

THE DELHI DECLARATION

AND FRAMEWORK FOR ACTION

BANGLADESH

BRAZIL

CHINA

EGYPT

INDIA

INDONESIA

MEXICO

NIGERIA

PAKISTAN

education
for all
SUMMIT

16 DECEMBER 1993

THE DELHI DECLARATION

1. We, the leaders of nine high-population developing nations of the world, hereby reaffirm our commitment to pursue with utmost zeal and determination the goals set in 1990 by the World Conference on Education for All and the World Summit on Children, to meet the basic learning needs of all our people by making primary education universal and expanding learning opportunities for children, youth and adults. We do so in full awareness that our countries contain more than half of the world's people and that the success of our efforts is crucial to the achievement of the global goal of education for all.

2. WE recognize that:

2.1 the aspirations and development goals of our countries can be fulfilled only by assuring education to all our people, a right promised both in the Universal Declaration of Human Rights and in the constitutions and law of each of our countries;

2.2 education is the pre-eminent means for promoting universal human values, the quality of human resources, and respect for cultural diversity;

2.3 the education systems in our countries have made great strides in offering education to substantial numbers, and yet have not fully succeeded in providing quality education to all of our people, indicating the need for developing creative approaches, both within and outside the formal systems;

2.4 the content and methods of education must be developed to serve the basic learning needs of individuals and societies, to empower them to address their most pressing problems—combating poverty, raising productivity, improving living conditions, and protecting the environment—and to enable them to play their rightful role in building democratic societies and enriching cultural heritage;

2.5 successful education programmes require complementary and convergent actions on adequate nutrition, effective health care and appropriate care and development of the young child, in the context of the role of the family and the community;

2.6 the education and empowerment of girls and women are important goals in themselves and are key factors in contributing to social development, well-being and education of present and future generations, and the expansion of the choices available to women for the development of their full potential;

2.7 the pressure of population growth has seriously strained the capacity of

education systems and impeded needed reforms and improvements; moreover, given the age structure of the populations in our countries, it will continue to do so throughout the coming decade; and

2.8 education is, and must be, a societal responsibility, encompassing governments, families, communities and non-governmental organizations alike; it requires the commitment and participation of all, in a grand alliance that transcends diverse opinions and political positions.

3. CONSCIOUS of the vital role that education must play in the development of our societies, we hereby pledge that, by the year 2000 or at the earliest possible moment:

3.1 we will ensure a place for every child in a school or appropriate education programme according to his or her capabilities, in order that no child be deprived of education for lack of a teacher, learning materials, or adequate space; we pledge this in fulfilment of our commitment under the Convention of the Rights of the Child, which we have ratified;

3.2 we will consolidate efforts towards the basic education of youth and adults from public and private sources, improving and expanding our literacy and adult education programmes within the context of an integrated strategy of basic education for all our people;

3.3 we will eliminate disparities of access to basic education arising from gender, age, income, family, cultural, ethnic and linguistic differences, and geographic remoteness;

3.4 we will improve the quality and relevance of basic education programmes by intensifying efforts to improve the status, training and conditions of teachers, to improve learning contents and materials and to carry out other necessary reforms of our education systems;

3.5 we will, in all of our actions, accord to human development the highest priority at national and other levels, ensuring that a growing share of national and community resources is dedicated to basic education, and improving the management of existing resources for education; and

3.6 we will rally all sectors of our society towards education for all, as we hereby endorse the Framework for Action accompanying the Declaration and undertake to review our progress at the national level and to share our experiences among ourselves and with the global community.

4. WE therefore call upon:

4.1 international collaborators to raise substantially their support for our efforts to expand our national capacities for expanding and improving basic education services;

4.2 international financial institutions, in the context of structural adjustments, to recognize education as a critical investment without imposing pre-determined ceilings on such investments, and to promote an international environment to enable countries to sustain their socio-economic development; and

4.3 the community of nations to join with us in reaffirming the commitment to the goal of education for all and in intensifying their efforts to achieve it by the year 2000 or at the earliest possible moment.

*In accord with the approval by acclamation at New Delhi on this 16th day
of
December 1993, and in witness of our pledge and commitment, we have
individually affixed our signatures to this Declaration.*

Text signed by the representatives of:

Indonesia

China

Bangladesh

Brazil

Egypt

Mexico

Nigeria

Pakistan

India

EFA Summit of Nine High-Population Developing Countries Framework for Action

This framework for EFA Action is intended to assist countries in implementing the Delhi Declaration adopted by the Education for All Summit of Nine High-Population Developing Countries. It identifies major issues confronted by populous countries, suggests priorities and strategies for national action plans on the basis of the action pledges of the Delhi Declaration, and indicates possible areas of co-operation among countries.

