

REPORT

(3)

**THIRD MEETING FOR SADC SUB-REGION OF THE
FURUM OF AFRICAN PARLIAMENTARIANS
FOR EDUCATION (FAPED)**

29 — 30 AUGUST 2005

**LIVINGSTONE,
ZAMBIA**

ANNEXURE 1

FORUM OF AFRICAN PARLIAMENTARIANS FOR EDUCATION (FAPED) IN THE SOUTHERN AFRICAN REGION

Declaration of Livingstone, Zambia
30th August 2005

LIVINGSTONE DECLARATION

We, the Parliamentarians from the Southern African sub-region, representing 8 countries, namely Angola, Malawi, Mozambique, Namibia, South Africa, Swaziland, Zimbabwe and Zambia gathered in Livingstone, Zambia, on August 29 and 30 2005 for the 3rd annual meeting of the Forum of African Parliamentarians for Education, at the joint initiative of the Parliamentarians of the Southern African region and with the support of UNESCO.

Aware of the role of African Parliamentarians in consolidating the democratic process, in affirming and realising the aspirations of the people to socio-economic well being and prosperity, education, cultural and spiritual fulfilment;

Conscious that Parliaments, in addition to their traditional role of legislating and overseeing functions of the executive, also have the responsibility to promote health, prosperity, democracy, human dignity and peace;

Reaffirm our commitment to the goals of:

- World Education Conference, Jomtien, 1990,
- The Salamanca Conference (1994),
- MINEDAF Durban Declaration of Commitment (1998),
- Dakar Declaration (2000) and other UN/AU/SADC guiding instruments,
- MINEDAF (2002),
- FAPED-Dar es Salaam Declaration (2002),
- Subsequent FAPED sub-regional meetings

Recognizing that SADC is presently making greater strides than ever before towards sub-regional integration of education objectives;

Believing that education is the biggest challenge for the sub-region, the key to progress, individual and social well being and peace and that ignorance and illiteracy are obstacles to development and the construction of democratic societies;

Convinced that Education for All is a basic human right, and that it be enshrined in our national constitutions as a demonstration of our commitment to the liberation of our Peoples from the shackles of ignorance and illiteracy;

Reaffirming our commitment to foster genuine partnership with our international development partners and other regional economic groups and civil society organizations such as the private sector;

Realising our singular and collective responsibility to the well being and human dignity of our people, we pledge ourselves to fulfil the following goals by our next meeting of 2006:

- Continue to advocate for the enactment of laws and increased budget for education, the promotion of legal reviews, dialogue, experience sharing particularly with members of parliament and education ministers and building of partnerships, mobilisation of moral support for education, strengthening parliamentary committees, sensitisation of constituencies through various campaigns and involvement of the youth in EFA advocacy;
- Commit to finding solutions to national challenges to meet EFA objectives e.g. providing the conditions for quality education while bearing in mind the economic constraints;
- Commit to availing ourselves of developmental opportunities to facilitate the overall objectives;
- Commit to establishing/sustaining FAPED Chapters in each of our respective Parliaments;
- Mobilise resources for EFA/FAPED towards a tangible and targeted plan/programme through the following:
 - Constituency funds
 - Approaching donors: UN, bilaterals and multilaterals
 - Engaging the private sector and NGOs;
- Create a FAPED fund and monitor resource utilisation;
- Advocate for the mitigation of HIV/AIDS particularly through girls' education by developing innovative programmes, examining cultural practices reducing or increasing vulnerability and advocating at all levels of the society to reverse trends, increase prevention behaviours among men and women, boys and girls, and reduce the impact of HIV and AIDS and;
- Liaise with the media to develop an environment conducive to more coverage of educational issues.

We, the Members of FAPED of the Southern African Region, hereby declare our commitment to work towards realising these agreed targets.

We, the Members FAPED of Southern African Region, express our deep appreciation to the Zambian Parliament and Government, the Zambia National Commission for UNESCO and the people of Zambia for the detailed high quality arrangements made for hosting the meeting as well as for the kind hospitality extended to us during our stay.

Further, we the Members of FAPED of the Southern African Region, express our **gratitude to UNESCO** for its concrete support for the development of parliamentary capacity in the integration of education issues, not only at the national level, but also at the sub-regional level.

This partnership is a demonstration of concern for the attainment of the goals of EFA in the Southern African region and Africa at large.

REPORT

THIRD MEETING FOR SADC SUB-REGION OF THE FORUM OF AFRICAN PARLIAMENT FOR EDUCATION (FAPED)

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1. BACKGROUND

The National Assembly of the Republic of Namibia in collaboration with UNESCO Windhoek Cluster Office organized a meeting of the SADC Region of the Forum of African Parliamentarians for Education (FAPED) on 13 – 14 February 2004 in Windhoek, Namibia.

