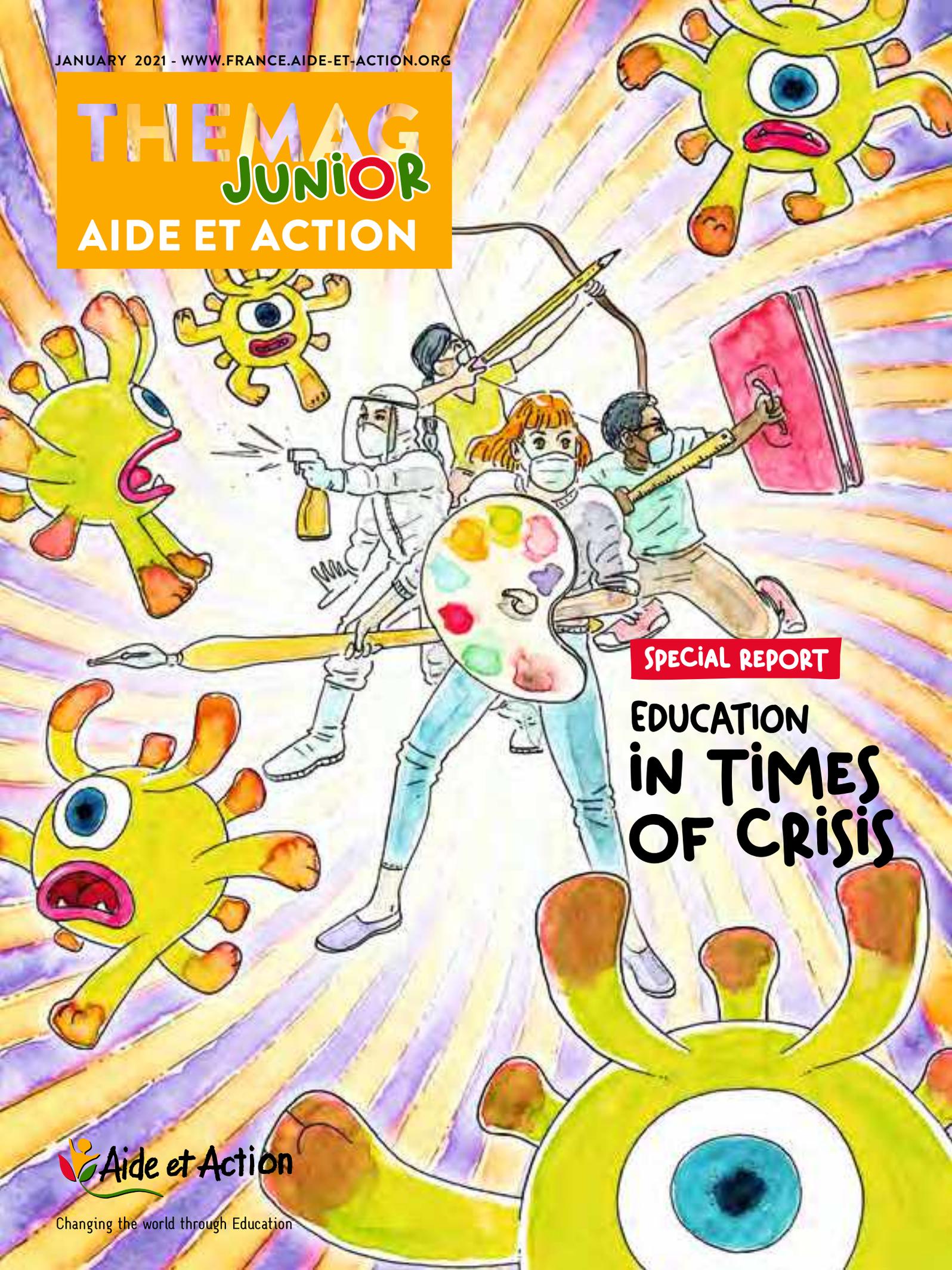


# THEMAG JUNIOR AIDE ET ACTION



**SPECIAL REPORT**

## EDUCATION IN TIMES OF CRISIS



**F**or Aide et Action, education should raise awareness of the largest number of young people, free them from prejudices and prepare them to live together in tolerance. In short, education must lead the younger generations towards more solidarity and peaceful citizenship.

We carried this idea forward from 2015 to 2018 with a first Magazine 100% Junior, as part of our Local and International Solidarity project for Development through Education. This initiative aimed to develop new educational approaches based on cooperation and construction of collective knowledge between groups of children and young people from different territories.

After a time of reflection which allowed us to rethink the Magazine outside of the project, we decided to relaunch this tool. Because children are citizens like everyone else, with rights and opinions that must be respected, we believe it is essential to give them a voice. Created during the year 2020, this issue was naturally built around the theme of education in times of crisis.

