



Raising voices for African **education**
Voices for **education** in Africa

IDAY 2024

**Improving Access to Education for All
in Africa
through a reinforced and organized
network**

STRATEGIC PLAN 2020-2024

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IDAY International | Programme of activities 2020-2024

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FOREWORD

One network, 20 national coalitions, more than 600 member organizations.

Faced with the multiple challenges of education in Africa, the IDAY network chooses to defend an approach based on local capacities and the networking of local organizations. We bring together civil society actors, mainly local NGOs, but also more marginally, schools, unions or teachers' networks. All of them are talented and dedicated to supporting quality and inclusive education for African children and young people. IDAY is made up of a wide variety of African nationalities, and thus as many profiles, expertise, capacities and ideas! Networking means joining forces and going beyond our individual possibilities.

Together we can!

We can join forces and make our voices heard as bearers of innovative solutions, ideas and creativity. We can be bearers of hope for the education of our children and youth.

In an increasingly complex global context in which "international cooperation" is a gigantic competitive market, we remain realistic! An approach based on local capacities needs to be strengthened and organized. Strengthening the capacities of our members is fundamental for the development of the network and to be able to amplify our voices over the next 5 years.

Our approach favours advocacy. Why is advocacy necessary, or even a priority? Because we are convinced that structural changes, which alone will lead to the achievement of the Sustainable Development Goals, must be driven by public authorities, by the representatives elected by the people, i.e. the governments of our African countries. The relationship between civil society and government is therefore essential to boost the responsibilities of each and to ensure that commitments are respected.

Finally, IDAY aims to guarantee the right of all African children and young people to quality basic education. Why is education at the centre of our action? Education is recognized as a key factor for change, socio-economic development and the improvement of human rights in general, and women's rights in particular. The link between education and development is therefore at the centre of the IDAY network's mission.

Quality basic education covers pre-school initiation, primary education, and functional literacy (i.e. learning to read and write for young adults who did not acquire these skills during their primary cycle).

This five-year plan emerged from the conclusions of the General Assembly held in Conakry in March 2019, which was an opportunity to lay the foundations and identify the priorities of this strategy. Beyond the thematic choices that emerged, it should be noted that the members of the IDAY network are determined to continue consolidating the network and its actions.

SUMMARY

In recent years, tangible progress has been made in terms of access to education in sub-Saharan Africa - in fact, it is the region of the world where progress has been most significant in terms of the increase in the number of children in school. However, this progress has fallen short of expectations, and education has still not recovered to the level it was at before the structural adjustments imposed by donor countries during the 1980s. The World Bank, UNESCO (Annual Reports of its Institute for Statistics), the Global Partnership for Education (GPE) and the International Commission on Education (IEC), all conclude that the quality of education and access to it have deteriorated in recent years and that the United Nations Goal 4 on Sustainable Development (SDG 4) on education will not be achieved in sub-Saharan Africa if foreign interventions continue without radical change.

Faced with these challenges, **the IDAY network is firmly committed to contributing to the achievement of SDG 4 - Ensuring equal access to quality education for all and promoting lifelong learning opportunities.**

The principles of action of the IDAY network remain faithful to the foundations of the structure, namely: advocacy - empowerment of local civil society - collective action.

IDAY's work is based on the principle that development efforts should focus on political engagement and the empowerment of local stakeholders, rather than on the direct provision of ad hoc services. Dialogue and trust between citizens and their governments are the cornerstone of development and respect for fundamental rights. Aware of this, the network is calling on decision-makers and taking action to ensure that every child and young person in Africa enjoys his or her right to a quality basic education free of charge. Governments are primarily responsible for ensuring respect for fundamental rights. They have a responsibility and a key role to play in ensuring the global changes necessary to protect the rights of every individual, and in particular the rights and well-being of the most vulnerable. This is why it is necessary to focus on advocacy and awareness-raising in order to ensure the sustainable realization of the right to quality basic education for all children and young people in Africa.

IDAY-International's strategic plan for 2020-2024 is structured around three strategic axes:

❖ **Improving access to quality basic education for all children and young people in Africa through effective advocacy**

Advocacy on the occasion of annual events, in particular the International Day of the African Child (16 June) and the commemoration of the Message of Yaguine and Fodé (2 August). Other international days are moments of mobilization and advocacy for coalitions according to their own agenda. This advocacy also includes the promotion of an effective partnership for development in general, and for education in Africa in particular.

❖ **Achieving sustainable impact on access to quality basic education for all children and young people in Africa through operational programmes**

The **priority themes** of the network, which are divided into advocacy regional programmes coordinated by the Secretariat, and national projects directly led by the coalitions, namely:

- Health and Education;
- Vulnerable childhood;
 - Protection of child and young domestic workers
 - Education of children in conflict with law
 - Education of youth in post conflict areas
- Measuring the performance of national education systems.

The environment theme is becoming a transversal theme, which is expressed in the various programmes in an original and creative way.

❖ **Strengthening the role of African civil society in education**

The transversal strategy of **network consolidation** is reflected in the continued empowerment of coalitions, the appropriation of network dynamics by coalitions and the Secretariat, the strengthening of the role of the Board of Directors in steering strategic axes, and the financial strengthening of the network.

IDAY

PRESENTATION OF THE NETWORK

Vision

The network works to contribute to a society where all individuals, especially young people, have non-discriminatory access to quality basic education (preschool initiation, primary education, functional literacy).

Mission Statement

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.

Principles of action



MOBILIZATION OF CIVIL SOCIETY



ADVOCACY



COLLECTIVE ACTIONS

General objective

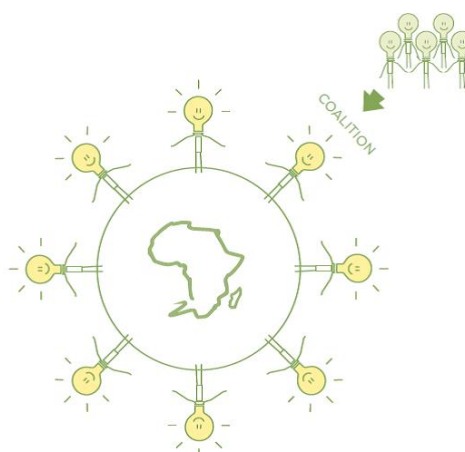
Guarantee the right of all children and young people in Africa to a quality basic education.

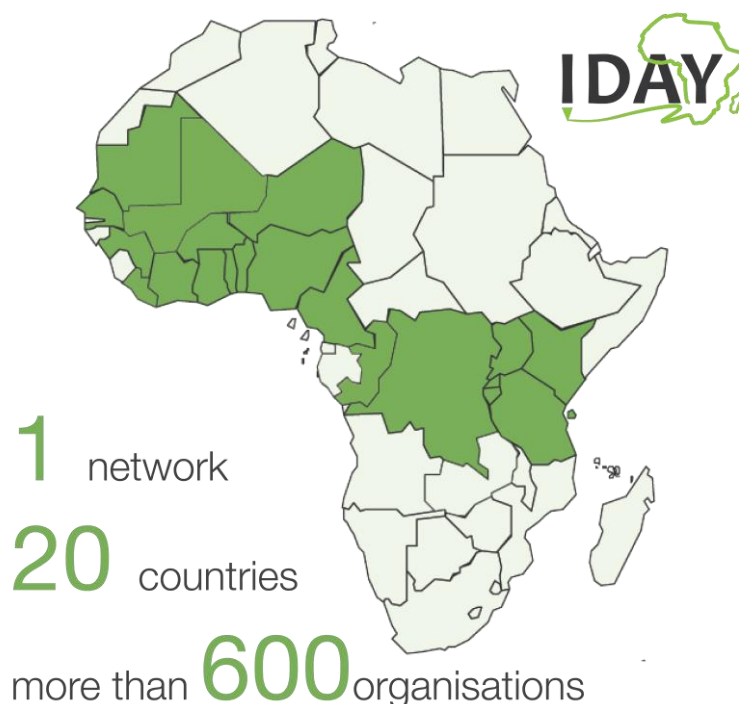
Specific Objective

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

Structure of the IDAY network

IDAY is made up of 20 coalitions in Africa and sympathetic members in 2 European countries, representing a total of some 630 member associations. The network's objectives and principles of action are set out in the Network Charter.





Each **coalition** is legally autonomous and has at least 5 member associations. All member organizations are signatories to the IDAY Charter and undertake to carry out activities at local, regional or international level in accordance with the objectives of the network. One of IDAY's specificities is the nature of its members: most are "grassroots" civil society organizations, a number of which are located in remote areas. The majority of these organizations work with vulnerable and marginalized groups (children and youth) in formal school systems. They have limited access to political dialogue and external support, and by extension a limited capacity for influence. IDAY coalitions therefore bring together "local" organizations to strengthen their collective power and complement the actions of other civil society actors in the education sector.

The **Secretariat**, based in Belgium, makes the voice of all these coalitions heard and carries out the following tasks:

1. International advocacy
2. Coordination of regional programmes
3. Technical and financial support to coalitions
4. Boosting network life
5. Administrative secretariat of the network

A **Management Committee** is active in Europe as the supervisory body of the Secretariat.

The **Board of Directors** is composed of 11 members, in charge of the network's strategic orientations.

In March 2019, the General Assembly appointed Jean-Jacques Schul, former President and founder of IDAY, as Honorary President.

Methodology

This strategic plan was developed following the needs expressed at the General Assembly of the IDAY-International network in Conakry, Guinea, which was held over 4 days in March 2019 and brought together 2 delegates from each of the IDAY national coalitions, as well as experts from outside the network who provided technical support in various thematic areas. In view of the large number of existing thematic areas proposed by members, it was necessary to prioritize and define a clear strategy for the next five-year plan. Half-day workshops were organized on each of the priority themes, in order to identify the achievements in this theme at the national and regional levels, to analyze its strengths and weaknesses and, on this basis, to draw up guidelines for the next five years. All these elements and conclusions have been compiled in the 2019 General Assembly report.

On this basis, the Secretariat of the network drew up a proposal for a strategic plan, which was enriched and validated by the Board of Directors to arrive at this final version.

PART I

ANALYSIS OF THE SITUATION OF THE EDUCATION SECTOR IN AFRICA

At World level

The quality of education is declining in almost all regions of the world, but the situation in emerging and fragile countries remains particularly worrying. In its September 2019 report "Transforming the Education workforce: learning teams for a learning generation", the International Commission for Education confirms its disastrous diagnosis of 2016 in which it announced that without radical changes, in 2030, 69% of young people in the poorest countries would lack the basic knowledge to be able to access secondary education: "The world is not on track to achieve the goal of sustainable development in education (SDG 4). There are still more than 260 million children out of school and more than 600 million children in school who are not learning the basics or the skills, knowledge and values necessary for their current and future development. »

The World Bank also acknowledges this failure in its "World Development Report 2018" on education: between 10 and 25% of the world's children still do not have access to basic education and many children entering primary school drop out before the end of the cycle. It logically concludes that: "Education systems are not adjusted to labour markets and do not provide the 'foundational cognitive skills'. Moreover, "the learning crisis amplifies inequalities".