A number of issues related to the involvement of Education parliamentarians in spearheading Education for All (EFA) processes in their respective countries were discussed during that meeting. One of the recommendations of the meeting was to strengthen partnerships with Education Parliamentarians in the region and to organize annual meetings where parliamentarians in the region will have opportunities to discuss various strategies on how to address Education for All in their respective countries. It was therefore recommended that UNESCO coordinates the organization of the follow-up meeting in the city of Livingstone, Zambia.

In the light of the above, the UNESCO Windhoek Cluster office invited two South African representatives from members of Parliament responsible for Education to attend the follow –up FAPED meeting scheduled to take place in Livingstone, Zambia from 29 – 30 August 2005.

Hon. Ben Mthembu MP (ANC) and Hon. George Boinamo MP (DA) were nominated to represent the South African Parliament.

2. PARTICIPANTS

The meeting was attended by SADC Parliamentarians from Namibia, Swaziland, Zambia, Zimbabwe, Angola, Malawi and South Africa.

Among the notable participants were Dr Claudia Harvey, Director UNESCO Windhoek Cluster Office, the Secretary General, Zambia National Commission for UNESCO and other officials from United Nations Agencies in Namibia.

The meeting also had the ^{distinct} district honour to be officially opened by the Hon. Brig. General (CRTD) Brian Chituo, MP, Minister of Education, Zambia.

3. OBJECTIVES OF THE MEETING AND EXPECTED OUTCOMES

- Taking stock of the progress made towards Education for All (EFA) goals after a third of mileage to 2015.
- To check whether gender parity in primary and secondary school has been realized in terms of the 2005 timeframe.
- Assessing the role of the media in reporting important issues concerning Education at National and Sub-regional levels.
- Paving the way for action

4. REGIONAL OVERVIEW : SUB-SAHARAN AFRICA

A broad overview of the progress made towards the realization of Universal primary Education by 2015, was presented by Borel Fako from Dakar + 5 – UNESCO – Brenda. Here under are the key issues that emerged from his presentation:

4.1 EDUCATION AS SPRINGBOARD FOR SOCIAL AND ECONOMIC DEVELOPMENT

* Universal completion of primary education is both the leading goal of the Dakar EFA Conference of 2000 and one of the principal objectives among the millennium goals.

* Adding the fact that education is a human right it is also necessary to the full achievement of the MDGS, namely:

- Eradication of extreme poverty
- Promotion of gender equality and increase empowerment of women
- Reduction of child mortality
- Improvement of maternal health
- Combat HIV/AIDS, malaria and other diseases and
- Ensure environmental sustainability

* A country's average level of education is a necessary but not sufficient condition for economic growth. The impact on economic growth depends on three dimensions of educational policy:

- The stock: Reach a critical thresh-hold
- The distribution: Improve equity and appropriateness of training for employment
- The quality: To improve individual productivity

4.2 ENROLMENT DYNAMICS

The pre-primary level remains under-developed but situations are extremely desperate across the continent.

One out of two children achieve primary education

A significant progress in enrolment for the post – primary levels in Africa has been made

The average literacy rate is 60% in 2003 (about 74% in Southern Africa) and less than 30% in Sahelian Countries.

Saharian

One out of 10 still do not complete primary school in 2003 in Africa. However, some countries have reached the goal of Universal Primary Education or are close to it (90+% in Southern Africa).

Using the Primary Completion Rate (PCR) to measure the progress towards the goal of Universal Primary Education by 2015, indicates that the goal is still far away in many countries.

4.3^A OBSTACLES TO UPE

- A too low level of priority in primary education in countries with a low PCR.
- Drop outs followed by repetitions
- Persistence of gender – based inequalities in education (PCR for girls 55% and 63% for boys in Africa. Thus the goal of eliminating gender disparities in primary and secondary education, which was fixed for 2005, is far from reality in ^a large number of countries.
- Geographical or economic disparities are much stronger (2 or 3 times more)

5. SUB REGIONAL REPORTS

The following paragraphs present summaries of progress made in FAPED and EFA in the SADC region:

5.1 ANGOLA

Hon. Candida Narcico, President of the 6th Permanent Committee of the National Assembly, Republic of Angola, presented the Angolan progress report. According to the report the Angolan plan for Education for All was formulated in 1995 by the Ministry of Education in collaboration with the United Nations.

The implementation of the plan came into effect with the end of armed conflict and the return of effective peace in the year 2003.

The National Plan of Education for All is confronted with the challenge of insufficient financial resources arising from completing claims in all levels of administration of Education. According to official statistics the percentage of access to education is still less than inferior to 60%.

5.2 MALAWI

The Malawi delegation's report on EFA highlighted the following:

Since the Jointin Conference in 1990, the Malawi government has introduced free primary education in 1994 that has seen enrolment increasing from 1.9 million to 3.2 million, representing a 68% rise in enrolment. The net enrolment now stands at about 90%.

