

## PANELISTS DEBATE

### **Brian A. GALLAGHER**

Let me take off on that piece with the three of you and then we are going to get to the audience quickly after that, as we were talking backstage: your questions are going to be as good or better than mine, so we will get to you.

How do you measure success in the future? What you are talking about is a learner-centred or a child-centred definition of success. An employer might define success differently, a government leader differently. Others, say from my own perspective, so many of the economic metrics that we use in the world and make decisions based upon, really do not reflect the experience so many humans have in their communities. Therefore, GDP does not matter, and employment rates do not even matter to folks, if they have got a terrible job or they hate their job, or there is a concentration of wealth and a lack of mobility. If we are going to have some combination of both human success metrics, community, economic, what questions should we be asking ourselves? Eduardo, what do you think about success in that regard?

### **Eduardo de CAMPOS QUEIROZ**

I truly believe in this mix of both hard skills and soft skills. I try to raise my children on the idea that they have to learn the science, as you were mentioning, but about questioning and pretty much also living in community. Everything we are seeing happening, this polarisation and people not listening, we were talking about this in the back, people not listening to each other. Everybody now is writing, everybody writes on social media. I was telling this story that 20 years ago I was living outside Brazil, writing to my father and my friends and the only one who wrote back was my father, my friends never wrote to me because people do not like to write. Now, everybody writes, but writes without really thinking.

### **Brian A. GALLAGHER**

In 140 characters.

### **Eduardo de CAMPOS QUEIROZ**

Exactly. The social emotional skills and even Heckman, this Nobel Prize winner from Chicago, is doing a lot of studies and showing that social emotional skills are the skills for the twenty-first century. I think it is something that we really have to look at.

### **Brian A. GALLAGHER**

You could measure that, that would be both a human metric and a business?

### **Eduardo de CAMPOS QUEIROZ**

It is harder to measure, but it is something that is going to make a huge difference. Economists, there are probably a lot of economists here, they will find a way to measure, as Heckman is already doing, the social emotional skills.

### **Brian A. GALLAGHER**

Juliette, how do you think about the measurement of success? If we talk all the time about how the different sectors need to work together, government, business, civil society, but seemingly we do not always agree on the measure of success, we go back to our institutional metrics. How should we think about it?

**Juliette TUAKLI**

Speaking from the context of living, working and being an African, I would start by measurement of the degree of good health. That would be critical for me. There has been nothing more painful than to observe children with access to education, especially as youngsters, who are unable to learn because of their sub-optimal health. That is extremely painful to observe, because it is preventable. One of the metrics would be health status, and an ability to measure the health knowledge of people of childbearing age, perhaps that might be the way to look at it. That said, there needs to be a much greater investment, on the African continent, in STEM education, because I believe we must build young persons with an intellectual curiosity of what is going on around them, be it in agriculture, technology, or affairs from across the waters. Also, they need to be able to have a sense of self-competence, to be able to address difficult problems and create solutions. That is essentially the definition of an entrepreneur and we do tend to have a very high entrepreneurial spirit on the African continent. I do think that within a cultural context, STEM education along with good health and investment in both, with a serious commitment and investment in both, I think would result in successful children using such parameters.

**Brian A. GALLAGHER**

Therefore, successful employees or workers, whatever they decide to be.

**Juliette TUAKLI**

Exactly.

**Brian A. GALLAGHER**

Chittaranjan, how would you define success?

**Chittaranjan KAUL**

For me, the definition of success does go quite a bit beyond whether employers are happy with their employees or not. I think much of the stuff that we have heard today points to a very interesting dynamic across the world. We are suddenly discovering that dialogue is impossible in our society, that polarisation is so much easier. We are suddenly discovering that it is easy for people to subject young people to mind-control games and subjugation of their ideas. To me, it seems that our societies are threatened at this time with the inability of people to see things as they are, to be able to engage with others constructively and with a view to finding a relationship. We are progressively moving away from that. If we really have to bring back coherence into our societies, if we have to bring back meaning into our lives, not just our lives, but the lives of people 40, 50, 60 years from now, I think my measure of success would be, one: are young people able to see things as they are without being swayed by every next demagogue who comes along? And two: do they have the capacity to sit and dialogue with each other? Do they have the capacity to consider alternative viewpoints? Do they have the ability to seek at least, if not find, common ground? I think that is what I would look at as measures of success for education today.