I. Key EFA Issues

The nine countries vary considerably in the extent to which they are able to provide education to all their people. Several of the countries are close to placing opportunities for basic education, especially primary education, within reach of the whole population; others are still far from this goal. In spite of the diversity among these countries, there emerge a few key opportunities, challenges and issues which these countries have resolved to address:

Access to basic education—primary and adult education: Two critical indicators for determining the access of children to basic education are the net (age-specific) primary enrolment ratio and the primary education completion rate. Using these measures as criteria, at least six of the nine countries are still at a considerable distance from the goal of universal primary education (UPE). For adolescents and adults, the critical indicator is the rate of illiteracy, which remains high in most countries. Hence, achieving basic education for all calls for a dual approach. On the one hand, vigorous measures must be taken to expand primary education and improve the holding power of the school in order to prevent illiteracy in the future. On the other hand, well targeted functional literacy and adult education programmes are required to serve adolescents and adults who have missed out on school. There is much to recommend ongoing initiatives of mobilization at the village level and democratization in some countries to expand such access.

Disparity of access: The greatest source of disparity is gender. This is a major problem in at least six of the nine countries where enrolment of girls lags ten to thirty percentage points behind enrolment of boys. A similar pattern of gender disparity is evident in adult literacy rates. Other factors contributing to disparity, such as geographic remoteness, cultural diversity, and special disadvantages, such as those of working children and of those with special learning needs, likewise need to be addressed. Already innovative programmes and judicious use of distance education projects in several countries have started to prove their potential in this regard.

Quality of education and learning achievement Children who complete the primary cycle do not always master essential learning and life skills. The World Conference on Education for All, it will be recalled, proposed that progress towards basic education for all be measured in terms of both access and achievement. Numerous factors influence what and how much is learned in school. Mastery of life skills (as defined for each socio-economic context), for example, is impaired when curricula are developed rigidly at the centre or when they are designed mainly to prepare children for the next level of education, to which many will not proceed, rather than to face the challenges of everyday life. Quality of education and even retention are obviously affected by the availability of essential inputs: teachers with the necessary training and skills, learning materials of interest and quality, and adequate buildings and equipment.

Resources: Various factors determine the resources available for basic education. At the central level, key factors include the share of basic education within the total education budget and the share of the latter within the total government budget. Other factors are the contributions made at regional and local levels by governments, communities, non-governmental organizations, and the beneficiaries themselves, as well as the efficient use of resources. International assistance normally provides a small, if catalytic, contribution to overall basic education budgets. Various experiences demonstrate the possibility of better use of existing resources and greater efficiency of existing programmes. All countries, however, recognize that existing resources are inadequate to provide essential inputs in the quantity and of the quality required, and that ways of mobilizing additional resources must be found.

Involving society in organization and management: All nine countries are faced with the challenge of managing large-scale EFA endeavours and involving all sectors of society. Decentralization and devolution of authority, in various forms, are the responses that have been adopted. Nonetheless, numerous operational issues remain: (a) how authority and responsibility are to be divided among the central government, states and provinces, districts and communities, (b) how to choose the optimum modalities for mobilizing resources at these different levels and from other sources, (c) how the different levels of government, the private sector, non-governmental organizations (NGOs), communities, families and learners can be forged into a grand alliance for education for all.

II. Guidelines for Action in Basic Education

On the basis of the Delhi Declaration on Education for All in the Nine High-Population Countries, and in support of the six specific pledges contained therein, the following guidelines for action are intended to assist and guide the countries in formulating specific implementation strategies:

A. Ensuring basic education for every child

Ensuring quality primary education for all children provides a solid foundation for improving the quality of a nation's human resources. With a majority of children still without benefit of a complete primary education in five of the nine countries, and problems of quality and equity evident in all countries, primary education must, therefore, remain the top priority. Efforts should be expended to ensure that children complete the additional years of basic education.

