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*PAHD Dept*

**Brussels, 23 October 2008**

**BRUSSELS RESOLUTION  
ON THE ROLE OF EDUCATION IN ACHIEVING THE  
MILLENNIUM DEVELOPMENT GOALS (MDGs)**

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**PREAMBLE**

**We, the Ministers from the African, Caribbean and Pacific (ACP) Group of States responsible for Education, meeting at ACP House in Brussels, Belgium from 22 to 23 October 2008,**

- A. **Re-committing** ourselves to the achievement of the United Nations Millennium Development Goals (MDGs), in particular the achievement of universal primary education, whilst further improving the quality of education in our States;
- B. **Recalling** the provisions on Education of the Accra Declaration of the 6<sup>th</sup> Summit of ACP Heads of State and Government, with the theme "*Promoting Human Security and Development*", held in Accra, Ghana from 2-3 October 2008;
- C. **Re-affirming** our commitment to the Brussels Declaration on Education for Sustainable Development in ACP States and its Framework for Action adopted in Brussels, Belgium on 5 May 2006, which continue to remain valid and on which future actions will be built, and the Dakar Framework for Action on Education for All (EFA, 2000-2015);
- D. **Acknowledging** the progress in the implementation of the Brussels Framework for Action for Sustainable Development in ACP States;
- E. **Recognising** that education is key to human-centred sustainable development, which empowers people to get out of poverty, improves their living conditions, and acts as an instrument for social mobility;
- F. **Re-committing** ourselves to cooperate, particularly with respect to strategies on enrolment, and share good practices in education policy, in pursuit of achieving universal primary education in all States by 2015;
- G. **Acknowledging** the importance of regional integration and cooperation in addressing common educational challenges, particularly in technical and vocational training, for sustainable development in our States and Regions;

- H. **Welcoming** the recent decision of the UNESCO Executive Board related to the promotion of effective alliances in the EFA Programme through reinforcing and sharing advantages of best practices and programmes already proven to be successful in the context of South-South and triangular cooperation;
- I. **Acknowledging** the diverse programmes and methods to combat illiteracy and promote numeracy in ACP States, and supporting the wide dissemination of programmes and methods, in particular those that are most effective, such as the Cuban Programme, “Yes, I can”, which respond to the needs and requirements of our States to bring children under 16 back to school;
- J. **Re-affirming** our commitment to promote open and distance learning, and the establishment of appropriate and efficient regulatory frameworks for its implementation;
- K. **Supporting** the mobility of skills through intra-ACP and South-South cooperation programmes, particularly at tertiary level, as a strategic contribution to poverty eradication in ACP States;
- L. **Acknowledging** that while the achievement of universal primary education is a critical target for our States, tertiary, Technical and Vocational Education and Training (TVET), and skills development provide the greatest potential for development;
- M. **Acknowledging** also the importance of diversified curricula, including culture, arts, sports, TVET, human rights, peace, safety, environmental education, prevention against non-communicable diseases, HIV/AIDS and sex education, and civic education at all levels of the education system for the establishment of a culture of peace, security, sustainable human development, food security and the eradication of poverty;
- N. **Re-affirming** our commitment to good governance in the education sector, including the transparent and effective utilisation of resources;
- O. **Supporting** the need to effectively facilitate all teachers’ training institutes in our States to produce not only qualified teachers, but also capable inspectors, evaluators, trainers and principals;
- P. **Promoting** more relevant and improved quality instruction in educational institutions, mainly through programme redesign and the provision of adequate teaching aids, that also take care of children with special educational needs (SEN);

- Q. **Re-committing** ourselves to support programmes, such as the ACP-EC-ILO project “*Tackling Child Labour through Education*” (TACKLE), aimed at promoting the integration of children affected by the worst forms of child labour in the formal education system;
- R. **Supporting** the development of curricula and literacy campaigns to promote environmental protection and poverty eradication;