Asked to share their feelings and opinions on the COVID-19 pandemic and its impact on their education, dozens of students in grades 3 to 8, that is primary school to high school, as well as educational stakeholders, shared their thoughts with us from Benin, Burkina Faso, France, India, Nepal, Romania, Vietnam, Senegal and Togo. 🌱

**“We hope you enjoy this journey of discovery!”  
The Aide et Action team**

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**T**hrough testimonies, interviews, drawings, or poems, discover how the children we support on a daily basis experienced the COVID-19 crisis, both from academic and personal perspectives. Between worry, resilience and determination, their reflections all lead to a single conclusion: beyond the knowledge and skills education provides, education is above all reassuring. By providing psycho-social support to the youngest ones and by offering a secure framework, it represents a kind of pillar of which we must not deprive children from all over the world; at the risk of seeing some, the most vulnerable ones, lose their footing. 🌱



## HOW DID COVID-19 DISRUPT CHILDREN'S DAILY LIFE WORLDWIDE?

# 1. A SITUATION WHICH WAS HARD TO BELIEVE AND TOUGH TO SURVIVE



THE ONSET OF THE COVID-19 CRISIS WAS NOT ONLY SUDDEN BUT ALSO VIOLENT. THE IMPLEMENTATION OF RESTRICTIVE MEASURES, INCLUDING SCHOOL CLOSURES, SURPRISED MANY CHILDREN.

An exchange between Petlavad Jhabua, team member of Aide et Action in India, and Ramkanya, 8 years old, primary year 3 pupil in the state of Madhya Pradesh.

**How was school before the pandemic?**

**Ramkanya:** When we were in school, we used to meet all our friends, and play with them. It was fun. We also used to go to the kids club every Saturday where we used to recite poems and participate in different competitions.

**How did you come to know about the COVID-19 Pandemic?**

**How did you feel about it?**

**Ramkanya:** Suddenly our schools were closed. I was wondering what was going on because it was not even our summer holiday, we did not even finish our exams yet, then why were we given holidays? My family explained to me that many people in the world were suffering from a new disease called COVID-19. We felt sad because we were not allowed to go outside and play on the street with friends.

**What measures were you taught with the pandemic?**

**Ramkanya:** We were taught to wash our hands with soap

for 20 seconds and wear a face mask all the time. We were also told that we should cover our mouth when we cough or sneeze.

**Did you face any academic difficulties during the lockdown?**

**Ramkanya:** Yes, when schools got shut, I was worried about how we will study further. I enjoyed going to school but we had to stay indoors. My parents told me they couldn't get me any books; they were saving money for food. I thought that if schools did not reopen, I would have to abandon my studies forever.

**What changes have taken place?**

**Ramkanya:** During the lockdown, the Aide et Action team used to come to our village and distributed worksheets and coloured pens. While waiting for the reopening of schools, it also created a place called learning hub. We are taught poems and mathematics. I am enjoying it very much. It feels like we are in school. 🌱





### Good to know

11 May 2020 was the official date of the end of lockdown in France. But, after that, the country had to reset to a second one, from the end of October to mid-December 2020 in order to slow down the epidemic. This time, schools however remained open.



## The Saviotins, or “budding journalists”, pupils in primary year 6 at the Savio College, in the “Deux-Sèvres” department in France.

Since 2020, putting on a mask has become a habit, not because a chemical factory exploded, or because of pollution, no, no ... The reason, you know it: “WE ARE AT WAR”. Not a third World War, but a war against an invisible and dangerous enemy: COVID-19. Of the coronavirus family, this virus has already killed thousands of people...

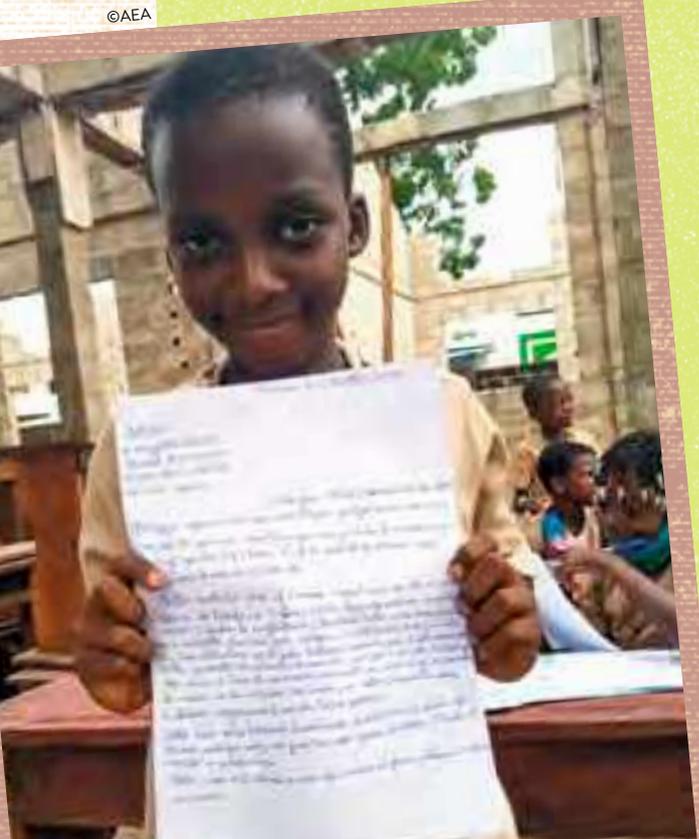
### HERE IS ITS STORY ...

