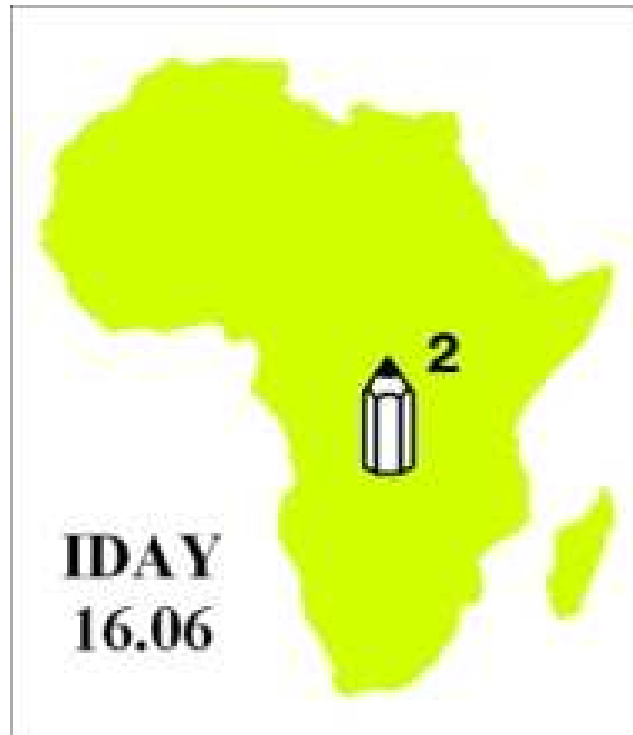


# MANIFESTO

## IDAY - 2008



**INTERNATIONAL DAY OF THE AFRICAN CHILDHOOD**  
**JOURNEE INTERNATIONALE DE L'ENFANCE AFRICAINE**  
**INTERNATIONALER TAG DER AFRIKANISCHEN KINDHEIT**  
**INTERNATIONALE DAG VAN DE AFRIKAANSE JEUGD**  
**DIA INTERNACIONAL DE LA CRIANCIA AFRICANA**  
....and its YOUTH - IDAY.aisbl - [www.1606.eu](http://www.1606.eu)

# IDAY MANIFESTO 2008

## 1. INTRODUCTION

### 1.1. The framework

1.1.1. In April 2000, at the heart of the Senegalese capital, world leaders committed themselves to achieving a more equal world by signing the Dakar Framework Program. The core of the program consists of 6 objectives regarding education for all. In September, later the same year, the Heads of State gathered at the UN headquarters in New York and adopted the United Nations Millennium Declaration.

«We recognize that, in addition to our separate responsibilities to our individual societies, we have a collective responsibility to uphold the principles of human dignity, equality and equity at the global level. As leaders we have a duty therefore to all the world's people, especially the most vulnerable and, in particular, the children of the world, to whom the future belongs.<sup>1</sup> » The second of the 6 objectives (2<sup>nd</sup> MDG) states: « Achieve universal primary education for all by 2015 ». The Dakar Framework for Action also aims at a significant reduction of illiteracy ».

1.1.2. The Dakar Framework for Action and the Millennium Development Goals have managed to raise the challenge of education for all to a universal level.

1.1.3. In 2008, it has been noted that incontestable progress has been made, including in sub-Saharan Africa. According to the association Pôle de Dakar<sup>2</sup>, the number of schooled children has increased to 29 millions after year 2000. Also, the level of access to final class of primary school, which measures the finalisation of the cycle, has increased from 48% to 65% between 1990 and 2005. If maintaining the current pace, 3 countries will achieve the 2<sup>nd</sup> MDG.

1.1.4. However, these numbers should not make us forget that today, more than 30 million children aged between 6 and 12 still do not receive even a minimum level of education in Africa, and more than half of the non-schooled children in the world are African. Furthermore, the level of education in four African countries has declined and, in some of them, dropped to the level of year 1990.

1.1.5. The expected demographic increase in Africa will accentuate the problems regarding education<sup>3</sup>. With a growth level of 2.9%, the African population will double, in year 2030, from its current level of 750 million inhabitants, and pass 2 billion around year 2050. Thus, Africa will become the largest "reservoir" of young people in the world. This fast growth also explains why contrary to the evolution on other continents, the level of illiteracy increases in Africa while it decreases or remains stable elsewhere.

1.1.6. Poverty, rural living and gender and are the main obstacles to accessing full primary education. . Households in rural communities or marginalised urban areas are often the poorest ones and continue to have the least access to primary school education. Gender reinforces the two other factors (economical

---

<sup>1</sup> Extract from the Millennium Declaration, UN, 2000.

<sup>2</sup> « EPT, l'urgence de politiques sectorielles intégrées. », Pôle de Dakar, Breda, 2007.

