



Tenth E-9 Ministerial Review Meeting Islamabad, 27-28 November 2014

Concept Note

I. Background

The E-9 Initiative is a forum that was established in 1993 at the EFA Summit in New Delhi, India for the nine highly-populated developing countries of Bangladesh, Brazil, China, Egypt, India, Indonesia, Mexico, Nigeria and Pakistan. The rationale behind the initiative at the time was that these countries collectively represented over half of the world population and more than 70% of the non-literate youth and adults. The initiative was thus initially launched to enhance cooperation between these countries in view of strengthening their efforts “to meet the learning needs of all children, youth and adults” as agreed upon at the World Conference on Education for All (Jomtien, Thailand, 1990).

Over the years, the E-9 Initiative has evolved and become an integral part of global mechanisms for coordinating the EFA movement and facilitating South-South cooperation in education. The E-9 Initiative is facilitated and coordinated by a Secretariat housed at UNESCO headquarters in Paris, France. Biennial Ministerial Review Meetings represent opportunities for countries to jointly review progress towards reaching the EFA goals in each of the nine countries, to exchange experiences and best practice, and to discuss strategies for collaborative action and cooperation. Since 2004, the coordination has been strengthened with the establishment of the Chairmanship of the E-9 network. The E-9 countries take on this chairing role on a rotating basis. As the Chair, the country is responsible for follow-up, coordination, and for ensuring continuity between meetings. The current E-9 Chair is India and Pakistan will take up the Chairmanship of the Initiative at the 10th Ministerial Review Meeting in November 2014.

There have been nine Ministerial Review Meetings organized so far each focusing on a particular theme. These E-9 Ministerial Review Meetings have traditionally focused on a specific education theme ranging from literacy for development, early childhood care and education, teacher education, and to the use of Information and Communication Technologies in education, and most recently, inclusive and relevant quality education for all. (See appendix for list of themes of past E-9 Ministerial Review Meetings).

II. Rationale

While past Ministerial Review Meetings focused on a specific theme, this meeting takes the form of an overall review meeting of the E-9 Initiative. There are two main reasons for this:

First of all, the global discussion on the international education and development agenda to succeed the Millennium Development Goals (MDGs) and the Education for All (EFA) goals beyond 2015 are well-advanced. Most recently, the [Open Working Group for Sustainable Development Goals](#) published its proposal for development goals and targets, including a stand-alone goal for education (July, 2014). The proposal converges to a great extent with the proposal for education outlined in the Final Statement of the Global Education for All Meeting ([The Muscat Agreement](#), May, 2014), as well as with the position of the EFA Steering Committee. It would thus be extremely timely that the E-9 countries contribute their views on the proposed global post-2015 agenda in the forthcoming intergovernmental negotiation in light of their experience and emerging concerns. This would be an important contribution to the World Education Forum planned for May 2015, and ultimately, to the UN Summit to adopt the Post-2015 Development Agenda in September 2015.

Furthermore, an overall review is necessary given the significant global development changes observed over the past twenty years. Indeed, since the launch of the E-9 Initiative in 1993, changing patterns of economic growth, the digital revolution, growing mobility and migration, and changing dynamics of governance at global and national levels have impacted the global development landscape and the role of each of the E-9 countries. Robust rates of economic growth in several of the E-9 countries have put three countries in the upper middle income bracket, with China becoming the second largest economy in the world, and Mexico joining the OECD. Changing patterns of economic growth have also modified the global landscape of international cooperation. Brazil, China and India, for instance, have joined a growing list of emerging donor countries, with Indonesia moving in the same direction. BRICS (Brazil, Russia, India, China, South Africa) has also emerged as a new political and economic group proposing new forms of cooperation among themselves and with others. Diverging education and skills development needs among E-9 countries and the opportunities for new platforms of cooperation all have important implications for the future of the E-9 partnership.

III. Objectives

1. To take stock of progress towards meeting EFA goals within E-9 countries.
 - What are the main achievements in meeting the EFA goals in E-9 countries?
 - What policies and strategies have been effective in reaching the most marginalized groups?
 - What are the remaining challenges and lessons learned in ensuring access to relevant and effective basic education for all children, youth and adults?

Based on a stock-taking of progress towards meeting EFA goals and an examination of emerging challenges and priorities within E-9 countries, the meeting also aims to:

2. To appraise the relevance of the proposed post-2015 global education agenda in light of emerging challenges and priorities within E-9 countries.
 - What are the key emerging trends and priorities that are shaping the educational and skills development strategies within E-9 countries?

- To what extent are these concerns reflected in the global post-2015 education goals and targets as proposed in the Muscat Agreement and by the Open Working Group for Goal 4 of the Sustainable Development Goals?

