

A yellow silhouette of the African continent is centered on the page. The text 'MANIFESTO IDAY - 2009' is written across the top half of the map. A pencil icon and the number '2' are positioned in the lower right area of the map. The date 'IDAY 16.06' is located to the left of the map.

# **MANIFESTO IDAY - 2009**

**2**



**IDAY  
16.06**

# IDAY MANIFESTO 2009

## 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<sup>1</sup>.

«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. With the Dakar Framework for Action and the Millennium Development Goals, the challenge of education for all was raised to a universal level.

1.1.3. In 2009, unquestionable progress have been made, including in sub-Saharan Africa. According Pôle de Dakar, the number of schooled children increased by 29 million since 2000 and access ratio in the last year of primary cycle – which provides an estimate on the completion of the cycle – has gone from 48% to 65% between 1900 and 2005. If maintaining the current pace, 5 countries would be able to achieve MDG2 before 2015, and 10 would achieve it in 2015.

1.1.4. However, according to the United Nations 2009 Report on the MDG, the average net enrolment ratio in sub-Saharan Africa in primary education has increased at six times the rate of the pre-Dakar decade, to 70% in 2006<sup>2</sup>. It went up from 56% in 1999 to 73% in 2007, but with significant discrepancies between the countries. In this region, an estimated 37 million school-aged children remain outside the education system. About 47% of out-of-school children worldwide are African. In four sub-Saharan countries, the education rate is decreasing, for some of them regressing to the level of 1990. Moreover, while the proportion of illiterate declines among the 15 to 24-year old, this age group keeps on growing by over 10 millions in a 5-year time period (43 million in 2000-2009). Preschool initiation benefits to only 14% of the youngest children in Africa, whereas the world average is 40%. Eventually, one must bear in mind that these official statistics overlook millions of so-called « invisible » Africans children and youth,

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<sup>1</sup> As stressed in UNESCO's *Global Monitoring Report 2009*, «The EFA goals and the MDGs (Box 1) are mutually interdependent. Not only a right in itself, education plays a crucial role in reducing poverty and inequality, improving child and maternal health, and strengthening democracy. Conversely, progress in education depends on gains in other areas, such as the reduction of poverty and disadvantages, and increased gender equality» (p.10).

<sup>2</sup> Education for All Global Monitoring Report 2009, *Overcoming inequality: why governance matters*, op. cit.

who are not even registered in official records.

1.1.5. The expected demographic increase in Africa will accentuate the problems regarding education. 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. This reality is rightly described by Professor Paul Collier as a « socio-economic ticking bomb » for Europe.

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 status and rural location). In Mali for instance, girls from poor families are 4 times less likely to attend primary school as girls from wealthy extraction, and their chance of accessing secondary education is 8 times lower.<sup>3</sup> In the last year of primary school, the averagely gender parity index (GPI) has been improving from 0.89 in 1999 to 0.93 in 2007. But there again, countries' performances show significant discrepancies. For instance, Niger and Mali score very low, with respective GPI of 0.75 and 0.80 in 2007. In some schools located in Uganda's post-conflict regions, and despite Uganda being considered by the World Bank to deliver quite satisfactorily on the MDG2, figures indicate that the female proportion plummets from 100% down to zero between the first and the last year of the primary cycle.

1.1.7. Another major concern is the quality of education. The 2008 United Nations Report on the Millennium Development Goals stresses that the concept of universal primary education implies not only education for all, but also quality education. All children attending school regularly are expected to learn how to read, write and count before they turn ...<sup>4</sup> But African children experience a higher level of low learning achievement. The UNESCO Education for All (EFA) Report 2009 highlights the assessment of the Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ II) in sub-Saharan Africa, which indicates that fewer than 25% of grade 6 pupils reached a desirable level of reading in four countries and only 10% in six others.

In many African countries, the quality level of the education system is affected by a number of interacting factors: curriculum often not adapted to the context, absence of preschool education, insufficient number of teachers<sup>5</sup> with working time way below the 900hours/year standard, undertrained teachers, over-crowded classrooms (often more than 100 pupils per class), lack of equipment (In Africa, it is more common to count the number of children per book than the other way around), strikes, low salary grid... A lowering quality weakens considerably the efforts made to improve availability in the African education system. Many African analysts agree that the focus on quantity nurtured by the MDG2 is partially responsible for the worrying downturn in quality of basic education on the continent.

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

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<sup>3</sup> UNESCO, *Fact sheet on EFA 2009*, p.2.

<sup>4</sup> ONU, Millennium Development Goals, *op.cit.*

<sup>5</sup> According to PUNESCO, « *In sub-Saharan Africa only, 1,6 million new teacher's position need to be created and as many teachers need to be recruited by 2010 to achieve the EFA; this figure goes up to 3,8 million if taking into account retirement, resignation and losses (due to HIV/AIDS for instance)* » UNESCO, *op.cit.*, p.3.

1.2.1. 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. Empowerment of populations is recognised as a necessary condition for the building of a State governed by the rule of law.

1.2.2. Education also increases life expectancy, facilitates family planning, enables preventive aspects of health care<sup>6</sup> and reinforces the parents' personal involvement in the education of their children. Education is key to improving the well being of individuals.

1.2.3. Finally, it is hard to conceive of an efficient use of foreign aid without the active participation of an educated population in strategic decisions affecting their own country and life.

### **1.3. Many actors to take-up the challenge**

#### **1.3.1. The African States**

1.3.1.1. In compliance with the conclusions of UNESCO and the organisation Pôle de Dakar, we support the idea that allocating public means to primary education is one of the most effective instrument at the governments' disposal in order to alleviate poverty.

1.3.1.2. Despite an increase in the resources attributed to education since 1999, the budget share that African governments set aside for education remains insufficient: it represents an average of 5%, whereas health care receives 10% and security / military expenses, 14% of the GDP. If not explanatory, a correlation can be drawn between low-income countries and lesser spending on education in their national budgets. As stated in the UNESCO 2009 Report, « *in sub-Saharan Africa, eleven out of the twenty-one low-income countries with data spend less than 4% of their GNP* »<sup>7</sup>. On the issue of the share of national budget dedicated to education, the comparison provided in this report is striking: « *in 2004, North America and Western Europe alone accounted for 55% of the world's spending on education but only 10% of the population aged 5 to 25. Sub-Saharan Africa accounts for 15% of 5-25-year olds, yet just 2% of global expenses* ». According to UNESCO, these data reflect a weak political commitment in favour of education<sup>8</sup>.