<sup>3</sup> According to UNESCO, the number of children reaching the age of primary school level will increase by 20% during the forthcoming 10 years. Report EPT 2008.

status and rural location). Last year, 88% girls were counted per 100% boys. This percentage drops to 51% in the case of Chad<sup>4</sup>.

1.1.7. Another major concern is the quality of education. Of hundred children entering school, only 60% complete the cycle and, among them, more than 50% do not master the fundamentals. In Africa, it is more common to count the number of children per book than vice versa. Victim of a number of factors (education not adapted to context, absence of pre-school experience, lack of teachers and especially competent ones, crowded classrooms, lack of material, low teachers salaries, strikes, ....), the level of African educational systems is heavily diminishing the value of efforts made regarding accessibility to education.

## **1.2. Education as a key factor of sustainable socio-economic development, respecting human dignity**

1.2.1. The failure to respect children's rights undermines all sustainable human and economic development. Only a population with access to education can be aware of its rights, defend themselves and constitute the counter-power needed for a functional democracy. The empowerment of populations is recognised as a necessary condition for the construction of a state governed by law.

1.2.2. Education also increases life expectancy, facilitates family planning, enables preventive aspects of health care and enforces personal investment of parents in the education of their children. Education is the key to improved well-being.

1.2.3. Finally, it is hard to conceive of an efficient utilisation of foreign aid without an active participation from an educated population in strategic decisions affecting their country.

## **1.3. Numerous actors to pick-up the challenge**

### **1.3.1. The African states**

1.3.1.1. In compliance with the conclusions of UNESCO and the association Pôle de Dakar, we support the statement that public means allocated to primary education is one of the most effective instruments a government disposes of in order to decrease poverty.

1.3.1.2. Despite an increase of means attributed to education since 1999, the budget percentage that African governments reserve for education remains insufficient: on average 5%, whereas health care receives 10% and security / military expenses, 14% of the GDP.

---

<sup>4</sup> « EPT, l'urgence de politiques sectorielles intégrées. », Pôle de Dakar, Breda, 2007.

### **1.3.2. Foreign aid**

1.3.2.1. As a result of the Dakar meeting and the MDG's, foreign aid for education has increased from 1,6 billion USD in year 2000 to 6,4 billion in 2005. The part attributed to education in Africa has increased from 3% in 2000 to 8% in 2004<sup>5</sup>. However, aid-fatigue is tangible : since 2005, aid volume for education in Africa has dropped to the levels of 2002 (7% of global aid).

1.3.2.2. According to the Global Campaign for Education, « none of the G7 countries donate their equitable part of the 9 billion USD, considered to be the minimum amount needed to offer a full cycle of primary education to all children. And it is a long road that lies ahead before achieving the annual 16 billion USD that, according to some estimates<sup>6</sup>, are needed for a complete realisation of the Education for All (EFA) program. ».

1.3.3.3. The Fast Track Initiative (FTI) is a multi-donor fund launched in 2002. It encourages states to propose viable national sector plans based on objectively verifiable indicators, supported by domestic resources. Today, the contributions of the donor countries fail to reach the amounts needed to honour the FTI "contracts" signed so far.

1.3.2.4. The problem of inadequacy of the total amount of funds is exacerbated by one of distribution. The orientation of public foreign aid is still largely determined by the commercial and geopolitical interests of the donor countries. Nearly half of the aid destined to education is distributed to countries of medium income, while countries defined as fragile or conflict states receive less than 20%<sup>7</sup>.

1.3.2.5. Finally, it is observed that only a small part of aid aimed at education actually reaches its goal due to fraud in the receiving countries. It should be noted that the majority of the African countries appear among the worlds most corrupted, according to the list established by Transparency International.

### **1.3.3. Private aid**

The amounts of private aid destined to primary education in Africa are estimated to represent about 10% of the demand and cannot, therefore, pretend to get Africa to reach the goals of the Dakar Framework on their own. Private aid also entail some counter effects: the national sovereignty of the receiving country is not always respected; aid is at times distributed in a haphazard manner and without respecting national priorities. Private aid, however, continues to play a significant part since it responds directly to evident needs and helps alleviate acute local humanitarian needs. Private aid, together with the increasing funds originating from the African Diaspora, destined for projects of collective interest, will constitute an increasing role in the struggle to achieve quality basic education for all.

### **1.3.4. The role of the civil society**

1.3.4.1. The civil society influences more and more political decisions, their execution, and their control and evaluation. As an indisputable grass roots actor, civil society is indispensable in implementing "bottom up" -strategies and control of governmental actions. These responsibilities are even more crucial in today's context of decentralisation and aid granted in the form of budgetary allocations.

---

<sup>5</sup> « EPT (EFA), l'urgence de politiques sectorielles intégrées. », Pôle de Dakar, Breda, 2007.

<sup>6</sup> « Bulletin scolaire 2007 », Campagne Mondiale pour l'Education.

