasing over partnerships from colleges from 32 to 50.

And now let me do a couple of more formal of our commitment announcements. And the first is, to Diane Geng who is the President and Co-Executive Director of the Rural China Education Foundation. [Applause]

And let me just say a little about them, that they are partnering with Echoing Green, the Tiger Woods foundation, and the Global Fund for Children, who we know well. And Rural China Education Foundation focuses on meeting demands of kids in rural China, capacity building, working directly with principals, a theme we continue to hear during this session, schools providing financial support for school improvements and then documenting their activities, develop a catalog of their most effective practices and this valued at \$2 million over five years. Thank you very, very much. [Applause]

And then the second is, Ramji Raghavan, who is chairman

<sup>1</sup> kaisernetwork.org makes every effort to ensure the accuracy of written transcripts, but due to the nature of transcribing recorded material and the deadlines involved, they may contain errors or incomplete content. We apologize for any inaccuracies.

of Agastya International Foundation. And they are, I will give you time as I am reading, a leader in creativity-based education for poor children and teachers focusing on increasing quality through hands-on, interactive science, and boy, when you see that done well, it is so exciting, maybe I would know something about science if I had been taught that way, 50 mobile science labs and 25 rural science centers, student-to-student programs, has kids learning from each other as well.

Impact 5 million disadvantaged children, and there are 300,000 teachers valued at \$22 million over 10 years. When we talk about quality, science and math is the issue that comes up at the adolescent level everywhere. So I am very happy to have this commitment as part of Clinton Global Initiative.

[Applause]

And finally, Drew Bilamora, we have been trying to have you up here for a while. We were trying to get you speak at dinner even. But she at Alphatoon and this afternoon, I am going, I am sorry, I am going to use to do a pitch. You really got to come to our next panel, the last panel I'll have today. It is on women's business education, it is a dynamic panel. And I'm telling you, this is an area that has been underserved and there is so much exciting things happen at that level above microfinance. So, I'm using you for an advertisement as well.

She has been ahead of the curve on this. The social and financial education, giving kids the first chance to be

<sup>1</sup> kaisernetwork.org makes every effort to ensure the accuracy of written transcripts, but due to the nature of transcribing recorded material and the deadlines involved, they may contain errors or incomplete content. We apologize for any inaccuracies.

agent of changes in their own lives by doing that kind of financial education, even at primary school, focusing on the individual acquiring skills.

Their program has been piloted and developed for 17 years in 11 countries and they are, we talked about scaling up quality, they're currently in 20 countries reaching 247,000 children, and their modest scale-up strategy is just to go 75 countries and reach a million children by 2010. Their CGI commitment expands into a 100 countries to reach four million by 2015, valued at 21 million over seven years. We wish you well.

So, the next plenary is supposed to start at 12:45, I don't know if it will make it exactly on time, but they're trying to keep the trains running. Thank you so much, we're really looking forward to our afternoon panel. And then tomorrow, we'll have our fifth—I am sorry, I am skipping.

Our next panel will be on health and education, which will be our third panel. And then our last panel this afternoon will be on the business education for women. So we hope to see you at both and thank you very much and I hope you grab some lunch, somehow. Thank you very much to our panelists.

[END RECORDING]

<sup>1</sup> kaisernetwork.org makes every effort to ensure the accuracy of written transcripts, but due to the nature of transcribing recorded material and the deadlines involved, they may contain errors or incomplete content. We apologize for any inaccuracies.