#### **1.3.2. Public Foreign Aid**

1.3.2.1. As a result of the Dakar meeting and the MDG's, foreign aid for education has increased from USD 1,6 billion in year 2000 to 6,4 billion in 2005. The share allocated to education in Africa has increased from 3% in 2000 to 8% in 2004<sup>9</sup>. However, despite this promising development, aid-fatigue is tangible: since 2005, aid volume for education in Africa has dropped to the levels of 2002 (7% of global aid). UNESCO's data indicate that although the commitments were on the rise again in 2006, they remained inferior to the level of 2004.

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<sup>6</sup> Studies have shown that women who completed the primary education cycle were 50% less likely to be infected with HIV/AIDS. Indeed, as highlighted by UNESCO, "education remains one of the best hopes to stimulate necessary behavior changes and cooperation to curb the pandemics. See: [http://portal.unesco.org/education/fr/ev.php-URL\\_ID=27550&URL\\_DO=DO\\_TOPIC&URL\\_SECTION=201.html](http://portal.unesco.org/education/fr/ev.php-URL_ID=27550&URL_DO=DO_TOPIC&URL_SECTION=201.html)

<sup>7</sup> UNESCO, *op.cit.* p. 6

<sup>8</sup> UNESCO, *op.cit.*

<sup>9</sup> « EFA, urgency of integrated sectorial policies », Pôle de Dakar, Breda, 2007

1.3.2.2. According to the Global Campaign for Education (CGE), « *none of the G8 countries donate their fair share of the USD 9 billion, considered to be the minimum amount needed to offer a full cycle of primary education to all children. And a long road still lies ahead before achieving the annual USD 16 billion which, according to some estimates, are needed for a complete realisation of the Education for All (EFA) program* ». « *In spite of significant efforts demonstrated by some countries, the G8 as a whole provides only a minimal fraction of the USD 16 billion needed, equivalent to USD 2,5 billion*<sup>10</sup>. » The civil society can only witness a firm political will without efficient means for action.

1.3.2.3. 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. As of 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 commercial and geopolitical interests of the donor countries still by and large determine the orientation of public foreign aid. Nearly half of the aid allocated to education is distributed to countries of medium income, while countries defined as fragile or conflict States receive less than 20%. Indeed, according to UNESCO, « *in 2006 the 35 so-called "fragile States" received USD 1,6 billion of education aid, of which USD 0,9 billion for primary education. Their share of education aid against their population is barely higher than that of all low-income countries*<sup>11</sup>. »

1.3.2.5. Finally, it is observed that only a small part (20-40%) of aid aimed at education actually reaches its goal due to fraud in the receiving countries. It should be noted that a majority of African countries appear among the world's most corrupted States, according to the list established by Transparency International. It is also worth stressing that no study in the current literature on development has yet demonstrated that foreign aid contributes effectively to the receiving countries' economic growth. It is therefore more than urgent to elaborate and seriously consider alternatives to traditional foreign aid.

### **1.3.3. Private aid**

Private aid plays a sizeable role as it directly addresses evident local needs, and relieves acute humanitarian needs. It is taking on a new dimension with the increasing contribution of the African Diaspora, which demonstrates a real collective commitment. However, the amounts of private aid destined to primary education in Africa are estimated to represent about 10% of the demand. They cannot, therefore, pretend to get Africa to achieve the goals of the Dakar Framework on their own. Moreover, private aid entails some counter effects: the national sovereignty of the receiving country is not always respected; funds are at times distributed in a haphazard manner and without aligning on national priorities. This aid is also generally implemented in the form of "service provision", which benefits to a limited number of children.

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

1.3.4.1. 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

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<sup>10</sup> KENT, A., *G8: Doit faire ses preuves. Réaction au communiqué du G8 sur l'Afrique et le développement : campagne mondiale pour l'éducation*. URL link:

[http://www.campaignforeducation.org/docs/pressrelease/g8/G8%20communiqu%C3%A9\\_FR.pdf](http://www.campaignforeducation.org/docs/pressrelease/g8/G8%20communiqu%C3%A9_FR.pdf)

<sup>11</sup> UNESCO, *op.cit.*, p.39.

are even more crucial in today's context of decentralisation and aid granted in the form of budgetary allocations.

1.3.4.2. As a matter of fact, civil society plays a decisive role in many African countries in bridging the gap with the State's diminishing involvement and control. For instance in Ivory Coast and in Togo, young delinquents can only rely on such organisations to watch for their rights. The African civil society is vibrant with remarkable initiatives; this explains why it is increasingly considered as a favoured partner for foreign aid. The challenge that civil society must face is the need to come together in order to gain recognition as a proficient interlocutor. It must also bring the governments to acknowledge its value as an independent partner capable of engaging in a 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. Besides transferring money and goods in the name of solidarity, the members of the Diaspora contribute to the political, economic, and social development of both their countries of origin and destination through mutually benefiting exchange of skills and confrontation of values. Still, the modalities governing its actions should not fall victim of the pitfalls of traditional foreign aid. Diaspora's interventions have indeed, more than any other form of aid, the potential to encourage emigration at the expense of local development.

### **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>12</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 of economic growth in some developing countries, but one must also agree that it has been applied asymmetrically. 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 survival. In addition, 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 context of globalisation 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>13</sup>. This debt obstructs public investment in education<sup>14</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.

1.3.5.3. One of the most astonishing aberrations of the aid sector is the delusion nurtured by international institutions that injecting foreign capital will boost the economic growth of countries whose domestic financial systems are barely fit to channel local saving to local

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<sup>12</sup> Pôle de Dakar Report 2006

<sup>13</sup> « Africa's debt today », CADTM, 2005

<sup>14</sup> Commonwealth Education Fund

investment opportunities. Ben Bernanke<sup>15</sup> states: “History has conclusively shown that a modern economy will not grow if its financial system is not efficient”. Concordant with this observation, many analysts consider that the capital markets of under-developed countries are characterised by excess rather than shortage of liquidity. International banks for development and investment therefore bear a heavy responsibility by overlooking the essential requirements for economic development.

