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Organización
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para la Educación,
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منظمة الأمم المتحدة
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Ninth Meeting of the High-Level Group on Education for All

23-25 February 2010
Addis Ababa, Ethiopia

ADDIS ABABA DECLARATION

**Ninth Meeting of the High-Level Group on Education for All (EFA)
Addis Ababa, Ethiopia**

23-25 February 2010

Addis Ababa Declaration

Preamble

1. We, Ministers, leading officials of multilateral and bilateral organizations, senior representatives of civil society and private sector organizations, and parliamentarians, have gathered at the invitation of the Director-General of UNESCO, in Addis Ababa, Ethiopia, from 23 to 25 February 2010 for the Ninth Meeting of the High-Level Group on Education for All (EFA). We are deeply grateful for the warm hospitality offered by the Government of Ethiopia and the African Union.
2. The six EFA goals and Millennium Development Goals (MDGs) will only be achieved if governments accelerate their efforts to guarantee education for marginalized populations. Opportunities in 2010, notably the MDG review process, must be utilized to revitalize efforts and support for EFA. Unless the global community takes determined and targeted action to reach the marginalized, there will be at least 56 million primary school age children still not enrolled in school in 2015.
3. Acknowledging findings of the 2010 EFA Global Monitoring Report: Reaching the marginalized, and building on the previous High-Level Group recommendations, notably the Oslo Declaration (2008), we commit to the following recommendations:

Overcoming marginalization in education

4. Education is central to building equitable and peaceful societies, and is the foundation for broad-based and sustainable social and economic development. Evidence-based, inclusive education policies are indispensable for reaching the marginalized and meeting their educational needs. It is essential that national governments further develop such education policies linked to a broader development framework to reach all children, youth and adults, regardless of age, nationality, race, gender, ethnicity, disability, religion, low social status and other markers of disadvantage.
5. National governments must identify, target and respond to the needs and circumstances of the marginalized in a flexible manner. Good data on marginalized population groups in formal and non-formal education settings, as well as on those who are out of school, must be collected, analysed and used.
6. Barriers of cost, distance and discriminative attitudes continue to deter millions of poor and marginalized children from attending school. In addition, child labour, poor health, malnutrition and diseases such as HIV and AIDS, which affect hundreds of millions of poor children across the globe, have been shown to reduce enrolment, increase absenteeism, and diminish cognitive development and learning. More and more countries, with support from development partners, are implementing cost-effective, evidence-based policies and interventions to achieve education for all for these children – including school fee abolition, early childhood care and development programmes, targeted school health and feeding programmes.
7. To meet the diverse learning needs of marginalized populations, including out-of-school youth and adults, more flexible and innovative approaches to the provision of inclusive education should be explored. In this respect, non-state providers such as non-governmental organizations, communities, qualified volunteers and

the private sector have a critical role to play, and their interventions should be integrated into and aligned with national systems.

8. Marginalization within schools and classrooms can be overcome by enhancing the quality and relevance of education, ensuring enabling and inclusive learning environments, and promoting cost-effective interventions that target the educationally disadvantaged. National governments, with support from development partners, must conduct learning assessments and use the results to improve teaching and learning for all. EFA partners should document and disseminate best practices, addressing key elements of quality education such as adequately-qualified teachers, appropriate pedagogy, relevant curricula and materials, language of instruction, the promotion of tolerance and peace, and the appropriate use of technologies and open education resources.

Towards increased and effective financial and political support for education

9. Global challenges, notably the economic crisis, should not serve as a justification for decreasing resources for education. On the contrary, national governments and donors should multiply their efforts in the current global context to safeguard the hard-won gains made in education over the last decade and offset national revenue losses in the world's poorest countries. The 2010 EFA Global Monitoring Report estimates the external financing gap to meet the EFA goals in low-income countries at US\$16 billion annually.
10. Increasing political and financial support for EFA will depend, to a large extent, on linking the campaign for EFA to broader development agendas. The urgency of meeting EFA calls for a revitalized EFA High-Level Group and better EFA coordination at all levels.

