

# THEMAG

## AIDE ET ACTION

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Special Report

# INCLUSIVE EDUCATION EQUAL CHANCES

40  
YEARS OF EDUCATION  
ANS D'ÉDUCATION

 Aide et Action

Changing the world through Education

# IMAGE OF HERE AND NOW



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On the occasion of World Parents' Day, celebrated on 1 June, Aide et Action reminds everybody that the involvement and mobilization of parents in education are essential for success and development of the youngest. Particularly in demand these months, due to the COVID-19 pandemic and the closure of schools, parents have been placed at the heart of their children's education. We would like to congratulate them and make a tribute to the most vulnerable among them, for whom this situation was a real challenge. Their continued commitment to life their children's education is a real factor of success. 🌱

"For several reasons, our children, and especially our daughters, drop out of school too soon and expenses incurred until then by families 'fall flat onto their mouth'. It is important to work with parents to avoid this."

A teacher from the College for Middle Education in Dialambéré, Senegal



# “Tomorrow’s education will be inclusive, or not.”



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Our governments have made a commitment to put in place educational systems worldwide and by 2030, which are inclusive and where everyone, regardless of their language, origin, or social background, will benefit from education necessary to fulfil their full potential. And yet, less than 10 years before the target date, the goal still seems a far cry from being achieved.

Disability, ethnic origin, gender, religion ... there are many obstacles to the education of millions of children around the world. Guaranteeing access for each and everyone to quality education has been the reason of existence for Aide et Action. For 40 years, we have taken action to remove barriers to participation and success for all learners, respecting the diversity of their needs and reducing all forms of discrimination in the learning environment.

In India, Laos, Burkina Faso, or even in Romania our projects are linked to raising awareness among populations and authorities about the importance of inclusion. We develop appropriate solutions, so that no child is left behind. It is by acting simultaneously on the social, institutional, and physical obstacles and behavioural issues that we can sustainably improve the situation. For us, tomorrow’s education will be inclusive or not.

**Charles-Emmanuel Ballanger**  
CEO of Aide et Action

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## CHILD RIGHTS

# COVID-19 COULD PUSH MILLIONS OF CHILDREN INTO WORK

*Celebrated on 12 June, the World Day Against Child Labour aims to put an end to the exploitation of the world's youngest. Unfortunately, after years of progress, 2021 could mark an unprecedented increase in child labour, as the consequences of the COVID-19 crisis threaten millions more children.*

**D**espite decades of progress which have reduced the work of 94 million children since 2000, it is estimated that today still 152 million children are deprived of their childhood because they are forced to work, thus endangering their health and education. This year, the devastating effects of the COVID-19 crisis may further aggravate the situation.

According to a new joint study of the International Labour Organization (ILO) and UNICEF, millions of additional children may be forced to work, which could lead, for the first time in twenty years, to an increase in child labour.

### Good to know

The International Labour Organization (ILO) has proclaimed 2021 “International year of elimination of child labour”, with the aim to encourage legislative measures and policies that could eradicate the global scourge of child labour.

“State signatories recognize the right of the child to be protected against economic exploitation and not to be bound by any work involving risks or likelihood to compromise his/her education or harm a child’s health or development [...]”

**Article 32  
of the International Convention  
on the Rights of the Child (ICRC)**

### MORE CHILDREN THREATENED BY THE WORST FORMS OF WORK

“Children who are already forced to work may have to do this by increasing number of hours or by suffering a deterioration in their working conditions, the report says. A larger number of them could be forced into the worst forms of child labour, which puts them at serious health and safety risks.”

Among the 152 million children concerned, 59% work in the agricultural sector, others are servants or employees, but still others - around 115 million - carry out dangerous activities. It is simply intolerable to leave aside more young people to expose themselves to the dangers that include slavery, child prostitution, or drug trafficking.

