



United Nations  
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Cultural Organization

# Sixth E-9 Ministerial Review Meeting Monterrey, Mexico 13-15 February 2006

## Report

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# Report of the Sixth E-9 Ministerial Review Meeting

Monterrey, Mexico  
13-15 February 2006

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The draft of this Report was shared with all participants of the E-9 Ministerial Review Meeting

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## Foreword

I am delighted to present this report of the Sixth E-9 Ministerial Review meeting which Mexico hosted in Monterrey. Six years after Dakar this meeting had special significance in the joint pursuit of the EFA goals, and this for two major reasons. First, this meeting built on the decision that the E-9 took in Cairo two years earlier to revitalize the partnership on the basis of common interests and concerns. Second, it was an opportunity to channel the energies of E-9 into new ways of supporting EFA worldwide.

During the meeting I observed first-hand the developing synergy of the group. Whether in discussion of the principal theme of the meeting – the assessment of quality in education – or in the sharing of information and experience, or again in debates over the way forward, there was a clear sense of determination and commitment to move the EFA agenda forward. The most exciting aspect of this was the decision to take forward ideas of how the E-9 grouping can share its experience and expertise with other developing countries. This proposal, in the spirit of South-South cooperation, poses the challenge to UNESCO of how best to facilitate such partnerships – and it is a challenge I am fully committed to address.

As the meeting noted more than once, progress in EFA in the E-9 countries is the largest contribution to progress worldwide, and there can be no slackening of pace if we are to meet our 2015 deadline. Thus it was heartening to witness the desire of E-9 countries to network among themselves, welcoming each other's input and ideas, and willing to share successful experiences and good practices. Learning from each other in this way will lead to innovation and, I hope, to new ways to tackle long-standing obstacles to EFA.

I would like to thank our Mexican hosts for their warm welcome and excellent logistical support – it was once again a pleasure to enjoy Latin hospitality. As the Monterrey Communiqué shows, the stage is now set for the E-9 initiative to achieve greater results and to demonstrate the value it adds to the EFA movement. This renewed expression of international solidarity, which UNESCO shares, is good news for millions of children and adults still waiting for the chance of quality opportunities to learn.

Koïchiro Matsuura  
Director-General, UNESCO

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## Preface

The Ministers of Education of the nine high-population countries – the E-9 group – held their sixth Ministerial Review Meeting on 13-15 February in Monterrey, Mexico. They made a strong commitment to accelerate progress towards Education for All (EFA) by intensifying South-South cooperation, both within the E-9 and with other developing countries. They identified possibilities for mutual learning in the critically important area of the assessment of the quality of education, while exploring the scope for further collaboration in other areas, including the mobilization of resources for EFA. I wish to express my deep gratitude to the Government of Mexico, the State of Nuevo Leon, and the City of Monterrey for so generously hosting this successful meeting.

The E-9 Initiative was created in 1993 following the World Conference on EFA in Jomtien, Thailand in 1990. It comprises Bangladesh, Brazil, China, Egypt, India, Indonesia, Mexico, Nigeria and Pakistan. Home to over 50 per cent of the world's population, the E-9 countries have now agreed to act as a force for leadership and innovation in EFA.

After a preparatory meeting of experts, President Vicente Fox Quesada inaugurated the meeting, emphasizing the crucial importance of investing in quality education as the only way to break the cycle of ignorance, poverty and injustice. E-9 Ministers of Education then exchanged experiences regarding the assessment of the quality of education and reviewed progress towards EFA on the basis of the Global Monitoring Report. Their discussions led to the consensus that the EFA/E-9 partnership has a critical role to play in the Global Action Plan to Achieve the EFA Goals, which UNESCO is developing in collaboration with other key EFA partners. Indeed, E-9 countries' own achievements will largely determine global progress towards EFA, while their rich experience and expertise are of vital importance for the success of other developing countries.

I wholeheartedly accept the leading role that the Ministers asked UNESCO to play in further developing the E-9 process. May the Monterrey Declaration of E-9 Countries and the other documents in this Report serve as sources of reference for EFA partners in the years to come.

Koïchiro Matsuura

# Monterrey Declaration of the E-9 Countries

## Introduction

1. We, the Ministers of Education of the E-9 countries, Bangladesh, Brazil, China, Egypt, India, Indonesia, Mexico, Nigeria and Pakistan, met in Monterrey, Mexico, on 14-15 February 2006 to accelerate our progress and strengthen our cooperation in Education for All (EFA). We express our sincere and heartfelt thanks to our Mexican hosts for their warm hospitality and excellent logistical arrangements, as well as to UNESCO for facilitating the meeting. We especially appreciated the expression of commitment to Education for All by His Excellency President Vicente Fox Quesada, who underscored the importance of quality education and the role of assessment in improving learning outcomes of all children. We recognize the presence of Ms Chen Zhili, State Councillor of the People's Republic of China, as a sign of high-level commitment to EFA.
2. The meeting was especially significant as it built on our shared commitment at the last meeting in Cairo to revitalize the E-9 Initiative as a key element of South-South cooperation and to move from intent to action.

## Progress and challenges in EFA

3. We note that E-9 countries are home to more than half the world's population and that progress in E-9 countries is key to achieving the EFA goals.
4. We welcome the advances made in all E-9 countries, but acknowledge wide disparities in achievement, with some countries on track to meet the 2015 goals, while others are unlikely to meet some of them. This diversity is captured by the 2006 *EFA Global Monitoring Report* which shows that primary school net enrolment ratios in E-9 countries range from under 60 per cent to over 90 per cent, and adult literacy rates from just over 40 per cent to over 90 per cent. In particular countries, we are glad to note increases in literacy rates, a narrowing of gender disparities and an expansion of secondary education.
5. The enormity of the EFA challenge in the E-9 countries is illustrated by the following:
  - Nearly 70 per cent of the world's 771 million non-literate adults;
  - 45 per cent of the world's out-of-school children;
  - Some of the highest and most persistent gender and urban/rural disparities in schooling and adult literacy; and
  - In two-thirds of the E-9 countries, the Gross Enrolment Ratio in pre-primary education is still below 40 per cent.
6. We are concerned that not all our countries have met the 2005 gender parity target and we commit ourselves to redouble our efforts to achieve progress such as exemplified by some of the E-9 countries.
7. We are equally concerned to raise the quality of our basic education – the persistence of low primary completion rates, high teacher-pupil ratios and inadequate quality of schooling in some countries are indicators of the enormity and urgency of this issue.

## Literacy

8. We recognize the crucial nature of adult literacy in pursuing socio-economic and cultural development and the links between literate adults and enhanced primary school enrolment.
9. We acknowledge the need, on our part, for greater commitment and funding for adult literacy in the E-9 countries. We commit ourselves to stronger support for adult literacy, especially the needs of women, minorities and indigenous peoples, rural people, nomads and others.

## **Global Action Plan to Achieve the EFA Goals**

10. We welcome the development of the Global Action Plan to Achieve the EFA goals as a way of increasing the coordination and coherence of international support to action at country level.
11. We urge UNESCO to seek early endorsement of the Plan from the Heads of the five EFA convening agencies to ensure broad ownership of and support for the Plan within the United Nations system.
12. We encourage UNESCO to further develop ideas in the Plan, particularly linking success in education to productive work and ongoing learning.
13. We expect UNESCO to play an active part in the implementation of the Plan.

## **National policies for the assessment of the quality of education**

14. Taking into account the critical role that assessment plays in monitoring and improving quality, we are pleased to note that it was selected as a major topic for debate, knowledge sharing and consideration for further cooperation among our countries. We see good assessment as a means to formulate our policy and practice in ways that will enable us to better meet our obligations to provide a quality basic education for all – to provide our citizens with the opportunity to learn so that they can be successful in their lives and contribute positively to the lives of their families, communities and nations.
15. Based on the national reports and the Report of the Expert Meeting on National Policies for the Assessment of the Quality of Education (13 February 2006), we commit ourselves to cooperating on assessment in meaningful ways for the following reasons:
  - There is an urgent need for us to work together to understand how, why and the extent to which our education systems meet the purposes for which they are designed;
  - In this area, every one of our countries has something to offer to our cooperation and each can gain from the experience of the others; and
  - Cooperation and sharing of experience are highly likely to result in improving the quality of education in our countries and beyond.
16. Assessment is a powerful instrument that should be used with due care. We emphasize and respect the essential nature of its technical independence and integrity. We are committed to developing it into a tool that will provide good information for sound political discussions, policy formulation and decision-making by:
  - Engaging in assessment carefully so that the results are valid and reliable, producing accurate information to inform both technical and political decisions;
  - Building a culture of assessment – where it is viewed as a positive and constructive tool to support, among others, teaching practice and good learning environments; and
  - Galvanizing public interest in education – to build trust and accountability – while developing an informed citizenship that claims ownership of the outcomes of education.
17. Cognizant of the range and complexity of issues that are embedded in assessment, we will build our partnership in the framework of South-South cooperation. We recognize that we have the basis to build a “catalogue of resources” (institutions and expertise, for example), and that our cooperation can strengthen this by:
  - Developing a mechanism, with UNESCO’s leadership, to carry forward this important work;



- Using this mechanism to strengthen our national capacities, particularly through institutional linkages, in all aspects of assessment;
- Sharing good practices and lessons learnt; and
- Engaging in joint activities such as shared capacity development.

## **South-South cooperation**

18. We re-affirm the crucial importance of South-South cooperation in pursuit of EFA and emphasize the need to move from intention to action in making the EFA/E-9 partnership a force for leadership and innovation in EFA.
19. We affirm that the E-9 is uniquely placed to pursue greater cooperation and exchange among the E-9 countries in pursuing the six EFA goals, taking into account the wide diversity of needs across the nine countries and bearing in mind the comparative advantage of each country. This cooperation should promote the sharing of good practices for accelerating EFA progress.
20. We note that areas of cooperation include planning and programme design, institutional development, capacity-building, financing education, the teaching-learning process, assessment and evaluation systems, management and educational administration.
21. We accept the challenge of deepening our commitment to share our experience and expertise with other countries less well placed in progress towards the EFA goals.
22. We recognize the importance and potential of triangular modalities of cooperation to match funding from donor countries with the particular expertise of E-9 countries for the benefit of low-income countries, particularly in capacity-building for innovative approaches. We commit to work for a triangular arrangement involving the Fast Track Initiative (FTI) partners and the International Finance Facility (IFF), based on the recommendations of the 2005 EFA High-Level Group.
23. UNESCO has a key role to play as a facilitator and catalyst of effective support to E-9 initiatives and broader South-South cooperation including at least the following ways:
  - Fostering reciprocal connections among E-9 countries, and between E-9 countries and other developing countries;
  - Mapping and organizing a data bank on the successful experiences and good practices provided by our countries;
  - Establishing a website for wider diffusion of such experiences; and
  - Networking with United Nations agencies, as well as mobilizing financing institutions and international agencies for the generation of additional resources.

## **Resource mobilization**

24. We recognize the pressing need to review, and to endeavour to increase, our national budget allocations to education in order to move progressively towards the internationally accepted norm of 6 per cent of GDP, with basic education receiving more funds.
25. We continue to support the early abolition of all user fees and charges for public primary education, where these still exist, and request the full support of donors, where necessary, to address the consequences of such a decision.
26. We welcome the further development of mechanisms, such as debt cancellation, debt restructuring and debt swaps as ways of funding EFA; moreover, we will actively explore the potential of public-private partnerships in support of EFA goals.
27. We welcome the increased pledges of aid made during 2005 and the new commitments to substantially increase aid to basic education. We will monitor and vigorously pursue the implementation of these pledges.

## **Strengthening institutional mechanisms**

28. We will maintain a rotating secretariat hosted in turn by each E-9 country, as well as an E-9 focal point.
29. We propose that UNESCO establish a unit within the Secretariat to play a coordinating role in all matters of South-South cooperation, liaising with the rotating E-9 secretariat.
30. We urge UNESCO to strengthen the Secretariat's involvement in the E-9 Initiative as a key means of fulfilling its mandate to work for the fulfilment of the Dakar goals and the Millennium Development Goals (MDGs).
31. We ask our Ambassadors/Permanent Representatives to UNESCO to meet periodically in order to strengthen support to E-9 by UNESCO, in cooperation with regional groups, and report to us.
32. We also ask UNESCO to hold meetings, as necessary, of E-9 officials during 2006-2007 to review and support the implementation of this Declaration, prior to our next Ministerial Review Meeting in 2008.

## **Next meeting**

33. We welcome and accept the offer of Indonesia to host our next Ministerial Review Meeting in March 2008 and express our thanks for such a generous and hospitable gesture. Based on the analysis of the global EFA review (2007-2008), the meeting will address strategies to achieve EFA by 2015.

15 February 2006

# 1. Introduction

The Sixth E-9 Ministerial Review Meeting was held in Monterrey, Mexico, from 13 to 15 February 2006. The meeting gathered over 100 participants, including the Ministers of Education of the nine high-population countries and their delegations, as well as the Director-General of UNESCO and representatives from the World Bank and other multilateral organizations.

