

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 INFANCIA AFRICANA
...and its YOUTH - IDAY - www.1606.eu

Manifesto IDAY – 2007

**Honorary
Committee
(at 14/06/2007)**

Mrs. Hauwa Ibrahim
Sakharov Price 2005

Mr. Ousmane Sy
King Baudouin Price
2005
Founder of CEPIA

Mrs. Mampe Ntesi
Nelson Mandela
Children's Fund

Mr. Baaba Maal
Ambassador of UNDP-
Senegal

**Mrs. Luisa
Morgantini**
Vice-President
European Parliament

Framework: The humanitarian problem

Nearly 70 million young Africans do not have access to a basic education. This figure includes 38 million children aged between 6 and 12 years and more than 30 million illiterate young people between 15 and 24 years. To this figure, it is necessary to add the "forgotten" children: child soldiers, slaves, street-children, children known as "wizards", orphans or servants who have neither a family nor a civil status. Together, they represent more than half of the children in the world who do not go to school, whereas sub-Saharan Africa accounts for 11% of the world population. In Africa, contrary to what occurs on the other continents, the number of illiterate young people is increasing. The young Africans represent without any doubt the group of people of which the basic rights are most massively neglected in the world. Besides, the African Union has included the International Day of the African Childhood (June 16) under the topic of the "Traffic in Children" given the high number of street-children sold as slaves, sometimes abroad, and where their trace is lost.

With any doubt, this problem is the social problem number 1 of the 21st century; it does not relate only to Africa but well to the whole of humanity. First, because all the Member States of the United Nations signed the Universal Declaration of Human Rights in December 10 1948 which clarifies the right to education in its article 26, or the International Convention on the Rights of the Child on November 20, 1989, which gives right to the children to a free, basic and quality education in its articles 28 and 29. Therefore, we are all jointly responsible for the respect of the right of these young people to a worthy life.

As Mrs Hauwa Ibrahim, Price Sakharov 2005 present in the Seminar of IDAY in June 2006, pointed out eloquently, the globalization which forms an integral and inevitable part of our modern society, is put up badly with the coexistence of an extreme poverty and an extreme wealth. The excessive differences of incomes involve a loss in unexploited human resources which weigh on the incomes of all, including of the richer.

Lastly, the lack of international social standards governing the globalization of the economy, involves a wild liberalization of the markets with the consequence that not qualified work- and what to say then about the situation of the illiterates - sees its added value, and thus its remuneration, decreasing, to the extent that work does not pay sufficiently to sustain a family.

The despair in which the African youth is thus confined and to which only an emigration, however fatal for many of them, seems to offer an alternative, is THE gaping wound in the side of humanity, as well as the challenges caused by global warming. In the 21st century this situation is quite as intolerable as slavery in the 19th and 20th centuries.

The solution: basic education.

Education is the basis of sustainable development. It is true that underdevelopment is a complex phenomenon appealing a multitude of solutions and needs, and all the 8 Millenium Development Goals are important. But to wish to promote development with a population of which nearly 40% can neither read nor write, is condemned to failure. The success of all the great powers - the economic miracle of Japan of post-war period, the persistent high growth of the United States, the process of Lisbon wishing to make EU the most competitive economy of the world - is based on an exceptional investment in education.

The Nobel Prize of Economy 1998, Amartya Sen, shows that without the participation of the population in the great economic tendencies, those are not sustainable. Only an educated population can constitute the countervailing power necessary to an effective exercise of the democracy and thus to ensure a good governance. The "empowerment" of the target population is recognized as a necessary condition to the success of international aid. But only an educated population can become aware and defend its political rights. The improvement of the beneficiary countries' governance and the efficiency of the international aid passes by the education and empowerment of the populations concerned.

A good basic education is also the condition of the improvement of health. The educated women live longer, have a family planning more balanced and encourage the education of their own children. It is also the best currently available preventive means against AIDS: UNICEF reports¹ that in the Ugandan rural zones, the rate of infection which was on average 14%-16% in 1990, had fallen following a public awareness campaign to 12% for the illiterate women, to 6.5% for those which had a diploma of primary education and to 2% for those having a diploma of secondary education. Education remains currently the best vaccine against AIDS in sub-Saharan Africa.