Having started in December 2019, at Wuhan, China, that ugly little beast is very mean. In January 2020, there were the first cases in France and in many other countries. “Stay a meter apart!”, “Wash your hands!”... Ah! These phrases, we heard them a lot between January and March. The month of March! Here we are: speeches galore followed, then there was one that changed everything: “Schools closed until

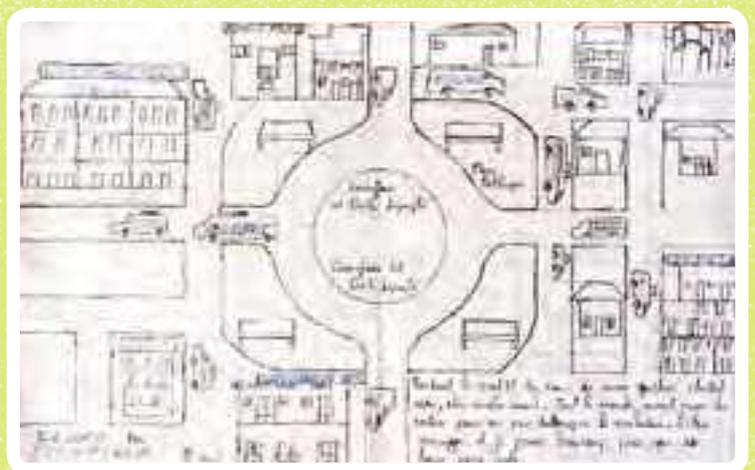
further notice”, a presidential announcement on Thursday, then a lockdown on the following Tuesday ... This lockdown, we all lived through it and we all suffered. During this period, we all had to make efforts: parents had to convert back to super dad handy man and a super handy mom. We also learned from new words: “face-to-face”, “remote”... Parents had to convert themselves into teachers to explain homework to children, and that, in fact, was not a piece of cake... Then came the long-awaited day, the Holy Grail, after two months, I want to talk about **11 may!** That day sounded like a liberation! Everyone was able to see their loved ones again; for children, go back to school; for parents, go back to work. Today, COVID-19 is still present. We must learn to live with this pandemic, with this virus, **so take care of yourself and others!** 🌱

Abdoul Ramane, 10 years old, a primary year 6 pupil at Siké-Sud primary school. “This disease has had a huge impact on my life, namely lack of school, church, visiting friends or relatives ...”

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Pupils from Lac College and Siké-Sud primary school, in Benin, have chosen to share their vision on this crisis situation via letters and drawings. Their wish is to explain how they have lived the time under lockdown.



Noé, 12 years old, primary year 6 pupil at Lac College. “During COVID-19, the streets of my neighbourhood were empty, and so were schools. Everyone was afraid to go out so as not to catch the disease”.



**Jasmine, primary year 6 pupil in Bangalore in the state of Karnataka, India.**

“Here I am going to tell you about the difficulties faced during the outbreak of COVID 19. My father is a painter and my mother works as a school attendant. The day time routine life was going fine for us. I was going to school during day time and attending child support centres of Aide et Action in the evening. I was meeting my friends, enjoying studies etc. But all of a sudden everything changed, we were no longer allowed to leave our house because of the dangerous virus killing people. Later I watched the news on television about the Coronavirus and the Prime Minister of India spoke to people about the nationwide lockdown to protect people. I was so scared. They locked the schools and I was not able to go out to meet my friends. My parents strictly told me that I should not

go out. For a few months I was just playing with my siblings and I supported my parents in household work. No one worried about my studies; just stayed at home! By the end of June 2020, I finally had an opportunity to meet my friends and teachers from the child support centres. But the school continued to remain closed. My teachers had visited my home and spoke with my parents regarding continuing my studies through digital mode. My teacher insisted my parents give me to access to the **iDREAM learning application**, created by Aide et Action. Once in a week my teachers visit my home and clarify the doubts I have in different subjects. I also watch the educational channel on television. Thus my learning continues despite the prolonged lockdown situation in India.”



**Good to know**

On 23 April 2020 Aide et Action launched its application “iDreamLearning App” in India. It targets in particular marginalized children, and it aims to provide uninterrupted access to complete and adapted educational content.

**Drawings by children that are supported by Aide et Action.**



Amulu, primary year 6 pupil



Chandana, primary year 4 pupil

Drawings by pupils from Da Bac, in Vietnam.



Quach Gia Nhu, 10 years old, Tuly school.