### LAW ENFORCEMENT TO PROTECT EACH CHILD

Aide et Action is committed to advocating for child rights to be upheld and respected as set out in the International Convention Relating to Child Rights. But, at the origin of child labour, there are multiple factors such as extreme poverty, social and cultural traditions, migration and emergency situations. To fight against all these factors, Aide et Action supports the poorest and most marginalised families to improve children’s access to education, nutrition, and essential services to better support their development. 🌱

## BURKINA FASO

# THANKS TO AIDE ET ACTION, 140 PUPILS WITHOUT ID FINALLY RECEIVE THEIR BIRTH CERTIFICATES

*In Burkina Faso, many children do not have a birth certificate and are facing great difficulties when growing up. To deal with this situation, Aide et Action set up the “Children Without Identity” project and contributed to the acquirement of 140 birth certificates, allowing beneficiaries to exist henceforth as citizens.*

**T**he birth certificate is the very first administrative document of a person, attesting to their existence and belonging to a country. In Burkina Faso, however, many children are deprived of this documentation. As part of the “Children Without Identity” project, implemented by Aide et Action a district of the country’s capital Ouagadougou, pupils conducted a survey to identify their peers without birth certificates.

The results were surprising: 400 pupils were not reported on any list. Faced with this situation, Aide et Action decided to support the town hall in acquiring birth certificates for the pupils concerned. So far, through collaboration with the court district and the civil status service, 140 birth certificates have been attained.



### Ghost children

According to the World Bank, a billion people in the world do not have proof of identity. These mainly live in sub-Saharan Africa and South Asia, and they belong, as a general rule, to the poorest and most vulnerable categories of the population. Among them, there is one in four children whose birth was not registered. To this figure are added all those who have poor quality papers in their possession or whose legal status cannot be verified. Nicknamed “ghost children”, these citizens are invisible to the authorities. They find themselves then deprived of their most basic rights such as education or healthcare.



### A CHILD WITHOUT A BIRTH CERTIFICATE IS A CITIZEN WITHOUT IDENTITY

Generally, it is through negligence or unawareness of the importance of this document that many parents do not register births. Cumbersome or sluggishness administrative processes, corruption, or the remoteness of services of civil status are often the causes mentioned by the parents concerned.

*“When my daughter was born, I was travelling, and I could not obtain the birth certificate at the maternity ward to produce the official document. On my return I no longer knew how to do it”, explains Albert Ilboudo, father of Ela Ilboudo, a third grade student and beneficiary of the project. A child without a birth certificate is a citizen without identity and as a result, at school, he cannot take part in exams or competitions. Once an adult, he will not be able to obtain an ID document since he does not appear in any administrative register.*

## EVENT

## AIDE ET ACTION CHANGES ITS NAME!

*In 2021, Aide et Action is celebrating 40 years of action in favour of access to quality education for everyone in the world. We decided to use this opportunity to evolve our name and our image. Revelation scheduled for next school year: stay tuned!*



In addition to marking our 40<sup>th</sup> anniversary, 2021 marks the end of a major transformation process, implemented for several months within our association. The new name coming soon will allow Aide et Action to also materialise the identity of our “new” transformed association.

### STRATEGIC REFLECTION, A TRANSFORMED ASSOCIATION

As part of our strategic orientations over 10 years (2020-2030), we are refocusing our action on access to quality education, for the most vulnerable and marginalized populations - with special attention for children, girls, and women - so that they may control their own development and contribute to a more peaceful and sustainable world. This strategy is part of a dynamic of change, within Aide et Action, in order to improve the quality and impact of our actions.

To conduct this strategy, Aide et Action will consolidate all its identities into a single organization whose singularity is to be led by a plural and multicultural governance. We are building a more inclusive and diverse team across our governing boards and committees to ensure the needs and experiences of those we are supporting through our activities are also represented across all levels of our organisation.

### BETTER REPRESENT OUR FIELD OF ACTION

One of the other major objectives of this name change is also to now translate our mission: education! Indeed, the word “education” is missing from our current name, but this component is essential to us to be immediately identifiable, understandable and, thus, to confirm our difference and our specificity. Education is at the heart of our actions, our projects, and our daily life, it seemed logical to us that it be reinstated and at the heart of our new name.

