



2019

Annual Report
IDAY-International

2019

IDAY-International dedicates this report to Professor Guy Mergeai, ethnobotanist of the Agricultural Faculty of the University of Liège in Gembloux, for his decisive contribution to the development of *Artemisia annua* in Africa through his research on the plant since 2011.

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A word from the President

The year 2019 marked a decisive turning point for the IDAY-International network. At the General Assembly held in Conakry in March 2019, the founding President, Jean-Jacques Schul, handed over his post of President in the hands of its members after 14 years of commitment to the promotion of quality education in Africa. On this occasion, the Board of Directors was renewed. It is therefore a unique transition that took place, with a Board of Directors composed of a majority of African members of the network. Indeed, we are convinced that only African civil society can identify and implement adequate solutions for quality education for all in Africa. The network is thus pursuing its institutional and organizational anchoring in the African continent.

The General Assembly enabled the members to exchange on priority themes and to draw up in a concerted and consolidated manner the strategic plan 2020-2024, which will serve as a framework for orientation and intervention for the next five years.

It is with great honour that I have succeeded to the presidency of the IDAY-International network, aware of the challenges facing Africa in the field of education. Indeed, the fast demographic growth is forcing us to consider locally adapted and realistic solutions for the needs of our children. Another challenge will be to continue the endeavours of civil society to play its full part and develop constructive advocacy with our African authorities, who are the first in charge for the respect of the fundamental rights of their citizens, including quality education for all.

This annual report provides an overview of the activities of our member coalitions, as well as a financial statement for the year 2019.

I would like to take this opportunity to thank all our donors, volunteers and friends of the network for their support and their commitment to accompany us in this endeavour.

I would like to thank all our members who have placed their trust in this renewed Board of Directors. I look forward to continuing the work accomplished by my predecessor, with a view to improving the quality of education for all in Africa.

Bernabé Ollou KAMBOU

President IDAY-International



IDAY, network structure

IDAY-International brings together 20 African coalitions composed of more than 700 members. The associations part of the network unite around the same objective, quality basic education for all in Africa. They speak up in the form of national networks, the coalitions.



Country	Members
Benin	60
Burkina-Faso	61
Burundi	11
Cameroon	15
Congo Brazzaville	5
Ivory Coast	10
Ghana	32
Guinea Conakry	148
Kenya	11
Liberia	5
Mali	25
Mauritania	25
Niger	25
Nigeria	7
Uganda	18
DR Congo - Kinshasa	70
DR Congo - Kivu	34
Rwanda	13
Senegal	107
Tanzania	34
Togo	36

National coalitions are registered as non-profit associations in their countries and are autonomous in their management. IDAY-International is registered as an international non-profit association under Belgian law and has its secretariat in Braine-l'Alleud, Belgium. Under the mandate of the Board of Directors, the Management Committee ensures the daily management of the IDAY-International programme adopted by the General Assembly and the coordination of the IDAY network in Africa.

IDAY, network strategy

The IDAY network calls on governments to uphold the right of all children and young people in Africa to benefit from quality basic education.

Providing educational opportunities is the responsibility of governments. Local civil society has a key role to play in supporting this change. For local civil society to participate in these decisions and in development, dialogue and trust must be established. The fundamental objective of the activities of IDAY members is to foster a constructive dialogue with the government on how best to achieve quality basic education for all. IDAY also strives to raise awareness among the general public of the benefits of a comprehensive basic education.

For IDAY, basic education includes :

- (1) pre-school initiation ;
- (2) a complete cycle of formal primary education ;
- (3) functional literacy for young people (15-24 years) who have not had access to or have not completed a full course of primary education or have dropped out of school without fully mastering the basic skills of primary education.

Vision

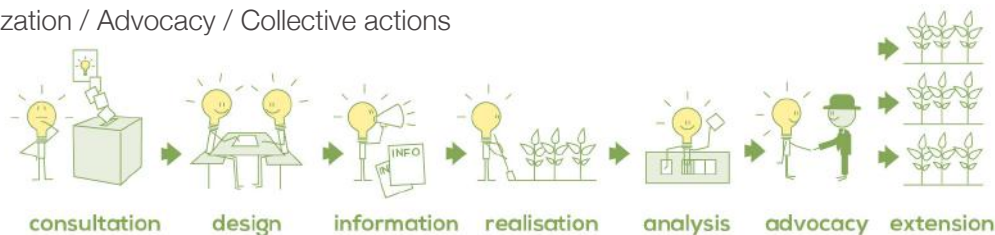
The network works to contribute to a society where all individuals, especially young people, have access without discrimination to quality basic education (pre-school initiation, primary education, functional literacy).

Mission

Promote, through constructive dialogue between African civil society and African authorities, policies, systems and practices that ensure quality basic education for all children and young people in Africa.

IDAY principles

Civil society mobilization / Advocacy / Collective actions



General Objective

Guarantee the right of all African children and young people to quality basic education.

Specific Objectif

Strengthen the capacity of African civil society organizations to engage in constructive dialogue with their national authorities and donor countries to promote quality education for all, focusing on the needs of the most neglected vulnerable children and youth.



Assemblée Générale 2019

In March 2019, thanks to two generous donors, the IDAY network held its General Assembly (GA) in Conakry, Guinea. Two elected representatives from each coalition participated in this week of work and reflection.

Decisions on network themes

The GA decided to keep the themes on which the IDAY network is working, namely :

- > Health and education, including school gardens ;
- > Vulnerable childhood that includes :
 - Education and legal protection of domestic workers ; ;
 - Education in post-conflict areas ;
 - Education of minors in prison ; and
- > Measuring the performance of education systems.

At the 2019 General Assembly, a cross-cutting theme emerged for the first time: the environment. The request of the IDAY-Burkina-Faso coalition to integrate this theme in the network's strategy, but also the presentation of actions or initiatives carried by members in the field of environmental protection in schools, led the network to adopt it in a transversal way.

Election of the Board of Directors and the President of the network

The network has elected a new Board of Directors (BOD) and a new President for the network:

Mr. Bernabé Ollo Kambou - IDAY-Burkina-Faso - President

Mrs. Nadine Ingabire - IDAY-Rwanda - Vice-President

Mrs Salomé Ngaba Zogo - IDAY-Cameroon - Secretary

Mr. George Obierno Otieno - IDAY-Kenya - Member

Mrs Hawa Sidibe - RMEPT Mauritania - Member

Mr. Moussa Issifou - IDAY-Benin - Member

Mr. Élisée Fassou Kolie - IDAY-Guinea - Member

Mr. Kenneth Amoateng - IDAY-Ghana - Member

Mr. Jimmy Shoshi - IDAY-RDC/Kivu - Member

Mr. Djibril Sane - IDAY-Senegal/EPT - Member

Mrs. Christine van Nieuwenhuyse - Representative of the IDAY Management Committee - Member

The network's activities

The network's appointments

June 16th

Every year, on June 16, the network celebrates the Day of the African Child. This day commemorates the killing of students during the 1976 protests in Soweto, South Africa for a better education for all and is an opportunity for the coalitions to assert the requests of local civil society to the authorities.

IDAY members commemorate this event on the theme of the right to quality education for all, focusing on the most vulnerable and neglected groups according to local priorities.

The theme for the year 2019 was:

Humanitarian Action: Children's Rights First!

Commemoration of the message of Yaguine and Fodé

Every year, IDAY commemorates the discovery of the message of Yaguine and Fodé, two young Guineans found dead on August 2, 1999 in Belgium. These two young Africans knew that they were risking their lives to bring to the attention of European political decision-makers the request of young Africans for international aid that meets their most pressing needs. The coalitions are distributing the message and alerting the authorities and the population to its meaning.





13	June 16 Commemoration
15	Benin
17	Burkina-Faso
19	Cameroon
21	Ghana
23	Guinea Conakry
25	Kenya
27	Mali
29	Mauritania
31	Niger
33	Nigeria
35	Uganda
37	DR Congo - Kinshasa
39	DR Congo - Kivu
41	Rwanda
43	Senegal
45	Tanzania
49	Europe

The IDAY-Liberia coalition was suspended in September 2019.

For structural and administrative reasons, some coalitions are not included in the report.



June 16 Commemoration

This year, the network wanted to deliver its message through the one left by Yaguine and Fodé, two young Guineans found dead in the landing gear of a plane in Brussels. It was on the 2nd August 1999, we celebrated the twentieth anniversary of their death.

In their letter, addressed to European leaders, Yaguine and Fodé write of their distress and call for help for the African youth.

“Help us, we are suffering harshly in Africa, help us, we have problems and some gaps in terms of children’s rights.

in terms of problems, we have war, disease, lack of food, etc. As for the rights of the child, [...]we have too many schools but a great lack of education and teaching.”