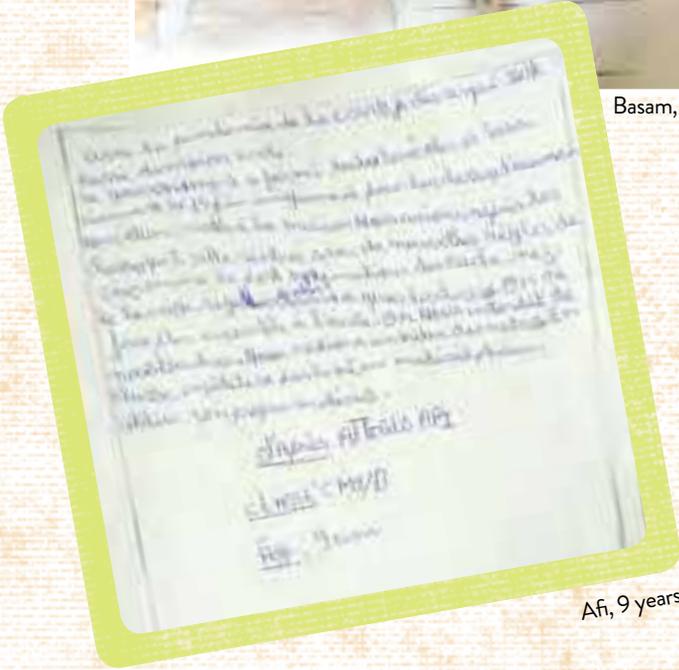


Luong Minh Hai, 9 years old.

In Togo, pupils from Worgou primary school, in the north of the country, shared their emotions through texts and drawings on the pandemic and its consequences.



Basam, 11 years.



Afi, 9 years.



Farid, 11 years.

# 2. HOME-SCHOOLING IS A MAJOR CHALLENGE



ALL DEPRIVED OF SCHOOL FOR QUITE SOME TIME, CHILDREN HAD TO ADOPT NEW HABITS AND WORK OUT NEW WAYS OF WORKING, WITH MORE OR LESS DIFFICULTIES.



Primary year 5 and 6 pupils at the Clénay school, in the department of Côte d'Or, France.

**EMMA  
PRIMARY YEAR 6**

It is difficult to concentrate at home because there is noise everywhere!

**KENZA  
PRIMARY YEAR 6**

We don't always have the equipment for computer available because parents also work at home.

**LOUISA  
PRIMARY YEAR 6**

Fortunately, the teacher was available and responded remotely because I had a hard time doing my homework.

**ISAAC  
PRIMARY YEAR 6**

It was very difficult to keep up with learning because parents don't explain the work as well the teacher and they have less patience.

**NOA  
PRIMARY YEAR 6**

There is a real lack of motivation when you're alone at home.

**MATTEO  
PRIMARY YEAR 6**

It's hell! We are not concentrated, there are too many temptations. It's sad not to go out to play with friends.

**MAÏLIE  
PRIMARY YEAR 6**

It's difficult because all siblings are at home and it is necessary to take care of the youngest.

**ALL TOGETHER**

We had a hard time living without others. Often we say that we don't like school but now we know it's wrong and that we need it.

Drawings by children from the Enlight project, in India.



Chella Vishnu Priya, primary year 6.

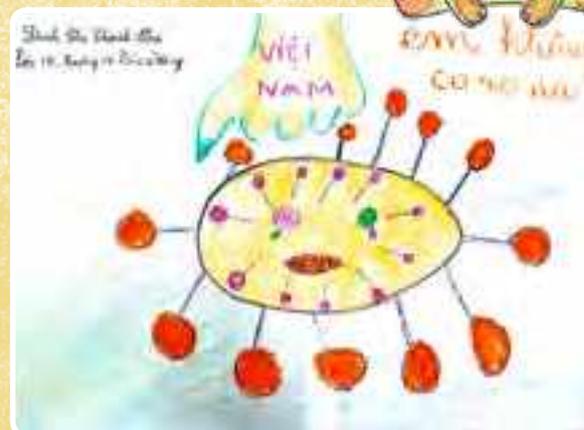


Poorvi, primary year 6 pupil.

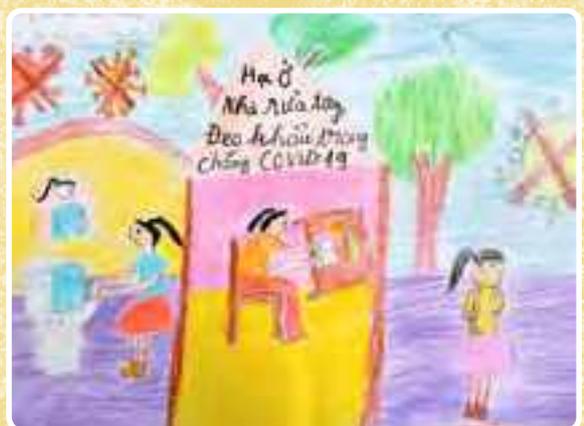
Drawings by children from Da Bac, Vietnam.