If all children are to be offered the chance for a full primary education of acceptable quality, two sets of action are necessary:

(a) First, every effort will have to be made to ensure that existing infrastructure and schools are used efficiently and effectively. Measures which have proven effective in many countries include:

- giving greater authority to communities and parents and making the school more accountable to the community for its performance;
- developing and applying clear performance criteria for head-teachers and teachers and supporting them to improve their capability and skills to exercise authority and responsibility;
- reaching agreements between the communities and school authorities concerning school requirements and educational standards;

- providing for the production and distribution of textbooks and other essential learning materials which are proven to be pedagogically effective;
- introducing small multi-grade schools in sparsely populated areas in order to reduce the distances children have to travel to reach the nearest school;
- offering initial instruction in the mother tongue where bi-lingual instruction is necessary.

(b) Secondly, it has to be recognized that, in many situations, children cannot be adequately served through more efficient and effective use of existing structures and institutions alone. In certain cases, this is because conventional schools simply cannot be expanded fast enough to accommodate all children. In other cases, those of working and street children for example, the methods, approaches and time-table of the conventional school are unsuited to the pupils concerned. There are also situations where it is difficult to assign teachers and operate conventional schools. In these circumstances, flexible non-formal programmes are required. Essential features of successful non-formal programmes include:

- use of para-teachers from the community;
- flexible annual calendars and daily hours;
- active community and parental involvement;
- a simplified curriculum focused on essential learning and life skills identified by the community;
- use of local languages in initial instruction whenever possible;
- NGO-community partnerships;
- provision for essential learning materials; and
- use of existing facilities to keep capital cost at a minimum.

Successful creative alternative programmes tend to be in small units (serving a particular group or community catchment area), low cost (offering no frills but ensuring the availability of essential learning materials), and closely related to the cultures and life styles of the communities they serve. Where such successful examples exist, they should be studied, replicated, and carefully scaled up for national impact, while maintaining quality. The need for a diversity of programmes tailored to particular situations and circumstances has to be recognized and acted upon.

The obstacles to the implementation of existing legislation for universal education have to be examined and conditions created for effective implementation. But beyond that, public opinion has to be informed and governments, non-governmental organizations, communities, families and learners mobilized to advance the cause of education for all.

B. Supporting Education Programmes for Youth and Adults

Investments in primary education and literacy are not competing alternatives; they are complementary means for constructing a literate and educated

society. In situations of scarce resources, there is, however, a need to focus such programmes carefully in order to achieve maximum impact. Countries with success in adult education and literacy programmes have drawn certain lessons from their experience:

- In general, unschooled adolescents and young adults, with long lives before them, are likely to be the most motivated candidates for literacy programmes.
- Just as in the case of primary education, the content of literacy programmes should include knowledge and skills required to cope with the everyday demands of living, including reasoning and making choices that have a bearing on learners' health and well-being.
- Young parents, especially mothers, are another important and highly motivated clientele for literacy programmes. They are usually eager to learn how to better care for their children, including how to assist them to succeed in school.

Literacy is best achieved in a society where both children and adults value and use literacy in everyday life. Therefore, basic education and literacy programmes for youth and adults - if properly designed and implemented can be an essential and effective part of a strategy for achieving universal primary education, not a threatening drain on scarce resources. Just as primary education is an investment for the future, literacy and post-literacy programmes represent an investment for the present, as well as for the future.

C. Eliminating disparities of access and equity

Gender disparity: Girls and women enjoy less than an equal opportunity to participate in basic education in most countries and in parts of all of them. Urgent action is needed to remedy this problem:

- Policies and programmes for universal primary education and adult literacy have to give special attention to removing gender disparity.
- The many successful efforts aimed at promoting gender equality need to be examined and the lessons drawn from them incorporated into national policies and programmes.
- A special effort needs to be made to enroll adolescent girls in primary education and literacy programmes.

Equity alone would require such action. But the reasons for doing so go far beyond that: educated women have expanded choices to develop their potential and participate more actively and successfully in all aspects of society, thereby improving the welfare of their families, and are more likely to send their children to school and keep them there. Instruction of women and girls is also the investment in education that normally yields the highest return. Thus, overcoming gender disparity is a development imperative.

Reaching other marginalized groups: As noted above, experience demonstrates that those groups traditionally left outside the school system - e.g. street and working children, remote or nomadic populations, linguistic, ethnic or cultural minorities, and other disadvantaged areas and groups - are unlikely to be reached by the simple expansion of the system. Such groups cannot easily adapt their lives to the schedule and requirements schools impose. The need to reach excluded groups and serve their learning needs through creative alternative approaches, some of which are cited above, need to be accorded increased priority.