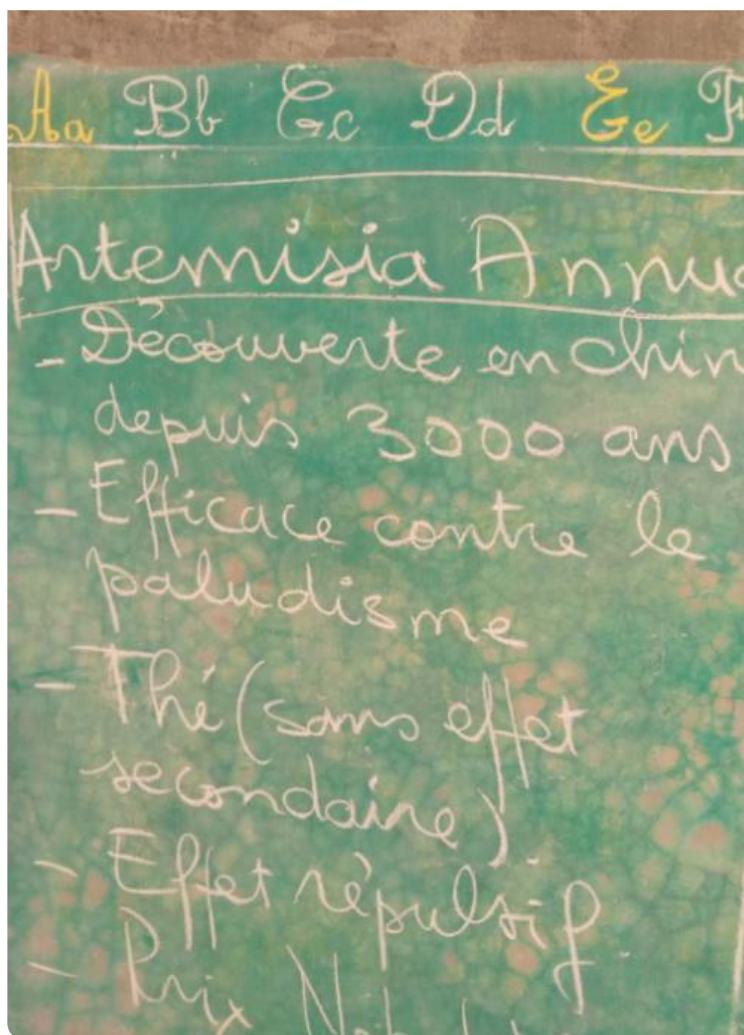
In 20 years the situation has not improved. The challenges of the 21st century, amplified by the greed of the industrial and financial sector (soil and water pollution, human exploitation, land grabbing, deforestation ...) and climate change are terrible threats to African youth.

This day was also an opportunity to recall the Convention on the Rights of the Child which is part of the international legal instruments for the guarantee and protection of Human Rights. Adopted in 1989, it aims to protect the rights of all children in the world through 54 articles that enshrine all the civil and political rights of children, as well as all their economic, social and cultural rights.

This Convention enshrines four principles, which must underpin the implementation of all the rights it provides for:

- > Non-discrimination
- > Best interests of the child
- > Right to life, survival and development
- > Respect for the child’s opinion

As every year, the IDAY coalitions celebrated June 16th in various ways.



Education in Benin

In Benin, it was established at the second Education Sector Forum held from 17th to 19th December 2014 that despite the various interventions, analyses and implementation of reforms and actions designed to impact the education sector, dysfunctions persist.

The new Education Sector Plan (ESP) for the period 2018-2030 puts forward the government's vision that "By 2030, Benin's education system will ensure that all learners, without distinction of any kind, have access to the skills, entrepreneurial spirit and innovation that make them fulfilled, competent and competitive citizens, capable of ensuring economic growth, sustainable development and national cohesion".

The education sector is managed by three ministries: the Ministry of Nursery and Primary Education, the Ministry of Secondary, Technical and Vocational Education and Training and the Ministry of Higher Education and Scientific Research.

Focus on one of the coalition's activities:

Improving school attendance and academic performances through ecological school gardens

From January to December 2019, IDAY-Benin implemented an ecological school garden project that positively impacted the lives of 9,000 students in 9 primary and 6 high schools, as well as 2,200 parents, 75 teachers and principals, the communities surrounding the beneficiary schools and the local and national authorities in Benin. The project started in December 2018.

The different activities implemented are as follows:

- > creation of a school garden, a place for training schoolchildren and teachers for useful crops (neem, chayote, citronella, centenary, *Artemisia annua*, moringa and plants from traditional biomedical gardens);
- > creation of a youth club in each school benefiting from the project, to guarantee the follow-up and the appropriation of the activity and especially for the sustainability of the school garden and to spread the practice in the neighbouring schools ;
- > establishment of school canteens and ovens in each of the beneficiary schools;
- > taking data on the impact of the school garden to strengthen the experience;
- > Advocacy campaign to the government for school gardens, school canteens, dissemination of the use of *Artemisia annua* and the interest of extending the cultivation to all schools in the country, which own a school garden with appropriate land.

Results achieved for the year 2019

This project has enabled us to achieve good results, particularly in terms of passing to the next level and the success rate in the national examinations, which have improved from an average of 80 to over 90% in the concerned communities.

At the same time, the dropout and absenteeism rates have fallen considerably from an average of 17% to 5%. The health expenditure budget of the beneficiary schools fell from an average of 417,500 FCFA to 233,650 FCFA, a drop of 44%. The prevalence rates of malaria, intestinal parasites and anaemia have fallen by 31%, 23% and 33% respectively.

Education in Burkina-Faso

Actions in the field of education in 2019 in Burkina Faso have resulted, among other things, in the construction of educational and university infrastructure, training centres, recruitment of staff, promotion of self-employment, and improvement of the study conditions for pupils, students and learners. Resources have also been mobilized for education in emergency situations towards the development of educational alternatives, work training and the renovation of infrastructure. Regarding challenges for the implementation of the 2020 programme's activities, more efforts must be made to increase the supply and quality of inclusive education for all.

The vision is to ensure an increase in the supply and quality of education at all levels. This requires a quicker implementation of reforms and investments.

In the specific case of areas with security challenges, a strategy for children's schooling is under implementation with the support of partners.

Focus on one of the coalition's activities:

Baseline study of the prophylactic use of *Artemisia annua* against tropical infections

During 2019 the IDAY-Burkina-Faso coalition, besides the coordination activities of its members, participated in several meetings in the field of education and health. Partnerships were pursued with civil society actors working in the field of education, with institutional technical and financial partners and government actors, particularly the Ministries of National Education and Health. Seventeen schools that benefited from the first phase of the school garden project were monitored. A number of difficulties were encountered, including outdated gardening equipment and low production of *Artemisia annua* in some schools.

As part of this project and in order to improve health and education outcomes in schools in Burkina-Faso, IDAY-Burkina-Faso has launched a baseline study with the global objective of assessing the potential of *Artemisia annua* to treat and prevent malaria and intestinal worm infections. The Ministry of Health was involved through the Ethics Committee for Health Research, which reviewed the project and commented on the study's methodology and sampling. Medical examination laboratories were also involved. Several meetings were held to discuss the surveys (the number of participating schools, having a significant sample). We conducted the survey of schools with subjects who had consumed the *Artemisia annua* and control schools whose subjects had not consumed the *Artemisia annua*. The questionnaires were encoded with the IDAY team in Belgium and the survey report is being finalized in Burkina Faso. Pending medical tests will not only corroborate the school results between the two types of schools but also attest to the effects of *Artemisia annua* in the fight against malaria and intestinal worms. In addition, the *Artemisia annua* leaves consumed by students will be sent in 2020 for analysis by Prof. Pamela Weathers of the Dept. of Biology and Biotechnology at Gateway, Worcester Polytechnic Institute in the USA.



Education in Cameroon

The education system in Cameroon is governed by Law No. 98/004 of 14 April 1998 which applies to nursery, primary, general and technical secondary as well as normal education and Law No. 005 of 16 April 2001 on the orientation of higher education. They acknowledge the existence of two subsystems: the Anglo-Saxon subsystem and the French-speaking subsystem and three levels of education :

- > Basic school
- > Secondary school
- > Higher education

The particularity of the education system in Cameroon is bilingualism. Education in Cameroon is framed by two stakeholders, namely public education and private education made up of secular and religious people. Cameroon still has a long way to go in terms of primary school completion rates, the ratio of girls to boys, the retention rate of pupils and regional disparities in access to education.

Focus on one of the coalition's activities:

World Day of the African Child

The humanitarian crises in Cameroon have had deep implications for children's schooling. To address this deplorable situation, IDAY-Cameroon, in partnership with the government structures in charge of youth and Civil Society Organizations (CSOs), has proposed to commemorate in the city of Yaounde precisely in the district of Yaounde 6, the Day of the African Child 2019. This district is the gateway to the Center region for displaced persons (men, women, children and youths) from the North-West and South-West regions.

The objective of this day of commemoration was to mobilize the youth of the Yaounde 6 district around the issue of living together, protection, respect, promotion and realization of children's rights. To achieve this objective, the following activities were carried out:

- > Training and capacity building of students and leaders of associations and youth movements, as well as local authorities on human rights knowledge;
- > Educational talks on the harms of drug and other narcotics use and violence in schools;
- > Candle light IDAY. This activity consisted in lighting a candle in memory of the student uprising of 16 June 1976 in Soweto and all the young people who died in the various crises in Cameroon.