Luong Duy Quang, 10 years old, Doan Ket school.



Dinh Thi Thanh Mai, 6 years old, TienPhong school.



Bui Dinh Hau Giang, 10, TienPhong school.



Dinh Thanh Tung, 7 years old, TienPhong school.



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**Sanju Kumari, 11 years old, primary year 4 pupil in the district of Sarlahi, in Nepal.**

I live in a big family of 17 members, consisting of my grandparents, parents, brothers, sisters, uncle, aunt and cousins. All the elders of my family are illiterate and cannot support us in education. After the school closure due to the lockdown, my education was completely halted. I was engaged in household chores, taking care of cattle, engaged in farming, taking care of younger brothers and sisters or playing with other kids in the locality. There was no one in my house who asked me to study. I even did not have books and education materials for self-study.

After three months of staying at home, I heard one of my friend informing about the alternative courses **alternative courses** organized by an Aide et Action volunteer teacher who lives in our community. I also attended the class with my brother. I like this class very much. It is more effective than the class at school where we are more than 50 students in a class. Here, we are only 20 children. The teacher gives attention to each child. We learn different subjects such as maths, English, Nepali. I feel that both my reading and writing skills had improved. I wish this course will continue even if the school resumes.”

**Good to know**

Alternative courses offered by Aide et Action in Nepal have supported underprivileged children during the COVID-19 pandemic.



Mamta, 12 years .



Rehan, 7 years .



**Good to know**

These drawings are made by children supported by our “iMpower” project in India. This is intended to support migrant workers and members of their families.



# 3. EMOTIONS AND TRANSFORMED BEHAVIOUR TURNED UPSIDE DOWN



Dominic, 10 years, primary year 5.

**SURPRISE, INCREDULITY, PATIENCE, MUTUAL AID ...WERE THE CHILDREN'S EMOTIONS AND REACTIONS TO THE PANDEMIC. EACH IN ITS OWN WAY HAS CHANGED BEHAVIOUR.**

In Romania, our local partner, the Stea association, worked with vulnerable and marginalized children in the Satmarel district. They spoke of the virus in drawings.



© Stea



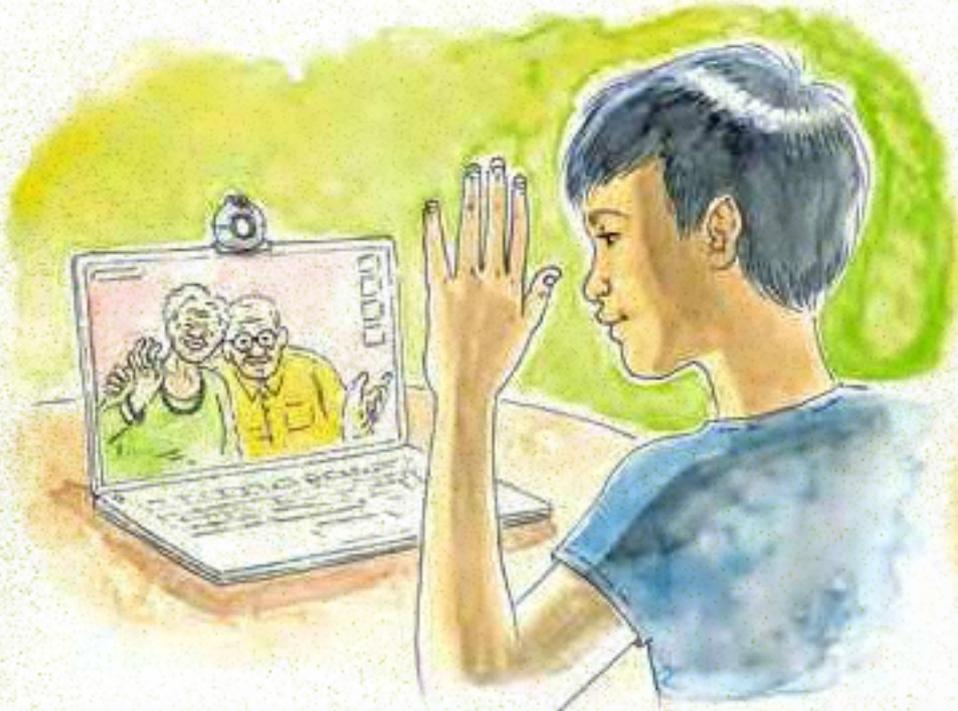
© Stea



Remus, 12 years, primary year 6.



Eva, 8 years, primary year 2.