If Africa does not implement the second Millenium Development Goal (Achieve universal primary education by 2015), it cannot expect to join the group of developed continents before the end of the 21st century.

Institutional foreign assistance.

"Give a fish to somebody, he will eat one day, teach him how to fish, he will be able to eat during all his life", says the Chinese proverb. However, in 2005², the total amount of

¹ Source: Annual Report 2006

² Source for the overall figures in this paragraph: Education for All Global Monitoring Report of Nicholas Burnett, presented at the conference of the donors on 2nd May 2007 in Brussels.

assistance to education was (USD 8.6 billion) lower than that in 2003 and 2004; the share going to basic education and to the poorest countries also decreased (USD 2.4 billion), that is to say 3.3 % in general and 5.1 % for the poorest countries. The part of sub-Saharan Africa in the whole assistance to education also dropped by 41% during the period 1999-2000 to 33% per 2004-2005. On the other hand, an increasing part of the assistance is assigned to the budgetary assistance (from 21% to 39% in the poorest countries) but the proportion of this assistance going to education remains unspecified.

In its future programme (2008-2013) of assistance to the countries of Africa, the Caribbean and the Pacific (ACP) of USD 22 billion, the European Union held only 4% for the social services (education and health) and 9 billion Euro for the budgetary assistance. The principal assignment of the identified assistance of the EU would be for investments in infrastructure. China has just announced an envelope of USD 20 billion for Africa, also largely intended for the infrastructure.

As for the budget assignments, sub-Saharan Africa does not devote manifestly enough resources to education compared to the needs.

Zone³	Education (% PIB)	Health (% PIB)	Military & Security (% PIB)
Sub-saharan Africa	4	12	9
Developing countries	11	4	10
Poorest countries	16	6	13
World	5	13	11

It is also estimated⁴ that for 100 Euro assigned by the foreign assistance to education, only 20 to 40 Euro really reach their target: the disbursements of the donors remain lower than engagements, corruption, misappropriation of funds to other aims, etc...

Without any doubt, the infrastructure in Africa is far from good, in particular because the important investments allowed in this sector in the years '60 have not been correctly maintained and have suffered from damage at the time of military conflicts. We can however wonder, whether these investments will not benefit once again mainly to the exporting companies and to the governments and will lead to a new excessive national debt, if they are not accompanied by a parallel effort for the education of the populations supposed to benefit from these investments. The literature on the performance of the foreign assistance shows that at least until the years '80, only the assistance to education and health (the human capital) had had a measurable effect on development, by raising the life expectancy and the percentage of literate people.

The conference of May 2, 2007 in Brussels, convened in the hope of seeing public donors increasing their contribution to education in the poorest countries in order to honour their engagements in the Dakar Framework and the second Millenium Development Goal (Achieve universal primary education by 2015) was a failure and besides some European countries, very few give the priority to education in their aid programmes.

³ Source : UNICEF/UNESCO report 2007 except for Africa, report 2006 because the figures of are not available yet.

⁴ Source: Document circulated by the Global Campaign for Education

Basic education in Sub-Saharan Africa.

In sub-Saharan Africa, undeniable progress was accomplished to achieve these goals.

Thus the average of children who enter in the first year of primary education passed from 76% in 1991 to 94%⁵ in 2004 (these are the rough figures, including the young people of more than 12 years – specifically, this figure decreases to 70% for the boys and 66% for the girls – see the statistics in appendices). On the other hand, the proportion of school failures is in rise so that the percentage of young people reaching the 5th primary increased only from 49% to 59% during the same period.

The main reason that prevents young people from completing their primary education is poverty, then their location in rural zone and finally their sex.

		% of young people finishing their primary studies
Quintile of income	Q5 (20 % richest)	68,6
	Q1 (20 % poorest)	23,4
	Difference (Q5 – Q1)	45,2
Geographic Location	Urban	61
	Rural	28
	Difference (Urban – Rural)	33
Gender	Boys	47,2
	Girls	36,2
	Difference (Boys-Girls)	11

Moreover, the school assets at the end of primary education have dropped. The increase in the quantity of pupils attending school is thus realized at the expense of the quality in teaching. Inadequate school installations, lack of school material, maladjustment of the programs and teachers' training, diseases and a defective administration are as many factors explaining that the teachers in sub-Saharan Africa do not manage to give on average much more than half of the international standard of 800 to 900 hours of course per annum.