In 1995 the Malawi government established the National Centre for Literary Education to 2.5 million people by 1995. In 1998 the National Adult literacy Programme (NALP) had covered 520 000 people. NALP also provides continuing education consisting mainly of post literacy activities to prevent relapsing into illiteracy.

In the 2005 -2006 budget, government has positively responded to Parliament's request that 2% of each Ministry's budget ~~to~~ be used on HIV/AIDS programmes, e.g. civic education, voluntary

counseling and testing. It is hoped that this in turn, will alleviate problems faced in the provision of education.

Challenges towards the realization of EFA by 2015 include; limited resources for children with special education needs; resources required for the implementation of free and compulsory education; inequitable participation of girls in education; shortage of qualified primary school teachers and general poverty.

5.3 ZAMBIA

Hon. Emerson M Mudenda MP presented the Zambian progress report. The report highlighted the following:

In 1999 – 2000 the Ministry of Education embarked on Basic Education Sub-sector Investment Programme (BESSIP). Its two main goals were to increase enrolment levels and improve the quality of Education. Though by 2000 when the programme wound up its impact could not be ascertained. The basic difficulty was that there was no legal framework to sustain the new policy and to guide implementation.

The lack of an EFA framework led to the establishment of an EFA Secretariat in 2003 whose task was to establish a framework for EFA implementation in Zambia by 2006.

5.4 SWAZILAND

The Swaziland delegation report indicated that the country has recently signed the Global Education for All Declaration and that the Ministry of Education remains committed to the realization of the six goals of EFA by 2015.

The Ministry is currently intensifying its equity driven reforms. The the age of fifteen (15) or ninth grade, which ever occurs first.

EARLY CHILDHOOD EDUCATION: Early childhood programme has had 12% growth in participation in reception grade year since 2000; signify the expansion of access to quality foundation for education by five year olds countrywide.

NEAR UNIVERSAL COMPULSORY EDUCATION: Education
FEW OUT OF SCHOOL YOUTH: the number of out of school youth who should be in compulsory schooling has nearly halved since 1996 from 945,000 to 581,000 for seven(7) to fifteen(15) years old, and available data^a shows that between 1998 and 2000,

the proportion of African students in FET colleges grew from 71% to 76%.

GIRL –CHILD EDUCATION: In the grade 12 Senior Certificate Examinations and Assessment, girls seem to be doing better at key competency tests. More girls participate in higher education. At higher education institutions the female share of enrolment has increased over the years from 44, 1% in 1993 to 51% in 1999 to about 54% in 2001. Participation in Mathematics, Science and Technology for female learners is improving.

The Department of Education has adopted the United Nation's Children's Fund UNICEF'S Girls Education Movement (GEM) as a vehicle for fast tracking the implementation of the Girl-Child Education.

The GEM in South Africa was piloted in Limpopo and Kwa-Zulu Natal provinces in 2001 but was nationally launched in the form of Girls' Parliament, which took place on the 7th March 2003 in the National Assembly.

5.6 ZIMBABWE

The Zimbabwe delegation's report highlighted the following:

Zimbabwe held its parliamentary Elections on 31 March 2005 and parliament was officially opened on 9 June 2005. Owing to the busy schedule associated with preparations for elections and orientation of new Members of Parliament, the FAPED Zimbabwe Chapter has been largely inactive. The FAPED Zimbabwe Chapter of the 6th session of Parliament will hold its first meeting during first week of September where members elected the Executive Committee. The Chapter will also embark on a membership drive

to encourage both old and new members of parliament to join the Chapter.

In Order to successfully carry out its programme, the FAPED Zimbabwe Chapter Secretariat has drafted an action plan for 2005/2006 period which will be put forward for adoption at the Chapter meeting.

FAPED Zimbabwe Chapter will at the end of each year evaluate progress made towards the achievement of the set objectives in its plan.

The major challenge facing the FAPED is that of lack of financial resources to undertake planned activities. The Chapter has often had to shelve planned activities as development partners failed to fund such activities. It is hoped that the establishment of a Resource Mobilising committee will counter that challenge.

** Vimp* 6. GENERAL OBSERVATIONS AND RECOMEMDATIONS

It is observed that South Africa has made progress in the area of Early Childhood development. However, 12% suggests that more work is still needed to be done in that phase. It is therefore recommended that the Portfolio Committee on Education should consider making a follow up with the department of Education.

It is observed that it is only Zimbabwe that has set up a FAPED structure in the SADC region. It is recommended that the Portfolio Committee on Education should consider putting in motion a process of setting up a FAPED structure before the 4th meeting of FAPED in August 2006.

7. THE LIVINGSTONE DECLARATION

After its deliberations, the Third SADC FAPED Meeting adopted the Livingstone Declaration (See Appendix A)