**EXCHANGE BETWEEN  
1ST AND 2ND YEAR  
SECONDARY SCHOOL PUPILS  
AT SAVIO HIGH SCHOOL  
IN THE "DEUX-SÈVRES"  
DEPARTMENT, FRANCE**

**What has been the impact of the crisis on you?**

First of all, I didn't want to believe it. I thought that the Coronavirus couldn't reach us. Then, when I realized that we had to stay inside in our houses without going out, I thought to myself that it was very serious, and that we were in danger outside. In danger against who? Against what? An invisible virus that causes hurt to innocent people who have asked for nothing; an enemy which can kill. This lockdown was hard and surprising. Not being able to leave my house bothered me a lot; in addition, you had to work at home on school homework. Pffffff I couldn't see my friends anymore, but I had to support my family ... Less funny all that... I was afraid because there was no medicine to fight and cure this virus. I was filled with a wide range of emotions (fear, anger, fits of laughter or tears: it was tiring). I found that the daylight had changed, that the world had changed. I had to learn the meaning of the word patience and mutual aid.

**What new civic actions have you adopted?**

I, who have trouble washing my hands, had to wash, and even several times a day either with soap, or with hand sanitiser. I had to learn to wear a face mask, not to touch others anymore, to cough in my elbow, not to touch my face anymore, respect the 1-meter distance. Here, a tip to not forget the face mask when I leave home: stick a piece of paper on the front door with a drawing and a sentence: "Do not forget your mask". It has become a habit because we have no choice.

**What actions can we put in place?**

We could create shared gardens. We could stick together,

help each other making face masks, forcing us to eat local so avoid buying from abroad. It would be nice to make hand sanitiser and masks available to all and everybody. It is time to respect our planet by not throwing our waste everywhere. It is important to ensure the protection of each and everyone; this is called "respect for others, and for yourself". We must learn to be more united to live better: this is social assistance.

**Coronavirus**  
**Odious**  
**Violent**  
**Invisible**  
**Dangerous**

**What exactly is Coronavirus to you?**

It is a large family of microbes and viruses that is rife in the world (like a mushroom growing inside humans, then takes possession of the body to then contaminate all other people).

**What does the Coronavirus want from you?**

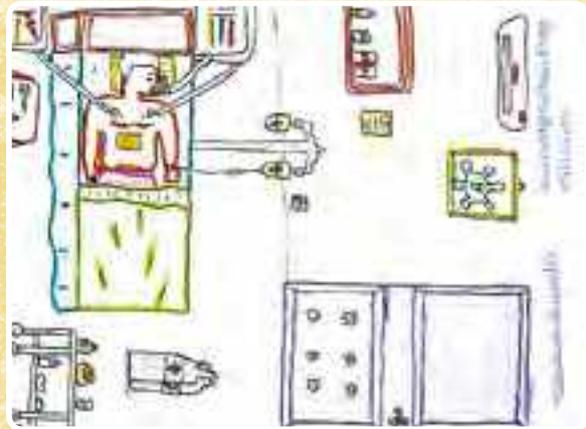
I don't know ... Conquer the world so that the world becomes ITS territory? Maybe it wants to be respected by the whole world? Or kill everyone to be the villain in history? And you, what do you think? 🍀

**Article signed by: Pierre, Pablo, Tom and Jimmy,  
1st year secondary school / Pauline, Yanis, Ismaël,  
Romain, Nathan, 2nd year secondary school**

In Burkina Faso, pupils drew different stages of the situation to show the changes they faced.



Seidou, pupil in Ouagadougou.



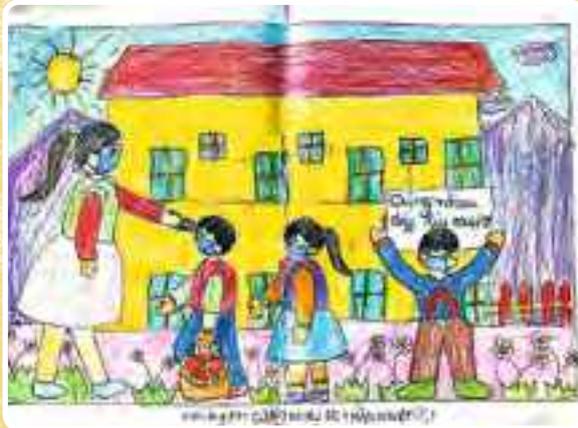
Eloge, pupil in Ouagadougou.



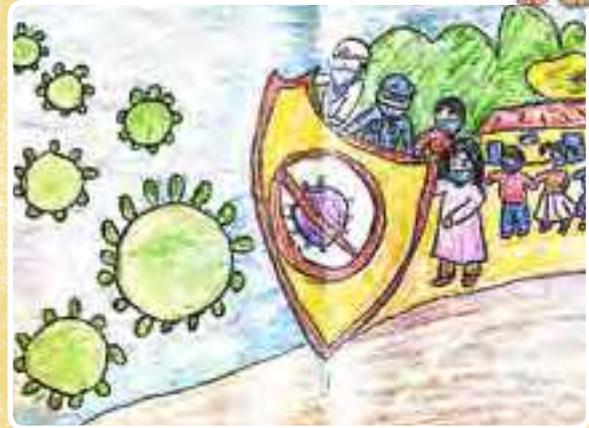
Mouniratou, pupil in Ouagadougou.