Recommendations.

General

Following the observation that official foreign assistance for education in sub-Saharan Africa will remain insufficient in the 5 next years, IDAY proposes that:

⁵ The figures of this paragraph come from the Dakar Framework

1. The African NGOs and associations implied in education reinforce their power ("empowered") so that they can make a higher pressure against their governments to make them devote to education a share at least equal of the budget assigned to military expenditure. During 2007-2010, the highest share of the international assistance should be devoted to basic education (primary and literacy) so that the progresses achieved by 2015 are enough to enable African governments to deal with the entirety of the budgets of this education from their equity capital and enable the international assistance to be assigned mainly to secondary and tertiary education.

2. The funds coming from private foundations and from the civil society devote an increased share of their means to education in sub-Saharan Africa, more especially as their interventions are recognized as better targeted and carrying more direct relations, even friendly, between the local and foreign partners. It is also proposed that this assistance is concentrated to the reinforcement of the power of the civil society implied in education ("empowerment") so that it plays an increased role in the realization of the Dakar Framework and the achievement of the second Millennium Development Goal.

3. As already stipulated in the IDAY Manifesto in 2006, the International Monetary Fund considers the public financing of education as an investment and not as a current expenditure so that it is not affected by budgetary or political restrictions, in order to avoid stopping a child's cycle of education and to avoid undermining the contribution of education to the consolidation of the local democracy.

In practical terms, IDAY recommends more specifically:

A. In order to improve the quality of education in general

- a. To set up in each country coherent strategies based on an overall vision of the education system with a planning based on the long term in which are integrated the foreign donors. These strategies will consider primary education within a holistic framework of the general secondary and professional education in order to promote basic education;
- b. To reinforce teachers' training, the availability of school material, the scholar network in rural zones;
- c. To support the private and community schools because they are more able to ensure the adequacy of teaching to the economic and social environment and to ensure the follow-up of the quality of teaching. The equity of this education must be ensured by a partial financing of the State and by grants paid by the foreign assistance to the children of the most impoverished families;
- d. To reinforce the financing of the remedial courses of the impoverished families' children in order to reduce the number of students repeating their courses, which is one of the main reasons of school disaffection.

B. To save the "forgotten" children and to eliminate the traffic in these children:

The "forgotten" young people are particularly vulnerable and the first target of the "traffic in children". Only school can offer a privileged space from which a normal life can take again its course.

In number, they are almost as many as the younger, but the proportion of girls is higher among them and they are less supported by the public administrations. They are seldom registered on the population registers and are excluded from the statistics. However, it is them who enter in the economic circuit or who will create a family and decide the level of education of their children. For IDAY, they form an integral part of the Millenium Development Goals.

Therefore, IDAY requires that every African State:

- a. Recognize these children in the civil registers and give them have an access equivalent to a basic education;
- b. Acquire a framework and a legal device of protection and assistance to youth so that any child in trouble can be taken into care by an adequate service;
- c. Obtain a program of global education, which includes informal education privileging the socio-professional insertion of the young people who did not have access to a complete cycle of primary education. 87 % of the teenagers in the world live in developing countries and constitute the first economic force of the 21st century;
- d. Obtain a programme of permanent popular education or street-education so that the populations can ensure a future to the abandoned young people;
- e. Provide assistance to the families who take their young people into care for their education and reintegration, which is in conformity with the African tradition and ensures a better social rehabilitation than if they were taken into care by specialized establishments;
- f. Devote 20% of its budget of education to this program and that the international authorities are vigilant to this distribution of educational expenditure.

C. The role of the African diaspora in Europe

- a. The African diaspora in Europe estimates to play a decisive role in the achievement of the Millenium Development Goals by their substantial payments for social actions of their communities of origin;
- b. It asks that the host countries recognize their expertise in the fields of development aid of their areas of origin and their insertion in the traditional circuits of analysis and evaluation of the aids granted to these regions;
- c. It asks that the organizations created by the diaspora with the aim of assisting the populations of the areas of origin are recognized as being of public utility and can benefit from the same tax advantages as the “national” NGOs;
- d. It wishes to see the creation of a forum of permanent exchange with the official authorities of the host countries and the national NGOs for the exchange of information on the initiatives of development of their area for which they have an undeniable expertise. They also wish to see the young people coming from the diaspora to benefit from facilities to be able to help their communities of origin;
- e. The diaspora asks that education is registered as a priority in the aid programmes of the host countries and the national budgets of the countries of origin.