### **1.3.6 Children’s rights**

All but too many children in Africa suffer from social constraints depriving them of the basic education they are entitled to. Street children, domestic children, so-called witch children, child soldiers, children in prison, young girls being forced to marry before completing the primary education cycle, not to mention child labour, child trafficking, sexual abuse, prostitution, or the more common reality of regular participation in agricultural activities, are as many examples. On top of that, many of these children are not registered and therefore statistically invisible. School is a child's best protection and all societies must be held accountable to varying extents 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: shortage or 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 dedicated to education are currently swallowed up by the combat against these plagues, although access to education would have had a direct impact on health improvement. A population that received primary education are much less vulnerable to these diseases: basic education should be recognised as fundamental to all preventive health programme and vice-versa.

With this in mind, IDAY welcomes the opportunity to collaborate with a Luxembourgers association and contribute to the diffusion of the Artemisia Annuua, a plant with demonstrated curative value against malaria and water disinfecting properties.

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

According to UN and World Bank sources, 75% of the African emigrants are 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 complete their education. This brain drain deprives Africa of a large number of its researchers, scientists and other competent human resources that are crucial to its sustainable development. The reasons behind the sub-Saharan migration towards wealthy North countries are multidimensional: better standard of living and economic prospects, intellectual ambitions such as scientific research and expertise, 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 the negligence and indifference of the State and/or the private sector towards research, which has devastated the national scientific apparatus. By filling this gap, foreign aid runs the risks of creating potential migrants as its actions and intervention principles aversively strengthen the delusion that only outsiders can secure the fundamental rights of the population. Poor salaries of workers, teachers and scientists are also a strong motivation for leaving, as they no longer can provide for a family.

### **1.3.9 Conflict situations**

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<sup>15</sup> Chairman of the US Federal Reserve; Statement at a conference in London, January 2009.

Far too many countries in Africa are victims of conflict or post-conflict situations (Sudan, Somalia, DR Congo, Mozambique, Burundi...). Malnutrition, illness and traumas are a direct consequence of conflict, as is the destruction of the school system infrastructure and the children's incapacity 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 perpetrators of gruesome crimes. Special measures need to be taken to save the future of these children living under exceptional circumstances. An accelerated alphabetisation will allow the recovery of thousands of youngsters and especially young girls, otherwise lost to society.

The African Development Bank (ADB)<sup>16</sup> concluded in a recent study that the establishment of forces off-setting the power of the executive bodies is an essential component of conflict prevention in Africa. IDAY considers its capacity building action to be in line with the ADB's recommendation: indeed, encouraging the African civil society to lobby for the fundamental right to quality basic education contributes to the upcoming of participative democracy.

## **2. RECOMMENDATIONS**

### **2.1.2.1. General recommendations**

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

### **2.2. Recommendations to 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;
  - o Official primary school. Contribution to the financing of teachers and school equipment of community schools;
  - o 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

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<sup>16</sup> According to the African Development Bank, "in conflict situations, fear and lack of opportunities entice people to seek refuge abroad, for themselves and their capital. The result is a shortage of competences, a large Diaspora, a collapse of private investment and an accumulation of private wealth abroad. See: African Development Bank, *African Development Report 2008/2009. Conflict resolution, peace and reconstruction in Africa*, ed: Economica, 2009, p.21.



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.

- Consider civil society organisations (CSOs) as full interlocutors and institutionalising their involvement in the development of national policies.
- Produce official and transparent reports on Aid and Education budgets.
- Prioritise marginalised populations, notably:
  - o Habitants of rural zones, suburbs or marginalised areas
  - o Girls
  - o Socially excluded children (see 1.3.6.)
- Organise every three years, in an African country, « the General State of Basic Education », bringing together government and school officials, teachers, families and community representatives, civil society organisations, universities, international agencies and local as well as foreign private donors. The aim is to have a systemised evaluation enabling the elaboration of a triennial frame comprising results to be achieved through objectively verifiable indicators, taking each country's specific context into account.
- Strengthen national coordination of foreign donors - private and public - in order to ensure that all parties interested in the EFA program work within the framework of a national strategy. This will encourage control and integration at national level<sup>17</sup>.

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

- Civil society organisations should adopt less individualistic behaviours and form coalitions at several levels by integrating into existing networks to increase their visibility; assert their contribution to defending the rights of the children and youth whom they represent; ally to remind governments of their primary responsibility for the respect of these rights, especially the right to quality basic education.
  - Organise themselves in order to maximise their impact on the defence of the right to education, particularly for so-called “invisible” and marginalised children and youth.
  - Elaborate propositions based on the needs on the ground, but also taking into account the windows of opportunities created by the authorities and donors.
- Keep in mind that only solutions involving the national/local authorities and resources will be sustainable; foreign aid should be regarded as nothing but a second best option.
- See that authorities keep up to their commitments and that benchmarks are respected.

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

- To all donors:
  - o Increase the impact of their funding by informing on the outcome and recommendations of aid evaluation and adapt procedures accordingly.
  - o Prioritise basic education and literacy so as to enable receiving populations to participate more actively in the democratic process and in strategic socio-economical decisions.
  - o Recognise that an educated population is the *sine qua non* condition for improving governance, thereby also achieving a greater efficiency of foreign aid.
  - o Pay particular attention to measures reinforcing the quality of education, notably by respecting socio-cultural conditions and local economies.

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<sup>17</sup> « Position of the African civil society on equity and justice. The challenges of achieving the Education for All objectives in Africa” Ancefa, 2005.