<sup>7</sup> « Bulletin scolaire 2007 », Campagne Mondiale pour l'Education.

1.3.4.2. The challenge that civil society must face, is the need to come together in order to achieve recognition as a proficient interlocutor. Civil society must also bring the governments to see its value as an independent partner capable of constructive dialogue.

1.3.4.3. The African Diaspora is an indispensable actor in the exchange between the Western World and Africa. Well aware of the realities of their countries of origin as well as those of the Developed economies, the members of the Diaspora represent ideal middlemen and mediators. Other than just transferring money and goods in the name of solidarity, the members of the Diaspora contribute to the political, economic, and social construction of both their countries of origin and destination through exchange of skills and confrontation of values.

### **1.3.5. Interrelated factors**

1.3.5.1. Underdevelopment and poor development being a complex problem, the solution is naturally the sum of many factors. Since poverty is the primary cause for illiteracy at primary school level, (45%<sup>8</sup>) and education is a pillar of economic development for developing countries, it must be stated that the two are intertwined. Globalisation has been an important factor in developing countries, but it must also be recognised that it has been applied assymmetrically. The rich Western Countries attribute subsidies to their agricultural products at the expense of the still mostly rural underdeveloped countries whose inhabitants rely largely on agricultural products for their survival. In addition, the rich countries support free movement of goods and capital while opposing free movement of persons and labour, without admitting that this approach is in contradiction with the principles of a just society. Restructuring the economic balance in the frame of globalisation and world economy is a crucial complement to succeed in ensuring quality basic education to all in the developing world.

1.3.5.2. Since 1980, the foreign debt of sub-Saharan Africa has been multiplied four times, from 45 billion USD in 1980 to 175 billion in 2003<sup>9</sup>. This debt obstruct public investment in education<sup>10</sup>. Admittedly, structural adjustments were needed for restoring public finances and reduce the excessive public debt of the African states, but they are also known for their negative impact on social policies. Structural adjustments have had indeed a disastrous effect on both the educational and health sector of these countries. Compensating measures are therefore needed.

### **1.3.6. Children's rights**

All but too many children in Africa suffer of social constraints depriving them of the basic education they are entitled to. Street children, domestic children, "sorcerer" children, children soldiers, children in prison, young girls being forced to marry, sexual abuse and prostitution are some examples. Many of these children are not registered and therefore statistically invisible. The school is a child's best protection and societies must be held accountable for not investing more in their basic education.

### **1.3.7. Health**

Malaria, kwashiorkor (a recent example from Angola), HIV/AIDS and other pandemics have had a devastating effect on education systems : absence of teachers, absence of children, increase in the number of orphans, parents failing to look after their children... The resources that could have been attributed to education are currently swallowed by the combat against these plagues. A population having received primary education would be much less vulnerable to these diseases : basic education should be recognised as fundamental to all preventive health programme and vice-versa.

---

<sup>8</sup> Pôle de Dakar Report 2006.

<sup>9</sup> « La dette de l'Afrique aujourd'hui », CADTM, 2005.

<sup>10</sup> « Commonwealth Education Fund »

### **1.3.8. Migration and brain drain**

According to UN and World Bank sources, 75% of the African emigrants are generally highly qualified. Two thirds of the qualified or highly qualified African Diaspora are former students or researchers who have travelled to Europe or the U.S. in order to educate themselves further. This brain drain deprives Africa of a large number of its researchers, scientists and other competent human resources that are crucial to its development. The reasons behind the sub-Saharan migration towards the north are multidimensional : better standard of living and economic prospects, intellectual ambitions as scientific experts, or more general motives like escaping from war or the growing income disparity between the African population and that of the rest of the world. In some countries, this exodus is also a consequence of negligence and indifference by the state and/or private sector towards research, which has devastated the national scientific apparatus. Poor salaries of workers, teachers and scientists are also a strong motivation for leaving, as they do no longer support a family.

### **1.3.9. Conflict situations**

Far too many countries in Africa are victims of conflict or post-conflict situations (Sudan, Somalia, DR Congo, Mozambique, Burundi...). Malnutrition, illness and other plagues are a direct consequence of conflict, as is the destruction of the school system infrastructure and children's lack of possibility to complete primary education due to the lack of teachers or security. In addition, contemporary conflicts on the African continent are characterised by a massive recruitment of child soldiers. Young, illiterate children are transformed into killing machines after atrocious initiation rituals. Once the conflict over, these children are often rejected by their communities as offenders of gruesome crimes. Special measures need to be taken to save the future of these children living under exceptional circumstances. An accelerated alphabetisation will permit the recovery of thousands of youngsters and especially young girls, otherwise lost to society. IDAY supports the proposals presented by the Forum of African Women Educationalists (FAWE) in this regard.