The meeting of the ministers was preceded by an Expert Meeting during which countries exchanged their experiences in the area of the assessment of the quality of education and discussed new UNESCO initiatives within the field of international assessment. The experts also explored modalities for intensified cooperation between E-9 countries and for support to least developed countries (LDCs) on the basis on ideas put forward by the Brazilian Delegation.

On the morning of the following day Mr Natividad González Parás, Governor of the State of Nuevo León, welcomed participants to the opening ceremony of the Ministerial Review Meeting, which was held at the Government Palace. The ceremony began with an address by President Vicente Fox Quesada of Mexico, followed by speeches by Chinese State Councillor, Mrs Chen Zhili, the Director-General of UNESCO, Mr Koïchiro Matsuura, and the Minister of Education of Mexico, Mr Reyes Tamez Guerra. Summaries of the four speeches can be found below.

The Ministerial Review Meeting consisted of three working sessions on the following themes.

- Policies and Systems for the Assessment of the Quality of Education. This debate was informed by the Expert Meeting's Report on the same issue.
- Review of EFA Progress in the E-9 Countries. This agenda item was introduced by Mr Nicholas Burnett, Director of the EFA Monitoring Team, who presented a brochure on EFA imperatives in E-9 countries.
- Strengthening South-South cooperation through the E-9 Initiative. This debate was introduced by Mr Eduardo Vélez, Education Sector Manager for Latin America and the Caribbean, the World Bank, and informed by the Expert Meeting's Report on South-South cooperation.

A final session was devoted to the approval of the Declaration of the E-9 Countries, which was formulated during the Meeting by a drafting committee consisting of representatives of all countries and chaired by Nigeria. This Declaration – included above – was adopted unanimously by participants.

An exhibition of innovative Mexican educational programmes was staged alongside the meeting and highly appreciated by participants.

The organization of this Report follows the Agenda of the Ministerial Review Meeting, which is appended. Summaries of the statements made at the opening ceremony constitute the rest of this section. Then follow four sections dealing with the main sessions of the Meeting and outlining the principle themes of discussion. Section 5 includes the three principle background documents to the Ministerial Review Meeting: the Synthesis Report on Policies and Systems for the Assessment of the Quality of Education, based on E-9 Country Reports, and the reports on the Expert Meeting discussions on assessment and on South-South cooperation. The speeches of the President of Mexico and the Director-General of UNESCO, as well as the list of participants, are to be found in the Appendices.

## **Education for All, the aspiration of all democratic people**

Vicente Fox Quesada, President of Mexico

After welcoming participants and thanking the State of Nuevo León and the city of Monterrey for hosting the Meeting, Mr Fox Quesada took as his point of departure the Universal Declaration of Human Rights: "All human beings are born free and equal in dignity and rights". In order to exercise their civil, political, economic, social and cultural rights people need a vibrant and strong democracy. Democracy means equity: to vote, to be elected, to have access to food, to health – and to a quality education. The President insisted that education was the only way to break the cycle of ignorance,

poverty and injustice. Recalling the late Mexican educator, poet and former Director-General of UNESCO, Jaime Torres Bodet, Mr Fox Quesada emphasized how serving the truth was a universal responsibility, and he expressed the hope that the gathering of the nine high-population countries would lead to a fruitful exchange of experiences and effective joint action.

Within the context of widespread democratic reform, Mexico is today investing heavily in the expansion and quality of education. Special programmes have been implemented to reach the poorest groups and 7.3 per cent of the country's GDP is now allocated to education. Examples of innovation include the Quality Schools programme, which certifies the quality of schools, libraries and classrooms, and the Enciclomedia initiative, a pedagogical tool based on modern technology and designed to serve remote groups. Mexico's strong interest in quality assessment is underscored by the creation in 2002 of the National Institute for Educational Evaluation.

Mr Fox Quesada concluded by highlighting the special responsibility of the E-9 group of countries. He called for strengthened cooperation not only to achieve EFA by 2015, but to move beyond this goal to guarantee quality education at the middle and higher levels.

### **China's focus in EFA: to eradicate disparities**

Mrs Chen Zhili, State Councillor of China

Mrs Chen Zhili pointed out that since the launch of the E-9 Initiative twelve years ago, the nine countries involved have made tremendous efforts towards the goal of providing Education for All. She drew attention in particular to the relentless efforts made by the Chinese government in fulfilling its commitments to EFA and notably in implementing the common consensus of the 2001 Beijing Declaration.

Since the Fourth E-9 Ministerial Review Meeting in Beijing, 2001, the proportion of children completing the nine years compulsory schooling in China has risen from 86 per cent to 95 per cent; the net enrolment rate at primary school has remained at 99 per cent; the gender gap has dropped from 0.07 to 0.04 per cent; the gross enrolment rate at junior high school has risen from 89 to 95 per cent; and the illiteracy rate among young and middle-aged adults has fallen by one percentage point to 4 per cent.

Mrs Chen Zhili stated that the Chinese government attaches great importance to guaranteeing educational opportunities for disadvantaged children and youngsters, and provides special support to students from poor families, children of migrant workers, girls, and disabled young learners. She explained that the government is especially committed to improving education for rural people and aims over the next two years to build an effective financial support system that will make compulsory education in rural areas free of tuition fees and all other costs. Yet, disparities between urban and rural areas and among different regions and schools continue to pose challenges, and the Chinese government will maintain education as a top priority until they are overcome.

Mrs Chen Zhili called on the E-9 countries to work closely together to achieve Education for All. She noted that the foundation of four branches of the Confucius Institute in Mexico – the first of their kind in Latin America – provide an excellent example of E-9 cooperation. This initiative is expected to strengthen Sino-Mexican ties, promoting the learning of the Chinese language in Mexico (and eventually vice versa), and fuelling cultural, educational and economic cooperation.

### **The E-9: a key strategy for achieving EFA**

Koïchiro Matsuura, Director-General of UNESCO

After welcoming the ministers and their delegations, Mr Matsuura warmly thanked the host country for organizing the meeting and expressed his appreciation for the presence of President Fox Quesada of Mexico and State Councilor Chen Zhili of China. He went on to remind participants how the E-9 Initiative had been revitalized two years ago at the Fifth Ministerial Review Meeting in Cairo

through the implementation of a rotating secretariat, the appointment of focal points in each country, the strengthening of coordination at UNESCO Headquarters and the introduction of intermediate Expert Meetings, the first of which was hosted by Egypt in June 2005. Mr. Matsuura noted the collective enthusiasm and heightened *esprit de corps* within the E-9 group, which, as he emphasized, would be central in accelerating progress towards EFA.

The EFA challenge in the E-9 area is substantial and complex. Although E-9 countries face a number of common challenges such as decentralization, quality assurance and marginalized groups, there are also significant differences between them. Some are closer to achieving EFA than others, while a number of countries have experienced rapid economic growth, giving them a heightened presence on the world stage and potentially enhancing the visibility of, and support for, the E-9 Initiative.

Mr Matsuura then looked ahead to the agenda of the meeting. The quality of education – and hence the need for the continuous evaluation of education systems – is the subject of the first session and an issue of crucial importance for all E-9 countries, especially given the persistence of a high drop-out rate and low level of academic achievement. The second session will address progress towards EFA more broadly, drawing on the 2005 and 2006 *EFA Global Monitoring Reports* on Quality and Literacy. The variety of experiences among E-9 countries in education, and their different rates of progress towards the EFA goals should be seen as strong grounds for building on each other's work and sharing good practices. South-South cooperation, and in particular triangular forms of cooperation within the context of resource mobilization, is the subject for the last substantive session. Mr Matsuura wholeheartedly shared the vision of E-9 countries assisting less developed countries.

In closing, Mr Matsuura welcomed the new aid pledges made in 2005 and the promise of better alignment between donor actions and national education plans. However he observed with concern that conflict and HIV/AIDS continued to frustrate progress towards EFA and deeply lamented the fact that the majority of countries had missed the 2005 gender parity goal. Greater collaboration in the pursuit of EFA is the way forward.

### **Educational evaluation: the key to quality learning**

Mr Reyes Tamez Guerra, Minister of Education, Mexico

Minister Tamez Guerra affirmed that educators in Mexico today were happy and proud to be hosting the E-9 Ministerial Review Meeting on education. He thanked all keynote speakers and looked forward to a dialogue with his eight colleagues. He also expressed his gratitude to the international experts for their preparatory work on the issue of the assessment of the quality of education.

Mr Tamez Guerra followed the Director-General of UNESCO in highlighting on the one hand the common ideals and intentions of E-9 countries in support of education, and on the other the multiplicity of their cultures and languages, and the diversity of their economic and political systems. As he underlined, there is no single educational model. However, Mr Guerra added that a common challenge and a diversity of approaches were the best conditions for mutual learning.

The Minister gave special attention to the issue of quality assessment. Access to education only brings benefits when it is accompanied by learning achievement and in particular the realization of universal literacy. He emphasized the importance of external evaluation as a powerful means for focusing on concrete results, including, at the very least, the achievement of the necessary minimum of knowledge, skills and attitudes. An integrated national system for quality evaluation should be the objective of Mexican educators.

Mr Tamez Guerra finally drew attention to the foundation of the four Confucius Institutes in Mexico as a powerful example of E-9 cooperation.

## 2. Policies and Systems for the Assessment of the Quality of Education

The discussion began with a presentation by Nigeria, who had been elected to act as rapporteur of the preceding Expert Meeting.<sup>1</sup> The axiom for that Meeting was the “quality imperative”: for education systems to achieve multiple objectives and meet the needs of a variety of learners and other stakeholders, it is crucial that the quality of education is continuously evaluated and improved.

A number of key issues were identified during the Expert Meeting. The monitoring of the performance of individual students, of schools and of entire education systems each requires its own instruments that need to be clearly distinguished. These instruments must respect diversity – for example in terms of student populations, modes of education provision and learning outcomes – while at the same time enable central government to set and assure quality standards. Furthermore, the experts saw the development of a “culture of assessment” as a critical condition for the full dissemination, use and ownership of the outcomes of educational evaluation.

The experts agreed that these instruments pose serious operational challenges. They require significant investment in capacity-building and concerted efforts to ensure their acceptance by the education community and civil society. The same is true for international assessments. However, the latter must also be adapted to meet the specific needs of E-9 and other developing countries. In this light the experts discussed two new assessment initiatives – one for primary school children and one for adults. Finally, the experts agreed that there is a strong case for South-South cooperation, among E-9 countries and beyond, with a view to encouraging mutual learning, support in the development of capacity and possibly the undertaking of joint assessment activities.

Nigeria’s presentation was followed by a *tour de table* in which the report on the Expert Meeting was endorsed. However, ministers also made important additional points, including the following:

**Indonesia:** The issue of accountability was high on Indonesia’s agenda. Against a backdrop of growing access to schooling and increased attention to literacy, life skills and lifelong learning, it is important to ensure that quality standards are met, and that the education system has a good public image and is held broadly accountable. Education policy is based on a ‘Whole School’ approach, with increased autonomy at school level balanced by accreditation at the national level.

**India:** India underscored the growing importance of quality for E-9 countries. India’s Sarva Shiksha Abhiyan programme aims at realizing universal retention by 2010 for children aged 6-14. This represents a major challenge in terms of maintaining quality standards. This reform project, which cuts across a very large and diverse education system, therefore requires a strong system for the evaluation of educational quality. India expressed the hope that cooperation with other E-9 countries would be helpful in this regard.

**Egypt:** Egypt’s quest for quality is influenced by the introduction of new governance principles. Decentralization and empowerment are to pave the way for higher quality at school level, while national standards – adopted in consultation with stakeholders – have been put in place to ensure the universal delivery of quality education. A general authority for quality assurance and accreditation has been established to this end.

**China:** China’s principal target is the universal achievement of nine years of compulsory education. In order to ensure that this does not jeopardize the quality of education, China has chosen to strengthen school examinations and also considered participation in an international assessment. With just ten more years to the EFA target date of 2015, China argues that now is the moment to redefine development strategies in basic education. It sees the E-9 group as a key mechanism for taking EFA to a new level.

**Brazil:** Brazil’s stated objective is to have “schools completely dedicated to quality” within five to ten years. This requires the empowerment of all actors and a national debate on the quality of education. Assessments will be instrumental in this regard. Their main function is to exercise a

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<sup>1</sup> The full report on the experts’ discussion on quality assessment is included in Section 5 below.

concrete, beneficial impact on the quality of education. Remaining challenges are to ensure that assessments do justice to the diversity within the education system and to make better use of their outcomes. Brazil strongly supports international cooperation in quality evaluation.

**Bangladesh:** Bangladesh's priorities are: (i) the assessment of the acquisition of basic skills such as reading and mathematics; (ii) the assessment of non-academic learning outcomes such as moral values, creativity and skills such as problem-solving and communication; and (iii) the monitoring of students' progression through the entire education system. Bangladesh has chosen to first develop its national assessments before participating in international assessments.

**Pakistan:** In Pakistan there is unprecedented support for education as the key to human development and sustainable growth. Yet the quality of education still poses challenges, particularly with regard to enhancing the training of teachers and improving school buildings. Pakistan sees the use of performance indicators and minimum standards as the way forward, and appreciates Brazil's proposals on cooperation. International standards are seen as the next step.