- To public donors:
  - Since its creation in 2005, IDAY insists on the International Monetary Fund (IMF) to consider the State's running expenses in education as investment, and thus to exclude them from budget restrictions that condition the granting of IMF's financial support.
  - IDAY also demands that politically-motivated decisions to suspend foreign aid not touch upon the part dedicated to education, knowing that such measures have tragic consequences on the education cycle of many youngsters
  - Dedicate an increasing share of funding to supporting and strengthening the actions of civil society organisations.
  - Condition the granting of funding on the capacity for CSOs to monitor the funds' allocation and to make sure that they actually benefit to the target group.
  - Set aside at least 10% of the total amount of funding to capacity-building activities targeting civil society organisations of the receiving country.
  - 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;
  - Taking note of the interpretation made by many donor countries of the 2005 Paris Declaration and of the subsequent tendency to concentrate bilateral aid on a limited number of African countries and sectors; stressing that this approach of development cooperation generates great difficulties for civil society organisations – of both donor and receiving countries – as well as for the African Diaspora in Europe, IDAY calls on the European Commission to coordinate these policy decisions so as to make sure no country becomes “aid orphan” and to prevent civil society organisations of the 3<sup>rd</sup> and 4<sup>th</sup> pillar from suffering from this concentration trend.
  
- To private donors:
  - Comply with existing national priorities in the sector of intervention. Considering that marginalised regions and populations are often overlooked in national programmes, a major share of the funding should be dedicated to these areas and groups through actions that are complementary to that of the national/local authorities so as not to substitute to governmental responsibility.
  - Dedicate sufficient funding to human rights campaign and to capacity building for civil society organisations.

# SPECIFIC RECOMMENDATIONS OF IDAY AFRICAN MEMBERS

## TOGO

IDAY TOGO félicite le gouvernement des efforts fournis pour amorcer le processus de gratuité par la suppression des frais scolaire dans les écoles préscolaires et primaires publiques à partir de la rentrée scolaire 2008-2009.

Cette bonne décision n'ayant véritablement pas été accompagnée des mesures de mise en œuvre adéquates, a certes engendré des problèmes durant l'année scolaire 2008-2009 à savoir :

- l'effectif pléthorique des élèves dans les salles de classes
- l'insuffisance des salles de classes
- l'insuffisance significative des enseignants
- l'insuffisance significative des matériels didactiques existants
- insuffisance et retard des fonds de fonctionnement des écoles publiques et structures déconcentrées de l'éducation.

IDAY TOGO voudrait attirer l'attention de l'Etat sur les 6 priorités qu'il s'est définies pour atteindre le 2<sup>ème</sup> OMD et demander au gouvernement de tout mettre en œuvre pour la mise en application réelle des deux premières priorités dont le contenu est le suivant :

- 1- Améliorer l'équité, l'accès et le maintien des enfants dans les différents niveaux d'éducation et en particulier dans l'éducation de base, notamment les filles, les enfants en difficulté, vulnérables et défavorisés et l'acquisition réelle des compétences ;
- 2- Améliorer sous tous ses aspects de la qualité de l'éducation, l'efficacité interne et les conditions d'accueil à tous les niveaux,

IDAY TOGO tient à attirer l'attention du gouvernement sur l'urgence de la réorganisation du processus de gratuité de l'enseignement. Pour l'année scolaire 2009-2010, IDAY TOGO souhaite que les subventions, les frais de fonctionnement des écoles et structures déconcentrées soient disponibles et revues à la hausse dès la rentrée scolaire 2009-2010.

IDAY TOGO demande à l'Etat de rendre fonctionnel les centres préfectoraux d'alphabétisation pour permettre aux filles mères et aux jeunes adultes d'avoir accès à l'alphabétisation.

IDAY TOGO soumet aux autorités en charge de l'éducation, la synthèse des problèmes que rencontre l'éducation nationale et des approches de solutions dans le tableau ci-après.

<b>Problème de l'éducation au Togo</b>	<b>Sources d'information</b>	<b>Approche de solutions</b>
Absence d'écoles dans certaines localités	DRE	Construction de bâtiments scolaires dans les milieux défavorisés
Insuffisance d'infrastructures scolaires (bâtiments, point d'eau, sanitaires, mobiliers scolaires)	DRE	- créer et équiper les aires de jeux et les sanitaires - Fabrication de mobiliers et équipement scolaires

Insuffisance de matériel didactique	Etablissements scolaires	- Doter les écoles de matériel didactique
Insuffisance du personnel enseignant en général et du personnel qualifié en particulier	DRE	- Recrutement d'enseignants - formation/recyclage du personnel enseignant
Déperdition scolaire surtout de la jeune fille	Etude du document de projet ONG	Sensibilisation des populations et autorités
Trafic d'enfants	IPEC/BIT	Sensibilisation des populations et autorités
Insuffisance des institutions spécialisées pour l'éducation et la formation des enfants vivant avec un handicap	OSC, UNICEF, PLAN Togo	Créer des institutions spécialisées pour l'éducation des enfants handicapés
Non gratuité des frais scolaires annexes	CDE	Poursuivre le processus pour la gratuité de l'école.
Absence d'offres alternatives de formation et d'éducation	DRE/DRAS/OSC	Créer les écoles alternatives pour les enfants vivant avec un handicap
Discrimination des enfants en conflit avec la loi	Brigade pour mineur	Sensibilisation/formation des directeurs et enseignants
Accroissement du nombre d'enfants mendiants	OSC	Sensibilisation sur les droits des enfants
Retard de salaire des enseignants, intégration des enseignants volontaires	Enseignants volontaires/ directeur des écoles	Faire des plaidoyers à l'endroit du gouvernement
Le taux de pauvreté élevé des ménages empêche la scolarisation des enfants	BIT / OSC	Mise en place des structures et projets d'appui à la scolarisation

## RWANDA

Tous les orateurs du jour<sup>18</sup> ont recommandé que les enfants signalent toutes formes de violations contre leurs droits et que les professeurs pensent à la promotion et à la protection des droits de l'enfant comme étant leur devoir quotidien. À ceux qui n'accomplissent pas entièrement leurs tâches, les orateurs ont recommandé le courage et l'auto motivation afin de préparer le « futur » du pays. Le rappel de la vision du pays, et tout ceci ne seront pas atteints sans la participation de différentes couches (strates) du pays et des pays étrangers, l'éducation est parmi les secteurs le plus sensible et le plus important.

