



E-9 Ministerial Meeting on Education 2030

Inclusive and Equitable Quality Education and Lifelong Learning by 2030: Challenges and Opportunities for E-9 countries

DHAKA DECLARATION

We, the Ministers of Education and heads of delegations of the E-9 countries in attendance - the People's Republic of Bangladesh, the Federative Republic of Brazil, the People's Republic of China, the Arab Republic of Egypt, the Republic of India, the Republic of Indonesia, the Federal Republic of Nigeria and the Islamic Republic of Pakistan - extend our warm appreciation to the Islamic Republic of Pakistan as the out-going Chair and the People's Republic of Bangladesh for hosting this Ministerial Meeting on Education 2030 and assuming the role of the E-9 Chair.

Having met in Dhaka, Bangladesh, from 5 to 7 February 2017 to discuss the education challenges and opportunities for E-9 countries in the context of a fast-evolving global development landscape, to further enhance our cooperation in ensuring the unfinished Education for All agenda, and to address the national education challenges to achieve by 2030 the country-specific goals and targets set in the context of SDG4,

Reaffirming our endorsement of the vision, principles, and targets laid out under SDG4 within 'The 2030 Agenda for Sustainable Development' and the 'Education 2030 Framework for Action',

Noting that the overarching goal which seeks to 'ensure equitable and inclusive quality education and lifelong learning for all by 2030' reflects the aspiration and commitment of each of our countries for national education development by 2030,

Given the diversity that characterizes our countries in a global context of increasing inequality, tension, and division, we affirm the role of the E-9 partnership in advancing human solidarity, respect for human rights and human dignity,

Acknowledging that the E-9 countries together are home to over half of the world's population, over half of the world's out-of-school children, and two thirds of the world's non-literate youth and adults, we share, not only common challenges, but also opportunities for joint action and progress on a large scale,

Recognizing the continued relevance of the E-9 initiative and its important role in advancing the Education 2030 agenda, as stated in the 2014 Islamabad Declaration,

Hereby, in reaffirming the E-9 Initiative, we declare our commitment to:

1. Advance SDG4 and corresponding targets set within ‘The 2030 Agenda for Sustainable Development’ and the ‘Education 2030 Framework for Action’ which serve as the overall guiding framework for education development and enhancing lifelong learning opportunities in the coming few years.
2. Initiate actions to formulate country-specific targets within the broader scope of the SDG4, taking into account past gains and achievements in the education sector, emerging national development priorities, availability of resources and institutional capacities; align national education legislation, policy priorities and planning processes with SDG4 targets and commitments; and build capacity at the national and subnational levels, as appropriate, for monitoring progress towards SDG4 and other SDGs as relevant.
3. Promote greater relevance, visibility and impact of our cooperation and contribute meaningfully to the efforts aimed at advancing and monitoring progress towards the SDGs.
4. Strengthen the E-9 partnership by putting in place a robust mechanism for promoting joint programmes/projects/activities involving the following, and coordinated and led by a designated E-9 country:
 - 4.1 Cross-country study visits hosted by E-9 countries and exchange of experience of successful interventions relating to each of the SDG4 targets;
 - 4.2 Collaborative research of mutual benefit to all E-9 countries, to generate knowledge in areas of common interests and on educational challenges specific to high-population countries that help inform and support education policy formulation, implementation and monitoring & evaluation;
 - 4.3 Sharing information and knowledge among various stakeholders of E-9 countries, including through the publication of an E-9 Newsletter, seminars/conferences and other modalities for dissemination of policy analysis and research results on specific themes of common interest;
 - 4.4 Promote cross-fertilization of good practice through exchange programmes, scholarships, internships, as well as virtual ICT-enabled learning programmes;
 - 4.5 Regular meetings of experts and E-9 focal points (at least one per year), in addition to the Ministerial Meetings held once in two years, to discuss technical issues relating to a particular theme or SDG4 targets;

- 4.6 Policy dialogues involving education authorities, universities, civil society, and other stakeholders in E-9 countries and within regional platforms to evolve appropriate policy responses and programmatic interventions required to facilitate achievement of education sector development goals and targets set by E-9 countries, including through non-formal approaches;
 - 4.7 Assessment and analysis of education developments in each E-9 country and preparation of E-9 specific biennial Education Monitoring Reports facilitated by the E-9 Secretariat in collaboration with the Global Education Monitoring Report and disseminate them through publications and national conferences to facilitate the formulation of policy responses and programmatic interventions required for achieving the education development goals and targets;
 - 4.8 Joint advocacy by the E-9 countries for promoting the adoption of effective education policies/practices and for influencing global education policies, including through regional platforms, and ensuring that these policies reflect common educational concerns and priorities of the nine countries;
 - 4.9 Enhance multilateral and bilateral cooperation among E-9 countries through programmes which integrate economic development and education initiatives.
5. Put in place mechanisms to increase government funding for education, enhance its efficient use, and facilitate mobilization of domestic resources from both public and private sources. We strongly recommend reaching the internationally recognized benchmark of at least 4 to 6 percent of gross domestic product and/or at least 15 to 20 percent of total public expenditure allocated to education, in line with the 2015 Incheon Declaration. This may include identifying alternative funding sources and the possibility of tapping into existing resources that might be available within the nine countries for funding joint projects among the E-9 countries.
 6. Mobilize international and external financing from traditional and emerging public and private sources and engage more actively with global processes and mechanisms in order to ensure that education is prioritized within global financing processes including by the multilateral financial institutions.
 7. Institute measures to develop inclusive and responsive education systems to address the challenges we face from natural disasters, climate change, conflict, and other crises, based on our common experience in ensuring risk reduction in and through education.
 8. Engage with the development of global indicators through participation in the Inter-Agency and Expert Group on SDG Indicators (IAEG), and the

Technical Cooperation Group (TCG) and the Global Alliance for Monitoring Learning (GAML), and other processes on data and monitoring coordinated by the UNESCO Institute for Statistics (UIS).

Finally, as a unique partnership of peoples in the E-9 countries, we reaffirm our commitment to devote our energy, resources and creativity to fulfilling the Education 2030 targets and commitments in our respective countries and for the world.

We urge UNESCO to enhance its role in coordination, facilitation, and follow-up of the implementation of commitments with Ministries of Education of the E-9 countries.

Done in English language, on 6th of February, 2017, in Dhaka, Bangladesh.