D. Considering the critical importance of the socio-cultural framework, IDAY requires that:

- a. the forced marriages of every girl who did not finish her secondary studies - principal reason of the school disaffection in certain countries of Africa - are prohibited as well as sexual or tourism violence;
- b. in basic education, the priority is given to the vernacular language teaching while stimulating the multilingualism, knowing that more than half of the children in the world are at least bilingual;
- c. the foreign contributors in the sectors of education take into account the 20 articles of the essential lines of the Action plan for the implementation of the UNESCO Declaration in favour of cultural diversity;
- d. and, in particular, that the national school programmes are formulated by taking into account the local cultural characteristics, including in the pedagogic approaches, and the traditional cultures and knowledge, in particular for the safeguard of the cultural and natural inheritances.

Conclusion

We, African and European organizations of the civil society, request to the African and European leaders to fulfill their responsibilities towards the realization of the goals of the Dakar Framework and the second Millennium Development Goal. We are aware that only radical and innovative measures as well as a participative approach will enable to achieve these objectives. We refuse to consider as a fatality the perspective that some countries do not achieve these goals, and we commit ourselves to support the measures that will enable all the young people from Sub-Saharan Africa to have by 2015 an access to a basic and quality education equivalent to the access granted to the young people of the rest of the world.

Signed: List of the NGOs Member of IDAY

Abantu – Acodev- Acte Sept (Mali) – Action Développement Parrainages Mondiaux – ADEC – AEDAF – AFHALIT (Cameroun) - Africa Hakuna Matata – Afrikaans Platform – Afriques Nouvelles Interdépendances – Avenir NEPAD Deutschland – AMENPELAVE (Cameroun) - Amitié Congo – Amis des Enfants – APEFE (Kinshasa) – Asadho (Kinshasa) – Association Paysannat Burkina– Bambaroo – Cadre - Coordination Générale des Migrants pour le Développement –Centre de formation en Criminologie (Kinshasa) - CEPIA Mali – CIDEV Bénin – Club des Amis du Livre (Guinée) – CNCD – CNEPT Sénégal – Développement Durable et Environnement Bénin – Dynamo International - EDUAF - CEC – Espérance Casamance –Espoir et lutte contre les infanticides Bénin – Femmes et Enfants heureux – FODDET – Fonds Message de Yaguine et Fodé – Fraternité Médicale Guinée – GAMS – Gvrat Gvrat – Kwasa Kwasa – Internationale de l'Education – IDAY Cameroun (ITSud, YMCA, FDG, MAS, YI4D, AIAM,AVDP,CMC) - JEDE – Jonction - Jugendhilfe Afrika 2000 – Laïcité et Humanisme en Afrique Centrale – le Monde selon les femmes - Le Rônier pour 16 ONG togolaises - Lozwati Primary School (Malawi) – Maison des Enfants du Monde – OCD International – OCD Burkina Faso - ODES – OSER la VIE – Petits Pas asbl – PROFEMMES (Kigali) – SNN/UCC (coalition 11 ONGs-Kampala) - Tuchafwane – Unicob- Union Kasaienne de l'Extérieur...

APPENDICES

Appendice 1 : Yaguine and Fodé's message (see web :

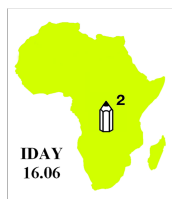
<http://www.1606.eu/anglais/docs/documentsyaguineetfode.doc>)

Appendice 2 : Speech of Ms Marième Diop. European Parliament June 14th 2007.(See web)

Appendice 3 : Report of the meeting to the European Parliament on June 14th, 2007

Appendice 4 : Statistics Economics indicators and Education 2007 (see web :

<http://www.1606.eu/anglais/pages/statistiques.htm>)



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Conclusive meeting of IDAY, European parliament, June 14, 2007

The meeting was opened by Luisa Morgantini, Vice-president of the European Parliament, who emphasized the responsibility of the European countries and the African governments concerning the state of underdevelopment of most of the Sub-Saharan countries in Africa. She reminded that Europe, ground of human rights, acts contrary to its own human rights principles regarding immigration.