The results achieved at the end of the activity were as follows

- > Effective participation of 70 students and other young people
- > Production of student messages on a canvas that was handed over to municipal and administrative authorities.
- > Training on children's rights through a game and an educational talk on the harms of drug and other narcotics use and violence in the school environment.



Education in Ghana

In Ghana, the government continues to make solid progress in improving the country's education system and boosting learning outcomes. By working to increase girls' enrolment and reduce inequalities between schools, and by expanding teacher training and increasing their number, the government is taking positive steps towards restoring quality education for all in Ghana.

The Government is currently working on and adopting the bill concerning higher education 2019.

Focus on one of the coalition's activities:

School Climate Strike on June 13, 2019 in Tema Community

The event called "Climate Fun Fair" is a local climate strike action led by IDAY-Ghana to commemorate the 2019 World Climate Week celebrations. More than 4,482 strikes were registered worldwide. These strikes are motivated by the urgent need to fight climate change and achieve the goals of the Paris agreement.

In 2019, Climate Week in New York was to be marked by the United Nations (UN) Secretary General's Summit on Climate Action and the first UN Climate Summit for young people. This historic event took place as part of a week of events leading up to the UN Secretary-General's Climate Action Summit.

The 'Schools Strike for Climate', also known as 'Fridays for Future (FFF)', 'Youth for Climate' and 'Youth Strike 4 Climate', is an international movement of students taking time off from their classes to participate in protests demanding action to prevent further global warming and climate change. The large-scale publicity and organisation began after Swedish schoolgirl Greta Thunberg organised a protest in August 2018 in front of the Swedish Parliament, holding up a sign that read "Skolstrejk för klimatet" ("School Strike for Climate").

Event's goals

The event focused on indicator 2 of objective 13 of the Sustainable Development Objectives:

- > Give students the floor to call on the Government of Ghana to implement measures to accelerate the country's national contribution;
- > Raise awareness among Ghana's youth on the realities of climate change and the need for climate justice.

IDAY-Ghana has continued to promote a constructive dialogue with local authorities through a partnership with local government which has seen the participation and involvement of government/institutions/representatives in programmes and events organised and, in some cases, assistance in the planning and organisation of some of the events in local communities.



Education in Guinea Conakry

In Guinea, the 2018-2019 school year has been seriously disrupted by a strike by the Free Trade Union of Teachers and Researchers of Guinea for the improvement of living and working conditions of union members, including the payment of 8 million Guinean francs as indexed salary to all teachers and the hiring of contract teachers in the civil service without conditions.

In the face of government intransigence, this demand has become a major social crisis. Striking teachers have been replaced by volunteers, most of whom have no required level of training or experience. Subsequently, negotiations were initiated by the authorities and an agreement was reached, which allowed a late resumption of classes by regular teachers in order to save the school year. Unfortunately, the results at the end of the year, especially at the exams, were very poor.

Focus on a few coalition's activities:

Commemoration of the 20th anniversary of the message of Yaguine and Fodé

The theme of this commemoration was: "20 years of the message of Yaguine and Fodé, 2020-2025: years without illegal immigration".

To commemorate the death of the two young Guineans, IDAY-Guinea organized several events.

[Advocacy with the authorities, in particular the Ministry of National Education and Literacy](#)

The delegation from IDAY-Guinea was received at the home of Mr Mamadouba Tosse Bangoura, Mayor of the urban commune of Matoto (the largest of the five communes of the city of Conakry).

[Organization of two lectures](#)

A first lecture on the theme "Youth and the Danger of Illegal Immigration" was held on July 24, 2019 at the Yaguine and Fodé College. The second on "Conditions of women victims of illegal immigration" was held on July 25, 2019 in the conference room of Matoto Town Hall. These two lectures were marked by the brilliant performance of the troupe Zôyâ-theater through the play called The illuminating letter of Yaguine and Fodé. Textbooks were donated by the NGO Coeur d'Afrique cœur de France to Yaguine and Fodé secondary school and Aicha primary school.

[Training of young people on entrepreneurship](#)

It took place from 27 August to 28 August 2019, hosted by France volontaire in their premises, and was attended by 25 young people, all members of associations of the IDAY-Guinea coalition.

[Symbolic march of the 20km of Conakry, on Sunday, September 8, 2019.](#)

In addition to the members of the Yaguine and Fodé foundation and the families who are victims of illegal immigration, she mobilized the population of the neighbourhoods of Yimbaya, Matoto, Aviation, Tannery, Gbèssia and Dabondy.

[A gala football match](#)

This match was played in memory of Yaguine and Fodé at the Yimbaya Conakry stadium (the district where Yaguine and Fodé lived) on Sunday, September 8, 2019.



Education in Kenya

Education in Kenya is undergoing a major political transformation. The government, through its documents, recognizes that the quality of education and training of all Kenyans is fundamental to the success of the overall development strategy. The Vision 2030 documents present a middle-income country in which all citizens have embraced entrepreneurship. In 2010, Kenya adopted a new constitution. All key government institutions, including education, have had to adapt to the spirit of the new constitution. Among the adjustments is the policy of 100% transition to secondary schools. Although this policy is gradual, the lack of preparation, especially of trainers and facilities, has hampered this development. The second major change is the transition from the old 8-4-4 education system to the so-called competency-based curriculum (CBC), or the 2-6-3-3 system.

All these changes in education risk leaving children from marginalized communities and those from urban slums behind if their voices are not strong enough to express their problems in the policy change.

Focus on two of the coalition's activities:

Health, education and protection of child and young domestic workers

IDAY-Kenya in partnership with the University of Kenyatta conducted a baseline survey to validate the use of *Artemisia annua* against malaria in the school environment. The activities carried out within the framework of this action during the year include: mapping and mobilization of schools, training of teachers for data collection, planting of *Artemisia annua* in 36 schools, both for research and strengthening of school clubs, 3 strategic meetings with the technical staff of 8 schools from 3 target regions, analysis of chemical components of *Artemisia annua* from different geographical areas.

IDAY-Kenya has developed a mobile application to facilitate the rapid and timely transmission of information on the growth and development of *Artemisia annua* in schools. This has helped to motivate school clubs.

With regard to the project on domestic work, IDAY-Kenya is implementing an action aimed at enabling Kenyan domestic workers to access justice through an alternative dispute resolution mechanism. In the first year of the project, a total of 479 domestic workers from 11 out of 15 workers' associations were targeted.

Two follow-up sessions were organized, reaching 98 domestic workers. And 3 radio programmes of 20 minutes each were produced.

The project was assisted by two volunteer lawyers, 3 cases were judged positively by the High Courts, 9 cases were referred to the Justice Centre, 11 cases of gender-based violence were referred to Médecins Sans Frontières (MSF) for advice, treatment and further action.

Jedida, a worker in the Babadogo region, made the decision to leave her job after training and she returned to school.



Education in Mali

Since the advent of democracy, Malian schools have experienced many crises, some more serious than others. Crises that trample on the right to education and shake the future of several generations of Malian children and young people. Added to this is the growing insecurity and the closure of schools since 2018.

According to data collected at the end of March 2019 by Unicef and its partners, about 866 schools have been closed in Mali, including 525 schools in the Mopti region alone. Thousands of students are thus deprived of school. More than 157,000 children do not go to school in the Mopti region, out of a total of 260,000 children affected by the closure of schools across the country. Nearly two-thirds of schools and centres in Mali are now closed due to insecurity, jeopardizing the right to education for thousands of children.

The sharp deterioration of the situation in the centre of the country is due to inter-community violence and the presence of armed and terrorist groups increasingly affecting the most vulnerable children. In addition, there is growing concern about serious violations of children's integrity, such as the unprecedented killing of 46 children in the Bankass attack of 23 March 2019.

Another is the increase in the number of indefinite strikes by teachers that are paralysing public schools.

Focus on one of the coalition's activities: Strengthening partnerships and networking in Mali

The IDAY-Mali coalition is still young and needed to be strengthened for the year 2019. The coalition has multiplied meetings with partners for the visibility of the network such as the Ministry of National Education, the Ministry for the Promotion of Women, Children and the Family, Unicef and Unfpa. The coalition has joined various networks:

1. Movement for Community Led Development (MCLD) ;
2. Sahel Strategy Research Network (2r3s Sahel) ;
3. Advocacy Network in Mali ;
4. Coalition for Education in Mali..

In addition, the coalition has seen its membership increase fivefold over the year 2019 from 5 to 25 members.

The IDAY-Mali coalition proceeded to hand over donations of school supplies in three community schools in the sub-prefecture of Siby/Koulikoro on Saturday 26 October 2019. These kits were composed of school bags, notebooks, teaching materials etc.. The ceremony brought together the actors of the school (teachers, school management committees, students), the representative of the mayor's office and representatives of the IDAY-Mali coalition who made a donation of bags and chalk accompanied by messages of encouragement and advocacy with the political authorities of the commune.