## **2. RECOMMENDATIONS.**

### **2.1. General recommendations**

- The educational system must integrate and adapt itself to its socio-economic and cultural context. According to common sense and pedagogical recommendations, a child should enter school using his/her mother tongue. Official languages should be taught as secondary language.
- School and education concerns everyone. Parents must be involved, and parents-teachers-students' committees must be created or reinstated. Traditional structures must be enforced especially for pre-school initiation, as its value is increasingly recognised.
- Civil society must be integrated in the elaboration, application and follow-up of political educational measures.
- Local production of school material and equipment must be encouraged.

### **2.2. Recommendations for African governments**

- Investments in basic education should at least double during the following 5 years. This type of education should comprise the three following aspects:
  - o Pre-school education, enforcing the capacities of the community and families in order to ensure the protection of early childhood and the beginning of schooling;

- Official primary school. Contribution to the financing of teachers and school equipment of community schools;
- Alphabetisation of working children whose rights to primary school and education have not been respected.
- Enter the right to education in the Constitution and engage in specific measures against local customs hindering basic education for all (e.g., forced marriages of young girls before having completed their education or the exclusion of girls experiencing early pregnancy) and providing equivalent literacy training for the older youngsters to avoid that they overcrowd existing primary classes.
- Considering civil society organisations as full interlocutors and institutionalising their input regarding development of national policies.
- Producing official and transparent reports regarding the budgets of Aid and Education.
- Prioritising marginalised populations, notably:
  - Habitants of rural zones, suburbs or marginalised areas
  - Girls
  - Children socially excluded (see 1.3.6.)
- Organise, in an African country, an evaluation every three years, « The General State of Basic Education » bringing together government and school officials, teachers, community representatives, civil society organisations, universities, international agencies and local as well as foreign private donors around the same table. The goal is to form a triennial frame comprising results to be achieved through objectively verifiable indicators, taking each country's context into account.
- Enforcing national coordination of foreign donors - private and public - in order to ensure that all parts interested in the EFA program, work under the framework of a national strategy. This will encourage control and integration on national level<sup>11</sup>.

### **2.3. Recommendations for civil society organisations**

- The civil society organisations must organise themselves and form coalitions on many levels, in compliance with existing policies, striving to integrate into existing networks.
- Increase political visibility, especially regarding organisations working in marginalised areas, often small scale and "forgotten" in the large ensemble.
- List all activities, programs and requests in a document and transmit it annually to the official authorities.
- In addition to all "concrete" projects (building schools, alphabetisation, training teachers,...), enforce political interpellation.
- Setting up mechanisms for political interpellation, in order to enforce the dialogue with the authorities.
- Monitor that engagements and deadlines set by the authorities are respected.

### **3. Recommendations to private and public donors**

- Raise the part of public aid to basic education in sub-Saharan Africa as an essential factor enhancing sustainable and fair economic development.
- Recognise that an educated population is the condition sine qua non a greater efficiency of foreign aid.
- Pay particular attention to measures enforcing the quality of education, notably respecting socio-cultural conditions and local economies.

---

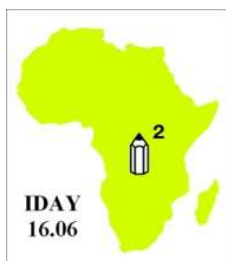
<sup>11</sup> « Positions de la société civile africaine pour l'équité et la justice. Les défis de la réalisation des objectifs de l'EPT en Afrique », Ancefa, 2005.

- Dedicate greater funding to enforce the capacity of local organisms. For each time that a bilateral or multilateral donor provides regional support to a governmental education plan, 3% of the amount should be reserved for a National fund of the civil society for education<sup>12</sup> serving to enforce its capacities.
- Prioritise marginal zones or excluded areas avoiding substituting governmental responsibilities.
- Recognise the role that the African Diaspora can play in Europe, establishing a formal framework for regular consultations of these African country citizens regarding grant strategies for bilateral aid, notably in the social sectors;
- Being aware of the widespread tendency among European countries to concentrate bilateral aid on a limited number of African countries, it is the task of the European Commission to coordinate these decisions. Coordination must avoid some countries becoming "orphans" and enable bilateral aid to be supplemented by European aid to ensure that the education sector is always properly financed. Each country is invited to undertake measures in order to encourage members of the Diaspora to invest in collective projects of public interests in their home countries, including in those that are not selected to receive official public aid.

---

<sup>12</sup> « Fonds Nationaux de la Société Civile pour l'Éducation : Exposé Préliminaire », GCE, Save The Children, Action Aid, Oxfam.