**Nigeria:** One of Nigeria's main concerns is diversity. Education is provided by actors at different levels, including private organizations and individuals, while learners include urban, rural and nomadic children. In order to ensure equity over such a diverse system, all stakeholders are required to participate in the evaluation of education, based on the 'Whole School' philosophy. Nigeria called for a pragmatic and transparent approach to E-9 cooperation.

**Mexico:** Mexico underscored that the development of a national assessment system is a long-term process, in which the creation of capacity at various levels is crucial. It has learned a great deal – for example about the importance of openness – from participation in international assessments since the latter bring experts into contact with international trends. Mexico's aim is to develop a comprehensive architecture that encompasses all instruments for assessment. Mexico called for the exchange of experiences in order to confront the challenges this poses in large and diverse countries such as the E-9.

UNESCO's Assistant Director-General for Education, Mr Peter Smith, emphasized in conclusion that what counts at the end of the day is learner success. It is successful learning alone that has an impact on human development and leads to productive economic roles, and this must therefore be the core object of evaluation.

### 3. Review of EFA progress in the E-9 countries

The Director-General opened this session by emphasizing UNESCO's understanding of the six EFA goals as an integrated policy agenda. He drew particular attention to the links between the quality of education and literacy, the themes of the 2005 and 2006 editions of the *EFA Global Monitoring Report*. UNESCO's role in EFA is multiple and includes coordination, monitoring, facilitating South-South cooperation and playing a catalytic role in resource mobilization. While UNESCO itself cannot and should not act as a donor, the Director-General strongly supports the Paris Declaration on Aid Effectiveness. Greater transparency and better coordination can enhance debt cancellation and debt swaps.

UNESCO's Assistant Director-General for Education, Mr Peter Smith, then presented the draft Global Action Plan to Achieve the Education for All Goals. This plan specifies how UNESCO will "coordinate for success in EFA" over the next ten years, but it also addresses the contributions of other EFA partners. The present draft will be submitted to the Executive Board in March 2006, while efforts are being made to secure endorsement by the other international agencies involved in EFA in July 2006. UNESCO's key role within the Global Action Plan is to give high quality support to governments in their work to achieve EFA. The critical feed-back of countries on the plan is therefore much appreciated and will be integrated into the next draft version.

Core elements of the Global Action Plan are: the centrality of national education plans; strategic focus on disadvantaged groups and the whole EFA agenda; enhanced coordination of international support to EFA at the country level; a clearer understanding of UNESCO's role as lead coordinator of EFA; and the strategic directions of the five EFA convening agencies up to 2015.

Mr Nicholas Burnett, Director of the *EFA Global Monitoring Report* Team, then presented a report card on progress towards EFA in E-9 countries. With the exception of Brazil, India and Mexico, progress in expanding early childhood care and education has been limited. Despite the persistence of fees and other costs, rapid advances have been made towards UPE, especially in low enrolment countries, and there has also been a marked expansion of secondary education, which poses important financial dilemmas. Quality deficits still persist, such as low completion rates, large classes, unqualified teachers and an annual learning time often well below the benchmark of 850 hours. Illiteracy remains an enduring problem, with just 1 per cent of educational spending allocated to literacy programmes. The *EFA Global Monitoring Report* advises a three-pronged strategy:

- Quality schooling for all children;
- The scaling up of youth and adult literacy programmes; and
- The development of a literate environment.

Finally, while the volume of aid to basic education may rise this year from US\$2.1 to 2.3 billion per annum, it will remain far from the estimated US\$7 billion needed to achieve UPE, gender parity and a 50 per cent improvement in adult literacy rates.

These three introductory presentations sparked a lively debate on the following four themes:

#### 1. Progress in EFA and data issues

Countries generally confirmed the trends signalled by the *EFA Global Monitoring Report*, although they noted that in several places data were outdated or incorrect. This may in part be explained by the three-year time lag in education data, which the UNESCO Institute for Statistics (UIS) is working to reduce by encouraging countries to submit data in a more timely fashion. Discrepancies between national and international data can also be caused by the fact that UIS receives population data from the United Nations Population Division, which in turn obtains data from statistical agencies within countries rather than from the education ministries. Any questions regarding population data should be raised with the United Nations Population Division. The Director of the *EFA Global Monitoring Report* also informed participants of its work with OECD/DAC to improve the monitoring of aid delivered through direct budget support, which is at present insufficiently taken into account in estimates of aid to basic education.



## **2. Financial issues**

Several countries drew attention to the funding gap and the continued failure of donor countries to deliver on their commitments. The E-9 was seen as a mechanism for bridging this gap and, through orchestrated advocacy, for raising aid to basic education. Debt cancellation and debt swaps were mentioned as important sources for investment in education but were discussed more thoroughly in Session 4. Ministers also discussed financial innovations, such as direct funding for schools, which would reduce government overheads, and schemes for subsidizing poor families for enrolling their children.

## **3. Policy issues**

Literacy and teacher training were the two most prominent policy issues during the debate. Brazil reported that the main challenge was sustaining literacy through the development of a literate environment, and introduced a new programme that has been launched to make books available to “new readers”. Indonesia is undertaking the implementation of UNESCO’s Literacy Initiative for Empowerment (LIFE) framework. Expanding and improving teacher training also appears high on the agenda of several E-9 countries. The Assistant Director-General noted that UNESCO’s initiative on teacher training in sub-Saharan Africa may eventually be expanded beyond that region.

## **4. The Global Action Plan and broader cooperation**

E-9 countries welcomed the Global Action Plan as urgent and ambitious, emphasizing the need for UNESCO to exercise leadership in the coordination of EFA. They underscored the need for UNESCO to gain endorsement of the Plan by the World Bank, UNICEF and other major players in EFA, and to provide a clearer definition of roles and responsibilities. E-9 countries also suggested that triangular cooperation (involving E-9 countries, LDCs and donors) and a rights-based approach to education should be integrated more firmly in the next draft version of the Global Action Plan. A good example of South-South cooperation is provided by the G8/BMENA<sup>2</sup> meeting of education ministers, which will take place in Sharm El-Sheikh, Egypt on 23-24 May 2006, and to which the Director-General and UNESCO have been invited.

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<sup>2</sup> BMENA: Broader Middle East and North Africa

## 4. Strengthening South-South Cooperation through the E-9 Initiative

This session consisted of two parts. During the first, ministers and heads of delegation looked at South-South cooperation through the lens of resource mobilization; during the second, they discussed modalities for South-South cooperation and the role of UNESCO.

Mr Eduardo Vélez, representing Mr Jean-Louis Sarbib, Senior Vice President of the Human Development Network of the World Bank, gave an introduction to the discussion on resource mobilization. He recalled the Monterrey consensus that was reached four years ago, referring to it as a “new development compact that defined a balance of responsibilities between poor countries and their wealthy donors”. Aid to education, for instance, should not be directed through separate aid flows towards isolated projects, but rather through a country-led approach where several donors pool their funds, provide long-term commitments, harmonize accountability mechanisms and move towards direct budget support. This seems the best strategy for ensuring that recipient countries can eventually fund their development agendas from domestic resources.

The Fast Track Initiative works along these lines. As of January 2006, it will provide financial or technical support to some 45 countries. Yet there is still an estimated funding gap of US\$549 million for 2006 to be bridged before the needs of just 20 of the endorsed countries can be met. Another promising mechanism for resource mobilization is debt swaps, whereby partial debt cancellation is exchanged for investment in education. Debt swaps can enhance country ownership and the sustainability of development processes.

Mr Vélez illustrated the importance of continuity by pointing to cash transfer schemes and quality enhancement programmes in Mexico and policies to promote equity in Brazil. It has proven crucial to maintain such reforms over an extended period of time. In terms of economic growth and greater equity, both countries are now reaping the benefits from efforts made over the past ten to twenty years and the same goes for E-9 countries more generally. This experience provides a solid basis for E-9 countries positioning themselves as “friends of FTI”, who can supplement donors’ financial support to low-income countries with their technical and experiential know-how, and improve aid effectiveness.

The debate that followed focused predominantly on debt swaps. On the one hand countries noted that debt swaps are not sufficient for poor countries whose own domestic resources are very limited. For them, debt cancellation and ODA remain the most important sources of financial support. It was strongly underlined that the international community still fails to deliver in this regard. On the other hand, debt swaps were seen as a promising financial modality for strengthening the education budgets of more developed countries.

Several discussants referred to debt swaps between Spain and Argentina in 2005 when the debtor transferred US\$100 million to a special education account in lieu of debt payments. E-9 countries expressed an interest in this principle, which can even be applied in a triangular setting since some E-9 countries function as creditors to low-income countries. Ministers encouraged UNESCO to play an advocacy role in the development – by the donor community – of a set of guidelines for debt swaps.

Nigeria then informed Ministers of the Expert Meeting discussion on South-South cooperation.<sup>3</sup> It was recalled that both the fifth E-9 Ministerial Review Meeting in Cairo (2003) and the fifth EFA High-Level Group Meeting in Beijing (2005) placed cooperation between E-9 countries and other developing countries high on the agenda.

The potential for cooperation among E-9 countries rests to a large extent on the wide diversity of their needs, combined with the unique comparative advantage of each of the countries. The Expert Meeting report contains a list of examples of areas where each of the E-9 countries could share their expertise.

The rationale for cooperation between E-9 and other developing countries – especially FTI-countries – is that they all have similar socio-cultural contexts and educational challenges, and thus

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<sup>3</sup> The full report on this part of the Expert Meeting on “South-South Cooperation” is included in Section 5.

are open to unconventional solutions and innovative approaches. A key mechanism is triangular cooperation, whereby donor countries provide financial and technical support, while the developing countries document and share good practices.

The Expert report argued that UNESCO has a key role to play as facilitator and catalyst in South-South cooperation, in particular by:

- Fostering reciprocal relations between developing countries;
- Networking with other United Nations-agencies;
- Building a data bank of good practices and case studies;
- Commencing a dialogue among Ambassadors and Permanent Representatives of E-9 countries to UNESCO; and
- Strengthening the Secretariat's involvement and capacity regarding E-9 matters.

The common objective is to make the EFA/E-9 partnership a force for leadership and innovation in EFA.

E-9 ministers and heads of delegation welcomed and endorsed the Expert report, moving on to discuss how mutual learning among E-9 countries could be extended and how UNESCO could facilitate such expansion, notably through its Field Offices and Institutes. Participants supported the suggestion for a database or catalogue of good practices, noting that it should be web-based, easily accessible and regularly updated. The validation of good practices was also a point of discussion.

Special attention was given to the concept of E-9 countries as "friends of FTI". It was emphasized that E-9 countries do share contexts and challenges that are similar to those of less developed countries, but have nevertheless reached higher development levels. This positions them particularly well to provide assistance.

The need to involve Ambassadors and Permanent Delegations was underscored and in parallel a proposal was made to hold a technical meeting among E-9 countries to take concrete steps towards implementing mechanisms for South-South cooperation. Ministers emphasized that such activities should be placed at the centre of the Global Action Plan. As a Chinese proverb says: "with joint action the mountain can be moved".

## **5. Background documents for the Ministerial Review Meeting.**

### **I. Synthesis Report on Policies and Systems for the Assessment of the Quality of Education**

#### **Introduction**

The E-9 Initiative was launched in 1993 in New Delhi on the occasion of the EFA Summit of the Nine High-Population Countries. The E-9 countries face similar challenges of delivering education and ensuring quality in very large countries. They also represent a huge share of the world's population and possess an immense human resources base, with their progress in education development holding the statistical key to the international community's success in reaching the goals of Education for All. The E-9 Initiative was founded with the aim of stimulating progress towards EFA through the exchange of good practices and the promotion of South-South cooperation. The Initiative is centred on biennial Ministerial Meetings that address issues crucial to success in EFA. The themes of past meetings have included: the use of ICTs in education (Beijing, China, 2001) and early childhood care and education (Cairo, Egypt, 2003). This year's meeting – the Sixth E-9 Ministerial Review Meeting, Monterrey, Mexico, 13-15 February 2006 – will address policies and systems for the assessment of the quality of education.

As E-9 countries approach or achieve the goals of universal primary education and gender parity, the quality of education has become an increasing priority. Although quality is by no means a new issue, the shift in emphasis from ensuring the enrolment of children in schools to ensuring the quality of a child's educational experience is undeniable. There is the strong awareness that education systems will fail in their contribution to a country's development if children spend time in school without acquiring the knowledge, skills and attitudes that they need in life.

Policies and systems for continuous evaluation and assessment are fundamental to the systematic and sustainable development of education. E-9 countries have implemented and are implementing a variety of instruments to assess the extent to which their education systems meet their objectives. One such instrument – the assessment of learning achievement – is the subject of the Reports that the E-9 countries have prepared for the Sixth E-9 Ministerial Review Meeting in Monterrey.

This Synthesis Report gives a brief account of the E-9 countries' experiences in assessing the quality of education. Section 1 addresses the core concepts of the review: quality education, national assessment and international assessment. Section 2 provides an overview of the education objectives of the E-9 countries, followed in Section 3 by a summary of their current policies and systems for the assessment of the quality of education. Section 4 focuses on international assessments, while Section 5 looks at how countries have disseminated and used the outcomes of assessments.