Mr. Jean-Jacques Schul, Coordinator of IDAY presented the three principles that constitute the foundation of IDAY's activity. First, all MDG's are equally important but sustainable change cannot be achieved without an educated population. Secondly, development cannot be enforced from the outside. Thirdly, African associations have to take the future in their own hands together with their respective governments - they will achieve their goals only by working together. Mr Schul underlined: ' this day is as important for Africa as it is for Europe' - the illiterate African youth (approx. 70 million young people) represents half of the young illiterates of the world and constitutes an immense reservoir of young people unable to contribute to the development of humanity to full potential.

Mr. Billy Kalonji, Afrikaans Platform of Antwerp, then presented the IDAY manifesto. The African governments are culpable of not supporting education, the base of all development, more actively. He underlined four essential recommendations elaborated within the framework of the "Global Campaign for Education" by the African and European coalition of NGO's that constitute IDAY: (1) focusing on improving the quality of basic education; (2) explicitly integrating the informal education of "forgotten" children in the educational budgets; (3) increasing attention on the social role of the Diaspora; (4) integrating traditional knowledge into educational programs and prohibiting forced marriages.

Ms Marième Diop, a Senegalese high school student, gave a touching speech as spokesperson for the African youth.. She took the opportunity to remind the audience of the challenges with which the African continent struggles, and the obstacles concerning education for all. She stressed the necessity of equality of access to education for both sexes. The wealth of Africa does not lie in its earth, but indeed in its human resources. Finally, and above all, the African youth calls for respect.

Following Ms Marième Diop, the floor was given to Mr. Baaba Maal, an international artist and ambassador of the UNDP in Senegal. Mr Maal stressed the role of artists as spokespersons in raising awareness on behalf of a youth that often lack the means to express itself. He offered the assistance of the African artists to IDAY.

The debate opened with the statement made by the Ambassador of Senegal, who lays the emphasis on the development of human resources in all African countries, which, in its turn, would signify an in-depth change of mentalities. To act in favour of education means preventing certain detrimental practices that concern the very core of the family (female

genital mutilation, polygamy, the social prestige acquired by a large number of children, etc.). The Ambassador then stressed the 1st MDG. The struggle against poverty facilitates achieving the goal of education for all, since a poor man, according to the Ambassador, is 'suicidal'. He has nothing to lose and, therefore, does not make long term plans for his future, nor for the future of his children..

The Ambassador of Congo concurred with the statements of his colleague as to the problem of 'mentalities', but reminded that the existent successes of the African countries should not be forgotten. According to the Ambassador, the western countries need to attain a better understanding of Africa and its success stories to be able to view the potentials of the continent. As to the question of immigration, he stressed the fact that the African governments do not wish for, nor support, the departure of their work force, and he denounced the lack of European humanity. A conflict between continents is building up in consequence of the immigration issue - it will be the burdon of Marième Diop and her peers to build the much needed bridges between the continents.

The Ambassador of Burundi expressed his support of the manifesto but stressed the particular needs of countries in post-conflict situation, and in this context, the specific need for care of unschooled, traumatized children.

The Ambassadors express their active support to the request in the manifesto of IDAY to set up a permanent forum of dialogue between the Diaspora and the authorities of the host countries in order to examine the possibilities of interventions within the framework of the aid to cooperation.

Finally, the voice of the NGO and the associations was heard. Several problems were listed. First, it is not a question of associations and organisations replacing state governments. However, they plan to undertake lobbying their governments. Regrettably, smaller entities are often viewn as secondary in the shadow of NGO's and other internationally known associations, according to the following claim: " Small is beautiful but macro is efficient ". Nevertheless, micro-level associations and NGO's often allow a larger participation of the civil society. Finally, it is necessary to recall that European capital and funding is far more difficult to and access or obtain for African NGO's due to the amount of bureaucracy involved and the lack of know-how needed for it to be tackled.



About 50 participants in the session of IDAY to the European Parliament, on June 14th, 2007