INTERNATIONAL DAY OF THE AFRICAN CHILDHOOD  
JOURNÉE INTERNATIONALE DE L'ENFANCE AFRICAINE  
INTERNATIONALER TAG DER AFRIKANISCHEN KINDHEIT  
INTERNATIONALE DAG VAN DE AFRIKAANSE JEUGD  
DIA INTERNACIONAL DE LA CRIANCIA AFRICANA  
....and its YOUTH - IDAY.aisbl - [www.1606.eu](http://www.1606.eu)

ANNEXE 1: quelques recommandations locales<sup>13</sup>...

## Burkina Faso

- l'intensification du recrutement et la formation conséquente d'enseignants du primaire afin de réduire le déficit en personnel et d'améliorer le taux d'encadrement ;
- l'effectivité du port de l'uniforme au primaire ;
- l'instauration du transport en commun urbain des élèves relevant de l'éducation de base ;
- le renforcement de l'instruction civique et les travaux manuels dans le contenu des programmes du primaire et post-primaire ;
- l'institutionnalisation des journées d'orientation au profit des élèves dès le primaire en collaboration avec les différents corps de métiers existants pour susciter les vocations.

## Burundi

- Accentuer les investissements en faveur de l'alphabétisation des jeunes au travail (enfants domestiques, de la rue,, réfugiés, zones sinistrées et en situation de post-conflits,.....)
- Equiper d'écoles primaires les zones jusqu'à présent délaissées.

## Cameroun

- améliorer les conditions de travail des enseignants des zones rurales à travers la création des cases de passage pour ces derniers
- permettre aux enseignants des zones rurales de pouvoir obtenir une partie de leur salaire à la rentrée afin de leur permettre de s'établir dans les villages où ils sont envoyés et de ne pas mendier auprès des parents d'élèves
- construire plus d'écoles dans les zones rurales et y envoyer plus d'enseignants qualifiés
- baisser le prix des manuels scolaires

---

<sup>13</sup> Ces recommandations sont écrites pas les groupements IDAY locaux.

- encourager les enfants à donner leur opinion en matière d'éducation, afin d'éveiller leur conscience et de susciter en eux l'engouement pour l'éducation de qualité

## Guinée

La Guinée, à l'instar des autres pays d'Afrique se trouve confrontée à d'énormes difficultés en matière de l'éducation de qualité. Cela malgré les efforts consentis par le gouvernement et ses partenaires à travers des programmes sectoriels d'éducation mise en œuvre depuis 1984 (PASE1, PASE2, EPT).

Ces efforts ont constitué en :

- améliorer le taux de scolarisation des enfants ;
- favoriser la protection et l'éducation de la petite enfance ;
- rendre l'enseignement primaire obligatoire et gratuit pour tous
- développer l'apprentissage et le savoir-faire auprès des jeunes et des adultes ;
- réduire de 50% le taux d'analphabétisme des adultes ;
- atteindre la parité entre les sexes d'ici 2005 et l'égalité d'ici 2015 ;
- améliorer la qualité de l'éducation ;

Depuis 2008, le gouvernement de la République de Guinée pour qui l'éducation est l'un des éléments fondamentaux de la stratégie de réduction de la pauvreté a initié le Programme Sectoriel de l'Education (PSE) dont les trois objectifs sont :

- l'accroissement de l'accès ;
- l'amélioration de la qualité et
- le renforcement de la gestion ;

Notons que le taux de scolarisation est passé de 30% en 1990 à 80% en 2006.

Malgré ces notables réussites, des défis majeurs restent encore à relever tant en zone urbaine qu'en zone rurale.

Les zones urbaines absorbent les 60% des dépenses allouées à l'éducation et aussi bénéficient de l'essor de l'enseignement privé. Cependant les salles de classes enregistrent encore des effectifs très pléthoriques dans les écoles publiques (environ 150 élèves par classe en moyenne au niveau secondaire dans la ville de Conakry).

La cherté de la vie dans ces zones ne permet pas aux nombreuses familles à revenu faible d'envoyer leurs enfants à l'école et de les maintenir pour terminer leur cycle.

L'éducation dans les milieux ruraux quant à elle est confrontée à plusieurs difficultés notamment :

- le refus des enseignants d'être mutés dans les villages,
- l'absence d'écoles privées d'enseignement,
- la pauvreté croissante de la majorité des populations,
- la faiblesse des dépenses publiques au bénéfice des zones rurales (32,5%).

Dans ces zones, la probabilité d'accès à l'école des enfants est de l'ordre de 28% lorsqu'ils appartiennent à un ménage dont le chef est analphabète et pauvre. C'est le cas de 80% des ménages ruraux (diagnostic du Ministère du Plan, décembre 2004). L'accès des filles à l'école subi aussi la persistance des tabous qui réduisent le rôle de la femme à la procréation et aux travaux de ménage.