3. To identify scenarios for the future of the E-9 initiative based on an assessment of past experience and an examination of changing national and global development landscapes

- How has the E-9 Initiative evolved since 1993 and how has it contributed to progress within E-9 countries and globally?
- How have the political and technical levels of the E-9 partnership functioned over the past 20 years?
- How effective has UNESCO's role been in supporting the Initiative?
- What may be the future scope, membership and modalities of cooperation for the E-9 Initiative in a changing global education landscape?

IV. Expected Outcomes

1. E-9 2015 EFA Review Synthesis Report finalized
2. Joint E-9 statement on post-2015 global education agenda adopted that captures the group's vision and priorities for the post-2015 education agenda
3. Working paper on the future options for the E-9 Initiative adopted

V. Working documents

EFA 2015 Review:

- E-9 National EFA Reviews
- E-9 2015 EFA Review Synthesis Report
- Succinct national reports on progress and achievements in meeting the 2012 New Delhi commitment on delivering inclusive, relevant quality education for all (Guidelines to be provided)

Post-2015 global education and development agenda:

- Open Working Group proposal for Goal 4 of the post-2015 sustainable development agenda
- Muscat Agreement on post-2015 education agenda

The future of the E-9 initiative:

- Guiding questions on the future of the E-9 Initiative
- Summary of brainstorming session (Paris, 4 Nov 2014) devoted to the future of the E-9 initiative

VI. Format of the meeting

The working meeting will be internal to the E-9 countries and shall be based on an open exchange focused essentially on collective positioning relative to the post-2015 education and development agenda, as well as on possible future scenarios for the E-9 initiative. The Ministerial Review Meeting will start on the afternoon of Thursday 27 November and will continue through Friday 28 November. It shall be preceded by a half-day Senior Officials meeting on the morning of Thursday 27 November which shall finalize preparations for the Ministerial Review Meeting.

Senior Officials meeting

[Thursday morning, 27 November 2014]

- Present global post-2015 education agenda
- Appraise the relevance of the global post-2015 education agenda from the perspective of E-9 countries
- Prepare scenarios for the future of the E-9 Initiative

Ministerial Review Meeting

1. Opening Session and 2015 EFA Review

[Thursday afternoon, 27 November 2014]

Opening session:

- Welcome and handover from previous to new Chair
- Report on progress and achievements in meeting the 2012 New Delhi commitment on delivering inclusive, relevant quality education for all

EFA 2015 review: Achievements and challenges

- Present and discuss E-9 2015 EFA Review Synthesis Report
- Refine/endorse conclusions of Joint E-9 2015 EFA Review

2. Global post-2015 Education Agenda

[Friday morning, 28 November 2014]

- Presentation of the global post-2015 agenda
- Appraise relevance and E-9 perspective including implications on future modalities of collaboration among E-9 countries
- Adoption of joint E-9 statement on global post-2015 education and development agenda

3. Scenarios for the Future of the E-9 Initiative

[Friday morning, 28 November 2014]

- Examine and agree on future scenarios for E-9 collaboration
- Adoption of working paper on scenarios for the future of the E-9 Initiative.
- Closing session

VII. Participants

Approximately 50 participants representing the E-9 countries as well as UNESCO. National delegations will consist of one Minister or Deputy Minister and senior officials from the Departments and Institutes concerned.

VIII. Languages

English and other UN languages spoken by the E-9 countries including Arabic, Chinese, Spanish (to be confirmed as soon as the participants are confirmed).

Appendix - List of E-9 Ministerial Meetings [1993-2012]

| Meeting | Theme |
|---|--|
| Ninth E-9 Ministerial Review Meeting <i>New Delhi, India, 8-10 November 2012</i> | Inclusive, Relevant Quality Education for All |
| Eighth E-9 Ministerial Review Meeting <i>Abuja, Nigeria, June 2010</i> | Literacy for development |
| Seventh E-9 Ministerial Review Meeting <i>Bali, Indonesia, March 2008</i> | Improvement of teacher education and training as a focus of educational system reform |
| Sixth E-9 Ministerial Review Meeting <i>Monterrey, Mexico, February 2006</i> | Assessment of quality in education |
| Fifth E-9 Ministerial Review Meeting <i>Cairo, Egypt, December 2003</i> | Early childhood care and education |
| Fourth E-9 Ministerial Review Meeting, <i>Beijing, China, August 2001</i> | The role and use of distance education and information technologies in basic education |
| Third E-9 Ministerial Review Meeting <i>Recife, Brazil, January 2000</i> | E-9 countries 2000 EFA assessments: New avenues for action |
| Second E-9 Ministerial Review Meeting <i>Islamabad, Pakistan, September 1997</i> | Social and political mobilization |
| First E-9 Ministerial Review Meeting <i>Bali, Indonesia, September 1995</i> | From Delhi to Bali |
| New Delhi Summit on EFA <i>New Delhi, India, December 1993</i> | The Delhi Declaration and Framework for Action |