The main conclusion is drawn in Section 6: *there is a strong case for South-South cooperation, among E-9 countries and beyond, in the further development of their policies and systems for assessment, and in the evaluation of education more broadly.*

## 1. Assessing the quality of education

What is quality education? Although there is no officially endorsed definition, there is a broadly shared understanding of the concept.<sup>4</sup> This consensus is well captured by the Communiqué of UNESCO's Ministerial Round Table on Quality Education (2003),<sup>5</sup> which, among other things, develops the idea of a contrast between an education system that respects and encourages diversity of belief, spirituality, culture and language, and one that provides students with the knowledge and skills needed to survive in a rapidly globalizing economy. The Communiqué states that, 'the challenge is to develop educational systems that balance local, national and global aspirations in the context of our common humanity'. Thus, education systems – and hence the systems for their evaluation – should respect diversity among and within countries, while at the same time recognize that there are commonalities that justify national and even international investigations into the quality of education.

Assessing the quality of education is vital to the understanding – and ultimately the reduction – of worldwide inequality of access to good education. There are many challenges to assessing quality. In some ways, these challenges provide an opportunity for re-thinking what we really should be measuring, how to balance qualitative and quantitative measures, and how to translate certain qualitative measures into quantitative ones so that they can be analysed and compared across countries and cultures.

In particular, reflection is needed on the development and use of the *assessment of learning achievement*, an evaluation instrument of increasing importance. Assessments are essentially standardized tests that measure the learning achievement of (a sample of) pupils. They thus provide information, not on individual students, but on the whole or part of an education system (e.g. a certain grade or age-group). National assessments are increasingly seen as indispensable instruments to complement education statistics. The latter may provide information about the flow of students through the education system but do not specify actual learning achievements. In addition to identifying high and low levels of learning, national assessments also enable researchers to study the causes of, and conditions for, educational success and failure.

International assessments fulfil functions that are similar to those of national assessments but, in addition, they enable countries to learn from one another. International assessments, too, have demonstrated a capacity to investigate the determinants of learning achievement. Before examining E-9 countries' experience with these instruments, this Report will first take a brief look at the objectives of their education systems.

## 2. The objectives of education systems in E-9 countries

E-9 countries provided rich and detailed overviews of their stated education objectives. These objectives tend to have two important elements in common.

1. Nation building and strengthening national identities. All countries stressed education's important role in building a strong sense of national identity and enhancing national commitment to further development. Notions such as patriotism, progress and prosperity set the tone.
2. Personal development – or the 'harmonious development of the faculties of the human being', as one Report puts it. All countries emphasized the importance of educating children to become self-aware members of society. Spiritual, moral, social and humane values are often mentioned, as are tolerance and solidarity.

Thus, the objectives of education in E-9 countries clearly go beyond the mere acquisition of knowledge and skills. Moral, political, social and spiritual values also have a

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<sup>4</sup> UNESCO (2004) *EFA Global Monitoring Report: Education for All: The Quality Imperative*. Paris, pp. 29-30.

<sup>5</sup> The Round Table on Quality Education took place on 3-4 October 2003 in Paris, during the 32<sup>nd</sup> Session of the UNESCO General Conference. [www.unesco.org](http://www.unesco.org).

central place. Many of these objectives are difficult to assess and the measurement of learning achievement inevitably focuses on the more objective elements of learning. Regular examinations, for example, usually measure subjects taught in the curriculum. National and in particular international assessments tend to address an even narrower range of subjects, and their limited scope should be kept in mind when examining assessment practices.

### 3. Educational evaluation and national assessments in E-9 countries

National assessments are increasingly important pillars of educational evaluation systems.<sup>6</sup> Most E-9 countries report that they have implemented national assessments or are in the process of doing so. The determinant factor here invariably relates to concerns about the quality of education. For while existing instruments – such as statistics on the flow of students through the education system – can signal certain flaws, they cannot provide deeper insights into the problems that faced by students.

Some Country Reports have also addressed developments regarding examinations, which, like assessments, are based on the direct evaluation of competencies. The crucial difference is that examinations primarily assess eligibility for a diploma or for access to the next phase of learning, while national assessments are designed to provide information on the performance of (a part of) the education system. Their main function is to generate policy-relevant information that can be used to improve education.<sup>7</sup>

Capacity-building is another common challenge. Most E-9 countries have created specialized institutes and are enhancing capacity at the lower levels of their large education systems. However, it takes several years to learn how to conduct effective national assessments.

The following tabulation serves to give a brief account of E-9 countries' experience and to highlight their specific strengths with a view to sharing learning experiences.

**Brazil:** The Brazilian Country Report provides powerful evidence of the need for national assessments, but also points to the initial resistance they can provoke as well as the importance of building technical capacity. In the 1980s there was general awareness that, while enrolment rates were increasing, schools were not delivering the quality outcomes they should. In addition, incidental studies indicated that the flow of pupils through the system was not smooth. The consequent need to assess the effectiveness of the education system, detect failures and identify the conditions needed for higher quality learning outcomes led to the creation of the National Institute of Educational Studies and Research (INEP), which is now Brazil's key knowledge centre for assessments.

**Mexico:** Mexico's Report suggests a similar experience. National assessment surveys – developed from the large and centrally administered admission examinations in force since 1972 – began as early as 1976, but, as in Brazil, an assessment culture was initially lacking, as was the necessary technical capacity. Thus, in 2002, the National Institute for the Evaluation of Education (INEE) was founded. The Institute coordinates Mexico's participation in international assessments and, like its Brazilian counterpart, has a broad array of assessment instruments.

**India:** India, through its centre of expertise, the National Council for Educational Research and Training (NCERT), is also expanding its learning outcome assessment instruments. While examinations were once the only lens through which to view the acquisition of competencies, India now conducts regular national assessments at various grades. An interesting feature of India's system is the bi-annual Joint Review Mission which

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<sup>6</sup> UNESCO (2004) EFA Global Monitoring Report: Education for All: The Quality Imperative. Paris, p. 158.

<sup>7</sup> Examinations can only fulfil this function when a number of conditions are met; e.g. the test items need to be the same across the domain which is investigated (district, state, country) and the risk of irregularities must be entirely excluded.

examines aspects of the education system, and most recently stressed the need for a more structural approach to assessments.

**Egypt:** Egypt has comparable experiences, with its central actor being the National Centre for Examinations and Educational Evaluation (NCEEE). While national assessments occupy an increasingly important place in the country's education system, Egypt has also carried out international team reviews in cooperation with UNESCO since 1996. The first reviewed examined the situation in pre-university education and the second assessed the progress made in this area.

**Nigeria:** Nigeria has launched a number of national assessments, but is perhaps most noteworthy for its special approach to the evaluation of education for nomadic children. It recognized that 'the battery of traditional assessment instruments used in the conventional school system' was inappropriate to learning in the nomadic context and could not cope with mobile schools. National assessments in Nigeria have been carried out by the Universal Basic Education Implementation Agency and the Education Sector Analysis Unit of the Ministry of Education.

**Bangladesh:** A number of assessments have been carried out by various organizations in Bangladesh, both in formal and non-formal education. A significant innovation is the School Based Assessment (SBA) that is expected to commence very soon. The assessor is the teacher, which means that there are clear limitations to the extent to which outcomes can be generalized, but the strength of the SBA lies in the broad range of competencies addressed.

**Pakistan:** Assessments have been conducted since 2003 under the aegis of the National Education Assessment System (NEAS). Earlier assessments were evaluated by the World Bank. A number of weaknesses in the design and operational aspects of these assessments have been identified, and important lessons drawn. A systematic review of a country's assessment activities seems a worthwhile undertaking.

**China:** China reports major efforts to restructure examinations at all levels and enhance educational quality, and reveals a strong tendency towards adapting the content of examinations to students' lives. As the Chinese Country Report argues, 'Examination should [...] develop students' creativity and the ability of practice, relieve the burden of students and lead the students to study actively, keeping them lively'.

**Indonesia:** An interesting feature of Indonesia's quality of education policy is the way in which the position of non-formal education is being enhanced. While non-formal education is often at risk of being neglected in national policies on education quality, Indonesia actively promotes the equivalence of non-formal and formal education, both in terms of learning programmes and in terms of learning outcomes and certificates.

Detailed information about E-9 countries' national assessment is provided in Table 1.

#### 4. International assessments

The main difference between international assessments and national assessments is that the former provide indications of: (i) where a country's education system stands compared to other nations; (ii) what its relative strengths and weaknesses are; and most importantly (iii), how it can learn from another country's good practices.<sup>8</sup> Today's knowledge-based economy, together with the increased interdependence of national economies, may provide an additional explanation for the current drive towards international assessments.

Interestingly, as the Mexican experience shows, participation in international assessments can also have a beneficial impact on a country's capacity to conduct national assessments. Contact with international experts and the use of high-quality material translates into improved instruments at national level.

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<sup>8</sup> UNESCO (2004) *EFA Global Monitoring Report: Education for All: The Quality Imperative*. Paris, p. 44.

Obviously there is also a risk in participating in international assessment before national capacity has been fully developed. Countries may not always be able to exert sufficient influence on the conduct of international assessments. An important condition for the success of international assessments is that the test items selected and defined at international level are translated and contextualized for (and preferably by) each individual country. In that respect, the Country Reports indicate that international assessments have not been as fruitful as they should have been due to insufficient ownership at national level.

It is also important to note that international assessments generally focus on aspects common to all participating countries, and therefore cannot address the full spectrum of learning outcomes in a particular country's education system.

However, one important advantage of international assessments is their very broad scope for analysis. A microdatabase that covers a range of countries is an invaluable source for research and evaluation. Important research communities have developed around a number of international assessments, and national experts have an opportunity to join them when their country participates in such an exercise.

Detailed information about E-9 countries' participation in international assessments is provided in Table 2.

## **5. The dissemination and use of the outcomes of assessments**

The Country Reports indicate that E-9 countries have established a broad array of dissemination mechanisms, ranging from publications targeted to forums and other special events. However, the Reports reveal that systematic policies for using and building upon the outcomes of national and international assessments still need to be developed. The possible reasons for this, as mentioned in the Reports, include: technical imperfections resulting from the lack of national capacity in assessment; a lack of ownership of the assessment among educationalists; and an endemic resistance to the use of quantitative measures, especially among teachers. In short, a 'culture of assessment' is necessary to enhance the capacity of E-9 countries to make efficient use of assessment outcomes.

One important strategy for developing such a culture is to mobilize potential stakeholders. Once parents, employers and other actors with an interest in educational quality begin to see assessments as a tool for accountability, there are greater chances for policy dialogue. As one Report notes: 'an informed citizenship seems a critical condition for public debate about the quality of education'.

The disclosure of outcomes is also crucial. Refusal to publish outcomes has a strong negative impact on trust in the evaluation system. One of the Reports testifies to the fact that general legislation on the transparency and accessibility of government information is conducive to the dissemination and use of assessment outcomes. Moreover, providing access to the microdatabase also strongly promotes research activities based on assessments. The one restriction to full disclosure is that the privacy of learners and teachers needs to be respected

## **6. The scope for south-south cooperation in evaluation and assessment**

There is a strong case for mutual learning among E-9 countries in the area of national and international assessment, and in educational evaluation more broadly. All countries are in the process of strengthening their evaluation instruments and most have created national institutes where expertise is concentrated and enhanced. Each country has something unique to offer, be it longstanding experience in national and international assessment in general, or a more specific instrument for dealing with particular education assessment challenges.

China and Brazil conclude their Reports by calling for international cooperation in education assessment. They propose to:



- Map the experiences of E-9 countries so that each country is informed of what the others have to offer;
- Establish institutional mechanisms for the exchange of experiences and technical cooperation;
- Implement various concrete modalities of cooperation such as:
  - Mutual visits and studies by specialists;
  - Joint research programmes; and
  - A platform for international information sharing, in the shape of forums, conferences and joint training activities.

Finally, there is a vision that E-9 countries should not only support one another, but also take a group leadership role in supporting other developing countries, especially the LDCs. Educational evaluation lends itself particularly well to this form of technical cooperation and support. The E-9 countries have often learned the hard way and, based on their experience, they can assist other developing countries in avoiding known pitfalls and thereby accelerating progress to higher quality levels.