### AN EXTENSIVE CONSULTATION

Supported by Carré Noir – a strategic design agency of the Publicis group, which was selected through a call for tenders launched at the end of 2020 - in 2021, we set up a collaborative and participatory work methodology, based on several phases of consultation and co-building, carried out within the international network of Aide et Action (employees, volunteers, and governance). This was long and demanding, but the process was achieved through the collaboration and participation of all. We hope that you will be convinced by our future direction which will not, of course, erase anything what we have stood for over the past 40 years, nor the long road travelled, with you, since then. Our new direction celebrates all we achieved together!

**We will meet you at the start of next school year, to discover our new name and our new identity.** 🌱

# INCLUSIVE EDUCATION EQUAL CHANCES

*To ensure equal access to opportunities for all remains a challenge everywhere in the world. For Aide et Action, education is the key, but for that, it must be inclusive. Inclusive education guarantees, in fact, real opportunities of learning within classical school systems for those who are generally excluded. It involves considering all learners, with their needs and their own abilities, and to remove all obstacles that could limit their participation and their success. This is what Aide et Action has been doing for 40 years, for the most vulnerable populations.*



# Inclusive education for all and everywhere

*The Sustainable Development Goal (SDG) number 4 dedicated to education and the Education 2030 Framework for Action highlights inclusion and equity as foundations of quality education. However, less than 10 years before the supposed achievement of these goals, the situation in the world still seems far from ideal. Unfortunately, even today, education excludes.*

**M**ore than ever, Aide et Action is striving to direct its programmes towards the most vulnerable and marginalized populations (the poorest communities, the out of school children, those at risk of school dropouts, migrants, street children, children with disabilities, children living in crisis contexts, ethnic minorities, etc.) We are taking action to ensure that their right to access to quality education is respected, as well as their ability to get involved in tomorrow's world. We believe, that education is the only warranty for equal chances; but for that, it must include all children, without discrimination.

## **FIGHTING AGAINST EXCLUSION AND INEQUALITIES**

The UNESCO Convention on the fight against discrimination in the field of education (1960) and other international human rights treaties prohibit any exclusion or restriction in educational opportunities which are based on socially accepted or perceived differences, such as gender, ethnic or social origin, language, religion, nationality, economic status, aptitudes ... Yet, even today, millions of children do not have access to school because of these "differences". To change the situation,

it is essential to build inclusive education systems, in other words, which is respectful of diversity of all learners and their needs, and eliminating all forms of discrimination in the learning environment.

## **ENSURING REAL LEARNING OPPORTUNITIES**

The idea is not to offer systems or specialized establishments, adapted to the abilities of each, but to allow each child to be adequately accommodated within mainstream school systems which offer real opportunities for learners. This is how we can definitely break cycles of isolation and end social exclusion. This objective is one that we, at Aide et Action, have upheld for 40 years, leading us to increase access to quality education for the most vulnerable and marginalized populations. Improving school infrastructure according to individual needs, ensuring access to curricula and learning resources via digital tools or bilingual support, training teachers so that they are able to create inclusive educational environments, and raising awareness among communities and supporting authorities on the subject of inclusion are all missions that we carry out on a daily basis across all our countries of operation. 





*While overall some progress has been made [...], the move towards more inclusive education systems remains limited. In many cases, measures to give the most excluded individuals access to learning opportunities in an inclusive school environment remain sporadic and are not part of a comprehensive plan.* ”

Jennifer Pye,  
International Institute for Educational Planning, UNESCO.



**46%**

This is the proportion of the most marginalized populations who have a very slight chance of accessing quality education by 2030; 31% stand no chance at all.

(Unlock education for everyone, Save The Children, 2019)

**1 BILLION**

This is the number of people with disabilities in the world, among them, 150 million are children.

(World Health Organization).

**15%**

This is the percentage of the world's extreme poor who are indigenous even though indigenous people make up just 5% of the global population.