Dans l'ensemble, le système éducatif est confronté à des défis dont entre autres :

- L'insuffisance d'infrastructures adéquates ;
- Le déficit d'enseignants qualifiés ;
- Le faible moyen de déplacement approprié pour les agents de l'éducation en milieu rural ;

- L'absence de motivations au niveau des enseignants;
- Le nombre cruellement déficitaire d'enseignants en zones rurales ;
- Le faible niveau d'accès des élèves aux livres et manuels scolaires...

Pour relever ces défis, et améliorer la qualité de l'éducation en Guinée, il est nécessaire de tenir compte des recommandations suivantes :

- rendre l'éducation de base obligatoire et gratuite pour tous les enfants ;
- motiver et encourager les enseignants à travailler dans les zones rurales ;
- faciliter l'accès aux livres et manuels scolaires ;
- soutenir d'avantage la formation continue des enseignants ;
- développer des infrastructures adéquates ;
- sensibiliser d'avantage les autorités, les décideurs, la communauté internationale en faveur de l'éducation de base de qualité pour tous les enfants,

En conclusion, la réussite de la lutte pour l'amélioration de la qualité de l'éducation au bénéfice de tous les enfants dépend invariablement de la synergie des efforts entre le gouvernement, les partenaires techniques et financiers, les communautés à la base et de la communauté

## Mauritanie

- Renforcement des capacités des réseaux nationaux IDAY en matière de plaider, de capacités organisationnelles et institutionnelles et des NTICS ;
- Appui aux activités de collecte de matériels scolaires pour les écoles en milieu rural;
- Appui à la synergie entre les écoles africaines et européennes par le jumelage et le parrainage des élèves;
- Appui à la mise en place des caravanes écoles pour la scolarisation des enfants nomades;
- Plaider pour une mise en œuvre effective des droits à l'éducation tels que stipulés dans la Convention des Nations Unies pour les droits de l'enfant (CDE) et la Convention africaine pour les droits et bien être de l'enfant;
- Lutte concertée contre les pratiques réfractaires à l'enseignement des enfants tel que le mariage précoce, ainsi que le gavage des jeunes filles (entre 12 et 18 ans), qui sont la cause directe de la déperdition scolaire en Mauritanie;
- Appui à l'enseignement des enfants handicapés avec un renforcement des capacités des écoles d'enfants handicapés;
- Un accent particulier devra être donné à la création des cantines scolaires dans les écoles des quartiers défavorisés et en milieu rural;
- Renforcement des bibliothèques scolaires au niveau des écoles primaires, du collège et des lycées et en particulier les établissements de filles.
- Aide urgente aux écoles dans les zones sinistrées telles que la ville de Tintane qui a complètement été inondée par les torrents en Aout 2007.

## Ouganda

We commend the government for introducing Universal Primary Education (UPE) which has seen multitudes of children now enrolled in school. However, this measures to 82% and therefore there is need for other strategies to ensure that the other 18% also joins education institutions. The following critical observations can contribute to the attainment of the EFA goals.

- The government ought to abolish all charges in whichever form in Public Primary Education to allow retention of child in these institutions.
- The government ought to increase on the education budget so that most educational needs are solved at all levels.
- The government should reinstate the Parents Teachers Associations, which backstopped education institutions through their contributions to school budgets.
- The government should discipline teachers and other instructors in the education sector who abuse children and deny them the opportunity to study.

## République Centrafricaine

- Intensifier les investissements en faveur de la scolarisation des orphelins.

## République Démocratique du Congo

### **Etat actuel du système éducatif de la RDC**

De 1985 à 2005, le taux brut de scolarisation est passé de 80% à 64% soit une chute de 26% . Une chute liée à la forte croissance démographique, mais aussi surtout causée par des crises multiformes : crise économique et financière, crise politique et sociale, guerres successives qui perdurent encore ainsi que les effets dévastateurs de la VIH (sida). L'ensemble de ces difficultés a eu des conséquences désastreuses sur le système d'éducation en RDC, notamment : le désengagement financier de l'Etat, la vétusté, les destructions et dégradations des bâtiments et des équipements, le manque des fournitures scolaires, la démotivation du personnel éducatif, le vieillissement du corps enseignant, la fuite des cerveaux, des bouleversements sociaux et démographiques.

### **Capacité à réaliser l'objectif : « Education Pour Tous (EPT) » en 2015**

Face à cette situation catastrophique, comment l'Etat congolais peut-il atteindre l'objectif de développement du millénaire « Education pour tous en 2015 » auquel il a souscrit ?

Les études en cours au niveau de la Banque mondiale et les milliards de dollars requis pour la satisfaction des besoins qu'implique l'atteinte de cet objectif suggèrent que la date de 2015 soit repoussée à 2020 et qu'il soit défini une programmation en plusieurs étapes comportant chacune des objectifs limités à atteindre.