**Hereby resolve to:**

1. **Promote** pre-primary education in a bid to strengthen primary education as a contributing factor to achieving quality education for all;
2. **Focus** on the development of a quality assessment and monitoring framework to facilitate the recognition and equivalence of qualifications across ACP States and internationally;
3. **Research** behavioural changes of stakeholders in the education system, with a view to identifying innovative ways to nurture healthy, safe, non-violent and drug-free environments conducive to providing quality education;
4. **Promote** accountability in the management of education to achieve higher standards;
5. **Place** learners at the centre of the education system, and provide relevant student support services;
6. **Continue** to promote the mobility of skills through intra-ACP and South-South cooperation programmes, including scientific, technical, cultural and curricular exchanges among ACP States, and the sharing of information on, and best practices in successful projects, programmes and approaches;
7. **Utilise** existing, new and strengthened national and regional centres and networks of excellence to continuously promote the education systems of ACP States, including improved access to educational opportunities through distance and flexible learning programmes;
8. **Promote** programmes of inclusive education to enhance prospects for vulnerable groups, including children with special educational needs, through adequate and tailor-made educational approaches;

9. **Promote** also an educational culture that contributes to peace, security, sustainable human development and the eradication of poverty, with a focus on specific needs of our Small Island Developing States (SIDS), fragile States and States in conflict and post-conflict situations;
10. **Address**, where appropriate, the phenomenon of boys' under-achievement in the education system, and **continue** efforts to achieve gender parity in the education system of ACP States;
11. **Strengthen** capacities and means to increase the constructive involvement of Non-State Actors (NSAs), communities, and parents' associations in educational institutions;
12. **Promote** science education and the integration of Information and Communication Technologies (ICTs) in national and regional development strategies on education, including the development of virtual learning and open educational resources in pursuit of closing the digital divide between ACP States and the developed countries, and also among ACP States, where applicable;
13. **Strengthen** research and development, as well as evaluation and measurement practices for accountability for resource utilisation and assessment of the impact of resources availed to education programmes;
14. **Promote** in ACP States and Regions new opportunities for training to qualify and equip our human resources to be competitive in a globalised world;
15. **Support** under the 10<sup>th</sup> EDF the replication of successful educational programmes, and the continuation of the Intra-ACP Development Cooperation Programmes in the education sector such as EDULINK Cooperation Programme in Higher Education and the Erasmus Mundus External Cooperation Window (EMECW) as well as new programmes in our States and Regions, and in this respect **urge** that special consideration be given to the specific needs of our Small Island Developing States (SIDS), fragile States and States in conflict and post-conflict situations;
16. **Undertake** to improve transition rates and reduce dropout rates from one level to another, together with strengthening related management mechanisms that regulate student flows through the different levels of education;
17. **Provide** infrastructure and equipment, as well as **mobilise** appropriate resources for technical and vocational education and training in line with the needs of the labour market and development goals in our States;
18. **Ensure** that the principles of ownership, leadership and harmonisation, that are at the core of the Sector Wide Approach (SWAP) and the Paris Declaration on Aid Effectiveness, serve as the basis for partnerships in the education sector;

19. **Renew** our efforts to provide adequate funding on a predictable and sustainable basis in accordance with the Monterrey Consensus on the scaling up of Official Development Aid (ODA), through national, regional and inter-governmental institutions, for the implementation of the projects and programmes referred to in this Resolution; and
20. **Call** on our development partners, including the United Nations and its specialised Agencies and Programmes, European Union, multilateral and bilateral agencies, national and international private sector and other relevant organisations, to invest, and continue to increase and leverage their development aid, and foster joint management in consonance with national programmes and priorities, towards the educational challenges confronting our States and Regions, including the provision of additional resources to the Fast Track Catalytic Fund.

**We Mandate the Chairperson of the 2<sup>nd</sup> Meeting of ACP Ministers of Education to forward the Brussels Resolution on the *Role of Education in Achieving the Millennium Development Goals (MDGs)* to the President of ACP Council of Ministers, Heads of ACP Regional Integration Organisations, President of the European Commission, President of the EU Council of Ministers, ACP-EU Joint Institutions and other bilateral and multilateral partners.**

**Done at Brussels, 23 October 2008**

**For the 2<sup>nd</sup> Meeting of ACP Ministers of Education**

**Honourable Elizabeth OHENE  
Minister of State  
Ministry of Education, Science and Sports  
Republic of Ghana  
Chairperson**