(World Bank 2020)

**10-12 MILLION**

This is the number of Roma living in Europe who are victims of racism and systemic exclusion.

(World Bank 2020)

**40%**

This is the proportion of countries of Asia, Latin America and the Caribbean that still have separate education systems for children with disabilities.

(Global Partnership for Education, 2021)



## Inclusive education

# A necessity for equal chances

*Aide et Action believes in quality education for all through inclusion. This is how all children and young people will be able to acquire basic skills that are essential to fully participate in life and contribute to the development of society. This is why our projects strive to ensure that no one, throughout their schooling path, is left behind.*

### Good to know

“Inclusion is a process of transformation which ensures full participation and access to quality learning opportunities for all children, youth and adults, which respect and value diversity and which eliminates all forms of discrimination in and through education.”

UNESCO, 2019, Commitment of Cali to equity and inclusion in education.

**IN BURKINA FASO, supporting girls facing socio-cultural constraints.** In the Central West Region, perceptions and practices are not conducive to success for schoolgirls. In order to bring about a lasting change in the situation, Aide et Action and the L'Occitane Foundation are committed through a common project to promoting access and promotion of vulnerable young girls in primary school. By covering the costs related to education, teacher training, the installation of latrines in schools and community awareness, our ambition is to support more than 2,000 girls on the road to academic success.



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**IN CAMBODIA, accompanying children with disabilities.** In the country, nearly 57% of children with disabilities are not in school. To reduce this gap, we have developed a project in partnership with Rabbit School Organisation, a local NGO, which offers “integrated” classes.

These are small classes (no more than 12 pupils for two teachers), their objective is to mix children with disabilities and pupils who lag behind in their schooling. Children thus benefit from adapted teaching methods thanks to which they can hope to reintegrate into the mainstream school system.

**IN LAOS, considering the needs of ethnic minorities.** In schools located in rural areas, there is often a majority of pupils who do not speak Lao as their first language. To ensure that they are not excluded from public education, Aide et Action is developing an innovative approach to teaching reading and mathematics aimed at improving their results. For this, we promote the use of Information and Communication Technologies (ICT) to facilitate access to content and materials in their native language in kindergarten and, thus, improve their understanding and interest in learning.

**IN INDIA, ensuring adequate reception of migrant children.** Across the country, there are 10 to 15 million migrant children. Confronted with the risk of dropping out from school as a result of their migration, we strive to ensure that their right to education is respected. Thanks to the establishment of dedicated early childhood centres, we provide childcare services, as well as uninterrupted education. We promote cognitive learning

“At the beginning, it was difficult for Kumpheak to get used to the school environment. But one day, at the end of the school day, she waved her hand at me and said “Hello”, which moved me deeply. She never did that before! For me it was proof that my Kumpheak received quality education in an integrated classroom and that she was making good progress.”

Sokhom,  
mother of a pupil in an integrated class  
Aide et Action in Cambodia



© Christine Redmond/AEA

through the development of learning materials and adapted programmes.

**IN ROMANIA, upholding human rights of Roma children.** Children living in precarious housing are still too often excluded from public education. This is why, in partnership with STEA, a local organization, we are carrying out a project intended to promote social and economic inclusion of families living in the under-

privileged urban district of Satmarel. This project focuses on access and keeping children aged 6 to 14 in school by improving, among other things, the quality of education. The project also provides for a specific approach towards parents, in order to involve them more in the education of their children and make them more independent in their procedures to access their civil rights. 🍓

## Inclusive education A vital issue



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*To reach excluded and marginalized groups and give them access to quality education, it is essential to develop and implement policies and inclusive programmes by acting at the same time on social, institutional, physical, and behavioural barriers. The stake is therefore global and multidimensional.*

