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

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10-12 March 2008

Bali, Indonesia

Bali Declaration

## **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, on 10–12 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 recognise that 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 to improving the quality of education as well as to expanding access and equity.

5. We therefore strongly re-affirm 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 Recommendation 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 – forty per cent 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 approaches , through data based planning of supply and demand, as well as through pro-active 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;
- 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 E9, the 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;
- Encourage the development of 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 important tools for teacher training and professional development, and as means for extending the reach, flexibility and diversity of training for teachers, for both pre-service and in-service purposes.

### **SOUTH-SOUTH COOPERATION**

10. Recognising 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, more successful and more 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 welcome these as models of future engagement at the global level;

- Re-affirm the role and value of the E-9 Initiative as a platform for the exchange of knowledge, best practices, lessons learned and expertise in education, recognising the rich and diverse experiences which we have to share and the comparable challenges which we face;
- Recognise 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 recognise 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;
- Revitalise the position and function of national focal points for 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 the 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 (current host), in close cooperation with the next host, to prepare for the next E-9 Ministerial Meeting and to support the implementation of the Bali Declaration;
- 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 the 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), in particular to 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, 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 21<sup>st</sup> century;
- Develop regional and sub-regional projects and collaborative research and studies, with particular regard to ICTs and ODL, and with technical support from E-9 Secretariat and from UNESCO;
- Urge E-9 countries and development partners to contribute to the UNESCO South-South Cooperation Fund on Education;
- 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 multi-lateral 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.