The report of the Global Literacy Alliance (UNESCO) confirms: "Globally, six out of ten children and adolescents do not reach CMS in reading and mathematics. The total (617 million) includes more than 387 million children of primary school age (around 6-11 years) and 230 million adolescents of lower secondary school age (around 12-14 years). This means that more than half (56%) of all children will not be able to read or have basic mathematical literacy by the time they leave primary school. The proportion is even higher among adolescents, 61 per cent of whom are unable to reach CMS when they are expected to complete lower secondary school. »

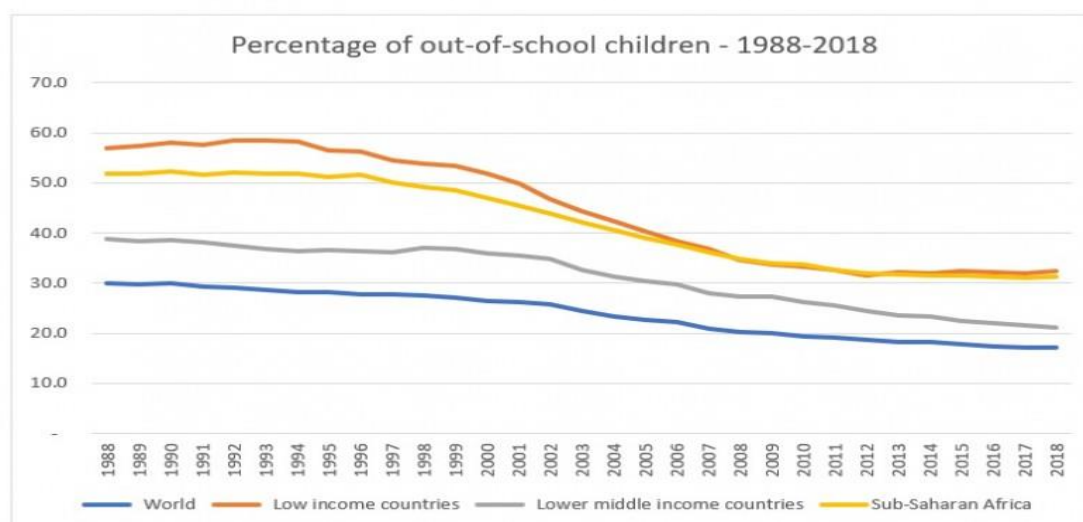
In Sub-Saharan Africa

Efforts in recent years to improve access to and quality of basic education in Africa have proved illusory. Thus, in terms of access, the number of African children without access to primary school has increased from 29.3 million in 2013 to 32.2 million in 2018, i.e. a growth of nearly 10%. They account for more than half of the children out of school in the world while the African population represents 17% of the world's population. The number of illiterate young people continues to grow in Africa (from 43 million in 2013 to 47 million in 2017). According to UNESCO, the number of African countries where the quality of education is declining exceeds the number where it is improving. The International Commission on Education states that without radical improvement in current approaches, by 2030, 69% of young people in the poorest countries - mainly in sub-Saharan Africa - will not master the knowledge levels of primary education. Clearly, the current strategy aimed mainly at improving access to and quality of formal primary education for a rapidly growing population in sub-Saharan Africa is failing to fill the education gap.

Indeed, according to UNESCO (Fact Sheet No. 56 September 2019 (UIS/2019/ED/FS/56): "... sub-Saharan Africa remains the region with the highest out-of-school rates for all age groups. Of the 59 million out-of-school children of primary school age, 32 million, or more than half, live in sub-Saharan Africa ... Sub-Saharan Africa also has the highest exclusion rate, with 19% of primary school-age children deprived of the right to education, followed by North Africa and Western Asia (9%) and South Asia (7%).

Three regions are home to nearly nine out of ten out-of-school adolescents: sub-Saharan Africa (28 million), Southern Asia (17 million) and Eastern and South-Eastern Asia (9 million). Sub-Saharan Africa is also the region with the highest rate of out-of-school adolescents (37%), followed by Southern Asia (15%), Northern Africa and Western Asia (14%). »

As shown in the graph of the UNESCO Institute for Statistics, since 2012, access to basic education has not increased in % of children.



This situation is particularly important for African youth and humanity as a whole. According to the World Economic Forum, about 15 to 20 million Africans aged 14 to 25 will join the African labour force. By 2030, they will account for a quarter of the total labour force; some demographers predict that this share will rise to a third by 2050. At the same time, African business leaders surveyed show that 87 per cent are concerned about the lack of basic skills in this workforce, 45 per cent are extremely concerned, as data published by the Organisation for Economic Co-operation and Development (OECD) show that, for example, in Senegal, only 9 per cent of school leavers have acquired basic reading skills, 8 per cent in numeracy. The African Development Bank estimates that only 30% of African youth are under-qualified.

The causes of deficiencies in the primary education system in sub-Saharan Africa

The causes of the persistence of these dramatic results vary from one institution to another. In order of importance, UNESCO places poverty (40%), rurality (33%) and gender (11%) at the top of the list.

The World Bank considers that one of the main reasons for this situation is the lack of participation of key stakeholders (stakeholders) in decisions concerning the improvement of national education systems. Rather than proposing preconceived, top-down ("one size-fits-all") solutions based on insufficient foreign funding, it is therefore necessary to involve first and foremost local stakeholders: parents, youth clubs, teachers, local officials, women's associations, etc. They should be actively involved not only in identifying the main shortcomings of their education system perceived from a holistic perspective but also in taking corrective measures that public services cannot achieve on their own.

The World Bank also believes that the effect of health on children's cognitive abilities has been ignored for too long. In this respect, it partly agrees with the Global Partnership for Education, which in a revealing report shows the marked impact of the eradication of certain diseases such as malaria and malnutrition on school results. These conclusions on the determinant impact of health on the quality of education are in line with those of IDAY-International's 2011 General Assembly.

PART II

IDAY-INTERNATIONAL STRATEGIC FRAMEWORK FOR 2020-2024

In September 2015, the United Nations approved 17 new Sustainable Development Goals (SDGs), including a specific goal for education, by 2030.

The new SDGs reveal two main changes: first, the effort is not only about basic education in the poor countries of the South, but about all cycles of education for humanity as a whole. Second, the focus has been shifted mainly from access to education to an objective with a greater emphasis on the quality of education. This is fully justified since the quality of education has declined in most countries, but more severely in Africa.

The new strategic framework of the IDAY network is part of the joint effort towards the achievement of the SDGs, in particular **SDG 4 - Ensure equal access for all to quality education and promote lifelong learning opportunities.**

Beyond ODD 4, IDAY's action also contributes to ODDs related to and/or having an impact on education, namely:

- ❖ SDG 1 (Eradicate extreme poverty and hunger);
- ❖ SDG 2 (Eradicate hunger, ensure food security, improve nutrition and promote sustainable agriculture);
- ❖ SDG 3 (Enable everyone to live a healthy life and promote the well-being of all at all ages);
- ❖ SDG 5 (Achieve gender equality and empower all women and girls);
- ❖ SDG 7 (Ensuring access for all to reliable, sustainable and modern energy services at an affordable cost);
- ❖ SDG 8 (Promote sustained, shared and sustainable economic growth, full and productive employment and decent work for all);
- ❖ SDG 10 (Reduce inequalities within and between countries);
- ❖ SDG 13 (Take urgent action to address climate change and its impacts)
- ❖ and SDG 16 (Promoting peaceful and inclusive societies for sustainable development, ensuring access to justice for all and building effective, accountable and inclusive institutions at all levels).

IDAY-INTERNATIONAL'S STRATEGIC AXES 2020-2024

STRATEGIC OBJECTIVES	MAIN ACTIVITIES
1. Improving access to quality basic education for all children and young people in Africa through effective advocacy	1.1. Annual advocacy activities: June 16 and other commemorative days
	1.2. Project Bank
	1.3. An effective partnership for development
2. Achieving sustainable impact on access to quality basic education for all children and young people in Africa through operational programmes	2.1. Health and Education
	2.2 Vulnerable childhood
	2.3. Measurement of the performance of education systems
3. Strengthening the role of African civil society in education	3.1 Strengthening the Board of Directors
	3.2. Coalition Empowerment
	3.3. Network life

1 **AXIS 1**

IMPROVING ACCESS TO QUALITY BASIC EDUCATION FOR ALL CHILDREN AND YOUNG PEOPLE IN AFRICA THROUGH EFFECTIVE ADVOCACY

Civil society has a fundamental role to play in drawing attention to critical educational issues, making both ambitious and realistic proposals and holding authorities accountable for the realization of the right to quality education for all. Therefore, sustained dialogue between African civil society and relevant authorities is essential to ensure that national laws and policies effectively provide comprehensive, equitable, sustainable, relevant and legitimate solutions that effectively address existing gaps and needs to ensure quality basic education for all children and youth in Africa.

The IDAY network conducts regular collective **advocacy** activities during which civil society organizations jointly call on their authorities to address obstacles to quality education for all and formulate their proposals. In this sense, IDAY considers advocacy as (i) collective action, i.e. carried out by several members or by a legitimate representative of these members. Advocacy thus carries a common message and is supported by several civil society actors; (ii) continuous action, advocacy being carried out on the occasion of the celebration of thematic days as well as during various activities planned throughout the year; (iii) plural action, which can be translated into various types of action and tools, defined according to the objectives of advocacy and the means available; (iv) whose objective is to change attitudes, laws and practices in education.

1.1 Annual advocacy activities

Day of the African Child and other commemorative days

Result

Each year, the member coalitions of the IDAY network organize collective advocacy and awareness-raising actions.

❖ **Day of the African Child (June 16)**

This is the network's flagship event during which members collectively raise awareness among their authorities and the public about education issues and responses. In the spirit manifested by young South Africans in Soweto in 1976, IDAY believes that this day should remain an opportunity for African civil society to make its voice heard on educational issues with the authorities (bottom-up communication).

Participation in this event is one of the first conditions for membership of the IDAY network. Each IDAY coalition organizes activities at local or national level on the themes it considers to be priorities.

❖ **Advocacy on other commemorative days**

Each coalition also carries out advocacy actions at the local / national level on the themes it considers to be priorities and according to its own action plan. For example, there are other world days that provide an opportunity for collective advocacy: International Education Day (24 January), World Malaria Day (25 April), World Day Against Child Labour (12 June), the commemoration of the Message of Yaguine and Fodé (2 August) or International Girls' Day (11 October).

1.2 Project Bank

A tool for IDAY coalition advocacy

Results

Every year, at least €100,000 is raised to finance projects

The objectives and functioning of the Project Bank are evaluated and updated in the light of the evolution of the network

The Project Bank brings together projects developed by African associations that are members of the IDAY network. They aim to reveal to the authorities the issues faced by local civil society and demonstrate its ability to improve access to quality education for every child and youth in Africa.

The Project Bank is a tool for mobilizing IDAY member associations in Africa, promoting promising initiatives for a national extension of proposed approaches, integration between service projects and advocacy, but also for the financial empowerment of national coalitions through commissions levied on project budgets. It is also a showcase for the network's activities for visitors and potential donors.