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**A** s education went through an already global crisis, the COVID-19 pandemic has strained the situation even more in many countries. Unfortunately, the perspectives considered by specialists in the sector give rise to fear that access to quality education for all will

lag behind even more. Indeed, the impact of the crisis very clearly threatens the achievement and implementation of the **Sustainable Development Goals (SDGs) by 2030**. While UNESCO was already raising the red flag about stagnation in the number of out-of-school children for almost a decade, today,

### Good to know

At a historic summit organized by the United Nations in 2015, world leaders from the entire world adopted the sustainable development programme on the horizon of 2030. It showcases 17 Sustainable Development Goals (SDGs) which aim to ensure to each and all a better and more sustainable future by mobilizing actions to take on the challenges linked to poverty, climate, to peace and inequalities. For the first time people with disabilities were explicitly stated in the targets for education.

12 countries are already identified as having stepped back in the march of progress towards the establishment of SDG4.

### VULNERABLE POPULATIONS EVEN MORE WEAKENED

As always in crisis situations, the most vulnerable populations and marginalized people are hit the hardest. The question of inclusion is therefore more than ever a major stake! The COVID-19 pandemic has exacerbated existing inequalities, weakened children already excluded and led to new challenges for the education systems of the whole world. As a reminder by the Global Partnership for Education, “as we approach 2030 (the year in which the Sustainable Development Goals should have been achieved) and at a time when governments and education stakeholders learn lessons from the COVID-19 pandemic, it might be wise to seize this opportunity to reinvent current education systems. This is important, not only to limit the impact of the COVID-19 pandemic on schools and learners, but also to build resilience and improve inclusion thanks to a multisectoral approach.”

### A FINANCIAL AND MORAL INVESTMENT

Despite an increasingly pronounced desire to set up inclusive education in the world, the lack of means remains a major obstacle to its tangible progress. Adaptation of schools, teacher training, teaching methods, and



materials: there are many responses that require significant resources including from low- and middle-income countries that are now private. That is why, a massive and global investment is necessary to enable measurable success. But not only this - governments must also totally rethink their education systems planning policies and strategies by considering inclusion as an essential component. They must develop systemic approaches allowing all children, whoever they are, to learn together in the same school. That implies reaching out to all learners and removing all obstacles that could limit their participation and success in conventional systems. This concern has been ours for 40 years already and will continue to be so! 🍷

## IN CONCLUSION: INCLUSIVE EDUCATION DEPENDS ON TOMORROW'S INCLUSIVE SOCIETIES

Aide et Action is convinced of one thing: education is the basis of everything. That is why, it is absolutely essential to us to promote inclusion from an early age in the school community, so that all children, whatever their ability, have access

to the same opportunities. It is by guaranteeing quality chances at this level that we will be able to sustainably transform tomorrow's societies and make them, too, truly inclusive. 🍷

## NIGER Bridging classes to avoid school drop-out

In the cities of Niamey, Kollo, Kouré and Hamdalye, more than 69% of the population aged 15 years and older can neither read nor write. In addition, more than 2.2 million children aged 9 to 14 are not in school or were early school leavers. Confronted with this dramatic

situation, Aide et Action is developing “bridging” classes which offer young people the opportunity to find their way back to school. Based on an adapted learning system and accelerated methods, this project then makes it possible to “catch up on time lost”.

**Good to know** 1,600 girls and boys aged 9 to 14, out of school or not going to school, will thus have access to quality education. Among them, some may be offered vocational training to suit their interests and needs.

© Vincent Reynaud-Lacroze



© Dramane Sessouma/AEA



## BURKINA FASO Stimulating female entrepreneurship

In Burkina Faso, Aide et Action is developing a project that aims to empower women through entrepreneurship. It focuses on women aged 18 to 45 living in the capital Ouagadougou and carrying out activities such as hair-dressing, catering services, sewing, pastry making, and

soap production. Its objective is to enable these women to acquire knowledge, skills and resources which will then give them the opportunity to develop their activity in a professional manner.

**Good to know** By acquiring these essential skills, women from Burkina Faso can thus truly become actors of their own life. They can also be role models for others.