## BURKINA FASO

Au terme de leurs travaux, les membres de IDAY- Burkina rassemblés à l'occasion de la Journée de l'enfance africaine suite à l'atelier qu'ils ont tenu sur « **le rôle de l'enseignant comme acteur incontournable pour l'éducation des enfants au Burkina Faso** » ont formulé, avec l'apport d'Oxfam et Plan, les recommandations spécifiques suivantes :

- Donner aux communes les compétences pour la gestion des fonds qui leur sont alloués ;

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<sup>18</sup> Orateurs présents lors de l'activité organisée par IDAY Rwanda dans le cadre de la journée de l'enfant africain

- Mettre en place un plan de communication entre le Ministère de l'enseignement de base et de l'alphabétisation et les collectivités locales ;
- Assurer l'équité dans le financement des différentes Institutions concernées notamment au niveau des communes ;
- Evaluer l'impact de la décentralisation du système éducatif sur les structures qui en ont déjà bénéficié;
- Améliorer les conditions de logement des enseignants ;
- Rendre plus accessibles les fonds pour le financement des infrastructures scolaires ;
- Augmenter le nombre d'écoles pour réduire la pléthore des effectifs dans les classes et les distances que les enfants doivent parcourir pour aller à l'école.
- Prendre des mesures incitatives pour améliorer le traitement salarial des enseignants burkinabé ;
- Décentraliser les structures de prise en charge du traitement des dossiers des enseignants (indemnités, avancement, etc.) pour réduire les multiples déplacements à Ouagadougou.

## BURUNDI

Recommandations à l'issue de la journée d'atelier organisée dans le cadre de la journée de l'enfant africain et portant sur les **causes de la non scolarisation et de l'abandon scolaire** :

*Recommandations issues des différents groupes:*

### 1. Groupe des enfants (tranche d'âge : 9-14 ans)

- Mettre en place des cantines scolaires pour permettre aux enfants pauvres de manger au moins une fois par jour ;
- Mettre à leur disposition le matériel et les uniformes scolaires ;
- Augmenter le nombre de livres et autres matériels didactiques ;
- Mettre à disposition des écoles des terrains de jeux dans les écoles.

### 2. Groupe des parents

Les parents doivent :

- créer de bonnes conditions de suivi scolaire ;
- être des modèles pour leurs enfants ;
- veiller à ce que leurs enfants aient de bonnes conditions d'apprentissage (condition physique et suivi)
- être conscients que le gouvernement supprime les frais connexes que certains établissements scolaires ont tendance à exiger des familles des enfants.

### 3. Groupe des enseignants

Les enseignants demandent au gouvernement de :

- rendre le matériel didactique disponible pour les enfants et les enseignants ;
- mettre en place des infrastructures et des enseignants qualifiés en nombres suffisants.

## KENYA

1. Formulation of policies aimed at protecting the child against practices such as early marriages and FGMs to improve the girl child's chances of accessing education and completion i.e. Kuria District
2. Policies in place by the government should be stakeholder-influenced especially partnering in policy formulation.
3. All the separate sub sector policies to be amalgamated into a single comprehensive education sector policy incorporating ECD, FPE, FSE, ACE, NFE, gender etc.
4. Laws already in place clearly stating the minimum age requirement for employment to pre-empt child labor and subsequent exploitation to maintain the school age going children in school to be more re enforced on implementation.
5. The FPE and FSE to be incorporated in the Education Act and also ensure that ECDE is fully integrated in all primary schools and increase access of both ECDE and Secondary schools.
6. Improve the economic state-of-events to mitigate the problem of child-headed households hence illiteracy, Government in collaboration with institutions and organizations working around children related issues must help needy (poor) parents in up-bringing their children to avert the problem of children living in the street through materials and financial support by creating atmosphere for self employment etc.
7. The Education Act should also incorporate frameworks which ensure that no child misses out on access to education by relaxing on its regulation for community schools' registration to ensure minimal, or no exclusion from education. Government should create frameworks under which to support schools within the informal settlements.
8. Proper prioritization, prudent use, getting value and accountability of every shilling being spent in the budgetary allocation to Ministry of Education (departments) working on child related issues.
9. Governments and civil society organizations should promote public education campaigns to improve social perceptions of women's roles in society and to raise awareness of the value of women's and persons with disabilities work and welfare to families and societies.
10. The government in partnership with development partners should increase funding for programs which are committed to comprehensive health care and also medical Laws to be reviewed to take into account the increased mortality rate.
11. The teacher student ratio should be decreased to 1:30 hence need for more teachers to be recruited especially for the non formal schools.
12. The prescribed text books to be allocated to each child.
13. Government should speed up the implementation of Special Needs Education Policy.

14. Government must ensure regional parity
15. Government should put mechanisms in place like having a compulsory immunization programme for all school going children and also for their access to birth certificates.
16. The budgetary allocation per child of Kshs. 1,020 to be increased to Kshs. 2,000.
17. The African Committee of Experts on the Rights and Welfare of the Child established within the African Union to promote and protect the rights and welfare of the child, be obligated to work closely with Civil Society and non-state actors to monitor the achievements of the commitments made by governments.
18. The Committee and Education Rights Advocates should similarly remind the governments of the cardinal obligations to respect the Charter by recognizing the rights, freedoms and duties enshrined therein and undertaking such necessary constitutional, legislative and other policy steps sufficient to give effect to the provisions of the Charter.
19. Advocates of the Right of the Child must redouble their efforts and ensure that any custom, tradition, cultural or religious practice that is inconsistent with the rights, duties and obligations contained in the Charter are a nullity.

## **BENIN**

Le Bénin, tout comme la plupart des pays africains au Sud du Sahara connaît encore de véritables problèmes de scolarisation des enfants. Sur une population d`environ 1.500.000 d`enfants âgés de 10 à 17 ans, 700.000, soit 45% du total, est la tranche estimée en 2006 comme étant hors du système éducatif formel / école.

Heureusement, le Gouvernement béninois a opté pour la gratuité de l`école primaire pour tous et cela a été officiellement déclaré en conseil des ministres le samedi 13 octobre 2006 et IDAY Bénin lui en délivre un satisfecit.