In order to adapt to the context, better meet the expectations of members and be anchored in this new strategic program, continuous reflection will be conducted to continue to improve the effectiveness of the tool. Indeed, definitively part of the empowerment of members, this programme aims more at the mobilization of funds by the coalitions themselves.

1.3 Contribute to the reflection on an effective partnership for development in Europe and Africa

Result

Through IDAY's advocacy actions, development cooperation partners in general and the African Union specifically are sensitized to the role of African civil society.

Improving the effectiveness of development cooperation is an essential condition for achieving IDAY objectives and socio-economic development in Africa. This includes enabling African civil society to play its essential role in upholding human rights, in particular through constructive dialogue with its leaders and full participation in decision-making. IDAY members will therefore continue their efforts to help change aid and development cooperation practices in this direction, both in Europe and Africa.

- ❖ The network will seek to participate in international events and forums that enable it to make its positions heard on development assistance and the realization of the right to education for all in Africa.
- ❖ Continue to participate in political and civil bodies active in development cooperation as well as in European and international conferences and forums related to development cooperation and the right to education in developing countries.
- ❖ The Steering Committee will also call on political authorities, development cooperation partners and donors (public and private) on the needs and approaches recommended to progress towards the realization of the right to quality basic education in Africa, based on the results achieved by the members of the network.

2 **AXIS 2**

PRIORITY THEMES

For this 2020-2024 strategic plan, and in line with the exchanges of the March 2019 General Assembly, the term "regional campaign" has been extended to "priority theme", in order to better cover the diversity of actions initiated by the network members. Whilst the term "regional campaign" covered only a programme bringing together several countries on a common action and budget, with an established common strategy, the notion of "priority theme" aims to encompass more broadly common fields of action between several coalitions, and variable intervention strategies. Thus, within a priority theme, there are several categories of intervention, or sub-themes.

In continuity with the previous approach, the priority themes cover issues identified by several network coalitions. Network members, through the voice of their coalition, identify the priority needs of their beneficiaries, namely children and young people, in terms of access to education and propose innovative approaches to contribute to it. The themes bring together priority needs common to several countries in the network, with in some cases a regional/geographical logic. The regional dimension strengthens the weight and coherence of the actions carried out by coalitions in their respective countries. It also promotes training effects and the exchange of experiences and ideas. Participating coalitions retain the responsibility to implement the decided actions in their countries, adapting them to the local context.

The role of the IDAY-International Secretariat is to coordinate these collective actions, contribute to the search for funding and provide the necessary technical support to increase their overall impact. In the design and implementation of these programmes, the network also assesses the opportunity to establish effective collaborations with other civil society / institutional actors already active in the fields concerned, both nationally and internationally.

During the 2019 General Assembly, a **transversal theme** emerged for the first time and is reflected in this strategic plan: the **environment**. The request of the IDAY-Burkina Faso coalition to integrate this theme into the network's strategy, but also the presentation of actions or initiatives carried out by members in the field of environmental protection in schools, led the network to take ownership of it.

Climate change is scientifically proven and its impact is global. However, although the main cause is the level of consumption and production systems in the countries of the North, the effects and consequences are felt more severely in the South.

In addition, sub-Saharan African countries are less equipped to face this threat: priority conflicts between economic and social development and response to climate change, lack of state investment, a civil society that is still poorly mobilized or organized on this issue, lack of an awareness program on appropriate environmental protection behaviour, etc.

For the populations of these countries, the stakes are twofold: on the one hand, to face immediate changes in their environment (rising waters, droughts, desertification, destruction of ecosystems/biodiversity, etc.) and on the other hand, to quickly become aware of and commit to the protection of the environment in their daily actions but also to their governments so that they adopt sustainable development models and defend their interests against destructive and polluting industries (deforestation, water and land pollution, etc.).

Climate change threatens the achievement of the SDGs as a whole and therefore appears to the IDAY network as an essential theme to which it can contribute, in complementarity and partnership with the actors working on these issues and having expertise.

The SDGs specifically refer to environmental education through target 4.7 "By 2030, ensure that all students acquire the knowledge and skills necessary for sustainable development, including through education for development and sustainable lifestyles, human rights, gender equality, the promotion of a culture of peace and non-violence, global citizenship and the appreciation of cultural diversity and the contribution of culture to sustainable development. »

Numerous studies and research suggest that children should be targeted as a priority (Feisinger 1997; Jakobson and Mc Duff 1998; Rivas and Owens 1999; Kellert 2002). Indeed, children are particularly receptive to messages related to the environment and climate change. They are also one of the best ways to reach adults. Children build and develop positive attitudes and a strong interest in the environment at an early age to bring them to an age where they can be actors and decision-makers. The role of school education here is essential because it makes it possible to reach a large number of children¹.

In view of the above considerations, and the willingness of IDAY network members to participate in the collective commitment to environmental protection, IDAY has decided to include environmental considerations through its priority themes.

¹ Strategic study on environmental education in schools in the Sahel region, DIALLO, YOGO, May 2017.
http://www.oss-online.org/rep-sahel/images/Docs-2017/Annexe-11-tude-stratgique-sur-IEE-et-ICC-au-Sahel_version-REPSAHEL.pdf

2.1 Theme Health and education

Through their actions, analyses and observations, the members of the network have established since 2011 that there is a close relationship between education and health in Africa. We cannot talk about quality education if the health of students and teachers is neglected, it means missing factors that sometimes play a decisive role both in access to school and in retention and learning conditions.

Indeed, as the latest reports published in 2018 by the *World Bank (World Development Report)*, which highlights the importance of strengthening children's cognitive capacity, and by the Global Education Partnership (SME), show, health is an important lever for education. The latter specifies:

- ❖ health interventions for vulnerable children lead to an additional 2.5 years of schooling;
- ❖ deworming and malaria prevention in schools can improve school performance by 25% and 62% respectively; and
- ❖ the provision of meals at school increases enrolment by 9% and the duration of schooling by 8%. in addition to reducing the prevalence of anaemia among young girls by 20%.

That is why IDAY is active in areas such as the fight against malaria, food security and nutrition, access to drinking water, etc.

The Health and Education theme is divided into several areas of intervention listed below.

2.1.1 Health and education - School gardens and canteens

Definition of objectives

A **global approach** (education, health, environment, community development) to combat the cycle of dropping out of school and poverty, through a **local solution: the ecological school garden**.

Overall objective: Contribute to improving attendance and learning outcomes through the establishment of ecological school gardens in sub-Saharan Africa.

Specific objectives :

- ❖ Improve the health of schoolchildren and teachers.
- ❖ Improve the pedagogical quality of teaching in schools.
- ❖ Disseminate the ecological school garden method.

14 countries have the priority theme Health and Education: Benin, Burkina Faso, Burundi, Cameroon, Côte d'Ivoire, Ghana, Guinea-Conakry, Kenya, Niger, Uganda, DRC, Senegal, Tanzania and Togo. In 2019, school gardens with one or more components are being built in 10 countries: Benin, Burkina Faso, Burundi, Ghana, Kenya, DRC, Uganda, Senegal, Tanzania and Togo and already more than 52,000 children are benefiting from this programme.

For the period 2020-2024, the network aims to develop school gardens in all participating countries. The implementation of a school garden project is planned over a period of 3 to 6 years.

The 3-year objective is to implement school vegetable gardens in at least 10 of the 14 countries and for the IDAY coalitions concerned to have begun advocacy activities with their authorities for the dissemination of the method on a wider scale.

The 5-year objective is that all 14 countries that are part of the Health and Education strategy have developed sustainable school vegetable gardens and their authorities recognize the benefits of the method by supporting and disseminating the initiative.

Expected results in each school (estimated according to the results obtained in the schools already benefiting):

- ❖ A 30% increase in the rate of school performance (upgrading);
- ❖ 20% increase in success in national exams;
- ❖ 20% reduction in school drop-outs;
- ❖ Reduction in school absences due to malaria by nearly 90% and nearly 40% due to other tropical infectious diseases;
- ❖ Reduction of school health expenses by at least 40%;
- ❖ Students learned to master the cultivation methods of plants with high nutritional value and medicinal plants;
- ❖ The students acquired a taste for gardening and nature conservation;
- ❖ Teachers and school education officials are convinced of the benefits of the school garden and are determined to advocate its introduction in all schools in the country;
- ❖ Local and national authorities support and resume the dissemination of ecological school gardens.

Cost of a school garden: between €2,600 and €7,800, of which nearly 30% is covered locally.
(variation due to the components of the project: number of students, canteens, irrigation...)

Collection of statistical data

As part of this new strategic plan, systematic data collection is planned for each school garden project, in order to have comparable data on all the countries concerned and to be able to compile the results obtained.

A table of indicators, established in 2019, is the reference framework used by school garden project managers.

Description of the ecological school gardens developed by IDAY

Since 2011, IDAY has been integrating health into its educational programs by planting school gardens with plants of high nutritional and medicinal value. The IDAY network has many long-term experiences in setting up school vegetable gardens in Africa. It is on the basis of these experiences and all the lessons learned by our network that we are convinced of the sustainability of the approach.

Health and nutrition

First of all, the school garden aims to **reduce tropical infectious diseases** through the use of medicinal plants such as *Artemisia annua*. These plants contribute to the reduction of sick students and therefore to the rate of school absenteeism.

Secondly, the school garden aims to **improve the nutritional status of students**. It is composed of plants (fruits and vegetables) with high nutritional value (such as *moringa* and soya). Depending on the size of the school garden and crop yield, the school may offer students a nutritional supplement. School feeding increases student attendance and thus has a positive influence on educational attainment.

Quality of teaching

The school garden is used as a **pedagogical tool**: teachers integrate practical exercises to be applied in the school garden in relation to mathematics, economics (for example: surface calculation, purchase and sale of products, etc.), ecology and biology, as well as languages. Teachers are trained in the optimal pedagogical use of school gardens. The association "Enseignants Sans Frontières" is associated with this component, on the basis of an established partnership agreement.

It is estimated that 70% of medical care in Africa is provided in the form of community medicine, according to traditional teachings. However, this local knowledge tends to disappear through the marketing of imported medicines, which often remain inaccessible to vulnerable populations. These initiatives therefore make it possible to promote these ancestral practices based on the local socio-cultural context.

Environmental education (cross-cutting theme)

It is also a **place to learn to respect the natural environment** through its immediate discovery: respect for natural cycles, the benefits of natural fertilizers (versus pesticides and chemicals), etc. The land is improved with organic manure: compost is used rather than chemicals. Insect control treatment is based on neem seeds (*Azadirachta indica*) using endogenous ecological techniques. All treatments are carried out with products of biological origin.

Dissemination and reproduction

Finally, the **school garden builds bridges between the school and the surrounding community** through the exchange of experiences and knowledge. Students bring the knowledge learned from the school garden into their homes and foster the vitality of their entire community. These bridges improve the acceptability of the school to parents and encourage the enrolment of children in school.