IDAY-Mali celebrated the Day of the African Child on 16 June on social networks and in particular the coalition's Facebook page by sharing the international campaign organized by the Secretariat of the IDAY network.

For the future, IDAY-Mali wishes to work on the institutional support of the coalition and the strengthening of its members.



Education in Mauritania

Education in Mauritania concerns all public and private institutions in the Islamic Republic of Mauritania whose function is to provide and develop the education system throughout the country's territory.

The majority of the Mauritanian school system is public. However, owing to the prevalence of Islam in education, it is not secular. The two main languages of instruction are French and Arabic. French is used mainly in higher education and scientific subjects.

In the 1960 Constitution "the national language is Arabic, the official language is French", in the 1991 Constitution "the national languages are Arabic, Pulaar, Soninke, Wolof; the official language is Arabic".

Focus on one of the coalition's activities:

Identification and reintegration of vulnerable youth

The member associations of RMEPT (Mauritanian Network of Education for All) worked in close collaboration with the regional table in Nouakchott and the MASEF/UNICEF/Terres des Hommes coordinating bodies.

The members of the network have identified and reintegrated into schools in the nine communes of Nouakchott young people who have lost their schooling; orphaned street children; exploited child domestic workers; abandoned children; children with disabilities; girls who are victims of early marriage and excision, i.e. a total of 1,015 children.

295 children (including 195 girls and 100 boys) had dropped out of school and were being used by their parents as domestic servants.

The network also monitored the care of 400 children from the identified group.

In addition to identification and reintegration, the network encouraged their families by creating income-generating activities and made them aware of the usefulness of schooling and the importance of legislative issues (civil status, marriage certificate, etc.).

Some examples of support for the implementation of income-generating activities:

- > Dyeing training
- > Sewing training
- > Hairdressing training
- > Couscous training

Of the 1,015 children, not all had birth certificates. Today they have obtained their birth certificates, are recognized and have the same rights as other children.

Education in Niger

Many pupils learn little; up to two-thirds or more of those who complete primary school do not master reading, writing and arithmetic. And this has implications for the rest of their education.

Yet education is a fundamental right for every child, girl or boy, regardless of the context in which he or she finds himself or herself.

However, every year there are hundreds of cases of child abandonment. These children are excluded from schools, deprived of any future prospects and condemned to live in intolerable conditions - forced to work or beg, exposed to multiple dangers, such as early/forced marriage, human trafficking, recruitment into gangs or terrorist groups.

The problem of girls' schooling is still evident and remains acute in almost all regions.

Although the Nigerien government claims that free schooling is effective up to the age of 16, this is still far from being a reality because parents continue to pay for school supplies.

Focus on a few coalition's activities: Towards quality education for all

IDAY-Niger 2019 Programme

The overall objective of the 2019 programming is to contribute to the promotion of basic education, the protection of women and children and the strengthening of food security within households, members of IDAY's partner farmers' organizations, scattered throughout the Diffa region, within a commune. Very specifically, the coalition's aim is to strengthen their educational supply capacities, to improve relations between the organisations themselves and with the local authorities. It was also a question of providing the necessary rudiments that increase the capacity to defend strategic interests through advocacy actions.

The year 2019 saw a lot of investment in the field.

Support of basic education

Donation of more than 9,000 CI to CM2 level textbooks in 20 primary schools.

Women and children protection

Medical care for 27 women victims of physical and/or sexual violence;

Medical care for 15 children and adolescents who are victims of physical and/or sexual violence;

Income of vulnerable households improvement

Assistance to 250 women heads of vulnerable households in the peri-urban area of Nguigmi and the village of Kangouri, through a donation of sewing machine kits (one complete kit per woman) for the implementation of income-generating activities. With this income, the women contribute to improving their children's performance at school.



Education in Nigeria

In Nigeria, education is supervised by the Ministry of Education. Local authorities are responsible for the implementation of state-controlled policy on public education and public schools.

The education system is divided as follows: kindergarten, primary, secondary and tertiary. Unfortunately, however, education in Nigeria is plagued by countless problems. These include lack of funding and hence poor educational infrastructure, inadequate classrooms, missing equipment (projectors, computers, laboratories and libraries), lack of quality teachers and a poor and polluted learning environment.

Although primary education is officially free and compulsory, about 10.5 million children aged 5-14 years in the country are not enrolled in school. However, state governments are responsible for primary and secondary education, so the quality of education varies from state to state.

Focus on two of the coalition's activities:

Revitalisation of the IDAY-Nigeria coalition and the “One Student, One Tree” project

2019 was a year for the revitalization of IDAY-Nigeria.

Following the participation in IDAY's General Assembly in Conakry, Guinea, a dynamic of reanimation of the IDAY-Nigeria coalition was initiated. The first step consisted in contacting different organisations whose activities were in line with IDAY's objectives and mission. In September 2019, 7 organisations signed and sent the IDAY charter back to the IDAY-Nigeria secretariat.

It is planned to hold the first general assembly in 2020.

T.R.E.E. Initiative as a member of the IDAY-Nigeria coalition committed itself on behalf of the coalition at the General Assembly in Conakry to focus its advocacy on rural education and following a consultation of its members, the coalition decided to focus on education and environment, as most of the coalition members are interested in environment, rural education and access to water.

The “One Student, One Tree” project was adopted by the coalition members with two main steps. The first step is to engage with local school authorities to adopt the project, while the second step is to engage the State House of Assemblies to pass a law making tree planting a part of the curriculum for public secondary and higher schools.

Six schools have adopted the project and only the first stage could be implemented in 2019.

With the planting season over, coalition members held orientation meetings with students and involved them in preparing for the 2020 planting season.



Education in Uganda

The education system in Uganda has improved relatively compared to previous years. The curriculum is being transformed to provide a comprehensive education that offers learners more opportunities. Among other changes, Swahili language instruction is compulsory in all schools in Uganda and was introduced last year. This will help Ugandan children and all others to communicate effectively within the East African Community. Enrolment in most government schools has improved, although there are still gaps in education, so that many children start school but very few finish. The revision of the 2005 Early Childhood Development Policy is under way. Early childhood development and education has been made compulsory before the child enters the primary section.

Focus on one of the coalition's activities:

Improvement of the network's relations and visibility with the government

The IDAY-Uganda coalition has significantly increased its visibility with the government through the Ministry of Education and Sports and other civil society organizations in Uganda and East Africa.

[Inter-ministerial meetings on urban education](#)

IDAY-Uganda has participated in forums that bring together different actors from different ministries that are in one way or another related to education. For example, there were participants from the Ministry of Education and Sports, the Prime Minister's Office, the Department of Education - KCCA (Kampala Capital City Authority), the Ministry of Local Government, the Ministry of Finance, Planning and Economic Development, etc. Several activities took place during the forum.

[Individual meetings](#)

The individual meetings were conducted by the IDAY team and involved in-depth discussions with key education stakeholders to find out what they think about the state of urban education in Uganda, particularly in Kampala. The discussion also focused on the challenges faced by the education sector, particularly in carrying out its functions, and possible solutions and suggestions to address these challenges.

[Community Dialogues](#)

Community dialogue meetings were held in the five divisions of Kampala, namely Central, Makindye, Lubaga, Kawempe and Nakawa divisions, to find out what the community thinks about education in their respective areas and the challenges facing their schools.

[Meetings of the working group on basic education at the headquarters of the Ministry of Education and Sports](#)

The Working Group on Basic Education is a working group led by the Ministry of Education and Sports. It brings together all stakeholders working towards achieving quality basic education in Uganda.

IDAY-Uganda was able to share the activities carried out by the coalition and select the best practices of other stakeholders in the same field.



Education in DR Congo from Kinshasa

DR Congo has made significant progress in the education sector. The primary completion rate, for example, has increased considerably, from 29% in 2014 to 70% in 2019. Yet it remains one of the countries with the highest number of out-of-school children.

An estimated 3.5 million, or 26.7 per cent of primary-school-age children are not in school. Of these, 2.75 million live in rural areas. In addition, the sector faces many challenges in terms of quality, governance and disparities.

The education system in DR Congo is managed by three ministries, namely, the Ministry of Primary, Secondary and Professional Education (EPSP), the Ministry of Higher and University Education (ESU) and the Ministry of Social Affairs Humanitarian Action and National Solidarity.

With the accession to power of Félix-Antoine Tshisekedi Tshilomboil, free primary education and the orientation cycle was decreed but has yet to be implemented.

Focus on one of the coalition's activities:

Training workshop on *Artemisia annua* cultivation techniques

This training was given in partnership with the association Maison de l'Artemisia in the person of Mr. Germain. It took place from 16 to 18 September 2019 in the city province of Kinshasa in the Lutendele district, Tshikapa locality.

The participants were members of the IDAY-DRC/Kinshasa coalition and members of the surrounding community, for a total of 40 participants.

The training was an opportunity to become familiar with the cultivation techniques of *Artemisia annua* or afra, namely the practice on the watering technique in cultivation, the drainage technique, the irrigation technique in cultivation.