## NEPAL Offering quality primary education to marginalized children

The Rautahat district has one of the lowest literacy rates in the country. This is why we decided to set up a project that allows out-of-school, marginalized children to access quality primary education. This aims to improve the accessibility and retention of children in school and

to improve their basic reading, writing and maths skills. It also seeks to strengthen school governance through community participation in school management committee meetings.

**Good to know** To ensure ongoing learning during school closures due to COVID-19, the project broadcasts virtual learning courses via local FM radio for the benefit of many children in the area.



© PO Martin-Boban



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## VIETNAM Support the development of children from ethnic minorities

In the mountainous regions of northern Vietnam, we are developing a project that promotes the means of sustainable livelihoods for ethnic minority youth. To accomplish this, we focus our intervention on improving their career guidance, employability, and entrepreneurship.

We believe it is important to increase the adaptability of these young people to the needs of the labour market, to strengthen partnerships with local businesses and to identify entrepreneurial initiatives available to them.

**Good to know** In 2020, we focused our efforts on tourism, cooking, embroidery, and traditional weaving. These are promising sectors accessible to young people from ethnic minorities.

The stakes of education after the crisis

# G7: political commitments require ambitious funding

Column published by the Education Coalition,  
spear-headed by Aide et Action since January 2021

*The Education Coalition welcomes the declaration of the G7 “Declaration on girls’ education: recovering from COVID-19 and unlocking the 2030 Agenda”, published on 5 May, at the meeting of ministers of Foreign Affairs and Development of the G7. This ambitious declaration requires funding and action programmes to meet these new political commitments.*

It has never been urgent enough to move from words to deeds. We ask France to commit new and additional resources in favour of education during the next summit of leaders which will be held in June in Cornwall, the United Kingdom, and we encourage its G7 counterparts to break even. France should seize the many opportunities to continue its commitment in favour of education, in particular within the framework of the Generation Equality Forum, the “Priority to equality” initiative, of the Sahel Alliance. We also call on France to invest at least 500 million euros in the five next years in the Global Partnership for Education (GPE) and to pay special attention to the qualitative dimension of the GPE and equity fund mobilization mechanisms implemented with

partner ministries to benefit education systems. Capacity building management of granted funds is an integral part of aid effectiveness.

## EDUCATION, A PIVOTAL CATALYST

Education is not only an essential catalyst for all other Sustainable Development Goals but also a fundamental human right and a benchmark for equity. In order for France to respect its international policy on education, we ask it to play a leadership role in the promotion of girls’ access

Please turn  
over >

## 20 million

This is the number of girls who will never take up their studies following the COVID-19 pandemic. These numbers add up to hundreds of millions of children who did not already attend school before the COVID-19 crisis.



© Vincent Reynaud-Lacroze



“

*At the forefront of our efforts will be the most marginalized and most vulnerable children, those most at risk of being left behind - either because of poverty, disability or the effects of conflict, displacement and natural disasters.*”

**Declaration on Girls' Education:**  
how to recover from COVID-19 and unlock  
the 2030 agenda, 5 May, 2021.

Continued &gt;

to free quality education. This requires increased mobilization and targeted investments in state education and regulation of private actors. We are deeply concerned about the commitment in the G7 Declaration of “*scaling up mechanisms of innovative financing that draws part of financing on the sector private to maximize every dollar of State Development Aid (SDA) – thus including the increasing impact of investments*”. We call on France to encourage the G7 to recognize the State as the first guarantor of the Right to education, in alignment with statements, frames and legal international tools which affirm and protect the right to education and to guarantee to all children, girls and boys, access to free and quality education.

### **AN UNPRECEDENTED GLOBAL EMERGENCY**

We are witnessing an unprecedented global emergency in education. More than one year after the start of the COVID-19 pandemic, nearly half of the world’s pupils are still affected by school closures, and it is estimated that up to 20 million girls will never resume their studies. Overcoming barriers to educational continuity and returning to school become even more important when several factors of discrimination (such as disability, household

income, migration status ...) intersect with gender. These numbers add to the hundreds of millions of children who were not already in school before the COVID-19 crisis. While governments face increased pressure in financial resources due to COVID-19, France must firmly stick to its commitment to strengthen its cooperation with partner countries to ensure that children and vulnerable young people can achieve their right to quality state education. The future of most children and young marginalized people is at stake.