Potential of communication technologies: Large populations and vast geographical expanses present special needs, opportunities and challenges for using the power of communication technology and mass media in education. Many of the nine countries have recognized the potential of the mass media and have harnessed it to distance education programmes, such as open universities and correspondence courses. Educational radio stations and television channels have been developed, some using satellite transmissions. However, the full educational potential of available technologies remains to be exploited. These range from the print and electronic media to interactive computer-based communication, audio and visual recording and an exploding agenda of still newer possibilities. The large and populous countries have both reasons and resources to play a leading role in these developments.

D. Improving the quality and relevance of education

Learning content: The curricula and content of primary schooling and other forms of basic education need to be critically reviewed to ensure that they include the knowledge and skills learners need to acquire to cope with demands of daily life.

What are these required skills and content? They would certainly include the following: reasoning, problem solving, assessing and using information, making choices and weighing ethical questions. Health, population and environmental issues provide many appropriate possibilities for the development of these skills. In addition, basic education should lead to a solid mastery of the 3Rs and knowledge of a sparingly selected package of practical information and life skills. These would provide the basis to prepare learners to pursue their education, either at the secondary level or on their own. As the World Declaration on Education for All noted, basic education should not be conceived as an end in itself, but as a foundation for life-long learning.

Cultural relevance: Basic education should be designed not only to provide essential learning content, but also to develop a critical consciousness of an individual's particular cultural and social context, but, at the same time, care should be taken to ensure that it does not lead to the alienation of learners from their roots: their families, communities and environment.

Language of instruction: Where the language of instruction is other than the mother tongue of the learner, it is likely that initial learning will be slower and achievement lower. For this reason, educators have long advocated the benefits of offering, wherever possible, initial instruction in the mother tongue, even if it may in some cases be necessary for the students to subsequently master a national language or other language of wider usage if they are to participate effectively in the broader society of which they are a part.

Teacher's performance and role: The role of the teacher is central in basic education. Nearly all issues, whether related to goals, learning achievement, organization of programmes or performance of the education system, involve an analysis of the role of teachers: their behaviour, performance, remuneration, incentives, skills and how they are used by the system. In particular, the traditional teacher recruitment and preparation model has to be re-examined in the light of the central goal of basic education, teaching essential learning and life skills. Senior teachers and head-masters should be professionally and intellectually capable of providing leadership to the community as well as support to less experienced personnel and less qualified para-teachers. Together with a concern for teachers' status and rights, there must be a balancing concern for

teachers' accountability and responsibility as a dimension of his or her key role.

Early childhood development: The World Declaration on Education for All urged countries to expand "early childhood care and development activities, including family and community interventions, especially for poor, disadvantaged and disabled children." The critical issue which arises, especially in countries where the majority of children fail to complete the primary cycle, is the relative priority to be accorded to early childhood education:

- In general, it would appear wise to avoid a rapid expansion of government investment in institutionalized pre-school programmes that normally serve only a privileged minority of students.
- Nonetheless, large numbers, perhaps a majority, of children in developing countries suffer various forms of disadvantage and would enormously benefit from better nutrition and health care and more intellectual stimulation and emotional support.
- The first years of a child's life, both inside and outside of the womb, are the most critical in the development process. Failure to respond to the nutritional or health needs of the young child may cause neurological damage that could render future efforts at education and development futile. Countries recognize this need, and successful modest low-cost programmes in these countries need to be rapidly expanded.
- The challenge is to provide affordable quality programmes of early childhood care and development, often community based or NGO-based, and linked with health care, nutrition and other community services, as part of a convergent and integrated total EFA approach to meeting the needs of the young child. Empowering parents and family members with knowledge and skills to understand and serve the development needs of children has to be a key element of this integrated approach.

The care, development and education of the young child is an essential pillar of the Jomtien initiative as well as a recognized element in the educational strategies of all nine countries.

Assessment and monitoring of learning: The World Conference on Education for All emphasized meeting learning needs, not merely enrolment or time spent in schools or other educational programmes. It, therefore, becomes essential in measuring progress toward basic education to define areas and levels of achievement and to develop simple and widely applicable methods and instruments for assessing learning in these areas, such as the periodic use of sampling instruments.