Then the techniques of Artemisia cultivation were discussed; the technique of sowing, the technique of cuttings and that of layering. On this occasion, seeds from different countries were distributed to participants: Togo, Burundi, and Burkina Faso.

In order to link theory to practice, the participants learned how to set up nurseries.

The objective of this training was to give the network members the tools for community strengthening against malaria. It also allowed the reinforcement of skills in ecological school garden projects in which the plant is used to fight against malaria and intestinal worms and thus combat one of the main causes of absenteeism and school dropout.



Education in DR Congo from Kivu

The Democratic Republic of Congo has made significant progress in the education sector. The primary completion rate, for example, has increased significantly, from 29 per cent in 2014 to 70 per cent in 2019. Yet it remains one of the countries with the highest number of out-of-school children.

An estimated 3.5 million, or 26.7 per cent of primary-school-age children are not in school. Of these, 2.75 million live in rural areas. In addition, the sector faces many challenges in terms of quality, governance and disparities.

In order to address these challenges, the country has developed its education sector plan for the period 2019-2023 with a focus on increasing access and equity, improving the quality of learning and improving governance and management in the sector.

Focus on one of the coalition's activities:

Training in the cultivation of *Artemisia annua*

In August 2019, IDAY-DRC/Kivu organized, with the support of the Jean-François Peterbroeck Foundation, a training on the culture of *Artemisia annua*, for 20 member associations of the IDAY network active in Kivu.

The training was an opportunity to :

- > train the members of the IDAY-DRC/Kivu network, i.e. local associations, and local partners (such as the Civil Society Health network) in the cultivation of the plant ;
- > invite local authorities in order to interest them in this efficient and inexpensive way to prevent and cure malaria, namely: the representative of the National Malaria Control Programme and the representatives of the health zone of Goma and Karisimbi.

The training was given by Jean-Claude Murengerantwari (agricultural engineer from IDAY-Burundi) in partnership with an agricultural engineer from the network trained the previous year, engineer Pepin Shabani, and a member of the House of Artemisia in Kivu, Dr. Patient Kaloma.

Representatives of the Ministry of Health as well as the head of the local anti-malaria unit were invited to the training, a way for IDAY-DRC/Kivu to nourish its advocacy with the authorities in order to extend the cultivation of Artemisia throughout Kivu.

Following this training, an alliance was set up: the "Alliance Réseau Artemisia" (ARA) in Kivu which includes IDAY-DRC/Kivu, the House of Artemisia, the Civil Society Health Network - North Kivu and "En Avant Les Enfants". This very dynamic alliance pleads for the recognition of the plant in North and South Kivu.



Education in Rwanda

Rwanda is one of the countries that counts on its people, which is why education is one of the most important pillars. For the last 5 years, education has received a considerable share of the national budget. It is one of the sectors whose budget increases considerably every year. The government, in collaboration with the population through the “Umuganda” community work and others, has supported the construction of many classrooms. The programme continues throughout the country to ease overcrowding in classrooms.

The Council of Ministers at the end of January 2019 announced a 10% increase in teachers’ salaries, which took effect from 1 March 2019. This is an important announcement that is the result of advocacy by civil society and teachers’ unions.

Focus on one of the coalition's activities:

Training and awareness about the plant *Artemisia annua*

In July 2019, at the initiative of IDAY-Rwanda in collaboration with CLADHO, a training was held in Kigali. It aimed at informing civil society organizations and raising their awareness on the planting and use of the *Artemisia annua* plant that fights malaria. The training took place under the direction of an expert in the field, the agricultural engineer Jean-Claude Murengerantwari (member of IDAY-Burundi).

After a brief general overview of *Artemisia annua*, the participants returned to the extent of the effects of malaria on human health in Africa through the alarming figures of mortality rates due to this disease, and the exorbitant costs that governments incur to confront it. Talking about *Artemisia annua* as a tool to fight malaria, the participants were first informed about the three benefits of this plant by its repellent effects against mosquitoes, preventive and curative.

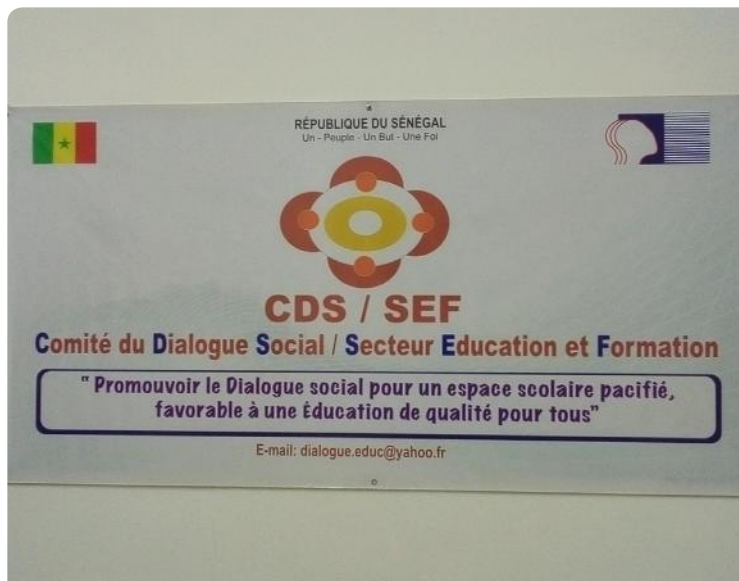
The training was divided into 2 main parts:

1. Theoretical part: it allowed the participants to understand the whole cycle of *Artemisia annua* production;
2. Practical part: this part consisted of 3 activities :
 - > the preparation of *Artemisia annua* tea
 - > a visit to a household garden where the *Artemisia annua* was in the harvest phase
 - > land preparation and planting of *Artemisia annua* seeds.

The training was an opportunity for civil society organizations trained in Rwanda to learn about the benefits of this plant, whose positive effects on the fight against malaria have been proven, although still debated.

The theoretical and practical knowledge acquired during the training was enthusiastically received by the participants, who committed themselves to its dissemination and implementation.

The participants committed themselves to be actively involved in the popularization of *Artemisia annua* in their respective communities. They undertook to form a dynamic action network to put into practice the knowledge acquired.



Education in Senegal

Education in Senegal is, despite its significant weight in the national budget, a problem sector, particularly with regard to the daara: alternative education based on learning the Koran without any real support from the state, where thousands of children wander the streets in search of the food and subsidies needed to continue their learning activities alongside the volunteer Koranic teacher.

Elementary, middle and secondary education also lacks sufficient resources for generalizing access and ensuring the quality of interventions. This is reflected in the proliferation of temporary shelters, especially in the rural areas, and the proliferation of private initiatives in the cities, hence the strong trend towards the privatization of education, which is, in principle, an inalienable right.

Higher education, supported by the private sector, is experiencing significant growth; staffing levels in the public sector are excessive and study conditions are precarious, hence the cyclical strikes that affect the number of hours worked.

Focus on one of the coalition's activities:

Participation in advocacy activities organized by the Ministry of National Education (MNE)

World Teachers' Day (WTD) and National Girls' Education Day (NED)

In 2019, the WTD and NGED were celebrated jointly. Led by the MNE, the implementation of the various activities saw the participation of other ministries and civil society organizations working for education, including the IDAY-Senegal/EFA (Education for All) coalition. A press briefing, a walking tour and a flagship ceremony, which saw deserving teachers receive awards, were organized.

Participation in the Social Dialogue - Education and Training Sector (CDS-SEF)

IDAY-Senegal/EPT participated on 27, 28 and 29 November 2019 in Thies in a CDS-SEF training workshop.

IDAY-Senegal/EPT participated in the Steering Committee, an event that was a moment to promote the network's ideas and values in the perspective of conflict management and appeasement of the Senegalese education system which is constantly disrupted by cyclical strikes.

Participation in various events that enabled the coalition to advocate for quality education for all

- > The coalition participated in the validation workshop for the Reading for All framework document on October 30, 2019. This workshop enabled the social validation of the mechanism for rationalising teacher mobility.

- > The coalition participated in the back-to-school seminar 2019/2020 from 16 to 19 September 2019, for an improvement of governance and effective participation in the service of school performance. A high point that saw the participation in Saly of all academy inspectors, the Inspectorates of Education and Training (IEF), so-called representative trade unions and civil society organizations.

- > Participation in monitoring meetings to follow up agreements between the state and teachers' unions.

- > Participation in the 16th Plenary Assembly Contributing to the pacification of the education sector through better prevention and more effective management of conflicts from 26 to 29 August 2019 in Saly.

- > Hearing with the Secretary General of the MEN on March 11, 2019, which allowed the network to have an in-depth exchange with the Secretary General of the Ministry who kindly reiterated her commitment to strengthen collaborative links with the IDAY-Senegal/EPT coalition.



Education in Tanzania

An estimated 5.1 million children between the ages of 7 and 17 are out of school.

The primary school enrolment rate peaked at 86% in 2016, and in the same year the lower secondary school enrolment rate dropped to 33.4%. Many Tanzanian children do not attend secondary education or vocational training because they cannot afford the cost or because they are hampered by other external factors related to poverty. For example, by 2016, the poverty rate has fallen to 26.8% but it is estimated that 29% of students still live in households below the poverty line.