Youth exchanges

The culture of *Artemisia annua* is delicate and young Africans who have gained experience with this plant have offered to make themselves available to IDAY to teach their knowledge to young people from neighbouring schools. Exchanges between young people from different regions or African

² The Acceptability of a school system is one of the 4 fundamental criteria proposed by the United Nations to measure the effectiveness of a national education system: *Availability, Accessibility, Acceptability and Adaptability*.

countries are organized in order to exchange their expertise on the subtleties of growing and treating the plant for its medical use.

In addition, IDAY has initiated a programme called "DUO for a Change" to connect schools in Africa. The idea is to put African youth in DUO in order to strengthen their identity as citizens of the world and their spirit of solidarity, in a perspective of sustainable development. Young people have the opportunity to exchange their ideas and actions in terms of respect for the environment.

2.1.2 Health and Education - Advocacy for the recognition of the plant *Artemisia annua*

Many studies exist mainly on the use of the plant in curative treatment, but no international level studies that meet the criteria of the World Health Organization (WHO) (double-blind comparative tests) cover the preventive use of the plant (prophylaxis), which is crucial because of the uncertainties that continue to hang over the effectiveness of vaccines.

The treatment per plant is subject to the same obligations as when a new pharmaceutical treatment is placed on the market.

Since 2012, IDAY has been developing an intensive advocacy campaign with the medical authorities and the WHO for the recognition of the *Artemisia annua* plant in the prevention and treatment of malaria. This advocacy led WHO to invite IDAY to submit the results of research on the preventive use of *Artemisia* against malaria in Africa.

These advocacy actions are key elements of IDAY's Health and Education programme, as they condition the adoption by national and international public authorities of *Artemisia annua* as a means of combating several tropical infectious diseases that seriously affect school performance in Africa. While IDAY can overcome WHO's objections to *Artemisia annua*, several international organizations involved in the education sector (UNICEF, World Food Programme, UNDP,...) can disseminate the plant in their programmes, which will significantly change access and quality of education in Africa.

Definition of objectives

Overall objective: Contribute to the recognition of the *Artemisia annua* plant in the prevention and treatment of malaria.

Specific objectives :

- ❖ Evaluate the academic and medical impact of the preventive use of the plant in schools
- ❖ Establish an African steering committee on plant use
- ❖ Organize a conference
- ❖ Contribute to the organization of international research in accordance with WHO standards

Expected results

1. A baseline study is finalised and the results are disseminated

A first independent evaluation of the impact of the preventive use of *Artemisia annua* in schools was conducted in 2014 on a sample of 12 schools in Kenya. This survey concludes that the plant has a positive impact, both in medical and educational terms, but the limited resources did not allow a complete scientific framework with medical examinations and comparison with control schools to be ensured. International experts have advised IDAY to verify these results according to a rigorous protocol of medical surveys and tests. This exercise was launched in November 2018 with shareholders' equity. It compares the results of schools that have adopted the plant with those of schools that have not yet adopted it and covers 16 schools in Burkina Faso and 14 in Kenya. Medical tests cover the incidence of malaria and intestinal infections. The chemical composition of the teas distributed to the schools will be analysed by a specialised laboratory in the United States. As *Artemisia annua* is indeed a combination therapy, the aim is to examine, on the one hand, variations in the components considered to have an impact on malaria, and on the other hand, to see if these differences have a medical impact by comparing the results of the composition analysis with those of medical tests. The first results should be available by the end of 2020.

The results of the medical surveys and tests approved by the national ethics committees will be submitted to experts for evaluation for international publication.

DAY wishes to use this exercise to address a legitimate WHO concern about the medical impact of variations in plant chemistry based on ecological conditions and cultural and packaging practices in rural Africa.

Cost: 47 817€ of which 6 320€ are still to be funded

2. An African steering committee

Participants at the IDAY-International General Assembly in Conakry in March 2019 proposed the creation of a Pan-African Steering Committee to accelerate the dissemination of *Artemisia annua* and *afra* in Africa in accordance with WHO standards.

The Committee is composed of African and international biologists, pharmacists, doctors, chemists, economists, agronomists and practitioners of *Artemisia* concerned to contribute to the development of these plants in Africa.

It seeks to promote access to these plants by:

- ❖ Support for the scientific research, both agronomic and medical, necessary to convince WHO to lift its ban on the use and marketing of the plant so as to encourage all official bodies, including specialized United Nations bodies involved in agriculture, health, education and human rights, to contribute to accelerating the controlled dissemination of these *Artemisia*;
- ❖ The organization of symposia in Africa on *Artemisia* effective against malaria and other tropical infectious diseases. These conferences:
 - Treat the benefits of plants as repellents against malaria vectors and other insect-borne diseases, as prophylactics and cures against tropical infectious diseases;
 - Bring together African national official authorities and WHO and other relevant United Nations bodies, African and international researchers, plant practitioners;
- ❖ Fundraising to achieve these objectives.

The Committee will act at the African national and regional levels as well as at the international level. It is directed by Researcher Rosine Désirée Chougouo Kengne of the University of Mountains of Cameroon.

The researchers on the Committee will regularly exchange their research results and field experiences, including cultural practices and dosages applied through a specific communication platform activated and moderated by the Network Secretariat.

Cost: 0€

3. Clinical tests

Kenyatta University (Nairobi, Kenya) and IDAY propose to conduct the clinical trials required by WHO in accordance with a 2012 Memorandum of Understanding renewed in 2017. The research protocol was developed by Kenyatta University in collaboration with several international experts and the coordination of IDAY-International, which was responsible for fundraising for this study. Discussions are ongoing with the University of Antwerp, which could partner with IDAY to seek funding from the Belgian federal government.

According to the current plans proposed by Kenyatta University, clinical trials would be conducted in 3 parts: (1) a pilot test of the preventive effect of *Artemisia* tea was conducted on 300 students in 6 schools in accordance with WHO standards for the treatment of life-threatening diseases; (2) an analysis of the repellent effect of the plant in relation to the absence of nets in 4 prisons (generally without nets); (3) based on the results of (1) and (2) expected over a one-year period, combined treatments of the plant's repellent and preventive effects of tea compared to the results of the separate effects. Further tests could be conducted on pregnant women and newborn babies who are currently not receiving preventive treatment because of the toxicity of the available drugs.

Cost: 585,000 €.

4. An international symposium is organized

The Minister of Health of Burkina Faso proposed to organize with IDAY a symposium bringing together WHO representatives, African Ministers of Health, researchers and practitioners of *Artemisia*, in order to make progress on the recognition of the plant. This symposium will be organized once the evaluation data have been published and funding has been secured.

Cost: 90 000€

2.2 Thematic Vulnerable Childhood

The General Assembly proposed the creation of a theme encompassing the various actions related to vulnerable children. This new configuration makes it possible not to exclude any of the actions that seem essential to members. It also has the advantage of highlighting the diversity of members' actions.

The Vulnerable Children theme covers both themes that are very dynamic within the network, and themes that occupy a more marginal but nevertheless relevant place.

2.2.1 Vulnerable children - Child and young domestic workers

Legal recognition, protection and training of domestic workers

Youth domestic labour is an activity that African tradition considers to be part of children's education. This practice is perfectly acceptable when it concerns the children of the family and does not interfere with their schooling. However, several million children and young people in Africa are employed as domestic workers, a profession that exposes many of them to slavery-like conditions, multiple forms of psychological, physical or sexual violence and lack of education. In addition, too many girls are prevented from attending normal school because of the domestic tasks imposed on them.

Child and adult domestic workers remain largely "invisible", neglected by society, national legislation, government programmes and international donors, despite increasing attention to this issue in recent years.

In 2011, the International Labour Organization adopted a Convention on Decent Work for Domestic Workers (Entry into force: 05 Sept. 2013). To date, on the African continent, it has entered into force in Mauritius (2012), South Africa (2013), and Guinea (2017). It is being adopted in Madagascar (planned for 2020) and Kenya. This convention serves as a reference framework for the adaptation of a country's national legislation.

Since 2010, the IDAY network has been campaigning for the protection, legal recognition and training of child and adult domestic workers in Africa. Drawing on the long-standing expertise of local organisations on this issue, IDAY and its partners are convinced that the legal recognition of domestic work and the provision of appropriate basic and vocational education are crucial to ending the employment of children as domestic workers and promoting the rights of adult domestic workers.

A first phase of a regional programme was implemented in 2013-2016 in East and Central Africa. IDAY members from East Africa and the Democratic Republic of Congo (DRC) then decided to launch a regional programme to integrate domestic workers into the education-for-all system. Thanks to European Union funds, IDAY has launched national surveys in 5 countries: Rwanda, Uganda, Kenya, Kenya, DRC and Burundi with 14 partners to collect qualitative and quantitative data on 22,000 people concerned: adult and child domestic workers and their employers.

The investigations made it possible to support 5 actions:

1. Counting of domestic workers in these 5 countries by establishing their age, gender, level of education and occupational needs as well as employers' expectations in terms of the desired social and occupational profiles of domestic workers.
2. Advocacy campaigns for the recognition and legalization of the status of domestic workers and the ratification of ILO Convention 189;
3. Awareness-raising campaigns to inform the population about the living conditions of domestic workers;

4. Training programmes adapted to domestic workers of working age;
5. Legal protection of children and young domestic workers, often victims of abuse.

Through its 2020-2024 strategy, the IDAY network seeks to develop the following areas of intervention, as part of a comprehensive approach to the protection of child and young domestic workers.

Definition of objectives

Overall objective: Combat the exploitation of and violence against child and young domestic workers in Africa.

Specific objectives :

Improve regulations, policies and social orientation mechanisms to

- ❖ Eliminate child labour and put in place the necessary measures for the reintegration of child domestic workers under the legal working age in a protective school and family environment;
- ❖ Protect young domestic workers of legal working age.
- ❖ Improving the skills of domestic workers through certified vocational training
- ❖ Strengthen the regional dimension of the approach for a broader impact.

The three-year objective is to continue or start activities under this programme in at least 4 countries, including 2 East African countries that have already implemented all or part of several of the programme's axes and in at least 2 new West African countries.

The 5-year target is that all 15 countries that are part of the Protection of Children and Young Domestic Workers strategy have developed activities related to at least one of the axes.

Expected results

- ❖ R1 - Statistical data on the socio-economic situation of domestic workers are available in participating countries.
- ❖ R2 - The national legal and legal framework is strengthened (including ratification of ILO Convention 189)
- ❖ R3 - The general public is informed and respects the rights of domestic workers.
- ❖ R4 - Vocational training for domestic workers is implemented in pilot training centres.
- ❖ R5 - Awareness campaigns with employers promote the recognition of domestic work and appropriate training opportunities.
- ❖ R6 - Through employment agencies, the private sector is involved in the transition from training to employment of trained domestic workers.
- ❖ R7 - Coalitions exchange best practices and conduct advocacy at the regional level.

Activities

Participating countries are Benin, Burundi, Congo Brazzaville, Côte d'Ivoire, Ghana, Kenya, Liberia, Mali, Mauritania, Nigeria, Uganda, Senegal, DRC, Rwanda, Tanzania, Togo.