**Table 1: NATIONAL ASSESSMENTS in the E-9 COUNTRIES<sup>9</sup>**

COUNTRY	ASSESSMENT NAME	INSTITUTION RESPONSIBLE	YEAR	TARGET POPULATION	FOCUS/SUBJECTS
<b>BANGLADESH</b>	Assessment of the achievement of pupils completion grade 4 of primary education	Ministry of Primary and Mass Education (MOPME), Directorate of Primary Education (DPE) and National Academy for Primary Education (NCTB)	2000	Grade 4	Bangla, English, mathematics, science and social science
	National Assessment	Ministry of Primary and Mass Education (MOPME)	2001	Grades 3 & 5	Bangla, mathematics, environmental studies, science and social sciences
	IDEAL Project	Implementation, Monitoring and Evaluation Division (IMED), Ministry of Planning, Government of Bangladesh	2004		Bangla, English, mathematics, science and social science
	School Based Assessment (SBA)	Ministry of Primary and Mass Education (MOPME)	To be decided	Grade 9	Student's attendance in the class and interest in learning, examinations/evaluation, assignment, behaviour, values and honesty, presentation by the student of his/her ideas, leadership qualities, timeliness, participation in cultural activities, achievement in games and sports, practical class in science
<b>BRAZIL</b>	SAEB – National System of Evaluation of Basic Education	National Institute for Educational Studies and Research – INEP, Ministry	1995	Grades 4, 8 & 11	Language and mathematics
			1997	Grades 4, 8 & 11	Language, mathematics and natural sciences

<sup>9</sup> This table is based on the E-9 Country Reports on Policies and Systems for the Assessment of the Quality of Education, specifically prepared for the Sixth E-9 Ministerial Review Meeting

COUNTRY	ASSESSMENT NAME	INSTITUTION RESPONSIBLE	YEAR	TARGET POPULATION	FOCUS/SUBJECTS
		of Education of Brazil, Federal Government	1999	Grades 4, 8 & 11	Language, mathematics, natural sciences and social sciences
			2001-2005	Grades 4, 8 & 11	Language and mathematics
<b>CHINA</b>					
<b>EGYPT</b>		National Center for Examinations and Educational Evaluation (NCEEE)		Grades 3 & 6 of primary and Grade 3 of preparatory and secondary school	
<b>INDIA</b>	Baseline Assessment Survey (BAS)	National Council of Educational Research and Training (NCERT)	1994	Grades 1, 3 & 4	Language and mathematics
			2002	Grades 5	English, mathematics and environmental studies
			2003	Grades 7 & 8	
			2004	Grades 3	
	Mid-Term Assessment Survey (MAS)	National Council of Educational Research and Training (NCERT)	1997	Grades 1, 3 & 4	Language and mathematics
Terminal Assessment Survey (TAS)	National Council of Educational Research and Training (NCERT)	2001	Grades 1, 3 & 4	Language and mathematics	
<b>INDONESIA</b>	Assessment of Students Learning Achievement	Educational National Standard Board (ENSB)	2004	Grade 3 of primary and senior secondary school	Mathematics, Indonesian and English (Science, will start 2008)
<b>MEXICO</b>	Sistema Nacional de Evaluación Educativa de la Educación Primaria- (EVEP)	Dirección General de Evaluación de la Secretaría de Educación Pública (SEP)	Annually since 1996 to 2000	Grades 3, 4, 5 & 6	Language, mathematics, natural sciences and social sciences
	Estándares Nacionales	Dirección General de Evaluación de la Secretaría de Educación Pública (SEP) and Instituto Nacional para la Evaluación de la	Annually since 1997 to 2004	Grades 2, 4, 5 & 6	Language and mathematics

COUNTRY	ASSESSMENT NAME	INSTITUTION RESPONSIBLE	YEAR	TARGET POPULATION	FOCUS/SUBJECTS
		Educación (INEE)			
	Evaluación del factor “Aprovechamiento escolar” del programa Carrera Magistral	Dirección General de Evaluación de la Secretaría de Educación Pública (SEP) and Instituto Nacional para la Evaluación de la Educación (INEE)	Annually since 1994 to 2005	Grades 3, 4, 5, 6, and Secondary: 1, 2 & 3	Language, mathematics, natural sciences, social sciences and foreign languages
	Instrumento para el Diagnóstico de Alumnos de Nuevo Ingreso a Secundaria (IDANIS)	Dirección General de Evaluación de la Secretaría de Educación Pública (SEP)	Annually since 1995 to 2005	Grade 6	Reading, verbal and numerical reasoning
<b>NIGERIA</b>	Universal Basic Education Programme (UBE)	Universal Basic Education Commission (UBEC) Dept. of M & E	2001	Grades 1, 6 (primary) and 1, 3 (Secondary)	Mathematics, English, natural and social science
	Assessment of Learning Achievement	Education Sector Analysis Unit of the Federal Ministry of Education	2003	Junior and Senior Secondary School	English, mathematics, social studies and integrated sciences
<b>PAKISTAN</b>	National Achievement Test 2	National Education Assessment System (NEAS), Ministry of Education, (a federal project with its units in provinces and areas)	2005	Grade 4 (9+ year)	Language (Urdu and Sindhi) and mathematics
			2006	Grade 4 (9+ year)	Science and social science
			2006	Grade 8 (13+ year)	Mathematics and language (Urdu Sindhi)
	Quality of Education (Learning Achievement)	Academy of Educational Planning and Management (Islamabad)	2000	Grade 4 (9+ year)	Sindhi, mathematics and Urdu

### National Assessment

A national assessment (sometimes called system assessment, learning assessment and assessment of learning outcomes) may be defined as an exercise designed to describe the level of achievements, not of individual students, but of a whole education system, or a clearly defined part of it (e.g., fourth grade pupils or 11-year olds) .<sup>10</sup>

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<sup>10</sup> *Using Assessment to Improve the Quality of Education*, Paris, UNESCO: IIEP, 2001. [www.unesco.org/iiep](http://www.unesco.org/iiep)

**Table 2. E9 PARTICIPATION in INTERNATIONAL<sup>11</sup> & REGIONAL STUDIES**

INTERNATIONAL & REGIONAL STUDIES	ORGANIZATION	TARGET POPULATION	FOCUS	YEAR	COUNTRIES
<b>Trends in Mathematics and Science Study-TIMSS</b>	IEA	Grade 8 (13 & 14 years old)	Assessing trends in students' mathematics and science achievement	1995, 1999, 2003, 2007	1995 – Indonesia, Mexico 1999 – Indonesia 2003 – Egypt, Indonesia 2007 – Egypt, Indonesia
<b>Progress in International Reading Literacy Study - PIRLS</b>	IEA	Grade 4	Measuring trends in children's reading literacy achievement and policy and practices related to literacy	2006	Indonesia
<b>Programme for International Student Assessment -PISA</b>	OECD	15-year-old students	Measuring the domains of reading, mathematical and scientific literacy not merely in terms of mastery of the school curriculum, but in terms of important knowledge and skills needed in adult life	2000, 2003, 2006	Brazil, Indonesia, Mexico
<b>Pre-Primary Project - PPP</b>	IEA	4-year-old children (with a follow-up at age seven)	Exploring the quality of life of preschool children in the various care and education environments provided for them, and to assess how these environments affect their development	1986-2003	China, Indonesia, Nigeria
<b>The Computers in Education Study - COMPED</b>	IEA	10 & 13-year-old and students in final year of secondary education	Measuring how computers are used, their availability in schools, the nature of instruction about computers and estimates of the effects that computers have on: students, the curriculum, and the school as an institution	1987–1993	China, India
<b>Reading Literacy Study</b>	IEA	9 & 14-year-old students	Assessing achievement levels in reading literacy, voluntary reading activities, differences in policies and instructional practices in reading	1985-1994	Indonesia, Nigeria
<b>Written Composition Study</b>	IEA	End of primary & secondary school	Examining teaching and learning of written composition	1983-1988	Indonesia, Nigeria
<b>The Second</b>	IEA	10 & 14-year-old &	Examining science achievement and its	1982–1986	China, Nigeria

<sup>11</sup> This table only includes International Studies undertaken at a nation-wide level

INTERNATIONAL & REGIONAL STUDIES	ORGANIZATION	TARGET POPULATION	FOCUS	YEAR	COUNTRIES
<b>International Science Study - SISS</b>		terminal secondary school students	correlates in the participating countries and to study trends in science achievement		
<b>The Classroom Environment Study</b>	IEA	Grade 5 to 8	Describing the similarities and differences in the nature of teaching in classrooms and to identify the teaching behaviours associated with greater student achievement in mathematics, science, and history	1980–1985	Nigeria
<b>The Second International Mathematics Study - SIMS</b>	IEA	13-year-old students & final grade of secondary school students	Examining mathematics education at three levels: curricular intentions, implemented curriculum and student achievement	1977– 1981	Nigeria
<b>Study of Reading Comprehension</b>	IEA	10 & 14-year-old & final grade of secondary school students	Measuring verbal ability, reading comprehension, speed of reading and word knowledge	1968–1971	India
<b>First and Second International Comparative Study of Language, Mathematics, and Associated Factors</b>	LLECE OREALC/ UNESCO	Grades 3 & 4	Assessing students achievement in language and mathematics	First Study 1997  Second Study 2006	Brazil, Mexico
<b>Literacy Assessment Practice – LAP</b>	ILI	Multi-grade	Assessing reading skills: decoding, comprehension and applied skills in prose text, documents; and decontextualized print	2002 (year of the report)	China, India, Mexico, Nigeria

### International assessments

International assessments differ from national assessments in that they can provide some indication of where the achievements of students in a country stand relative to the achievements of students in other countries. They also provide evidence on the extent to which the treatment of common curriculum areas differs across countries.<sup>12</sup>

<sup>12</sup> *Monitoring Performance: Assessment and Examinations in Africa*. ADEA, Mauritius 2003  
[http://www.adeanet.org/biennial2003/papers/2D\\_Monitoring\\_ENG\\_final.pdf](http://www.adeanet.org/biennial2003/papers/2D_Monitoring_ENG_final.pdf)

## II. Report of the Expert Meeting on National Policies for the Assessment of the Quality of Education

We are appreciative of the opportunity to come together as representatives of the E-9 countries to present and reflect upon the nine country reports that addressed national policies for the assessment of the quality of education, options for improving assessment of quality and South-South cooperation. The country reports are summarized in a separate document.<sup>13</sup>

This brief presentation cannot do justice to the richness of the presentations, or to the breadth and depth of what was covered during our meeting. It does highlight, however, the key points that we invite you to take into account in your discussions during the Ministerial Review over the next two days.

### National policies for assessing the quality of education

First and foremost, we wish to reaffirm “the quality imperative” as one of the most important challenges of education. The varied demands placed on education systems from different sectors of our societies require that quality take an important place in the debate about and provision of education and learner outcomes, particularly with regard to how education helps citizens learn for success in their lives. Quality assessment is a key tool for policy-makers to define national education plans and priorities, and to allocate human, material and financial resources for the achievement of EFA.

Quality consists of various dimensions. As we continue to struggle with coverage issues, we need to recognize that universal access is one, of many, critical indicators of quality. But beyond access lies success: we need to assess to what extent students are successful in acquiring the knowledge, skills and competencies that education is supposed to bring.

Our discussions pointed to **several key issues** that are common to all of us as we address educational assessment, even though the contexts in which these issues play themselves out are often quite diverse.

1. To assess the quality of education systems in a comprehensive way it is important to **distinguish between micro and macro levels**. At both levels, not only inputs, but also processes and outcomes, especially pupil learning, have to be assessed. At the micro level, examinations of every pupils’ learning and teachers’ evaluation have to be undertaken at either school or national level. At the macro level, large-scale assessment programmes have to be developed based on representative samples or, possibly, on censuses of pupils in key grades and in core curriculum areas.
2. We appreciate **the systemic nature of assessment**. We believe that assessing education systems is essential for us to meet our obligation to provide the opportunity to all our citizens to fulfil their right to a quality education. Thus, policies and programmes need to have the ultimate goal of covering the entire system – all levels components, and modalities. Our systems are varied and assessment must address such things as diversity, nomadic populations and non-formal approaches to ensure inclusion.
3. It is clear that our stakeholders are demanding multiple purposes of education and, as a result, we **need to assess both conventional** (reading, writing, language and mathematics, for example) **and less conventional aspects of education** (life skills, values for sustainable development and communication skills, for example), requiring different methodologies and qualitative and quantitative indicators. Many of the existing assessment approaches are not sufficient for our needs.
4. Good assessment is not an end in itself. In order to support sound policy decisions, a critical component is **dissemination and utilization of assessment results** for improved system impact and learning. There are several important lessons that we need to take into account in

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<sup>13</sup> See above.



this regard. We must: 1) develop, in E-9 countries, a culture of assessment; 2) foster the development and involvement of an informed citizenship; 3) do this through ownership and “authenticity” in the processes and the instruments; 4) recognize key elements such as teachers and school level issues, 5) include analysis of factors explaining results and not only description; and 6) find effective ways to counter the current resistance to assessment and dissemination of results.

5. Partners play a key role in the broad and complex undertaking that constitutes assessment of the quality of education, especially professional associations, including teachers unions, and civil society. This raises the issue for us, as representatives of government, as to how to engage most effectively in **quality assurance**.
6. The **different roles, demands and constraints of national and international assessments** have to be considered wisely. There are advantages and disadvantages to each, and they must address concerns such as comparability, reliability, benchmarking and standards. There must also be consistency between design and use of assessments. Policy needs to consider these aspects and, where both national and international assessments are undertaken, a balance struck so that the approaches are complementary and reinforcing.
7. The **complexity of the operational aspects of assessment** should not be underestimated. It requires a broad range of skills and areas of expertise, some of which are extremely specialized. Thus, **capacity strengthening and sharing of good practice and expertise** must be high on our agendas.
8. Operational complexity is compounded by **the size and diversity of our nations**. Our approaches have to be contextualized. Also, one needs a combination of centralized and decentralized approaches so as to respect local realities and have national coherence in policy objectives.

The meeting provided a broad base for understanding our shared objectives with regard to assessing the quality of education, even though our contexts are different.