In addition to tuition fees, parents have to pay for uniforms, books and possibly transportation. Public secondary schools offer lower tuition fees than private schools, but the extra tuition can be as much as \$300 per year; many families cannot afford it. This leads children to engage in hazardous work in difficult conditions, exposing them to many risks, including child abuse.

Focus on one of the coalition's activities:

Hygiene education project in Kiharaka and Mtambani primary schools

The IDAY-Tanzania network is very proud to present the water and sanitation and hygiene education project in the primary schools of Mtambani and Kiharaka, funded by the Elisabeth and Amélie Foundation. The project is taking place in the Bagamoyo district. The implementation period runs from October 2019 to October 2020.

The project aims to improve hygiene and sanitation for girls' schooling in Bagamoyo district for 3,507 students and 1,000 households, Pwani region, Tanzania.

The selected schools are highly marginalized and face multiple socio-economic and health challenges that hinder the development of the population and the participation of children in schools. The majority of health problems are related to waterborne diseases. The objectives of the project are the construction of latrines and water collectors but also by raising the children and the community awareness about the importance of hygiene to limit water-related diseases. Young girls will be particularly supported during their menstruation periods, which are often the cause of dropping out of school and marginalization. Students are sensitized on gender equality and young girls are trained to make reusable sanitary napkins.

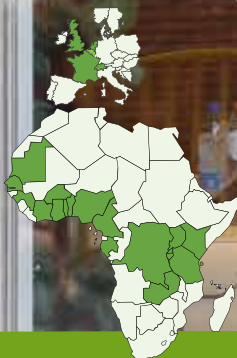
The activities started in October 2019 and the achievements are as follows:

The District Engineer gave support to make the drawings and specifications. The District Water Engineer did the physical drawings. The construction of latrines has started in Kiharaka school. The authorities have been invited to launch the project.

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Europe

The advocacy role of the Secretariat in Belgium is to get Western donors to change their procedures so that they promote the strengthening of the capacity of African civil society to assert its rights with their governments. This advocacy also includes fundraising to support this innovative approach to development cooperation and international philanthropy.

Lectures

IDAY gave a conference at the Rotary Club of Waterloo on March 14, 2019 and a second one at the Rotary Club of Genval on September 23, 2019 on the efficiency of foreign aid.

Partnerships

The IDAY network is in partnership with the following organizations:

- > **Teachers Without Borders (TWB)** within the framework of the pedagogical component of ecological school gardens.
- > **CNCD-11.11.11.** For 9 years, IDAY has been a member of the National Centre for Development Cooperation (CNCD) and participates in the operation 11.11.11.
- > **Federation of International Solidarity Associations (FASI)**, an organisation that fights so that Belgian development cooperation also financially supports small entities, in addition to the large approved NGOs.

In 2019, IDAY :

- > has entered into a new partnership with “En avant les enfants”, a non-profit organisation under Belgian and Congolese law whose objectives are to promote and lead sustainable development projects for the benefit of mothers and vulnerable children in Goma.
- > continued its contacts with **Le Verso du Miroir**, a Belgian not-for-profit association born out of a simple dream to offer everyone the possibility of living a rich and concrete experience of exchange. Thus, since 2008, young and old alike have been investing themselves throughout the year to spend a month in Benin.
- > The association has continued its contacts with **Comequi**, a non-profit organisation whose objective is to give the rural population of the shores of Lake Kivu and more particularly in the Minova region, the means to carry out sustainable development actions on their own in order to increase their income and improve their living conditions.

PIE TSHIBANDA à Flagey

accompagné d'une chorale de Gospel
Dimanche 1^{er} décembre à 17h



Events

20 km of Brussels

Our team had 34 registrants this year. African percussionists encouraged our runners and the 10,000 participants! At the same time, young people in Congo and Togo organized a football match to show their solidarity through sport.

Couleur café

This Belgian festival is an opportunity to make the public aware of the interest of supporting local associations that network to organise their actions. It is also an opportunity to talk about the *Artemisia annua* and the need to support a natural, effective and inexpensive solution. Festival-goers had the opportunity to support our actions against malaria by buying the book *Yanou a le palu* (see IDAY-Cameroon school garden project).

Commemoration of the 20th anniversary of the death of Yaguine and Fodé

A conference was organised at the parish rue des Pierres 44 in Brussels, followed by the traditional distribution of white roses with the message of Yaguine & Fodé in three languages in the streets of Brussels.

Theme of the conference: “Today, nothing has changed”.

Twenty years later, the associative network IDAY launched in reaction to this tragedy, as well as Amitiés sans frontières, the Council of African Communities in Europe and Belgium (CCAEB) and the Message of Yaguine & Fodé Fund at the King Baudouin Foundation, wanted to recall the suffering and the hopes of these two teenagers in search of a better life.

A football match in collaboration with a group from the Guinean diaspora in the Place Bara in Brussels was also organized in memory of the two young people.

Show with Pie Tshibanda and the Gospel Action Team at Studio 4 in Flagey.

Show with Pie Tshibanda and the Gospel Action Team at Studio 4 in Flagey.

After touring the world with his show “Un fou noir au pays des blancs” and “Je ne suis pas sorcier”, Pie Tshibanda did us the honour of supporting the values of the IDAY network during our annual event by offering us a tailor-made show...with the delicacy, humour and depth we know him for.

We also had the pleasure of being enchanted by a Gospel choir. For the younger ones, an animation related to Africa took place at the same time.

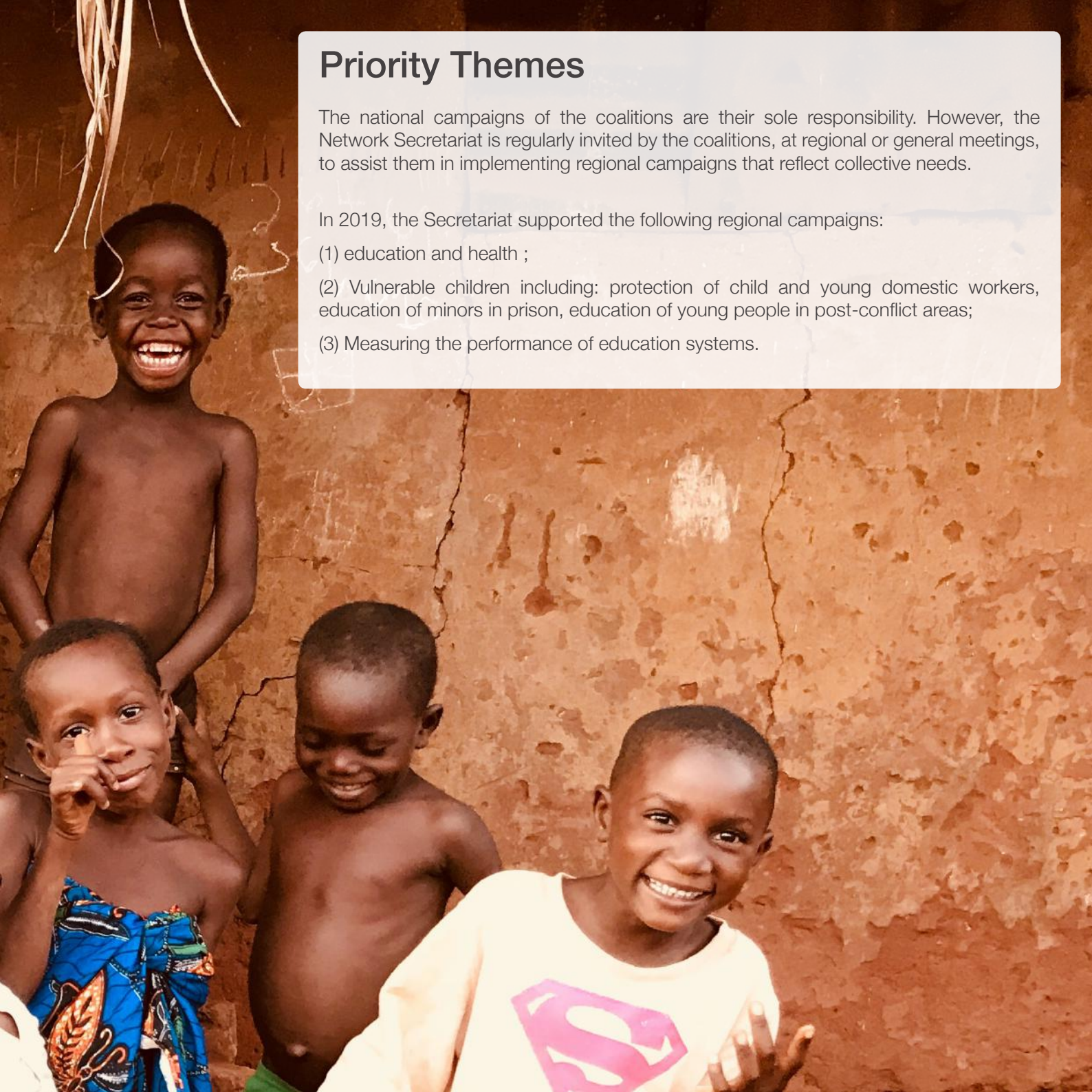


Priority Themes

The national campaigns of the coalitions are their sole responsibility. However, the Network Secretariat is regularly invited by the coalitions, at regional or general meetings, to assist them in implementing regional campaigns that reflect collective needs.

