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Progress report by the Director-General on the application
of the Global Action Plan to achieve the EFA goals by 2015

SEVENTH E-9 MINISTERIAL REVIEW MEETING 10-12 MARCH 2008 BALI, INDONESIA

BALI DECLARATION OF THE E-9 COUNTRIES

PREAMBLE

1. We, the Ministers of Education, senior officials and representatives of the E-9 countries (Bangladesh, Brazil, China, Egypt, India, Indonesia, Mexico, Nigeria and Pakistan) met in Bali, Indonesia, from 10 to 12 March 2008 to strengthen our cooperation and accelerate our progress in education for all (EFA). We express our sincere and heartfelt gratitude to our Indonesian hosts for their warm hospitality and excellent logistical arrangements, as well as to UNESCO for facilitating the meeting. Special thanks are due to the host for its longstanding support to the E-9 initiative since the First Ministerial Review Meeting in Bali in September 1995. We especially appreciated the commitment of His Excellency the Vice-President of Indonesia, H. E. Jusuf Kalla, to the cause of EFA and his expression of strong support for South-South cooperation in education. Following upon the 2006 Monterrey declaration in Mexico, the Bali meeting was particularly significant as it focused on improvement of teacher education and training as a focus of educational system reform.
2. We recognize that E-9 countries represent 60% of the world's population and therefore welcome the progress towards the achievement of EFA in the E-9 countries since Dakar, most notably the significant improvement in gender parity in primary schooling, the advances towards universal primary education and increased efforts to enhance quality education. At the same time, we acknowledge the vast EFA challenges which remain within our borders, in particular noting that two thirds of the world's illiterate adults live in the E-9 countries.
3. We recognize the EFA goals will not be achieved globally if they are not achieved in the E-9 countries, noting that some countries may face greater challenges than others in meeting the EFA goals by the 2015 target date.

TEACHER EDUCATION AND TRAINING AS A FOCUS OF EDUCATIONAL SYSTEM REFORM

4. We recognize that no education system can rise above the quality of its teachers, as they are key factors in improving the quality of education as well as expanded access and equity.

5. We therefore strongly reaffirm the central role of a sufficient, motivated and professionally competent teaching force in the achievement of the EFA goals.

6. We note the continued relevance and importance of the joint UNESCO/ILO 1966 Recommendations concerning the Status of Teachers and the UNESCO 1997 Recommendation Concerning the Status of Higher Education Teaching Personnel.

Attraction, preparation and deployment of teachers

7. Noting that UNESCO estimates that by 2015, 18 million new primary school teachers will be needed globally – 40% of them in the E-9 countries, and that population growth and increasing enrolment rates often place severe strains on the capacity of education systems, we commit ourselves to:

- ensure sufficient teacher recruitment, including innovative practices, through databased planning of supply and demand, as well as through proactive cost-effective strategies to attract more female teachers and to ensure that the profession is attractive to the candidates with the most appropriate profile;
- ensure adequate administration for sound deployment, reduced absenteeism and attrition rates, and provision of professional and administrative support, notably in remote or disadvantaged regions; and
- develop strategies for diverse and innovative routes to teacher certification and ongoing professional development.

Employment conditions, retention, professional training and career prospects of teachers

8. Taking into account that, in the rapidly globalizing societies of the E-9, decline of status, poor working conditions, low salaries, lack of career progression and inadequate professional training have led many teachers to leave the profession, and that attrition, particularly in the first few years of teaching, is often high, we commit ourselves to:

- raise the quality of the working conditions, particularly for female teachers, through improved infrastructures, teaching and learning materials and equipment, and professional support;
- retain teachers in the system through transparent and accessible career development and promotion pathways, and by making available regular professional development through accredited in-service training, supervision and mentoring;
- re-examine levels of teacher remuneration and adjust them as necessary in the light of local economic conditions and prevailing labour market costs for comparable professionals; and
- encourage countries to develop a comprehensive policy framework and national strategy addressing professional standards for teaching.