### **Tools for improving the assessment of the quality of education**

To further our understanding of how we might strengthen our cooperation we turned our attention to the experience of Mexico in the Programme for International Student Assessment (PISA) studies and considered, briefly, other international assessment approaches and tools.

Studies such as PISA require national commitment over an extended period of time. A country’s full involvement from planning to execution, even when starting with the minimum sample, is essential. These studies also require “national learning” in terms of how to participate effectively and to use the findings well. It is clear, however, that they have dimensions that allow for domestic comparisons as well as international ones. Again, the complexity of the tasks involved in developing, administering, analysing and using tools such as PISA should not be underestimated.

There are also costs involved in PISA and all other assessments, but these are balanced by two things. The costs represent a very low percentage of overall spending in education, and the findings can inform investment strategies so that policy changes have impact in terms of improved system performance for better learning. Another concern about PISA is that it measures 15-year old learners and many of our countries wish to take policy decisions that affect the provision of education to younger learners.

There is a growing range of both national and international assessment tools. Many are well known, such as the IEA studies, and others are being developed to address measurement of the “less conventional” aspects of education that many nations consider essential to quality.

In this regard, UNESCO is engaged in two key programmes of likely interest to members of the E-9. The Assessing Learning Outcomes (ALO) programme is a joint activity between the Education Sector and the UNESCO Institute for Statistics (UIS) in partnership with UNICEF, the World Bank and OECD. It builds on earlier work that some of our countries have participated in and is directed at core areas and younger learners. The UIS has also developed an assessment tool for the critical area of literacy. This is called LAMP and E-9 countries may participate this year. These

programmes are in the current programme and budget of UNESCO and may provide an avenue for our cooperation. The partnership between the Education Sector and the UIS is a means to get advice and support in this important area.

We would be remiss if we did not reiterate **two key themes that underpinned our discussions** yesterday.

The first is that we believe that measuring and assessing quality is absolutely essential. It is a fast-moving field and, to be responsive to the obligations we have to our stakeholders, we need to become more deeply engaged in it.

The second is that we are becoming increasingly aware of the complexity of the concept of quality in education. A quality education must cover the knowledge, skills or competencies, attitudes and behaviours that prepare our populations for sustainable development and life long learning in today's fast changing world. And how this is offered must be nuanced by the different contexts we and our populations face. Nevertheless, we believe that we cannot shirk the challenge; we must better measure and assess what we have an obligation to provide.

### **South-South cooperation on assessment**

Unity and diversity among the E-9 countries imply sharing of experiences and mutual strengthening. These are multi-dimensional processes that have to be a major strand in our efforts to achieve EFA. We believe that assessment is a key area for us to cooperate so that we learn from and support one another. We already have national institutions in place that can serve as the loci for this cooperation.

Among the challenges that cooperation could help to address are:

- Establishing and/or strengthening national institutions and building inter-institutional linkages;
- Further developing technical and institutional capacity for conducting national assessments;
- Addressing less conventional aspects and elements of education that should be assessed;
- Developing capacity to be inclusive as a means to capitalize on our diversities;
- Further developing the technical and operational expertise that is needed to participate in international assessments.

We suggest that as a matter of urgency UNESCO should take action to facilitate South-South cooperation within the area of assessment.

### III: Report of the Expert Meeting on South-South Cooperation

#### Introduction

The E-9 countries are home to more than half the world's population, including 70 per cent of the world's non-literate adults and 50 per cent of the out-of-school children. Progress in E-9 countries is key to achieving the EFA goals.

The E-9 countries exhibit both unity and diversity, facing common challenges while differing widely in context. Cooperation across and beyond these contexts is a way of learning, and sharing lessons and innovative ideas.

South-South cooperation has a long-standing tradition and has, more recently, been bolstered by declarations of its importance, for instance in the Second South Summit in Doha in 2005. In EFA too, it is time to move from intention to action – exploring new avenues of collaboration and offering mutual support in achieving the EFA goals. The discussions held in the Expert Meeting in Monterrey on working toward strengthening the South-South dimension of the E-9 Initiative reaffirmed the potential of **making of the EFA/E-9 partnership a force for leadership and innovation in EFA**, through processes facilitated by UNESCO.

These discussions built on the 2003 Cairo Declaration of the E-9 Ministerial Review Meeting where Ministers committed themselves to “take concrete measures to promote technical cooperation among the E-9 countries and other developing countries”, particularly “strengthening the E-9 networking using a triangular basis”.

Further, the High-Level Group meeting in Beijing in November 2005 made the recommendation to “encourage and support South-South cooperation, mutual learning and exchange at regional level, including strengthening the E-9 network and other groupings as platforms for doing so. This will include cooperation on a triangular basis”.

Thus the E-9 Initiative is uniquely placed to promote South-South cooperation, as a partnership among the nine countries themselves as well as with other developing countries in pursuit of the Dakar goals.

#### Cooperation among E-9 countries

The nine countries are committed to greater cooperation and exchange in pursuing the six EFA goals, taking into account the wide diversity of needs across the nine countries and bearing in mind the unique comparative advantage of each country. This cooperation can open broad possibilities of sharing good practices, such as: Mexican “Plazas comunitarias”; Egyptian Community Schools; China's programmes in isolated rural schools; Brazilian financing and school grants experiences; India's ‘Sarva Shiksha Abhiyan’ and Mid-day Meal Programme; Bangladesh's female stipend programme; Indonesia's literacy programmes; Nigeria's Nomadic Education Programme; and Pakistani efforts to promote universal primary education.

Further areas of cooperation include planning and programme design, institutional development, capacity-building, financing education, assessment and evaluation systems, management and educational administration.

#### Cooperation of E-9 countries with other developing countries

The E-9 countries stressed that the sharing of expertise amongst developing countries must not “mimic the patterns” of North-South cooperation present in traditional ODA mechanisms. Since the sharing of good practices among countries of the South starts from similar socio-cultural contexts and educational challenges, there is more scope to carry out capacity-building based on unconventional solutions and innovative approaches, legitimizing the new partnerships.

In this connection, E-9 reaffirmed the potential of **triangular modalities of cooperation**. This would involve donor countries (through initiatives such as FTI, IFF, etc.), low-income countries (specially FTI beneficiaries) and developing countries with a recognized tradition and expertise in educational policies and practices, in particular E-9 (‘Friends of FTI’). Under this triangular

modality, all parties involved would make appropriate contributions. Donors would give technical and financial support, according to national education plans and strategies, and developing countries would document and share their good practices.

### **Role of UNESCO**

UNESCO has a key role to play as a facilitator and catalyst in the provision of effective support to the E-9 initiatives and broader South-South cooperation, including at least the following ways:

- Fostering reciprocal connections among E-9 countries, and between E-9 countries and other developing countries;
- Mapping and organizing a data bank on successful experiences and good practices to be widely diffused;
- Networking with United Nations agencies, as well as mobilizing financing institutions and international agencies.

In further support of the E-9 Initiative, the ambassadors/permanent representatives to UNESCO from the nine countries should meet to work on a strategy for strengthening support for the E-9 by the Secretariat in cooperation with regional groups. This meeting will serve to prepare this issue for consideration by UNESCO's Executive Board at its next session in March 2006, along the following lines:

- To strengthen the Secretariat's involvement in the E-9 Initiative as a key means of fulfilling its mandate of coordinating international actions to achieve the Dakar goals and the MDGs;
- To establish a unit within the Secretariat that will coordinate all matters of South-South cooperation, liaising with the rotating E-9 secretariat.
- To reinforce E-9 and South-South cooperation, particularly on a regional basis, with the emphasis on sharing good practices;
- To work towards a triangular arrangement involving FTI partners, based on the recommendations of the 2005 EFA High-Level Group.

## **Appendices.**

### **I. Opening address by President Vicente Fox Quesada**

“Education for All” is the objective of all democratic people and the dream of every humanist of those who are genuinely concerned with the present and the future of humankind.

Mr Koïchiro Matsuura, Director-General of UNESCO;  
Ms Chen Zhili, State Councillor and Deputy Prime Minister of the People’s Republic of China;  
Ministers of Education participating in the Sixth E-9 Ministerial Review Meeting;  
Ladies and Gentlemen:

Firstly, let me thank the people and government of the State of Nuevo Leon, and in particular the beautiful city of Monterrey, for hosting this ministerial meeting.

We express our recognition to the authorities and the people of the State.

A very warm welcome to friends who have come from our sister nations.

Our countries have many challenges in common, but also an enormous will to achieve success, a great enthusiasm to overcome the obstacles and to take advantage of future opportunities resulting from our joint actions.

“Education for All”, is, in effect, the aspiration of all democratic people and all of humanity.

As the Universal Declaration of Human Rights clearly states, “All human beings are born free and equal in dignity and rights”.

Exercising these rights requires a vibrant and strong democracy, one that ensures equal opportunities for all men and women.

I refer not only to the exercise of civil and political rights of the people, but also to economic, social and cultural rights.

Democracy is equity; equity to vote and to be voted for, and also equity in the access to good nutrition, to good health, to a quality education that fosters individual and collective development.

Without education there is no progress; without education there is no generation of wealth nor well-being, and neither will there be access to justice.

The only way to break the cycle of ignorance, poverty and injustice is with universal education, education without discrimination, permanently ongoing and of good quality.

Only an educated society can aspire to prosperity and justice.

As a famous Mexican educator, Jaime Torres Bodet, once said, “The truth does not allow exclusiveness, neither does it recognize borders. The destiny of man – of all human beings – is a universal responsibility”.

This great educator and poet was the Secretary-General of UNESCO. There is nothing closer to the spirit of this humanist than the idea of achieving “Education for All”.

How proud he would be if he knew about this meeting where nations from the most-populated countries in the world come together to honour what he called “universal responsibility”!

How proud he would be to see here, in his homeland, these nations working together today toward progress in Education for All!

I am convinced that the diversity and the plurality that characterizes this group of nations enriches and strengthens their joint actions.

The exchange of experiences between countries such as ours, with so many similarities and, at the same time, differences, allows us to multiply those experiences that are successful.

Achieving the goals of the programme “Education for All” is a priority objective of Mexico.

The democratic change that Mexico is currently experiencing has focused precisely on fostering new opportunities for the development of all people.

Today this means more and better education; more schools for more children and youths, and a great effort to improve the quality of education.

In order to cope with the increasing numbers of students, we have responded by providing more teachers and more schools. Today we have 20,000 more schools than we had five years ago, an increase of about 8.5 per cent in the number of educational institutions.

The public-private investment in education has increased and reached over US\$60 billion per year.

While in the year 2000 approximately 6.4 per cent of the country’s GDP was allocated in education, today that amount reaches over 7.3 per cent.

In total, about 27 per cent of the Mexican federal public expenditure is allocated to education.

In conjunction with other aims of promoting equity in education, I would like to highlight the scholarships and aid that one out of every five Mexican students receives in our country.

These types of support are provided in the hope that our students are not forced to quit school due to financial constraints.

Mexican democracy has placed a special emphasis on education of children and youths in the indigenous communities, rural areas and marginalized urban areas.

I have always thought that an environment characterized by greater equity would provide mechanisms to promote education for both boys and girls.

Furthermore, Mexico has placed an emphasis on the improvement of the quality of education that it imparts in its schools.

Programmes such as “Quality Schools”, that certify the quality of educational institutions as well as the establishment of libraries and classrooms, are all part of this effort.

Also worthy of mention is our program “Enciclomedia”, a new pedagogical tool that uses modern technology to enable the furthest reaches of Mexico to have access to good and quality education.

We are happy to report the results thus far: today, in Mexico, 98 per cent of all boys and girls between the ages of 6 and 12 receive education. Secondary enrolment for those aged between 12 and 15 stands at 89.2 per cent.

Although we are proud of these results, there is much room for improvement.

We must guarantee the education for all.

We must strengthen the quality of education, improve and deepen our mechanisms of educational assessment.

We are well aware that assessment is a powerful tool to measure the educational performance of students and teachers. For this reason we established the National Institute for Educational Evaluation in 2002. This Institute has already achieved results.

We want to improve the evaluation of students and teachers as a necessary tool to enhance education for all Mexicans.

We intend that this evaluation, through a permanent, transparent and comparable process, be used to permit us to enjoy a quality education in accordance with the needs of our nation.

Ladies and Gentlemen:

I am convinced that without quality education for all, there will be no progress, justice, or peace.

As a group of countries in which approximately half of the world's citizens of tomorrow are concentrated, we have a special responsibility.

Education for all will lead to societies that tomorrow will live in harmony, prosperity, justice and peace.

Let us join our efforts to ensure that education reaches everyone in our countries and regions.

Let us strengthen our cooperation to ensure education for all in the manner and time-frame established by our organization.

Let us take it a step further. Let us think how to guarantee quality education at the middle high and high education levels, for those youths who will be the specialists and scientists of tomorrow.

Full education within reach of all. That should be, starting from now, our next goal.

Now, I would ask you to stand at this time and join me in the formal inauguration of this ministerial meeting.

Declaration of Inauguration

Today, on 14 February 2006, I am pleased to formally declare the inauguration of the Sixth E-9 Ministerial Review Meeting; let it be for the good of all and for the good of Mexico.

I wish you all the best.