Cependant, la gratuité de l`école maternelle et celle primaire telle que prononcé ne règle pas tous les problèmes de la scolarisation des enfants et cela n`est plus à démontrer car des faits sont là depuis 2006 pour en témoigner. En effet, au lendemain de la noble décision de la gratuité de l`enseignement maternelle et primaire, dans le but de tendre vers le 2<sup>ième</sup> objectif du millénaire pour le développement, environ 150 000 enfants se seraient ajoutés à ceux déjà à l`école avant 2006, alors même que les infrastructures existantes à ce jour ne sont pas suffisantes pour accueillir tous les enfants scolarisés. Ainsi, l`insuffisance de salles de classes est l`une des contraintes principales auxquelles il faut faire face pour opérationnaliser la gratuité de l`école maternelle et primaire. Face à cela, le Gouvernement a lancé une grande opération de construction de salles de classes. Sur 6243 salles de classes promises il a déjà réalisé 2000 salles de 2006 à 2009 dont les clés ont été officiellement remises par le chef de l`Etat le 13 octobre 2009.

Les autres contraintes majeures liées à la réussite de la gratuité des enseignements maternelle et primaire sont relatives aux fournitures scolaires des enfants, à la disponibilité d`enseignants compétents et en nombre suffisants, à la motivation des enseignants afin qu`ils assurent effectivement un encadrement de qualité en plus de l`accès des enfants aux salles de cours.

Récemment, suite à la rentrée de l'année académique 2009 – 2010, pour faire preuve de sa bonne volonté et renforcer la sensibilisation des parents à envoyer les enfants à l'école, le Gouvernement a instruit les forces de l'ordre, qui dans la journée du mardi 6 octobre 2009 ont procédé à l'arrestation des enfants non scolarisés (enfants traînant dans les rues) à travers la ville de Cotonou. Face à la pression des hommes en uniforme, plusieurs parents ont envoyé des enfants presque nus dans les écoles pour les faire inscrire. Mais selon les responsables des écoles, les mesures d'accompagnement de ce processus au niveau des écoles sont insuffisantes et ne permettent pas d'enregistrer tous les enfants qui se rendent dans les écoles. L'autre problème est que la gratuité n'a pas pris en compte les fournitures scolaires que les parents démunis n'ont même pas les moyens d'acheter, pas plus qu'ils peuvent assurer la nourriture aux enfants à l'école. Ces derniers attendent donc tout cela de la part de l'Etat. Par ailleurs le problème de moyens de fonctionnement suffisants des écoles se pose avec acuité du fait que, suite à la gratuité déclarée, le paiement des contributions scolaires par les parents d'écoliers a été suspendu. Pour pallier ce déficit, l'Etat a décidé d'accorder annuellement des subventions aux écoles pour suppléer ces contributions. Mais dans la pratique, force est de constater que ces subventions déjà insuffisantes viennent non seulement en retard mais sont souvent mal gérées, au bonheur des directeurs d'écoles et au malheur des écoles. Or, l'Etat n'arrive pas encore à positionner les subventions des écoles dans les meilleurs délais pour qu'ils aient de facilité dans l'exercice de leur fonction.

En plus de ce qui précède, d'autres faits sociaux culturels sont à la base de la non scolarisation des enfants. Il s'agit par exemple :

- du système d'élevage par la transhumance bien développé dans le Nord Est du Bénin qui ne favorise pas la scolarisation des enfants des éleveurs transhumants,
- de la préférence de certains parents d'utiliser leurs enfants comme mains d'œuvre familiale dans l'agriculture et l'élevage plutôt que de les envoyer à l'école,
- des échanges directs de femmes entre les familles de plusieurs localités du Nord Bénin. Dans ce cas, deux familles s'entendent pour échanger leurs filles sans le consentement de celles-ci. L'échange peut être automatique c'est-à-dire que les deux filles destinées à être échangées ont toutes l'âge de se marier. IL peut aussi s'effectuer dans le jeune âge. L'une des deux filles en échange peut ne pas être en âge de se marier ; le second époux est obligé d'attendre qu'elle ait l'âge de se marier. L'âge des jeunes échangeables est variable et se situe entre 6 et 14 ans. Pour être échangée, la jeune fille n'est généralement pas consultée. Elle doit rejoindre celui qu'on lui propose quel qu'en soit son état de santé physique et moral.
- l'enlèvement ou le vol de jeunes filles élèves ou en âge d'aller à l'école pour un mariage forcé. Un jeune homme peut voler une jeune fille (avec le consentement de celle – ci) mais sans celui des parents et partir en exode pour en faire son épouse. Cela est motivé soit par le manque de petite sœur à échanger soit le désir des jeunes à choisir leur propre partenaire.
- Le phénomène de « garderie d'enfant » par lequel les jeunes filles sont privées d'école afin de garder leurs frères cadets,
- Le phénomène d'« enfants placés » ou « Vidomégon » par lequel les jeunes filles sont privées d'école pour aller servir de domestiques dans d'autres familles sans ou avec rémunération généralement gérée par les parents.

Par ailleurs en dehors du système éducatif formel qui est la scolarisation des enfants, la prise en charge des exclus du système éducatif est aussi nécessaire et cela ne peut se faire que par la promotion de l'alphabétisation et le développement des centres de formation aux métiers. Aujourd'hui, plus de 250 000 enfants béninois sont dans l'apprentissage non formel de métiers alors qu'en 1998 ils n'étaient que 180 000, soit une augmentation d'environ 39% en 10 ans. Ce



qui est une preuve du potentiel alternatif que constitue l'artisanat de métier face aux difficultés de scolarisation des enfants, alors que le secteur est très peu organisé.

Face à tout ce qui précède, l'on comprend aisément que plusieurs dispositions restent à prendre par l'Etat béninois pour améliorer le taux de scolarisation des enfants dans le but d'atteindre l'objectif d'« *un cycle complet de l'enseignement primaire gratuit et de qualité pour tous les enfants* » et que des actions d'envergure pour une meilleure organisation de la formation aux métiers s'imposent.