In Vietnam, an art competition for children on the theme of “COVID-19 warriors” was held in Da Bac district (Hoa Binh province) and in Tam Duong district (Lai Chau province) from May to August 2020. More than 1,300 primary school children participated and were able to reflect on how to protect themselves and others during the pandemic.



Ly Tran Huong, 10 years, school of HoThau.



Luong Minh Hai, pupil at Da Bac school.



Vu Ngoc Thuy Linh, 10 years.

**Translation**

We have to stay home because of her  
 She who came from China,  
 Originally from Wu Han  
 She passed through the school gate,  
 Surfing through each wave  
 Knocking every door on the way  
 Spreading contagious to many people  
 Doctors are struggling  
 Lot of Patients passed away  
 She's so strong though so small  
 We have to protect our country together  
 Thank you all our Vietnamese people  
 Who joined hand to send Covid away



Dinh Thi Dieu Linh, 9 years, school of CaoSon.

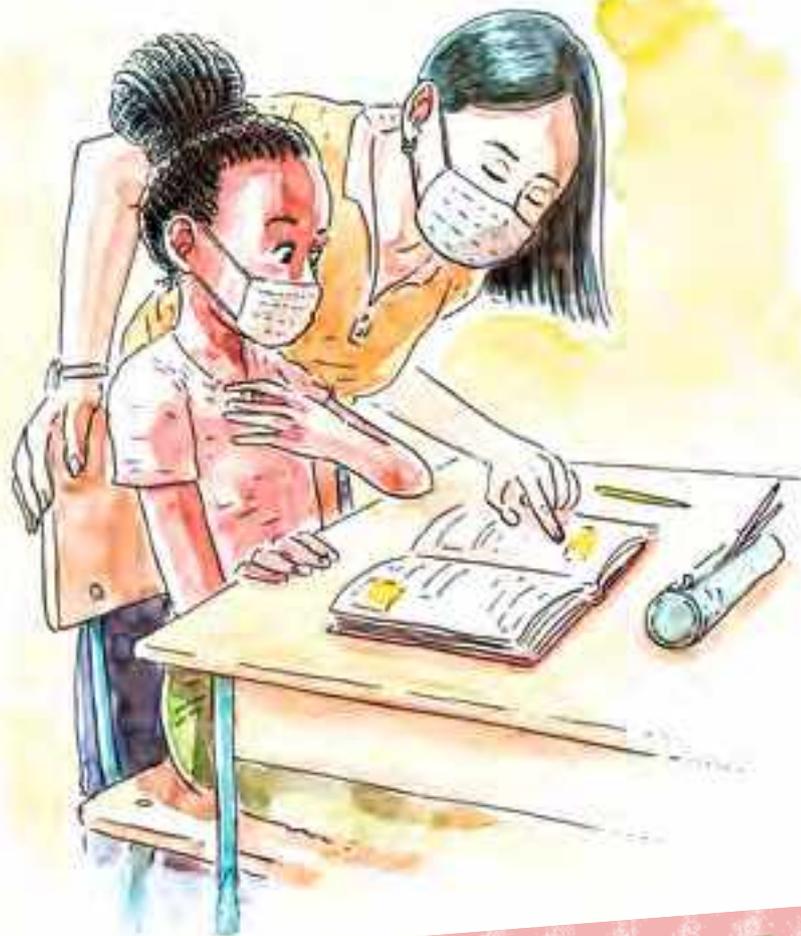
# 4. EDUCATION

## OTHERWISE

**SOME PUPILS WERE ABLE TO COUNT ON THE SUPPORT OF THEIR PARENTS OR ACCOMPANYING PERSONS TO STUDY DESPITE EVERYTHING. BUT NOT ALL OF THEM HAD THAT CHANCE.**

**In Seine-Saint-Denis, in France, our partner, Askola developed a computer and artistic project with new migrant children arriving in the region.**

**Yahya, the social worker who worked with them explains the project:** “The problem was that the families of these Syrian children had neither electronic gadgets nor an Internet connection stable enough to join the national virtual education classroom. I raised this issue of this lack of digital access too many times then I wrote a small project with some children who lived in Saint-Denis. The project was very modest because the children had never had a laptop before. So we aimed to make the muse the laptop in a way that was creative and useful, for example learn to use correspondence by email, or Photoshop software at a very basic level. The choice of the mentioned programmes was based on the interests of the children. I took pictures of some of the sessions and the kids did some pics and they created a rap song and we had email correspondence together. The children kept the laptops and they continue to work at home and I meet them from time to time to track their progress.” 🌱



©Askola



©Askola

**Nawal Kishor is the father of two children, aged 3 and 8. He lives in Rajdevi, Rautahat district, Nepal. As a former teacher, he was aware of the importance of maintaining education during the crisis.**