Educational management information system. This is needed for monitoring basic education: i.e. for ensuring that steady progress is being made and, where needed, remedial measures taken. Such a system needs to be simple and robust, and useful to draw out conclusions about progress and problems. A few indicators should be selected and information systematically collected on them at all levels from the community to the national. Such indicators could include the proportion of entry-age children actually attending a school or equivalent programme, and the proportion of primary age children actually completing a primary education and the rate by which drop-out is decreasing, especially of girls. The process should be public, with partners at all levels participating in the analysis and interpretation of findings, thus also keeping public interest in progress alive.

Even the most essential facts and figures on primary education are often

unreliable. Information on net (age-specific) enrolment, for example, is imprecise as is data on drop-out, repetition and completion rates. Measures of achievement are especially deficient. Literacy statistics, particularly on functional literacy, also pose serious problems.

Intermediate goals: To ensure steady progress towards the targets the countries have set themselves for the year 2000, clearly defined intermediate goals have to be established. Many countries have already established such intermediate goals in their national EFA plans and national development programmes. Such goals should be both ambitious and realistic. They need to be periodically reviewed and adjusted, as required. These intermediate goals, which derive from the objectives set by the World Conference on Education for All and the World Summit for Children and the national action plans designed to implement them, need to focus on:

- expanding early childhood care opportunities, especially for disadvantaged populations;
- improving enrolment and completion rates in primary education in order to move closer to the goal of universal enrolment and completion;
- reducing gender disparities in primary enrolment and completion rates,
- expanding non-formal programmes to serve those that cannot be reached by regular schools;
- reducing drop-out and repetition rates in primary education;
- increasing achievement levels in primary education; and
- expanding well-targeted adult education programmes in order to improve adult literacy rates.

The establishment and achievement of such mid-decade goals would present a positive account of progress towards education for all in various international fora, and would have a powerful impact upon all nations of the world.

E. According basic education the highest priority

Experience from the nine countries suggest several lessons about mobilizing and using resources effectively for basic education in the context of a country's human development priorities:

- There is a need for an overall strategy for mobilizing additional resources from both public and private sources to ensure progress toward the basic education goals of each country.
- But there is an equally urgent need to use existing resources more effectively. Wastage results from many factors: inability to provide all essential inputs in a timely manner, weak management and unbalanced allocation of resources. Activities are underway in many countries to strengthen education management systems and improve efficiency through approaches and techniques such as participatory management, application of performance criteria and rigorous accountability.
- The pattern of financing education is specific to each country. It is determined by the availability of public revenues, administrative struc-

tures and practices, historic precedents and norms and the political acceptability of introducing change. In general, however, a strong argument could be made for reallocating and restructuring national and local resources and future governmental budgets and allocating additional resources to basic education, and creating the conditions for mobilizing greater resources for basic education from diverse sources and using them more effectively. One of these conditions is greater control of the use of resources at the local level by communities.

International assistance to education has traditionally provided a relatively low percentage of total assistance. This has been true, in particular, for basic education. This is mainly because donors have traditionally shown a preference for large capital-intensive projects. Basic education, by contrast, involves relatively little investment in infrastructure, but substantial outlays for personnel services and supplies. Recently, however, donors to basic education have started to shift away from capital projects, foreign purchases and expatriate technical assistance in order to lend greater support to meet recurrent and local costs of basic education programmes or to provide policy and strategy support to strengthen the education sector as a whole, especially where the neediest countries and poorest population groups are concerned. They also perceive financial support for basic education as an genuine investment. This shift in external assistance policy and practices needs to be intensified.

F. Rallying all sectors of society

Local and community-based planning and management: Decentralization and greater involvement of communities in planning and management of social services are trends in all nine countries. Experiences from countries or areas where progress toward education for all has been most rapid suggest several useful lessons:

- Local area-based planning, management, social mobilization and monitoring mechanisms composed of the local civil administration, educational authorities, community leaders and voluntary organizations work best when established in geographical areas small enough to ensure convergence and meaningful community participation.
- Such mechanisms have been successful in managing unified basic education systems, consisting of both formal and non-formal programmes, in the locality they serve. The local body, for example, identifies all school-age children and ensures that they are enrolled and retained in primary education. Where such approaches have been introduced, they have been shown to accelerate progress towards UPE.
- All countries have experimented with or introduced various forms of decentralization or community management of schools. These experiences need to be critically examined, the experiences in different countries compared and the necessary political, legislative and administrative measures taken to increase the decision-making and management authority of communities.