Pour ce faire, IDAY Bénin souhaite vivement que :

- l'Etat renforce la mesure de la gratuité de l'école maternelle et primaire en :
  - bouclant et en complétant le projet de construction de salles de classe pour permettre effectivement à un plus grands nombre d'enfants d'avoir l'accès aux salles de classes ;
  - déchargeant complètement les parents qui sont obligés d'inscrire leurs enfants dans l'enseignement public, faute de moyens financiers suffisants, à travers des dons de l'uniforme kaki et de la totalité des fournitures scolaires,
  - répondant aux attentes des enseignants du point de vue (i) renforcement des capacités des enseignants, (ii) adaptation des programmes de formation, (iii) mise en place des équipements et matériels didactiques, etc.

Le renforcement des capacités des enseignants est très important pour assurer la qualité de l'enseignement car il est le principal objet de polémique autour du nouveau programme d'enseignement au Bénin. Ce besoin est aussi clairement ressorti des interventions des enseignants de Dogbo lors de la célébration de la journée du 16 juin par IDAY Bénin en juin 2009.

- un texte de loi soit initié et voté pour imposer l'envoi à l'école de tous les enfants béninois en âge d'être scolarisés. Une telle loi devra prévoir des sanctions pour les parents dont les enfants seraient ramassés dans la rue dans des systèmes hors école et ne répondant à aucune norme réglementaire. Elle devra prévoir aussi des mécanismes d'adaptation des enfants des éleveurs transhumants.

## **NIGERIA**

1. That members should organize collectively, public events, such as seminars, road show, cultural presentations, related to the theme of IDAY as it affects the Millennium Development Goals (MDGs) and literacy training for youngster not only on June 16 but as at intervals
2. That Civil Society Organizations, including NGOs that serves as the last hope of the ordinary citizen should impress authorities to recognize the rights of the African child and the youths to receive basic education
3. That members should develop permanent and realistic structures and/or programmes such as the Zero Illiteracy Project (ZIP) that will help in promoting as well as sustain the IDAY objectives
4. Mobilizing stakeholders in the field of education for greater support to the replication of the Girl Child Act in all states of the Federation in Nigeria

5. Rallying the National Assembly for legislation against child labour and institution of compulsory permanent literacy and numeracy in the Nigeria child and youth in all elementary schools in Africa.

## UGANDA

- Early childhood centres (Nurseries, Kindergarten and Day care centres) should cater for the under aged before they reach 6 years.
- Utility fees should be reduced to allow most children attend school (money asked by schools under UPE).
- Primary schools in urban areas need to be increased in order to cater for people coming to towns under Rural Urban Migration.
- Facilities in existing schools such as furniture among others should be increased to cater for the increased population because Uganda has the fastest growing population in the sub Saharan region.
- The phase out of BEUPA Programme (Basic Education for Urban Poor Adolescents) that was funded by GTZ (German technical cooperation), that catered for poor urban vulnerable children is another blow that requires replacement.
- There is need for another Non-formal programme to cover all the 13 municipalities in Uganda that have slums. We therefore call upon the government to identify another donor.
- Local schools should make deliberate efforts to provide basic requirements to the vulnerable children e.g. **children with disabilities**, by provision of text books, sets, pencils, exercise books and uniforms.

## LUXEMBOURG (pour la RDC)

- refonte des manuels scolaires pour qu'ils soient adaptés aux réalités locales
- prévoir au programme scolaire des cours d'écologie et de protection de l'environnement, des leçons sur le patrimoine culturel et artistique, des cours sur la tolérance (vu le nombre d'ethnies et de langues différentes)
- réguler d'avantage l'enseignement privé pour éviter des dérives (tel un rapport qualité-prix déséquilibré).

## RDC

### Au Gouvernement Central :

- Placer l'éducation comme priorité des priorités dans son action de lutte contre la pauvreté
- Prioriser les droits à l'éducation (formelle et non formelle) des jeunes filles,
- Présenter les actes concrets de la volonté gouvernementale de consacrer la gratuité de l'enseignement fondamental,
- Revisiter à la hausse le budget national alloué au secteur de l'éducation,
- Traduire en acte la volonté de soutenir l'éducation et l'alphabétisation des enfants et jeunes de la rue,
- Mettre un accent particulier sur l'alphabétisation des vulnérables dont :
  - ✓ Les enfants et jeunes de la rue ;

- ✓ Les enfants associés aux forces et groupes armés ;
  - ✓ Les filles domestiques ; les filles-mères et celles victimes des viols,
  - ✓ Les enfants dits « sorciers » ; les enfants dans les mines...
  - ✓ Les enfants détenus à la prison centrale de Makala (détenus et ceux accompagnant leurs mères),
  - ✓ Les enfants maltraités...
- Mettre sur pied un fonds National de promotion pour l'éducation et l'accompagnement des vulnérables,
  - Insérer les notions des droits de l'enfant dans le programme des cours à tous les niveaux
  -

#### **Aux Gouvernements Provinciaux :**

- Renforcer les capacités d'interventions des écoles privées en formation et infrastructures,
- Instaurer des écoles de devoir et écoles des vacances pour les enfants scolarisés pour occuper les enfants avec les loisirs sains...
- Reconnaître les statuts des travailleurs sociaux et éducateurs de rue
- Mettre en œuvre l'éducation préscolaire et privilégier les écoles de métiers
- Privilégier la formation des jeunes de la rue et autres dans les métiers de bâtiment, horticulture, hôtellerie, transformation alimentaire, l'alphabétisation ...
- Recycler et former les enseignants sur les nouvelles orientations en vue de l'atteinte des objectifs du Millénaire,
- Mettre sur pied un fonds provincial de promotion pour l'éducation et l'accompagnement des vulnérables,
- Mettre en place une politique globale de protection, d'encadrement et d'aide à la jeunesse ;

#### **A la Communauté Internationale :**

Elle doit considérer la RD Congo comme tout autre pays membre des Nations Unies. Et de ce fait, elle doit bénéficier de toute aide susceptible de lui faire sortir du sous développement et de la pauvreté.