The issue is considered in its ecosystem dimension, with multiple interdependent factors. The IDAY network therefore favours a global approach, which is divided into 6 main lines of action:

1. National surveys

Each coalition that starts a child and young domestic worker protection programme must first check whether data exist at the national or provincial level. If no data exist, or insufficient data, the first step of the intervention is to conduct a **national survey**, in partnership with the authorities, the national statistical centre and a partner university.

The surveys cover the number and socio-economic profile of domestic workers (age, geographical and social origin, literacy level, etc.) and employers, as well as the expectations of workers and employers in terms of training and skills.

These surveys serve as a basis for advocacy and awareness-raising activities.

Cost: 90 000 €/country

This component also includes an **assessment of the legal and policy framework** for domestic work in the country. The analysis focuses on three areas where advocacy actions are planned:

- ❖ Inclusion of child domestic workers in policies against child labour and in child referral mechanisms;
- ❖ Recognition of domestic work as a profession in its own right;
- ❖ Training opportunities for domestic workers.

Cost: 15 000 €/country

2. Advocacy with the authorities

The data obtained during the survey will make it possible to build an advocacy mechanism for central and decentralized authorities. Since the authorities are stakeholders in the surveys, they are required to validate the results obtained. This involvement of the authorities since the beginning of the process is an important lever for the success of the advocacy campaign.

The objectives of this advocacy campaign are:

- ❖ Inclusion of child domestic workers in policies against child labour and in child referral mechanisms;
- ❖ Recognition of domestic work as a profession in its own right, including ratification of ILO Convention 189 on domestic workers;
- ❖ Development of training opportunities for domestic workers;
- ❖ Strengthening of the regional perception of the theme.

Cost: 5 000 €/country

3. Raising awareness among the general public

The general public, including domestic workers and employers, is not informed of the rights of domestic workers, repeating situations of human rights violations. Employers often have a lack of consideration for this type of staff.

Thus, in parallel with the advocacy campaign, and still on the basis of the national survey, public awareness campaigns aim to improve the population's perception of domestic work. The general public awareness strategy will be decided nationally and will include, for example: media campaigns, production of communication and information materials, videos, plays, community activities, etc.

Cost: 5 000 €/country

4. Development of a National Curriculum and Training

One of the major conclusions of the programme implemented in East and Central Africa is the need to train domestic workers according to a harmonised curriculum recognised by the Ministry of Education.

The vocational training of domestic workers has been tested locally for several years by some member organisations of our network in Burundi and Rwanda and in the DRC, as well as a very interesting experience by a training centre that is not a member of the IDAY network in Nairobi (Kenya). All of them demonstrated a significant improvement in the employability of the young people trained, as well as in their working conditions at the end of the training. However, in the region, there is no domestic work training curriculum with access to nationally recognized accreditation (with the exception of a curriculum in Kenya, which has never been implemented due to its many shortcomings).

The observation that emerges from these local experiences is that trained domestic workers benefit from better working conditions and their relations with their employers improve significantly.

IDAY therefore seeks to extend these initiatives by producing a training curriculum adapted to domestic workers of working age.

The programme will be developed with the Ministry of Education of the participating countries. The national "household arts" programme will include, on an indicative basis, literacy, algebra, languages, hygiene and cleanliness, childcare, cooking, politeness, reception, first aid, citizenship and rights (including social protection) and participatory democratic obligations.

The duration of the training should be defined by the pedagogical experts who will produce the curriculum. Second, the government's recognition of the worker's certificate at the end of the formal training program will validate the skills of the trained domestic worker and ensure an adequate level of skills in line with employers' needs.

The program is designed to accommodate workers' limited free time so that they can keep their jobs during training. The originality of the initiative consists in offering access to vocational training through adapted schedules, allowing learners to keep their work with their employer. Full-time training is inaccessible for our beneficiaries because of their financial vulnerability. At the same time, employers will be made aware of the need to allow their employees access to training. Employer involvement is a key element in the success of our approach and thus supports the completion of the training cycle and graduation.

The IDAY coalitions participating in the regional campaign for the protection of domestic workers are in regular contact to exchange good practices and ensure synergies between their actions. Once a training curriculum has been developed in one of the countries, it will be shared with other countries for replication and adaptation.

Cost: 45 000 €/country

Following the production of the curriculum, a pilot test phase is essential to check that the contents and pedagogical tools are adapted to the practical application. This component must be spread over a period of time that will cover at least 1 complete cycle of training. The duration of the training is not yet defined. This is the work of the expert pedagogues who will develop the curriculum. As an indication, the training should take between 6 and 12 months.

This component of the programme is particularly budget-oriented, since curriculum management requires investments in equipment (cleaning, hygiene, cooking equipment, etc.) and support for participating schools (teachers' salaries, contribution to the school's structural costs).

Cost: 15 000 €/pilot school

5. Legal protection

The legal protection of domestic workers is an essential part of our overall approach to the issue. The legislative aspects of legal protection are addressed in the context of advocacy for a stronger legal framework (see point 2 of the programme).

As for the implementation of the legal framework, and the means on the ground for effective protection, the members of the network have developed some promising courses of action. These deserve to be encouraged and developed in this new five-year programme.

- ❖ Setting up a multi-stakeholder platform (police, authorities, NGOs, lawyers, etc.) to receive and support litigious cases;
- ❖ Integration of domestic worker issues into existing community structures for peaceful conflict resolution;
- ❖ Creation or strengthening of trade unions.

Cost: 15 000 €/ country

6. Involvement of the private sector

In our past actions, the link between civil society and the private sector has not been developed, or only in a very localized way. There are placement agencies in the DRC, as well as throughout the sub-region. However, there are high risks to respect for human rights and working conditions when a domestic worker passes through an employment agency. As a result, civil society has not sought partnership with these structures so far.

However, while training is a prerequisite for improving employability, orientation within the labour market (formal or informal) at the end of the training is crucial. The role of employment agencies must therefore be integrated into our 2020-2024 strategy. The identified agencies will be strengthened for a supported and facilitated transition for domestic workers.

At the time of strategy formulation, this component has not yet been tested. It will therefore need to be adjusted, strengthened, budgeted and operationalized according to the identification of private partners and their needs.

Cost: to be defined according to needs assessment

2.2.2 Vulnerable childhood - Juveniles in prison

Right to education of juveniles deprived of their liberty

Children's rights and the right to education continue to be undermined in many countries in sub-Saharan Africa. Minors in conflict with the law are among the groups whose rights are most systematically ignored and violated. In countries where justice is the poor relation of public policies, where delinquency is stigmatized and where poverty affects parental responsibilities, these children and young people are often deprived of the exercise of their fundamental rights, in the general interest.

In sub-Saharan African countries, the rights of minors in conflict with the law are neglected or poorly cared for. This is particularly true for minors deprived of their liberty, whose number and situation are poorly documented. The few data indicate serious violations of their fundamental rights. The problems identified relate first and foremost to shortcomings in juvenile justice and its implementation. The principle of detention as a last resort is poorly respected and pre-trial detention often lasts longer than legal standards. Nor do the conditions of detention meet international standards, often affecting the physical integrity of minors (especially in cases of detention with adults), their health and their access to education. In addition to being deprived of their liberty, these minors are generally deprived of education, leading them into a negative spiral. They often lack legal assistance and information about their rights and fate. Uganda is an exception: the use of imprisonment remains abusive, but the conditions of detention of minors are less dramatic than elsewhere. However, this sector remains neglected by States despite their commitments to education for all and the rights of the child. In the DRC and Uganda, for example, legal provisions exist for the education and treatment of children in conflict with the law, but they are not fully implemented.

Organizations and individuals, often local, assist them in difficult conditions. Due to limited resources, these actors often lack influence and are helpless in the face of pressure from government and society. The context of intervention for human rights defenders in these 7 countries is critical, unstable and sometimes threatening. These local civil society organizations are, however, the guardians of human rights, whose long-term respect requires locally rooted frameworks and practices.

These local NGOs often focus on basic needs (food, health, clothing, legal assistance) rather than education. As a result, the few existing education systems are limited, not or poorly integrated into public education systems and poorly adapted to school reintegration or exit training. Overall, released children are not equipped to reintegrate into society. They therefore remain marginalized.

Partner initiatives for the protection and education of children in conflict with the law

In view of their respective concerns, IDAY and Defence for Children International - Belgium have decided to collaborate on the issue of education in prison for minors deprived of their liberty. This partnership was created in May 2010, following a conference in Brussels organised by IDAY. From this, a civil society consultation was born in November 2011 in Kampala. Its objective was to contribute to the improvement of policies and legislative standards, to the adoption of concrete measures to ensure respect for the right of juveniles deprived of their liberty, in particular with regard to the right to education.

Definition of objectives

The overall objective of the programme is to contribute to the promotion of juvenile justice that respects the rights and educational needs of minors in Africa.

The specific objective is to strengthen the capacities of civil society in the field of support for minors in prison

In Burundi, Cameroon, Congo-Brazza, Côte d'Ivoire, Ghana, Guinea, Kenya, Liberia, Mauritania, Nigeria, Senegal, Tanzania, Togo, Rwanda, Uganda and Tanzania.

Program Results and Activities

The action is based on 3 results:

R1 - Local defenders of the rights of minors in conflict with the law are better trained, equipped, structured and supported to carry out their missions.

Local organisations defending the rights of minors in conflict with the law and the right to education will be better structured and coordinated to contribute effectively to the political dialogue with the authorities on the rights of minors in conflict with the law and to ensure the sustainability of their actions. Through increased local and international networking, they will increase their recognition, emerge from the isolation that hinders them and be better protected to pursue their missions.

This reinforcement will be reflected in national training and seminars. Coordination and networking capacity will be strengthened by supporting coalitions and consultation platforms of local NGOs active in the field. Communication materials will be produced by coalitions to increase their visibility and communicate their mission, vision and objectives to their members, as well as to authorities and the general public.

R2 - The specific characteristics and needs of minors in conflict with the law, including those deprived of their liberty, in terms of protection and education are identified.

The characteristics and needs of juveniles deprived of their liberty will be identified and better recognised by the authorities arrested by local organisations to take care of these minors in accordance with their rights and the principles of juvenile justice.

The data collected (both qualitative and quantitative) will provide an overview of the phenomenon, gaps in legislation and policies, a profile of children in detention and an overview of the educational situation. This mapping also aims to provide relevant information on the educational situation to local, national, international and foreign actors. In addition, it can also be used as a reference in future years to assess the progress that has been made.

- ❖ The mapping will be carried out locally by organisations or individuals who already work with incarcerated minors, as they have control over the issue and access to places of detention. The mapping will be coordinated at the regional level, which will allow data and information to be centralized. To carry out this work, 5 questionnaires have already been developed:
- ❖ A questionnaire on the investigator and his activities in the sector;
- ❖ A questionnaire on the country's legislative situation (juvenile justice, education) and the programmes in place for the education of minors deprived of their liberty;
- ❖ A questionnaire for each minor interviewed (incarcerated or formerly incarcerated minor);
- ❖ A questionnaire for an administrator of each place of detention visited;
- ❖ A comparative questionnaire completed by the interviewer to confirm the validity or otherwise of the answers provided by the interviewed administrators.