In 2019, the Secretariat supported the following regional campaigns:

- (1) education and health ;
- (2) Vulnerable children including: protection of child and young domestic workers, education of minors in prison, education of young people in post-conflict areas;
- (3) Measuring the performance of education systems.





Health and Education

Objectives

In Africa, it is difficult to talk about quality education without talking about health. IDAY therefore aims to include health in education programs through the establishment of school gardens composed of plants with high nutritional and medicinal value. IDAY's ecological school garden projects are based on a holistic approach to improve education in the targeted schools.

First of all, the school garden aims to improve the nutritional status of the students. It is composed of plants (fruits and vegetables) with high nutritional value (such as moringa and soya). Thanks to these crops, the school can contribute to the students' meals, which increases student attendance and thus positively influences the level of education.

The school garden aims to reduce tropical infectious diseases, especially malaria, through the planting of *Artemisia annua* and moringa.

The school garden is used as a pedagogical tool in partnership with Teacher Without Borders: teachers integrate practical exercises to be applied in the school garden in relation to the subjects of mathematics, economics, ecology and biology, etc. It is also a place to learn about respect for the natural environment.

Finally, the school garden builds bridges between the school and the surrounding community through the exchange of experience and knowledge. Students bring the knowledge they have learned in the school garden into their homes and foster the dynamism of their entire community. These bridges improve the school's acceptability to parents and encourage children to enrol in school.

IDAY also participates in the collective effort in the fight against malaria with the promotion of the plant *Artemisia annua*.

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Achievements in 2019

Projects :

- > Start of a project of 24 [school gardens in Cameroon](#) and production of the book "Yanou a le palu" to raise awareness among students and their families on the use of the *Artemisia annua* (see "Coup de coeur 2019" page X);
- > continuation of the project of 15 [school gardens in Benin](#) (see page x);
- > creation of a [seed bank in Burundi](#) (see page x) ;
- > continuation of DUO for a Change activities between Belgian schools and schools in Togo and Kivu.

Different *Artemisia annua* trainings were given in Kivu, Kinshasa and Rwanda. The IDAY network has established contacts with other partners such as The House of Artemisia or the Civil Society Health network in DRC. The trainings are also an opportunity for the members of the network to meet around a common project and to establish advocacy strategies to promote the development of the plant in their country.

IDAY has launched a research to evaluate the impact of the preventive use of *Artemisia annua* in school gardens in Kenya and Burkina Faso. The objective of the study is to estimate the main educational and health outcomes in schools using *Artemisia annua* in school gardens and compare them with a control group (i.e. similar schools that do not use *Artemisia annua*), to estimate the prevalence of malaria and intestinal infections among students and school staff through appropriate medical testing and comparison with the control group, and to evaluate cultivation practices in order to identify common challenges. Research results are expected by 2020



Vulnerable childhood

Protection of child and young domestic workers

Objectives

This campaign was initially launched by 5 countries in East and Central Africa at the Regional Assembly in Nairobi in 2010. It aims to end the violence and modern slavery conditions experienced by millions of domestic workers in Africa. The IDAY network conducted a vast survey in 5 East African countries and thus brought to the forefront these millions of invisible workers. The results of the survey have led to incredible progress in terms of legislation and community awareness.

Achievements in 2019

Achievements in 2019

Since 2019, the IDAY network has decided to capitalize on the achievements of previous programmes to strengthen its intervention strategy: it addresses the issue of domestic work as a whole, as a true “ecosystem”. This strategy revolves around the following axes:

1. National surveys; 2. Advocacy with the authorities, particularly for the ratification of Convention No. 189; 3. Raising awareness among the general public; 4. Development of a National Curriculum and Vocational Training for Domestic Workers; 5. Legal protection; 6. private sector involvement.

IDAY-Kivu has continued its awareness-raising activities on the rights of young domestic workers and the coordination of the consultation framework which provides a mediation space for young domestic workers who are in conflict with their employers. In addition, the WCP training centre trained 107 young domestic workers in one of the courses offered by the centre: literacy, tailoring and culinary arts.

IDAY-Kenya continued its programme for the protection of child and young domestic workers in Nairobi. It aims to improve access to justice for child and young domestic workers through the traditional alternative dispute resolution system, a judicial system often used to resolve conflicts peacefully within communities.

In Rwanda, CLADHO accompanies and verifies the implementation of measures to strengthen Rwandan legislation, obtained through their intense advocacy work in recent years. The young union of domestic workers was also strengthened throughout the year, particularly in its organizational structure and resources. Finally, CLADHO also has training centres for young domestic workers in literacy and culinary arts, thanks to the financial support of ADPM, a Belgian organisation.



Education of young people in post-conflict areas

Objectives

This campaign, called for by East African members at the 2014 Regional Assembly in Bujumbura, aims to help improve access to quality basic education for children and young people in areas of protracted crisis.

Millions of African families live in protracted displacement situations, in refugee camps, either in their own country or in another host country. The education of children is a major challenge for the future of these populations in situations of fragility. Depending on the area, the coalitions have formulated urgent actions to be taken in terms of infrastructure, security for young girls, teacher training and psycho-affective support for children.

This theme was chosen by the 2019 General Assembly. Some coalitions and members of the network are active on the theme but for the moment, no coordinated action at a regional level is underway.

Education of minors in prison

Objectives

This regional campaign, following the request of the General Assembly in Kampala in 2011, aims to improve the conditions of detention of children deprived of their liberty, including access to education. In the vast majority of African prisons, young people do not have access to schooling. When they leave prison, they have great difficulty reintegrating into the education system, including vocational training.

In Africa, the extent of this phenomenon remains unclear. It is estimated that 65% of these young people are held in prison illegally, often in adult neighbourhoods. The regional campaign therefore plans to first conduct surveys in prisons to better understand the reality of these children and thus better guide intervention strategies.

This theme was chosen by the 2019 General Assembly. Some coalitions and members of the network are active on the theme but for the moment, no coordinated action at a regional level is underway.



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EDUCATION POUR TOUS

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Measuring the performance of education systems

Objectives

The objective of this campaign is to collect and analyse data at the national level on the performance of education systems in each country in the network. The data will be used in advocacy actions with governments and the approach promoted by IDAY members is to involve local actors from identifying gaps to proposing solutions, as lack of involvement is considered as one of the main causes of the deterioration of the quality of education according to the World Bank.

About

The IDAY Governing Board of June 2015 had asked the IDAY-International secretariat to develop a proposal for strengthening the capacity of the coalitions to collect more adequate data than those provided by international bodies on the real situation of basic education in their countries. The aim is to support their advocacy with compelling statistics that would be better able to convince governments to take the necessary steps to overcome the main issues against the improvement of education access and the quality in their countries. The programme seeks to translate the successful survey approach of the Domestic Workers' Project into the general advocacy work of the coalitions and thus enable them to contribute more effectively to the achievement of the Sustainable Development Goals (SDGs), especially Goal 4 (education).

The surveys' results would be compared with official UNESCO statistics and would be reported according to United Nations criteria, the 4 "A's": "Availability" (physical availability); "Accessibility" (access to facilities by the marginal classes of society and girls); "Acceptability" (acceptance of education as corresponding to the needs of society); and "Adaptability" (adaptation of the education system by the government incorporating recommendations for improvements suggested by stakeholders). These results would be presented annually at the national and international levels by the IDAY network during the 16 June commemorations.

During the General and Regional Assemblies, IDAY members would define a common basis of questionnaires. The programme would also make it possible to finance the commemorations of 16 June, during which the national and international reports would be made public. Finally, it would serve as a basis for demonstrating the capacity of African coalitions to significantly change the framework of education in Africa.

The programme will be subject to calls for proposals in 2020 to the Global Partnership for Education as part of its new funding arrangements for local civil society.



Project Bank

The authorities are also challenged through concrete actions aimed at demonstrating to the authorities the capacity of their civil society to actively contribute to the achievement of the Sustainable Development Goals in education (SDG4).

The IDAY Project Bank is a platform for the publication and financing of education projects in Africa promoted by African civil society organizations members of the IDAY network.

Its main objectives are to enhance the creative dynamism and commitment of African civil society and to promote direct investment in its initiatives; to put direct education delivery projects at the service of advocacy for Education for All; to contribute to the financing of the structural expenses of the coalitions.



Projects published in 2019

N	Country	Description	Total Budget €	Financial need €
75	Niger	School garden in Nguigmi municipality	152 409	100 832
76	DRC-Kivu	Strengthening mechanisms to combat early and forced marriages in schools	32 319	22 461

New financing obtained in 2019

Project 72 - School Hygiene and Sanitation in Tanzania.