Dans cette perspective, le Gouvernement congolais a élaboré en 2005 un projet intitulé « Plan d'Action National de l'Education Pour Tous (PANAPT) », plan qui détaille minutieusement les objectifs et les secteurs concernés avec des montants chiffrés. Toutefois, face à ce défi, les budgets actuels de l'Etat congolais paraissent de loin insuffisants. Seuls un concours de nombreux investissements importants permettraient d'avancer sereinement vers l'objectif.

Pour ce qui de l'objectif de la parité du genre, le Gouvernement congolais n'en a pas fait un objectif séparé compte tenu de la très faible différence entre le taux brut de scolarisation des filles et celui des garçons qui a toujours caractérisé le système éducatif en RDC.

On peut donc conclure que l'état actuel du système éducatif de la RDC accuse de nombreuses faiblesses surtout sur les plans des investissements et de gestion.

### **Recommandations**

- ✓ Création de nouvelles infrastructures scolaires dans les milieux urbano- ruraux
- ✓ Création des écoles préscolaires avec un programme adapté

- ✓ Révision considérable du budget alloué à l'éducation par le gouvernement
- ✓ Des investissements significatifs et une rigueur de gestion de l'ensemble des institutions scolaires qui fasse échec à la corruption et à la mauvaise gouvernance.
- ✓ Réhabilitation des infrastructures scolaires désaffectées ;
- ✓ Réorganisation du transport scolaire et distribution d'un repas équilibré dans les écoles ;
- ✓ Augmentation du salaire des enseignants (afin de lutter contre la prise en charge des enseignants par les parents),
- ✓ Formation et recyclage des enseignants;
- ✓ Organisation des associations des parents.
- ✓ Révisitation du programme d'enseignement qui tient compte du développement de chaque enfant et chaque communauté
- ✓ Renforcement de programme d'alphabétisation dans le pays
- ✓ Création des centres de rattrapage scolaire et réhabilitation de quelques centres socio professionnels qui tiennent encore malgré la vétusté ...
- ✓ Organisation des activités génératrices des revenus pour soutenir l'éducation,
- ✓ Création d'un fonds pour l'éducation avec la possibilité de renforcer le secteur éducatif privé
- ✓ Mise en place d'un programme d'éducation spécialisé pour les enfants détenus dans les prisons, les enfants des réfugiés et des enfants nés des enfants de la rue