### **“EQUALITY FIRST”**

- In 2019, during the G7 under French presidency, France, alongside its institutional and civil society partners, launched “Equality First” which offers countries that wish - and in particular the 8 pilot countries: Burkina Faso, Mali, Mauritania, Mozambique, Niger, Nigeria, Sierra Leone, Chad - to support them in strengthening equality between girls and boys in their

education systems.

We welcome the priority given by France to education, and particularly in girls’ education. But to be effective, the objectives set out in the new ministerial Declaration must be supported by essential financial commitments on behalf of the G7 leaders, including France. The GPE aims to mobilize at least US\$ 5 billion from donors in order to transform education systems for over a billion girls and boys. France must encourage this mobilization of the whole international community, donors but also call upon partner countries of the GPE within the framework of this mechanism to invest more domestic resources for education and to cooperate to strengthen tax justice. Access to inclusive and quality education has a proven positive impact on health, well-being, gender equality and economic development for the next generation of children, their communities, and the world population. 🍀



### **ABOUT THE COALITION**

The Education Coalition brings together 22 organizations from French civil society: labour unions, associations for international solidarity, NGOs in defence of the right to education, and mainstream educational organizations. Together, we claim the right to inclusive quality education for all, and in particular for the most vulnerable ones, and affirm that international solidarity is necessary to lead this fight.

<http://www.coalition-education.fr>

## Education of girls and women

# A solution for a better reconstruction of tomorrow's world



© Christine Redmond/AEA

The next G7 summit will take place in the UK, from 11 to 13 June 2021, around the theme “Better reconstruction”, following the COVID-19 pandemic. This aims to define the main political priorities of tomorrow, including education. On this occasion, we will give the word to members of our “Education For Women Now” movement (EFWN), which defend this cause, together with us, in support of girls and women.



**Denise  
EPOTÉ**

“For thousands of little girls, education is a passport for life”

Journalist, host and Director of TV5 Monde Africa, Denise Epoté is President of the Committee of the campaign Education For Women Now. Her commitment to our side is both a strength and a pride. “I support the campaign because for thousands of little girls, education is a passport for life” explains Denise. “We usually say that to educate a woman is to educate a nation, then if we want citizens to be aware of their rights and obligations, let us guarantee education of quality to little girls. Education is an insurance for a better world.”



**Lahou  
KEITA**

“The aviation industry needs the contribution of women”

Lahou Keita and her sister sister Fatou, co-founded the engineering company Keitas Aeronautics Systems which created Tempeus®, a black box data-capturing tool for aircrafts. She is a model of success within a sector still mostly dominated by men. She supports and embodies the values defended by our campaign Education For Women Now. “We support the campaign EFWN because the aeronautics industry needs the contribution of women to improve aerial safety” explains Lahou. “It is therefore essential that they have access to education and go very early to the scientific options to take over new labour.”



**Jean-Michel  
STEBER**

“When there is more parity and balance, everything is a lot more efficient”

Jean-Michel Steber is the Regional Director of BNI France (first recommendation network of business), Chairman of the Board of Directors of Fond’Actions France and member of the campaign committee Education For Women Now. Already involved via BNI Fond’Actions France which supports projects related to childhood and education, his commitment to our side makes sense. “Education For Women Now gives the possibility to carry education, knowledge and also transfer knowledge to women and girls. We know that when there is more parity and balance, everything is a lot more efficient.”



**Carole  
DA SILVA**

“The moment you have found the key that leads to your dreams, nothing will be able to stop you”

Carole Da Silva, member of the campaign committee Education For Women Now and author of the book “Woman & Power, 12 keys to success”, proposes to donate a euro on every book sold to support our initiative. A generous and committed approach. “As soon as you have found the key to your dreams, nothing will be able to stop you anymore and the world will thank you. This message is valid for all the women. It is completely in adequacy with the commitments of the campaign and it’s a cause that is close to my heart.”