R3 - Authorities, stakeholders and the general public are informed of the specific rights and needs of minors in conflict with the law

The organizations and coalitions participating in the programme will engage in national and international advocacy and awareness-raising campaigns. The objectives are to remind States of their responsibilities with regard to the situations they face, to inform them of shortcomings and deficiencies in their legislation; but also to promote the coordination of the actors involved in the sector and more particularly external actors.

This result will include the development of a "guide to the education of minors in prison", which will present arguments on the obligations of the various actors, relevant legislative instruments, cultural values and social impact underlying the right of minors in prison to a quality education. It will be a tool to raise awareness and advocate for the government, donors, international institutions, communities, etc. In addition, the guide will recall the fundamental rights and obligations arising from international conventions (deprivation of liberty as a measure of last resort, the shortest possible period of time, respect for the rights of minors deprived of their liberty, the need for education to promote reintegration, etc.). Similarly, this guide will report on good practices implemented in other countries as well as concrete proposals to promote the implementation of a legal framework adapted to the situation in the different countries.

Partner

Defense for Children International (DCI) - Belgium, a non-governmental organization, strives to promote and defend the rights of the child at local, national and international levels. Over the past two decades, work has focused on juvenile justice issues. In particular, the NGO argues that detention should be a measure of last resort and that if it is imposed it should be for the shortest possible period of time.

2.2.3 Vulnerable children - Displaced or refugee children

Education of displaced children in conflict/post-conflict areas

The number of young people in protracted displacement as a result of conflict is increasing due to the lack of reintegration programmes. They find themselves outside their area of origin for extended periods of time. As a result, young people suffer a first trauma due to the change in their living environment and must also overcome the obstacles inherent in integrating into a new school environment, where pupils are often already overcrowded at the beginning, and, in the case of displaced persons abroad, in a linguistic, social and educational environment totally different from that of departure. In addition, most of the displaced have been delayed in their schooling - even when schooling is organized from the outset, which is rarely the case - aggravating adjustment difficulties due to age differences and inadequate school systems.

Moreover, education is not yet systematically considered as a priority action that saves lives in emergency responses, i.e. following a conflict or natural disaster; this is particularly true in terms of fundraising. However, education should be a cross-cutting theme in all humanitarian programmes.

Too often, displacement persists, resulting in the need to adapt programmes to the specific conditions of the environment in which the displaced end up. In Burundi, for example, IDPs have been living in refugee camps for more than 20 years after the end of the conflicts. In Tanzania, refugees from Kivu and Burundi, while being taught in French according to their country of origin's curriculum, cannot return there and are not particularly accepted in Tanzania.

These young internally displaced persons are a particular problem because they are more rarely taken into account by international bodies. In 2019, 70 million people worldwide fled their homes, including 41 million internally displaced people. Among IDAY members, the following countries are particularly affected: Burkina Faso, Burundi, Mali, Mauritania, Niger, Nigeria, DRC, Uganda.

We know that children older than the usual age of primary school classes have the maturity to learn more quickly. Special programmes adapted to the age of the displaced would therefore ensure that they have the necessary knowledge in a short period of time if they had access to appropriate programmes.

In 2011, the IDAY General Assembly decided to mobilize the network at the regional level to collectively promote the changes and policies required to ensure respect for the right to education of children and youth in conflict and post-conflict areas. Unfortunately, this issue is topical in a growing number of African countries, and a number of member organisations of IDAY coalitions are working in this area, particularly with refugee and internally displaced children and youth. However, they note the extent of the needs and the difficulties faced by States in responding adequately to them.

In 2014, IDAY organized a regional assembly in Monrovia (Burundi) dedicated to this theme. At the end of this assembly, a regional programme is developed. The axes proposed in the joint action plan have not evolved since then due to the lack of funding.

In 2019, at the IDAY General Assembly in Conakry, members decided to maintain this theme in the network's overall strategy.

Objectives, results and activities of the programme

Overall objective: To contribute to improving access to quality basic education for children and young people in protracted crisis areas

Specific objective: Schooling and learning conditions for vulnerable children are improved, through an appropriate school environment and education actors strengthened in their skills

In Burundi, Burkina Faso, Kivu (DRC), Mali, Mauritania, Niger, Nigeria and Uganda.

The program is structured around 3 axes:

AXIS 1 The consultation of stakeholders

Develop strategic partnerships, synergies to act and leverage the impact of stakeholder interventions; pool resources for greater effectiveness.

Objective: A reinforced dialogue between the actors from the bottom up for greater efficiency.

AXIS 2 Legislative, institutional and policy frameworks

Make the authorities take their responsibilities.

Objective: To improve national and regional policy, institutional and legislative frameworks for the appropriate provision of education for children and young people in situations of protracted displacement.

AXIS 3 Socio-economic capacities of communities

Mobilize the communities concerned.

Objective: Stimulate the socio-economic capacities of communities to provide better care for children and young people in situations of protracted displacement.

Cost: 110 000 €/country

NB: This budget is based on the previous five-year programme but has not been updated in detail.

2.3 Thematic Measurement of the performance of education systems

IDAY-International's main mission and activity is to support the constructive dialogue that its members seek to establish with their government. This dialogue is carried out through advocacy campaigns to change the legislation and priorities of local authorities.

In order to nurture objective and solid advocacy, each of the coalitions draws on its expertise and field observation. However, as the programme for the protection of child and young domestic workers has demonstrated, having reliable, up-to-date and consistent data is an important lever. And when they have been collected with the support of the national statistical services, they bring governments face to face with reality and their responsibilities.

At its meeting in June 2015, the IDAY Board of Directors requested the Secretariat to develop a proposal for coalition capacity building to collect more adequate data than that provided by international bodies on the true situation of basic education in their countries.

Indeed, many statistics exist from different sources but often the available data are not up to date, unrepresentative of rural areas and sometimes watered down because they come from official sources that are not always impartial.

IDAY proposes to take advantage of the wide geographical coverage of its network of 20 member countries and grassroots citizens' organisations to survey stakeholders - parents, students, teachers and authorities - each year on access to education and quality. To ensure the credibility of the data collected, sampling will be carried out in accordance with the criteria established by the national statistical institutes and will systematically involve ministries of education. The surveys will be conducted using the same methodology as that used in the domestic worker program, which has proven to be effective and efficient.

Coalitions participating in this programme will also seek to partner with other civil society networks with an objective compatible with that of IDAY.

The subjects studied will be evaluated in accordance with the 4 "A's" proposed by K. Tomasevski, United Nations Special Rapporteur for Education, working at the Raoul Wallenberg Institute (Sweden) and recommended by the Global Campaign for Education:

- ❖ Availability (physical availability)
- ❖ Accessibility (social access)
- ❖ Acceptability (acceptance of lessons by stakeholders)
- ❖ Adaptability (adaptation over time)

The data collected through the surveys will be compared with statistics collected by other organizations: UNESCO's annual statistics, World Bank service delivery indicators (SDI), Mo Ibrahim's education indicators, etc.

The list of questions will primarily address the concerns of coalitions as expressed in General Assemblies and annual meetings that will adjust procedures based on evaluations of past surveys. It will also follow as far as possible the indicators proposed in the guidelines of Right to Education, a specialised NGO.

The list will include the health dimension to respond to the findings of the World Bank and the Global Education Partnership on the impact of this sector on access and quality of education. IDAY's experience accumulated since 2011 with school gardens will facilitate this integration.

The collected data will be available after verification on an "open data system".

The programme will be carried out in partnership with PAL-NETWORK agencies in Africa. They will be responsible for *citizen-led learning assessments* and teacher training.

Definition of objectives

General Objective: Establish a sustainable system to contribute to the achievement by 2030 of Sustainable Development Goals (SDOs) 3.1, 3.2, 4, 5 and 8 in Africa.

Specific Objective

- ❖ Involve all stakeholders in identifying *limiting factors* and drafting solutions according to the criteria of the 4 "A"s;
- ❖ Launch policies and mechanisms to ensure effective and up-to-date assessment of the performance of basic education systems and safe access to quality education for young people are implemented.
- ❖ Convince governments, primarily responsible for ensuring respect for fundamental human rights; providing appropriate health services to schools, gender equality, decent work and environmental protection; and implement the measures identified by the surveys.

Expected results

R1. Factors influencing access to basic education, learning outcomes and educational relevance are identified through annual stakeholder surveys.

R2. Specific CSO recommendations on barriers to access to quality and relevant basic education (based on survey results) are developed from the results of these surveys and promoted through advocacy and awareness-raising campaigns with the participation of the media

R3. Specific model projects are being implemented with government support to overcome key gaps in national education systems based on the surveys and experience of IDAY and its partners.

R4. Through a coordinated annual report and regional and international coordination meetings, the results and best practices of each country are shared and the overall impact of IDAY on the basic education system is measured and strengthened to help the governments of participating countries achieve the SDGs by 2030.

The pace of integration of members into this programme will depend on their commitment as defined at the Conakry General Assembly and on the conditions imposed by prospective donors, mainly the Global Education Partnership.

Activities

A.R1. In order to reach R1, an annual baseline survey will be conducted in each country.

The surveys will be carried out annually by half of the member organisations of the national IDAY coalitions in the regions where they operate. Therefore, each area will be covered every two years. The health factor, which is known to have a major impact on the quality of education, particularly through its effect on student and teacher absenteeism, will also be examined. Sampling will be carried out in close collaboration with the national statistical services in order to facilitate validation by public authorities.

These surveys are conducted according to a digital system that controls data collection and reporting in real time. The sampling of the persons surveyed is done in agreement with the National Institute of Statistics. They make it possible to improve the quality of official education statistics in participating countries, in agreement with the International Institute for Educational Planning (IIEP) and the UNESCO Dakar Pole, and to check the consistency between national statistics and local realities. This is why education systems are measured according to the 4 performance criteria defined by the United Nations:

availability of infrastructure, accessibility, acceptance by the population and the adaptability of government policies measured according to the general evolution of the situation of education systems.

The surveys include consultation with all stakeholders, including teachers, students, parents and authorities, half of whom will be women, in order to strengthen their involvement in the development process. *Citizen-led learning assessments* are carried out by specialised CSOs in the countries in which they are active. In others, IDAY members will build on existing studies such as PASEC or PISA.

A.R2. Advocacy and awareness campaigns will be conducted to achieve R2's objectives. The participation of government entities in the process facilitates the adoption of recommended solutions. Regional meetings encourage the adoption of best practices and strengthen the confidence of local CSOs in their demand for respect for human rights.

The annual national reports will serve as the basis for the advocacy campaigns of each IDAY national coalition, in accordance with its own work plan.

They will be among the themes promoted by civil society if possible during the Global Action Week of the Global Campaign for Education (GCE) (late April) but certainly during the commemoration of the Day of the African Child (16 June). The results of all members will be compiled in the IDAY Annual Education Report and distributed by the Secretariat to African, European and international authorities on the Day of the African Child.

The international nature of the exercise and the participation of government authorities at the various stages of the investigations should give national coalitions more weight in their dialogue with the relevant government authorities.