Building alliances and national consensus: To realize the goal of basic education for all, it has to be perceived and presented as a national priority, not just as a task that concerns the Ministry of Education. What is required is a grand education-for-all alliance and a national consensus aimed at creating a learning society:

- This alliance must include all who have a stake in and can contribute to the achievement of basic education for all: the family, community,

voluntary organizations, professional groups, employers, the communication media, political parties, co-operatives, universities, religious organizations, the various levels of government and educators and educational authorities.

- The political and government leadership and the educational authorities have to take the lead in creating the conditions for the formation of such an alliance.

- One essential step is to encourage a nationwide discussion on education for all and to create or strengthen local structures of management of basic education in which all can participate and through which they can contribute to promoting education for all in their communities.

- Major points of national agreement need to be embodied in appropriate legislation and in administrative measures setting up participatory structures that institutionalize the contribution of all sectors.

- Continuity of effort and purpose is essential for achieving education for all. Many of the country papers note the shifts in policies, priorities and programmes that have accompanied changes of government or leadership and the loss of direction and momentum this has caused. There is an urgent need for all parties to recognize education for all as an issue of national survival and well-being that must transcend diverse opinions and political positions.

III. Co-operation among the Nine Countries and beyond

The large and populous countries face common problems of planning and managing large-scale systems of basic education in which the sharing of experience can be of advantage to all. All countries have to confront issues such as the division of responsibilities and authority among different levels of government, the mobilization of resources, identification of affordable ways of reaching disadvantaged populations and the establishment of effective monitoring systems. While it is usually not possible to transplant 'models' from one country to another, the wide range of efforts to address common or similar problems in different countries provides a basis for valuable comparative analyses that can expand options and clarify the consequences of different courses of action.

An Agreement: A Joint Initiative on Distance Education.

The nine countries have agreed to work in collaboration on a distance education initiative, both to enhance training of teachers and other personnel, and to better reach neo-literates and marginalized groups. The initiative will be tailored to the specific needs and traditions of each country, to enhance existing efforts and to make use of new technologies. In turn, relevant international agencies will be ready to support, facilitate, and coordinate such an initiative by undertaking assessment studies, by holding meetings by capacity building modalities, and by seeking financial sources of support.

A more systematic sharing of experience could thus be beneficial to all countries. Organizing ways and means for such exchanges would represent a valuable outcome of the EFA Summit:

- Existing meetings at which these countries already come together, such as UNESCO General Conferences and other ministerial conferences, could be used as opportunities for the nine high-population countries to get together to share experiences and progress since the Delhi summit.

- Another summit could be convened at the initiative of one of the countries at or before the end of the decade to review progress and set new goals.
- A specific network involving the nine countries could be established, building on and being patterned after existing regional networks already in existence, and benefiting from the initiative, coordination, and active support of UNESCO, UNICEF, UNFPA, and the international community.
- In the context of this network, meetings at ministerial or senior official levels could be organized in the intervening years as appropriate, and in accord with special themes or needs as they arise.

The progress of EFA in the nine countries is, of course, a matter of world-wide concern and interest. Success in these nine countries, all of which play a leadership role in their respective regions, will give fresh impetus to EFA efforts in all countries. Hence, it is important that the experience and lessons of these countries be made known to all nations. The mid-decade reviews of the progress on the World Summit for Children and on the Decade to Combat Illiteracy, the International Conference on Population and Development, to be held in 1994, the International Conference on Women and the World Summit on Social Development, both of which will take place in 1995, will provide excellent opportunities for the nine countries to share their experience and their progress toward their mid-decade goals with the world community.

The initiative of the nine countries and the commitment of their leaders to pursue national EFA goals and promote international co-operation in education provide favourable conditions for appropriate international support and assistance. The central purpose of international co-operation should be to promote national self-reliance by developing endogenous capacities to formulate and carry out effective EFA policies. It is of singular importance that the countries and their international partners engage in a continuing dialogue to clarify priorities, identify problems, detect emerging issues and agree on where and how to direct international assistance in order to achieve the maximum pay-off in promoting self-reliance and sustained progress. Creating the conditions for genuine and effective international co-operation is the joint responsibility of each country and its international partners.

Realizing the aspirations of the Delhi Declaration will herald a dramatic improvement in global education statistics. History will record this achievement as a significant chapter in human progress and international cooperation. The nine countries and the international community together must make sure that this happens.

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