## II. Opening address of the Director-General of UNESCO

Your Excellency, Mr President,  
Mrs Chen Zhili, State Councillor and Deputy Prime Minister of the People's Republic of China,

Mr Governor of the State of Nuevo León,  
Distinguished Ministers of Education of the E-9 countries,  
Distinguished Guests,  
Ladies and Gentlemen,

It is with great pleasure and anticipation that I welcome the honourable ministers and their delegations, as well as other EFA partners, to this important biennial meeting of the group of E-9 countries. I would like to pay warm tribute to President Fox for his presence here today to open this Sixth E-9 Ministerial Review Meeting and I look forward very much to his remarks, which I am sure will provide real inspiration for our work. I would like to express my thanks and appreciation to our hosts, Mexico, for their willingness to organize this event and for their generous hospitality. We are very pleased indeed to be here in the thriving city of Monterrey in the State of Nueva León.

In November 2005, the High-Level Group's annual meeting was held in Beijing. I am very pleased that Madam Chen Zhili, as the representative of the host country of that successful meeting of the High-Level Group, is with us here at this opening ceremony. Her words to us this morning confirm the strength of China's support for EFA in general and the E-9 Initiative in particular.

You will recall that the Declaration of our last meeting in Cairo expressed the hope and desire to revitalize the E-9 Initiative. The Declaration, while taking note of the enormous challenges of EFA in the E-9 context, adopted a positive and forward-looking tone, with the determination to broaden and deepen cooperation and to draw in new partners, for example, from civil society and the private sector.

This renewed sense of purpose and commitment has led to significant developments over the past two years. Let me mention the most important of these:

- A rotating secretariat has been established, housed in one of the E-9 ministries and supported by the local UNESCO office. This was launched by the Egyptian Ministry of Education and the baton has now passed to Mexico.
- Each E-9 country has designated an E-9 focal point as a liaison amongst themselves, giving a stronger sense of ownership and continuity between meetings.
- UNESCO has ensured follow-up in close connection with EFA coordination, now that the two functions are located in the Division of International Coordination and Monitoring for EFA. This has included dedicated meetings for ministers, officials and experts in parallel with major EFA events, such as the High-Level Group and the Working Group. UNESCO has also provided regular information on E-9 progress to Member States through meetings for Permanent Delegations.
- In preparation for this meeting, Egypt hosted the E-9 focal points in June last year – a clear indication of the renewed sense of identity of the Initiative, a fact also underlined by the valuable contributions made by E-9 members in the various EFA fora.

It is these positive developments that lead me to express keen anticipation as we meet here in Mexico. The collective enthusiasm of the E-9 countries and a heightened sense of esprit de corps give a basis for fruitful discussions and for practical, useful results as outcomes from this meeting. I hardly need emphasize that the progress of E-9 countries towards the Dakar goals will determine in no small measure whether or not they are achieved. Progress in the countries represented here will be critical to the success of the world's efforts to provide quality basic education for all. Indeed, as emerged clearly during the High-Level Group in Beijing last November, the addition of over 94 million adults to the literate population in just one country, China, had a major impact on global statistics.

The E-9 countries exhibit at one and the same time a number of common characteristics as well as great diversity. The size and complexity of the EFA challenge and the need to ensure quality



of education for all sections of a large population are areas which every E-9 country must address. Issues of decentralization, quality control and ways to achieve educational success with the most marginalized groups are of concern to all of us here and raise special problems for the organization of education on a very large scale.

At the same time, of course, there are variations in the precise nature of the EFA challenge. For some countries, access to primary schooling is virtually universal, while in others this continues to require focused effort. Similarly, the amount of attention to be given to adult literacy, early childhood care and education, or lifeskills programmes respectively differs enormously. Looking at the wider socio-economic context, it is clear that some E-9 countries have experienced rapid economic growth, with a corresponding heightened presence on the world stage. This factor in particular means that the E-9 Initiative is attracting greater international visibility and support. For all countries, persistence in schooling and achieving successful completion by significantly more students remain unfinished challenges.

The agenda for our two days of discussions addresses both the EFA needs in E-9 countries as well as their potential for sharing their vast pool of knowledge and experience with others. The first theme that we shall address is that of quality – a major concern in education systems of great complexity and size: how is quality to be ensured for all learners: urban and rural, female and male, adult and child, majority and minority? For UNESCO, quality is realized when learners complete their programmes of study successfully. We shall have the benefit of reports from each country on this theme, as well as the output of yesterday's expert meeting. I hope that you will find in these discussions fresh stimulus and innovative ideas to further improve quality learning in each of the countries represented.

Turning our attention then to the broader status of progress in EFA, an overview of the findings of the two most recent *EFA Global Monitoring Reports* – on gender equality and literacy, respectively – will illuminate our discussions with particular reference to the E-9 countries. Without pre-empting what the Director of the *EFA Global Monitoring Report Team* will say, there are two aspects I would like to highlight. The first, noted earlier, is that there is considerable variation among the E-9 countries – a diversity which must inform our subsequent debates and which in itself offers a useful perspective on the endeavours of each country. Second, even where much remains to be done in terms, for example, of adult literacy and quality of schooling, considerable progress *is* being made – this should be an encouragement to all of us to yet further efforts, building on positive experiences and good practices thus far.

We will also take time to discuss the question of South-South cooperation, of which I believe the E-9 Initiative is already an outstanding example. Following the proposal made by Brazil in the meetings of the High-Level Group and the EFA/Fast Track Initiative (FTI) in Beijing last November, we will examine the possibilities of further developing South-South cooperation through mechanisms which enable the E-9 countries to offer their expertise and support to other developing countries – harnessing their demonstrable strengths for the common good. UNESCO is very interested in this innovative idea and stands ready to offer support in appropriate ways, should this meeting wish to move forward. The question of triangular cooperation with funding agencies and links with the Fast Track Initiative should also figure in our deliberations. Unfortunately, Jean-Louis Sarbib, Senior Vice President for Human Resources at the World Bank, is unable to join us here for this meeting due to the snowstorm in Washington DC but I am pleased to inform you that another senior World Bank official will contribute to the discussions on resource mobilization and the potential role of the E-9 Initiative in strengthening South-South collaboration.

As together we pursue the Dakar goals, it is clearly important that we keep good track of progress by means of reliable and timely data and statistics. The UNESCO Institute for Statistics works tirelessly with governments to develop capacity and to improve the quality of data collection and analysis, resulting in an increasingly accurate picture of how we are doing.

A further area of constant concern is the mobilization of resources. National budgets continue to be the best and most important way of funding education, and the need for increasing allocations to education was underlined by the members of the High-Level Group. Working to mobilize

increased external aid to basic education remains high on our agenda and UNESCO welcomes both the new pledges of aid made in 2005 as well as the efforts of funders to align their aid more directly with national government plans and priorities.

EFA faces a number of particular challenges in today's world. Conflict continues to disrupt the learning opportunities of too many children and adults, and can exacerbate gender imbalances. The poor and vulnerable, already the last to benefit from quality learning, are the first to suffer from the devastating effects of war and civil strife. I cannot emphasize enough the need to pursue EFA as part of the search for lasting peace and as a prevention of possible conflict in the future.

Another challenge is the HIV and AIDS epidemic, which is not only a personal tragedy but has hugely negative effects on educational systems. The UNESCO-led EDUCAIDS initiative, under the umbrella of UNAIDS, seeks to optimize the use of strategies of preventive education to tackle this problem.

Further, we cannot – and must not – remain immune to the fact that the world has missed the 2005 gender parity goal. I would urge you to bear this in mind in your discussions as a cross-cutting theme – each of our EFA meetings must serve to galvanize greater efforts to meet this goal as soon as possible.

These challenges should not discourage us – rather they should impel us to frank discussions of what needs to be done and to greater collaboration in the pursuit of EFA, without which neither the Millennium Development Goals nor the broader vision of sustainable human development can be achieved. Your commitment as political leaders is crucial to this goal.

In closing, I would like once again to thank Mexico, our hosts, for their welcome. It is also my pleasure to announce that Indonesia has generously offered to host our next meeting in 2008.

Thank you very much for your kind attention.

## **Annex III. Agenda of the Meeting**

The Sixth E-9 Ministerial Review Meeting is organized by UNESCO, in cooperation with the Government of Mexico.

### **Expected outcomes:**

- Strengthened resolve to accelerate progress in achieving the six EFA goals by addressing particular challenges in each country and building on successful strategies and good practices;
- Agreement on strategies for strengthening policies and systems for the assessment of the quality of education in E-9 countries;
- Promotion of further bilateral and collective cooperation between E-9 countries;
- Identification of modalities for E-9 support to Least Developed Countries (LDCs) in achieving EFA;
- Enhanced involvement of the E-9 countries in the Global Action Plan for Achieving EFA.

### **Sunday, 12 February**

**7:00-8:00 pm**            **Welcome cocktail**, hosted by the Minister of Public Education of Mexico, Mr Reyes Tamez Guerra, *Tapas Bar* of the Hotel Presidente Intercontinental.

### **Monday, 13 February**

#### **Expert Meeting on National Policies and Systems for the Assessment of the Quality of Education**

The Meeting will be informed by E-9 Country Reports on national policies and systems for the assessment of the quality of education and by a general Synthesis Report

**8:30-9:00 am**            Registration

**9:00-9:15 am**            **Introduction**  
Chaired by the Minister of Host Country, or his Representative

**9:15-9:30 am**            Elections (Chairperson, Vice-Chair, Rapporteur, Drafting Committee)

#### **Session I: National policies and systems for the assessment of the quality of education**

**9:30-10:30 am**            Country presentations by Mexico, Brazil, China

**10:30-10:50 am**            Discussion

**10:50-1:50 am**            Country presentations by Bangladesh, India, Pakistan

**11:50am-12:10 pm**        Discussion

**12:10-1:15 pm**            Country presentations by Egypt, Nigeria, Indonesia

**1:15-2:45 pm**            **Lunch** hosted by Mr Peter Smith, Assistant Director-General for Education of UNESCO.

**2:45-3:45 pm**            Discussion and key outcomes of country presentation

## Session II: Learning from the PISA<sup>14</sup> process

**3:45-4:45 pm** Presentation by Mexico  
Presentation by Mr Scott Murray, UIS  
Discussion

## Session III: South-South cooperation

**4:45-5:45 pm** Bilateral and collective co-operation between E-9 countries: sharing of experience, exchange of good practices and the way forward.

**5:45-6:45 pm** Exploring modalities for E-9 support to LDCs: Presentations by Brazil and the Assistant Director-General for Education of UNESCO, Mr Peter Smith, on modalities for cooperation. Discussion.

**7:00- 8:00 pm** Inauguration of the Exhibition on Mexican Educational Programmes.

**8:00 pm** **Transfer to the Club de Industriales**

**8:30-10:00 pm** **Welcome Dinner** hosted by the Assistant Director-General for Education, Mr. Peter Smith (Club de Industriales).

**10:00 pm** **Transfer to the Hotel**

**Tuesday, 14 February**

## Session I: Opening of the Ministerial Review Meeting

**9:45-10:15 am** **Transfer to the Government Palace**

**11:20 am-12:20 pm** **Opening Ceremony** (Government Palace)  
The Ministerial Meeting will be inaugurated by the President of Mexico, Mr Vicente Fox Quesada, in the presence of the Director-General of UNESCO, Mr Koïchiro Matsuura, the State Councillor of China, Mrs Chen Zhili and the Minister of Education of Mexico, Mr Reyes Tamez Guerra. Ministers will be welcomed by Mr Natividad González Parás, Governor of the State of Nuevo León

**12:30-12:40 pm** Official picture of the E-9 Ministers of Education with President of Mexico, Mr Vicente Fox Quesada

**12:45-1:15 pm** **Transfer to the Hotel**

**1:30 -2:45 pm** **Lunch**

- In honour of the Ministers of Education: hosted by the Director-General of UNESCO, Mr Koïchiro Matsuura
- In honour of the Delegates: hosted by the Ministry of Public Education of Mexico

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<sup>14</sup> The OECD Programme for International Student Assessment

## Session II. Policies and Systems for the Assessment of the Quality of Education

<b>2:45-3:00 pm</b>	Elections (Chairperson, Vice-Chair, Rapporteur)
<b>3:00-4:45 pm</b>	The discussion will open with a presentation of the Synthesis Report and the outcomes of the Expert Meeting. This will be followed by a series of brief statements (max. 10 minutes) by E-9 Ministers on policy development in their countries in the area of quality assessment.