As the World Bank's World Development Report 2018 indicates, the participation of local actors in the process of identifying problems and proposing solutions is essential to improve educational conditions. The reports are of secondary importance in relation to the process of identifying and highlighting problems and proposing solutions by local actors. Parent and teacher associations and women's groups will be closely involved in the evaluation, formulation of recommendations and advocacy with the relevant authorities. This will be an opportunity to raise awareness among parents to keep their children in school.

A.R3. In order to achieve R3, model projects that demonstrate the validity of the measures recommended by CSOs based on the results of the surveys and the experience of IDAY and its partners will be decided and implemented jointly with government authorities.

As part of IDAY's holistic approach, the three main dimensions of basic education (preschool initiation, formal primary education and basic functional literacy for young people who have not completed primary education) will be covered by surveys and corrective measures according to the priorities identified by stakeholders.

A.R4. In order to achieve R4, regional coordination will contribute to strengthening CSO capacities and give the action additional weight and communication opportunities. CSOs participating in the programme need to strengthen their administrative and accounting capacities. Each year the participating coalitions will meet either by region or together to share the results of successful evaluations and practices with the aim of improving the efficiency of surveys and their advocacy.

Partners Partners

The partners will be defined by the coalitions as and when the calls for proposals likely to finance this programme are published, depending on the conditions of the donors and the interest of the organisations consulted to take part in these calls in partnership with IDAY.

Budget

The request for funding is made over 5 years with the final objective that the governments concerned and international institutions cover the cost of the annual surveys. The budget is estimated at between €100,000 and €300,000 per year and per country.

3 CONSOLIDATION OF THE IDAY NETWORK

STRENGTHENING THE ROLE OF AFRICAN CIVIL SOCIETY IN EDUCATION

3.1 Strengthening the Board of Directors

The Board of Directors (BoD) is composed of 11 members, in charge of the network's strategic orientations.

Since 2019, this body has been headed by an African member, who is therefore the president of the IDAY-International network. The transition between a presidency held by the founding president since the creation of the association in 2008, and a mandate given to a member of the network based in Africa requires support from the Secretariat and its Management Committee (MC) to facilitate certain steps, particularly because of the geographical dispersion within the MC on the one hand, and between the MC and the MC on the other hand. The change of presidency is an important step in the process of strengthening and sustaining the network, as well as an additional opportunity to strengthen the role of the Board as a collective decision-making body. During a period to be determined by the Board, the founder of IDAY, appointed by the General Assembly of Conakry, Honorary President of the network, will assist the new President in his functions.

It is in this context that this strategic plan provides for a strengthening of the Board of Directors, which includes:

- ❖ At least one meeting of the main members of the Board and the Executive Committee per year, including members who play a special role in programmes that are the subject of ongoing or planned interventions.
- ❖ Strategic orientation meetings of the network
- ❖ The day-to-day management of the Board
- ❖ Strengthening relationships with coalitions
- ❖ Participation in the drafting of basic documents (annual report, five-year programme, audit report, etc.)
- ❖ Participation in the organization of statutory meetings and events (General and Regional Assemblies)
- ❖ Advocacy through the development of efficient tools and their dissemination
- ❖ Representation to promote IDAY on the international scene and its specific approaches
- ❖ Coordination of IDAY line bodies: coalitions, the SC and the secretariat.

Budget: 10 000 €/year

3.2 Coalition Empowerment

Increase the strategic positioning and visibility of IDAY coalitions in their respective countries / capacity building

Collective action is a central strategy of IDAY. The network seeks to strengthen the power of African civil society organizations to influence political dialogue, particularly in order to present problems and provide solutions *they* consider to be priorities. It is also about strengthening democratic processes through the participation of local civil society and citizen control. Networking also facilitates synergies and exchanges of ideas and practices both between organizations within a country and across the continent.

Capacity building is therefore a constant concern of the network. For IDAY coalitions to be recognized as credible interlocutors and partners by their authorities and development partners, they must be able to combine constructive dialogue and strategic pressure to encourage decisions that guarantee respect for human rights. This implies structural and capacity building in several areas, in particular: coalition management and collective action; advocacy; budget monitoring; policy and statistical analysis; project programming and formulation; and resource mobilization.

It is also necessary to encourage greater ownership of the network's actions by its members from the bottom up, which will also lead to increased mobilization.

The issue of coalition empowerment also arises from a financial point of view. It must be noted that the financing of a network and structure is much more complex than that of one-off projects with "tangible" short-term results. Network projects are a tool for advocacy, but it is advocacy that must be at the heart of the network. In the current situation, fundraising for projects takes up too much space. Although projects led by network members help to support the structural costs of coalitions, these amounts remain marginal to provide real financial stability for the organisation. In addition, funding is uncertain and time-limited and once completed, the issue of business continuity for the network returns to the table. It is therefore necessary to establish a financial empowerment strategy for coalitions, which is no longer based solely on a commission collected through projects and which allows members to conduct their advocacy independently of project funding.

If coalitions succeed in empowering themselves, then the network achieves its initial objective of being a voice for education (outside projects) and brings real added value to the local civil society that benefits from it.

At the 2019 General Assembly, participants identified many ways to strengthen their structural and financial autonomy:

- ❖ Training and capacity building for fundraising
- ❖ Submission of projects to local or international donors
- ❖ Valuing internal resources (members' contributions)
- ❖ Participatory financing / new media
- ❖ Increase national networking
- ❖ Collaborating with social enterprises
- ❖ Set up income-generating activities (IGAs)

IDAY-International plans several actions in this direction during the period 2020-2024:

3.2.1 Coalition Structural and Financial Empowerment Initiative

This component aims to provide targeted support to coalitions that wish to develop an empowerment strategy, aimed at structurally strengthening the coordination office and achieving financial independence (partial or total)

Objective

Support the structural and operational strengthening of a limited number of national IDAY coalitions.

Expected results

- ❖ At least 4 IDAY coalitions accompanied by the Secretariat for a period of 24 months.
- ❖ Establishing the conditions for the structural and financial sustainability of each coalition at the national level.
- ❖ Evaluation of the initiative and according to its results, duplication for a second phase with new coalitions.

Activities

The Secretariat will provide close technical support to the selected coalitions over a period of 24 months, through various actions adapted according to the needs formulated by the coalition (support for the formulation of a work plan, a financial development plan, identification of internal forces, etc.). This intervention includes a combination of possible actions (development of a strategic plan, IGA, partnership with the private sector, mobilization of the local network, etc.).

Capacity building is not a one-off exercise, but a long-term process that requires commitment and mutual trust. The proposed initiative therefore requires a real commitment from the coalition and its base for its success.

In parallel, financial support will be sought to support possible IGAs of participating coalitions.

3.2.2 Overall technical support to coalitions and sharing of expertise

One of the strengths of a network is the ability to connect people from diverse backgrounds with different skills, knowledge and sensitivities. Communication is essential, but it is one of the aspects of the network that is underutilized.

Objective

Develop the sharing of knowledge and skills among network members, for structural strengthening and expertise in all areas.

Expected results

- ❖ Coalitions are supported in their ad hoc requests (response to calls for projects, review of strategic documents, etc.)
- ❖ Exchanges between coalitions are boosted, through the Secretariat's actions and through live exchanges.
- ❖ Coalitions have increased visibility nationally (local media, social media, website, etc.).

Activities

More than ever, the Secretariat will continue its role of providing technical support to coalitions. However, coalitions will have to identify their skills internally, and share their expertise within the network with their members but also with other coalitions, for example in research and contact with donors, writing and submitting applications, training opportunities, etc.

For this strategic plan, support is directed towards the development of external (mainly digital communication via a Facebook page) and internal (creation of Whatsapp groups) communication.

3.3 Network life

3.3.1 Network facilitation activities

Meetings of the General Assembly

These Assemblies bring together representatives of all the coalitions that make up the IDAY network. GA meetings are a pillar of the network's life: beyond defining the network's strategic orientations, they contribute to strengthening the common identity and ownership of the network by its members through in-depth exchanges that virtual GAs do not allow. Following the decision of the 2009 General Assembly to organise Regional Assemblies, the physical meetings of the IDAY General Assembly are held every 2 years. Alternatively, the IDAY General Assembly meets annually, virtually. In order to reduce the costs of these physical GAs, the Board of Directors proposes to reduce the number of delegates to one per coalition to be designated at the previous Regional Assembly.

Meetings of Regional Assemblies

Regional Assemblies bring coalitions together by region: West Africa, East and Central Africa. These regions have common problems and approaches and geographical proximity can allow training effects more easily than on a continental scale. It is also necessary to take into account the growing role of certain competent sub-regional organisations in these different areas (Economic Community of West African States, East African Community, European Union...) which may be easier to approach on this basis. The first Regional Assemblies met on the margins of the 2009 General Assembly. It is planned to hold regional physical meetings every 2 years.

Webnet

Newly introduced in 2018, Webnets are virtual meetings organized every 6 weeks that bring together French-speaking coalitions on the one hand and English-speaking coalitions on the other. These meetings provide an opportunity to discuss various agenda items and sharing.

The strategy plans to continue the Webnets organization on a regular basis.

Census

Each year, the network conducts a major census by coalition members, their areas of intervention and the number of children and youth they care for. The last census was conducted in 2015 and this practice must be restarted on a biennial basis.

Communication

A substantial and continuous investment in communication is essential to give visibility to the network's actions, results and principles. Improving IDAY's communication should also support the development of positive relationships with other stakeholders, including raising the network's profile and thus strengthening its capacity to influence.

In order to meet the objective of highlighting the action of the members of the network, and therefore of African civil society, the coalitions will have to increase the feedback to the Secretariat to feed the website www.iday.org, the Newsletter and any other tool used.

IDAY-International's communication will be based on several tools:

- ❖ Online presence
 - ⊖ Website
 - Social networks (Facebook, Twitter, LinkedIn, Youtube)
- ❖ Media presence

- Press releases on the occasion of specific actions (16 June, events, etc.)
- Development of partnerships with the media (paper, radio, TV) and close relations with several journalists
- ❖ Presentation materials
 - Classic (flyer, IDAY folder, etc.)
 - Development of event supports (stand, etc.)
- ❖ Publications
 - Quarterly newsletters (4 issues per year)
 - News or articles on the IDAY website
 - IDAY Annual Activity Report
 - Distribute the brochure "These Charities that Kill: Together Towards Modern Development Philanthropy".
- ❖ Promotional campaigns
 - E-mailing campaigns (information, fundraising, etc.)
 - Fundraising campaigns according to specific needs
- ❖ Sponsorship of a champion
 - Mobilize at least one personality to wear the IDAY colours (sporting, artistic, other)
- ❖ Honorary Committee
 - Define the objectives expected of the honorary committee
 - Define a strategy for approaching members
- ❖ Events
 - Cultural event per year (concert, conference, exhibition, etc.) if possible related to a current theme
 - Participation of IDAY-International in at least 2 regional or international events (fairs, summits, workshops, European Development Days) related to the efficiency of foreign aid and/or basic education in Africa. This participation should seek to be active (intervention, presentation, stand),
 - Participation of member coalitions in at least 1 national event (fair, summit, workshop, festival) related to basic education or development cooperation in each country of the network. This participation should be active as much as possible (intervention, presentation, stand).
 - Give at least 3 conferences per year on IDAY and its innovative approach

3.3.2 Fundraising activities

One of the major challenges for the IDAY network over these 5 years is the stabilization and consolidation of its financial resources. In addition to axis 2, which concerns priority themes and for which funding research efforts are specific, the network seeks to consolidate its fixed financial income, through the development of long-term financial partnerships, *fundraising* activities with the general public, and the organization of an annual fundraising event.

