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Organisation
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Organización
de las Naciones Unidas
para la Educación,
la Ciencia y la Cultura

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منظمة الأمم المتحدة
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联合国教育、
科学及文化组织



सत्यमेव जयते

The New Delhi Commitment: Delivering Inclusive, Relevant Quality Education for All

New Delhi, India
8th – 10th November 2012

The New Delhi Commitment: Delivering Inclusive, Relevant Quality Education for All

Preamble

1. We, the Ministers of Education and heads of delegation of the E-9 countries (Bangladesh, Brazil, China, Egypt, India, Indonesia, Mexico¹, Nigeria and Pakistan) met in New Delhi, India, from 8 to 10 November 2012, to review our progress towards the Education for All (EFA) goals and to renew our cooperation in consolidating the gains and addressing remaining challenges.
2. We reaffirm the central role of education in all our development endeavours and in promoting peace and social cohesion.
3. We welcome the UN Secretary General's Education First Initiative and its focus on education quality. We commit to work with the Initiative in a concrete, coordinated and strategic way.
4. We note that significant progress has been achieved in the two decades since the E-9 initiative was launched in New Delhi in 1993; particularly in universalizing primary education and in reducing gender disparities. Nevertheless, the E-9 countries which are home to 54 % of the world's population still account for 42.3 % of out of school children, 58 % illiteracy among youth (aged 15-24) and 67 % of adult illiterates (aged 15+), two thirds of whom are women². Challenges also remain in achieving the goals of Early Childhood Care and Education, skills development and quality improvement.
5. We consider that with the changing political and economic balance in the world, the E-9 countries are in a position to play a pivotal role in global debates about the future development and education agendas. In this context, we welcome the recognition of the E-9 as a full member of the new EFA Steering Committee.
6. The Ninth E-9 Ministerial Review Meeting is a timely opportunity to develop a shared vision and joint positions so that we can present a strong voice, as the E-9 network, in the global debate on the present and future direction of EFA.

¹ Mexico was not represented at the New Delhi meeting.

² UNESCO Institute for Statistics, October 2011.

The Abuja Framework for Action and Cooperation on Literacy for Development

7. We note from the country reports that significant efforts have been made to meet the commitments made to Education for All, especially on literacy, in Abuja in 2010 and through important national initiatives in several countries. It is encouraging that the E-9 countries have collectively addressed the challenges of illiteracy, as evidenced by major conferences in Indonesia and India, and culminating in the 2012 Paris Communique on Literacy.
8. We acknowledge that progress on the action plan on Literacy for Development has been uneven and that actions must be scaled up to eradicate illiteracy in the E-9 countries, thereby making a huge impact on illiteracy globally.
9. As we expand our cooperation in the area of *Inclusive, Relevant Quality Education for All*, we also commit to further refine our strategies and develop joint action plans for literacy to continue and sustain the cooperation initiated in Abuja.

Addressing the challenge of Inclusive, Relevant Quality Education for All

10. We note that the expansion of access to basic education in our countries has not been accompanied by commensurate progress in providing quality education and effective learning opportunities which are equitable across a wide range of factors such as gender, ethnicity, disability, socioeconomic status and linguistic diversity. Special efforts need to be made for children affected by conflict and post-conflict situations.
11. Quality education and effective learning are at the heart of the EFA agenda. We resolve to ensure that all learners in our countries have the right to quality education. We therefore strive for increased allocation of financial resources to this end.
12. We recognise relevance and equity as key dimensions of quality in our future efforts. We will address them by making our education systems more flexible and responsive.
13. We adopt a systemic approach to addressing the challenges of education quality, relevance and learning effectiveness. In this context, we welcome UNESCO's efforts in developing an instrument for diagnosis and analysis of the quality of education systems.

AGENDA FOR ACTION

We therefore adopt the following action agenda:

Ensuring relevance

14. Make education more relevant to the social and cultural context and to people's lives
15. Strengthen the analytical and evidence-based knowledge required to transform our education systems to better support our national development agendas
16. Strengthen the systems of monitoring and evaluation towards ensuring relevant quality education.

Achieving equity and inclusion

17. Improve existing policies, strategies and interventions to address more effectively concerns of equity in our education systems
18. Engage with local communities to ensure that all children, youth and adults, irrespective of their gender, ethnicity, language, differential ability, economic background and location, receive quality education
19. Systematize the collection, analysis and public dissemination of data concerning equity and inclusiveness
20. Reinforce institutional capacity to assess progress and design innovative strategies to reach the unreached.

Enhancing learning outcomes

21. Adapt learning and teaching processes to the diverse needs, capabilities and contexts of learners
22. Improve teachers' capabilities by strengthening institutional capacity for pre-service training and continuous professional development
23. Improve the work conditions of teachers. The issue of attracting, retaining, supporting and developing a high quality education workforce should be central in the E-9 cooperation agenda
24. Accelerate the adoption and application of information and communication technology, including open learning strategies, to support learning and teaching

25. Strengthen assessment systems for measuring learning outcomes in a contextual and culturally sensitive manner
26. Design participatory educational management systems involving learners, teachers, families and local communities
27. Strengthen school autonomy to promote innovative practices in the teaching and learning process.

Accelerating progress towards EFA goals and looking beyond 2015

28. Recognise the urgency to scale up our actions, individually and collectively, to meet the EFA goals by 2015 and to extend our efforts beyond 2015 as needed
29. Work together to contribute to shaping the post-2015 education agenda which must respond to emerging trends and challenges in the E-9 countries.

Strengthening E-9 cooperation

30. Strengthen technical cooperation between E-9 countries through joint activities in the following areas:
 - a. curriculum reform and development of teaching and learning materials;
 - b. strategies for making schools inclusive;
 - c. professional development of teachers to impact learning for all;
 - d. use of ICTs for enhanced access and learning; and
 - e. develop institutional capacities for assessing learning outcomes
31. Strengthen networks of institutions in the E-9 countries for capacity development, research and sharing best practises through mutual exchange and cooperation
32. Strengthen alliances with civil society organisations for enhancing equity and quality of education, including through non-formal approaches
33. Enhance investment in education, with particular focus on the needs of the disadvantaged, through innovative and sustainable means of resource mobilisation.

UNESCO support

In its capacity as lead coordinating agency for EFA, UNESCO will:

34. Provide policy advice and technical expertise in support of E-9 countries' efforts to address education quality with equity, through formal and non-formal delivery systems
35. Continue to facilitate the various joint E-9 activities during the coming two years, including periodic reporting
36. Support South-South and North-South-South cooperation by collecting and disseminating good practices and innovative initiatives of E-9 countries in the area of education
37. Help create and support interactive platforms on issues of quality, inclusion and equity in education.

Reporting progress

38. During the first half of 2013, we will jointly elaborate concrete action plans for our cooperation in the areas defined in paragraph 30 above and hold a technical meeting in June 2013 to finalise these plans. We will hold a second technical meeting to assess progress and agree on remaining activities to be concluded before the Tenth E-9 Ministerial Review Meeting in 2014.
39. We will report back on achievements at the individual country level and on joint activities at the Tenth E-9 Ministerial Review Meeting in Islamabad, Pakistan in 2014.