The use of Information and Communication Technologies (ICT) and Open and Distance Learning (ODL) for teacher training

9. Cognizant that recent years have seen an increased application of ODL approaches for teacher training, with a range of new technologies or ICTs being deployed, with many positive results thus far, we commit ourselves to:

- further develop the use of ICTs and ODL as an important tool for teacher training and professional development, and as a means of extending the reach, flexibility and diversity of training for teachers, for both pre-service and in-service purposes.

SOUTH-SOUTH COOPERATION

10. Recognizing that many E-9 countries have made advances in key areas and in the exchange of best practices and lessons learned, but acknowledging the need to enhance further the E-9 mechanism as a lever for stronger and more successful and visible South-South cooperation, we agree to:

- work towards developing innovative and effective solutions in each of our countries, on a basis of mutual respect and shared responsibility;
- an increased role of some E-9 countries in supplying technical support and financial resources to initiatives and institutions around the world for the promotion of EFA and to welcome these as models of future engagement at the global level;
- reaffirm the role and value of the E-9 as a platform for the exchange of knowledge, best practices, lessons learned and expertise in education, recognizing the rich and diverse experiences which we have to share and the comparable challenges which we face; and
- recognize active collaboration and support to each other as increasingly urgent, and express our common determination to work individually and together towards the success of the E-9 network and ultimately the achievement of the EFA goals.

COMMITMENTS

11. As we look ahead, we recognize the size, complexity and diversity of the challenges that face us in achieving the six EFA goals by 2015. In order to strengthen our action as E-9 members, jointly and separately, we express our overall commitment to:

- support and work with the E-9 Secretariat, now in the Republic of Indonesia, alongside the E-9 Secretariat of UNESCO located in the Education Sector;
- revitalize the position and role of national focal points for the E-9 in playing a lead role in information sharing among partners within the country and with the E-9 Secretariat;
- strengthen the existing group of ambassadors/permanent representatives of E-9 countries to UNESCO, under the leadership of the Chair, to meet periodically in order to strengthen support to the E-9 initiative, including by UNESCO, and report back to us;
- urge the directors of national, cluster and regional UNESCO offices, in concerned E-9 countries, as appropriate, to support the E-9 initiative and its activities;
- organize a senior officials meeting inter-sessionally under the chair of the Republic of Indonesia, in close cooperation with the Federal Republic of Nigeria, to prepare for the next E-9 Ministerial Meeting and to support the implementation of the Bali Declaration; and

- raise the profile of E-9 activities to both internal and external audiences with a communication strategy, and promote E-9 collaboration as a model to other countries and regions including through development of an updated website with a quarterly updated newsletter under the overall leadership of the Chair.

THE WAY FORWARD

12. In order to develop an action-oriented agenda for the E-9 network over the coming two years, we agree to:

- consolidate the mechanism of South-South cooperation to achieve the EFA goals;
- strengthen Education Management Information Systems (EMIS) and ensure the inclusion of comprehensive data on teachers;
- develop evidence-based teacher-related policies, including teacher education and training, as an integral part of systemic education reform;
- develop teacher professional standards for quality assurance;
- promote, with support from UNESCO, partnerships in each country, (jointly where appropriate,) among government, non-governmental and academic organizations and institutions, in particular in the research, development and dissemination of innovative approaches to teacher development to meet the emerging education challenges of the 21st century;
- develop regional and subregional projects and collaborative research and studies, with particular regard to ICTs and ODL, and with technical support from the E-9 Secretariat and from UNESCO;
- urge E-9 countries and development partners to contribute to the UNESCO South-South Cooperation Fund on Education; and
- expand and improve cooperation between E-9 countries and other countries of the South, with cooperation from our partners from the North, through UNESCO, as well as other multilateral partners.

NEXT MEETING

13. We welcome and accept the offer of the Federal Republic of Nigeria to host our next Ministerial Review Meeting in 2010 and express our gratitude for their generous offer.