- Considérer l'analphabétisme comme un facteur de sous développement dans le monde,
- Appuyer conséquemment les actions de la société civile au même titre que celle du Gouvernement (comme elle le fait ailleurs)
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#### **Aux acteurs de la société civile :**

- Maintenir le *dialogue social entre gouvernants et gouvernés* et faire régner la démocratie participative,
- Renforcer *le travail en synergie* en vue d'une capitalisation des résultats,
- Rester le protecteur, l'éclaireur de la population dans tous les domaines de la vie,
- Multiplier des *initiatives locales de développement* ou des *projets intégrateurs* pour amener les familles à prendre en charge leur enfant,
- Accompagner la population dans la lutte contre la pauvreté,

# **ZAMBIA**

## **GENERAL RECOMMENDATIONS**

- Infrastructure development and access to primary education in Zambia
- Teacher motivation and graft in Zambia
- HIV/AIDS and education
- 

## **INFRASTRUCTURE DEVELOPMENT AND ACCESS TO PRIMARY EDUCATION IN ZAMBIA.**

Zambia like many other African Countries, is a signatory to many charters and international agreements on education including the United Nations Millennium Development Goals and the Senegal Conference which declared Universal Primary Education for All. However, our country Zambia has not done much in actualizing or implementing these international resolutions. Indeed, international conference after international conference has seen steps to plan on achievement of its resolutions but these plans are never put into action to achieve the promises that our Government makes at international fora for the benefit of a Zambian child who is wallowing in dire poverty somewhere.

A close look at why our Government fails to actualize the promises and charters it is signatory to in the area of education reveals the challenge of inadequate educational infrastructure in the country which is also in a bad state, and in most parts of the country, education infrastructure is non-existent.

You may wish to know that Zambia's population is composed of, mostly people below the age of 25 years. In fact, 75% of Zambia's population is below 25 years. Of this 75%, 70% is made up of people below the age of 20 years. Now in country setup like ours, most people who are below the age of 20 years are of primary education age with few in secondary school age. This is predominantly in rural Zambia where the majority of our people live.

The foregoing comes with it challenges and opportunities. The opportunity is that our country is still a young one which can educate its young people and create a future in which everyone will be proud to Zambian as they will all enjoy their full human rights and have access to quality social services and adequate and sustainable income in the global arena.

However, the challenge that having a huge chunk of the national population below 25 years brings is that of educating these young people to make them good citizens who can contribute meaningfully to national development.

At the centre of this challenge in Zambia is lack of adequate educational infrastructure especially at primary education level. Zambia, 45 years after independence still has vast of its children learning under the shelter of trees as though this is not 21<sup>st</sup> century. This is not only retrogressive but also shameful to us the Zambian citizens. We have inadequate school infrastructure and until the Government of the Republic of Zambia and its international partners or donors realize this challenge and take equivalent steps towards addressing this challenge, attainment of the MDG and Senegal Declaration on Universal Primary Education for All will remain an illusion in Zambia at the expense of economic growth and overall national Development. To this effect, we as IDAY-Zambia implore the international community to assist Zambia revamp its educational infrastructure in every way possible. Infrastructure development is a prerequisite to expansion of access to primary education for all.

## **TEACHER MOTIVATION AND CORRUPTION**

Zambia between 1998 and 2006 froze teacher recruitment in the Ministry of Education as conditionality imposed the International Monetary Fund for the purpose of reaching the Highly Indebted Poor Countries Initiative completion point. This programme was implemented successfully and Zambia reached the HIPIC completion point in 2006. From this point onwards,

Zambia has seen increased teacher recruitment after 2006 when most debt was forgiven as a result of reaching the HIPIC completion point in 2006. However, teacher recruitment is one thing and teacher motivation and subsequent teacher retention is another subject. Zambia has since 2006, recruited a good number of teachers (25,000) but has done less in terms of motivating teachers so as to retain them and ensure they deliver quality education to the children in school. A tour of schools around the country reveals a very bad picture in terms of teacher motivation. Housing for teachers is very inadequate and in bad state in most schools while the salaries that Zambian teachers are getting fall far short of the money one needs to rent a good apartment in the country today. The housing allowances that our teachers get are far too negligible in relation to rental charges in the country. As we are writing this manifesto, our teachers in the country are on a month long strike now, demanding better housing and better housing allowances among others demands. These demands are evidently justified because our Government has adequate resources but misplaced priorities in terms of expenditure. Some donors have withdrawn their financial assistance for instance; the Danish Government has withdrawn financial assistance to the health sector through Government due mass graft. This graft is in all Government departments and agencies. Because of this graft, money that is meant for motivating our workforce in the Ministry of Education is being diverted at the expense of quality education for children in the country. To this effect, we call on the European Union, which one of major donors to our Government to speak out on this graft in our Government which eating away the money which can be used to build houses for our teachers or pay teachers better housing allowances which can boost morale among our teachers and subsequently ensure motivated teachers who can deliver quality education.

#### **HIV/AIDS AND EDUCATION IN ZAMBIA**

The HIV/AIDS infection rate in Zambia stands at 14.2%. This is very high and devastating for a developing country like Zambia. This pandemic has had a lot of negative impact on the education sector. This is so because attrition caused by HIV/AIDS related deaths is at 10% in the Ministry of Education. The education sector is losing at least 1000 teachers every year due to HIV/AIDS. This is undermining the efforts aimed at increasing teachers in the country to bring the teacher-pupil ratio to acceptable levels for the purpose of achieving quality education for all. To the extent of the foregoing, we as IDAY-Zambia are calling on the European Union to also include HIV/AIDS awareness and prevention in the Ministry of Education specifically to ensure that these high attrition rates caused by HIV/AIDS are reduced to acceptable levels. This because these high attrition rates are undermining quality education delivery as there is a lapsed between the time a teacher dies and the time that teacher is replaced at the expense of quality education delivery.

## SIGNATORIES:

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### C. INTERNET WEBSITES

- UNESCO: [www.unesco.org](http://www.unesco.org)
- Global Campaign for Education: <http://www.campaignforeducation.org/>
- Millennium Development Goals: <http://www.un.org/french/millenniumgoals/>
- Pôle de Dakar: <http://www.poledakar.org/>
- CADTM: [www.cadtm.org](http://www.cadtm.org)
- Commonwealth Education Fund (ANCEFA):  
<http://www.commonwealtheducationfund.org/ancefa.html>