Following the lockdown, Nawal Kishor didn't know how to keep children engaged in their schooling and not let their learning process be disturbed. Schools all being closed, an alternative learning method was the only thing he could think of. Therefore, he started searching for the options for continuing education of children. In the meantime, Aide et Action started a radio program to broadcast the educational package through local FM stations. Content on different subjects were broadcast each day for two hours. Project staff were mobilized to inform the community and sensitize parents

to support their children. Every day, Nawal Kishor allocated two hours to this activity and helped his children to interpret and understand the content of the radio program. He supported them write the contents of radio in the exercise books and give additional works on the basis of the content. He is very thankful to Aide et Action for bringing such a programme to allow children to continue their education in such a critical situation. "This programme has been a relief for parents like me who were concerned and worried about the education of their children", he testifies. 🌱



#### Good to know

In Nepal, lockdown was lifted in July 2020, but land borders remained closed until the month of December.



#### Good to know

In India, because of the lockdown the economy has collapsed, triggering the poorest into misery, like Rafiya's family.

**Rafiya, primary year 5 pupil in Bangalore, India.**

"I am living with my mother and my two brothers. Due to lockdown my mother and my eldest brother were unable to go to work and I wasn't able to attend my annual examination. But later as per the Education department order, we all got promoted to the next class. As the months passed, my teacher from the Child Support Center visited my home and told me to continue my learning process through online using smart phone. So, my mother gave us a smartphone to study which my brother and myself had to share.

Moreover, we were struggling to pay internet charges. If I went to school, I would get milk for breakfast, eggs for lunch and health drink for the evening snack. But now, I don't have any such privilege because I'm stuck at home for lack of means. In spite of this alternative arrangement to learn through online, I don't feel the joy of learning as I miss my classroom and joy of meeting friends at school. I wish soon everything will be over and I will go back to school and learn happily." 🌱



Drawings made by children accompanied by Aide et Action India.



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Ajay, 11 years.



Sazia, 12 years.

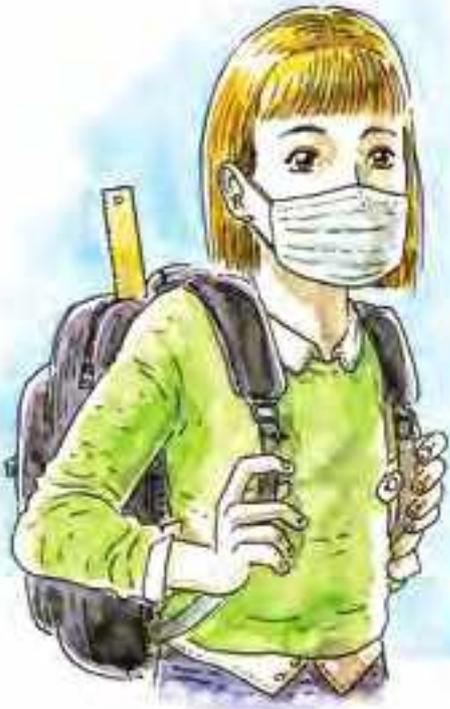
# PAPA MEISSA HANNE

## Pedagogue, in favour of cooperative education

*Director of the Célestin-Freinet school, in Dagana, in Senegal, with which Aide et Action has been working. Papa Meissa Hanne has also been president of the Senegalese Association of the Modern School for a long time. For him, education is a privileged way to adapt and to move forward in times of crisis.*



**IT IS THROUGH EDUCATION THAT WE MAY CHANGE BEHAVIOUR IN AN EFFICIENT AND SUSTAINABLE WAY.**



### **As a school principal, what is your take on education?**

Education should be a priority for all communities, it is pivotal and essential for every human being. All children have the right to quality education, that is to say, that which promotes their development, acquisition of knowledge and skills that allow them to fit in and to contribute to the development of the environment from which they come.

### **What are the main current educational issues in your opinion?**

The world is moving very fast and everything must follow, especially education. It is through education that we can change behaviour efficiently and sustainably. We live in contradictions and with crises of values. The culture of peace without respect for others is a loss of time and means.

### **What is the impact of the COVID-19 crisis on education?**

If in all countries, it has been a big difficulty it is because we expected



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to experience this situation to adopt behaviour that we had to acquire from a young age. For our school, thanks to the cooperative organization of our classes and our children's committees (hygiene, health, surveillance etc), pupils had already got used to working together with the respect of the life rules developed by and for ourselves. 🌱



**Good to know** A pedagogue is a specialist in pedagogy, in other words in all methods used to educate children and adolescents. He is a specialist in education!

# CHANGING THE WORLD THROUGH EDUCATION



A BIG THANK YOU TO ALL CHILDREN WORLDWIDE  
THAT PARTICIPATED IN THIS SPECIAL JUNIOR MAGAZINE!