## Session III. Review of EFA progress in the E-9 countries

<b>4:45-4:55 pm</b>	Introductory remarks by the Director-General of UNESCO
<b>4:55-5:10 pm</b>	Presentation by the Assistant Director-General for Education, Mr. Peter Smith, on the Global Action Plan and its implications for the E-9 Initiative.
<b>5:10-5:25 pm</b>	Presentation by Nicholas Burnett, Director of the <i>EFA Global Monitoring Report</i> Team, of EFA progress in the E-9 countries, informed by the <i>EFA Global Monitoring Reports</i> of 2005 and 2006 on Quality and Literacy.
<b>5:25-6:10 pm</b>	Discussion
<b>7:30 pm</b>	<b>Transfer to the “Pinacoteca” of the Centre of the Arts, Parque Fundidora</b>
<b>8:00-10:00 pm</b>	<b>Dinner</b> hosted by the Governor of the State of Nuevo León, Mr Natividad González Parás (“Pinacoteca”, Parque Fundidora).
<b>10:00 pm</b>	<b>Transfer to the Hotel</b>

## Wednesday, 15 February

## Session IV: Strengthening South-South cooperation through the E-9 Initiative

<b>9:00 -9:20 am</b>	Presentation by Eduardo Vélez, Education Sector Manager for Latin America and the Caribbean, the World Bank (representing Mr Jean Louis Sarbib, Senior Vice-President, Human Development) on resource mobilization for the E-9 countries (including the issue of debt swaps).
<b>9:20-10:00 am</b>	Discussion.
<b>10:00-11:00 am</b>	Ministerial discussion on South-South co-operation, building on the outcomes of the Expert Meeting, with a special focus on: <ul style="list-style-type: none"><li>• bilateral cooperation between E-9 Countries (including presentations of on-going projects);</li><li>• modalities for E-9 support to LDCs.</li></ul>
<b>12:30-2:30 pm</b>	<b>Lunch</b> hosted by the Ministry of Public Education of Mexico (finalization of the draft declaration)

## Session V. Discussion and adoption of the draft declaration

<b>3:00 -5:00 pm</b>	Presentation of the draft declaration (Rapporteur) and discussion.
<b>5:00-6:00 pm</b>	Adoption of the Declaration and concluding remarks by the Minister of Education of Mexico, the Director-General of UNESCO, and the representative of Indonesia, the E-9 country hosting the next meeting.
<b>6:00-6:45 pm</b>	Press Conference (Director-General of UNESCO, E-9 Ministers and Assistant Director-General for Education)
<b>7:00 pm</b>	<b>Transfer to Museo de Arte Contemporáneo (MARCO)</b>
<b>7:30- 9:30</b>	<b>Farewell dinner</b> hosted by the Minister of Public Education of Mexico, Mr Reyes Tamez Guerra (Museo de Arte Contemporáneo)
<b>9:30 pm</b>	<b>Transfer to the Hotel</b>

## IV. List of Participants

### 1. National Delegations

#### Bangladesh

Mr Osman Farruk  
Minister of Education

*Accompanied by:*

Mr A. K. M. Shamsuddin  
Secretary, Ministry of Primary and Mass Education

Dr Md. Qazi Ahsanul Kabir  
Chairman, National Curriculum and Textbook Board

#### Brazil

Mr Ricardo Henriques  
Vice-Minister, Continuous Education, Literacy and  
Diversity

*Accompanied by:*

Mr Alessandro Candeas  
Head, International Affairs Unit

Ms Claudia Maria Paes de Carvalho Baena Soares  
Deputy Head, International Affairs Unit

Mr Reynaldo Fernandes  
President, National Institute for Educational Studies and  
Research (INEP)

Ms Orosinda Goulart  
Director, Educational Information Dissemination at the  
INEP

Mr Julio Adamor Cruz Neto  
Journalist

#### China

Mr Zhou Ji  
Minister of Education

*Accompanied by:*

Ms Chen Zhili  
State Councillor

Mr Zhang Li  
Director-General of the National Center for Education  
Development Research, MOE

Mr Du Yue  
Deputy Secretary-General, Chinese National  
Commission for UNESCO

Mr Wu Guokai  
Deputy Director-General, Dept. of Administration,  
MOE

Mr Wang Dinghua  
Director, Policy Division, Dept. of Basic Education,  
MOE

Ms Dong Jianhong  
Director, Education Division, Chinese National  
Commission for UNESCO

Mr. Zhou Nanzhao  
Director, International Center for Rural Education  
Research and Training

Mr Zhang Xuezhong  
Ambassador of China to UNESCO

Ms Jing Wei  
Deputy Director and Interpreter, Dept. of International  
Cooperation, MOE.

#### Egypt

Prof. Dr Yousry Saber Hussein El Gamal  
Minister of Education

*Accompanied by:*

Mr Rafaat Abdel Baky Radwan  
Chief Executive Office  
The General Authority for Adult Education

Mr Mustafa Abdel Samea Mohamed  
Director, National Centre for Education and  
Development Research

Mr Reda Abdalla Abou Serie  
Chairman, Sector of General Education

Prof. Dr. Ibrahim Saad Mahmud Sheheta  
Technical advisor, MOE

Mr Ayman Othman Hamid Othman Rizk  
Education Specialist  
Office of the Minister of Education

Mr Emad Omar  
Journalist

#### India

Mr M A A Fatmi  
Minister of State for Human Resource Development

*Accompanied by:*

Mrs Kumud Bansal  
Secretary, Elementary Education & Literacy, Ministry  
of Human Resource Development, Government of India

Mrs Anuradha Gupta  
Joint Secretary, Elementary Education, Ministry of  
Human Resource Development

Mr R K Bhatia  
Ambassador of India to Mexico  
Mr Nirmal Azad  
Private Secretary to the Minister of State

Ms Bhaswati Mukherjee

Ambassador and Permanent Delegate to UNESCO,  
Permanent Delegation of India to UNESCO

### **Indonesia**

Mr Bambang Sudibyo  
Minister of National Education

*Accompanied by:*

Mr Ace Suryadi  
Director-General, Out-of-School Education, Ministry of  
National Education

Mr Fasli Jalal  
Director-General, Quality Improvement of Teachers and  
Educational Personnel, Ministry of National Education  
(MONE)

Prof. Suyanto  
Director-General, Management of Primary and  
Secondary Education (MONE)

Mr Zuber Safawi  
Chairman, Commission X, House of Representatives of  
the Republic of Indonesia

Mr Ir. Izedrik Emir Moeis  
Chairman, Budgeting Committee, House of  
Representatives of the Republic of Indonesia

Prof Aman Wirakartakusumah  
Ambassador, Indonesian Permanent Delegate to UNESCO

Dr Ir. Gatot Hari Priowirjanto  
Head, Bureau of Planning and International Cooperation  
(MONE)

Mr Joko Nugroho  
Special assistant to the Minister of National Education

Mr Teguh Juwarno  
Media Expert

### **Mexico**

Dr Reyes Tamez Guerra  
Minister of Education  
Secretariat of Public Education

*Accompanied by:*

Dr Pablo Latapí Sarré  
Permanent Delegate to UNESCO  
Mexican Permanent Delegation to UNESCO

Dra. Marivel Gómez Treviño  
Minister's Private Secretary  
Secretary of Public Education

Mtro. Antonio Gago Huguet  
Minister's Counsellors Coordinator  
Secretary of Public Education

M.Sc. Lorenzo Gómez-Morin Fuentes  
Vice-Minister of Basic Education  
Secretary of Public Education

Dra. Yoloxóchitl Bustamente Diez  
Vicem. of Mid Higher Education  
Secretary of Public Education

Ing. José María Fraustro Siller  
Chief Officer for Adm. & Budget  
Secretary of Public Education

Dra. Sylvia Ortega Salazar  
Federal Manager of Educational Services of the D.F.  
Secretary of Public Education

Lic. José de Jesús Arias Rodríguez  
Coordinator Executive of Bureau of the Secretary  
Secretary of Public Education

Dr Leonel Zúñiga Molina  
Head of the Unit of Planning and Evaluation of  
Education Policies  
Secretary of Public Education

Lic. Felipe Martínez Rizo  
Director General INEE  
INEE

Dr Daniel González Spencer  
Secretary General of CONALMEX  
DGRI-CONALMEX

Lic. Isabel Farha Valenzuela  
Deputy S. General of CONALMEX  
DGRI-CONALMEX

Dr Ricardo Guerrero Morales  
Technical Secretary of CONALMEX  
DGRI-CONALMEX

### **Nigeria**

Ms Chinwa Nora Obaji  
Minister of Education

*Accompanied by:*

Mr Abdullhai Babalalemi Yawa  
Director, Federal Ministry of Education

Prof. Adedibu Ojerinde  
Registrar/Chief Executive Officer, National  
Examinations Council (NECO)

Mr Michael Omelewa  
Permanent Delegate of Nigeria to UNESCO

Mrs Amina Jane Ibrahim  
Senior Special Assistant to the President in the MDGs,  
Ministry of Education

Prof. Bello Ahmad Salim  
Registrar /Chief Executive Officer, Joint Admissions  
and Matriculations Board (JAMB)

Mrs Mariam Yalwaji Katagum



Secretary General, Nigerian National Commission for UNESCO

Mrs Uche Ena Amadi  
PA/HME, Federal Ministry of Education

Mr Erasmus Alaefule  
Education Correspondent, Champion Newspapers

### **Pakistan**

Mr Sajid Hassan  
Federal Secretary  
Ministry of Education

*Accompanied by:*

Mr Arif Majeed  
Joint Educational Advisor

Mr Mubashir Hasan  
Deputy Director (Media), Ministry of Information and Broadcasting

## **2. Multilateral Agencies**

### **The World Bank**

Mr Eduardo Vélez  
Education Sector Manager of Latin America and the Caribbean Region

### **Pan American Health Organization/ World Health Organization**

Dr Sofialecticia Morales  
Senior Advisor on the MDGs and Health Targets

### **Facultad Latino Americano de Ciencias Sociales/Mexico**

Ms Giovanna Valenti  
General Director

## **3. UNESCO**

### **Headquarters**

Mr Koïchiro Matsuura, Director-General

### **Education Sector**

Mr Peter Smith, ADG/ED  
Ms Ann Therese Ndong Jatta, DIR/ED/BAS  
Ms Mary Joy Pigozzi, DIR/ED/PEQ  
Mr Nicholas Burnett, DIR/EFA/GMR

### **ODG**

Mr Mark Richmond, Senior Executive Officer, ODG/RED  
Mr Jay Corless, Executive Officer, ODG/RED

### **ERC**

Mr Victor Sologaistoa, Chief, ERC/RMS/LAC

### **Secretariat**

Mr Abhimanyu Singh, DIR/ED/EFA  
Ms Khawla Shaheen, ED/EFA  
Mr Clinton Robinson, ED/EFA

Mr Norihiko Shimizu, ED/EFA

### **Bureau of Public Information (BPI)**

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Ms Letitia Chambers, Managing Director, Navigant Consulting Inc.  
Mr Jan Van Ravens, The Netherlands

### **Institutes**

#### **UNESCO Institute for Statistics (UIS)**

Mr Scott Murray, Deputy Director

## **UNESCO Offices**

### **UNESCO Dhaka**

Mr Wolfgang Vollmann, Director of Office

### **UNESCO Brasilia**

Ms Marilza Regattieri, Education Coordinator a.i.

### **UNESCO Beijing**

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### **UNESCO Cairo**

Mr Mohamed Abdulrazzak, Director of Office

### **UNESCO New Delhi**

Ms Minja Yang, Director of Office

### **UNESCO Jakarta**

Mr Qunli Han, Acting Director of the Office

### **UNESCO Mexico**

Mr Luis Tiburcio, Director of Office  
Mr Juan Carlos Palafox  
Ms Iris Francioli  
Ms Maria Teresa Baz  
Mr Unai Sacona

### **UNESCO Abuja Office**

Mr Hubert Charles, Head of Office

### **UNESCO Islamabad**

Mr Jorge Sequeira, Director of Office

### **UNESCO Regional Bureau for Education, LAC**

Ms Ana Luiza Machado, DIR/Santiago Office

### **Interpreters**

Ms Joyce Denton de Moreno  
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Ms Mona Mrad  
Ms Chirin Hlal  
Ms Rania Abdallah  
Ms Emily Fan Chiu Kee  
Mr Swee Hoh Chin  
Mr Vincent Yang

## VIII. Abbreviations and acronyms

AIDS	Acquired Immuno Deficiency Syndrome
ALO	Assessing Learning Outcomes
BMENA	Broader Middle East and North Africa
DAC	Development Assistance Committee
E-9	Nine high-population countries: Bangladesh, Brazil, China, Egypt, India, Indonesia, Mexico, Nigeria and Pakistan
EDI	Education development index
EFA	Education for All
FTI	Fast Track Initiative
G8	Group of eight of the world's leading industrialized nations: Canada, France, Germany, Italy, Japan, Russian Federation, United Kingdom, United States
GDP	Gross domestic product
GER	Gross enrolment ratio
GNP	Gross national product
GPI	Gender parity index
HIV	Human Immunodeficiency Virus
ICTs	Information and Communication Technologies
IEA	International Association for the Evaluation of Educational Achievement
IFF	International Finance Facility
IIEP	International Institute for Educational Planning
LAMP	Literacy Assessment and Monitoring Programme
LDCs	Least Developed Countries
LIFE	Literacy Initiative for Empowerment
MDG	Millennium Development Goal
NEPAD	New Partnership for Africa's Development
NER	Net enrolment ratio
NGO	Non-governmental organization
ODA	Official Development Assistance
OECD	Organisation for Economic Co-operation and Development
PISA	Programme for International Student Assessment
PRSPs	Poverty reduction strategy papers
TIMSS	Trends in International Mathematics and Science Study
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNFPA	United Nations Population Fund
UNICEF	United Nations Children's Fund
UIS	UNESCO Institute for Statistics
UPE	Universal primary education
UPC	Universal primary completion