Significant progress has been made in recent years in terms of the self-financing of the Network Secretariat, which is now 90% autonomous.

The **objectives** for this strategic plan are to:

- ❖ Achieve 100% self-financing for the Secretariat's running costs by
 - The increase in monthly donations

- The increase in sales of products and other IGAs
- The obtaining of structural financial support by private companies
- ❖ Increase the budget available for the life of the network
 - Support for coalitions
 - Support to the Board of Directors
 - Support for the network's advocacy activities (16 June, etc.)
- ❖ Diversify funding sources
 - Approaches to private companies in Belgium
 - Continue to identify new donors through online platforms (Admical, FundsforNGOS)
 - Bilateral and international public funding through participation in calls for proposals and advocacy for their adaptation to the needs and provisions of stakeholders in the context of improving the efficiency of development cooperation.

The financial needs of the Secretariat and the Network to fully exercise its role in coordinating the Network in the next five-year plan cover:

- ❖ The revision of IDAY-International's financial and accounting system and the recruitment of a financial manager for the Secretariat;
- ❖ Support from an external communications agency to help the network increase its visibility, expand and stabilize its revenue sources;
- ❖ Visits to coalitions to contribute to our technical support.

Risk Management

A risk is an event whose occurrence is uncertain and whose achievement affects the organization's objectives.

Risks are inherent in any operational development of an organization and need to be identified, assessed and then limited by risk control measures.

The IDAY network's strategic plan covers 20 countries and a multitude of themes and projects. Conducting a risk analysis for each country and component is more the responsibility of the coalition at the national level.

However, on a continental and multi-year scale, we can identify some risks inherent to our young structure and the current African context.

RI1 INTERNAL FINANCIAL RISK

The risk of a lack of financial resources to operate the International Secretariat on the one hand and the activities of the network life on the other hand is a major factor.

Criticality calculation

Impact: high 3

Probability: average 2

Criticality: 6

Risk control measures

The risk is too high in the current state not to be subject to permanent control.

Controlling this risk is an integral part of this strategic plan, with a view to significantly reducing it for the next five-year plan.

In order to reduce this risk, an important part of the Secretariat's work is fundraising both for its day-to-day management activities and for the activities of coalitions, namely projects and advocacy activities (such as the day of 16 June).

These activities are detailed in section 4.3.2. of this document.

Another main line of action to limit this risk is the coalition empowerment approach that appears in the network strategy in section 4.2. The objective of this approach is to reduce the dependence of coalitions on the results of the Secretariat's work in their day-to-day management. Thus, if the Secretariat is no longer able to function in Belgium, the member coalitions will be more resilient and their national activities will continue.

RI2 EXTERNAL FINANCIAL RISK

The global economy has been unstable for several decades and has suffered repeated crises. This instability is a risk for the international cooperation sector because activities also depend on the financial support of legal institutions and private donations.

According to many observers, a global financial crisis, much more severe than the latest one (2007/2008), is imminent and will have significant global consequences.

Criticality calculation

Impact: high 3

Probability: high 3

Criticality: 9

Risk control measures

The risk is very high in the current state. The strategy to counter this risk is to diversify revenue sources and try to retain regular donors, such as larger funders (such as foundations and public institutions).

RI3 EXTERNAL RISK OF POLITICAL AND SECURITY INSTABILITY

The African context is very varied and cannot be schematized and reduced to a minor analysis. However, for the sake of this exercise, we can consider that the political instability of a number of network member countries can represent a risk for the development of a coalition and the implementation of its advocacy actions.

Security is also under threat in many sub-Saharan African countries across the continent. Insecurity is a risk factor insofar as a coalition is more difficult to develop in a risk context, but also some projects will be less supported by donors, who prioritize funding for emergency, post-emergency or crisis management projects in affected areas, rather than advocacy and civil society strengthening projects.

Criticality calculation

Impact: low 1

Probability: average 2

Criticality: 2

Here the impact is considered low at the network level because unless the instability is global at the continental level, the instability of one country will have a measured impact on the other member countries of the network. Moreover, since a coalition is a representation of local civil society rooted in the social fabric and not a branch of an international organization, activities are less compromised.

The same work at the coalition level would produce different results.

Risk control measures

Risk control is mitigated by the fact that coalitions are managed by people from local communities themselves. They master knowledge of local risks and their working environment. As a result, coalitions are better able to prevent risk and adapt in the event of a crisis.

RI4 HUMAN RESOURCES RISK

The IDAY network is a spontaneous emanation based largely on a commitment, often voluntary, of individuals and organisations.

This characteristic is both a strength but also a risk when the people involved are no longer able to support the network (health, financial, motivation, etc.).

Criticality calculation

Impact: average 2

Probability: average 2

Criticality: 4

Risk control measures

The risk is tolerable as it stands

It is necessary to ensure that the members of the network find their place and feel part of the network. Thus, the network must achieve its objectives and strengthen its members and driving forces in the interest of being part of the network.

RISK MATRIX

		IMPACT		
		LOW 1	AVERAGE 2	HIGH 3
PROBABILITY	LOW 1			
	AVERAGE 2	Ri3	Ri4	Ri1
	HIGH 3			Ri2

Monitoring and evaluation of the strategic plan

The strategic plan provides the common framework for all members of the network and its Secretariat.

The monitoring of the strategic plan will be carried out by the Board of Directors, which will be responsible for ensuring that the planned strategic axes are respected.

The Secretariat will be the backbone of this process, in the implementation as well as in the monitoring of the achievement of results. This monitoring will be carried out by each thematic officer, who will check the progress of the objectives and the achievement of the expected results. The Executive Committee, which manages the Secretariat, will support the operational team in monitoring the achievement of results. The monthly meetings of this committee make it possible to assess, on the one hand, compliance with the implementation of the strategic plan (the spirit) and, on the other hand, its operational implementation.

An annual evaluation of each objective will be carried out by the Secretariat.

An interim evaluation will be carried out at 3 years of implementation, for the years 2020, 2021 and 2022. This evaluation will be initiated by the Secretariat. The exercise will be participatory: Network members will be invited to contribute. The practical details of the evaluation will be drawn up by the Secretariat team.

A final evaluation will be conducted in the final year (2024) in order to begin the preparation of the next strategic plan.

The monitoring and evaluation of the achievement of results will be based on the table of indicators developed below.

MONITORING AND EVALUATION INDICATORS

Strategic axis	Description	Results	Indicators
General advocacy	The Day of the African Child is celebrated every year	At least 15 coalitions celebrate it	❖ Number of reports and/or publications
	The project grant raises funds for members' projects	100,000€ is paid per year	❖ Cumulative amount of expenditure records
	The objectives of the project grant are reviewed and its operation improved	At least 2 meetings are held	❖ Number of meetings
		Recommendations are produced	❖ Number of reports and/or documents
	The network participates in international events on development assistance	Participation in at least 2 regional or international events	❖ Number of reports and/or CRs
		Participation of member coalitions in at least 1 national event (fair, summit, workshop, festival) related to basic education or development cooperation in each country of the network. This participation should be active as much as possible (intervention, presentation, stand).	❖ Number of reports and/or CRs
		Give at least 3 conferences per year on IDAY and its innovative approach	❖ Number of reports and/or CRs
Priority Themes	Regional Health and Education Programme	3-year target Implement school vegetable gardens in at least 10 of the 14 countries and that the IDAY coalitions concerned have begun advocacy activities with their authorities for the dissemination of the method on a wider scale.	❖ Number of coalitions that have developed vegetable garden and advocacy actions

		5-year target All 14 countries that are part of the Health and Education strategy have developed sustainable school vegetable gardens and their authorities recognize the benefits of the method by supporting and disseminating the initiative.	❖ Number of coalitions that have developed vegetable garden and advocacy actions
		A baseline study is finalised and the results are disseminated	❖ Final report and number of people to whom the report is distributed
		An African steering committee is set up	❖ Existence of the steering committee ❖ Number of exchanges in the steering committee platform
		Conduct clinical tests required by the WHO	❖ Final reports of clinical trials
		An international symposium is organized	❖ Symposium Report
	Regional Programme for the Protection of Child and Young Domestic Workers	3-year target Continue or start activities of this programme in at least 4 countries, including 2 East African countries that have already implemented all or part of several of the programme's axes and in at least 2 new West African countries.	❖ Number of coalitions that have developed one of the axes of the strategy
		5-year target All 15 countries that are part of the Protection of Children and Young Domestic Workers strategy have developed activities related to at least	❖ Number of coalitions that have developed one of the axes of the strategy

		one of the axes.	
	Education programme for minors deprived of their liberty	The programme is subject to the identified institutional calls for projects	❖ Number of programme submissions to institutional calls
	Education programme for children/youth in post-conflict areas	The programme is subject to the identified institutional calls for projects	❖ Number of programme submissions to institutional calls
	Programme Performance measurement of education systems is subject to international calls for proposals	The programme is subject to the call of the Global Education Partnership	❖ Concept note and proof of filing
	Program Performance Measurement is consolidated	9 project coalitions strengthen their expertise	❖ Number of internal meetings ❖ CR of meetings with stakeholders
Network consolidation	The Board of Directors meets regularly	1 quarterly meeting at least	❖ Meeting CR
		At least one physical meeting of the Board every 2 years	❖ Meeting CR
	The Board of Directors works in conjunction with the Executive Committee	At least one physical meeting between representatives of the Board and CD every 2 years	❖ Meeting CR
	The call for support for coalition empowerment is launched	4 coalitions are supported over 2 years	❖ Number of projects supported
	The life of the network is strengthened	At least 12 ³ webnets are organized each year	❖ Number of webnet CRs
		2 Physical General Meetings (2021/2023) are organized during this plan	❖ Number of GA reports
		3 Physical Regional Assemblies	❖ Number of RA reports

³ 6 French-speaking and 6 English-speaking

		(2020/2022/2024) are organized during this plan	
	Overall technical support to coalitions is provided	Requests for technical support from coalitions are answered by the Secretariat	❖ Number of technical supports provided
	The biennial census of the number of children and young people cared for by the members of the network is relaunched	At least 3 censuses are conducted during this plan (2020/2022/2024)	❖ Number of results syntheses
	Communication is strengthened	The Secretariat distributes at least 4 newsletters per year	❖ Number of newsletters produced
		<i>Charities that Kill: Together towards modern development philanthropy</i> is disseminated to the general public	❖ Number of brochures sold
		1 annual report is produced each year	❖ Number of annual reports issued
		12 news or articles are published on the website each year	❖ Number of news published
		The network surrounds itself with at least 1 champion/ambassador to wear the network's colours	❖ Number of personalities involved