## SIGNED

A2D ONG (Bénin) - Abantu Zambia (Belgium) - ABSJ (Burkina Faso) - Africa Hakuna Matata (Belgium) - Académie Internationale des Arts et de la Mode (Cameroun) - Action développement parrainages mondiaux (Belgium) - AD ONG (Bénin) - ADEAS (France) - ADEC (France) - Aedaf (Kinshasa/RDC) - AEDAF Aide à l'Education pour l'Afrique (Belgium) - AFEDS Ouaga (Burkina Faso) - AFHALITD (Cameroun) - Afrikaans Platform (Belgium) - AGIR PLUS (Togo) - AIDSS TOGO - AJA (Togo) - AJC/GALS (Burkina Faso) - AJNSB Ouaga (Burkina Faso) - AMENPELAVE (Cameroun) - Amis des Enfants asbl (Belgium) - Amitié Congo (Belgium) - ANAMAD (Kinshasa/RDC) - ANGB/OUAGA (Burkina Faso) - Anges du Ciel (Kinshasa/RDC) - ANI (France) - APEO (France) - APOED (Burkina Faso) - APROPEV (Kinshasa/RDC) - Apsof (Kinshasa/RDC) - AREDEE/RS (Togo) - ARS (Burundi) - ASADHO (RDC) - ASEDOS (France) - ASMA (Bénin) - ASSAF (Togo) - Association des Hommes Vivant avec le VIH/Sida (République Centrafricaine) - Assistance Nomade (Mauritanie) - Association Bantangafo Bé-Okoko (République Centrafricaine) - Association Burkinabé Actions Communautaires (Burkina Faso) - Association des Jeunes et Amis pour le Développement Intégré de la Guinée (Guinée Conakry) - Association des Formateurs pour le Développement de l'Entrepreneuriat (Guinée Conakry) - Association des Jeunes pour l'Education et la Culture (Guinée Conakry) - Association Inter Etat des jeunes du Liptako-Gourma (Burkina Faso) - Association Jeunesse Entreprise Guinée - Association pour la Promotion de l'Enfant en Mauritanie - Association ZINGO (République Centrafricaine) - Atelier Fiwe (France) - BRIDDERLECH DEELEN (Luxembourg) - Bureau congolais des loisirs (Kinshasa/RDC) - C.P.S (Uganda) - CAAPF (Togo) - CAD (Burundi) - CAEPE (Bénin) - CAMJ (Burkina Faso) - CAMJ/CBAMFORA (Burkina Faso) - CAMJIH (Burkina Faso) - CARITAS (Luxembourg) - CATSR (Kinshasa/RDC) - CBDC-Ouaga (Burkina Faso) - CCEB (Burkina Faso) - CEFAN (Cameroun) - Cefocrim (Lubumbashi/RDC) - Cellule d'Appui pour la Sauvegarde de l'Ecole Rurale (Guinée Conakry) - Centre Bokolisi (Kinshasa/RDC) - Centre de Mission Chrétienne (Cameroun) - CIBAEVA (Cameroun) - CIDEV ONG (Bénin) - Club Amical Afrique de Guinée (Guinée Conakry) - Club Amical des Elèves et Etudiants pour l'Education, la Culture et Sports (Guinée Conakry) - Club des Amis du Livre (Guinée Conakry) - CLUB JACSE (Burkina Faso) - CLUB UNESCO (Burkina Faso) - Coco Cabana (France) - CODHOD (Kinshasa/RDC) - Conseil des Communautés Africaines en Europe et en Belgique (Belgium) - Fonds Message de Yaguine et Fodé (Belgium) - COVADES (Bénin) - CSACEFA (Nigeria) - Danki (France) - DDE ONG (Bénin) - ECO Bénin ONG (Bénin) - EDD (Bénin) - EDUAF - Education Universelle en Afrique (Luxembourg) - EDUAF-Burundi - Eglise Evangélique des Frères (République Centrafricaine) - Elonga (Kinshasa/RDC) - Enfance chrétienne (Kinshasa/RDC) - Enfants Domestiques (Burundi) - Espace Linga téré (République Centrafricaine) - Expressions (France) - FAWE (Burundi) - FAWE Burkina Faso - Fodesa (Lodja/RDC) - Fondation Généreuse Développement (Cameroun) - Forum National pour la Promotion des Droits de la Femme et de l'Enfant (Mauritanie) - FVS-Amade (Burundi) - Groupement Aide Sociale (République Centrafricaine) - Groupement des femmes centrafricaines pour la plantation de Moringa (République Centrafricaine) - Handicap International (Luxembourg) - Hosanna Ministries (Uganda) - Humanitarians Missionaries to the Congo (Belgium) - ICA - TOGO - Id (Burkina Faso) - ILDI (Kinshasa/RDC) - International Peace Fondation (Nigeria) - ITSUD (Cameroun) - JEDE (France) - Jeunesse Avenir (Kinshasa/RDC) - K.P.S (Uganda) - KAYDA (Uganda) - La RELEVE (Togo) - Laïcité et Humanisme en Afrique Centrale (Belgium) - Le Bon Refuge (Togo) - Le Monde selon les femmes (Belgium) - LE RONIER (Togo) - LevA (Bénin) - MAEJT (Burkina Faso) - Maison de l'Avenir (Belgium) - Maison des Enfants du Monde (Belgium) - Maison Lueur d'Espoir (Burundi) - MARA (Kinshasa/RDC) - MINKANG (France) - MJB (Burkina Faso) - Mutuelle des Amis Solidaires (Cameroun) - Mwindi Kitoko (Belgium) - New Generation (Burundi) - NIDOE-Germany - NIDOE-United Kingdom - Nile Crafts (Uganda) - Nouvelle Vision Africaine (France) - OAPIC ONG (Bénin) - OCD-Burkina (Burkina Faso) - ODES (Bénin) - ODIAE (Togo) - Oser la Vie (Kinshasa/RDC) - Oser la Vie asbl (Belgium) - P2TP (Togo) - PADEV (Togo) - PAGE (Togo) - PASEORSC TOGO - Petits pas (Kasai Occidental/RDC) - Petite Colline (Belgium) - Petits Pas asbl (Belgium) - PFYD-U (Uganda) - Presse Jeune (Cameroun) - Racine de Guinée / Réseau des Jeunes en Population et Développement (Guinée Conakry) - REFED/S (Togo) - Réseau des Jeunes pour le Développement (Burundi) - Réseau des Jeunes pour les Forêts d'Afrique Centrale (République Centrafricaine) - RESOPE KARA/FPP (Togo) - SASB (Burundi) - SIRAIB (Togo) - SOS Casamance (France) - SOS Sahel (Luxembourg) - SOS Villages d'Enfants Monde (Luxembourg) - SUAF (Togo) - Team Challenge (Uganda) - Turesmeshe Impfuyvi (Burundi) - UCC (Uganda) - UNICEF (Luxembourg) - Unicob (Belgium) - Union des Femmes pour la Promotion et le Développement (Cameroun) - Union pour le Développement et la Coopération (Guinée Conakry) - UNITY FOUNDATION (Luxembourg) - Victory Way (Bénin) - VINODI (Togo) - VODAP (Uganda) - WANGO AFRICA (Nigeria) - Xam Xam Miwa (France) - Y.R.A (Uganda) - Young Men Christian Association (Cameroun) - Youth Indigenous for Development (Cameroun)