Action points

Recognizing our commitment to quality education through a holistic approach, we hereby renew our pledge to make basic education of good quality available to and affordable for all children, youth and adults.

1. *We call upon **EFA partners** to build inclusive education systems and intensify efforts to support initiatives targeted at the most marginalized, including social protection measures such as cash transfers and scholarships, community involvement and multi-sectoral approaches such as school feeding and early childhood development programmes. We also request EFA partners to strengthen their commitments to addressing the needs of girls and women, building on the concrete success of the United Nations Girls' Education Initiative (UNGEI), and to increase support to national and regional education priorities and initiatives, such as the Plan of Action of the Second Decade of Education for Africa.*
2. *We recommend that **national governments** ensure that their education policies and strategic planning include all children, youth and adults, and that these policies are linked to broader development strategies. Such policies will enable marginalized populations to enter school and to complete and benefit from meaningful learning.*
3. *For the better measurement and understanding of marginalized populations, we urge:*
 - ***National governments** to invest in more robust and consistent data collection and analysis, including assessments of learning outcomes, to identify educational disadvantage and inform strategic responses.*
 - ***Development partners** to continue to support national efforts in strengthening technical capacity and in building the information infrastructure for data management.*
 - ***EFA partners** to conduct a stocktaking of available tools and frameworks, and to harmonize their efforts to measure and understand marginalized populations.*

4. *We welcome the work done by the International Task Force on Teachers for EFA. In the light of the 1.9 million new teacher posts required globally, we request that **EFA partners** sustain their efforts during this time of crisis in analysing the status of teachers, reviewing comprehensive teacher policies and developing specific interventions to ensure equitable and cost-effective teacher recruitment and deployment, decent working conditions and levels of remuneration as well as provision of well-resourced teacher training.*
5. *We call upon **national governments** to reinforce their determination to increase the current level of domestic spending to education to at least 6 per cent of GNP and/or 20 per cent of public expenditure, with greater focus on good policy, cost-effective use of resources, transparency, accountability and equitable allocations of resources according to need.*
6. *We urge **development partners** to*
 - *honour their unmet aid commitments made in Monterrey and Gleneagles and to increase their support and aid-effectiveness to counteract revenue losses;*
 - *prioritize those countries furthest from the EFA goals, notably fragile and conflict-affected countries. This will include increased support for education in emergency preparedness and responses as well as support to Small Island Developing States (SIDS) in their climate change adaptation efforts.*
7. *We urge **EFA partners** to*
 - *support the comprehensive reform of the EFA-Fast Track Initiative and ensure sufficient funding to meet financing needs;*
 - *explore innovative approaches to education financing, promote South-South and North-South-South cooperation, mobilize the engagement of new partners including the private sector, foundations, universities, research institutions, community-based organizations and qualified volunteers, and support recent initiatives on innovative financing for education.*
8. *We further request **UNESCO**, with the support of **interested EFA partners**, to continue to monitor the impact of the financial and economic crisis on education, collaborate with relevant partners in this respect and present key findings at the next HLG meeting.*
9. *We will call upon **EFA partners** to sign up for the optimal use of advocacy opportunities in 2010, including the One Goal Campaign and other events linked to the FIFA World Cup (South Africa, 11-25 June), in particular in light of the upcoming MDG Summit (United States of America, 20-22 September 2010).*
10. *We request the **UNESCO Director-General** to present the Addis Ababa Declaration to the upcoming G-8 Summit (Canada, 25-26 June 2010) and G-20 summits (Canada, 26-27 June 2010; and South Korea, 11-12 November 2010) to ensure that education is prioritized on the political agenda.*
11. *We call on **UNESCO**, under its new leadership and informed by other external reviews, to propose concrete measures at the time of the MDG Summit to enhance the effectiveness of the High-Level Group and the underpinning coordination architecture, in order to boost political leadership and mutual accountability.*

High-Level Group on EFA in 2011

12. *We welcome the invitation of the Government of Thailand to host the next meeting of the High-Level Group on EFA in 2011, during which we will review EFA progress since the World Conference of Education for All (Jomtien, 1990), and request UNESCO to report on progress on the implementation of this Declaration at that time.*