Budget: 39 500€ with the support of the Elisabeth and Amélie Foundation.

Project 70/71 - Ecological school gardens in Guinea Conakry.

Budget: 9 065€ with the support of the CNCD.

Project 29 - Training centre for young domestic workers in DRC/Kivu.

Budget: 15,291€ with the support of Soroptimist Belgium and a loan of 2,500€ with the Shamalindi foundation.

Project 49 - Ecological school garden in Tanzania.

Budget: 3,500€ with the support of TCR.

Project 50 - Construction of shelters for energy-saving ovens in schools in Nyarugusu camp in Tanzania.

Budget: 1 000€ with the support of the Commune of Braine l'Alleud.

Project 21 - Follow-up of the ecological school garden project in Uganda.

Budget: 2 000€ with the support of the Province of Walloon Brabant.

Ongoing Projects in 2019

Project 57 - Ecological school gardens in Cameroon with the support of the Tunring Foundation.

Project 74 - Traditional justice for the protection of child and young domestic workers in Kenya with the support of the NIF Foundation.

Project 58 - Ecological school gardens in Benin with the support of the Addax and Oryx Foundation.

Project 55 - Establishment of a seed bank for the dissemination of *Artemisia annua* in East Africa in Burundi with the support of the Croix du Sud Foundation.

All projects and descriptions are available on the IDAY website: <https://iday.org/en/projects/>

IDAY and Teachers without Borders Belgium started in 2018 a collaboration on a 3-year project of school gardens in 60 schools in Cameroon.

Thanks to the Turing Foundation, IDAY-Cameroon is working in these schools to set up a vegetable garden with fruit, vegetables and medicinal plants so that the schoolchildren have balanced meals.

By the end of 2019, 24 schools had received agricultural equipment and training to start their vegetable garden.

The role of Teachers Without Borders is to encourage teachers to use the vegetable garden as a place for learning (in mathematics, geometry, science, economics, history, languages, ...). Two support missions were carried out in 2019.

Youth clubs have been formed in each school: young people are made aware of the benefits of the vegetable garden in their school and are committed to taking care of it, surrounded by teachers dedicated to the project as well as parents from the community.

Another important event of the project was the creation of the book “Yanou a le palu!”

In order to raise awareness among children and their families about the plant, IDAY asked a Cameroonian author-illustrator, Vincent Nomo, to create a children’s book which was published in Cameroon by the publishing house Akoma Mba.

An audience with the Minister of Education was requested by IDAY Cameroon to have the following impressions of the book be taken care of by the authorities of the country.

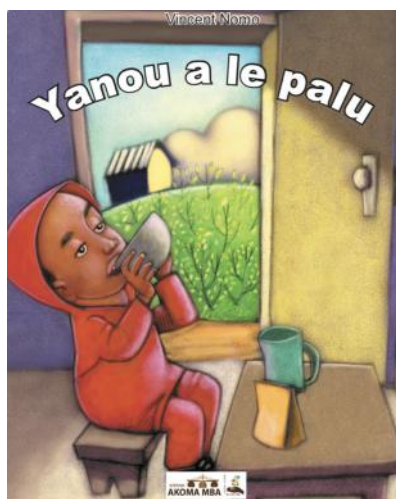
Following the audience, the Minister mandated the Inspector General of Pedagogy and the Director of Primary Education in Cameroon to distribute the book to other schools in Cameroon.

Teachers without Borders Belgium were present as part of their support for the school garden project.

IDAY-Cameroon and its partners are pleased with the good progress of the project and the positive welcome given to it in the schools visited.

The clear commitment of pupils, teachers, headmasters, local authorities and even the Minister of Education is an essential element for the sustainability of the project.

This is a good illustration of the work of the IDAY network: civil society action taken further by the authorities. Congratulations to IDAY Cameroon.





Administration and finance

Administration and life of the network

The Secretariat organized 8 webnets (4 Francophone and 4 Anglophone) during 2019, in February, June, September and December. These virtual meetings are an opportunity for the coalitions to exchange among themselves and with the Secretariat.

The network held its General Assembly in Guinea in Conakry in March (see page 9).

The Board of Directors met virtually every month starting in March 2019.

The network's governing bodies are available and up to date on the website www.iday.org in the menu IDAY/Who are we?

2 missions took place during the year 2019:

- > In Liberia and Nigeria in January
- > In Uganda in February

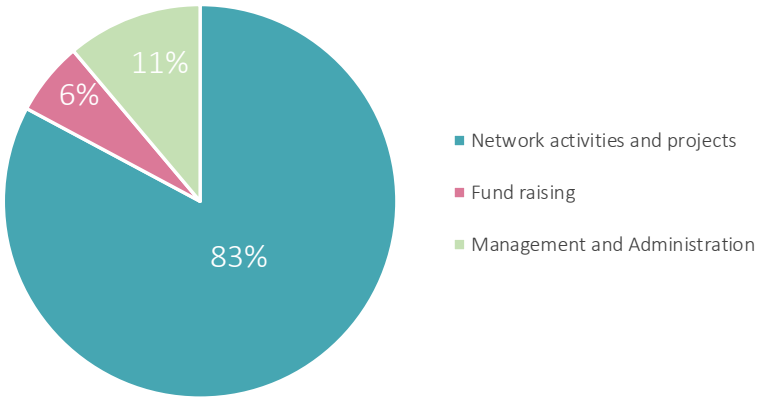
Finance

The following financial statement concerns only the secretariat of the Network based in Belgium. It includes the following activities:

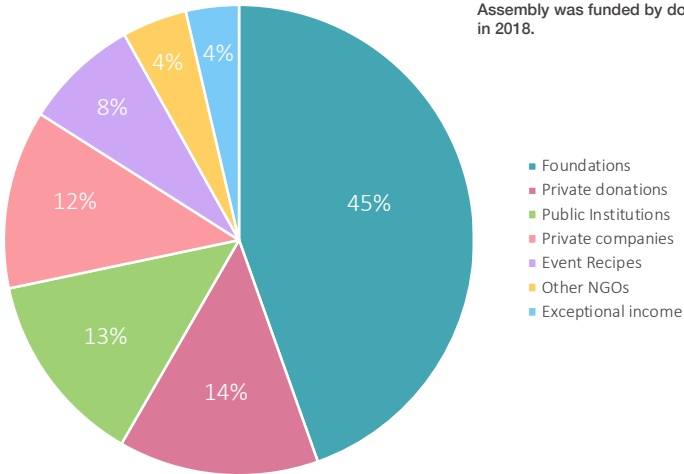
- > Coordination of the IDAY network and collective advocacy activities: coordination of the annual programme and the network's regional campaigns; drafting and dissemination of advocacy documents; relaying between the IDAY coalitions; organisation of general and regional assemblies;
- > Support to members' actions: assistance in organizing national events; assistance in approaching governments and other partners; training in advocacy, coalition management, programming, etc.; structural support; supervision of the management of national offices co-financed through IDAY-International ;
- > Overall communication and visibility of the network: development and implementation of the overall communication strategy; development of various materials; drafting of a quarterly thematic newsletter; contacts with the media; management of the network's online presence;
- > Management of the Project Bank: assistance in setting up projects; publication on the Project Bank; assistance in finding financial partners; monitoring and evaluation of projects;
- > Fundraising: fundraising (public/private) for the network's annual programme; assistance in finding funding for national coalitions and projects published on the Project Bank.

Expenses by activities

	2018 realized (EUR)	2019 realized (EUR)
Main Program - Advocacy and Network Life		
June 16	0	190
Yaguine & Fodé Commemoration	0	8.354
Materials and Events	19.215	19.638
Support to coalitions	10.345	3.717
Missions	7.322	7.167
Human Resources - Project	65.378	45.577
General Assembly	0	75.890
Communication	2.210	4.598
Project Bank	62.994	136.887
Health and Education	27.415	28.838
Management		
Human Resources - Administrative	29.717	22.807
Office expenses and equipment	21.417	21.121
Financial expenses	284	582
Fundraising activities	31.495	24.139
GRAND TOTAL	277.794	399.505



	2018 realized (EUR)	2019 realized (EUR)
Subsidies public entities	45.981	50.464
Other NGOS	320	16.841
Private individuals donations	63.365	51.953
Private companies donations	53.395	46.380
Foundations		
Yaguine & Fodé Message Fund	15.942	25.894
Paquerette Foundation	6.000	0
NIF	9.456	18.000
Élisabeth and Amélie Fund	0	17.164
Croix du Sud Foundation	4.500	5.470
Turing Foundation	5.000	20.000
Addax & Oryx Foundation	40.116	36.184
Nadine & Alexandre Foundation	32.020	39.600
CNCD		4.843
DUO School Donations		1.000
Other funds	1.000	0
Sales revenues and events	58.266	29.813
Exceptional income		13.742
GRAND TOTAL	335.361	377.347



The loss in 2019 is mainly due to the fact that the March 2019 General Assembly was funded by donations in 2018 that were taken as revenue in 2018.

None of
this would
be possible
without you

IDAY, the power of a network