**For more information:**  
[efwn.org](http://efwn.org)

# AIDE ET ACTION'S MOBILIZATION FOR CLIMATE



© Charlotte Fortum/AEA

*Aide et Action teams up with Climate Chance for education and training tools to fight climate change.*



**E**ducation for climate change is one of the strategic angles of Aide et Action for 2020-2030. That's why we have decided to collaborate with the Climate Chance association which brings together non-state stakeholders (associations, NGOs, companies, local authorities, etc.) to fight against climate change. Each year "Climate Chance - Africa" brings together the stakeholders of the African continent, structured around nine thematic coalitions. The next summit will take place from 15 to 17 September in Dakar, during the Week of Sustainable Mobility and Climate.

On this occasion, Aide et Action will co-pilot the coalition dedicated to "Education and Climate Change Training".

### **Best practices and awareness**

The initial roadmap of this coalition recognizes the role of education and training as tools in the fight against climate change to better understand and process information and risks. It also emphasizes the need to carry out a global overhaul of educational systems in many countries, with targeted training for educators. And finally, it recalls the importance of having better informed decision-makers. 🌱

## Sajeev PADINJARAPURAKKAL

# Director of development of aid programmes of Aide et Action in South Asia

*In India, where the second wave of COVID-19 started in February 2021, both health and education are in crisis.*



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### What is the current health situation in India?

In India, the second wave of COVID-19 started in February 2021. It is more aggressive and contagious than the first one. Several members of our team were affected. It devastated big cities like Delhi, Mumbai, Bangalore, or Chennai, then it spread to small towns and villages. This has been a surprise and a shock for everyone around the world. 200,000 cases are counted on a daily basis. This situation is saturating health infrastructure, resulting in a shortage of tests, vaccines, beds, oxygen, and life-saving medicines, while the increase in the number of deaths affects the operation of crematoriums.

### And what is its educational impact?

About 320 million learners are impacted by the situation in India; the country which has the second largest school system in the world,

after China. Closure of school establishments resulted in the suspension of courses and exams were postponed or even cancelled. In this unprecedented situation, digital education has become the new norm, with its advantages and disadvantages. This change was less difficult for schools in large cities, however, schools in more remote areas have faced enormous challenges. According to the annual report on the state of education (published in October 2020), only a third of Indian schoolchildren can take online courses. Having a basic smartphone and a Internet connection is an expense that is not affordable for millions of Indians. This digital divide continues to deprive the most vulnerable children of education. Thus, the crisis has created a big gap between rich and poor students and between urban and rural students.

### What are the other consequences to fear?

It is important to understand that school is not just a source of education for the poor. It is also one meal a day and helps protect against early marriage, domestic violence, sexual exploitation, and child labour. Other possible consequences: poverty due to the loss of livelihood of the parents, which entails massive drop-outs and pushes children to have to work. A comprehensive response



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is urgently needed, which is both inclusive and conducive in nature for underprivileged children. In a country riddled with inequalities, it is without any doubt a major concern today.

### What has been the response of Aide et Action?

Our response to the COVID-19 pandemic started as early as 2020 with support for populations at a high risk of contamination, such as migrant workers and their families, those which lost their sources of income and those who desperately needed to go home. They received food support, a medical kit, and other essential hygiene items. Children in school received school kits in order to maintain their pedagogical continuity. To respond to the second wave, our new strategy consists of: providing oxygen cylinders, basic drugs, and health kits; helping families in lockdown areas and organizing safe transportation for migrants; raising awareness around virus prevention measures, to getting more testing and vaccinations done; training more networks of virtual volunteers to carry out support actions in rural areas; supporting the most vulnerable families to restore their livelihoods. 🌱

To support our teams in the wake of this emergency situation, please donate to this address:

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